THE USING OF HIGH ORDER THINKING SKILL (HOTS) METHOD IN IMPROVING STUDENTS SPEAKING SKILL AT MA AL-HUDA SUMBER NANGKA PAMEKASAN

by Dinar Vincy

THE USING OF HIGH ORDER THINKING SKILL (HOTS) METHOD IN IMPROVING STUDENTS SPEAKING SKILL AT MA AL-HUDA SUMBER NANGKA PAMEKASAN

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Abstract

Speaking is media in communication that is use in order to deliver the verbal message. It is very important skill needed in every situations. Students mastery of speaking skills in English will be an important thing for foreign language around the world. Teacher must be creative in using a good method to make the students interest to study English especially in speaking. High Order Thinking Skill (HOTS) is one method that suitable in order to provoke students interest to speak English during the classroom activities at teaching learning process.

Classroom Action Research is designed in conducting this research. The subject are the eleventh grade students at MA Al Huda Sumber Nangka Pamekasan. This research consist of two cycles of action where there is one meeting for each cycle. The research procedure consists of several steps such as planning, acting, observing, and reflecting. In data collection process, the researcher used some research instruments such as field note, observation, documentation, and test.

The mean score in preliminary study 51,11 and the percentage score was 19,44%. It mean that the action in preliminary study was low because the score is under the criteria of success. The mean score of the students in cycle I was 64,44 and the percentage score was 36,11%. It means that the action is unsuccessful yet. So that the researcher is going to next cycle. The students mean score was 79,30 and the percentage score was 88,88%. Its is shown that cycle II improve from the cycle I. The improvement of percentage score who got equal or greater than criteria of success from cycle I into cycle II was 52,77%. The result explain that students' speaking skill have an improvement by the using of High Order Thinking Skill (HOTS) method at the eleventh grade at MA Al Huda Sumber Nangka Pamekasan.

Keywords: High Order Thinking Skill (HOTS), Speaking Skill

A. INTODUCTION

Language is an aspect that is become the most important thing in human interaction. Based on Douglas Brown (2000:5) point of view, he stated that language is a system of arbitrary vocal symbols which allow members of community to communicate with one another. Language is have several functions in human life such as it is use to make a good interaction and also good communication. With this reason, it makes English as an international languages should be mastered by people from many countries. People are able to know and understand what they are talking about because of speaking is their tools of communication.

The purpose of teaching English in Indonesia is to enable students to communicate each other and to have a good development in communicative skill both receptive skill and productive skill. There are four basic language skills in the teaching and learning English namely listening, speaking, reading, and writing. These skills are very important as the main component in good communication. Speaking is considered the most principal skill to be mastered. Speaking is one of the four basic competences that must be gain well in learning a foreign language.

Speaking is the verbal language that use to communicate with others. Speaking skill is the students' skill where they can express their ideas orally which is represented by the score of speaking. Based on Thornburys (2005: 1) point of view, speaking is proportion of daily life that is needed. Nunan (1991:8) said that speaking is can be successful by measured someone capability to make a conversation in language.

When people want to speak, they produce the meaningful text of speech. The basic of communication, it can be state as a good communication if it is consist of speaker, listener, message and feedback. While speaking itself minimally is divided into two role, firstly is the speaker and secondly is the listener. Speaking is

the process when speakers deliver information or intention during the conversation.

Nowadays, Indonesia is using 2013 curriculum, where in this curriculum, there are five scientific approaches such as observe, question, associate, experiment, and network. Suharyadi verify that in observing, the students can connected what they learned as their basic knowledge with something going to learn. While questioning and associating helpful to develop their critical thinking skills. Then, experimenting could help them to overcome problems which they face in daily life. The last approach is networking, where in this approach allows the students to face various changes and challenges to learn together.

In teaching and learning process, the researcher finds some problems which happen to the students. The first problem is the students are lazy to practice speaking with their friends in the class. The second problem the students do not want to practice speaking because they are not confident, some others because they feel shy and afraid to take a part in the conversation and sometimes the students bored to study. With the result, teachers have to provide good method in teaching speaking.

Fadillah (2014:25) says that one of the purposes of 2013 curriculum is to increase the quality of education through the ability of attitude, skill and knowledge to confront globalization era that continues to grow. Based on the two statements, in conclusion 2013 curriculum students must be active. They must have high critical thinking whereas they must be able to correlated some different concept, interpreted, problem solving, discovery a new method, reasoning and make a good decision. While based on Blooms Taxonomy, high order thinking skill (HOTS) consists of three authority in the cognitive skills that are analysis, synthesis and evaluation. Blooms taxonomy considered as helpful teaching instrument until now. In this research, researcher utilize high order thinking skill theory that revised by Krathwhol and Anderson which consist of three skills that are analyze, evaluate and create.

