

THE SIX THINKING HATS (STH) STRATEGY TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT IN MERDEKA CURRICULUM

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ABSTRACTS

The purpose of this study was to illustrate how the use of Six Thinking Hats strategy to improve students' speaking achievement in Merdeka curriculum. Many students had difficulties speaking English because lacking self-confidence, lacked practice, and teacher not used learning strategies to attract students to learn to speak. In the Merdeka curriculum era, teacher must choose appropriate learning strategies for teaching speaking. One type of strategy was the Six Thinking Hats strategy, because it could be interesting and encourage students to learn or practice speaking. This study was classroom action research. The research subject was the 10th grade of students at SMA 5 Wachid Hasyim Surabaya. Which consisted of 36 students. In this research, researchers used subjective tests, observation sheets, and questionnaires to collect data which were analyzed quantitative and descriptive qualitative. The results of the subjective test was 36 students got a score of 14% in the pre-test, 64% in cycle 1, 86% in cycle 2, these results showed that the students were able to improve their speaking achievement. The results of observational showed that Six Thinking Hats was strategy used in learning to make students active. The results of the questionnaire showed that 50% of students agree with the Six Thinking Hats strategy was an effective strategy for improving students' speaking achievement. The conclusion was that Six Thinking Hats strategy can be used in teaching speaking, because students were more active in practicing speaking, fun and was a successful strategy to improving speaking achievement.

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INTRODUCTION

Teaching speaking in English is a process of communicating verbally that is trained for students who are accustomed to using their mother tongue, namely Indonesian, rather than English when learning English takes place (Lubis & Rahayu, 2023). The Merdeka curriculum's English language instruction is structured on the 21st-century abilities that students need to know especially the use of genre-based methods in learning materials, such as spoken, written, visual, audio, and multimodal ones, as well as critical thinking, creativity, communication, and

teamwork (Noputri et al., 2021). The Merdeka curriculum era system involved listening and speaking elements that became one unit that were closely related to the teaching and learning process (Adrianus Sihombing et al., 2021). Therefore, the students' speaking skills are very important because speaking is one of the macro skills in English that requires learning and practice, as it is a widely used form of communication worldwide (Leong et al., 2017).

Acquiring knowledge and information through language acquisition is crucial as it enables effective communication with others (Rahayu & Rahayu, 2023). Proficiency in both speaking and listening enables students to acquire interpersonal communication skills and prevent miscommunication (Mega & Sugiarto, 2020). Speaking is not only important for students to learn, but it's also important for them to master (Rahayu & Mabruroh, 2023). Speaking being able to communicate effectively in English will help students be able to convey ideas, opinions, and information to others in a way that will help them develop critical thinking skills while actively participating in group projects, presentations, and class discussions (Fauziyah et al., 2023). However, there are still a lot of reasons why students are reluctant to speak in English and students think that English speaking skills are not easy (Kehing & Yunus, 2021). English teachers must have learning methods, models or strategies that can help students become interested in learning to practice English (Octavia et al., 2023).

Based on data from pre-test results conducted on PLP in class X-6 at SMA Wachid Hasyim 5 Surabaya. There were 86% or 31 students who did not reach the KKM target, with these results showed that students' speaking achievement were very low due to lack of practice, nervousness, lack of confidence when speaking English because students had less vocabulary, which prevented students from practicing speaking.

The learning outcomes also revealed issues that students encountered during the learning process, such as low learning independence and a lack of initiative for independent study (Candraloka & Rosdiana, 2019). With a lack of independent learning, students have difficulty mastering speaking because it involves aspects of grammar and vocabulary, without grammar, communication is limited, and without vocabulary, it was nonexistent (Adinda & Rahayu, 2023). In this statement, students are expected to speak courteously both orally and in writing for a variety of reasons (Rahayu & Bhaskoro, 2022). As a consequence, students must be able to enhance their mastery-level English speaking abilities. Students can become more adept at communicating and voicing their opinions. With this assertion, a solid plan is required in order to help students speaking abilities. A crucial part of the teaching and learning process is the instruction of speaking strategy.

The results of research from Larasanti and Dianti (Larasanti & Dianti, 2019) showed that the influence of the Six Thinking Hats strategy was improve students' speaking achievement at SMA Negeri 11 Palembang. The use of STH strategy can facilitate students to learn speaking in groups, especially for students whose speaking achievement was very low. The results of research from Tahrur and Novianti (Tahrur & Novianti, 2019) showed that six thinking strategies of class VIII students at SMP PGRI 9 Palembang were able to make students improve their critical thinking so that was can imptove their speaking achievement.

