THE USE OF THINK PAIR SHARE TECHNIQUE TO IMPROVE STUDENTS' CRITICAL THINKING IN READING SKILL

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Abstract
The goal of this study is to know the improvement of students' critical thinking in answering high order thinking (HOT) questions in reading skill taught Think Pair Share (TPS) Technique. The subject of this study was the eleventh grade students at SMAN 07 Banda Aceh. A qualitative study was used as a method to obtain the data. The data were collected by using observation, document collection and interview. To analyse the data, the researcher observed the students' activity through teaching learning process in answering high order thinking (HOT) questions in reading class and interviewed the teacher as an informant. Those questions consisted of ten questions adapted from the English textbook for first meeting and the ten questions were arranged by the teacher and researcher. To validate the data and assure realibility, the researcher used triangulation. From the result of data analysis it revealed that the students' critical thinking improved after the teacher applied Think Pair Share technique. In addition, TPS technique enabled students to be more active and required them to activate their background knowledge through discussion in term of shaping their critical thinking skill in learning process.
Keywords: Think Pair Share Technique, Reading Skill, High Order Thinking (HOT) Questions, Critical Thinking

INTRODUCTION
Reading is one of important skills in learning English. According to Anderson (2003 p. 1) reading is the process of constructing meaning from written texts. If we do not understand what we are reading, we cannot learn or remember it. In addition, Farr (in Dalman, 2013, p. 5) stated that reading is the heart of education. So the more often a person reads, the more advanced the education. By reading we can know the whole world and our thinking patterns will develop. However, most children are not natural born as readers. In fact, reading is not a natural skill at all, but rather a complex process that requires a systematic instruction. Therefore, reading is considered as one of the most difficult skills to be mastered.

The researcher conducted a preliminary study on February 3rd, 2018 at SMAN 07 Banda Aceh by interviewing the teacher, from some aspects of reading questions; such as main idea, vocabulary, and supporting detail, most of them got difficulties to find out the answer of high order thinking (HOT) questions; such as inference and 5W+1H questions, which are not directly stated in the text and also to find a proper words which are suitable to the context. In order to answer the questions, the students not only read and answer based the text, but tried to comprehend the text and answer the question based on their opinion beyond the text.

Paul (2004) stated there is a connection between critical thinking and reading comprehension, it improves its reading by reasonably thinking about how it is reading. Previous studies have reported that critical thinking is one of the important parts in reading to achieve the goal. In order to improve critical thinking in reading, students don't only read the text, but also use the cognitive skills (Velayati, 2016). In addition, Elder and Paul (2001) and Facione (2006) said that the cognitive skills used in the critical thinking involve interpretation, analysis, evaluation, inference, explanation and self-regulation.

Based on the above explanation, it can be said that reading needs critical thinking in achieving the goal. Mustaji (2012) explained that critical thinking ability required thinker to think reflectively and rationally, emphasized in making the decision about what must be believed or done. Overall, reading by thinking critically is analyzing the information or problem by activating readers' mind or thinking for the purpose of comprehension. In fact, English teacher has done a lot of ways to solve problems in improving students' critical thinking in reading class and made learning English more pleasant. One of them is by using the Think Pair Share (TPS) technique. Robertson (2006) stated that Think Pair Share (TPS) technique required the student to stimulate their background knowledge about the topic. This is an excellent method to develop critical thinking and communication in the classroom by sharing and discussing the problems with their partner through the learning process.

Based on the background above, the researcher conducted a research entitled a qualitative research on "The Use Of Think Pair Share (TPS) Technique to Improve Students' Critical Thinking in Reading Skill"

LITERATURE REVIEW
Nuttal (1982) asserted that the aim of reading is to obtain information in written form, which are cognitive (intellectual), referential (factual), or effective (emotional). Therefore, we read referential to obtain factual information.In addition, Junining (2015) stated that cognitive skills are the fundamental domain of reading activities, thus it is important to apply critical thinking in reading skill since the elements of critical thinking mostly use cognitive skill. As stated in the national curriculum syllabus that students understand some theories related to reading text critically and creatively, with higher critical thinking skills, they will be able to achieve the competency standards set in the curriculum or to be achieved in the learning process, and they will be able to design and navigate their future lives that are full of challenges, competition, and uncertainty (Turmuzi, 2013).

