

**THE LESSON LEARNED TEXT RECAPING FROM SHORT STORIES
AS EFFORT TO IMPROVE LEARNING OUTCOMES AND CRITICAL THINKING
WITH THINK PAIR AND SHARE METHOD ON CLASS XI STUDENTS
OF NATIONAL SENIOR HIGH SCHOOL LESSON YEAR 2017/2018**

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ABSTRACT

Preparing review text is an activity that includes two language skills of reading and writing which are then combined in one learning material, which has a very close relationship. Based on this the author are interested in conducting research entitled "The Lesson Learned Text Recaping from Short Stories as Efforts to Improve Learning Outcomes and Critical Thinking with Think Pair and Share (TPS) Method on Class XI Students of National Senior High School Bandung Lesson Year 2017/2018". The formulation of this problem includes the ability of the authors to plan, implement and assess the learning of compiling the text of the review of short stories in the students of class XI National Senior High School by using Think Pair and Share (TPS) method, the ability of students of class XI National Senior High School Bandung to compose the text of the reviewer reviews short with accuracy, the effectiveness of Think Pair and Share (TPS) method when applied in learning compile the text of reviewer of short story in class XI National Senior High School Bandung, ability of Think Pair and Share (TPS) method in improving critical thinking ability of class XI student of National Senior High School, as well as differences in learning outcomes and the improvement of critical thinking skills in learning compiled a review text from short stories between the application of Think Pair and Share (TPS) method with the discussion method as a control class in grade XI National Senior High School Bandung. As for the result; the first hypothesis received with the result of the average value of planning and implementation of learning obtained by the author of 3.74. The second hypothesis was accepted, judging from the average values of pretest in the control class and the eco-classes of 32.75 and 40.2, respectively, and the mean postes in the control class and the experimental class were 70 and 84.8 respectively. The third hypothesis accepted, seen from the results of statistical calculations in the experimental class that is $t_{count} > t_{table}$ is $33.79 > 23.4$, while the statistical calculation results in the control class that is $19.91 < 27.3$. Fourth hypothesis is accepted, seen from the increase of average value of critical thinking attitude of learners from control class to experimental class is 51,93%. The fifth hypothesis is accepted, as seen from the difference of the mean value of pretest and postes difference (deviation) in the control and experimental class are 37.35 and 44.6 respectively. For the assessment of the attitude of critical thinking, also increased by 51.93%.

Keywords: Review text, critical thinking, think pair and share.