SIX THINKING HATS STRATEGY TO THE EIGHTH GRADE STUDENTS OF PGRI JUNIOR HIGH SCHOOL 9 OF PALEMBANG

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Abstract: The problem of this study was "Was it effective to use Six Thinking Hats Strategy in teaching reading narrative text to the eighth grade students of PGRI Junior High School 9 of Palembang?" The aim of this study was to find out whether or not it was effective to use Six Thinking Hats strategy in teaching reading narrative text to the eighth grade students of PGRI Junior High School 9 of Palembang. The population was the eighth grade students of PGRI Junior High School 9 of Palembang in academic year of 2018/2019. The sample was 36 students who were chosen by cluster random sampling. This study employed Pre-experimental design with the one-group pretest-posttest design. The data were collected through written test in form of Multiple choice which implemented in pre-test and post-test. The data were analyzed by using matched t-test formula. The result of the study is found that the students' average score in the pre-test was 47,57 and the students' average score in the post-test was 73,68. Based on the matched t-test calculation, it was found that the t-obtained was 4,854. The critical value of 5% significance level was 1.690. It showed that the t-obtained was higher than the t-table. From this study it was found that teaching reading narrative text by using Six Thinking Hats strategy to the eighth grade students of PGRI Junior High School 9 of Palembang was effective.

Key Words: Teaching, Reading, Narraive texts, Six Thinking Hats Strategy

1. Background

Reading is the most dominant skills in involving the interplay of several though processes at the same time and making use of our amazing complex brain as human being. In the reading process the students should not necessary to read the text loudly, but the important thing is how they can get information from the written texts. Because it needs the ability for understanding the message from the text or passage. According to Johnson (2008:3) stated that reading is the practice by using text to create meaning. There are four language skills that must be learned by English language learners: listening, speaking, reading, and writing. Reading and listening are receptive skills (to receive information), while writing and

speaking are productive skills (to convey information). These four basic skills integrated to improve the enhancement of one to others. By reading, the students can acquire a valuable source information that can improve their thinking to generate ideas and solve problem, the students can improve their language skills and their language aspects because the students will have opportunity to get much information, ideas, and also get useful knowledge from the text such as understanding grammar and structure, adding vocabulary, finding the topic and main ideas of the text, and soon . Reading is a skill that can be practised effectively and extensively, with some student control of passage selection (Grabe & Stoller: 2011:129). Reading should be mastered by students because the students could increase their knowledge through reading. Most of the Indonesia students often find the difficulties to comprehend English reading text, find the mean ideas of paragraph, identify key supporting points, make inference, and understand vocabulary items in context. There are several reasons why the students have such difficulties. In fact, many students think that comprehending a text is difficult because many difficulties are faced by the students such as guessing the meaning, cannot find the main idea from the text, and cannot get the information from the reading teaching and learning process as well as the materials are being taught have important rules. Teacher of English should use the appropriate strategies which can improve the quality of teaching and learning process. Therefore, reading strategies play important rule in teaching and learning reading because the fact that they facilitate students to read efficiently. The use of appropriate strategy may influence that is the success or failure of teaching and learning process. Teaching students to read using an appropriate strategy will make a good result and can improve students reading comprehension. Based on the researcher's experience from "Field Teaching Experience 2 (PPL2) at PGRI junior high school 9 of Palembang the writer found that the students got the problem of this

study. students still had confused to found the meaning of the text, students still had difficulties to determined kind of the topic of the text, students also had difficulted to indentify the concept of the information or found the important idea from the text and the students got difficulted in comprehend reading because in reading activity somethimes students found a new words but the students don't understand. With all conditions above, the writer will use six thinking hats strategy to support studentsprovide opportunities to practice in the process of teaching and learning, Because six thinking hats strategy is a strategy that very powerful with the perpose to helping the decision making process that comes from several important points of the view. This strategy will make students are able to think more creatively and get out of the habit of thinking lazy about a topic. This strategy is ore focused on decision making and sweetened with several colorful hats. Based on the explainationin this background, the researcher wanted to conduct a

research entitled "Teaching Reading Narrative Texts Through Six Thinking Hats Strategy to the Eighth Grade Students of PGRI Junior High School 9 of Palembang

Based on the writer's observation on 29 April 2019 and the writer found that firstly, the students get the lack vocabullary and get the problem confuse to find the meaning of the text, Determine kind of the topic of the text, also that students complained that reading was difficult because they were not interested in reading English text. Secondly, the students could not indentify the concept of the information or find the important idea from the text. The last the students could not identify the generic strucutre from narrative text and the students could not read very well. And in the other words, it was reason the writer did the research to the eighth grade students of PGRI Junior High School of Palembang. At school there were many students' smart but they do not cemprehend their subject because at school the teacher does not use strategy to teach in the classroom, so it didn't make

the students intrested with the subject, based on the explanation the writer would teach the students used Six Thinking Hats Strategy.

