

The Development of English Reading Comprehension Skill Using Flipped Classroom with Poems Among Grade 6 Bhutanese Students

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Abstract

This study investigated the effectiveness of the flipped classroom model in improving English reading comprehension skill among Grade 6 students in Bhutan and explored their satisfaction with this instructional approach. Utilizing a quasi-experimental design, the study combined both quantitative and qualitative research methods to collect comprehensive data. Quantitative data were obtained through reading comprehension test administered before and after the intervention (pretest and posttest), while qualitative data were gathered through semi-structured interview with the students. The analysis of the quantitative data, conducted using paired sample t-tests, revealed a significant improvement in student performance from the pretest to the posttest. The mean score increased from 12.63 in the pretest to 22.85 in the posttest, resulting in a mean difference of 10.22 with a significance level of $p < .01$. This result indicated that the flipped classroom approach, incorporating poems as a primary resource, was effective in enhancing students' reading comprehension skill. Qualitative feedback from the semi-structured interview supported these findings, showing that students not only improved their reading comprehension but also reported higher levels of learning satisfaction, motivation, and confidence in their reading skill. Overall, the study demonstrated that the flipped classroom strategy may be a valuable tool for developing English reading skill in young learners while also positively impacting their overall learning experience.

Keywords: flipped classroom, reading comprehension skill, learning satisfaction, grade 6 students

Introduction

English is considered as a universal language. Amongst many other fields, English is used as the language to communicate in politics, economy, tourism, and education (Bekdas, 2015). About 67 countries in the world today regard English as an official language, and most of the books and subjects are printed in the English language. English is also used as the medium of instruction in the classroom to equip students for success in the contemporary global environment (Reddy, 2016). The necessity for

Bhutanese individuals to possess proficiency in English has resulted in choosing English as the medium of instruction for numerous subjects in schools. Together with Dzongkha, it serves as one of the official languages for communication, and it is anticipated to maintain this collaborative role with Dzongkha in the foreseeable future (Department of Curriculum and Professional Development, 2022). As a result, English holds a central role as a mandatory subject in the Bhutanese educational framework (Dendup & Onthanee, 2020).

The English curriculum in Bhutan is organized into four strands based on the modes of discourse through which the learners learn to use language as presented by James Moffet in *teaching the universe of discourse* (1893). The four strands consist of listening and speaking, reading and literature, writing, language, and grammar (Department of Curriculum and Professional Development, 2022). All four skills are important for the overall language development of a child but scholars consider reading as the most important skill (Guvenc, 2017) because of its positive impact on student's academic achievement (Şentürk, 2015) and communicative competence (Baruah, 2016). Therefore, in Bhutan, out of 180 teaching days in a year for English classes of Grade IV to VI, the reading strand is allocated the highest number of 60 days.

Despite well-intentioned and revised English curriculum and numerous interventions by the Ministry of Education, reports from the findings of recent studies indicate a decline in the standard of English in Bhutan. The findings specifically emphasize the underperformance in reading skills among Bhutanese students (Bhutan Council for School Examination and Assessment, 2017a). Moreover, the average score in English was 63.82 percent in the results of the 2022 Bhutan Higher Secondary Education Certificate Examination, the lowest among other subjects like Economics, Media Studies, and Dzongkha. Similarly, the overall mean score for English in the results of the Bhutan Certificate of Secondary Examination was 62.83 percent which was again the lowest compared to other subjects like History, Dzongkha and Economics (Bhutan Council of School Examination and Assessment, 2023). Additionally, the average score of the students in English was just 55.42 percent during the board examination for grade X in 2016, the score was the lowest compared to other subjects like Science, Geography, Economics Mathematics, and History (Ministry of Education, 2017). Further, an analysis of students' scores in competency in four strands showed: 32.73 percent in reading, 35.83 percent in writing, 35.73 in listening, and 33.66 in speaking respectively (Bhutan Council for School Examination and Assessment, 2017b). It was clear that students across the country achieved the lowest score in the reading strand out of the four assessed strands.

According to Rinzin (2019), Bhutanese students tend to read texts without fully comprehending their meaning, leading to poor reading comprehension and lower academic performance. According to Sherab and Dorji (2013), Bhutanese primary school teachers tend to rely heavily on prescribed teaching strategies and learning materials that fail to cater to the unique needs and interests of individual students. The study found that most teachers still employ traditional teaching methods and outdated materials. The persistence of old habits among teachers has led to the continued

use of outdated methods, despite the system's preference for a child-centered approach. Similarly, Rabgay (2018) argued that most of the teachers in Bhutan use a teacher-centered method which negatively impacts student learning. This conventional lecture-based teaching method does not allocate any specific instructional time for reading or teaching reading with comprehension strategies as this method primarily instructs students to read printed materials without offering them the chance to develop reading comprehension skill (Phuntsho, 2022).

