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

A Thesis

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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

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Master's Degree in English Education
in
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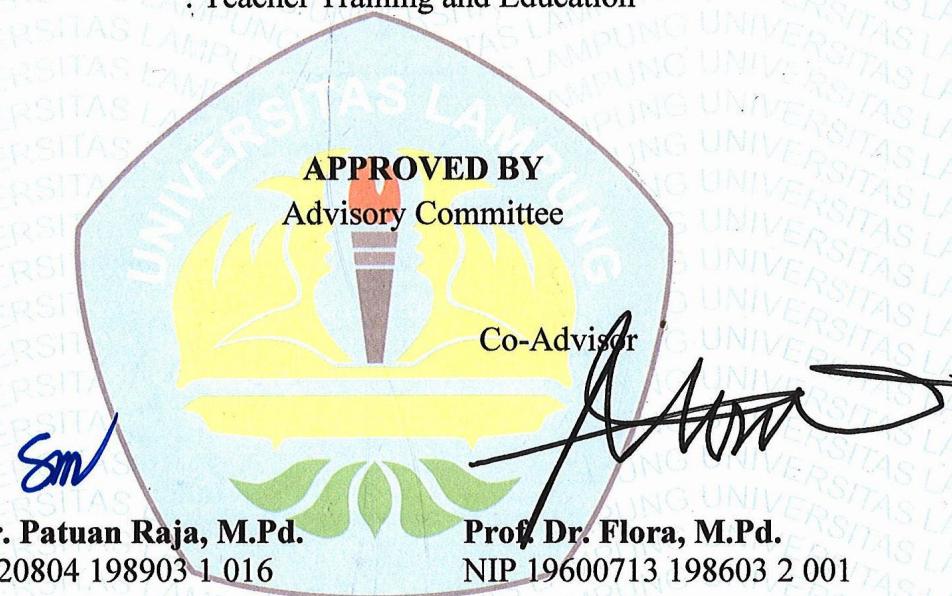Study Program : Master of English Education

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Yang membuat pernyataan,

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CURRICULUM VITAE

The writer was born in Metro, Lampung, on January 21st, 1989, as the second child of Budianto and Wiwik Septiningsih. She completed her early childhood education at Pertiwi Teladan Kindergarten Metro in 1995, followed by her primary education at Pertiwi Teladan Elementary School Metro in 2001. Then, she continued her junior secondary education at State Junior High School 1 Metro and graduated in 2004. Her senior secondary education was completed at State Senior High School 1 Metro in 2007. She obtained a Bachelor's degree in English Education from the State Islamic University of Jurai Siwo Metro in 2012.

In 2010, she participated in the Community Service Program in Trimulyo Village, Pesawaran. In 2011, she completed her Teaching Practice at State Senior High School 1 Kota Gajah, Central Lampung. Since 2010, she has worked as a private tutor for elementary and junior high school students. From 2012 to 2016, she taught English to seventh and eighth-grade students at Yayasan Pendidikan Darul Ulya Metro, while continuing her private tutoring activities to the present. In 2023, she continued her studies in the Master's Degree Program in English Education at the University of Lampung.

This thesis is dedicated to my beloved grandmother for her unwavering support. In pursuing this study, I thank my husband and family for their continuous encouragement throughout this academic journey.

"Reading is the key to knowledge, and knowledge is the light of life."

(Anonymous)

"Everyone is smart in their own field."

(Flora)

"If you have passed a path before, you will be able to pass it again many years later."

(Patuan Raja)

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Finally, the writer acknowledges that this study has limitations and welcomes constructive suggestions and feedback to improve future research.

Bandar Lampung, January 2026
The writer

Rishka Wulan Setiayani

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I. INTRODUCTION

This chapter discusses several key points in the context of this research. It begins by examining the research background, including the research questions, objectives, uses, scope, and definitions of terms.

1.1. Background

Reading comprehension has become a fundamental cognitive skill that is essential to a student's ability to understand and analyse texts. Neufeld (2005) describes reading comprehension as a process of building a meaningful understanding of a text by actively engaging with it and using prior knowledge to interpret its meaning. Deep understanding of sentences requires knowing what the nouns refer to, identifying the main focus of the discourse, recognizing assumptions, and making reasonable inferences (McNamara, 2006). Reading comprehension requires understanding the structure of the text, grasping its deeper meaning, and making connections within the content. The students need to focus on what they read and involve their ability to recognize what they have read to obtain the message.

Reading comprehension plays a crucial role in the teaching and learning process, serving as a primary source of information in the study of English as a foreign language (Nation, 2008). Reading comprehension provides a lot of insight and knowledge that is available in various informational texts. Besides that, reading helps to develop critical thinking skills. By reading, people could have a new vocabulary, improve their pronunciation, and know how to spell words. In simple terms, reading comprehension is an important skill to acquire new information within the text that involves actively engaging with the text and applying relevant background knowledge to extract the meaning.

In the Junior High School curriculum, the students are supposed to comprehend implicit information in the form of print or digital texts, including visual,

multimodal, or interactive texts. However, based on the results of preliminary research on the eighth-grade students at SMP Kartikatama Metro in the academic year 2024/2025, there was a presumption among the students that reading English text is difficult and time-consuming. The students found it difficult to identify the specific and general information in the recount text. They struggled to extract accurate information in the texts, often taking a long time due to unfamiliar words, particularly verbs in their past forms. These problems aligned with a finding by Qrqez and Rashid (2017), which indicates that secondary school EFL students face difficulties with reading comprehension when dealing with ambiguous words, unfamiliar vocabulary, and limited time to process the text. These aspects are regarded as difficulties that the students encounter in comprehending the text. It can be affected by a lack of vocabulary, motivation, and enthusiasm for reading the text.

Moreover, in classrooms dominated by teacher-centred approaches, students often lack opportunities to develop their reading comprehension skills and actively participate in discussions (Scheiter et al., 2009). In a teacher-dominated classroom, the students might not have enough time to activate their skills and build schemes for active participation in class discussion. The teacher-led sessions take up most of the class time, leaving little time for students to practice reading or engage with their peers. Therefore, while some students actively participated in class, others remained passive and lacked confidence in sharing their ideas. They frequently skimmed the texts without trying to understand them fully. As a result, the students often felt unmotivated in reading activities and relied on their classmates' opinions to comprehend the text and answer the questions. Therefore, the teacher needs to implement a strategy that addresses the limited time available for classroom activities for the teaching learning process to become more effective and engaging, particularly in developing students' reading comprehension skills.

Blended learning is a learning instruction model to enhance students' engagement and participation. This model creates more opportunities for students to communicate with both peers and teachers within a student-centred classroom, helping to overcome limited instructional time in the classroom. In such an environment, learners have many chances to collaborate and seek clarification directly from the teacher. As a result, teachers are encouraged to integrate this

approach, which requires the purposeful use of educational technology to support learning activities.

Furthermore, the flipped classroom represents a form of blended learning in which students take primary responsibility for acquiring and understanding instructional content. The term 'flipping' refers to reversing the usual sequence of homework and classwork activities (Ash, 2012). In a conventional classroom, class time is mainly used for teachers to introduce new material. In contrast, the flipped model relocates the delivery of new content to the pre-class stage. This model aligns with online and student-centred learning. The students in a flipped classroom learned new material at home, while in-class time was allocated for discussion, collaboration, and interactive activities. Therefore, teachers are able to focus on interactive tasks such as practicing skills, clarifying concepts, and discussing the material students have already explored before class.

In a flipped classroom setting, students engage with learning materials such as lecture notes or instructional material at home, which allows classroom sessions to be used for interactive tasks like group work, discussions, and problem-solving activities (Bishop and Verleger, 2013). Instead of spending most of the class lecturing, teachers act as facilitators by guiding students in collaborative activities and language learning experiences centred on projects or problem-based tasks (Bauer et al., 2016). In this model, students come to the classroom already familiar with the content and use that prior knowledge during various in-class activities. As facilitators, teachers may apply backward design by identifying expected learning outcomes, determining suitable assessments, and planning instructional activities that guide students in understanding the text.

Several studies have highlighted the positive impact of the flipped classroom model on learning outcomes. A study involving tenth-grade students and an English teacher at a vocational high school in Cilacap, Indonesia, examined how the flipped classroom model was used to teach reading comprehension (Fahmi et al., 2020). The researcher observed the lessons as a non-participant, documenting and analysing what happened in class without taking part in the activities. The findings showed that the teacher implemented four key steps when teaching narrative texts through the flipped classroom approach. These steps involved preparing online

materials before class, using and reviewing the materials during class, and facilitating collaborative tasks. Students reacted positively, describing the method as enjoyable and engaging. They believed that the flipped classroom approach helped them become more active in their learning and better overcome their academic difficulties.

Flipped learning has also been shown to strengthen communication between lecturers and parents. Through this model, parents are able to notify lecturers about the specific areas in which students encounter difficulties or have trouble grasping certain concepts (Hariati et al., 2021). In this learning process, students are given short explanations of narrative text materials through simple animated videos. These videos present a teacher who reads an English text accurately. It allows the students to learn at their own pace. Parents can also view the videos to help them understand their children's assignments and offer support at home. As a result, students became more confident in completing their tasks.

A related study showed that the participants initially showed low ability in summarizing (Al-Msbhieen and Al-Dhamit, 2022). The research involved 16 university students taking a physical disability course in the Special Education Department during the 2020/2021 academic year. The participants in a physical activity started with low summarization skills. After using the flipped-classroom strategy and related materials, there was a statistically significant improvement in their summarization abilities. The post-test scores are significantly higher than the pre-test scores.

Another related study also explored how teachers applied the flipped classroom model to teach English reading comprehension at MTs N 4 Banda Aceh (Sari et al., 2022). In this model, the teacher used a YouTube video and provided students with an outline that emphasized the main ideas to help them comprehend the content before class. Students were then asked to summarize what they had learned. Parents could also assist by ensuring students engage actively in the learning process and by staying informed about assignments, exams, and academic progress. However, during in-class activities, some students found it challenging to finish their group tasks due to the limited time. They frequently rushed and

continued asking the teacher questions, suggesting that they still struggled to fully grasp the material.

Briefly, previous studies show that the flipped classroom model can enhance different student skills. Research involving vocational high school students and college students in the Elementary School Teacher Study Program indicates that this approach improves their reading comprehension of narrative texts. Other findings also show that the flipped classroom supports the development of summarization skills among university students in special education programs. In addition, studies at the MTs level reveal that using learning videos and summarizing key points can effectively support English reading comprehension.

However, despite these positive outcomes, some students still struggle to fully understand the material provided in the pre-class activities. They tend to rush through group work and frequently seek clarification from the teacher. It shows that the flipped classroom does not automatically facilitate the students' comprehension of the instructional materials.

 Considering the limitations of the flipped classroom above, this issue is related to previous findings that many students come to the class without completing and fully understanding the pre-class materials that reduces their ability to participate actively during the lesson (Herreid and Schiller, 2013). Teachers also face challenges in checking whether students have actually watched the assigned videos or comprehended the content.

