

**THE EFFECT OF SIX THINKING HATS STRATEGY
AND WRITING SELF-EFFICACY TOWARD STUDENTS'
ESSAY WRITING ABILITY AT STKIP PGRI
WEST SUMATERA**

THESIS



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ABSTRAK

MARNIS SRIYANTI. 2016. Pengaruh Strategi Six Thinking Hats dan Efikasi Diri terhadap Kemampuan Siswa dalam Menulis Esai pada Siswa STKIP PGRI Padang. Tesis. Program Pascasarjana Universitas Negeri Padang.

Menulis merupakan suatu hal yang sulit bagi siswa, khususnya menulis sebuah esai. Sebagian besar siswa sering menganggap dirinya tidak mampu menulis dengan baik karena beberapa kesulitan yang mereka temukan ketika menulis. Tujuan dari penelitian ini adalah menemukan pengaruh strategi six thinking hats dan efikasi diri siswa terhadap kemampuan menulis siswa dalam menulis esai. Penelitian ini adalah penelitian eksperimen semu dengan rancangan factorial 2×2 . Populasi penelitian ini adaah siswa semester tiga jurusan bahasa inggris di STKIP PGRI Sumatera Barat yang terdaftar pada tahun 2014 / 2015 yang terdiri dari lima kelas. Dua kelas telah terpilih secara acak sebagai sample, yaitu kelas 14 B sebagai kelas eksperiment dan kelas 14 A sebagai kelas kontrol. Instrument yang digunakan untuk mengumpulkan data dalam penelitian ini adalah tes menulis essay dan angket efikasi diri. Data dalam penelitian ini dianalisa dengan menggunakan SPSS 16 dengan uji t dan ANOVA dua arah. Hasil penelitian ini menunjukan bahwa: 1) Strategi STH memberikan pengaruh signifikan terhadap kemampuan menulis siswa dibandingkan dengan strategi Expanding Sentence. 2) Kemampuan menulis siswa dalam menulis sebuah essay yang memiliki efikasi diri yang tinggi yang diajarkan dengan strategi STH memiliki hasil yang lebih baik dari pada siswa yang diajarkan dengan strategi Expanding Sentence. 3) Kemampuan menulis siswa dalam menulis sebuah essay yang memiliki efikasi diri yang rendah yang diajarkan dengan strategi STH memiliki hasil yang lebih baik dari pada siswa yang diajarkan dengan strategi Expanding Sentence. 4) Tidak adanya interaksi antara strategi yang digunakan (Six Thinking Hats dan Expanding Sentence) dan efikasi diri terhadap kemampuan menulis siswa dalam menulis esai. Berdasarkan data hasil penelitian maka dapat disimpulkan bahwa strategi Six Thinking Hats bisa digunakan sebagai strategi pengajaran dalam mengajar menulis sebuah esai di STKIP PGRI Sumatera Barat.

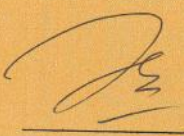
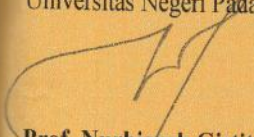
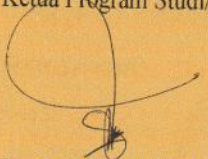
ABSTRACT

MARNIS SRIYANTI. 2016. The Effect of Six Thinking Hats Strategy and Writing Self-Efficacy toward Students' Essay Writing Ability at Students of STKIP PGRI West Sumatera. Thesis. Graduate Program of State University of Padang.

