

ABSTRACT**INCREASING CRITICAL AND CREATIVE THINKING (CCT) SKILLS
IN READING THROUGH THE MODIFIED SYNTAX OF INQUIRY
SOCIAL COMPLEXITY (ISC) LEARNING MODEL****By****Arri Alfiantho**

One of the basic skills that students must have in the 21st century is students can develop interests, talents, and potential to increase critical and creative thinking skills. This research aims to determine any significant increase in students' critical and creative thinking skills in reading through the modified syntax of inquiry social complexity learning model and which aspect of CCT skills is the most influent. This research was conducted at SMA Bina Mulya with one class as the sample of 30 students. This research used a quantitative method. To collect those quantitative data, the researcher used both pre-test and post-test. Paired Sample T-tests were used to analyze the data. The analysis showed that there was an increase in students' mean scores from 63,17 to 79,83 with sig 2 tailed $0.000 \leq \alpha 0.05$, which means that the inquiry social complexity learning model effectively increased the student's critical and creative thinking skills in reading. It was also found that the most influent aspect of CCT skills was the analysis aspect, with mean scores 3,5 is higher than others skills. From those findings, the student's critical and creative thinking skills increase after being taught through the modified syntax of inquiry social complexity learning model.

Keywords: CCT Skills, Reading, ISC learning model.