Furthermore, Prasetyo et.al. (2020) reported that original flipped classroom approaches without multimedia support could lead to lower engagement and comprehension, as students were required to process all information independently before class. In addition, the students often require additional support as they adjust to learning tasks outside the classroom (Akçayır and Akçayır, 2018; Vollmer and Drake, 2020).

In other words, the flipped classroom has several limitations that can reduce its effectiveness. Some students do not fully understand the pre-class materials, which affects their class participation, and teachers may find it difficult to monitor students' learning outside the classroom. In addition, the lack of multimedia

support and the need for independent learning can lower students' engagement and comprehension.

Recently, modern technology has developed massively. Technology now plays a crucial role in education and society and provides valuable tools to enhance deeper learning experiences. Obviously, the students in this century are proficient in using technology. The integration of multimedia as technology tools in the teaching and learning process plays a significant role in supporting students.

Learners in the 21st century are typically proficient with digital tools, highlighting the need to incorporate technology into classroom instruction to support the development of key competencies required in this era (Alexander et al., 2017; Johnson, 2009). As a result, students increasingly rely on various forms of educational technology, such as smartphones, mobile learning platforms, computers, and instructional websites, to seek assistance and enhance their understanding.

The use of technology, particularly the integration of video, has long served as an important instructional tool in classroom learning. Videos are highly motivational and effectively support the development of reading skills (Stempleski and Tomalin, 1990). Video segments can be applied effectively across different teaching contexts, including whole-class instruction, small-group activities, or individualized learning. The duration of a video in a few minutes provides maximum flexibility for teachers and improves students' learning in accordance with their needs. Therefore, watching videos is particularly beneficial for EFL learners. It allows the students to enhance their knowledge outside the classroom.

A study by Marzban (2010) further presented that computer-assisted language learning can improve the reading comprehension of Iranian EFL students. It indicates that digital tools can facilitate foreign language reading development. However, video viewing may become a passive activity. Overemphasis on audiovisual content can divert attention from essential reading skills such as decoding and comprehension. Therefore, while many foreign language learners watch videos outside the classroom, only a small number use them purposefully to strengthen their reading comprehension. In other words, it is important for teachers to integrate educational technology, particularly to improve students' reading

comprehension and sustain students' attention on textual information through multimedia.

According to Mayer (2009), in multimedia learning theory, students learn more effectively when information is presented through both words and images rather than through verbal explanations alone. Animation is defined as a quick display of a sequence of static pictures that create the illusion of motion (Harrison and Hummell, 2010). Animation is essentially a visualization of pictures that appear to move.

Technological advancements have enabled animated videos to present visual representations that are more impactful than conventional methods to convey different phenomena and symbolic concepts (Khalidiyah, 2015). Animated learning videos typically present content clearly and concisely to help students comprehend the concepts more easily (Pratiwi et al., 2021). The animated learning videos are considered to encourage students' motivation, to enhance the concepts more effectively, and to improve learning performance.

In other words, animated learning videos play a significant role in enhancing the teaching and learning process. Animated learning videos effectively present concepts clearly and engagingly, thereby enhancing students' understanding, motivation, and learning performance. Animated videos help the students concentrate more and pay full attention to the text. Therefore, it is important to ensure that students remain focused on text comprehension by presenting the reading materials in segments within animated videos. The teachers also need to ensure students' involvement and preparation before class activities.

In this study, the researcher completed the pre-class phase using an animated video in a flipped classroom, with student worksheets designed to support comprehension of the reading material. The student worksheets consist of a sequence of questions intended to help the student comprehend the text. Student worksheets play a crucial role in achieving learning objectives and facilitating student participation throughout the instructional process (Bakri et al., 2020; Marshel et al., 2020). The worksheets provide structured tasks and information that encourage interaction between teachers and students while allowing learners to work independently through practice and application of acquired knowledge (Celik

et al., 2022; Maharani et al., 2022). The student's worksheet is to encourage the student's ability in active learning during the in-class phase.

A study also indicates that students who receive guided questions perform significantly better on video-related assessments compared to those in control groups in enhancing learning outcomes (Lawson et al., 2006). Guided reading questions also positively influence student motivation, comprehension, effort, and understanding of the material before attending class (Brown et al., 2016). In other words, combining animated videos with student worksheets can effectively support comprehension, promote critical thinking, and enable students to independently arrive at answers.

Referring to the issues above, the researcher found that the study of using animated video in flipped classrooms in the teaching of recount text reading comprehension is still rare. This study aims to address the limitations of the flipped classroom by incorporating animated videos to improve students' comprehension during the in-class phase. Therefore, the researcher investigates how this approach influences the students' ability to comprehend the recount texts more effectively.

1.2. Research Questions

In line with the background above, the research problems are formulated as follows:

1. Is there any significant improvement in students' reading comprehension of recount texts after being taught using animated videos in a flipped classroom?
2. Is there any significant difference in students' reading comprehension of recount texts between those taught using animated videos in a flipped classroom and those taught through the original flipped classroom?
3. Which aspect of reading comprehension improved the most among students taught using animated videos in a flipped classroom and those taught in the original flipped classroom?

1.3. Objectives

The research objectives of this research are determined as follows:

1. To determine whether there is any significant improvement in students' reading comprehension of recount texts after being taught using animated videos in a flipped classroom.

2. To determine whether there is any significant difference in students' reading comprehension of recount texts between those taught using animated videos in a flipped classroom and those taught through the original flipped classroom.

3. To identify the aspect of reading comprehension that improved the most among students taught using animated videos in a flipped classroom and those taught in the original flipped classroom.

1.4. Uses

The uses of this research are described as follows:

a. Theoretically:

The results of this research are expected to support the existing theories and further research on using animated video in a flipped classroom in the teaching of reading comprehension.

b. Practically:

1. The teacher may be able to implement this learning model to teach further reading comprehension.

2. The teacher may be able to utilize the time in the classroom to involve the students as the centre of the teaching-learning activity.

3. The students may be able to be more confident by self-learning, preparing lessons at home, and getting ready for discussion in the classroom.

4. The students may be able to be more interactive, creative, and enthusiastic in practicing their reading comprehension inside and outside of the classroom.

1.5. Scope

This study examined the use of animated video in flipped classrooms to improve students' reading comprehension. It specifically focused on reading comprehension of personal recount texts. It also examined how animated videos in a flipped classroom model improve various aspects of reading comprehension, including identifying the main idea, understanding specific information (details), making inferences, recognizing references, and understanding vocabulary.

The participants of this study were the eighth-grade students of SMP Kartikatama Metro. The study involved a classroom experiment where participants

consisted of two groups, namely an experimental group that was taught using animated videos in a flipped classroom, and a control group that was taught in original flipped classroom. The data were gathered using pre-tests and post-tests in both groups. It was to determine whether animated videos in flipped classrooms could improve students' reading comprehension.

1.6. Definitions of Terms

The terms used by the researcher related to the concept are clarified as follows:

1. Reading comprehension is a process of building a meaningful understanding of a text by actively engaging with it and using prior knowledge to interpret its meaning (Neufeld, 2005). Reading comprehension plays a crucial role in the teaching and learning process, serving as a primary source of information in the study of English as a foreign language (Nation, 2008).

2. Recount text is a text type that presents past experiences by retelling events in chronological order (Knapp, 2005). Hyland (2004) also defines a recount text as a kind of genre that has a social function to reconstruct past experiences by retelling events in original sequences.

3. A flipped classroom is used to define the interchange of homework and classroom activities (Ash, 2012). A flipped class is an approach to the inverted learning process that is utilized by technology and gives more time for the students to learn inside and outside the classroom (Bergmann and Sams, 2012).

4. Animation is a quick display of a sequence of static images that creates the illusion of motion (Harrison and Hummell, 2010). The material in animated learning videos is presented clearly and concisely, which enhances students' understanding and makes it easier to grasp concepts (Pratiwi et al., 2021).

This chapter has provided a brief overview of the research background, research questions, research objectives, the uses, scope, and definition of terms.

II. LITERATURE REVIEW

This chapter deals with concept of reading, reading comprehension, recount text, teaching of reading, animated video, flipped classroom, teaching of reading through flipped classroom, teaching of reading through video, teaching of reading through video in flipped classroom, the procedure of teaching reading in a flipped classroom, the procedure of teaching reading through video, the procedure of teaching reading through animated video in flipped classroom, advantages and disadvantages of flipped classroom, theoretical assumption, and hypotheses.

2.1. Reading

Reading is a cognitive process that involves engaging with the written text and comprehending its meaning (Nation, 2008). The reading process requires the students to decode the symbols, namely letters and words, and integrate them with their prior knowledge and experiences to derive meaning from the text. In other words, reading is the students' interaction with written material and comprehension of its message to get information by combining prior knowledge with visual cues.

Reading plays a crucial role in the learning process and is an essential activity for human development within a community (Palani, 2012). It plays a central role because it equips the students with information and provides a gateway to understanding explanations on various topics. It holds significant importance as it contributes to the regulation of society and the dissemination of knowledge, enabling individuals to comprehend written language. Additionally, reading develops a student's personality, fosters critical thinking, and inspires the creation of new ideas.

The students must actively engage with the text by integrating their knowledge and experiences to fully comprehend the information in the text. Whereas, while a student does not interact with the text and develop their comprehension, they struggle to extract the intended information. Therefore, reading is a crucial part of

students' learning activities and cannot be separated from the educational journey. Burns (1992) identifies several processes that are involved in reading to enhance comprehension during reading activities. The process is as follows:

1) Sensory process means perceiving the printed symbol visually.

2) Perceptual process means interpreting what they see as symbols or words.

3) Sequential process means following the linear, logical, and grammatical patterns of the written words.

4) The experiential process means relating words to direct experiences to give the words meaning.

In other words, the reading process consists of several stages. Initially, students visually identify printed symbols, which they then interpret as meaningful words. They also track the logical and grammatical structure of the text. As a result, they relate the words to their personal experiences, which deepens their understanding of the material. This personal connection is crucial, as it provides a foundation for engaging with the different types of reading described by Brown (2003).

a. Perceptive

Perceptive reading tasks focus on analysing the smaller components of written language, namely letters, words, punctuation marks, and other graphic symbols. This type of reading emphasizes bottom-up processing, where the students build understanding from the smallest units of text.

b. Selective

Selective reading is often associated with assessment formats. It evaluates a student's ability to recognize lexical, grammatical, or discourse features within short pieces of text. Common tasks include picture-based prompts, matching exercises, true or false questions, and multiple-choice questions.

c. Interactive

Interactive reading involves engaging with longer texts, ranging from several paragraphs to a page or more. In this process, the students interact with the text by using their prior knowledge (schemata) to negotiate meaning. The goal is to identify key features, namely vocabulary, symbols, grammar, and discourse elements, in moderately short texts while retaining the processed information.

d. Extensive

Extensive reading applies to longer texts, namely professional articles, essays, technical reports, short stories, and books. The primary aim of this type of reading is to assess a learner's overall understanding of the text rather than focusing on small details.