Tenzin (2018) emphasizes the necessity of further expanding the role of teachers. It is crucial to replace traditional concepts of teaching reading with more innovative and creative approaches. Therefore, to develop English reading comprehension it is deemed necessary to incorporate a student-centered pedagogy along with technology to harness the maximum learning outcome. With the advancement in technology, numerous teaching and learning materials have been created that can be implemented to develop the reading comprehension skill of the students. Ahmadi (2018) highlights the potential of utilizing technology to create a more understandable and productive English language learning environment within the classroom. Technology empowers teachers to reframe classroom activities, which supports the language learning process. Phuntsho (2022) suggests that in the post-pandemic era, teachers should employ a range of student-centered teaching and learning strategies, coupled with digital pedagogies. Integrating new technologies into instruction has the potential to enhance and restructure classrooms, fostering an environment that promotes collaboration to cultivate students as lifelong learners.

Therefore, to address the aforementioned issues, in this post-pandemic era, flipped classroom (FC) is one effective strategy that can elevate the reading comprehension skill of the students (Shermila, 2017). FC is a pedagogical model in which typical lecture and homework elements of a course are reversed. In the FC approach, students engage with multimedia materials, such as videos, presentations, or readings, outside of class, typically as homework. Class time is then repurposed for hands on activities, exercises, and discussions that would traditionally have been left for homework (Bergmann & Sams, 2012). Own-paced learning is the one of the many advantages that the students can benefit from the FC approach. The instructional videos or lectures are available to students in this approach at any time and from any location. To further help them comprehend and become experts in the materials offered, students can rewind and re-watch the entire lectures or videos (Yang & Chen, 2019). According to Karimi and Hamzavi (2017) FC allows students to learn new materials at home while working together on group projects during class. Consequently, this encourages students to participate in active learning. In the FC approach, students engage with instructional materials at home, such as videos, readings, or other preparatory resources. This pre-class exposure enables them to maximize in-class learning through collaborative and hands-on activities, promoting deeper understanding and retention of the material (Bergmann & Sams, 2012).

Poetry provides rich material for exploring emotional and cultural contexts, key elements in comprehension development. According to Hughes and Dymoke (2018) poetry allows students to

engage with diverse perspectives and cultural themes, enhancing empathy and critical thinking. By flipping the classroom, teachers can have students pre-read and reflect on poems, leading to more meaningful in-class discussions on cultural themes and emotional connections, which bolster comprehension and engagement. In a study by Mellati and Khademi (2018) poetry was found to help learners build vocabulary and contextual understanding, crucial for reading comprehension. The flipped classroom allows students to explore challenging vocabulary within poems at their own pace before class, enhancing understanding. During class, they discuss these terms in context, enabling deeper comprehension through collaborative exploration of meanings, nuances, and uses of language.

FC is designed to support all students, including struggling readers, by ensuring full participation and equal opportunities for critical and creative thinking through improved text comprehension. It has been a longstanding educational approach and has shown effectiveness in developing students' comprehension skill. However, additional research is required to validate its effectiveness in the context of Bhutan. Therefore, this study was conducted to address this gap and evaluate the English reading comprehension skill of sixth-grade Bhutanese students by comparing their performance before and after the implementation of FC. The study also aimed to explore sixth-grade Bhutanese students' satisfaction with using this strategy.

Research Objectives

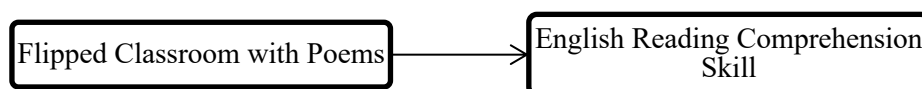
1. To examine the effectiveness of flipped classroom using poems in developing the English reading comprehension skill of Grade 6 Bhutanese students
2. To investigate the Grade 6 Bhutanese Student's learning satisfaction on the use of flipped classroom using poems in improving reading comprehension skill

Conceptual Framework

The study consisted of two variables; independent variable was the use of FC with poems and the dependent variable was the English reading comprehension skill.