The strategies used by both teachers and students are essential to the teaching and learning process in order to make learning activities efficient, successful, and help students build critical thinking abilities for problem-solving, as well as innovative and creative thinking, cross-cultural understanding and improved speaking skills (Rahayu & Bandjarjani, 2024). The strategy in speaking skills is one way to overcome learning which has a significant influence on teaching and learning objectives. The goal for students to develop speaking skills, teachers are essential in identifying the strategies that will work best for students (Anggraeni et al., 2020). Teachers and students will consistently receive insightful and beneficial feedback, and both will be actively engaged in the learning process in a joyful situation (Maryanti et al., 2021). Therefore, teachers play an important role in helping and actively accompanying

students in the process of practicing speaking and developing English language skills (Rahayu et al., 2023).

The strategy that is able to develop students' abilities is by using Six Thinking Hats. The Six Thinking Hats are used in role plays that employ hats of various colors as described by Dr. Edward de Bono, a Maltese psychologist and physiologist (Aithal & Suresh Kumar, 2017).



Figure 1. The Six Thinking Hats
(Source: <https://shorturl.asia/bJrko>)

The six members of the Six Thinking Hats strategy each have a different role and wear hats of different colors. These members include: (a) White Hat (Facts and Information): People who think about relevant or essential data, facts, and information about the issue or subject being discussed; (b) Red Hat (Emotion and Intuition): To assist us comprehend our feelings and make sense of the relationships, this part looks at emotions, wishes, instincts, and intuition; (c) Black Hat (Critical Thinking): Assess the topic of conversation critically and then identify any likely weaknesses, objections, or points of contention. (d) Yellow Hat (Positive Thinking): By highlighting the positive aspects of the topic at hand as well as the benefits and reasons why something can succeed and have an impact from an optimistic viewpoint, this tactic will help the group make a compelling case and grab the audience's attention; (e) Green Hat (Creativity and Innovation): Finding alternative approaches to the topic at hand will result from applying creative thinking to generate novel perspectives and ideas; (f) Blue Hat (Meta-Cognition and Organization): Thinking through how to talk about focus, adhering to actions, action plans, and decision-making for a particular topic or situation.

The application of the Six Thinking Hats strategy in the speaking learning process starts from the beginning of the preliminary activity process. This strategy can help students to develop their thinking patterns without realizing it, which includes problem solving, so that they become students who think critically and are able to express their opinions directly (Ismail Fahmy Hashem, 2021). In the initial activity, the researcher acted as a teacher who gave students directions regarding the learning carried out that day and provided motivation to students regarding the importance of learning English in class and outside of class. Previously, the teacher provided an explanation regarding the six strategic thinking hats and the rules for how to do them. In the main activity the teacher shows pictures. Students concentrate on looking then students form groups to solve the problem in the picture then the teacher asks students to express their opinions according to the color of the hat, the aim is that students can be encouraged to practice speaking to help them improve their argumentative skills in class, which will influence their speaking (Tahrnun & Noviati, 2019). Next, the teacher provides feedback to students. During the activity, students were active in giving opinions.

Therefore, teachers can foster an environment where students can engage in creative language practices, improve their speaking skills, and take an active part in the educational process by implementing more student-centered teaching strategies (Setyaningtyas & Radia, 2019). Based on the problems and results of previous research, the speaking learning strategy

using the Six Thinking Hats strategy offers many benefits for both teachers and students in the field of education, therefore, this research aims to describe the use of Six Thinking Hats in high school students' speaking learning, so that it can be formulated in the following problems; how the implementation of the Six Thinking Hats strategy can be used to improve students' speaking achievement.

RESEARCH METHOD

The research method used in this study is classroom action research to overcome the problem of students' speaking skills in class. In the Merdeka curriculum era, the researcher would present the outcomes of applying the Six Thinking Hats strategy, which was able to enhance students' speaking achievement. In this instance, the researcher needs a tool that consists of an observation sheet and a questionnaire.

Research Design

The researcher used a descriptive analysis design with classroom action research in the form of collaborative research with another researcher who also acted as a teacher in the class. This research focuses on the application of the STH strategy to improve students' speaking achievement in high school in the Merdeka curriculum era. This research was carried out in several stages, some of which were repetitive and had four stages, namely planning, implementation, observation, and reflection (Bella & Rahayu, 2023).