In conclusion, reading is a cognitive process that involves interpreting written symbols by combining prior knowledge with new information from the text. It encompasses both word recognition and comprehension, enabling students to construct meaning from the sentences and phrases. Reading is not only essential for acquiring knowledge but also for encouraging critical thinking, creativity, and personal growth. It also plays a central role in education, human development, and the dissemination of knowledge within society.

2.2. Reading Comprehension

Reading comprehension entails the ability to effectively extract relevant information from a written text while disregarding irrelevant details and quickly identifying the desired content (Grellet, 1981). It is an active and dynamic process that requires students to draw on prior knowledge, understand vocabulary and concepts, make inferences, and connect key ideas to construct meaning. In other words, reading comprehension skills is by requiring and extract the necessary meanings to gather specific information, solving problems through reading, and following directions or ideas accurately.

The understanding of reading comprehension is improved by recognizing the three levels of understanding described by Westwood (2008), which serve as a guide for developing important skills.

a. Literal Comprehension

It represents the most basic level of reading comprehension. At this stage, the students are capable of recalling or retelling facts and information explicitly presented in the text. For example, they can identify and share the name of the main character because it is clearly stated in the text. The information needed for literal comprehension is primarily derived directly from the text itself.

b. Inferential Comprehension

This level of comprehension is more advanced than literal comprehension. At this stage, readers can interpret information that is implied or suggested within the text. For example, they might recognize that the main character is angry based on the character's words and actions.

c. Critical Comprehension

This is the most advanced level in the taxonomy. At this stage, the students can evaluate critically the information presented in the text. For example, the students can identify or compare and contrast the information with other facts they have encountered elsewhere.

In other words, reading comprehension can be categorized into three levels: literal, inferential, and critical comprehension. Literal comprehension focuses on understanding and recalling explicit information directly stated in the text. Inferential comprehension goes beyond the surface meaning of the text to interpret implied or suggested information. Critical comprehension critically evaluates the text. Additionally, there are some factors that influence reading comprehension (Harris, 1976). The factors are as follows:

a. Attention

Attention is an active process where students focus on what they are reading. This process involves working memory, which allows students to hold and process information from the text to make sense of it. Attention helps the student concentrate, understand the material, and remember the information better. Attention also helps students stay focused for longer periods, which is important for understanding and retaining what they read. For example, a student read a text about a family vacation. They need to actively concentrate on the details of what happened in the text, namely where the family went, what activities they did, and how they felt about the experience. By focusing their attention, the students can remember the key events and understand the overall message of the text.

b. Background Experience

Background experience refers to the knowledge or experiences students have gained in their daily lives that relate to the topic of a reading passage. Prior language

experience is especially important for reading because it helps students understand and interpret the text (Harris, 1976). By using their prior knowledge, students can better understand unfamiliar concepts or vocabulary. It allows them to connect new information in the text to what they already know, making it easier to grasp complex ideas based on their own experiences, make predictions, draw inferences, interpret the meaning more effectively, and making it easier to understand and interpret the story. For example, a student reads a text about a trip to the zoo. Their background experience of visiting a zoo or learning about animals can help them relate to the text. They might already know what it feels like to see animals in enclosures, hear the sounds of different animals, or walk through a zoo's pathways. This connection allows them to better understand the events described in the text and visualize the experience.

c. Language Abilities

The students' language abilities include understanding sentence structure and knowing the meanings of words (Harris, 1976). These abilities are essential for reading comprehension because they help students fully grasp the meaning of a text. It includes recognizing grammar, organizing sentences, and understanding vocabulary. Vocabulary allows students to express and understand ideas.

Students can improve their language abilities by practicing vocabulary and learning how language is structured. For example, a student read a sentence in the text: "The door squeaked as I opened it, and I felt a chill run down my spine." The students need to understand the word "squeaked" and how it relates to the door. However, the students already know that "squeak" is often associated with doors or mice. However, they can easily visualize the scene and understand the mood of the text. It is caused by their language abilities of sentence structure that helps them see that the sound of the door is connected to the writer's feeling of fear or unease.

d. Thinking Abilities

Thinking ability means combining prior knowledge with new information to make sense of it (Harris, 1976). It is a student's skill to connect new experiences with what they already know or have experienced before. Thinking ability is important because it helps students understand and remember new material more effectively.

Thinking ability works by comparing past experiences and integrating information to find similarities, differences, or patterns. For example, the students might use their thinking abilities to analyse the structure of the recount text. They could recognize the orientation (introduction of the setting and characters), the sequence of events, and the reorientation (conclusion or reflection). This understanding of the text structure helps them organize the information and make sense of the story.

According to Brown (2004), there are some aspects of comprehension assessment:

a. Main idea

The main idea is the central point that the writer wants to communicate in a paragraph or section of a text. It is usually expressed in a sentence, often at the beginning, but it may also appear in the middle or at the end of the paragraph (Vener, 2002). Supporting sentences provide additional details that reinforce the main idea. To identify the main idea, students can examine the topic sentence along with the supporting details.

According to Brown (2004), recognizing the main idea is crucial for reading comprehension because it helps readers understand the primary message and the purpose of the text, promoting deeper comprehension and critical thinking skills. For example, in a paragraph that starts with "two weeks ago, I went to Denpasar with my brother", the topic sentence introduces the main idea. By reading the supporting sentences and observing how the events and information are described, students can determine that the main idea focuses on the writer's holiday experience in Denpasar with his brother.

b. Details (Specific Information)

Details are specific information within a text that assist students in identifying names, dates, definitions, or supporting points. According to Suparman (2012), supporting details are the sentences that develop the main idea by giving a reason, examples, facts, statistics, and quotations. These details are crucial because they clarify and reinforce the main idea, making the text more coherent and easier to comprehend. The supporting details help the reader to comprehend the text deeply.

For example, in a text entitled "Holiday in Denpasar", there is a question about where the writer went jogging. Details about the location and activities experienced

by the writer help to create a clear and engaging representation for the students. As a result, the student was able to comprehend the story more easily and answer the question accurately.

c. Inference

Brown (2004) defines inference as the process of reaching conclusions by interpreting information that is not explicitly stated in the text. This involves analysing textual clues and integrating them with prior knowledge to understand implicit meanings. Inference requires evaluating all information to determine what the writer intends to convey. Similarly, Nation (2008) explains that making inferences entails understanding messages that are not explicitly written. Developing inference skills is essential to help students grasp deeper meaning, interpret cause and effect relationships, and comprehend implied ideas.

In addition, the students who can make inferences also encourage their critical thinking and reading comprehension skills. The students need to think critically, look for clues, use their prior knowledge, and draw logical conclusions to make effective inferences. For example, the sentence mentions "the writer and Beni in a difficult situation". The students can infer that the situation is not ideal, even though this is not explicitly stated in the text.

d. Reference

Reference refers to the relationship between words or phrases and the objects or ideas they represent (Brown, 2004). It involves employing specific expressions to indicate something else within the text. Understanding reference enables students to see how different parts of a text are interconnected by guiding them to determine the meaning of particular words or phrases found in the text. These words function as signals, clarifying the text and making it easier to comprehend.

Students have to identify the object or idea the writer intends to indicate and carefully read to grasp the connections and the references effectively. For example, in the sentence, "they waved a mini-Indonesian flag". By reading the previous sentences, the student was able to find that the word 'they' refers to 'people in the second line of the parade'.

e. Vocabulary

Vocabulary encompasses all the words in a language or within a specific subject. Understanding word meanings from the context of a text is essential for becoming an effective reader (Brown, 2004). A certain vocabulary enables students to comprehend texts more, connect ideas, and communicate clearly. The more words students know, the easier it becomes for them to recognize and understand words in a text and improve their reading efficiency.

Vocabulary can be comprehended by analysing word parts such as prefixes, suffixes, and roots, as well as through grammatical and semantic context, which provide clues about the meaning. For example, in the sentence, "in the beginning, we prepared our costume," students can infer from the context that the word 'costume' refers to a type of clothing worn for a specific purpose.

In other words, reading comprehension is the ability to grasp the writer's general message. This process includes identifying the main ideas, locating supporting details, making inferences, recognizing references, and understanding vocabulary.

Additionally, according to Anderson (2014), the key processes in reading comprehension are associated with the five characteristics of engaged readers. These characteristics describe what good readers do as they read, focusing on meaning-making and active involvement with the text. The five characteristics and their associated processes are as follows:

1. Reading widely with different purposes: Engaged readers approach texts with specific goals in mind (reading for pleasure, information, or to learn something new).

2. Reading fluently and using cognitive capacity to focus on meaning: Fluency allows readers to dedicate their cognitive energy to interpreting and understanding the text's message rather than struggling with decoding individual words.

3. Developing comprehension by using a variety of reading strategies: Readers actively employ multiple strategies to construct meaning. These might include:

   a) Activating and using background knowledge (schema theory).

   b) Asking questions (self-monitoring).

   c) Making inferences.

d) Determining the main ideas.

e) Synthesizing information.

f) 'Fix-up' strategies when comprehension breaks down, for example, re-reading, and using a dictionary.

g) Being metacognitively aware: This involves readers thinking about their own reading process, monitoring their understanding, and knowing when to apply different strategies to improve comprehension.

h) Being motivated readers: Engagement is driven by intrinsic motivation and interest, which encourages sustained reading and a deeper interaction with the text.

Briefly, Anderson emphasizes that reading comprehension is an active, strategic, and goal-oriented process where readers integrate information from the text with their own knowledge and experiences.

2.3. Recount Text

A recount text is a text that lists and describes past experiences by retelling events in the order in which they happened, in chronological order (Knapp, 2005). Hyland (2004) also defines a recount text as a kind of genre that has a social function to reconstruct past experiences by retelling events in original sequences. Recount texts are important for improving reading comprehension due to their structured nature, clear purpose, and ability to engage the students in understanding the sequence of past events.

