## **ABSTRACT**

Jannah, Asmara M. 2017. The Effectiveness of Flipped Classroom to Improve Students' Reading Comprehension to the Third Grade Students of MTs Unggulan Al-Jadid Waru Sidoarjo. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor: Rizka Safriyani, M.Pd.

Key Words : Flipped Classroom, Effectiveness

Flipped classroom is an innovative teaching method that reverses traditional teaching rather than lecturing, teachers assign videos as homework to introduce the topic. At home, student watch the video instruction as many as they wanted to understand the topic and complete the assignment in class where is the teacher is available to assist with questions to check the students' comprehension In this study, the researcher was focused on the effectiveness of flipped classroom to improve students' reading comprehension. The researcher conducted the research to the third grade students of MTs Al-Jadid Waru Sidoarjo. The researcher used quasi-experimental method in this study. Population in this research was third grade of MTs Unggulan Al-Jadid Waru Sidoarjo. The researcher took two classes as the sample; 9A consist of 26 students as the experimental group while 9B consist of 24 as the control group. Data were collected from pre-test and post-test to measure the effectiveness of reading comprehension. A normality test was used to determine whether sample data has been drawn from a normally distribute population (within some tolerance). Homogeneity test was used to calculate the homogeneity of variance of both experimental class and control class test score. Based on the result of the analysis, the mean score of experimental class for the post-test was 84.7 while the mean score for the control class was 77.5. The result of significance value based on Mann Whitney U analysis in post-test was 0.000 < 0.05. in addition the average score of experimental class was higher than control class. From the result above, it can be conclude that teaching reading comprehension using flipped classroom strategy is effective to improve students' reading comprehension to the third grade students in MTs Unggulan Al-Jadid Waru Sidoarjo