Subject

The subjects of the research were class X students of SMA Wahid Hasyim 5 Surabaya for the 2023/2024 academic year. The researcher chose class X-6 as research participants, totaling 36 students consisting of 19 boys and 17 girls. The research took place according to the English learning schedule which was taught once a week every Friday with a duration of 90 minutes.

Instruments

This research uses three (3) types of instruments, namely: observation sheets, tests, and questionnaires. Observation sheets were used to observe teacher when implementing the Six Thinking Hats strategy in speaking learning. In terms of observing the teacher's activities when implementing the six thinking hat strategy, she was assisted by a collaborator, namely a teacher friend who also carried out PLP 2 activities (Nashruddin & Rahmawati Ningtyas, 2020). To find out the results of students' speaking learning, researchers also used test instruments in the form of subjective tests. Subjective test results were assessed by teachers from the aspects of comprehension, fluency, vocabulary, pronunciation, grammar and intonation. After conducting teacher observation when implementing the Six Thinking Hats strategy and taking the results of students' speaking learning, a questionnaire instrument was distributed. The questionnaire instrument using a Likert scale with fifteen questions to aimed obtain data related to students' opinions when teachers apply the Six Thinking Hats strategy. The process of collecting questionnaire data via Google Form.

Data Analysis

The results of the data that was collected are analyzed qualitatively and quantitatively. The researchers examine observational data in a qualitative manner. Utilize observation sheets to track teachers' methods for teaching speaking and helping students become more proficient communicators. A Linkert scale is the kind of questionnaire scale that researchers use; students will receive one in class and fill it out online using a Google Form. Descriptive percentages were used in the analysis of the questionnaire data. in order for researchers to determine the advantages and disadvantages of using the Six Thinking Hats technique to help students improve their speaking abilities, it is important to learn about students' progress or perspectives

regarding its application. Quantitative analysis will be used to examine the data from the speaking abilities of 36 students who were evaluated using a speaking rubric and had a KKM target of 75 in the pre-test and post-test in cycles 1 and 2.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

1. The Result of Observation

In the findings of observations made during cycle 1 and cycle 2 implementation, which took place in the classroom. From the start of the learning activity to its conclusion, the cooperating teacher watches the researcher, who assumes the role of a class teacher. According to cycle 1 observation data, the instructor employed the STH learning strategy as a means of enhancing the speaking abilities of her students. When a teacher explains the content and follows established teaching practices, students comprehend and show gratitude for one another. The instructor then splits the class into groups and goes over the STH strategy with reference to the color of the hat and its functions for each color. For discussion material, the teacher presents a picture of The Battle of Surabaya, a historical event that is relevant to the recount text. The time and order are explained by the teacher. The STH strategy for having a discussion. Each student has three minutes at most to voice their opinions, according to the teacher. Subsequently, the instructor requests that students record their voices for use in assessments and evaluations. The instructor gives the students comments and expressions of gratitude at the conclusion of the learning exercise.

According to cycle 2 observation results, the teacher conducted the identical learning activity from start to finish as it was in cycle 1. In order to strengthen the students' speaking abilities, the teacher updated the group in the STH strategy while keeping the same content, but with a stronger connection to Heroes' Day. Lastly, the instructor instructs the class to form groups of three, and the teacher then goes over how to have a conversation about cycle 1's use of the Six Thinking Hats strategy.

2. The Result of Pre-Test

The pretest was carried out before the classroom action research was carried out. Researcher conducted a pretest on 10th of November, 2023 started at 07.00 A.M. The pretest consisted of a subjective question on personal experiences that the students were instructed to generate and record in class. After that, the students were asked to tell a story based on the recount text that they had written.

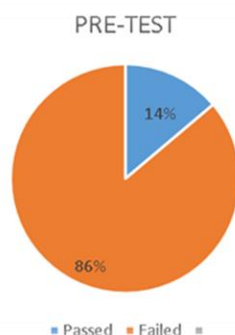


Figure 2. The Result of Pre-test

Based on the results of the pre-test data, it shows that out of 36 students, only 5 students or 14% succeeded in achieving the KKM target of 75 and 31 students or 86% did not meet the KKM target. The percentage states that speaking skills before implementing the Six Thinking Hats strategy or before implementing CAR students' speaking skill is very low.

3. The Result of Cycles 1

The implementation phase in cycle 1 was carried out in one meeting on 17th of November 2023 at 07.00 WIB through a learning process using the STH which provides information pertaining to recount texts about a historical occurrence the Battle of Surabaya. Students were split up into groups of six for cycle 1, with the groupings being blue, white, red, black, yellow, and green hats. Thirty six students took part in the Six Thinking Hats approach that was used in the class, and these individuals established a discussion group that included six groups from the class. The instructor gives instructions to help students read discussion threads, record their voices, and form judgments on historical events. In terms of grades, researchers assign individual scores based on the rate of factors that have been established.