High order thinking skill (HOTS) have some advantages which explained by Mayer. He argue that high order thinking skill gives an extensive point of view in learning process. It means that the high order thinking skill (HOTS) is very useful because it create the meaning in classroom activities.

Based on the explanations, the researcher is interested to know the using of high order

thinking skill (HOTS) method in increase students' speaking skill at MA Al Huda Sumber Nangka Pamekasan.

B. MATERIAL AND METHOD
1. Research Design

The researcher used classroom action research as the research design. Pine (2009:26) says that it is a process of currently inquiring about problems occur and taking action to solve the problems. From the statement, it can be said that an action research is a learning by doing about an activity that happen in a group of people or person (researcher), identifies the problems and try to resolve it, analyze how successful the efforts which has been made, and if the result is not satisfying, that group or that person will try again the efforts in the next action until success.

The research is conducted by following the procedure of the Classroom Action Research (CAR). A cycle process adapted from model by Kemmis and McTaggart. Every cycle is consist of four steps namely plan, act, observe, and reflect. The cycle process ended when the problems have been overcome. Therefore, the objective of the using high order thinking skill (HOTS) is in order to help students to overcome the problem which they faced in speaking. Hopefully this method would be the appropriate and efficient so that students speaking skill will increase.

2. Research Procedure

The researcher uses classroom action research which consist of two cycles, in every cycle consists of one meeting. According to Hopkins (1992:22) the usage of action research can be describing in spiral activity that have some measurement; planning, acting or implementing, observing and reflecting.

a. Planning

In this step, the researcher and the teacher made a planning for the action based on the problems faced by the students in speaking ability. In this case, the researcher determined the selected material and exercises into a lesson plan by using high order thinking skill. The researcher also prepared field note to observe the students' activities in teaching learning process, and material of the first cycle is "Giving Opinion". To make researcher easy in teaching, the researcher made lesson plan to help teaching, beside that the researcher prepared the material that used. In addition, the researcher introduces about high order thinking skill that use in teaching speaking.

b. Acting

The researcher give a simple explanation about the material. After that, the researcher ask the students to give their opinion related with the topic. Before the students perform, the researcher give example how to describe students opinion about something. The researcher choose five students to explain their work in front of the class. Researcher gave some feedbacks about their performance. It consists of grammatical error, wrong vocabularies, and pronunciations.

c. Observing

Observing is conducted during action given to the student. Observation is done by making field notes. In this step the researcher observes the students activity. In beginning all students had attention when the researcher asked to them to give information according to material. The students were very enthusiastic, some students just kept silent when played in front of class. The researcher observes the students by using observation sheet in this case is field note and scoring spoken technique to determine the students score in this cycle.

d. Reflecting

In this step the researcher and the teacher discussed about the conclusion of implementing the action. Then, they tried to modify the action in order students' speaking ability and in order 80% of students in the class could pass the Minimum Mastery criteria because in the result evaluate acting, the students progress in learning process.

3. Data Collection

Data collection is beneficial to collect data from students who have conducting a teaching and learning process. Collecting data is very needed by researcher to know the students' improvement by joining this study. The data of this research consisted of field note, observation, documentation, and test.

a. Field Notes

Field note is used to collecting data related to situation of class (subject) gotten in teaching learning process from. This data use to know learning improvement to the next cycle.

b. Observation

Arikunto (2013: 272) argue that observe is looking at a case, alternation and process. Observing is a simple activity when interests, passion and tendency affected someone.

c. Documentation

Arikunto (2013:274) states that researcher can use instrument like note, book, transcribe etc.

d. Test

Arikunto (2013:266) states that in order to determine students' ability and accomplishment, researcher must use test. By using test will help the researcher to get the data. In this research, researcher did test which consist of pretest and posttest.

4. Data Analysis

The last action conducted is analyzing. Analyzed data was the outcome related with students in every test and observation result conduct by researcher.

a. To know activity when teaching and learning process runs by high order thinking skill (HOTS). The data gotten was looked for the average.

b. The students' progress was analyzed as the evaluation. The way used by the researcher was learning mastery of the students in English. The students were called to reach the standard, if the students can reach 75 and classically 80% of the students can reach 75.

c. Organize all of data gotten from research field, it means that the data gotten are organized into the instruments namely test and observation.

d. Making the table of the students mastery or made diagram that showed the students' progress in speaking skill.

e. Calculate the students' speaking mastery.

