

INCREASING STUDENTS' HIGHER ORDER THINKING SKILL (HOTS) BY USING AUTHENTIC MATERIALS IN TEACHING ENGLISH FOR EFL CLASS

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Abstract

Teaching English in educational system nowadays is more focused to increase students' language skills through transferring knowledge and giving test activities only but less focused on increasing learners' thinking ability. Higher order thinking skills (HOTS) are one of thinking skills that must be increased in teaching English besides language skills. Furthermore, authentic materials is a good media that can be used in teaching English since they offers the real language and genuine materials to increase learner's motivation. By using authentic mterials, students can feel the real exposure of the target language they learnt. So that, English learning are more meaningful. This research is experimental study in form of pre-test post-test control group design aimed to investigate the influences of video authentic materials to increase learner's higher order thinking skills. The participants of this study were English students of STKIP Bina Bangsa Getsempena Banda Aceh. To collect the data, instrument used are tests and questionnaires. Based on data analysis, the result of the study indicated that the scores of students learnt by using video authentic materials increased significantly. It is based on the result of t-test showed that the t- score was 2.641 and the significance score was 0.011. This significance value is smaller than 0.05, so it can be stated that H_a is accepted and H_o is rejected, which means that there is a significant difference in the results of the experimental group post-test and the control group posttest. It can be concluded that teaching English by using authentic video as media can improve English language skills and critical thinking skills of students of STKIP Bina Bangsa Getsempena Banda Aceh.

Keywords: *HOTS, Video Authentic Materials, Teaching English*

INTRODUCTION

In general, teaching activities are believed as some activities focused on transferring knowledge and giving test to measure students achievement. This is parallel with the situation happened in most educational system in which students do some learning activities such as listening lectures, finishing test, responding and memorizing facts, concepts, and theories given by teachers. This kind of teaching and learning activities are not enough for students since they do not get sufficient skills to compete in era revolution industry 4.0.

Higher Order Thinking Skills (HOTS) are skills that are important to be

developed today to achieve better quality in education. Thinking skills are fundamental in educational process because the way of a student think influences her/his ability and effectiveness in learning. Therefore, during teaching process, a teacher should combine thinking skills and learning process to equip students with both knowledge and skills. In cognitive stages, HOTS is at the highest level of the hierarchy of thinking skills because it needs ability to think deeply and thoroughly. It helps students dominate the challenges of too much information with a limited processing time (Phillips, 2004). HOTS is one of skills that requires someone to apply new information or knowledge got before and manipulate

the information to get the possibility answers or ideas in a new situations (Heong et al, 2011). In other words, HOTS happens when a student gets new information, links it with existing knowledge in his memory and uses this information to solve certain problems.

In order to make learning more meaningful, students should be introduced to learning materials found in everyday life. Learning material found easily in everyday life is classified as authentic materials. Martinez (2002) as cited in Al-Azri and Al-Rashdi (2014) defines authentic materials as materials which are aimed at native speaker's daily life and not for teaching purposes. Meanwhile, Klickaya (2004) characterises authentic materials as materials which expose the real world and how it is used in the target language. Based on some definition above, it can be concluded that authentic materials are materials which are not produced for learning purposes and they are created in target language country by the people who using the target language and for daily life usage.

Authentic materials have some advantages in teaching and learning, they are: first, this kinds of materials enable learners to experience the real language and have a closer interaction of the target language even though they are not in the target language country. Klickaya (2004) stated that the use of authentic materials gives learners genuine exposure of the target language. It is mean that by using authentic materials, students can feel how the language they learned is used in the real context. Besides, Huang, Tindall & Nisbet, (2011) agree with the use of authentic materials. They argue that by experiencing the real language in the classroom, it will prepare learner better to employ English

outside the classroom and use them to communicate effectively.

Second, authentic materials can motivate students to learn English. This is based on peacock (1997) reseach finding that learner's anthusiasm, concentration, and persistence with the larning task increased significantly when authentic materials are used in learning. Third, authentic materials provide rich cultural content. Kelly et al. (2002) argue that cultural content increases learner's undestanding

Authentic materials could be in form of printed, video and audio that can be found around them such as newspapers, magazines, photos, reality shows, soap operas, short films, radio broadcasts and others. Furthermore Authentic materials are not created specifically for use in the classroom, but authentic materials can be appropriate learning materials to achieve learning goals. Herod (2002) explains that authentic teaching materials are materials or learning activities designed to imitate real-world situations. Audio visual based teaching material is one of authentic materials which preferred and developed continuously to achieve educational goals. One of the important principles in language teaching communicative is the use of authentic language in all types of language learning (Hedley, 1993). This authentic audio visual teaching material can be in the form of television advertisements, news, comedy shows, dramas, soap operas and others.