The purpose of recount text is also to remind and recreate events and achievements from the past chronologically. In other words, a recount text is a type of written text that describes past events or experiences in the order they happened by informing and entertaining the readers. Recount texts are organized into three main parts: orientation, events, and reorientation. The generic structure of a recount text is as follows:

a. Orientation

The orientation serves as the first paragraph, presenting the background context of the text, namely who the characters are, when the event happened, the setting of place or time, and the reason why the event happened. In other words, orientation explains who, what, when, and why the event occurred. For example, "On Saturday,

my friend and I went to the beach". This sentence gives the student basic information about the story by introducing the setting of the story. It tells when the event happened, who was involved, and where they went. Therefore, the reader obtained the starting point of the story.

b. Series of events

This part tells what happened in sequence. It gives more detailed information about who, what, when, and where the event is. It uses conjunctions, namely first, then, finally, and so on. In other words, a series of events is something that happened first, second, and a new event. For example, "While we were at the beach, we played in the water. Then, we had lunch. We brought delicious food to eat. After our lunch, we built a sandcastle. Later, it began to rain. So, we packed our things and went home. Finally, we arrived at my home". The paragraph uses several conjunctions such as while, then, after lunch, later, so, and finally. The conjunctions in a series of events make the story clear and easy to follow. They show the order of actions, the time sequence, and the results of each event. They guide the reader to comprehend the events easily.

c. Reorientation

In this part, the writer concludes the whole text. Generally, it refers back to information in the orientation paragraph by summarizing outcomes and results, evaluating the important topics, or offering personal opinions. In other words, reorientation is a conclusion or a personal comment about the main event. For example, "we were tired, but we were very happy spending our day at the beach". The sentence provides a closing statement that reflects on the experience. It summarizes the writer's feelings, final thoughts, and the final condition of the events.

The language features of a recount text involve the use of the simple past tense and the frequent use of time connectives, such as next, later, when, then, after, before, and first, to show the sequence of events. The main characteristics of recount texts can be described as follows:

a. Introducing a personal participant, such as I, my friend, or our things.

b. Using chronological connections such as then, first, after, later, and finally.

c. Using simple past tense such as brought, built, began, packed, and arrived.

Recount texts provide students with specific linguistic features, such as past-tense verb forms, temporal connectives, and descriptive expressions. These features support the students' comprehension by enhancing their understanding of the text while simultaneously enriching their vocabulary and grammatical awareness. It is crucial for developing comprehension skills as it allows students to process and interpret written information more effectively. In addition, there are some types of recount texts. The various types are as follows:

1. Personal recount

A personal recount is a type of recount text used to describe the writer's own experiences (Sitorus and Sipayung, 2018). In a personal recount text, the writer plays an active role in the events being narrated. Its main purposes are to inform and entertain the audience. Additionally, personal recounts help to convey messages and strengthen the connection between the writer and the readers. The examples include personal experiences, letters, diary entries, biographies, and autobiographies.

2. Factual recount

This type of recount text is employed to present accounts of events that have occurred, including reports such as those documenting scientific experiments or police investigations. It documents the details of an incident through the reorganization of factual information and occurrences. Its purpose is to convey accurate events or data to the audience. The examples include historical accounts, scientific experiment reports, accident or incident reports, sports reports, and speeches.

3. Imaginative recount

This form of recount text is intended to narrate events from an imaginative or fictional perspective (Mediska and Adnan, 2019). It assigns the writer a fictional role and incorporates invented details while still drawing on real-world knowledge or contexts. Through this imagination and factual elements, the text aims to interpret events creatively and provide educational value to readers. The imaginative recounts present fictional events by placing the writer in an invented situation. The examples of imaginative recounts include a recount of traveling to the past or future, meeting imaginary or magical creatures, visiting fictional places, and so on.

In other words, a recount text is composed of an orientation that introduces the time and place of the events, a series of events that narrates what occurred in chronological order, and a reorientation that provides a concluding statement or personal comment about the experience. The social function of recount texts is to reconstruct past experiences by retelling events or to entertain the readers.

2.4. Teaching of Reading

Reading comprehension encompasses a range of skills that enable individuals to gather and show knowledge obtained from reading printed text. To effectively develop these skills, teaching reading involves training students to concentrate on what they are reading. This focus enables students to better understand and retain the information presented in the text.

In teaching reading, the teacher's role extends beyond fostering students' awareness of the advantages of reading to emphasizing the significance of employing appropriate reading techniques. Effective teaching methods foster confident and independent readers. Teachers can implement a variety of instructional strategies to support students in becoming self-assured and autonomous in their reading abilities. Additionally, it is crucial for teachers to not only stress the importance of reading but also to convey the joy it can bring. There are several key principles to consider when teaching reading (Harmer, 2008):

1. Reading is not a passive skill.

   The students should understand the meaning of words, see the pictures, understand the arguments, and take a position to agree or not.

2. Students need to be engaged with what they are doing.

   Students should be engaged with the reading text. This helps them to be actively interested in what they are doing and benefit from it.

3. Students should be encouraged to respond to the context of the reading text, not just to the language. The teacher has to give students a chance to respond to the meaning and message of texts.

4. Predicting is a major factor in reading.

   In the beginning, the teacher can ask the students to read the book cover, photograph, contents, and titles to give the reader hints of what is in the text or

book before they read every single word. Readers are able to anticipate the content of a text by forming expectations.

5. Match the task to the topic.

The students are given a reading text to read, and an appropriate task should be designed by answering some questions related to the topic of the text.

6. A good teacher exploits reading texts to the full.

There are specific phases that should be followed in an effective reading lesson (Atkins et al, 1996). These reading phases are as follows:

1. Pre-reading phase

The pre-reading phase tries to introduce and arouse interest in the topic, motivate learners by giving a reason for reading, and provide the same language preparation for the text. The pre-reading phase is aimed at activating prior knowledge and getting students interested in the topic and theme of the reading. This phase also helps the students to activate their prior knowledge to prepare and to read the text. There are some steps to apply the pre-reading phase.

1) Ask students to list the words they expect to meet in the text.

2) Write the words on the blackboard.

3) The teacher can add the words if the students do not suggest them.

4) Pre-teach these words in context or tell students to try to guess the difference between words.

There are also some questions the teacher can ask themselves in the pre-reading phase (William, 1984):

a) What knowledge, ideas, or opinions might the learners already have on the topic of the text? How can this knowledge be drawn out and used?

b) Why should anyone want to read this text? The same or similar reasons are generated in the learner.

It can be inferred that the pre-reading phase is to familiarize the reader with the basic content and organization of the text.

2. While reading phase

In this phase, the teacher instructs students to read the questions and then silently read the text to find the answers (Atkins et al., 1996). Instead of interpreting every word, students can use context clues to guess the meaning of unfamiliar words

(Williams, 1984). This reading phase should start with understanding the overall meaning of the text before focusing on smaller parts like paragraphs, sentences, or words. Students read silently to grasp the main ideas of the text. They engage with the content by connecting it to their prior knowledge for better understanding. Then, they answer questions designed to help them comprehend the key ideas of the text. There are some points for understanding the similar units that may help the students understand the meaning of words (William, 1984):

1) The students try to comprehend the questions in the text to make sure of their understanding of the text.

2) Tell them that they do not need to understand every word to answer the questions.

3) The students can discuss in their groups to agree on one answer.

4) The students give their answers and evidence for their choices.

In other words, the while-reading phase involves reading the text silently and thoroughly. Students enhance their understanding by connecting the text to their prior knowledge of the topic. This process does not involve translating each word individually.

3. Post-reading phase

The post-reading phase includes tasks, namely checking overall comprehension, connecting the text to their personal experiences by answering questions, and integrating speaking and writing activities (Atkins et al., 1996). During this phase, students can express and engage with their comprehension of the text while encouraging them to think critically about its validity. In this phase, activities are connected to the students' personal experiences. They answer questions based on the text and link these to other English language skills.

The post-reading phase aims to consolidate or reflect on what has been said, to relate the learners' background knowledge to the text, to interest or to view, and to integrate other skills (William, 1984). Students are also encouraged to express and process their understanding of what they have read. This allows students to think creatively, go beyond the material, and generate new ideas inspired by what they have read. In addition, some types of questions are useful to support students in comprehending a text (Burns, 1992):

1. Main Idea

By asking the students to identify the central theme of the selection.

2. Detail

By asking for bits of information conveyed by the material. The specific, explicitly stated parts of a paragraph or passage that contain the basic information are the details upon which main ideas, cause-and-effect relationships, inferences, and so on are built.

3. Vocabulary

By asking for the meanings of words used in the selection.

4. Sequence

By requiring knowledge of events in order of occurrence.

5. Inference

By asking for information that is implied but not directly stated in the material.

Similarly, the teacher can take various steps to help students comprehend a reading text better (Farrel, 2002):

1. Skip first for the words that you do not know.

2. Predict the meaning.

3. Guess the meaning of unfamiliar words from the context.

4. Do not always translate into the students' mother tongue.

5. Look for cognates or synonyms.

6. Have some knowledge about the topic.

7. Draw inferences from the title.

8. Ask someone (another student) about unfamiliar words.

9. Make use of all the information in the paragraph.

10. Try to figure out the meaning of a paragraph by the syntax of the sentences.

In other words, teaching reading focuses on helping students concentrate on what they are reading. Teachers emphasize the importance of reading strategies, which build students' confidence and independence as readers.

2.5. Flipped Classroom

A flipped classroom refers to a teaching model in which the traditional learning process is reversed through the integration of technology, enabling students to engage with lesson materials both inside and outside the classroom (Bergmann and

Sams, 2012). The instructional videos in a flipped classroom support students in understanding key lesson concepts and resolving confusing topics, and also help learners connect the content to real-life situations (Tucker, 2012). In fact, the students often require greater teacher assistance during homework tasks rather than during class time. Therefore, the lessons were recorded as learning videos so that students who could not attend class could still access the material at home and reserve classroom sessions for discussion and interactive activities.

Bergmann and Sams (2012), in their book Flip Your Classroom, explain that the flipped classroom allows students to study learning materials through video before coming to class. This content can be accessed by watching recorded lectures, listening to podcasts, or finding information online. Class time is used for activities such as group discussions, problem-solving, exploring concepts in depth, collaborative learning, and answering questions. Students bring the knowledge they learned at home into class and apply it in active learning exercises, with the teacher acting as a guide.

In other words, flipped learning is different from online learning and does not replace teachers with videos. The flipped classroom reverses the conventional learning process by having students engage with instructional materials at home, allowing class time to focus on interactive and collaborative activities with the teacher serving as a facilitator. This approach promotes active learning and a deeper understanding of concepts. The following highlights the distinctions between teaching methods in conventional classrooms and those used in the flipped classroom model (Bergmann and Sams, 2012).

Table 2.1. Comparison of Conventional Classroom and Flipped Classroom

Conventional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 minutes	Warm-up activity	5 minutes
Going over homework	20 minutes	Question and answer activity	10 minutes
Presentation of new content by the teacher	30-45 minutes	Guided and independent practice activities by the students	75 minutes
Guided and independent practice activities by the students	20-35 minutes		

(Bergmann and Sams, 2012)

Table 2.1. Informs that in the conventional classroom, a significant portion of time (30-45 minutes) is dedicated to the presentation of new content by the teacher. The teacher focuses on delivering information, and the students primarily listen to the teacher during class. The students also complete practice activities as homework. This approach may limit opportunities for immediate feedback and collaborative learning. Moreover, this leaves less time (20-35 minutes) for guided and independent practice activities by the students. Actually, it is essential for applying and reinforcing learning.