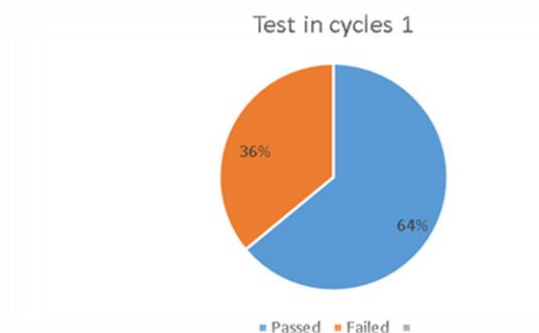


Figure 3. The result of Cycle 1

Based on the results of the post-test data, it shows that after implementing the Six Thinking Hats strategy for 36 students, there were 23 students or 64% who succeeded in achieving the KKM target of 75 and 13 students or 36% did not meet the KKM target. It could be seen from the achievement of students' grades that the Six Thinking Hats strategy can be a solution to improve students' speaking skills. Then, to reach 85%, the researcher tried to modify the actions to further improve students' speaking skills because some students had not achieved the specified KKM target, so the researcher carried out cycle 2.

4. The Result of Cycles 2

The implementation phase in cycle 2 was carried out in one meeting on 24th of November 2023 at 07.00 WIB through the learning process, The STH strategy was applied to recall text about historical events called the Battle of Surabaya and its connection to Heroes' Day celebrations. During cycle 2, the students were separated into multiple groups, each consisting of three individuals: the first wearing a blue and white hat, the second in red and black, and the third in yellow and green. There are twelve groups in one lesson because there are thirty-six people enrolled.

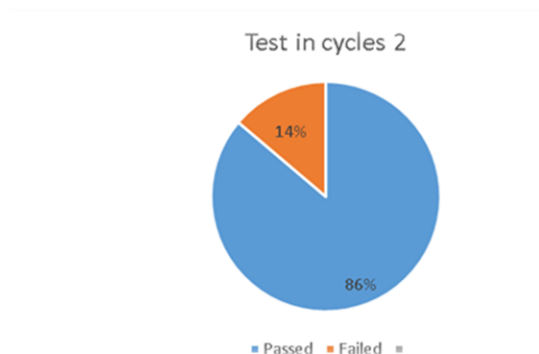


Figure 4. The result of Cycle 2

The similar to cycle 1, the researcher recorded the voices of students who had read the discussion's outcomes and computed each student's score using the evaluation rubric. This process allowed students to convey their opinions about the themes that had been covered.

Based on the results of the post-test data in cycle 2, it showed that there were 31 students or 86% who succeeded in achieving the KKM target of 75 and 5 students or 16% did not achieve the KKM target. In conclusion, using the Six Thinking Hats strategy in cycle 2, X-6 students can improve students' speaking achievement well through the Six Thinking Hats learning strategy.

5. The Result of Questionnaire

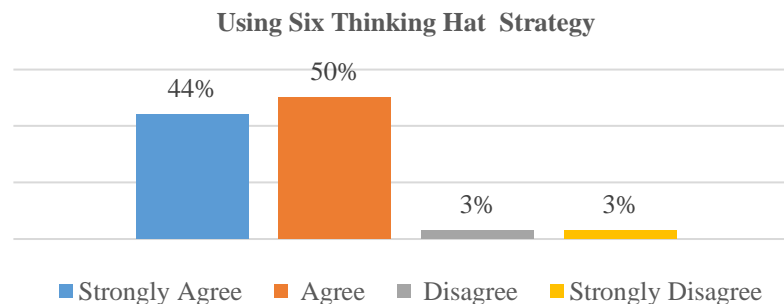


Figure 5. The result of Questionnaire

After carried out classroom action research in cycles 1 and 2, the researcher distributed questionnaires to students who had used STH strategies to implement learning strategies. After the discussion, the researcher gave students access to a Google form which had been sent a link to the class chat group. Based on the picture above, the research subjects were 36 students who agreed as much as 50%, meaning that the use of the Six Thinking Hats strategy is an effective strategy for improving students' speaking achievement. In the study, 44% of students chose to strongly agree. This shows that the use of STH strategies in learning speaking is very useful and brings positive changes for students. In the process of teaching speaking using STH, strategies can guide students in group collaboration and provide constructive criticism, thus motivating them to play an active role in their learning. In the picture above, 3% of students answered disagree, which shows that there are still students who are not bored with this strategy. Then there were 3% who chose to disagree, which showed that students did not understand STH strategies in teaching speaking. From the overall percentage of students choosing to agree, therefore it is a simple concept that can help students improve their critical thinking skills as well as students' speaking achievement.

