THE EFFECT OF USING SIX THINKING-HATS-STRATEGY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMP TELKOM PEKANBARU IN COMPREHENDING RECOUNT TEXTS

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Abstract: *This pre-experimental study was conducted by using One-Group Pretest-Posttest design to find out whether or not there is a significant effect of using 'Six Thinking Hats Strategy' on the ability of the second year students of SMP Telkom Pekanbaru in comprehending recount text. The sample of the research was 31 students of class VIII.b and obtained by using simple random sampling technique. 25 multiple choices of recount text was the instrument of the test. The students' scores were analyzed by using Microsoft Excel 2010 and Statistical Product and Service Solution (SPSS) 23.0 for windows. The collected data were analyzed by using t-test formula. The results showed that the mean score of post-test was higher than pre-test (64.64>52.25). Then, it also showed that t-test was higher than t-table (10.51>2.04) at significance level of 5%. Therefore, Alternative Hypothesis (H_a) is accepted and Null hypothesis (H_o) is rejected. It can be concluded that there is a significant effect of using 'Six Thinking Hats Strategy' on the ability of the second year students of SMP Telkom Pekanbaru in comprehending recount text.*

Key Words: *Effect, Six Thinking Hats, Recount Text*

PENGARUH DARI STRATEGI 'SIX THINKING HATS' TERHADAP KEMAMPUAN SISWA TAHUN KEDUA SMP TELKOM PEKANBARU DALAM MEMAHAMI TEKS RECOUNT

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Abstrak: Penelitian pre-eksperimental dengan desain satu grup tes awal dan tes akhir ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan strategi 'Six Thinking Hats" terhadap kemampuan siswa tahun kedua SMP Telkom Pekanbaru dalam memahami teks recount. Sampel dari penelitian ini adalah 31 siswa kelas 8.B dan ditentukan dengan menggunakan teknik pemilihan sample secara acak *(simple random sampling)*. 25 soal pilihan ganda dari teks recount digunakan sebagai instrument test. Skor nilai siswa dianalisis menggunakan Microsoft Excel 2010 dan Statistical Product and Service Solution (SPSS) 23.0 Data yang terkumpul dianalisis dengan menggunakan rumus uji 't'. Hasil analisis menunjukkan bahwa nilai rata-rata post-test siswa lebih tinggi daripada pre-test ((64.64>52.25). Hasilnya juga menunjukkan bahwa nilai t-test lebih tinggi daripada nilai t-table (10.51>2.04) pada tingkat signifikan 5%. Oleh karena itu, Hipotesis Alternatif (H_a) diterima dan Hipotesis Nol (H_o) ditolak. Dapat disimpulkan bahwa terdapat efek yang signifikan dari penggunaan strategi 'Six Thinking Hats' terhadap kemampuan siswa tahun kedua SMP Telkom Pekanbaru dalam memahami teks recount.

Kata Kunci: Pengaruh, *Six Thinking Hats*, Teks Recount.

INTRODUCTION

English is one of the important languages all over the world. In Indonesia, English is taught from elementary school to university. The importance of English is to exchange information in many aspects such as science, technology, culture, and social. Therefore, in learning English, learners should learns four basic language skills: listening, speaking, reading, and writing (Brown, 2001).

According to Harmer (2007) reading is useful for language acquisition. The more they read, the better they get information. Reading also gives positive effect to students concerning vocabulary development, knowledge, writing and spelling. Reading needs comprehension to get the information of the text. Without comprehension, reading would be meaningless. Comprehension is not only finding the answer from the text but also making the reader active to create a version of the text in his or her experience or mind.

Referring to the School Based Curriculum (KTSP), students in the second year of Junior high school should comprehend three genres of texts. They are descriptive, narrative and recount text. For the eighth grade in first semester, recount text should be learnt by the students. Recount text is one of the texts that will be examined in the national examination for junior high school. Based on the writer's observation, there are about fifteen students who faced difficulties to comprehend reading materials and to identify the topics, main ideas, references, inferences, factual information, and findings the meanings of vocabulary from the text. The students were also not interested in reading texts. It might happen because of lack of vocabulary, low motivation in studying English, can't identify and catch the point from the text because they are lazy to read the text..

To solve this problem, there are some strategies teachers can use. One of them is Six-Thinking-Hats-Strategy. Applying this strategy can help the students learn recount text. Six Thinking-Hats-Strategy is created by Edward De Bono. The purpose of this strategy is to help students to change their own thinking process by wearing different thinking hats and to make the students to be more flexible thinkers. Students are forced to look at a problem from different perspective. It lead the students to be more creative in thinking and decision making, improve students communication and also make students to become more active in learning. Moreover, this strategy will be an interesting way of teaching English that can make students more motivated to learn English.