In contrast, the flipped classroom shifts the presentation of new content outside of class (pre-class materials). Then, the flipped classroom emphasizes active learning during class. Students come prepared with current knowledge (gained from pre-class materials) and engage in questions and answers (10 minutes). They might practice activities (75 minutes) during class. This structure supports a deeper understanding and application of concepts. Class is used for guided and independent practice activities by the students. The class might be more interactive in student-centred learning activities.

According to Bauer-Ramazani et al. (2016), the flipped classroom has four main features that make learning more interactive and engaging, helping students participate actively in their education. These characteristics help to create a more interactive and engaging classroom environment, allowing students to actively participate in their education. The characteristics are as follows:

1. A flexible environment refers to a learning setting that can be adjusted in terms of time and location.

2. Learning culture reflects a shift from a teacher-centred approach to a student-centred approach in instruction.

3. Intentional content highlights that the goal of a flipped classroom is to foster both students' knowledge and their cognitive abilities.

4. A professional educator plays a key role in creating quality lessons, materials, and videos, facilitates interactive classroom activities, and provides students with constructive feedback (McNally et al., 2017).

In other words, the flipped classroom is preferred because it allows teachers to allocate extra time during class activities and resolve difficulties with the activities.

In this approach, teachers act more as facilitators rather than the main source of knowledge, focusing on designing activities that guide students to use language correctly. It typically promotes extended involvement in the learning process. Through discussions with peers and the teacher, students gain a deeper understanding and acquire new knowledge. Therefore, students take responsibility for their learning and engage in various activities, group work, and interactive discussions.

2.6. Animated Video

Animation is a collection of films prepared through pictures that produce the illusion of movement when projected (Brown et al., 1977). Animated learning videos can be used in the learning process. The research implication is that the animated learning video can help students grasp the material in the learning process (Permatasari et al., 2022). It engages the students' attention and makes the material more interesting. In other words, animated video provides visual displays to encourage the students' interest in the learning process and pay more attention to the learning materials.

Animated learning videos serve as an excellent teaching resource as they cater to the needs of both teachers and students. Unlike other forms of media, computers and the internet, when used as audiovisual tools, offer distinct benefits. The use of animation in the learning process increases students' interest, understanding, and skills in group work (Bogiages and Hitt, 2008). Animated video can also increase students' enjoyment and reduce boredom during the learning process (Astuti et al., 2021; Rahayu et al., 2021; A. L. Sari et al., 2021). In other words, animated learning videos are a highly effective medium for delivering educational content in a way that is both clear and engaging. Animations also foster interaction between teachers and students by presenting content through sequences of images, making learning more effective and efficient.

2.7. Teaching of Reading in Flipped Classroom

According to Hsieh (2017), in the flipped classroom approach for teaching and learning reading, students go through three sequential stages to progress effectively. The phases are as follows:

Phase I (Before Class)

1. The students shared the material in the form of a reading text two days before the class schedule (in-class time) using an online platform like WA group.

2. The students are required to read the material and engage in comprehending the text. They can read in any situation they want before the in-class time. Then, they have to answer the guided question related to the text that is provided by the teacher.

Briefly, the before-class reading phase consists of assigned reading, recorded lectures, supplemental reading material, and a short assessment.

Phase II (During Class)

1. The students are divided into pairs. Each pair discussed the answer related to the guided question, and they created a deeper comprehension of the reading text by sharing what they had understood before class.

2. Each pair is asked to present the answer to the question in front of the class. Then, the other pairs are allowed to give responses, namely questions, suggestions, and even critiques if they are contrary.

Briefly, during this phase, the class comprises activities such as small-group or pair work, peer sharing, problem-solving exercises, and assessments.

Phase III: After Class

1. The students are given an individual test to check their comprehension of the whole material.

2. After conducting the comprehension tests of the texts, remedial instruction is provided for students who have not yet achieved a given learning objective. (Bergmann and Sams, 2012).

Briefly, the class phase consists of complete assessments and follow-up activities.

In other words, in the flipped classroom model, teachers manage students both inside and outside the classroom. Students begin by learning independently at home through online materials before class starts. During class, they discuss and deepen their understanding of what they studied earlier. This approach combines self-learning at home with teacher guidance and peer collaboration in class. Finally, after the in-class activities, students continue learning independently to ensure they fully grasp the material.

2.8. Teaching Reading Using Video

In recent years, the combination of video and information technology, namely computer-based streaming, has been increasingly developed. Videos offer significant advantages as they can present information that is difficult to convey in traditional classrooms due to limitations like size, location, or cost (William and Lutes, 2000). The video fragments can inspire English learners to read more about the topics they watch and encourage them to seek additional information. This motivational aspect of video is particularly valuable when students view reading as a skill. In addition, video can also be effectively used to support and encourage the development of reading skills.

According to Tarnopolsky and Degtiariova (1999), the process of teaching reading skills using videos involves several key components. They are as follows:

The pre-reading phase:

1. Introducing learners to the topic involves presenting the theme of one or more texts to be read. This includes familiarizing students with the subject matter to stimulate interest, foster curiosity, and facilitate comprehension, in line with the recommendations of the Sheltered English approach (Freeman, 2000). This objective can be accomplished by having students watch video clips, episodes, or segments of video lessons.

2. Discussing and sharing ideas involves organizing discussions based on the guidelines of Ur (1992) in pairs, small groups, and whole-class settings. These discussions aim not only to assess comprehension but also to activate students' prior knowledge and support the development of new ideas and conclusions through the exchange of information and opinions.

The reading phase:

1. The students read the same text.

   This is followed by discussions conducted in small groups or with the whole class (teacher-led). These discussions aim not only to clarify aspects of the text, verify comprehension, and elicit learners' personal opinions, but primarily to enable students to compare information from the text with knowledge gained from video materials and their own background knowledge developed during the preceding discussion.

2. The different students read different texts.

   Those texts are different in content but deal with the same topic (theme) as the first text. It should be noted that all kinds of texts selected for reading are mostly authentic. They may include samples obtained from multiple sources, for example, newspapers, magazines, and journals.

3. The students exchange information from individual texts

   The students work in pairs or small groups of 3 to 4. Each student shares the content of the text they have read and responds to questions. This is followed by a discussion in which students compare information obtained from reading, video materials, and peers' contributions. While discussions can occur in small groups, they are often conducted with the whole class. Students engage in peer reviews and classroom discussions, and the completed work is subsequently submitted to the teacher for evaluation and feedback.

The post-reading phase:

1. Simulations are designed and conducted based on information gathered from pre-reading, viewing, listening, and discussions. These simulations may be carried out with the whole class or within small groups.

2. Summarizing is an activity typically performed individually by students, often outside the classroom setting.

In other words, the procedure of teaching reading skills using video instruction consists of a pre-reading phase, a reading phase, and a post-reading phase.

2.9. Teaching of Reading Using Video in Flipped Classroom

The flipped classroom relocates passive learning activities outside the classroom and allocates in-class time to active, participatory learning. The characteristics of the flipped classroom strategy contrast because it flips between the classroom and home learning activities by using video materials, reading sources, and quizzes as learning sources at home. In the flipped classroom, video becomes the learning media for the students. They learn and try to comprehend the lesson as a kind of input for getting information to replace the teacher's explanation in the conventional teaching method.

Students who have special needs can watch the video over and over again until they understand the materials (Bergmann and Sams, 2012). It means that videos in

the flipped classroom model allow the students to engage with reading materials at their own pace, pausing or replaying as needed, before class discussions. This approach helps them understand and reflect on the content before applying their skills with teacher and peer support during class. According to Bishop and Verleger (2013), the flipped classroom model is a teaching method made up of two main parts, as described below:

1. Direct computer-based individual instruction outside the classroom.

The direct computer-based individual instruction outside the classroom. It is usually referred to as a pre-classroom session in a flipped teaching strategy. It consists of two main stages as follows:

a. Preparing the online material

The online materials are given before the classroom teaching and learning session. The teacher is required to prepare the appropriate materials and instruction based on the learning objectives and present them in an interesting way so that it attracts and motivate the students to learn.

b. Sharing the material

After preparing the materials, the teacher is required to share them with the students. The online materials can be shared by using social application platforms, namely WhatsApp and Facebook, especially using the group feature available in the respective platform, or by using a learning management system which is specifically designed for educational purposes, namely Schoology, Slack, Edmodo, etc. The students can access the shared materials through their computers or smartphones.

Additionally, to make sure that students have watched the videos or completed the reading at home, students are required to respond to reading questions or quizzes before joining the classroom session to report their learning progress (Houston et al., 2012). In other words, the teacher needs to plan carefully when to share the online materials to ensure students have enough time to study them and complete the questions or quizzes.

2. Interactive group learning activities in the classroom

The interactive group learning activities in the classroom consist of two main stages, as described below:

a. Reviewing the online materials

Reviewing the pre-classroom material can be done by conducting a question-answer section or giving feedback on students' pre-classroom tasks and students' notes that have already been submitted before the in-class session.

b. Guiding and monitoring the collaborative work

During the inside classroom session, the students are required to collaboratively work in groups consisting of 4 to 6 students with heterogeneous members and conduct the practices by taking advantage of teacher guidance and peer learning in the respective group (Dallimore et al., 2010).

In other words, teaching of reading using video in a flipped classroom starts by preparing a video of the reading material and sharing it with the students through online platforms 1 to 3 days before the class. Students review the material at their own pace during this pre-class phase. During the in-class phase, the teacher assesses the students' understanding, facilitates discussions, and organizes activities for collaborative learning. At last, students present the results of their activities.

2.10. Procedure of Teaching Reading in a Flipped Classroom

There are several steps involved in teaching reading in a flipped classroom.

Table 2.2. Procedure of Teaching Reading in a Flipped Classroom

Phase	Activities	Time Allocation
Before Class	1. The teacher shares the material in the form of a reading text two days before, using an online platform like WA group. 2. The teacher asks the students to read the material and try to comprehend the reading text by answering the guided questions related to the text.	5 minutes

During Class	3. The teacher arranges the students into pairs. 4. Students are provided with guided comprehension questions related to the text. 5. Students are directed by the teacher to engage in a discussion of the guided question responses 6. Students might create a deeper comprehension of the reading text by sharing what they have understood before class. 7. Each pair is asked to present the answer to the question in front of the class. 8. The other pairs are allowed to give responses, namely, questions, suggestions, and even critiques if they are contra.	25 minutes
After Class	1. The teacher gives an individual a test to check their comprehension of the whole material. 2. Remedial instruction is provided for students who have not mastered a given learning material.	30 minutes

Hsieh (2017)

2.11. Procedure of Teaching Reading Using Video

There are several steps involved in teaching reading using video.