From some aspects of reading such as main idea, vocabulary and supporting details, most of the students have difficulties in answering High Order Thinking (HOT) questions which encourage the students to think critically rather than just answer after they read the information from the text, such as inference questions and 5W+1H questions. Inference questions do not present the idea stated in the text directly, which means this kind of questions include the phrase, could be interpreted to mean or suggest the idea. It is asking about the meaning of a line, paragraph or even entire passage. Broek and Kremer (2000) explained that combining inference–making and critical thinking to improve reading comprehension by presenting the idea that

inferential and reasoning skills are closely related to other readers' characteristics and skills that affect text comprehension.

For answering 5W+1H questions, critical thinkers have to ask continuously and persistent to find the answer before making a decision. They often use words that are found in the questions, such as who, when, what, where, why and how. It is hard for them to guess and predict the correct cues behind the texts because of their limited knowledge of the language (Arroyani, 2010, p. 15). Therefore, the teacher found one of ways to solve the problem could be by using Think Pair Share (TPS) technique. Lyman, F (in Trianto, 2011) stated that TPS was one of the effective ways to create variations in the atmosphere of discussions. Assuming that all discussions require arrangements to control the class as a whole, and the procedures used in TPS give the students more chance to think, respond and help each other.

METHODS

The students at XI grade of MIPA4and an English teacher at SMA 07 Banda Aceh were selected as the subjects of this study. Qualitative study was used as a method to obtain the data. According to Tewksbury (2009), "Qualitative research methods provided more emphasis on interpretation and providing consumers with complete views, looking at contexts, environmental immersions and a depth of understanding of concepts". Further definition, Sukmadinata (2010, p. 60) said that qualitative research is purposed to describe and analyze a phenomenon, event, social activity, behavior,belief, perception, individuals or group's thought.

The data in this study were collected by observing the teaching-learning process in the classroom since the researcher focused on the improvement of student's critical thinking in answering high order thinking (HOT) questions in reading skill taught by Think Pair Share (TPS) technique, the document from the students' score and the teachers' lesson plan and also by interviewing one of the English teachers. To validate the data and assure reliability, the researcher used triangulation. Cohen, Marion and Morrison (2005, p. 112) explained triangulation was the use of two or more method in data collection in the study. In this study, the researcher used more than one instrument. The researcher obtained the data from observation, document collection, and interview.

Firstly, the researcher observed the teaching-learning process at the XI MIPA4 for two meetings. The researcher observed the students' activities in answering high order thinking (HOT) questions when they were taught by Think Pair Share (TPS) technique. Those questions consisted of ten questions adapted from the English textbook for first meeting and the ten questions were arranged by the teacher and researcher since in the first meeting the questions less critical.

Secondly, the researcher interviewed the English teacher who taught the eleventh grade using the question from the interview guide consisted of eight questions and recorded it for future analysis. The researcher used Bahasa Indonesia to ask the questions about the development of students' critical thinking in reading skill. The data from the interview were transcribed to English.

RESULT AND DISCUSSION

As stated in the technique of data collection, the researcher used observation sheet, document analysis and interview guide to gather the data. This part presents the result of the data analysis from the students' critical thinking in answering high order thinking (HOT) questions in reading skill after being implemented by using Think Pair Share technique has been improved as expected.

Table 1. The result of the observation from the first and the second meetings

Steps	Meeting 1	Meeting 2
Observation	Teacher asked the students to read and asked them a question related to the text about "Tsunami" 2 Students answered	Teacher asked the students to read and asked them a question related to the text about "The Flood" 4 Students answered
Question (Critical Thinking)	The Teacher asked their opinion toward the text and gave one question. 2 Students answered	The students started to ask the questions.
Elaboration	The teacher asked the Students to answer ten questions from English Textbook by themselves (Think)	The teacher asked the Students to answer ten questions arranged by the Teacher and the Researcher by themselves (Think)
Collaboration (Critical thinking)	The teacher asked the students to discuss their answer by sharing their opinions to each other to find out the appropriate answer for the material discussed (Pair)	The teacher asked the students to discuss their answer by sharing their opinions to each other to find out the appropriate answer for the material discussed (Pair)
Communication	The teacher asked the students in each group presented their answer in front of the class (Share) There is no students who give a comment to other groups presentation.	The teacher asked the students in each group presented their answer in front of the class (Share) There are some students who give a comment to other groups presentation.