Video is one of media that can increase students' understanding in learning English. By using authentic video, learners are easy to figure out the topic and problems presented in learning proces and increase learners' motivation. McNulty and Lazarevic (2012:153) claim that the

most prominent feature of the use of video in learning is that it contribute to the overall learning motivation

Skill to think critically and creatively can also be applied in learning English. Various types of methods have been applied to improve students' skills in mastering English, however in fact students are only able to master the language skills alone by describing English material that has been received but they are unable to improve thinking skills to a more complex stage. Problems faced by English students related to thinking skills is the use of teaching materials that only focuses on increasing students language abilities but nothing to do with thinking skills. Therefore, this study aims to investigate the influences of using video authentic materials towards students language skills and thinking skill to EFL learners. It is hoped that the use of authentic audio visual based teaching materials can improve students' ability to think in cognitive higher level including: analyzing, evaluating and creating besides the ability to speak, listen, write and read.

METHOD

To collect complete data related to students' achievement in thinking skills by using authentic materials, kuantitatif and kualitatif approach were applied. This study used experimental study to investigate the influences of video authentic materials toward students' higher order thinking skills. True experimental design in form of pretest - posttest control group design were used to compare the students' achievement in thinking.

Participants

The study was conducted on English Department students of STKIP

Bina Bangsa Getsempena Banda Aceh. The participants were 50 students from academic years 2017 selected randomly. Those students were divided into two classes, control group and experimental group.

Instruments

Instruments used in this research were tests and questionnaires. The tests were given twice, pretest and posttest for each group which measured students' higher order thinking skills. Moreover, students were given 5 essay questions related to content of video that have been watched previously. The questions measured students' thinking skills based on taxonomy Bloom such as: analyzing, evaluating and creating. The answers were graded based on the completeness and the depth of students understanding toward the questions given. The range of score was between 5 to 25 point for each question.

Furthermore, the questionnaires were given to find out students' responses toward application of video authentic in learning English. The statements given divided into three categories namely: student's responses toward the quality of video, student's difficulties during learning by using authentic materials, and student's achievement in English and thinking skill. Moreover, in responding the questionnaires, there are five options available that can be chosen by the students. They are: strongly agree, agree, netral, disagree and strongly disagree.

Procedures

English students who chosed randomly devided into two groups, experimental and control groups. Experimental group was taught by using video authentic materials while control

group was taught by using reading text. The study was conducted in five weeks for both of groups. The main point of these activities was to find out the influences of video authentic materials toward students' higher order thinking skills. The steps taken in conducting this research are: 1) Giving pretest for experimental and control group to measure the level of students thinking skill before treatment, 2) Teaching English by using different method and media, 3) giving posttest to measure the increase in thinking ability after treatment, 4) Distributing questionnaires for experimental group to find out students responses toward the media used. The data from the test were analyzed quantitatively by using SPSS and the data from questionnaires were analyzed qualitatively by explaining the result of students' responses.

RESULT AND DISCUSSION

Result

This research tries to investigate the influence of video authentic materials in teaching English for students of STKIP Bina Bangsa Getsempena Banda Aceh. The videos

presented during conducted the research were different such as talk show, fairytales, and inspiring stories. This is intended to measure students' higher order thinking skills besides listening and writing skills. To collect the data, students were given some tests and questionnaires. Students' thinking ability wanted to be developed in this study are: analyzing, evaluating, and creating.

At the first meeting, experimental and control groups were given pretest in order to measure their thinking ability before giving treatment. The questions asked have the same level of difficulty. The scores got by the students in control group (n =25) were vary from 20 to 55. Based on analysis data from pretest, Two students got the highest score 55 in this test while one student got the lowest score 20. Having given test for the control group, the researcher gave the pretest to the experimental group in the same number of questions. The result of the test showed that the lowest and the highest score for the experimental group (n=25) were same as the control group, one student got 20 and three students got 55. The average scores of pretests for both groups are presented below:

Table 1. Pretest Average Score

No	Class	N	Average scores
1	Eksperimental	25	39.8
2	Control	25	38.2
Total		50	

Having finished the pretest, each group given different treatment for four weeks. In the control group, students learnt English by using reading text. The texts were presented with various topics including fairy tales, inspiring stories and factual events. The students discussed the topics in groups and they were also taught the ability to answer

some questions related to higher order thinking skills. Meanwhile, the experimental group was taught by using video authentic materials as teaching media and the topics presented were same as the topics given in the control group. The students of experimental group asked to sit in groups to discuss the questions given related to the content of

video. The questions were set to measure students thinking abilities such as analyzing, evaluating and creating.

