PROMOTING HIGHER ORDER THINKING SKILLS THROUGH ORAL PRESENTATION AT SMA NEGERI 12 GOWA

Ainun Mutmainna[1], Ummi Khaerati Syam[2], Ariana[3]

[1,2,3] *Universitas Muhammadiyah Makassar, Indonesia*

ARTICLE INFO	ABSTRACT
	This study aims to see how to higher order thinking through oral presentations can improve speaking ability in learning English at the eleven grade of SMA NEGERI 12 GOWA. This research used quantitative research with a pre-experimental approach. The researcher gave pre-test to students, and then the researcher gave the students' treatment using higher order thinking approach through oral presentation. After treatment is given, researcher gives the students' post-test. The population in this study were students of the class XI IPA SMAN 12 Gowa. The sample of this research was the students of the class XI IPA 2, included 20 students. The result showed that the t-test value was higher than t-table value. The t-test value of speaking in terms of pronunciation is greater than t-table (8.03 > 2.09302), the t-test in terms of grammar is greater than t-table (7.66 > 2.09302), the t-test in terms of vocabulary is greater than t-table (7.25 > 2.09302) and t-test in terms of fluency is greater than t-table (7.68 > 2.09302). The results calculate the t-test of the indicators speaking in the students'-test in pronunciation, grammar, vocabulary and fluency is greater than t-table (30.62 > 2.09302). It was concluded that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. That means there were significant differences between the results of student pronunciation, grammar, vocabulary and fluency in speaking ability by using higher order thinking approach through oral presentation. *This is an open access article under the <u>CC BY-SA</u> license.*

Corresponding Author:
Ainun Mutmainna,
English Education Department,
Universitas Muhammadiyah Makassar,
259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.
Email: **105351117818@unismuhmakassar.ac.id**

INTRODUCTION

Higher order thinking skills in this era of society 5.0 are very important. The Partnership for 21st Century Skills (P21) also argues that skills in higher order thinking such as critical and creative thinking can help students succeed in their future careers (Alismail & McGuire, 2015). Even now, higher-order thinking skills have become an international curriculum (Tan & Halili, 2015).

Learning higher order thinking skills is a current concern for the development of knowledge in 21st-century education (HOTS). In accordance Sutaryadi's (2018) research, "in Bloom's taxonomy theory Higher Order thinking skills (HOTS)" arise from the cognitive domain by involving intellectual talents that gradually advance from the manner of thinking concretely to abstractly. Sutaryadi & Rapih (2018), In Bloom's revised taxonomy, there are three cognitive levels—C4 (Analyzing), C5 (Evaluating), and C6—that involve higher order thinking (Creating). You must pass through stages C1 (Remembering), C2 (Understanding), and C3 to get to this level (Applying).

Tanveer (2019), oral shows involve conveying focus to an enormous crowd. It is a speedy show of a specific subject to a public crowd determined to grant information or animating discussion. The students should give an oral show before the class individually. Students set up a little exploration venture to examine with their companions and give pivotal data about the issue to the crowd by giving an oral show.

Oral presentations occur in a hierarchical setting with time requirements, and they ought to be very much arranged. Bhati (2012) contends oral show helps in managing issues of literary theft as every student is needed to introduce their works face to face. In this review, the students fill in as moderators, showing their dominance of a specific subject. Students lead short exploration activities to examine with their cohorts and convey indispensable data by giving an oral presentation about the theme to the crowd. Moreover, oral introductions help students in social affairs, asking, putting together, and building data since they utilize each of the four abilities in this manner is a characteristic incorporated way.

The issue at school is that the questions used in cognitive instrument assessments tend to focus more on the memory component, while the questions that help students develop their higher order thinking skills are not always available. According to the PISA study findings, cognitive skills in Indonesian children are still viewed as lacking. One of the contributing aspects is that Indonesian students are not well-versed in answering contextual questions, which call for reasoning, creativity, and intellectual activity to complete. These questions are PISA characteristics questions that evaluate HOTS. Additionally, teachers lack the skills necessary to create instrument assessments for HOTS, and there are either insufficient or no instruments available that are specifically designed to train HOTS, therefore instrument assessments must be created as assessments for learning to train.