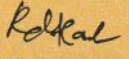
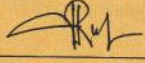
Writing is a difficult skill for the students especially writing an essay. Most of the students often judge themselves that they cannot write well because of some difficulties that they found when writing process. The purpose of this research was to find out the effect of Six Thinking Hats strategy and Writing Self – Efficacy toward students' writing ability of essay writing. This research was quasi-experimental research with factorial design 2 x 2. The population of this research was the third semester students of English department at STKIP PGRI West Sumatera who were registered in 2014/2015 academic year which consist of five classes. Two classes were randomly selected as sample, namely 14 B as experimental class and 14 A as control class. To collect the data, the researcher used essay writing test and writing self – efficacy questionnaire. The data were analyzed by using SPSS 16 to calculate T-test and Two Way ANOVA. The result shows that: 1) the students who were taught by using STH strategy have better writing ability of essay writing than the students who were taught by using Expanding Sentence strategy. 2) The students with high writing self – efficacy taught by using STH strategy have better writing ability of essay writing than the students with high writing self – efficacy taught by using Expanding Sentence strategy. 3) The students with low writing self – efficacy taught by using STH strategy have better writing ability of essay writing than the students with low writing self – efficacy taught by using Expanding Sentence strategy. 4) There is no interaction between strategy used and students' writing self – efficacy on students' writing ability of essay writing. Based on the finding, it was concluded that, STH strategy can be used as teaching strategy in teaching writing ability of essay writing at STKIP PGRI West Sumatera.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In learning English, the students are hoped to be able to communicate in both spoken and written forms. Thus, writing becomes one of the skills that should be mastered well by English students because it is one of the ways to express and communicate ideas into written form. Based on the purpose of teaching writing, the students are expected to be able to develop their writing skill. The students are also expected to improve their ability to think an idea clearly to be able to express and organize the ideas into an academic writing.

In the College of Teacher Training and Education (STKIP) – PGRI West Sumatera especially in English department, writing becomes one of the important subject that have to be studied by the students. Writing subect itself consist of two major parts, they are writing I and writing II. In writing I the students will study how to write and develop a paragraph. Meanwhile in writing II the students will study about how to write an essay. However, writing in foreign language is not an easy thing for the students especially writing an essay. It needs a lot of concentrations to be able to think effectively and organize ideas correctly into good essay components. Related to the fact found by the researcher by interviewing some lecturers who teach essay writing subject at STKIP PGRI West Sumatera, the researcher found that the

students often find difficulties especially in expressing and developing their ideas. During writing process, the students could not express their ideas clearly. They could not compose a good introductory paragraph with proper thesis statement as a starting point in essay writing. The students also have difficulties in developing their ideas related to the topic sentence that they were going to write in body paragraphs. It could be seen through the students' ideas in their essay that was not related to each other. It happened because the students could not connect their ideas from one sentence to the next sentences, from one paragraph to the next paragraphs. Generally, it can be said that they got confuse to start their ideas in writing the introductory paragraph and the thesis statement and did not know how to develop their ideas to the next paragraph. As a result, the students' essay writing was composed without coherence and unity.

Lack of vocabulary also became someting that made the students difficult to write an essay. They were difficult to find appropriate word with the topic that they were going to write. Then, the students also have difficulty in grammar. They felt difficult in arranging sentences by using appropriate tenses. Another difficulties faced by the students in writing an essay were in using correct punctuatin like commas, full-stop, colon, semi-colon. The students also did not know when to use correct transision to connect their ideas between one sentence to another sentence, one paragraph to another paragraphs. Then, incorrect spelling was another difficulty faced by the students in writing an essay such as missing one letter when writing a word

and in the other case they changed one letter in writing a word. These were the cause that made the student could not write good essay although they have studied writing during the process of their study.

Strategy used by the lecturer in teaching essay writing determines the students success in writing an essay. Based on the preliminary research conducted by the researcher in English Department of STKIP PGRI West Sumatera, it was found that the strategy used by the lecturer in teaching essay writing did not really help the students to express their ideas to be able to compose good essay writing composition. The common strategy used by the lecturer in teaching essay writing was Expanding Sentence strategy. In applying this strategy, the lecturer wrote a short sentence then asked the students to expand the sentence become longer one by answering 5 W's questions. When the students were finished answering those questions, they have a detailed sentence, then the lecturer explained the grammatical used of the sentences.

Based on the stages that have been explained in expanding sentence strategy above, it could be known that this strategy could not really help the students to express their ideas in writing an essay creatively because the lecturer did not lead the students how to think ideas and how to develop their ideas creatively. The lecturer just focused on how to arrange good sentences so that the students did not belief that they can compose a good essay because they did not know how to develop their ideas into an essay. On the other hands, it can be said that the appropriate strategy used by the teacher

determined and help the students in writing process, especially in expressing ideas in writing an essay because essay writing needs the students to think effectively and creatively to be able to develop their ideas.