this study focused on teaching reading narrative texts through six thinking hats strategy with the themes : fabels, legends and fairy tales, entitled *Mouse Deer and Crocodille, The legend of Sangkuriang, and cinderella* The students are eighth grade students of PGRI junir high school 9 of Palembang. The problem of this study was formulated as follow: " was it effective to teach reading narrative text through six thinking hats strategy to the eighth grade students of PGRI junior high school 9 of Palembang?" Based on the problem above, the objective of study was to find out whether or not it was effective to teach reading narrative texts through six thinking hats strategy to the eighth grade students of PGRI Junior High School of Palembang.

2. Concept of Six Thinking Hats Strategy

Six thinking hats is the method designed by Edward De Bono which requires students (and the techers) to express their way of thinking about a topic by wearing a range of diffrent "thinking hats " Hat thinking focuses on the information available and needed. According to Eldeen, A.S (2016:210) " six thinking hats is the most successful programs because it allows the learner to think intentionaly and involuntarily through the generation and evaluation of information. Edward De Bono (2017:16) states that " The Six Hats method provides neutral and objective exploration of a subject – argument does not" .

Hecerian (2004) indicated that " the head is the places thinking, and the goals of the six hats to think about include:

- Translation from thinking and accasional randomness
- Simplitication and clarification of thinking to Organizing Information.

McAleer (2006) states the following benefits of using six thinking hats in the classroom are :

1. The colors and hats provide a visual image that is easy to learn, remember and use

2. Thinking is visible, focused in depth and a higher levels of critical and creative thinking

3. The strategy can be used on a simple, concrete level or abstract, sophisticated level

4. Listening, speaking, reading and writing improve with this strategy focus

5. Problem solving, decision making, leadship and independence are developed

6. Students led discussions and projects are focused and depth

7. Self-evaluation is systematics

8. Cooperative groups and teamwork are effective and organized

9. Removal of ego

10. Students develop confidence.

From the definition above the writer conclude Six Thinking Hats Strategy is a way of developing thinking activities in all directions, capturing various throughts in various perspectives and providing a comprehensive view on the subject matter or a large area.

Dr.Edward De Bono introduced a simple, but a powerful techique called six thinking hats. The technique outline diffrent thinking style that are assosiated with a diffrent coloured hats. By conceptualiing each type of hats, the person focuses on the style of thinking associated with each colous. Each of the six thinking hats have a colours: white, red, black, yellow, green, blue. The colours provides the name for the hats

According to Edward De Bono (2017:18) The colour of each hat is also related to its function.:

1. **White Hat** White is neutral and objective. The white hat is concerned with objective facts and figures.

2. **Red Hat** Red suggests anger (seeing red), rage and emotions. The red hat gives the emotional view.

3. **Black Hat** Black is sombre and serious. The black hat is cautious and careful. It points out the weaknesses in an idea.

4. Yellow Hat Yellow is sunny and positive. The yellow hat is optimistic and covers hope and positive thinking.

5. Green Hat Green is grass, vegetation and abundant, fertile growth. The green hat indicates creativity and new ideas.

6. Blue Hat Blue is cool, and it is also the colour of the sky, which is above everything else. The blue hat is concerned with control, the organization of the thinking process and the use of the other hats.

According to Eldeen & Maher (2016:209) explained about the procedures in Six Thinking Hats involved :

1. The hats are closest to the head, and the head contains the brain, which is the function of thinking

2. Hats usually do not stay long on the head, because we quickly change it, change the circumstances, and so ideas, they admire

3. The idea that at a certain time, and abandon them later hat that cannot we wear for a long time, as well as

4. The idea should not live long we have

5. Hats worn long and dirty look tredy, as well as the idea that they remained over a long

6. Hats symbol of the role

7. Human needs diffrent color of thinking, to explain his style of thinking and new situation on front of them.

3. Method

In this research, the writer used **a pre-experimental method with one group pretest-posttest design.** Arikunto (2010:123) stated that pre-experimental method is not real experiment; it is not full conditioned experimental method. In pre-experimental method, a test (pre-test) was given to the sample before conducting the tretment in order to measure their reading ability before the experiment. Based on Frankel, Wallen and Hyun (2012:269), states that "in the one group pre test-post test design, a single group is mesured or observed not only after being exposed to treatment of some sort,but also before". The larger group to which one hope to apply the results is called the population (Fraenkel, Wallen, and Hyun 2012:91). Population is any set of items,

individuals, etc. That share the common and observable characteristic and from which a sample can be taken (Richards and Schmidt 2002:406). Acoording to (Arikunto,2013:173) The population is all the subject of the research.