Table 2.3. Procedure of Teaching Reading using Video

Stages	Activities	Time Allocation
Pre-Reading	1. The teacher introduces the students to the topic of the texts. 2. The teacher introduces the topic through the use of video clips, episodes, or selected segments of video courses. 3. The teacher asks the students to discuss what is viewed and share ideas in pairs, small groups, and whole groups.	15 minutes

	4. The students exchange information and opinions in the discussion process.	
While-Reading	1. Students read the same text. 2. Students engage in discussions conducted in small groups or as whole-class, teacher-led activities. 3. The teacher instructs students to analyse and compare information from the text with knowledge gained from viewing the video and their prior knowledge. 4. Students read different texts individually, which vary in content but address the same topic or theme as the initial text. 5. Students work in pairs or small groups of three to four to share information obtained from the texts they have read individually. 6. Each student explains the content of the text to their partners and responds to related questions. 7. Students participate in discussions to compare and integrate information acquired through reading, video viewing, and peer contributions. 8. They are handed to the teacher	30 minutes
Post-Reading	1. The teacher organizes and facilitates activities based on information obtained from prior reading, viewing, listening, and discussion activities. 2. The students summarize individually and mostly outside of the class.	15 minutes

Tarnopolsky and Degtiariova (1999)

2.12. Procedure of Teaching Reading using Animated Video in a Flipped Classroom

Table 2.4. Procedure of Teaching Reading using Animated Video
In a Flipped Classroom

Phase	Activities	Time Allocation
Before Class	1. The teacher shared the animated video of the recount text two days before the classroom meeting using an online platform like WA Group. 2. The teacher instructed the students to comprehend the content of the animated video on personal recount texts with the topic of personal experiences. 3. The students comprehended the animated video by answering a sequence of guiding questions. 4. They might compose formulated questions and opinions related to the lesson.	10 minutes
During Class	1. The teacher delivered some questions related to the text to clarify the students' comprehension before the class phase. 2. The teacher organized the students into small group discussions of 3–4 members, including students who were highly, moderately, and less active in participating during the previous phase of the lessons. 3. The teacher gave a printed worksheet for each group related to the text they had read independently. 4. The teacher allowed the group to discuss and create deeper comprehension by sharing what they had understood to arrive at the same conclusion. 5. The teacher took notes of the discussion and the students' involvement. 6. The teacher facilitated the students by strolling around to give interactive feedback and clarify misconceptions. 7. After the discussion, the teacher allowed each group to present its group's conclusion. The spokesperson of each group delivers the group's answer and the reasons. 8. The other groups are allowed to give responses, suggestions, or even critiques if they are contra. 9. The teacher directly clarified the students' answers after each question was completed.	30 minutes
After Class	1. The teacher gave a test in pairs about a personal recount text. 2. The teacher gives reinforcement and summarizes all the information obtained from all activities.	20 minutes

2.13. Advantages and Disadvantages of Flipped Classroom

According to Fulton (2012), the implementation of a flipped classroom provides substantial advantages for the teachers as well as the students.

a. The Advantages of Flipped Classrooms

For the teachers:

Teachers who implemented this approach reported achieving higher test results compared to those using conventional teaching methods (Herreid and Schiller, 2013).

For the students:

1. Students are encouraged to develop critical thinking skills and engage in learning both inside and outside the classroom.

2. Students can learn at their own pace, reviewing the material as many times as necessary to match their level of understanding.

3. Students can follow the class more easily and keep up with the lesson flow.

4. Students demonstrate greater active participation and engagement in the learning process, which enhances their enjoyment of the learning tasks.

5. Students feel at ease asking questions about challenging topics, allowing teachers to provide solutions tailored to their individual needs.

Classroom time is used more effectively for meaningful learning activities.

b. The Disadvantages of Flipped Classroom

Herreid and Schiller (2013) note that the flipped classroom model has certain drawbacks, which may pose challenges to its effectiveness. These include:

1. Students may resist the approach, as it requires them to engage with course material outside the classroom for the first time.

2. Students with limited abilities may find it difficult to adapt to this learning environment.

3. Some students might come to class unprepared to actively participate.

4. Teachers may find it challenging to verify whether students have watched the assigned videos.

5. Instructional videos and reading materials must be properly integrated with classroom activities.

6. There is a shortage of high-quality videos produced by educators, and creating them requires significant time.

7. The greater reliance on technology increases costs, as access to computers and the internet is necessary, making implementation more difficult.

8. Students learning primarily through videos may be reluctant to ask questions and may struggle to connect concepts, which can impede understanding.

9. Lack of internet access or computers can hinder students' ability to learn effectively.

10. The absence of an interactive environment where students can express ideas and receive feedback may limit engagement.

2.14. Theoretical Assumption

The researcher assumes that the use of animated videos in a flipped classroom improves students' reading comprehension of recount texts. Utilizing animated videos in a flipped classroom serves as an effective method to improve students' reading comprehension skills and may function as an alternative instructional strategy for Junior High School students focusing on recount texts. This effectiveness arises from the multimedia input, which facilitates dual-channel processing, boosts engagement, and promotes a deeper understanding of textual content. Additionally, this approach enables teachers to deliver reading comprehension materials efficiently while fostering more effective student learning. It also stimulates students' motivation and interest in reading, increases classroom participation, provides meaningful learning experiences, and creates practice opportunities.

Additionally, the students who are taught using animated videos in a flipped classroom show higher reading comprehension scores compared to those taught in original flipped classroom. The use of animated videos provides both visual and auditory stimuli, which are believed to enhance cognitive processing and improve retention of the linguistic structures commonly found in recount texts. The exposure to text through a segmented animated video presentation allows students more opportunities to engage with the material. This approach is also assumed to improve

students' motivation and enthusiasm for reading, support more effective comprehension, and contribute to improving overall learning outcomes.

Moreover, the aspects of reading comprehension, such as identifying main ideas, details, references, making inferences, and understanding vocabulary, may improve differently when students learn using animated videos in a flipped classroom and in an original flipped classroom. Each aspect contributes differently to how students comprehend the texts. Animated videos provide visual and contextual support to help students process information more effectively, while the original flipped classroom may improve other aspects through independent study and in-class activities. Therefore, this study assumes that some aspects of reading comprehension may improve more than others, which helps to identify the most improved aspect of reading comprehension in students taught using animated videos in a flipped classroom and those taught in the original flipped classroom.

2.15. Hypotheses

Some hypotheses are proposed based on the formulation of the research questions. The hypotheses are as follows:

1. There is a significant improvement in using animated video in a flipped classroom on students' reading comprehension of recount text.

2. There is a significant difference in students' reading comprehension of recount text between those taught using animated videos in a flipped classroom and those taught in the original flipped classroom.

3. The main idea aspect is the most improved aspect of reading comprehension among students taught using animated videos in a flipped classroom and those taught in the original flipped classroom.

The hypotheses are proposed to test the effectiveness of animated videos in a flipped classroom, to compare students' reading comprehension outcomes, and to identify the most improved reading comprehension aspect.

This chapter has discussed the concepts of reading and reading comprehension, recount text, the flipped classroom, animated videos, teaching procedures, their advantages and disadvantages, as well as the theoretical assumptions and hypotheses of the study.

III. METHODS

In this chapter, there are discussions about the methodological steps which underline this study, which consists of research design, variables, data sources, research instruments, research procedures, data analysis, validity and reliability, level of difficulty, discrimination power, data treatment, and hypotheses testing.

3.1. Research Design

A quasi-experimental design was used in this study to determine whether using animated video in a flipped classroom model improves the students' reading comprehension. In this case, the researcher used a pre-test and post-test non-equivalent control group design. The non-equivalent control group design is a quasi-experimental research design where the experimental and control groups were not chosen randomly. At the same time, the pre-test and post-test are given to both the control and experimental groups, which means that this study is also a comparative study. The researcher implemented the control pre-test and post-test design as formulated below:

$$G1 = T1\ X1\ T2$$
$$G0 = T1\ X2\ T2$$

Where:

G1: Experimental group

G0: Control group

T1: Pre-test

T2: Post-test

X1: Treatment (teaching reading using animated video in a flipped classroom)

X2: Treatment (teaching reading in the original flipped classroom)

<div align="right">(Hatch and Farhady, 1982)</div>

The researcher used a quantitative method for this study. The quantitative method aims to find out the effectiveness of animated video in flipped classrooms

on students' reading comprehension. According to Hatch and Farhady (1998), quantitative methods are appropriate in such cases because they rely on numerical data and statistical analysis to establish relationships, make comparisons, or determine causation. On the contrary, because the sample of this research is not selected randomly, the Quasi-Experimental Design is used as the design of this research. This is in line with Creswell (2012), who states that when the sample of the research is not taken randomly, then the procedure is called a quasi-experiment.

3.2. Variables

This research has two variables, independent and dependent. Furthermore, X and Y symbols are needed to distinguish between two sentences. Symbol X is used for independent, and symbol Y is used for dependent, namely:

1. Independent variable (X)　　: animated video in a flipped classroom
2. Dependent variable (Y)　　: the students' reading comprehension

3.3. Population and Sample

The population of this research consisted of the eighth-grade students at SMP Kartikatama Metro during the 2024/2025 academic year. Two groups were selected as the sample of this research based on the teacher's recommendations regarding a similar level of students' reading achievement. The sample consisted of an experimental group and a control group. The students in the experimental group were taught using animated videos in a flipped classroom, and the students in the control group were taught through the original flipped classroom method. This approach was designed to evaluate the effectiveness of an animated video intervention to improve the students' reading comprehension skills within a flipped classroom setting.

3.4. Research Instruments

The researcher employed a reading test to collect the data. This study utilized two types of tests: a pre-test and a post-test. Both tests were administered to assess the effectiveness of animated videos in a flipped classroom on improving students' reading comprehension. The details of the pre-test and post-test are described as follows:

3.4.1. Pre-test

A pre-test is a test of the sample of the research before the treatment is given to them (Creswell, 2012). A pre-test was given for both experimental and control groups before the treatment. The goal is to determine the students' initial reading comprehension ability before being taught by using an animated video in a flipped classroom. The pretest consisted of 25 multiple-choice questions with six personal recount texts in which the students needed to answer the questions based on the text.

3.4.2. Post-test

A post-test is a measurement of some attribute or characteristic that is assessed for participants in an experiment after the treatment (Creswell, 2012). The post-test was given after the treatment for both the experimental and control groups. The results of the post-test score are used to examine the effectiveness of animated videos in a flipped classroom on students' reading comprehension. The post-test consisted of 25 multiple-choice questions about recount texts in which the students needed to answer the questions based on the text.

Table 3.1 The Specification of Pre-test and Post-test Items

No.	Aspects	Items Numbers			
		Pre-test	Quantity	Post-Test	Quantity
1.	Main Idea	1, 14, 18, 22, 25	5	1, 5, 13, 16, 19	5
2.	Details	4, 6, 8, 15, 20	5	2, 11, 17, 22, 24	5
3.	Inference	2, 5, 13, 19, 24	5	9, 10, 15, 20, 23	5
4.	Reference	3, 9, 12, 16, 17	5	3, 4, 8, 18, 21	5
5.	Vocabulary	7, 10, 11, 21, 23	5	6, 7, 12, 14, 25	5
	Total		25		25

Table 3.1 shows the distribution of items in the pre-test and post-test based on the aspects of reading comprehension measured. Both the pre-test and post-test consist of 25 items each, divided equally across five key reading aspects: main idea, details, inference, reference, and vocabulary. This ensures balance and fairness in assessing students' abilities across the different skills. This balance also ensures that both tests are comparable and measure the same reading skills with equal emphasis.

