

ABSTRACT

INTEGRATING FLIPPED CLASSROOM MODEL AND JIGSAW IV TO DEVELOP STUDENTS' READING COMPREHENSION AND CRITICAL THINKING

By

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This study aims to examine some different effects of the two non-traditional approaches when they are being applied in learning reading. Understanding texts means engaging the learners carefully into the text in such a way that they are filtering the information before consuming and discerning it as their understanding. Flipped classroom model may provides a wider and more flexible opportunity to students to take stance towards the text. The study inserts the elements of critical thinking standards in the process of flipped classes to bring learners to a higher level of comprehension. The study are to find out 1) whether there is a significant difference of students' reading comprehension achievement for those who are taught through flipped classroom model integrated with jigsaw IV and those who are taught through original flipped classroom model 2) to what extent critical thinking is achieved by students after the implementation of flipped classroom model in learning reading.

The samples of this study were 65 EFL students at the second grades of SMAN 1 Gedong Tataan. This study was quantitative research which used control group pre test - post test design. It was also true experimental study, which there were two classes; control and experimental classes were compared. The data were analyzed by using SPSS 26.0. This study utilized the five reading aspects for evaluating the achievement of the experimental class and control class. The result of *independent sample t-test* showed that the sig. (2-tailed) was $.000 < .05$ so that the alternative hypothesis was accepted. There was significant difference of using flipped classroom model integrated with jigsaw IV and original flipped classroom model for students' reading comprehension achievement. Then, the critical thinking standards were utilized to develop a questionnaire for evaluating students' critical thinking achievement after being taught by using flipped classroom model in both classes. The results showed that in some extents of standards such as precision, relevance, consistency, logical correctness, completeness and fairness, most of the students achieved moderate level. Then, in 2 other standards; clarity and accuracy, most of the students achieved low level of critical thinking.

Keywords : Flipped Classroom Model, Jigsaw IV, Reading Comprehension, Critical Thinking