

IMPROVING STUDENT'S SPEAKING ACHIEVEMENT THROUGH SIX THINKING HAT STRATEGY AT SMA NEGERI 11 PALEMBANG

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ABSTRACT: This study aimed for investigating: (1) whether or not Six Thinking Hat strategy significantly improved student's speaking achievement, and (2) whether or not there was any significant difference in students' speaking achievement between those who were taught by using Six Thinking Hats strategy and those who were not. A quasi experimental research design was administered. The samples were taken by using purposive sampling, consisting of 34 students for experimental group and 29 students for control group. Spoken test was used as data collection technique. To verify the hypotheses, the data from the pre-test and post-test from the two groups were analyzed by paired sample t-tst and independent sample t-test. Based on the results of the study, it was revealed that Six Thinking Hats strategy could significantly improve students' speaking achievement. The result of paired sample t -test confirmed that there was a significant progress of students' speaking achievement in giving opinion after they got the intervention of this strategy. Next, the result of Independent-sample t-test showed that there was a significant difference between students' speaking achievement for both of groups. Experimental group outperformed control group in speaking achievement

Keywords: *Six Thinking Hat, teaching strategy, speaking achievement.*

PENINGKATAN KEMAMPUAN BERBICARA SISWA DENGAN STRATEGI SIX THINKING HATS DI SMA NEGERI 11 PALEMBANG

ABSTRAK: Penelitian ini bertUjuan untuk menginvestigasi: (1) apakah strategi Six Thinking Hats mampu meningkatkan kemampuan berbicara siswa secara signifikan, dan 2) apakah ada perbedaan yang signifikan pada kemampuan berbicara siswa yang diajarkan dengan menggunakan strategi Six Thinking Hats dan siswa yang tidak diajarkan dengan strategi tersebut. Penelitian ini menggunakan kerangka quasi experimental. Sampel penelitian ini dipilih dengan menggunakan teknik purposive sampling, yang terdiri dari 34 siswa untuk kelompok eksperimen dan 29 students untuk kelompok kontrol. Teknik pengumpulan data yang digunakan adalah tes lisan. Untuk menjawab hipotesis dalam penelitian ini, Paired-Sample T-test dan Independent-Sample T-Test digunakan untuk menganalisis data yang diperoleh. Hasil dari paired sample t-test menunjukkan bahwa strategi Six-Thinking Hats mampu meningkatkan kemampuan berbicara siswa secara signifikan. Selanjutnya, hasil dari Independent sample t-test menunjukkan ada perbedaan yang signifikan pada kemampuan berbicara antara siswa yang mendapat perlakuan dengan strategi Six Thinking Hats dan siswa yang tidak mendapatkan perlakuan dengan strategi tersebut.

Kata Kunci: *Six Thinking Hats, strategi pembelajaran, kemampuan berbicara.*

INTRODUCTION

Speaking is not only a subject matter to be learnt in certain curriculum level, but also it is a tool to hold communication in international level (Brown, 2007). Speaking is one of English macro skills which is necessary to be learnt and practiced since speaking is one of communication techniques mostly used by people around the world. Besides, speaking as one aspect of communications is very important skill because speaking demands the speakers to have a real-life situation measured to communicate ideas and messages orally (Liao, 2009). The importances of speaking English in communication are: 1) to deliver message easier to understand, and 2) to avoid misscommunication when spoken, because in Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known. It involves communicative performance and other important elements such as, pronunciation, grammar, vocabulary, fluency and comprehension. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners'

motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999; Celce-Murcia: 2001).

In Indonesia teaching and learning speaking is not easy. Kayi (2006) states that for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as repetition of drills or memorization of dialogues. Therefore, the goal of teaching speaking should improve students communicative skills. In fact, for many years, teaching speaking in Indonesian context did not become the concern of classroom teaching. Aprilia (2012) assumes that Indonesian people are not able to speak English fluently and accurately since they have not been prepared to have a spontaneous communication.