In this case, the lecturer's strategy in teaching essay writing process has to be considered to make the students develop their ideas to be able to write an essay well. By applying an appropriate strategy, the students also belief that they are able to write well. As noted by Mentz (2013:35), success in teaching and learning comes through careful planning of teaching strategy. To be able to make the lecturer success in teaching and student success in learning, planning and determining a good strategy is the important things that should be considered by the lecturer, especially in teaching writing. One of the effective strategies is Six Thinking Hats Strategy. Six thinking hats help the students develop their ideas by thinking and analyzing the topics, problems and situations from multiple points of view or six perspectives in which in each perspective has different information. According to Jennings & Caulfield (2005:38),

“Six Thinking Hats Strategy is a strategy to help students look at issues from many perspectives that refer to different way of examining a problem or issue. It encourages thinking factually, flexibly, logically, holistically, and heuristically”.

It means that Six Thinking Hats is a strategy that can help students to create ideas or thinking from six perspectives or six hats. So, when doing writing process, the students will be able to express and develop their ideas or thinking creatively. Each type of hats with different colours guides the students to think and find ideas to be expressed in writing including white hat,

black hat, yellow hat, red hat, green hat, and blue hat. White hat focuses on information already available. Red hat studies the emotions or feelings that are generated by the topic or problem. Black hat examines the problems or difficulties associated with the topic. Yellow hat centers on benefits and values. Green hat requires imaginative or creative thinking about the topic or problem. Blue hat focuses on metacognitive or reflective thinking about the problem solving process. By discussing six thinking hats, the students think and develop their ideas in fun way and enjoyable. Employing the Six Thinking Hats method is a fun way of solving behavioral problems in class (Al-Tarawneh, 2015:26).

In addition, six thinking hats strategy not only are able to help the students develop their ideas and thinking creatively but also through the steps in each hat make the students interested in finding and developing ideas when writing process and the use of different color in each hats motivate the students during the process of thinking and writing, so that by having the motivation and interesting in writing make the students more belief toward their ability in writing. As stated by Jensen & Nickelsen (2014:145) Six Thinking Hats strategy could cover writing activity. The students loves to engage this activity since it make a complex essay and concepts easier to understand because they are broken down into smaller sections to ponder. So that, this strategy help students solve problems about the topic that they are going to write and focus on building self – efficacy through the systematic implementation. It is supported by Schunk & Swartz (1993), Students' self-

efficacy beliefs increase when they are provided with instructional strategies to improve motivation and cognitive development. It means that students writing self – efficacy will grow up when the teacher are able to use an appropriate strategy that can motivate them in teaching and learning process so that the students will be more belief toward their capability in writing process.

Thus, it can be said that the students' difficulties in writing an essay are not only caused by the teacher's strategy in teaching writing but also caused by their writing self-efficacy. The appropriate strategy used and the students' belief toward their capability in writing help the students do better in writing process. It was supported by the researcher's interview to some English students at STKIP PGRI West Sumatera related to their view in writing. The researcher found that most of the students said that they cannot write well because writing is regarded as a difficult thing to be done especially writing an essay. Only few students stated that writing is not a difficult subject to do. Through that statement, it can be assumed that the students who belief that writing is difficult thing to do lead them to have low self - efficacy. So, they have judged themselves that they would not able to write. It can be seen in the writing process, they seemed did not interested to write and wasted more times to write, they tend to thinks that how difficult writing to be done rather than thinks do the best in writing. Besides that, when the lecturer gave the students writing task, the students also tend to copy their friend's task because they did not belief or confidence on their

ability in writing. They were not believe that they are able to write well. Conversely, the students who belief that writing is not a difficult subject to do lead them to have high self – efficacy. They done anything to be able to create good essay. They also tried to find any information to support their ideas before writing process. Generally, it can be said that the students' difficulties in writing is also influenced by the students' judgment toward their ability in writing. The bad judgment toward their ability in writing or low writing self-efficacy made them unmotivated and did not confidence to write. It affect their writing product.