To find out the influences of treatment, the experimental and the control groups were given posttest. The questions in the test were same for both classes. Yet, the experimental group answered the questions related to video authentic while the control group referred to a reading text.

The analysis of posttest result indicated that the highest score of control group was 85 and the lowest score was 55. Besides, the highest score for experimental group was 95 and the lowest score was 65. The average scores of both groups were presented as below:

Table 2. Posttest Average Scores

No	Class	N	Average scores
1	Experimental	25	78
2	Control	25	73
Total		50	

Based on the data from average scores above indicated that scores post test of both groups increased significantly. Then, in order to test hypotheses (video authentic materials influence students higher order thinking

skills), the researcher used normality, homogeneity and t-test.

The data of normality test is presented as below:

Table 3. normality Test

Tests of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Kontrol	,117	25	,200*	,959	25	,404
Kontrol	,176	25	,044	,929	25	,083
Eksperimen	,122	25	,200*	,951	25	,268
Eksperimen	,179	25	,038	,942	25	,161

*This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it can be seen that the pre-test control group has a significance level of 0.404 or more than 0.05, it can be stated that the data is normally distributed. For the post-test distribution, the control group has a significance value of 0.083 or more than 0.05, then the post-test data can be said to be normally distributed. For the pre-test data the experimental group

has a significance value of 0.268 or more than 0.05, it can be said that the data is normally distributed. Moreover, distribution of post-test data of the experimental group has a significance value of 0.161 or greater than 0.05, it can be said that the data is normally distributed. From the results of the normality test it can be concluded that the data obtained are normally distributed.

Moreover, the data of homogeneity tests are shown as below:

Table 4. Significance value of pretest score of experiment and control groups

Test of Homogeneity of Variances
VAR00005

Levene Statistic	df1	df2	Sig.
,699	6	17	,654

Table 5. Significance value of posttest score of experiment and control groups

Test of Homogeneity of Variances
VAR00006

Levene Statistic	df1	df2	Sig.
,062	4	19	,992

From tables 4 and 5 above, it can be seen that for the homogeneity test in the pretest of experimental and the control group has a significance value 0.654, and the significance value of the post-test experimental group and the control group are 0.992. From this data, it can be seen that all significance values are greater than 0.05. So it can be concluded that the population has homogeneous variants or the data derived from populations with the same variant.

In addition, the data from analysis t-test show that significance value of the pretest of the control and experimental group was 0, 575. The significance value was greater than 0.05, it can be stated that H_a was rejected and H_0 was accepted, which means there was no significant difference in the results of the pre- experimental group test and control group. So it can be concluded that the experimental group and the control group have the same ability.

Besides, the results of the t test analysis in the posttest showed that the t-value was 2.641 and the significance value was 0.011. This significance value is smaller than 0.05, so it can be stated that H_a is

accepted and H_0 is rejected. It means that there is a significant difference in the results of post-test scores between the experimental group and the control group. thus it can be concluded that video authentic materials influences the students' higher order thinking skills.

After teaching and learning at experimental and control groups were finished, the researcher distributed some questionnaires to experimental class only to find out students' responses toward the media used. The questionnaire consisted of 10 statements that require students' responses about the quality of video, student's difficulties during learning by using authentic materials, and student's achievement in English and thinking skill.

Discussion

Based on data analysis, it is obtained that the results of students average score in the experimental group is 39.8 with the highest score 55 and the lowest score 20. While the students' average score in control group is 38.2 with the highest score 55 and lowest score 20. Furthermore, analysis data

from post tests result showed that the average score for experimental group is 78 with the highest score is 90 and the lowest score is 65. While the average score of control group is 73 with the highest score is 85 and the lowest score is 55. Referred to the data above, it can be seen that the enhancement in the average scores for learning result in the experimental group is greater than the average scores got by the control group.

The difference in average scores of both groups shows that learning English by using authentic teaching material is more effective in improving students' higher-order thinking skills than learning using conventional methods. This is in accordance with the opinion of Guariento and Morely (2001) which states that authentic teaching materials help increase students' motivation to learn languages where this technique makes students feel like they are learning a real language.