Figure 1

Illustration of the Independent and Dependent Variables



Literature Review

Flipped Classroom

The flipped classroom (FC) model, developed by Bergmann and Sams (2012), is an innovative pedagogical approach that reverses traditional instructional methods by shifting direct instruction to individual study, often via multimedia resources like videos, presentations, or reading materials. This inversion allows class time to focus on active, hands-on learning, fostering an environment where students can engage in activities that promote critical thinking, analysis, and application. This model has gained widespread interest and support, as researchers find it particularly beneficial in enhancing engagement and motivation among students (Abeysekera & Dawson, 2015). Strayer (2012) and Touchton (2015) emphasize that even without extensive technology, the model functions effectively, as students prepare before class, reserving class sessions for more interactive, higher-order thinking tasks.

Baker (2000) suggests that the FC model's strength lies in preparing students with foundational knowledge before they arrive in class. This readiness enables them to participate fully in collaborative, teacher-guided activities. Furthermore, Leis et al. (2015) found that when vocabulary and foundational material were provided ahead of time, students entered class sessions more prepared to interpret and analyze texts. This structure enables students to use class time to build comprehension through guided practice, contextual discussions, and collaborative work. A synthesis of studies indicates that effective implementation of the flipped classroom requires teacher support both in and outside the classroom, allowing students to engage with material at home while receiving guidance during class (Fahmi et al., 2020). Gilboy et al. (2015) suggest that flipped classrooms enhance reading comprehension by focusing on higher order cognitive skills in the classroom, where teachers can guide students in making inferences and analyzing texts. In this model, students prepare by reading or watching instructional materials, which primes them for deeper comprehension activities, including drawing inferences, comparing arguments, and analyzing character motivations, during class.

Bishop and Verleger's (2013) framework break down the FC model into two core components: pre class activities, where students review instructional materials (videos, notes, readings) and complete assessments such as quizzes, and in class activities that utilize collaborative group work to deepen understanding. By providing preparatory materials for reading ahead of class, the flipped classroom encourages students to employ active reading strategies, such as note-taking, summarizing, and questioning, which are key for comprehension (Thai et al., 2017). Thai et al. (2017) also demonstrated that flipped instruction can improve metacognitive skills in reading, as students reflect on their understanding prior to in-class discussions.

Recent studies highlight the FC model's role in fostering higher order cognitive skills and deep learning, a concept also supported by Bloom's Taxonomy. For instance, Jensen et al. (2015) found that the FC approach significantly improved students' critical thinking abilities, as it created more

opportunities for analysis and synthesis within class time. Similarly, Hao (2016) found that students reported increased levels of engagement and a stronger sense of autonomy when engaging with the flipped classroom model. This approach also enhances peer-to-peer interaction, which is a critical component of the social constructivist learning theory (Vygotsky, 1978), as it allows students to learn collaboratively and build knowledge through social interaction.

Studies further supports the FC model's benefits in enhancing comprehension and critical thinking through structured in-class interactions. Dallimore et al. (2010) report that collaborative activities like debates, role-playing, and group presentations foster student engagement and improve higher-order thinking skills. These activities reinforce the material and promote peer-to-peer learning and dynamic discussions, creating a more student-centered learning experience. In a meta-analysis, Lo and Hew (2017) confirm that the FC model supports interactive learning and facilitates deeper comprehension across various subjects, including STEM and language learning. A key advantage of the flipped classroom is its support for self-paced learning. According to Yang and Chen (2019), students can access instructional content at their convenience, enabling them to learn at their own pace by pausing or replaying content as needed, which aids in knowledge retention and comprehension. Similarly, Bergmann and Sams (2012) highlight that the FC model allows for differentiation, as students can focus on difficult topics with the option to revisit challenging content. This adaptability supports diverse learning needs, enhancing both engagement and accessibility in the learning process.

Lin (2016) found that using poetry in a flipped classroom helps students engage with complex language and narrative techniques, encouraging analytical and interpretive skills in a flipped model, students can review poems beforehand and prepare questions analyses, which can then be explored in a collaborative, teacher-guided environment. This approach deepens understanding by allowing students to bring personal interpretations to class discussions, fostering a deeper grasp of poetic language and structure. Using poetry in a flipped classroom can also build comprehension skills through exposure to figurative and varied linguistic styles. Douglas and Jaquith (2019) emphasize that the interpretive nature of poetry encourages students to delve into language intricacies. In a flipped setting, students examine poems in advance, gaining familiarity with metaphor, imagery, and tone, which sets the stage for collaborative analysis and discussion in class, further developing comprehension skills.

