

**USING THE FLIPPED CLASSROOM MODEL TO IMPROVE
READING COMPREHENSION AND CRITICAL THINKING IN
CLASS V STUDENTS**

**(Quantitative Research Method with Quasi Experimental Research
Approach to Class V students of SDN Karang Mekar Mandiri 1)**

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ABSTRACT

This study aims to determine the effect of using the applied Flipped Classroom Model. The research used was Quasi-Experimental research, and this research was conducted at SDN Karang Mekar Mandiri 1 Cimahi City in class V with a population of 350 students. The sampling technique used was purposive sampling, so the VA (Experimental) and VB (Control) classes were taken from each of the 22 students, so the total for the control class and the experimental class was 44 students. Based on the results of the homogeneity test, after the treatment there were homogeneous data and sample variants. Data collection techniques used in this study are observation, interviews and documentation. The data analysis technique used in this study is using the SPSS application. The results showed that: there was a significant effect of the use of Flipped Classroom on reading comprehension and critical thinking of fifth grade students at SDN Karang Mekar Mandiri 1 Cimahi City based on the results of the Independent Sample T Test, the value of Sig. (2-tailed) of $0.000 > 0.05$, which means that H_0 is rejected and H_a is accepted. This is supported by the average value of the experimental class of 85,71 which is greater than the control class of 72,35.

Keywords: *Flipped Classroom*, Reading Comprehension and Critical Thinking