Analysis of data researcher used; Individual score, the average students score Burns (1999:63) and Percentage of the criteria of success the researcher used formula:

a. The result of individual score used formula:

$$Score = \frac{Total\ Score}{Maximal\ Score} \times 100$$

b. The Average score used formula:

$$M = \frac{\sum x}{N}$$

M = Mean
$\sum x$ = Individual Score
N = Number of Students

c. Class percentage of students score used formula:

$$P = \frac{F}{N} \times 100\%$$

P = The class Percentage
F = Total percentage score
N = Total number of students

C. RESULT AND DISCUSSION

1. Result

1.1 Preliminary Study

Researcher count mean score in Preliminary Study:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1840}{36}$$

$$M = 51.11$$

The second steps is to get the percentage in Preliminary Study:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{36} \times 100\%$$

$$= 19.44\%$$

The mean score of preliminary study is 51,11 and the percentage of the class success 19,44% . There were 7 students who passed the criteria minimum and 29 who did not pass that criterion. The result of preliminary study was the students' low in speaking ability.

1.2 Finding in cycle 1

Researcher use the same formula to calculate mean score in cycle I.

$$M = \frac{\sum x}{N}$$

$$M = \frac{2330}{36}$$

$$M = 64.44$$

The 🔲 point out the mean score was 64.44. The second step to know the percentage of student's score. It is calculate by using:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{13}{36} \times 100\%$$

$$P = 36.11\%$$

From the computation, there were only 13 students that have good score because they got speaking score more than 75 or minimally got 75. And there are 23 students are below 75. 75 is the minimum score that must be passed by students. The result show that students speaking skill was still low. This condition happen while during classroom activity most of the students still confused and they think that speaking is very difficult.

1.3 Finding in cycle 2

Researcher was revised the plan in order to get better score. Hopefully students didn't found any difficulties anymore and they can finish the task easily.

Calculate the mean score:

$$M = \frac{\sum x}{N}$$

$$M = \frac{2855}{36}$$

$$M = 79.30$$

The result show that the mean score of the test of cycle II was 79.30.

Continue to the second step, calculate student's percentage score:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{32}{36} \times 100\%$$

$$P = 88.88\%$$

The class percentage which pass the Criteria Minimum Score are 32 students of 36 students. And there are 4 students are below the Criteria Minimum Score. It mean that 88.88% students passed from Criteria Minimum Score . It indicate that majority students could raise their speaking skill. The students studied speaking more serious and they have a big enthusiasm in learning speaking. So it was concluded that the students' speaking skill could improve.

2. Discussion

Based on the data collection, this classroom action research can be explain that before using high order thinking skill (HOTS) the researcher conducted a preliminary study. The students mean score was 51,11 and the percentage

of the class was 19,44% . It means that the action in preliminary study, there were so many students who have low score under criteria of success. Cycle I showed the mean score was 64,44 and the percentage was 36,11% . It means that the action in cycle I is unsuccessful. So that the researcher continued next cycle. The students mean score was 79,30. The percentage of the class was 88,88%. It shown that cycle II improve from the cycle I.

Researcher found that during the class the students feel enjoyable. It is proved by researcher observation during learning process, the students very interested with speaking task and most of them brave to show their speaking ability in front of the class. The improvement of the percentage score, students who got equal or greater than criteria minimum from cycle I into cycle II was 52,77% . This research was successful therefore the percentage score was 88,88% while, based on criteria of success the percentage in this research was 80%. Finally, the researcher conclude that high order thinking skill (HOTS) success in improving students speaking skill.

D. CONCLUSION

The research conclusion is presented based on the data which have been analyzed. From all the data analysis about high order thinking skill (HOTS) which is to increase students' speaking skill of the eleventh grade at MA Al Huda Sumber Nangka Pamekasan.

Teaching speaking through high order thinking skill (HOTS) become an enjoyable experience not only for teacher but also for students. In fact, students can increase their speaking skill after being taught by high order thinking skill (HOTS). It is proved by students'

speaking achievement test that conducting in each cycle. Students' speaking increased as well as their motivation in speaking and they were interested in speaking through high order thinking skill (HOTS).

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