Flipped Classroom Using Videos

With the rapid advancement of technology, education systems across the globe have to be redesigned to cater to the needs of 21st-century learners. One of the major reforms that has taken place in the system is the use of Information Communication and Technology (ICT). ICT has become part and parcel of today's learners as they are digitally innate. Thus, integration of technology into the classrooms can generate incredible prospects for both teachers and students. The knowledge, skills, and strategies desired for comprehending and communicating through new technologies have become

essential to be literate in the 21st century besides incorporating traditional literacies, that is reading and writing (Zheng et al., 2018).

In light of unprecedented technological progress, it is imperative to blend learning with technology. Undoubtedly, video has become an indispensable component of everyday life (Rai, 2021). The use of video in reading activities facilitates the association of words into imagery and this leads to higher chances of comprehension in ESL learning (Teng, 2019). It has also aided and made the teaching and learning experience especially of English as a second language both inside and outside the classroom more effective (Bajrami & Ismaili, 2016).

Reading Comprehension Skill

Kaya (2015) asserts that reading is a process of self-discovery. In order to create new information and create or infer meaning, readers engage with written materials through both cognitive and metacognitive processes. Reading is further defined as the act of reacting to, interpreting, and connecting a text that is being read with the reader's past knowledge. The reader can better understand the new information if they have prior knowledge (Spratt et al., 2005). Understanding what they read is the act of reading with comprehension, and pupils who can do so derive meaning from written texts (Albert et al., 2017). As a result, students must develop strong reading abilities since they are the cornerstone of education and are necessary in the dynamic world of today (Kuhn & Stahl, 2003).

Students learn about several points of view and perspectives through reading, which helps them form new ideas on life and helps them understand themselves and the world around them better (Lhamo & Sakulwongs, 2023). As reading opens up new opportunities and a whole new universe, Marzuki (2019) emphasized that students who read for a variety of reasons will usually do better academically and learn more. Owusu-Acheaw (2014) states that reading enables individuals to gain a better understanding of their own experiences, and it can be a wonderful personal journey. The reading habits of learners contribute to the acquisition of meaningful and valuable knowledge. In Bhutan, students' reading habits are adversely affected by several factors. These include inadequate access to relevant reading materials, a lack of motivation to read, and limited support from parents (Gyeltshen, 2021).

Reading comprehension involves recognizing written characters and understanding their significance, which requires recognizing structure, deciphering words, comprehending sentences, drawing upon prior knowledge, and using cognitive and metacognitive techniques (Sin & Siahpoosh, 2020). Reading comprehension is an essential skill that leads to a deeper understanding of the text. Students who master comprehension become active readers and gain a stronger command of the language, enabling more precise communication and better writing in English (Lhamo & Sakulwongs, 2023).

Use of Poetry as a Learning Material in English Reading Comprehension

Poetry, according to Merentek & Tamara (2019), is a literary form that prioritizes language and structure to express ideas and sentiments distinctively. For young kids, poetry is a valuable tool for improving their reading comprehension. It gives students fresh insights into phonemic sounds and increases their enjoyment of reading. As a result, a well-written poem can have a significant impact on young readers' literacy development.

According to Tanjung et al. (2018), reading poetry out loud can be an enjoyable way to enhance language skills and improve observation. Despite their brevity, poems contain literary elements such as rhyming schemes, new words, characters, and narrative structures that offer a unique context for learning new vocabulary and phrases. Engaging with poetry can help students appreciate the nuances of language and develop their creative writing skills. By encouraging children to use their imagination, poetry can be a powerful tool for expanding their creativity and fostering a love of writing.

Poetry is an effective means of expressing oneself (Proud to be Primary, 2019). Poetry allows students to express their thoughts and feelings about a subject, and it also helps them relate to and make sense of their own experiences. For young people in particular, this literary genre is beneficial since it fosters the growth of social and emotional competencies. Poetry is unique in that it has a wide range of forms and structures to suit the tastes of many readers (Hanauer, 2017). Poetry reading and writing encourage a love of language and writing techniques that improve one's creativity and communication abilities (Lhamo & Sakulwongs, 2023).

Poetry can support English reading comprehension by engaging students in critical thinking and interpretative skills, especially in a flipped classroom setting. According to Hanauer (2015), poetry's unique structure and language demand that students interpret meaning and explore different perspectives, which enhances comprehension. When introduced through a flipped classroom, students can analyze poems on their own before class, allowing for more in-depth discussions on themes, symbolism, and figurative language during in-class activities.