3.5. Research Procedures

In conducting the study, the researcher followed the following procedures:

1. Determining the population and sampling

This study involved the eighth-grade students of SMP Kartikatama Metro as its population. A purposive sampling technique was applied to select the research samples, based on the results of preliminary observations and interviews with the English teacher regarding the students' reading proficiency in class. The final sample consisted of two groups: Class VIII.D, which functioned as the experimental group, and Class VIII.B, which served as the control group. Both groups comprised 26 students each.

2. Developing the learning materials

The learning materials were designed in accordance with the Junior High School curriculum, specifically incorporating personal recount texts obtained from standard English textbooks as well as diverse online sources.

3. Constructing research instruments

Data were collected through reading tests, which served as the primary research instruments. These tests consisted of a try-out, a pre-test, and a post-test. Importantly, both the experimental and control groups were given the same set of instruments to maintain consistency and ensure comparability of the results.

4. Administering the try-out test

A preliminary try-out test was administered to determine the validity and reliability of the instruments before the main data collection. This procedure ensured that the test items were suitable for use. The initial test consisted of 50 multiple-choice questions with a 60-minute time allocation. After the try-out, the results were analysed to assess item difficulty and discrimination indices. Based on this evaluation, the number of items was reduced to 25 for use in the pre-test and post-test.

5. Administering pre-test

Before implementing any treatment, all students completed a pre-test. The purpose of this assessment was to determine the initial reading ability of both groups. The students were given 50 minutes to read several personal recount texts and answer

25 related multiple-choice questions. The data gathered from the pre-test would later be used to calculate gain scores following the post-test.

6. Conducting the treatments

After the pre-test, students received two different instructional treatments across three 2 × 45-minute sessions. Learning materials were provided to both groups via WhatsApp. The experimental group studied reading comprehension through animated videos in a flipped classroom, requiring independent preparation at home, while the control group followed the original flipped classroom approach.

7. Administering the post-test

After all treatments were completed, a post-test was conducted to assess students' reading comprehension of the recount texts. The post-test consisted of 25 multiple-choice questions. The test used the same texts, question format, and 50-minute time limit as the pre-test, with the question order randomized.

8. Analysing the data

The data collected from the pre-tests and post-tests of both the experimental and control groups were analysed statistically using SPSS software. The analysis compared the mean scores between the groups and within each group to measure student progress (gain scores). This process aimed to identify whether significant improvements occurred in specific aspects of reading comprehension as a result of the respective treatments.

3.6. Data Analysis

The researcher conducted data analysis to address the research questions formulated in the study. Students' scores from the pre-test and post-test of both the experimental and control groups were collected and analysed using an Independent Samples T-Test. In parametric statistics, certain assumptions must be met, namely normality and homogeneity. The Independent Samples T-Test was employed to statistically compare the mean scores of the experimental group between the pre-test and post-test. This analysis aimed to determine whether the implementation of animated videos in a flipped classroom significantly improved students' reading comprehension of recount texts.

To address the second research question, the researcher analysed students' post-test scores from both the experimental and control groups. An independent-

samples t-test was employed to examine the effect of the treatment. The results of the t-test were used to determine whether there was a difference in reading comprehension of recount texts between the experimental group and the control group.

To address the third research question, the researcher analysed the gain in mean scores for each aspect of reading comprehension in both groups. This analysis aimed to identify which aspect of reading comprehension showed the greatest improvement in each class. The comparison of mean scores for each reading aspect before and after the treatment was used to determine the most improved component.

Additionally, students' reading comprehension was evaluated based on five aspects: main idea, details, inference, reference, and vocabulary. Each correct response was assigned a score of 1, while an incorrect response received a score of 0. The total score for each aspect was obtained by adding together the scores from all correct aspects.

To provide an overall measure of the students' reading comprehension, the mean score was calculated. The researcher also determined the mean score for each aspect by summing the scores for that aspect and dividing by the number of items corresponding to it.

Furthermore, the researcher computed the gain score to determine the amount of improvement from the pre-test to the post-test in both the experimental and control groups. The gain score indicates the level of improvement achieved for each aspect and is calculated by subtracting the mean pre-test score from the mean post-test score for each group.

3.7. Validity and Reliability

A test is expected to be good if it is valid and reliable. To ensure that the test is already good, both its validity and reliability should be established.

3.7.1. Validity

Validity refers to the extent to which an instrument measures the objective to be measured and is suitable with the criteria (Hatch and Farhady, 1982). An instrument is valid if it measures accurately what it is intended to measure. In this

research, the items of a test were validated by two validators based on the content of the instrument. The purpose of the expert validation is to determine the validity of the instrument, either related to content validity or construct validity.

a. Content Validity

Content validity refers to the degree to which a test adequately represents the subject matter it is intended to examine (Hatch and Farhady, 1982). Content validity addresses the extent to which a test accurately reflects the instructional materials or content objectives being assessed (Shohamy, 1985). A test achieves content validity when it fully addresses the subject matter that has been taught and is meant to be assessed.

The content validity of the test items was ensured by incorporating the recount text reading materials that were developed based on the instructional content previously taught and aligned with the secondary school curriculum, as well as the test syllabus. The content validity of the reading comprehension test is ensured by closely aligning the test design with the Junior High School curriculum, particularly focusing on personal recount texts.

The test items were deliberately created to match the learning objectives and content outlined in the eighth-grade English syllabus at SMP Kartikatama Metro. The test questions are specifically designed to evaluate five aspects of reading comprehension, namely identifying main ideas, finding detailed information, making inferences, identifying pronoun references, and understanding vocabulary, specifically in the context of personal recount texts.

b. Construct Validity

To confirm construct validity, the test items were systematically designed to correspond with the particular reading comprehension abilities outlined in the curriculum (Brown, 2000). In this research, construct validity ensures that the reading comprehension test items effectively capture the cognitive skills required for understanding recount texts, including identifying main ideas, locating specific details, interpreting contextual vocabulary, recognizing pronoun references, and drawing inferences.

The validation process also included expert reviews from experienced English educators or lecturers who evaluated the test items for their accuracy in reflecting

the intended constructs. In this research, the items of a test are validated by three validators based on the content of the instruments. In addition, statistical analysis of pilot test results is conducted to ensure that each item contributed significantly to the measurement of overall reading comprehension.

Referring to the theory above and to fulfill construct validity of the reading test, in the try-out test, the researcher asked the students from different classes and at the same grade level. They were supposed to answer 50 multiple-choice questions about personal recount texts. The specifications of the try-out test items were presented in the table below.

Table 3.2 The Specification of Try-Out Items

Aspect of Reading	Question Number	Quantity
Main Idea (topic)	1, 9, 17, 20, 25, 33, 39, 40, 45, 50	10
Details (Specific Information)	4, 10, 21, 22, 26, 31, 34, 38, 42, 47	10
Inference	2,7,11,15,19,24,27,32,41, 44, 49	11
Reference	3, 5, 12, 14, 23, 30, 35, 36, 46, 49	9
Vocabulary	6, 8, 13, 16, 18, 28, 29, 37, 43, 48	10
Total		50

Table 3.2 presents the distribution of 50 reading comprehension questions in a try-out test, which are categorized based on different aspects of reading skills. Each aspect evaluates a particular component of reading comprehension ability. The test is well-balanced across the five aspects of reading comprehension, with only slight variation in the inference aspect. It suggested that the students have higher-order thinking independently. Because in the preliminary research, the students used to rely on friends. The other aspects are equally distributed to reflect an effort to comprehensively assess students' overall reading abilities.

Table 3.3 The Validity of Try-Out Items

Valid Items	Invalid Items
27	23

The table 3.3 shows that 27 items were found to be valid. They effectively measure what they are intended to measure. There were 23 items found to be invalid. It meant that they do not meet the required validity criteria and should be revised or removed from the final instrument. In conclusion, the instrument can be considered moderately valid, but it still requires revision or refinement to improve its overall quality.

Table 3.4 The Specification of Valid Items

The Specification of Valid Items	Quantity
Main Idea	7
Details (Specific Information)	5
Inference	5
Reference	5
Vocabulary	5
Total	**27**

Table 3.4 shows that based on the results of the validity test, there are 27 valid items in total. These items are distributed across several reading comprehension indicators as follows: main idea 7 items, details (specific information) 5 items, inference 5 items, reference 5 items, and vocabulary 5 items. This distribution indicates that the valid items cover all aspects of reading comprehension skills and suggest a balanced coverage of reading skills.

Moreover, the validated reading test items were compared with the table of specifications to determine whether the test accurately reflected the instructional content. If the items effectively measured students' reading comprehension, the instrument was considered to have met the criteria of construct validity. To demonstrate construct validity, the test items are presented in the table of specifications below.

Table 3.5 Construct Validity of Reading Test

Aspects of Reading Comprehension	Pre-test	Quantity	Post-test	Quantity
Identifying Main Idea	1, 14, 18, 22, 25	5	1, 5, 13, 16, 19	5
Identifying Details	4, 6, 8, 15, 20	5	2, 11, 17, 22, 24	5
Making Inferences	2, 5, 13, 19, 24	5	9, 10, 15, 20, 23	5
Identifying References	3, 9, 12, 16, 17	5	3, 4, 8, 18, 21	5
Understanding Vocabulary	7, 10, 11, 21, 23	5	6, 7, 12, 14, 25	5
Total		25		25

Table 3.5 presents the construct validity of the reading comprehension test based on the five aspects of reading comprehension. The construct validity of the test is well established since all key components of reading comprehension: main idea, details, inference, reference, and vocabulary are systematically covered. Both the pre-test and post-test consist of 25 items equally divided among the five aspects of reading comprehension (5 items per aspect). This balanced structure confirms that the

instrument is designed to accurately and comprehensively measure students' reading comprehension abilities in recount texts. The difference in item numbers between the pre-test and post-test ensures variation in test content while maintaining the same skill focus. It also ensures that each aspect of comprehension is adequately represented.

3.7.2. Reliability

Reliability refers to the degree to which a test produces consistent and stable results under comparable conditions (Hatch and Farhady, 1982). This study employed internal consistency reliability, which was measured using the split-half method because the instrument was administered as a single test in a single trial, and all items measured the same construct.