After conducting observations and interviews with teachers at SMA Negeri 12 Gowa, the researchers found the problem that students at the school were still at a low level of thinking, this could be seen from the results of the student's daily test given by the teacher, students still have difficulty in understanding HOTS and their speaking skill is still lacking.

Students have not been able to analyze, and create answers based on their own language that they understand. Students still tend to remember the answers in the book. This is likely to happen because the learning method applied is still at a low level of thinking and does not provoke the development of critical and creative thinking aspects in solving problems during the learning process.

Based on the explanation above, the researcher intends to conduct research with the title **Promoting Higher Order Thinking Skills Through Oral Presentation at SMA Negeri 12 Gowa.** With the application of this learning model, it is hoped that it can improve students' speaking skills using a higher order thinking approach through oral presentation so that in the future they can become students' provisions in competing in this era of society 5.0

RESEARCH METHOD

This study used quantitative research with a pre-experimental approach because the researcher wants to know whether the independent variable causes changes in the dependent variable. According to Ledyard (2020), in experimental research, researchers manipulate at least one independent variable, control other dependent variables, and observe effects on one or more dependent variables.

The researcher used pre-experimental research with a one-group pretest-posttest design. Researchers conducted a pretest before being given treatment and a post-test after being given treatment. The purpose of this study is to determine whether using higher order thinking methods can improve speaking skills through oral presentation. This research was conducted at SMAN 12 Gowa. It is located in District Parigi, Gowa Regency, South Sulawesi Province.

The study's main finding was that using an oral presentation as a vehicle for higher-order thinking can enhance speaking abilities. This study focuses on students' capacities for higher-order thinking, analysis, problem-solving, and self-assurance in the learning process.

Researchers used oral presentation tests for pre-test and post-test to determine students' ability to analyze and think at a higher level in understanding the material being taught. The pre-test will be given before the treatment to determine their initial ability and to find out the final score of students, whether the use of higher-order thinking through oral presentation can improve speaking skills or not on the post-test. The post-test was carried out after being given treatment, and the results of both were then compared pre-test and post-test.

In this study, the researcher used oral presentation test. The researcher focus on how students can develop their understanding related to the material. The pre-test is used to see the students' ability in speaking. Then a post-test was conducted to determine the students' speaking ability. The researcher using analytic score in order to be more reliable in scoring students' speaking skills.

RESULT AND DISCUSSION

a.   The Students Score in Speaking

Table 1 The Result Of Students' Speaking Score

SPEAKING	PRE-TEST	POST-TEST	IMPROVEMENT
Pronounciation	48.9	57.9	16.06 %
Grammar	46.9	54.9	14.57 %
Vocabulary	50.6	64.1	21.06%
Fluency	53.1	63.7	16.64%
Speaking	49.8	60.1	17.08%

The table demonstrates that employing higher-order thinking techniques was beneficial in enhancing the students' pronounciation skills. The students' average pre-test score was 48.9 (poor). While their average post-test score was 57.9 (fair). As a result, from the pre-test to the post-test, the students' speaking proficiency increased by 16.06 percent.

The students' speaking abilities in terms of grammar, the average pre-test score for the students was 46.9, which was poor, and their average post-test score was 54.9 (poor). As a result, from the pre-test to the post-test, the students' speaking proficiency increased by 14.57 percent it was successful.

In terms of vocabulary, the students' speaking abilities were satisfactory. The average pre-test score for the students was 50.6.9, which was poor, however their average post-test score was 64.1 (fair). As a result, the students' speaking proficiency increased from the pre-test to the post-test by 21.06 percent.