This study highlighted some objectives as follows: 1) to investigate whether or not Six Thinking Hats strategy significantly improved students' speaking achievement; and 2) to find out whether or not there was any significant difference in students' speaking achievement between those who were taught by using Six Thinking Hats strategy and those who were not.

Speaking Problems Encountered by the Students

Based on the preliminary study, it was found that the student were afraid to make mistakes when they speak, they felt unconfident or shy to speak in front of other people, stuck in arrange the sentence when spoken did not master sufficient stock of vocabulary. However, today's education world requires that goal of teaching speaking should improve students' communicative skills.

Problems faced in teaching speaking such as there is no motivation to learn English because the students always think learn English is so difficult. Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. Learning environment does also influence the students' participation in speaking English since the supportive learning atmosphere provides students a chance to practice their spoken communication. Kubo (2009) adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. In addition, the teaching methods selected and used in teaching speaking also becomes the most

influential factor hindering student's participation in speaking class activities (Efrizal, 2012). Therefore, it would be very beneficial if the teachers use the appropriate teaching and learning strategies that engage the students with meaningful classroom activities.

Six Thinking Hats Strategy

According to Bono (2004), "the Six Thinking Hats encourages parallel thinking, where everyone explores all sides of an issue at the same time". In this strategy, students expand their way of thinking about a topic by wearing six different thinking hats.

In the context of EFL and ESL, many researches focused on exploring the use of Six Thinking Hats to improve the four macro language skills. First, a study conducted by Hanni, Petrus, and Sitinjak (2017) revealed that Six thinking hats could improve students' speaking achievement. Next, the study conducted by Al-Khataybeh and Al-Tarawneh (2015) found that Six Thinking Hats could improve students' writing skills. It means that the implementation of six thinking hats technique can significantly improve students' macro language skills, such as speaking and writing.

The procedures in conducting Six Thinking Hats in teaching speaking were as follows :

1. The meeting started with the teacher picked a topic in which the entire class is interested in and teacher introduces new hats to the children;
2. students were divided into four groups. Every group had seven students.
3. The teacher began the lesson by holding up the white hat. Then, teacher asked students. Teacher told students that they could only ask white hat questions. She had them ask to one another.
4. The teacher reviewed six hats by asking the students all different colored hat questions and teacher picked a group and tell them to ask a color hat question.
5. Teacher continued this with other groups. Teacher picked other hats. Every group would have a turn.

METHODOLOGY

A quasi experimental research design as the framework to conduct this scientific study. This study involved the graders of SMA Negeri 11 Palembang as the population in academic year 2017/2018. The design involved two

groups, experimental and control group, as the sample chosen by using purposive sampling technique. The participants of the study were 63 students, consisting of 34 students for experimental group and 29 students for control group. The judgments for choosing the sample are as follows: (1) The students had similar speaking problems, and (2) the students are taught by the same English teacher.

Furthermore, spoken test was administered to gather the data of students' speaking achievement, given before and after giving the treatments. The students were asked to deliver their opinion about something in 3 minutes. After that, their speaking performances were rated by two raters to get the raw score of student's speaking achievement by using analytical speaking rubric adopted from Brown (2004, 172).

Next, the data gathered were analyzed by using paired sample t-test and independent sample t-test. These two analysis techniques were applied to verify the testing hypotheses of the study. Paired sample t-test was used to verify: 1) whether or not Six Thinking Hats strategy significantly improved students' speaking achievement in delivering their opinion, and 2) whether or not there was any significant

difference in speaking achievement of the students who were taught by using the strategy and those who were not.

FINDING AND DISCUSSION

There were some findings revealed after the data were analyzed. The data collected were analyzed by percentage analysis and inferential analysis.

Speaking Achievement Level of Experimental Group

Percentage analysis was used to classify the students' level of speaking achievement before and after they got the intervention. Table 1 presents the result of percentage analysis of experimental group's speaking achievement.