Related Research

Phuntsho (2022) carried out a study to find out the effect of flipped classroom combined with reading comprehension strategies on students' reading comprehension in the English text of 26 Grade 4 students. The findings from his study presented an improvement in the reading comprehension of the students, as also demonstrated by the comparative analysis of the material based on the observations on the pretest and posttest. In the same vein, Sin and Siahpoosh (2020) investigated the impact of the flipped classroom model on the reading comprehension of 60 Iranian EFL learners with different proficiency levels (elementary and intermediate). The impact of flipped classrooms on reading comprehension is investigated in this experimental study. The results demonstrated that students who were taught in flipped classrooms performed better than those who were taught in traditional courses (Sin & Siahpoosh, 2020).

Similarly, in a study by Wilfong (2011), the Poetry Academy program enhanced elementary students' reading skills. The program achieved this by matching struggling readers with community volunteers who would read poetry with them on a weekly basis. The treatment group exhibited notable improvements in fluency, word recognition, and their overall attitude towards academic reading. While the comprehension improvements were modest, students displayed enhanced confidence and a more positive outlook on school.

Related Theories

Learning theories, which explore cognitive, emotional, and environmental factors affecting learning, provide insights into how individuals acquire and apply knowledge (Fairbanks, 2021). These theories inform effective teaching strategies and nurturing environments that foster student development (Thomas, 2020). The study aligns closely with three key theories:

Constructivist Theory emphasizes that students construct knowledge through active engagement and reflection (Aljohani, 2017; Bada & Olusegun, 2015). In the flipped classroom, students independently engage with pre-class materials and later deepen their understanding through collaborative, teacher-guided in-class activities.

Cooperative Learning Theory focuses on collaboration and positive interdependence among students (Arato, 2013; Yusnani, 2018). In this study, students worked together on in-class activities such as group work, role-play, and presentations, fostering teamwork and shared learning responsibilities.

Vygotsky's Social-Cultural Theory highlights the role of scaffolding in cognitive development, where learners progress with support from more knowledgeable others (McLeod, 2023). In the flipped classroom, videos, peers, and teachers provided scaffolding, enabling students to move within their Zone of Proximal Development (ZPD) and achieve a higher level of understanding.

Research Methodology

This study used a quasi-experimental research design combining both qualitative and quantitative methods to provide a thorough and multifaceted analysis. Research that uses both quantitative and qualitative methods is referred to as mixed method research (Steber, n.d.). Mixed method research involves analyzing both quantitative and qualitative data in a single study, providing a comprehensive understanding of complex phenomena that cannot be fully captured by using only one research method (Shorten & Smith, 2017).

The research intended to evaluate the improvement in English reading comprehension skill among sixth-grade Bhutanese students following the implementation of the FC using poetry approach. Additionally, it sought to examine the students' satisfaction with this teaching approach. To collect data, the researcher administered pretest before implementing the FC approach, and a posttest after

completing the lessons with the intervention. Additionally, qualitative data was gathered through semi-structured interviews at the end of the study to delve into levels of satisfaction among the students.

The researcher conducted this study in one of the primary schools in Wangduephodrang district, which is located in western Bhutan. As of 2024 academic year the school has 300 students and 18 teachers. The school offers classes from pre-primary to sixth grade. In Bhutan, most grade levels typically have one or two sections, with each section comprising a diverse group of students, with an almost equal number of boys and girls.

The study included 30 sixth grade students, evenly divided between 15 boys and 15 girls. Because the school had only one sixth-grade class, all the students in that grade participated in the research. The students had diverse learning abilities ranging in age from 11 to 14 years. In this study the researcher taught four different poems to sixth-grade Bhutanese students from the prescribed English curriculum. The researcher downloaded the videos of the poems from the YouTube and shared the videos along with instructional notes through Google Classroom as a pre-class activity. The instructional notes provided valuable guidance while introducing the lesson to the participants, ensuring they were well-prepared for the upcoming class. Additionally, engaging video content and interactive quizzes helped reinforce comprehension of the poems. During the class, the researcher offered a diverse range of activities and assignments, tailored to individual, paired, and group settings, to further enrich the learning experience.

Research Instruments

Pretest and posttest.

The study aimed to evaluate the impact of flipped classroom approach on the English reading comprehension skills of sixth-grade students in Bhutan. A reading comprehension test was created by the researcher, consisting of 20 multiple-choice questions and 10 short-answer questions, with a total score of 30 marks. The test items were designed based on the guidelines set by the Bhutan Council for School Examination and Assessment (BCSEA, 2023) and aligned with Bloom's Taxonomy. A pretest was given before the implementation of the flipped classroom intervention, followed by a posttest after the completion of the intervention. To ensure consistency in evaluation and reliability of results, the same set of test items was used for both pretest and posttest assessments.

