

ABSTRACT

RIKA DEWI NIRWANA. 2022. **COMPARATIVE STUDY OF ASSIGNMENT METHODS (RESITATION) AND PEER TUTORING METHODS ON STUDENT CRITICAL THINKING ABILITY** (Quasi Experiment on Economics Subject for class XI Social Selences SMA Negeri 5 Tasikmalaya Academic Year 2021/2022). Economic Education Study Program. Faculty of Teacher Training and Education. Siliwangi University. Tasikmalaya.

The problem in this study is the level of critical thinking skills of students who are still low in the learning process in class XI Sosial Sciences at SMA Negeri 5 Tasikmalaya, The method used in this study is a quast-experimental method with data collection techniques through observation, and test (pretest and posttest). The analytical techniques used are normality test, homogeneity test, hypothesis testing and effect size. The reseach design used is the present-posttest Nonequivalent Multiple Group Design. The population in this study were all 181 students of class XI IPS The sample technique used is purposive sampling technique with a total sample of 72 students. Based on the research ,it was found that the application of the assignment method (Recitation) and the pear tutoring method in the learning process affeced students critical thinking skills in the initial and final tesis. The merease in students'critical thinking skills using the assignment method (Recitation) is 0.324. And increase for classes with the peer tutoring method (Peer Tutor) is 0.329. while the results of research on students' critical thinking skills who use the assignment method (Recitation) with students who use the peer tutoring method after the final test. The t-count value is -0.182 which indicates that there is no diference in students' critical thinking skills between clayses that use the assignment method and the class.which uses the peer tutoring method

Keywords: Resitation, Peer Tutoring, Critical Thinking