Cronbach's Alpha was used to determine the internal consistency of the reading test items. The alpha coefficient ranges from 0 to 1, with higher values indicating greater reliability (Setiyadi, 2006). The reliability criteria were classified into five categories as follows:

1. If the alpha Cronbach score is 0.00 – 0.20: less reliable

2. If the alpha Cronbach score is 0.21 – 0.40: rather reliable

3. If the alpha Cronbach score is 0.41 – 0.60: enough reliable

4. If the alpha Cronbach score is 0.61 – 0.80: reliable

5. If the alpha Cronbach score is 0.81 – 1.00: very reliable

Table 3.6 Reliability Statistics of Reading Test

Control Group		Experiment Group	
Pre-test	**Post-test**	**Pre-test**	**Post-test**
0.680	0.678	0.668	0.619

Table 3.6 presents the result of the reliability coefficients for both the control group and the experimental group in the pre-test and post-test range from 0.619 to 0.680. According to the alpha Cronbach score, the scores fall within the "reliable" category. This means that the reading test is consistent and trustworthy for use in both groups. Confirming that the instrument is suitable for assessing students'

reading comprehension performance in both pre-test and post-test sessions. In other words, the reliability of the test is reliable.

3.8. Level of Difficulty

The level of difficulty is employed to categorize test items according to their degree of challenge. Test items should not be overly easy, as this allows the researcher to determine the difficulty level of each item. Therefore, this study applies the following formula:

$$LD = \frac{U + L}{N}$$

In practice, the formula can be expanded as follows:

LD   : Level of difficulty

U   : Total of the correct answers of the higher group

L   : The total of the correct answers of the lower group

N   : That is the total number of students following the test

The level of difficulty is used to classify the test items into difficult items and easy ones. The classifications are as follows (Shohamy, 1993)

a. An item with LD 0.00-0.30 = Difficult

b. An item with LD 0.31-0.70 = Medium (good item)

c. An item with LD 0.71-1.00 = Easy

Table 3.7 Difficulty Level of Try-Out Items

Easy	Medium	Difficult
1, 2, 4-7, 10, 12, 13,15-17, 20-25, 27, 36, 37, 39, 41-43, 45, 47-50	3, 11, 18, 19, 26, 28-35, 38, 40, 44, 46	8, 9, 14

Table 3.7 shows that the try-out test items are classified into three categories: easy, medium, and difficult. The distribution shows that most of the items in the try-out are easy, and the fewest items are difficult. It suggests that the test could be relatively simple for the students. The medium category helps to distinguish between students of average and above-average ability.

3.9. Discrimination Power

Discrimination power refers to the ability of test items to distinguish effectively between students with high and low levels of achievement on the test. Besides the

difficulty level, to determine whether items are of good quality. There should be a discrimination power. Discriminatory power is used to distinguish students with higher ability from those with lower ability. In this study, the discrimination power is calculated using the following formula:

DP = U – L

      ½ N

Notes:
DP   : Discrimination Power
U   : The total of correct answers of the higher group
L   : The total of correct answers from the lower group
N   : Total number of students

The criteria are (Shohamy, 1985):

1. DP = 0.00-0.20   = Poor items

2. DP = 0.21-0.40   = Satisfactory items (enough)

3. DP = 0.41-0.70   = Good items

4. DP = 0.71-1.00   = Excellent items

5. DP = - (Negative)   = Bad items (should be omitted)

Table 3.8 Discrimination Power of Try-Out Items

Bad	Poor	Enough	Good	Excellent
14,19	8,9,15,17,21,23,24, 27,40,46,49	1,2,4,10,20,22, 26,29,32,36,37, 42,47,50	3,5-7,11-13,16,18,25, 28,30,31,33-35, 38,39,41,43-45,48	0

Table 3.8 shows the results of the discrimination power analysis. The try-out test items are classified into five categories: bad, poor, enough, and good. The results show that most of the try-out items have "good" discrimination power. This indicates that the test was able to effectively differentiate between students with high and low levels of reading comprehension ability. Good items suggest that the try-out instrument is generally acceptable and functional for assessing students' reading comprehension. On the contrary, several items classified as poor or bad indicate that those items should be revised or replaced to improve the overall quality of the test.

3.10. Data Treatment

a) Normality test

The researcher administered a normality test to determine whether the data were normally distributed or not. The data were analysed by using SPSS 22. The test of normality employed the Shapiro-Wilk test. Because Shapiro-Wilk is more accurate for small samples (N < 50), the researcher relies on it. The data are considered normally distributed if the significance value of the normality test exceeds 0.05. The hypotheses are formulated as follows:

H_o = The data have a normal distribution

H_a = The data do not have a normal distribution

The criteria for acceptance or rejection of hypotheses in the normality test are as follows:

H_o is accepted if Sig. > 0,05

H_a is accepted if Sig < 0,05

The results of the normality test showed in the following table.

Table 3.9 Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Control	.206	26	.006	.936	26	.109
Posttest_Control	.180	26	.030	.937	26	.113
Pretest_Experiment	.142	26	.191	.946	26	.187
Posttest_Experiment	.117	26	.200[*]	.964	26	.485

*. This is a lower bound of the true significance.
   Lilliefors Significance Correction

Table 3.9 shows that the tests of normality were conducted using the Shapiro-Wilk methods shows all Sig. values > 0.05. The result shows that for all groups (Pre-Test and Post-Test, Experiment and Control), the significance values are above 0.05. It indicates that all data are normally distributed. In other words, the pre-test and post-test data of both the control and experimental groups are normally distributed.

b) Homogeneity Test

The researcher analysed the homogeneity of the pre-test and post-test in the experimental and control groups using SPSS 22. The homogeneity test is aimed to

find out whether the sample has equal variance from the population. The criteria for acceptance or rejection of hypotheses in the homogeneity test are as follows:

Ho is accepted if Sig. > 0,05

Ha is accepted if Sig < 0,05

The hypotheses of the homogeneity test are as follows:

Ho = The variance of the data is homogeneous

Ha = The variance of the data is not homogeneous

Table 3.10 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result of reading comprehension in flipped classroom	Based on Mean	2.447	1	50	.124
	Based on Median	1.737	1	50	.194
	Based on Median and with adjusted df	1.737	1	38.022	.195
	Based on trimmed mean	2.348	1	50	.132

Table 3.10 shows that all significance values are greater than 0.05 (ranging from 0.124 to 0.195). It means there is no significant difference in variance between the two groups. Based on Levene's Test results, it can be concluded that the reading comprehension scores of students in the flipped classroom and control group have homogeneous variances. In addition, the results of Mean, Median, Median with Adjusted df, and Trimmed Mean, the significance values are above 0.05. Therefore, it can be concluded that variances are homogeneous across the groups being tested.

3.11. Hypotheses Testing

Hypothesis testing is conducted to determine whether the research hypotheses can be accepted. The hypotheses of this study were formulated based on the research questions. A hypothesis is considered accepted if the significance (sig) value is below 0.05. The researcher employed the Independent Sample T-test in SPSS to determine whether the use of animated videos in a flipped classroom leads to a significant improvement in students' reading comprehension of recount texts. The hypotheses for the first research question are as follows:

H0: There is no significant improvement in students' reading comprehension of recount texts using animated video in a flipped classroom.

Ha: There is a significant improvement in students' reading comprehension of recount texts using animated video in a flipped classroom

The researcher employed the Independent Sample T-test to determine whether there is a significant difference in students' reading comprehension between the two groups. The hypotheses for the second research question are as follows:

Ho: There is no significant difference in students' reading comprehension of recount text between those taught using animated video in a flipped classroom and those taught in the original flipped classroom.

Ha: There is a significant difference in students' reading comprehension of recount text between those taught using animated video in a flipped classroom and those taught in the original flipped classroom.

The researcher examined the improvement of reading comprehension aspects by calculating the mean score for each aspect in both the pre-test and post-test of the experimental and control groups. The researcher analysed the gains of each aspect to identify the most improved aspect of reading comprehension in both groups.

This chapter has discussed the research design, variables, data sources, research instruments, research procedures, data analysis, validity and reliability, level of difficulty, discrimination power, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research findings and suggestions for further research.

5.1. Conclusion

Based on the discussion of the research findings presented in the previous chapter, the following conclusions are drawn from this study:

1. There is a significant improvement in students' reading comprehension of recount text after being taught using animated videos in a flipped classroom. The experimental group demonstrated a significant improvement in post-test scores compared to the pre-test scores. This improvement was influenced by visual support and self-paced pre-class learning. Therefore, animated videos in a flipped classroom could be considered an effective instructional approach to improve students' reading comprehension.

2. There is a significant difference in students' reading comprehension of recount text when students are taught using animated videos in a flipped classroom and those taught through the original flipped classroom model. The experimental group achieved higher mean scores and greater gain scores than the control group. This finding indicates that the use of animated videos provided better learning outcomes in students' reading comprehension of recount text than the original flipped classroom.

3. The analysis of reading comprehension aspects revealed that all five aspects, main idea, details, inference, reference, and vocabulary, improved more in the experimental and the control groups. The most improved aspect of reading comprehension among the students in both groups was found in the main idea aspect. Meanwhile, reference was the most improved aspect of reading comprehension in the control group.

5.2. Suggestions

Referring to the findings and limitations of this study, the researcher offers several recommendations as follows:

a. For Teachers

The following recommendations are proposed for teachers to improve students' reading comprehension and to maximize the effectiveness of animated videos in the learning process:

1. Actively guide and give feedback to students during class

    The research results may have shown that some students struggled to understand the content or made errors in comprehension. Providing active guidance and feedback helps address students' misunderstandings in real time, ensuring they stay on track and can improve their reading comprehension more effectively.

2. Provide offline access or printed materials for students with limited internet or devices

    A limitation identified in the study could be that some students had difficulty accessing animated videos due to poor internet connectivity or a lack of devices. By offering offline or printed materials, teachers can ensure that all students have equal access to learning resources, which helps reduce learning gaps caused by technological constraints.

3. Combine videos with discussions, group work, or other multimedia to support learning

    The research might have indicated that students had limited engagement or struggled to fully understand the animated videos when used alone. Integrating videos with interactive activities allows students to discuss, practice, and reinforce the content, which can improve comprehension and retention.

b. For Further Research

The following recommendations are proposed to further explore factors that may affect the use of animated videos in improving students' reading comprehension:

1. Test animated videos with other text types

    This study focused only on recount texts. Further research could examine whether animated videos are equally effective with other text types, such as

narrative, expository, or persuasive texts, to determine if the benefits extend beyond recount texts.

2. Investigate long-term effects on retention and comprehension

The current study measured students' reading comprehension shortly after the intervention. Further research could explore whether the improvements are retained over time, providing insight into the lasting impact of animated videos.

3. Compare narrated versus non-narrated videos to find the most effective format

This study used one type of animated video format. Investigating different formats could reveal which approach better supports students' understanding and engagement.

4. Examine how animated videos affect students' reading habits

Although the study focused on comprehension scores, students' reading habits have not measured yet. Further research could assess how animated videos influence the students' reading habits.

This chapter has presented the conclusions and suggestions derived from the findings of the study. It is hoped that this study may give beneficial contributions to English teaching and learning and further research.

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