Table 1. The Result of Students' Speaking Achievement

Score	Category	Pre-test Freq (%)	Post-test Freq (%)
86-100	Excellent	-	-
71-85	Very good	-	2 (5.9)
61 -70	Good	2 (5.9)	7 (20.6)
51- 60	Enough	5 (14.7)	13 (38.2)
35-50	Poor	27 (79.4)	12 (35.3)
Total		34 (100)	34 (100)

Based on the data in Table 1, it was found that before the students got the treatment, 5.9% (2 students) were in the good level, 14.7% (5 students) were

in the enough level, and 79.4% (27 students) were in the poor level. Thus, it indicated that the students' speaking skill were in the poor level.

Meanwhile, after they got the treatment, it was found that 5.9% (2 students) were in very good level, 20.6% (7 students) were in good level, 38.2% (13 students) were in enough level, and 35.3% (12 students) were in poor level. Thus, it indicated that the students' speaking skill were in the good level. This condition revealed that the students' level of speaking achievement got better after they were taught by using Six Thinking Hats strategy.

Speaking Achievement Level of Control Group

Table 2 presents the summary of students' level of speaking achievement in control group before and after they were taught using lecturing method.

Table 2. The Result of Students' Speaking Achievement

Score	Category	Pre-test Freq (%)	Post-test Freq (%)
86-100	Excellent	-	-
71-85	Very good	-	-
61 -70	Good	-	-
51- 60	Enough	8 (27.6)	4 (13.8)
35-50	Poor	21 (72.4)	25 (86.2)
Total		29 (100)	29 (100)

Based on the percentage analysis of pre-test control group, it was found that 27.6% (8 students) were in enough level, and 72.4% (21 students) were in poor level. Thus, it indicated that the students' speaking skill were in the poor level.

Meanwhile, the results of post-test control group, it was found 13.8% (4 students) were in Enough level, 86.2% (25 students) in poor level. Thus, it indicated that the students' speaking skill were in the poor level

The Result of Paired Sample T-Test

Paired sample t-test was used to investigate whether Six Thinking Hats significantly improved students' speaking achievement. The result of Paired Sample T-Test is presented in Table 3 below.

Table 3. The Result of Paired Sample T-Test

Mean	Std.Dev	t	df	Sig. (2 tailed)
9.235	8.224	6.548	33	.000

Based on the table above, it could be seen that the value of t-obtained was 6.548 and the significant value was 0.000. Since the t-obtained was higher than t-table (2.039) and ρ -value $0.000 < \alpha 0.05$, it could be concluded that Six

Thinking Hats strategy could improve students' speaking achievement significantly. By implementing this strategy, students made a significant progress in their speaking skill.

The Result of Independent Sample T-Test

Independent Sample T-test was administered to find out whether there were any significant differences in students' speaking achievement in experimental and control group after they got different intervention. The result of Independent Sample T-test is presented in Table 4 below.

Table 4. The Result of Independent Sample T-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2 tailed)
Equal Variances Assumed	.62	.610	5.780	61	0.000

Based on the data shown in Table 4 above, it was found that the value of t-obtained was 5.780 and the significant value was 0.000 with df 61. Since the value of t-obtained was higher than t-table (1.999) and ρ -value $0.000 < \alpha 0.005$, it indicated that there was a significant difference in students' speaking achievement between

experimental and control group. It revealed that the experimental group who was taught by using Six Thinking Hats strategy outperformed the control group who was taught by using lecturing method in speaking achievement.

CONCLUSION

Based on the findings and the discussion, there were some points that could be concluded. First, the use of Six Thinking Hats strategy could significantly improve students' speaking achievement. It could be seen from students' speaking progress after the post-test was given.

Second, there was a significant difference in students' speaking achievement between those who were taught by using Six Thinking Hats and those who were not. Experimental group got better progress in their speaking skill compared to control group.

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