To minimize the impact of extraneous variables when using the same test items for both pretest and posttest assessments, several measures were implemented. A sufficient time gap was maintained between the two tests to reduce the likelihood of students recalling specific test items. Additionally, the sequence of test items was altered to mitigate familiarity effects. Students were informed that the pretest was purely diagnostic, discouraging them from intentionally memorizing the questions. Furthermore, the test was designed to focus on assessing higher-order comprehension skills rather than rote memory, ensuring that any improvement in scores reflected genuine learning progress.

Semi-structured interview.

Following the study, all sixth-grade Bhutanese students participated in a face-to-face interview with the researcher to learn more about their satisfaction with the flipped classroom approach. All the participants preferred to respond individually to the questions asked by the researcher. For the interview, the researcher utilized a set of six questions which was developed by the researcher for the study. The researcher asked the question in English and the participants were given a choice to respond either in Dzongkha or English. The researcher audio-recorded each student's response and then translated and transcribed it into English. Thematic analysis was employed to examine the gathered data.

Lesson plans.

The researcher prepared four 90-minute lesson plans (1 lesson plan = 2 sessions) to teach sixth-grade Bhutanese students four poems from the prescribed English curriculum textbook. To teach each poem, the researcher carried out two 90-minutes sessions per week. Over the course of a month, the researcher conducted eight sessions with the sample group. During the course of a month, the researcher effectively taught all four poems and used a posttest to gauge the students' understanding.

Each lesson plan was developed into two parts: pre-class activity and in-class activity. During the pre-class activity, students watched a video of a poem and read an instructional note, which outlined the expected outcome of their reading, assigned in the Google Classroom. After the reading and watching the videos, they answered short-answer questions and quizzes in line with their reading. During the in-class activity, students discussed their reading in pairs, and then participated in various comprehension activities as a team. The students received both teacher guidance and peer learning while carrying out practical exercises within their respective groups. The researcher chose four poems from the Bhutanese sixth-grade English textbook: 'Celebration', 'September', 'Courage', and 'Heads Bent Low'. These poems were selected based on the students' preferences and thematic content.

Validity and reliability of the instruments.

Two experienced English teachers from Bhutan and one expert from a university in Thailand validated the validity of the lesson plans, test items, and semi-structured interview questions used in the research. Item Objective Congruence (IOC) by Turner and Carlson (2003) was used as the basis for validating all of the instruments. If the value of the item falls between 0.67 to +1, the item would be considered as valid and accepted, however if the value falls between 0.66 to -1, it means that the item needs to be realigned as per the expert's suggestions and feedback.

Threats to internal validity were carefully considered in this study. The testing effect was minimized by randomizing test item sequences and maintaining a time gap between pretest and posttest. Instrumentation threats were controlled by standardizing test administration and scoring procedures. To address selection bias, a representative sample of sixth-grade Bhutanese students was used.

Thirty seventh-grade students from a nearby school participated in a reliability test that the researcher used to gauge the validity of the reading comprehension test questions. There were 30 total points in the test, which included 10 short-answer questions and 20 multiple-choice questions. The Kuder-Richardson formula (KR-20) was employed to determine the test item's reliability coefficient. It is generally accepted that educational assessments have acceptable reliability when the Kuder-Richardson coefficient is 0.70 (Cohen, 2013). The test's reliability coefficient was 0.75 which indicated that the test items were reliable. Therefore, for the purpose of gathering data, every test item was utilized.

Data Collection Procedure

Approval and ethical consideration.

The researcher obtained prior approval from the Research and Development Institute of Rangsit University, Thailand, which was then forwarded to the Ministry of Education and Skills Development (MoESD), Bhutan. Upon receiving the approval, permission was sought from the school's principal and subject teachers before initiating the data collection procedures.

Participant's consent approval.

As the participants were below the legal age of 18, parental consent was obtained to ensure the understanding of study's purpose. Furthermore, participants were assigned numerical identifiers, and strict confidentiality and anonymity of all collected data was maintained through encryption.

Data Analysis

The data collected from the reading comprehension test (pretest and posttest) was thoroughly analyzed using comparative analysis techniques. A paired sample t-test was employed to calculate the mean, standard deviation, and significance value (p). Before applying the paired t-test, researcher ensured the data met the necessary assumptions for parametric analysis. First, the researchers checked the normality of the pretest and posttest scores. The scores were approximately and normally distributed. Second, the researchers confirmed that the data were paired, as the same students took both the pretest and posttest. Additionally, the data were on an interval scale, making them suitable for parametric testing. Lastly, the researchers checked for outliers and found none that would significantly affect the results. With these assumptions met, researcher proceeded with the paired t-test to compare the pretest and posttest scores.