As defined by Zimmerman & Cleary (2006) in Sipple & Lightner (2013:96), self efficacy is someone's belief in his / her capability to do a task successfully. It means that self-efficacy is someone's belief toward his/her ability to do a task or something successfully or not. This belief influences motivation, the perceived value of task, persistence, and attributions about the control ability of success or failure. Self-efficacy also influence the students in writing. As stated by Parajes (2003) in Johnson & Westkott (2004:268), writing self-efficacy beliefs and writing performance are highly correlated to each other. Continuously, Troia (2011:55) notes that students with low writing self-efficacy beliefs are tend to fell anxiety about writing and to give up easily when faced with a challenging writing task, which perpetuates further failure and continuing low self-efficacy. The students also tend to belief that writing is difficult task, a belief that increases stress and a narrow vision how to solve a problem. It will give bad influence toward students'

writing because they tend to give up easily when given writing task. Conversely, Good (2008:177) states that the students with high writing self efficacy belief that he or she is able to produce a high quality essay. It happened because they believe that they are able to write well so that they will do the best to be able to create a good essay. So, it can be said that writing self-efficacy is one of the important thing in helping the students' success in writing.

Considering the explanation above, it is assumed that six thinking Hats Strategy is considered becoming one of the important strategies in teaching writing especially in essay writing because this strategy is able to make the students express their ideas related to a given topic or issue creatively based on the six types of hats and develop it into good essay. In addition, high writing self-efficacy help the students to create good essay writing because they believe that they have capability in writing process so they will do any effort to be able to create good product of essay writing. Meanwhile, through the information of each hat and the use of different collar of each hat in applying six thinking hats strategy in writing process can help the students build their writing self – efficacy. So that, the use of six thinking hats strategy and writing self-efficacy are the effective ways for making the students success in essay writing because this strategy can make the students develop their ideas creatively and also through the process and the use of collar of each hats make the students' more motivate in writing process. It makes the students' belief that they have capability in writing an essay and

they do any effort to be able to find, identify and analyze many information to be their own important and appropriate ideas that will be organized well into good essay organization than expanding sentence strategy. As a result, the students' product of essay writing will be understood easily.

B. Identification of the Problem

Writing an essay is considered as the important skill in learning English so that it cannot be ignored in teaching and learning process. However, based on the background of the problem described above, it can be identified that the major problems faced by the students in writing an essay can be derived from students themselves and the lecturer. The problems that come from the students are (1) the students have low writing self-efficacy that give bad influence toward students' essay writing process and product, (2) the students cannot express their ideas clearly into a good essay because they did not know how to write a good introductory paragraph with the thesis statement then develop it into body of paragraph that consist of topic sentence and supporting sentences in developing their ideas in essay writing process. Then, the problem also come from the lecturer's side. The strategy used by the lecturer in teaching writing cannot help the students express and organize their ideas into good essay organization. Basically, there are some effective strategies that can be used by the lecturer in teaching essay writing. For example: structured note taking strategy, think pair share strategy, and six thinking hats strategy.

C. Limitation of the Problem

Related to the identification of the problem above, the problem is limited on examining the effect of using Six Thinking Hats Strategy and Writing Self-Efficacy toward the students' writing ability of essay writing. This research is conducted at STKIP PGRI West Sumatera for the third semester students of the English department who are registered in 2014/2015 academic year.

D. Formulation of the Problem

Related to the limitation of the problem above, the problem can be formulated as follows: "Do Six Thinking Hats Strategy and Writing Self-Efficacy give significant effect on students' writing ability of Essay Writing?"

E. Research Question

Based on the formulation of the problem above, the research questions are stated as follow:

1. Do the students who are taught by using Six Thinking Hats Strategy have better essay writing ability than those who are taught by using Expanding Sentence Strategy?
2. Do the students with high writing self-efficacy who are taught by using six thinking hats strategy have better essay writing than those who are taught by using Expanding Sentence Strategy?

3. Do the students with low writing self efficacy who are taught by using six thinking hats strategy have better essay writing ability than those who are taught by using Expanding Sentence Strategy?
4. Is there any interaction between teaching strategies (Six Thinking Hats Strategy and Expanding Sentence Strategy) and writing self-efficacy toward students' essay writing ability?

F. Purpose of the Research

The purposes of this research are:

1. To find out whether the students who are taught by using six thinking hats strategy have better essay writing ability than those who were taught by using Expanding Sentence Strategy.
2. To find out whether the students with high writing self-efficacy who are taught by using six thinking hats strategy have better essay writing ability or not than those who are taught by using Expanding Sentence Strategy.
3. To find out whether the students with low writing self-efficacy who are taught by using six thinking hats strategy have better essay writing ability or not than those who are taught by using Expanding Sentence Strategy.
4. To find out whether there is any interaction between teaching strategies (Six Thinking Hats Strategy and Expanding Sentence Strategy) and writing self-efficacy toward the students' essay writing ability or not.