Based on the explanation above, the writer is interested in conducting a research focusing on the reading skill with the tittle "The Effect of Using Six Thinking -Hats-Strategy on the Ability of the Second Year Students of SMP Telkom Pekanbaru in Comprehending Recount Texts".

METHODOLOGY

The type of the study was pre-experimental research by using *One-Group Pretest-Posttest* design. The design of the research is described as follows:

Table 1. One-Group Pretest-Posttest Design

Group	Pre-Test	Treatment	Post-Test
Experiment	O_1	X	O_2

The research was conducted at SMP Telkom Pekanbaru which is located at Jl. Esemka No. 5 Simpang Baru, Tampan, Pekanbaru, Riau. The research data was collected from August to September 2018. The population of this research was the second year students of SMP Telkom Pekanbaru which total numbers of the whole students were 31 students. The writer took only one class as the sample to be observed by using simple random sampling. The sample of this research was the VIII. B of SMP Telkom Pekanbaru which was the number of students of class is 31 students.

In doing this research, the writer focused to finding the difference of students reading ability before and after giving the treatment. The writer gives reading test to collecting the data. The test was given twice. The first was pre-test and the second was post-test. The writer used multiple choices for the test item. There are 25 questions with multiple choices answer as an instruments to collect the data, consisted with 5 recount text. Each text consisted of 5questions. To analyzed the data and compared the result of the pre-test and post-test, the t-test was used by employing Microsoft Excel 2010 and SPSS (Statistical Product and Service Solution) 23.00 to determine the mean, variance and the accuracy the data of the test.

RESULTS AND DISCUSSIONS

Results

Pre-test was given at the beginning of the research to find the achievement of the students' reading comprehension before the treatment applied. The result of pre-test was presented in the following table:

Table 2 Descriptive Statistic of Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	31	40,00	68,00	52,25	7,22

Table 2 showed that the mean score of students' pre-test was 52, 25 Meanwhile, the minimum score was 40, 00 and the maximum score was 68, 00.

After the treatment was applied for four meetings, a Post-test was conducted to find out the effect of the students reading ability after being taught by applying Six-Thinking-Hats-Strategy. the result of the students' post-test score could be seen in the following table:

Table 3 Descriptive Statistic of Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	31	56,00	72,00	64,64	4,62

Table 3 showed that the mean score of students' post-test was 64, 64. Meanwhile, the minimum score was 56, 00 and the maximum score was 72, 00.

The last stage in analyzing the data was hypothesis. In this research, t-test formula was used to compare the pre-test and post-test result in determining whether the alternative hypothesis (Ha) could be accepted and Six-Thinking-Hats-Strategy could give a statistically significant difference between the achievement of students' score in pre-test and post-test.

In performing pre-experimental research, hypothesis was required to see whether there is a difference after giving a treatment to the students'. The mean of pre-test score (X) achieved by the second year students is 52.25. The difference could be seen in their mean score as shown is post-result (Y) that is 64.64.

Table 4. Paired Samples Test

	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Post test-Pre test	-12,38710	6,56088	1,17837	-14,79365	-9,98055	-10,512	30	,000

T table = n-1 (α5%)
= 31-1 (α5%)
= 30 (α5%)
= 2.04

Based on table 4, the result of T-test is -10,521. Meanwhile, the value of t-table on the df (degree of freedom) 30 are 2.04 with the level of significant (α) = 5% and 2.75 with the level of significant (α) = 1%. Then, from the result, the t-test is larger than the t table on significant (α) = 1% and the table with the level significant (α) =5% is smaller than the t-test. It can be formulated as 2.04<10,521>2.75. It means, the alternative hypothesis of this research, "There is a significant effect of using Six Thinking-Hats-Strategy on the ability of the second year students of SMP Telkom Pekanbaru in comprehending recount texts" Is accepted.

DISCUSSIONS

Based on the data using Six Thinking Hats Strategy is an suitable and appropriate strategy to improve reading ability in comprehending recount text, and it can be used for an alternative strategy in teaching reading.

Based on the research collecting technique, there are three steps to collect the data. The first step was giving pre-test to the students in order to know their reading comprehension ability in reading recount text before Six-Thinking-Hat-Strategy was applied. There are 25 questions with multiple choices answer as an instruments to collect the data, with five recount text. The second step was giving the treatment to the students. There were four meetings in the application of six-thinking-hat-strategy. Each meeting has been prepared with different stories of recount text. The last step was giving post-test to the students. It was conducted after applied the treatments in teaching recount text. It was conducted in order to know there is a significant effect of using Six-Thinking-Hats-Strategy on the ability of the second year students of SMP Telkom Pekanbaru in comprehending recount texts.