In order to assess the satisfaction of learners with the FC approach, a semi-structured interview was employed to collect the data. This method provided the researchers with a deeper insight into the participant's satisfaction, attitudes, and opinions. As a result, thematic analysis was utilized to examine and extract recurring topics from the data.

Research Results

This section presents the study's findings, which are focused on two critical aspects: the reading comprehension test, incorporating pretest and posttest data, and the semi-structured interview. The reading comprehension test underwent detailed analysis using comparative techniques, while semi-structured interview was carefully examined through thematic analysis.

Results of Quantitative Data – Reading Comprehension Test

The analysis of both pretest and posttest data clearly demonstrated a substantial improvement in students' skill as a result of implementing the FC approach. The significant increase in posttest scores compared to pretest scores unequivocally indicated enhanced learning achievement. This positive evidence underscored the effectiveness of FC approach in fostering in student success.

Table 1

Comparison Between Pretest and Posttest of the Sample Group

Group	Pretest		Posttest		Mean Difference	T	p-Value
Sample	\bar{x}	SD	\bar{x}	SD			
Group	12.63	4.495	22.85	3.996	10.22	-18.210	.01

Based on Table 1, the posttest mean score of the sample group ($\bar{x} = 22.85$) showed a significant increase from its pretest mean score ($\bar{x} = 12.63$), with a mean difference of 10.22. This noticeable rise in average score underscored the effectiveness of implementing the FC approach. Additionally, the study's p-value of .01 indicated the statistical significance of the test, while the standard deviations for the pretest and posttest were 4.49 and 3.996 respectively. From this, it was clear that the flipped classroom has proven to be highly effective in enhancing the reading comprehension skill of sixth-grade Bhutanese students.

Results of Qualitative Data – Semi-Structured Interview

Following the intervention, participants were interviewed to gauge their satisfaction with the use of FC approach. Each participant provided responses to six questions, which were recorded in audio format to retain their originality. Subsequently, the data was translated into English, transcribed, and then underwent coding and thematic analysis, leading to the revelation of four key themes: shift in learning, improved comprehension, motivating learners, and learning satisfaction.

Through the interviews conducted with Grade 6 students, it became evident that the implementation of the flipped classroom with poetry strategy represented a significant shift in learning. In the past, students were not familiar with this strategy, and this research study served as their initial exposure to flipped classroom in their educational journey. During the interview, almost all the students

expressed that they had never studied with flipped classroom as a strategy before, and this was their first experience in learning poetry using this strategy. "Learning in a flipped classroom with the help of a technology was a new experience and I enjoyed reading poems with the help of videos and my friends." Said Std no. 15.

All participants expressed that all the activities in the FC were engaging and rewarding which encouraged them to love what they are learning. Most of them agreed that both pre-class and in-class activities suited to their learning needs and they thoroughly enjoyed the lesson. The inclusion of videos of the poems in the Google Classroom heightened their interest engagement in the lesson activities. Std no. 1 said, "Flipped classroom is more fun because of the video of the poem, the videos helped me with my pronunciation difficulties." This was further supported by Std no.8 who said, "The video helped me to pronounce the words clearly, it provided me with the opportunity to read correctly after watching the video."

An overwhelming majority of students reported that their grasp of the poems saw remarkable improvement, largely attributed to the invaluable guidance provided by their teacher and peers. Exposure to instructional videos facilitated accurate word and phrase pronunciation, thus fostering the simultaneous development of both reading fluency and pronunciation. Consequently, this advancement greatly enhanced their overall comprehension of the poems. Std no. 22 also said, "We get more time in the flipped classroom to work in the group and this helps us in exchanging our ideas and this makes understanding the poem easier and fun." Std no. 16 said, "The activities inside the classroom gave us enough time to exchange our ideas and learn from each other, this helped us in understanding the poem in depth."

The vast majority of participants unequivocally expressed their enthusiasm for learning through FC. Every single participant is fully committed to continuing to use this strategy for their learning. Additionally, they expressed a strong interest in using the strategy to explore diverse literary genres. Due to the positive impact on their reading abilities, they are very eager to recommend it to their friends as well. Std no. 3 said, "I would like to continue using the flipped classroom because it was more engaging and fun." And Std no. 3 claimed, "I want to read other literary genres using the same strategy because it makes our learning more rewarding and interesting."