The students were successful in their efforts to communicate fluently. The average pre-test score of the students was 53.1, which was poor, however their average post-test score was 63.7 (fair). As a result, the students' speaking proficiency increased from the pre-test to the post-test by 16.64 percent.
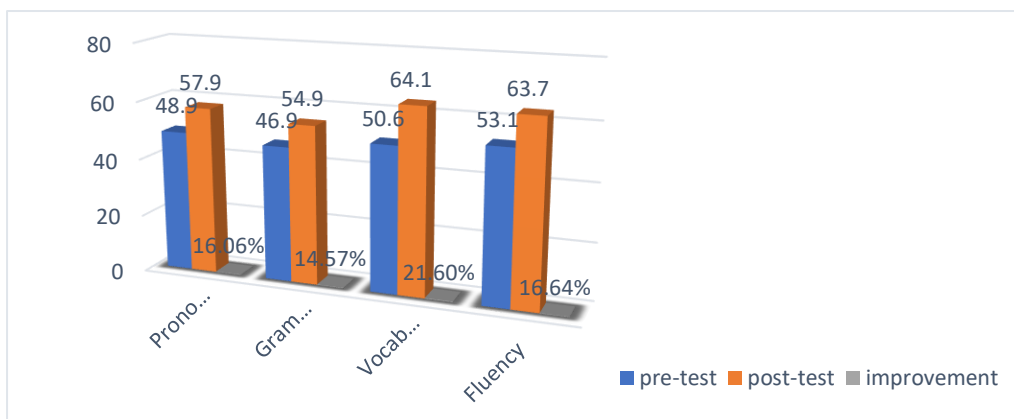
Figure 1 The Result of Students' Speaking

b. The Percentage of the Students' Improvement in Speaking Skill

1. Pronounciation

Table 2 Percentage of the Students' Improvement in Pronounciation

No	Classification	Score	Pronounciation			
			Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	86 – 100	0	0%	0	0%
2	Good	71 – 85	0	0%	0	0%
3	Fair	56 – 70	7	35%	12	60%
4	Poor	41 – 55	7	35%	6	30%
5	Very Poor	0 – 40	6	30%	2	10%
	Total		20	100%	20	100%

The outcomes of the students' pronounciation skills during the pre- and post-test are shown in the above table. In the pre-test, 7 students (35%) had a fair score, 7 students (35%) were categorized as Poor, and 6 students (30%) were categorized very poor. 12 students (60%) were defined as having a fair score on the post-test, while 6 students (30%) were classed as having a poor score, 2 students (10%) as having a very poor score, and no one was classified as having a good and very good score.

2.   Grammar

Table 3 Percentage of the Students' Improvement in Grammar

No	Classification	Score	Grammar			
			Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	86 – 100	0	0%	0	0%
2	Good	71 – 85	0	0%	2	10%
3	Fair	56 – 70	6	30%	10	50%
4	Poor	41 – 55	6	30%	7	35%
5	Very Poor	0 – 40	8	40%	1	5%
	Total		20	100%	20	100%

The outcomes of the students' grammar skills during the pre- and post-test are shown in the above table. In the pre-test, 6 students (30%) had a fair score, 6 students (30%) were categorized as Poor, and 8 students (40%) were categorized very poor. 2 students (10%) were defined as having a good score on the post-test, while 10 students (50%) were classed as having a fair score, 7 students (35%) as having a poor score, and 1 student (5%) had a very poor score and no one was classified as having a very good score.

3.   Vocabulary

Table 4 Percentage of the Students' Improvement in Vocabulary

No	Classification	Score	Vocabulary			
			Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	86 – 100	0	0%	0	0%
2	Good	71 – 85	0	0%	6	30%
3	Fair	56 – 70	9	45%	9	45%
4	Poor	41 – 55	3	15%	5	25%
5	Very Poor	0 – 40	8	40%	0	0%
	Total		20	100%	20	100%

The outcomes of the students' vocabulary during the pre- and post-test are shown in the above table. In the pre-test, 9 students (45%) had a fair score, 3 students (15%) were categorized as Poor, and 8 students (40%) were categorized very poor. 6 students (30%) were defined as having a good score on the post-test, while 9 students (45%) were classed as having

a fair score, 5 students (25%) as having a poor score, no one was classified as having a very poor and very good score.