The population of this investigation was the eighth grade students of PGRI Junior High School 9 of Palembang in the academic years of 2018/2019. There were three classes and total numers of the students are for 3 classes. Sample is a part of population which is observed. "A Sample in a research study is the group on which information is obtained." Fraenkel Wallen, and Hyun (2012:91). According Arikunto (2013:174), sample is part of refrensetative of popolation that will be researched. to get accurate data, the sample would be chosen by **Cluster random sampling.** According to " Fraenkel Wallen, and Hyun (2012:96) The selection of groups, or cluster, of subject rather than individuals is knows as cluster random sampling. In this study, in the sample the writer used one class as a sample.

4. Data Analysis

In analyzing the data, the writer used three techniques, they were (1) percentage analyzing, (2) matched t-test, (3) Normality testing. Macthed T-Test

To find out whether or not it is effective use six thinking hats strategy in teaching reading narrative texts. In analyzing the data, The normality testing was done to know whether or not the sample was from a normal distribution. This study used Shapiro-Wilk to test the normality. Field (2005:93) said that the Kolmogorov-Smirnov and Shapiro-Wilk tests do just this: they compare the scores in the sample to a normally distributed set of scores with the same mean and standard deviation, and if the test is non significant ($p>.05)$ then the distribution in question is significantly different from a normal distribution (it is probably normal). Based on the result above, the significance level was ,003 according to Kolmograv-Smirnov and ,031 according to Shapiro-Wilk. Since it was higher than 0,05 the students'

Pre-test scores in reading narrative were normal. Because It was more than 0,05, (,031 > 0,05). it known that the students' post-test scores were normal. The result of Saphiro-Wilk was 0,121. It meant that the students' posttest scores were normal, because it was higher than 0.05 (0.121 > 0.05). To know the significant difftence between the students' achievement in the pre-test and that in the post-test, the matched t-test would be applied. After the writer calculated, it was found that the average score in post-test was 73,68, higher than the average score was 47,75 in the pre-test. Based on students' scores in the pre-test and post-test, the writer found tht the result of matched t-test 4,854 was higher than the critical value 1,690. It means that teaching reading narrative texts through six thinking hats strategy to the eighth grade students of PGRI Junior High School 9 of Palembang was effective

5. Conclusion and Suggestion
5.1 Conclusion

It was significant to teach reading narrative text through six thinking hats strategy to the eighth grade students of PGRI Junior High School 9 of Palembang. The result of data calculation by using matched t-test formula showed that value of "t" was (4,854) where the value of t-table was (1,690) at significant level of 0.05 and with one tailed testing. The result of t-obtained was higher than t-table (4,854 >1.690), It means that teaching reading narrative text through six thinking hats strategy enable the students to get better scores. Based on the conclution of the matched- test was higher than the critical of t value, the result of the data analysis through the t-test showed that the value of t-obtained (4,854) higher than (>) the value of t-table (1,690) at significance level (α = 0,05) with df = 36. Consequently, the null hypothesis (Ho) was rejected and the alternative hypothsis(Ha) was acceped.

It means that through six thinking hats strategy was effective in teaching reading the class impression became enjoyable and relaxing. This strategy made the students more enthusiastic in

learning and doing cooperation in teams. The students were more curious, expressive, and active in the teaching-learning process.

There were some suggestions for the teacher of English, the writer herself, other researcher, and the institution.

5.2.1 For Teachers of English

As the teacher, we have to know that how the way to teach English effectively especially in lerning reading process. The tecaher should apply a strategy in teaching English. Prediction strategy is not only become an alternative strategy in teaching reading, but also as a strategy in teaching writing and speaking.

5.2.2 For Students

The students are expected to : Be more creative, active and inovative to know how the way lerning reading process well The students must bring English dictionary to help them in the process of learning. Love the english language because it is one of important subject in the school. Please pay attention to the teacher's

when explanation about the lesson in the process of learning reading and more serious in studing English.

5.2.3 For Other Researchers

The witer hopes this thesis could be some source or reference for the other researcher who would do wider research in field.

5.2.4 For the Writer Herself

The writer could develop her knowledge and got new experience in doing this research. Actually it is so many mistakes on wrote this thesis, and hope to be better on the future for herself and others.

5.2.5 For the Institution

The institution should develop the system of learning and give motivation to improve the students' ability especially about reading skill and ask all of students to read more in order it can increase the new vocabulary and imrove their knowledgeand ideas.

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