G. Significance of the Research

The finding of this research is expected to have theoretical and practical significance. Theoretically, the result of this research is expected to be used as reference of teaching strategy in teaching essay writing. Practically, the result of this research is expected to give a valuable contribution to the lecturers' strategy in teaching writing especially in teaching essay writing. The researcher also hopes that the result of this research can be useful for the researcher herself as guidance to the researcher later in improving the students' writing ability of essay writing. For the students, this strategy is able to make the students expressing their ideas into essay writing creatively.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. CONCLUSIONS

Based on the result of data analysis and findings, it can be concluded that the students who were taught by using six thinking hats strategy get significant higher result than the students who were taught by using Expanding Sentence strategy. Six thinking hats strategy help the students in developing their ideas in writing an essay creatively because it assists the students to brainstorm their ideas and information, to solve problem, and to reflect their thinking process in writing. It made the students develop their ideas about the topic when doing writing process easier.

The students with high self – efficacy who were taught by using six thinking hats strategy was significantly get higher result than those who were taught by using Expanding Sentence strategy. The students who believe toward their capability in writing were involved more actively in learning activity and creatively in thinking process. The students also work harder and do any effort during writing process. The students also do anything to be able to encounter any difficulties in writing.

Six Thinking Hats strategy was also effective to be applied in teaching essay writing for the students who have low self – efficacy. It happened because the combination effect of an appropriate teaching strategy and the students who have low self – efficacy toward writing can effectively support

the students to have better writing achievement. The students with low self – efficacy felt more believe toward their capability in writing when they were taught by using six thinking hats strategy. It positively made them to do better in writing.

Finally, there is no interaction between the two teaching strategy used and students' self – efficacy toward students' writing ability of essay writing. It indicates that no matter what the students' self – efficacy, the students who were taught by using STH strategy got higher result than those who were taught by using Expanding Sentence strategy.

B. IMPLICATIONS

This research implies that six thinking hats strategy can be applied in teaching writing especially teaching essay writing. This strategy provides a framework to help the students to think creatively. It made the students develop their ideas based on six different perspective, information in the six different hats. So that the students were able to develop their ideas easier. It made the students more believe toward their ability in writing process.

Another implication of the finding of this research is the students who believe toward their capability in writing will be more likely to choose to write and do more effort in writing because they were belief that they can write an essay well. So, it can be said that STH strategy can be applied to the students with high self – efficacy. It gives higher result on students essay writing if they have high self – efficacy in writing.

Six Thinking Hats strategy also helps the students with low self – efficacy on essay writing ability which is proven by the students’ average score of essay writing test with low self – efficacy taught by Six Thinking Hats strategy were significantly higher than those who were taught by using Presentation, Practice, and Production Strategy. It implies that the students with low writing self – efficacy are intended to have low writing ability of essay writing. The judgement toward their ability in writing influenced indirectly by their lower self – efficacy.

C. SUGGESTIONS

Reffering to the conclusion and implication of this research, some suggestions could be given. First, it is suggested to the lecturer at STKIP PGRI Padang and other lecturer even to the teacher who teach writing especially essay writing to use appropriate and interesting strategy in teaching writing. One of the strategy that can be used is Six Thinking Hats strategy. This strategy can be the alternative way to improve the students’ essay writing ability. It also can help the teacher make some variations of classroom activities in teaching writing. The researcher also suggest to the lecturer and the teacher in using this strategy to be able to choose an interesting topic in applying this strategy. It can make more succesful of the use of this strategy in teaching and learning process.

Next, this research was only done for essay writing and for university level, while six thinking hats strategy can be applied to all level of students and to most topic, problems or activities. On the other hands, this strategy is not

limited only for essay writing and for university level. Besides that the moderate variable in this research is writing – self efficacy, it is suggested to another researcher to conduct a research on other moderate variables such as self – confidence, motivation, interest, and so on. The last suggestion, for further researcher, it is highly recommended to find as many as good strategy and activity to increase the students' writing skill. It will be beneficial to get various alternative of teaching writing strategy.

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