4. Fluency

Table 5 Percentage of the Students' Improvement in Fluency

No	Classification	Score	Fluency			
			Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	86 – 100	0	0%	0	0%
2	Good	71 – 85	0	0%	8	40%
3	Fair	56 – 70	10	50%	3	15%
4	Poor	41 – 55	4	20%	8	40%
5	Very Poor	0 – 40	6	30%	1	5%
	Total		20	100%	20	100%

The outcomes of the students' fluency during the pre- and post-test are shown in the above table. In the pre-test, 10 students (50%) had a fair score, 4 students (20%) were categorized as Poor, and 6 students (30%) were categorized very poor. 8 students (40%) were defined as having a good score on the post-test, while 3 students (15%) were classed as having a fair score, 8 students (40%) as having a poor score, and 1 student (5%) had a very poor score and no one was classified as having a very good score.

b. Hypothesis Testing

Through the use of inferential analysis, the hypothesis was examined. In this instance, the author used the *t*-test (test of significance) for an independent sample test to determine whether there was a statistically significant difference between the mean scores of the students in the pretest and posttest. The writer used the *t*-test analysis at a level of significance (α) = 0.05 with a degree of freedom (df) = N - 1, where N = the number of subjects (20 students), and the value of the *t*-table was 2.09302.

Table 6 The Comparison of T-test and T-table Score of the Students' Speaking Skill

Indicators	t-test	t-table	Description
Pronounciation	8.03	2.09302	Significance
Grammar	7.66	2.09302	Significance
Vocabulary	7.25	2.09302	Significance
Fluency	7.68	2.09302	Significance

X	30.62	2.09302	

Table 4.6 demonstrates that the t-test value is greater than the t-table value. The t-test value of speaking skills in terms of pronunciation was higher than the t-table (8.03>2.09302), the t-test value in terms of grammar was higher than the t-table (7.66>2.09302), the t-test value in terms of vocabulary was higher than the t-table (7.25>2.09302), and the t-test value in terms of fluency was higher than the t-table (7.68>2.09302). The t-test of the indicators in the students' speaking skills t-test produced a result that was higher than the t-table (30.62>2.09302).

The t-test value is higher than the t-table. The ability to speak obtained a score (30.62 > 2.09302) for this variable. The alternative hypothesis (H1) is considered accepted while the null hypothesis (H0) is rejected. This shows that the results of students' speaking ability using HOTS as a teaching method are significant.

The alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected if the t-test value is higher than the t-table at a significance level of 0.05 and degrees of freedom (df) 20 (N-1=20-1). In contrast, the null hypothesis (H0) is accepted and the alternative hypothesis (H1) is rejected if the result is less than the t-table at a significance level of 0.05 and 19 degrees of freedom.

CONCLUSION

Based on the data analysis of the findings in the preceding chapter, the researcher came to the following conclusion:

1. The effective teaching of speaking in class XI IPA 2 SMA Negeri 12 Gowa in terms of pronunciation, grammar, vocabulary, and fluency by applying higher order thinking through oral presentation.
2. As shown by the average score of pronounciation before and after the treatment, which improved by 16.06% with t-test values more than t-table (03> 2.09302), the usage of the Higher Order Thinking through oral presentation can help students to improve speaking skills in terms of pronounciation.
3. The average grammar score before and after the treatment improved 14.57% with t-test values greater than the t-table (66> 2.09302), providing evidence that the application of the Higher Order Thinking through oral presentation can improve students' ability to talk in terms of grammar.
4. According to the average vocabulary score before and after the treatment improved 21.06% with t-test values more than t-table (25> 2.09302), using the higher order thinking through oral presentation can help students talk more fluently.
5. As shown by the average fluency score before and after the treatment increased 16.64% with t-test values greater than t-table (7.68> 2.09302), using the higher order thinking through oral presentation method can help students speak more fluently.

6. The t-test calculation findings show that the indicators of students' speaking abilities are greater than t-table 30.62 > 2.09302. This implies that there is a significant difference between the two states before and during treatment.

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