

ABSTRACT

IRVAN NURDIANSYAH BUDIMAN (2016): “DEVELOPING READING COMPREHENSION ABILITY THROUGH PEER INSTRUCTION FLIPPED: A QUASI-EXPERIMENTAL STUDY TO 11TH GRADE OF PGRI SENIOR HIGH SCHOOL IN CICALENGKA”. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

With technology, learning process become easier and efficient. Flipped Classroom presented a learning methodology where we can use technology that can make people learn anywhere and anytime. This research used a quantitative approach with a quasi-experimental design that focused on using flipped peer instruction to develop students' reading comprehension ability. The study dedicated on: (1) students' achievement in using reading comprehension ability before applying Peer Instruction Flipped, (2) students' achievement in developing reading comprehension ability after applying Peer Instruction Flipped, and (3) the significant influence of the application of Peer Instruction Flipped on the students' achievement in developing reading comprehension ability. This research was conducted at SMA PGRI Cicalengka involving 32 respondents using purposive sampling of the XI IPA - 3. Based on the results, there is a noteworthy development between students' achievement in their reading comprehension ability before and after using flipped peer instruction. The t-test data showed that $t \text{ count} = 1.7$ and $t \text{ table} = 0.021$. This means that the $t \text{ count} > t \text{ table}$. Thus, H_0 is rejected, and H_a is accepted. This study concluded that flipped peer instruction can increase students' achievement in reading comprehension ability. Therefore, it is important for teachers/lecturers to use flipped peer instruction as an unconventional way to teach reading.

Keyword: Flipped Classroom, Peer-Instruction, Reading