Based on the description the result of try-out, there are four items were rejected because those items were too difficult. The result of the pre-test showed that the mean score of the students was 52.25, and the result of the post-test showed that the mean score of the students was 64.64. It was showed that the average score of pre-test was lower than post-test (52.25<64.64), the differenceof the mean score between pre-test and post-test was 12.38. it can be concluded that there was an improvement after using Six-Thinking-Hat-Strategy in teaching reading.

Moreover, the lowest mean score in pre-test was inference with mean score 47.7 than following by reference with mean score 49. As the result, it might be happened because some students had low ability level in comprehending recount text before giving a treatment. Some students didn't know about reference and inference because they could not comprehend the text well. Furthermore, the highest mean score in pre-test was finding main idea with mean score 60. It might indicate that the students had already had the background knowledge about the finding main idea although the students had not already learn about the recount text yet. However, the main idea aspect had also been taught in other reading text types.

Meanwhile the lowest mean score in post-test was finding meaning of vocabulary and reference with the mean score 61.3. There was the difference in students achievement after getting thetreatment. The inference aspect had not been the lowest one after the students learnt about recount text it can be concluded that the students had already known about finding the inference in recount text. But, reference aspect was the lowest one. This might be happened because reference aspect was one of the difficult aspects which the students could understand. Moreover, the highest means score in post-test is main idea with mean score 85.8 . as the result, it might be happend because that the students had already known how to comprehend the recount text as well after getting the treatment.

In case of the students' level score, there were still found the students in the poor level in the pre-test for about 6.46% and in the post-test 3.22%. In the post-test students in excellent level is about 64.53%. Based on the result, teaching reading by using Six Thinking Hats Strategy ia effective for the second year students of SMP Telkom Pekanbaru in academic 2018/2019. It showed that, the students can be more easy to

understand the aspects of reading in recount text that the teacher had given to them and also the students were enjoyed learn the topic.

In addition, The result showed that the mean score of post-test was higher than pre-test (64.64>52.25). Then, the data analysis showed that t_{obs} was higher than t-table (10.51>2.04). It means that, there is a difference between the pre-test and post-test score. For that result, the writer concluded that H_o is rejected and H_a is accepted. In other words, there was a significant effect of using 'Six-Thinking-HatsStrategy' on the ability of the second year students' of SMP Telkom Pekanbaru in comprehending recount texts.

In conclusion, based on the description of the data, it can be stated that Six-Thinking-Hats-Strategy is applicable and useful for teaching English on reading recount text. It can be proved that the result by comparing the students pre-test score and the students post-test scores. The result showed that the student pre-test score lower than post-test score which indicated that there is a difference of student's reading comprehension in recount text before and after giving the "Six-Thinking-Hats Strategy".

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on research findings, it can be shown that this pre-experimental research that aims to finding out whether or not there is any significant effect of using Six-Thinking-Hats-Strategy on the ability of the second year students of SMP Telkom Pekanbaru in comprehending recount texts.

The result of the data analysis shows that there is a significant difference between the result of pre-test and post-test. It can be stated that the value of t-test is higher than t-table. It means that alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. In conclusion, "There is a significant effect of using Six Thinking-Hats-Strategy on the ability of the second year students of SMP Telkom Pekanbaru in comprehending recount texts." is accepted.

Recommendations

Based on the result, there was an improvement in comprehending recount text. The writer would like to give some recommendations that can be used to teach recount text as follows:

a. English teachers can use Six-Thinking-Hat-Strategy as an alternative and effective technique in teaching reading recount text. This strategy can help the students to improve or increase their reading comprehension on recount texts, students can get more information, finding the main idea, finding the factual information, finding the meaning of vocabulary, inferences, and references.

b.   English teachers need to be more focus on references aspect in teaching recount text since it was the students' lowest mean score.

c.   English teachers must control the situation during learning process in order to avoid too much noise. The teachers should use interesting texts in teaching reading to make the students more interested in learning. This strategy can be applied in group works or individual assigment.

d.   The students, will be more confidence and not to be nervous or afraid of making errors during the learning process. They should be more active to delivered their ideas during the learning process.

e.   The next researchers, are recommended to carry out the research that focuses on references aspect since it was the lowest score in pre-test and post-test. And to carry out the research on other levels of the students in various contexts.

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