

ABSTRACT

Amanda, Theresia Davina A. (2023). *ELESP Students' Perception of Flipped Classroom Implementation to Enhance Students' Critical Thinking*. Yogyakarta: English Language Education Study Program Department Of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Flipped classroom learning is a flipped learning method where learning materials are given to be studied outside the classroom. In the process, flipped classroom gradually improves critical thinking ability which is an important skill that students should have. In this study, flipped learning is proposed as a means to enhance critical thinking, which requires students to analyze materials, assume, interpret, seek more information to expand understanding, learn independently, creatively develop ideas, and be reflective in learning. The research questions of this study are as follows: "How does flipped classroom enhance students' critical thinking?; What are the students' perceptions of flipped classroom implementation to improve their ability to think critically?"

In this study, 21 ELESP students took part in the data gathering procedure as case study, which included questionnaires delivered in the form of Google Forms, followed by interviews. The researcher distributed questionnaires using the snowball sampling method.

The findings revealed that 74% of students give positive attitudes toward using flipped classrooms to improve critical thinking skills. The flipped classroom increases the students' critical thinking. The flipped classroom method enhances the quality of students' understanding, fosters the active role of students in the learning process, and increases student confidence and responsibility.

Keywords: Critical thinking, ELESP students, flipped classroom, learning method, perception

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Flipped classroom merupakan metode pembelajaran terbalik dimana materi belajar diberikan untuk dipelajari di luar kelas. Dalam prosesnya, *flipped classroom* secara bertahap meningkatkan kemampuan berpikir kritis yang merupakan keterampilan penting yang harus dimiliki siswa. Dalam penelitian ini, pembelajaran terbalik diusulkan sebagai sarana untuk meningkatkan pemikiran kritis, yang mengharuskan mereka untuk menganalisis materi, berasumsi, menafsirkan, mencari informasi lebih untuk memperluas pemahaman, belajar mandiri, kreatif mengembangkan gagasan, dan reflektif dalam belajar. Pertanyaan dari penelitian ini adalah sebagai berikut: “Bagaimana *flipped classroom* meningkatkan pemikiran kritis siswa?; Bagaimana persepsi siswa terhadap penerapan *flipped classroom* untuk meningkatkan kemampuan berpikir kritisnya?”

Dalam penyelidikan ini, sebanyak 21 siswa ELESP berpartisipasi dalam proses pengumpulan data yang dibagikan melalui kuesioner yang disebar dalam bentuk Google Forms kemudian diikuti oleh interview. Peneliti membagikan kuesioner menggunakan metode *snowball sampling*.

Hasil penelitian menunjukkan 74% dari peserta menunjukkan sikap positif terhadap *flipped classroom* untuk meningkatkan pikiran kritis. *Flipped classroom* meningkatkan kualitas pemahaman materi siswa, mendorong keaktifan siswa dalam proses belajar, meningkatkan kepercayaan diri dan tanggung jawab siswa selama menggunakan metode pembelajaran *flipped classroom*.

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