From the table above, the differences from the first meeting to the second meeting were the students be more active by asking and giving a comment in learning process. In the first meeting, the researcher found eight critical questions based on the taxonomy blooms during the teaching learning process through Think Pair Share (TPS) technique. However, the questions in the first meeting were less represented as critical questions, so the teacher and the researcher developed more critical questions in the next meeting in order to improve students' critical thinking in answering High Order Thinking (HOT) questions. The more problems or questions that must be solved by the students, the more students can improve their ability in answering High Order Thinking (HOT) questions

Table 2. High Order Thinking (HOT) questions based on the Taxonomy Blooms during the teaching learning process at the first meeting

Material	Explanation Text	
Aspect	Analyzing	Evaluating
Indicator	The students distinguish between the different parts	The students justify a stand or decision
High Order Thinking (HOT) Questions	Apa penyebab Tsunami bias terjadi ?	When does the Tsunami occur? Why in the text mostly written in the present tense? What is the purpose of the text? apa yang kalian temukan dari text tersebut ? Can you guess what kind of text is that? Do you know the generic structure of explanation text? What is the effect of "Tsunami" for human life?

In the first meeting, based on the Taxonomy blooms the researcher found three critical questions from the English textbook and five questions were asked by the teacher during the learning process taught by Think Pair Share (TPS) technique and approximately four people were active in answering the questions.

Table 3. High Order Thinking (HOT) questions based on the Taxonomy Blooms during the teaching learning process at the second meeting

Material	Explanation Text	
Aspect	Analyzing	Evaluating
Indicator	The students distinguish between the different parts	The students justify a stand or decision
High Order Thinking (HOT) Questions	Did you think the flood is a result of human errors or natural disaster?	What is the text about? What is the cause of the flood? Why are the refugees of the flood ill? How to solve the natural disaster? Do you know what is the definition of the explanation text ? What is the definition of the flood? What is the cause of the flood? Where will you go if the flood coming unexpectedly? What will you save first if the flood happens in your region?

While, for the second meeting, since the questions in the first meeting were less represented as a critical question, the teacher and the researcher improved the quality of the questions. Therefore, during teaching learning process taught by Think Pair Share (TPS) technique the researcher found seven critical questions from the reading comprehension task and three critical questions were given orally by the teacher.

Table 4. The percentage of the students' score in answering the questions

Meeting	Total Score	Average	Complete	Not Complete	KKM
1st	1554	74,00	14	7	
			66,66%	33,33%	70
2nd	1666	79,33	18	3	
			85,70%	14,20%	

In this section, the researcher discussed the result of the data that had been analyzed in the previous part. This chapter also answers the research question mentioned in chapter one. First, the researcher analysed the teaching process to engage with the improvement of students' critical thinking in answering high order thinking (HOT) questions in reading skill after they were taught by think pair share technique. Finally, the students started to be more active in answering high order thinking (HOT) questions in reading skill taught by Think Pair Share (TPS) technique at the second meeting. Second, to support the data from the result of observation, the researcher interviewed the English teacher who taught three classes of XI grade at SMAN 07 Banda Aceh.

The interview was conducted on March 02nd, 2018. And eight questions were asked to the teacher. Third, the result of document collection, from students' score and the teachers' lesson plan (RPP). In the teacher's lesson, she did not arrange the steps of Think Pair Share technique and the material of High Order Thinking (HOT) questions in the lesson plan (RPP). Based on the interview, the researcher found that the questions were obtained from English textbook in the first meeting, while for the second meeting the questions were arranged by the teacher and the researcher due to the less of critical questions in the first meeting during teaching learning process through Think Pair Share (TPS) technique. The teacher used model of discovery learning for the students solved the problems intensively were controlled by the teacher. In addition, the teacher also did not elaborate the assessment of reading in the lesson plan. Based on the interview, the techer assessed the students' reading comprehension in the way they understood the text and were being active by giving an opinion and comment whether in Indonesian or English or in the other word, the teacher assessed the students' skill. However, from the analysis of data above, the researcher found that most of the students showed their participation in the learning process.

CONCLUSION
Regarding the findings of this study, the teacher applied with the following steps: First, the students analyzed and answered ten questions from an English textbook at the first meeting and the ten questions were designed by the teacher and the researcher at the second meeting, since the questions in the first meeting were less critical of themselves (think).

Second, the students sat in pairs to discuss their answer of the questions with their partner (pair), before the representative of each group conveyed the results of the discussion in front of the class (share). It can be concluded that the steps of Think Pair Share (TPS) technique strengthened the students' critical thinking skill in answering High Order Thinking (HOT) questions in reading skill on the subject of explanation text. This technique could improve students' critical thinking ability. It can be seen from the average score of students' assessment in answering the reading comprehension task. Which, in the first meeting the average score was 74.00 and 79.33 in the second meeting.

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