In addition, the result of t test at pretest between experimental and control groups showed that the significance value of the pre-test of the control and experimental group is 0, 575. This significance value is greater than 0.05, so it can be stated that H_a is rejected and H_o is accepted, which means there is no difference a significant pre-test result of the experimental group and the control group. So it can be concluded that the students of experimental group and the students of control group have the same thinking ability.

Moreover, the results of the t test analysis at posttest between experimental and control groups showed that the t value was 2.641 and the significance value was 0.011. This significance value is smaller than 0.05, so it can be stated that H_a is accepted and H_o is rejected, which means there is a significant difference in the

results of the experimental group post-test with the control group. Thus, it can be concluded that there are significant differences in the results of the experimental group's post-test learning using instructional video media and the control group learning using academic reading texts.

Therefore, it can be concluded that there is a significant difference between the experimental group and the control group post-test results. Based on the results of the analysis of this data it can be said that the increase in students' higher order thinking skills is influenced by the use of videos authentic teaching material.

The implementations of teaching and learning method between the control class and the experimental class are differ in the kind of media used by the teacher. In the experimental class, the teacher uses audio-visual media in the form of authentic teaching material videos. The video created is not for learning purposes but this material can be used as learning material. While in the control class, the teacher uses text reading media about academic reading or academic reading material which this material is intended for learning activities.

Based on data analysis of pre-test and post-test and observation of activities during learning, it can be concluded that learning method using authentic video teaching media can improve English language skills and critical thinking skills of students of STKIP Bina Bangsa Getsempena Banda Aceh. This is caused by the application of authentic video that makes students more motivated and more enthusiastic in learning.

Moreover, questionnaire results related to students' responses toward media used were divided into three categories:

a. The quality and function of video used

First category of questionnaire consisted of 4 statement asked about the quality and function of video used during learning. The first statement is “ the videos presented are interested to be watched”. Related to this statement, 80 % students responded strongly agree. At the second statement, 85% students responded agree to the statement “I am motivated in learning English by using video authentic materials”. Then, 92% agree with the third statement “I am pleased learning English by using authentic materials”. In the last statement “I want to learn English by using authentic materials next time”, 96% students agree to study by using this media at another time.

b. Students’ difficulties during learning by using video authentic materials

The second categories of questionnaires asked about students difficulties in learning english by using video authentic. For the statement “vocabulary used in the video is difficult to understand”, 72% students agree and 28% students considered the vocabulary is difficult. Next statement is “I can analyze meaning and problem in each topic given”, 76% students agree and 24% students disagree. For the last statement “the video used idiom and language style that are easy to understand”, 57% students agree and 43% students experienced difficulties in understanding the idiom and language style.

c. The video increase students thinking skill and language skill

There are three statement presented to find out the result of treatment toward students thinking skill based on students’ perception. 88% students agreed with the statement “Learning by using video

authentic can increase my language skill”. Moreover, 78% students responded positively agree that learning by using authentic materials can increase their ability in thinking. For the last statement “the questions given related to video equipped me with ability to analyze, evaluate and creating things” 92% students agree with this.

Based on data from the results of this questionnaire it can be concluded that learning English with video media authentic teaching materials can improve language skills as well as higher order thinking skills of Englishstudents STKIP Bina Bangsa Getsempeña students.

CONCLUSION

This study was conducted to investigate the influence of video authentic materials in teaching English toward the students’ thinking skills especially the ability to analyze, evaluate, and creating the ideas based on existing information. To conduct the research 50 students from english class were divided into two groups randomly, namely experimental and control groups. The students in experimental group were taught by using video authentic while the students in the control group were taught by using reading academic text. The result obtained from analysis data showed that average scores of both groups increase significantly. The average score of control group increased from 38.2 become 73 and the average scores of experimental group increased from 39.8 to 78.

Meanwhile, the result of t test at pretest between experimental and control groups showed that the significance value of the pre-test of the control and experimental group is 0, 575. This significance value is greater than 0.05, so it can be stated that H_a is rejected and H_o is accepted, which

means there is no difference a significant pre-test result of the experimental group and the control group. So it can be concluded that the students of experimental group and the students of control group have the same thinking ability.

Moreover, the results of the t test analysis at posttest between experimental and control groups showed that the t value was 2.641 and the significance value was 0.011. This significance value is smaller than 0.05, so it can be stated that H_a is accepted and H_o is rejected, which means there is a significant difference in the results of the experimental group post-test with the control group. It can be concluded that learning method using authentic video teaching media can improve English language skills and critical thinking skills of students of STKIP Bina Bangsa Getsempena Banda Aceh. This is caused by the application of authentic video that makes students more motivated and more enthusiastic in learning.

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