All participants enthusiastically shared their enjoyment of the lessons in the FC, emphasizing that the unique approach differed significantly from their usual reading activities. Most of them stressed on the preparation time they got for the lesson before the class and they also highlighted the involvement of the technology that made their learning worthwhile. The unique experience of getting time to prepare for the lesson at home and coming to the class with their best preparation was acknowledged by all the participants. Std no. 17 said, "As a slow reader I enjoyed reading in the flipped classroom because during the pre-class activities I can read at my own pace. This increased my motivation to read more." This claim was further supported by Std no. 16 who said, "All the activities in the flipped classroom

were more fun and rewarding. It made my reading easier and the activities in the classroom helped me in comprehending the poems effectively.”

Discussion

The research results indicated that utilizing FC approach significantly improved the English reading comprehension skill of sixth-grade students in Bhutan. Furthermore, the students demonstrated a high satisfaction level with this approach. To reinforce these conclusions, the subsequent sections offer a thorough elucidation of the students' learning achievement and their contentment with the implementation of FC approach.

Reading Comprehension Skill of Bhutanese Students

The study revealed a remarkable progress in students' learning achievements, supported by a substantial rise in posttest mean scores compared to pretest mean scores. These results demonstrated that using FC with poems was an effective strategy to develop English reading comprehension skill, and this finding was in line with Phuntsho (2022) study which concluded that the flipped classroom approach, which reverses the learning process by using technology, has been found to be effective in teaching reading and reading with comprehension since it gives students more time to read and study both inside and outside of the classroom.

This study also corroborated the findings presented by Velegol et al. (2015), who reported that students could have more time for reading and learning both inside and outside of the classroom when employing flipped classroom that uses an inverted learning process with technology. This study supported Wilfong's (2011) findings, which indicated that using poetry in the classroom helped elementary school students to become better readers. The findings demonstrated that the treatment group significantly improved in the areas of word recognition, word accuracy per minute, and attitude towards academic reading and text comprehension. The result of this study also demonstrated that, following the intervention, children loved reading poems and were able to read fluently and comprehend the material.

Learning Satisfaction

The implementation of FC was met with a positive reception from the students. The approach was found to help them prepare for the lesson, which in turn increased their participation in the lesson and improve their learning outcome (Sari et al., 2023). The implementation of the flipped classroom approach resulted in a significant increase in students' motivation to learn. Their improved reading and comprehension skills served as a compelling motivator for them to continue utilizing the flipped classroom approach in the future.

All research participants voiced their intention to employ this method in their upcoming academic pursuits and to explore a diverse range of literary genres using this approach. Most

significantly, they expressed a readiness to recommend this approach to their peers. These findings align with Karimi and Hamzavi (2017), which showed that the use of the flipped classroom in reading classes had a significant positive impact on the development of reading comprehension. As students acquired background information and reading concepts in advance, they demonstrated heightened confidence and independence in their lessons.

These results corroborated the findings of Sin and Siahpoosh (2020), who investigated the effect of flipped classroom on reading comprehension and found that students who were taught in the flipped classroom performed better than those who were taught in conventional courses. Al Nashwany (2016) supported these findings, showing that the flipped learning approach enhanced Arabic language instruction and reading comprehension development.

Conclusion

The study on the implementation of the FC approach demonstrated noteworthy advancements in reading comprehension skill and overall learning satisfaction for sixth-grade Bhutanese students. Utilizing a flipped classroom with extended class time, incorporating videos, and offering personalized teacher support could lead to enhanced learning outcomes. Therefore, the study strongly recommends for the incorporation of FC as a highly effective teaching approach to significantly enhance students' reading comprehension skill. As education continues to evolve, embracing innovative strategies like FC is imperative for creating more holistic and impactful learning experiences across all levels of learners.

Limitation and Recommendation

The study included 30 sixth-grade students in Bhutan, potentially limiting the applicability of the findings to other sixth-grade students within and beyond Bhutan. To address this constraint, future researchers should consider using a more extensive sample size and conducting research over a longer duration to capture a broader range of perspectives on the effectiveness of the FC approach. Due to time constraints, the study only focused on four poems from the sixth-grade English textbook. As a result, the findings of this research may not be generalizable to other literary genres. Future researchers may consider conducting a similar study to explore its effectiveness in teaching different literary genres. Furthermore, this study used Google Classroom as LMS to deliver the pre-class activities, a similar study can also be carried out without using technology as LMS.

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