

ABSTRACT

**THE USE OF ANIMATED VIDEO IN FLIPPED CLASSROOMS
IN THE TEACHING OF RECOUNT TEXT READING
COMPREHENSION**

By

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This study examined the effectiveness of animated videos in a flipped classroom to improve eighth-grade students' reading comprehension. The population consisted of eighth-grade students, and the sample included 52 students divided into an experimental group (26 students) and a control group (26 students). A quasi-experimental design was used, and data were collected through pre-tests and post-tests.

The study investigated whether students' reading comprehension improved after the use of animated videos in flipped classroom, whether there was a difference in reading comprehension achievement between students taught using animated videos in flipped classroom and those taught using the original flipped classroom, and which aspect of reading comprehension improved the most among students taught using animated videos in flipped classroom and those taught in the original flipped classroom.

The results showed a significant improvement in the experimental group (Sig. = 0.000 < 0.05). The experimental group also achieved a higher post-test mean score (76.00) than the control group (59.54), with a significant difference ($p < 0.05$). This indicates that animated videos were more effective than the original flipped classroom in improving students' reading comprehension.

Among the reading comprehension aspects, identifying main ideas showed the most improvement, with a gain of 21.53 points. Animated videos helped students understand key information and the overall text meaning more easily.

In conclusion, animated videos in a flipped classroom effectively improved students' reading comprehension, particularly in identifying the main ideas of recount texts.

Keywords: Animated videos, flipped classroom, reading comprehension, main idea