Discussion

In the Merdeka curriculum era, speaking learning was student-centered learning so that they were more active in improving their speaking achievement (Adrianus Sihombing et al., 2021). In this statement the researcher carried out observations. Observations were made during the teaching and learning process of speaking using the Six Thinking Hats strategy. Before the teacher uses the Six Thinking Hats strategy, in the preliminary activity the teacher motivates students to learn with new strategies with the aim that students do not get bored during the lesson. Then the teacher began to apply the STH strategy in teaching speaking to discuss the topic of recount text about historical texts as an analysis activity related to events in the past. From the results of collaborators' observations obtained during 5 meetings, it showed that students felt that learning to speak using the six hats thinking strategy was very effective and enjoyable, This is also in line with previous research findings (Phuntsho et al., 2020). Students were more enthusiastic in learning speaking because they use the STH strategy

of wearing different colored hats (Hani et al., 2017). This was also supported in Hani's and Phuntsho's research, that students feel happy because they feel that the classroom atmosphere during learning is very different from usual.

From the pre-test results in this study, it showed that students were very bad at speaking, only 14% or 5 students succeeded in achieving the KKM target. The problems in the pre-test were in line with previous research that there is a lack of reasons why students were not confident and do not want to practice speaking because speaking English was considered complicated so they were not yet fully fluent (Octavia et al., 2023). Then on the results of the post-test which was carried out in cycle 1 and cycle 2. The results in cycle 1 students began to develop speaking achievement using the Six Thinking Hats strategy. There were 46% or 22 students out of 36 students who succeeded in achieving the KKM target. According to researchers, this was not achieving a satisfactory target because the students' low speaking achievement can be seen from the results of several students who lack mastery of the topics discussed when discussing using this strategy, thus affecting their self-confidence when speaking while playing with their friends (Ismail Fahmy Hashem, 2021). Then the results from cycle 2 after making up in group divisions showed that the Six Thinking Hats strategy produced results that students were more active and responsive so that students were able to improve their speaking skills quickly with evidence of 86% or 31 students out of 36 students were able to achieve the target. The results of the pre-test and post-test showed that students were able to improve speaking achievement rapidly using the STH learning strategy, this was also in line with previous research findings which reveal that Six Thinking Hats can have an effect on being a strategy, especially in speaking learning (Setyaningtyas & Radia, 2019).

Changes in students' attitudes when taking speaking lessons using the STH strategy could be proven from the results of the questionnaire. The results of the questionnaire showed that 50% of students chose to agree with the use of the Six Thinking Hats strategy in learning speaking, because students feel that it helps them to increase their creative thinking so that they can influence their speaking, this was also in line with previous research findings (Hammouda & Abu Jarad, 2020). Besides that, 44% of students chose to strongly agree out of 36 students. From this was can be seen that all students chose to agree with the simple concept of the STH strategy as a suggestion that can help students improve their speaking achievement (Larasanti & Dianti, 2019). The results of the answers from the questionnaire regarding the use of the Six Thinking Hats strategy showed the same results as Larasanti's and Hammouda's research. Related to the use of Six Thinking Hats strategy in teaching speaking, the previous studies support the findings that the use of learning strategies such as the STH strategy makes students learn to speak well and improve students' speaking achievement.

CONCLUSION

The research concludes that learning strategies utilizing STH strategy can enhance students' speaking achievements, based on the studied data and the outcomes of the preceding chapter's discussion. This research was conducted on class X-6 students at SMA Wachid Hasyim 5 Surabaya in one semester of the 2023/2024 academic year.

The test results, observation sheet results, and questionnaire results all support this. In cycle 2, the results of post test 2 increased by 86% of students who succeeded in meeting the target, compared to the first cycle's findings, which showed that 46% of students had reached the KKM target. The researcher came to the conclusion that employing STH strategy assisted students in achieving improved speaking outcomes based on the previously provided data. The results of the observation sheet assessed how teachers may use STH strategy as a learning strategy to improve their students' speaking achievement. The statement that STH strategy is a learning strategy that gives students the impression that learning with the hats can enhance their

speaking abilities in an enjoyable manner and that it is also a successful strategy for enhancing speaking abilities was supported by a student response on the results questionnaire.

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