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USING HOTS IN DEBATE TO HELP STUDENTS IMPROVE THEIR SPEAKING SKILLS

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Abstract: Speaking skills are skills that enable us to communicate effectively. This skill has the most important goal for student success, especially for class XI of SMA because they will face the era of globalization in the world. As for the problems faced by class XI students of SMA Darus Su'ada Al-Ahad, most of them are not able to speak English. In this study, researchers applied the HOTS method in debate to improve students' speaking skills, especially in class XI of the SMA. By using the HOTS method and debate which is a learning concept where students are given the opportunity to start speaking through the provision of stimulus material so that students think critically, creatively, collaboratively and communicatively, then students are able to present the ideas that are in their minds. This research is said to be successful, it can be seen from the results of the comparison of pre-test and post-test scores. Here, the researcher collects data through a mixed-method in which the researcher obtains data from the results of observations first and then from the results of the comparison of pre-test and post-test scores. As for the benefits of this research, firstly for a teacher using this method will not make students feel bored in following the learning process. Second, for other researchers, the results of this study can be used as a reference if they want to do similar research.

Keywords: Debate, Discussion, HOTS, Speaking, Stimulus

INTRODUCTION

Speaking stems from the English word "speak," which is rendered as "berbicara" in Indonesian.

Speaking is a form of communication in which one communicates in English. Speaking is derived from the word "talk." That is what it means to talk in a

straightforward manner. Speaking might help you develop self-assurance. How does a student's self-confidence develop? Because students must practice a great deal in order to improve their English and get the opportunity to speak in front of a large group of people. Each person has their own unique personality and nature. Some people have an open, friendly attitude, whereas others are closed and distant. A person's personality can be shaped by a variety of factors, including life experiences, lessons learned, and so on. However, it appears that a person's personality can be revealed in a variety of ways. Starting with the way you walk, the shape of your lips, and how you speak. Humans employ a variety of languages to communicate with one another. It's clear from the way they speak. Speaking in a variety of ways, such as loudly, gently, slowly, and so forth. Humans are social beings who have a strong affinity to one another and a need to help one another. Interaction with others is unavoidable, and communication is the primary means by which each party's words are conveyed. Communication includes not

just the message's delivery but also the communicant's impression. The appropriate delivery of the message and the communicant's response in accordance with the communicator's expectations become critical aspects of communication. Because speaking cannot be isolated from various elements such as vocabulary, grammar, and articulation, a person's speaking skill can be called to be good if he has mastered some of the elements in speaking (Jusuf, 2021).

A person's or another entity's vocabulary is a collection of terms that belong to them or are part of a certain language. A person's ability to acquire other skills such as reading, listening, speaking, and writing will be enhanced if they learn vocabulary first. Consider what it would be like to read a sentence in a foreign language and not grasp a single word. It will be easier to recognize foreign language sentences if a person's vocabulary is studied. Mastering vocabulary is critical because it serves as the foundation for learning sentence structure and other language skills. In this millennial era, English appears to have become a second language, as we all know. Some

groups, such as students and employees, feel compelled to speak English in order to support their activities. The two most important aspects of learning English are vocabulary and sentence structure. Vocabulary is crucial since knowing a large number of words makes it simpler to read, write, listen to, and pronounce English. Learning vocabulary may be done anywhere and at any time as long as the learner is eager and engaged. It will be easier for someone to master English if they practice what they have learnt (Putri and Refnaldi, 2020).

Then there's grammar, which will make someone's words politer and more respectful when used correctly. Grammar is a set of rules that governs how words and phrases should be used. Grammar is a resource for both language teachers and students. Grammar is the most important aspect of language learning, especially in the structural approach. Meanwhile, during the Age of Enlightenment in the 16th and 17th centuries, scholars researched a great deal about the discussion, compilation, and

comparison of grammar. Grammar is important because it serves to control how people use language. We may also develop a better qualified and advanced nation with grammar, because that is where we should begin to correct each other. A developed country is defined not only by its physical progress, but also by its population's quality, polite and courteous language, and excellent behavior. Meanwhile, someone who is already fluent in English employs courteous and polite language (Suseno et al., 2022).

In light of the above explanation, mastering vocabulary and grammar in one's speaking is still not perfect, implying that there is still one factor that speakers must possess in order for their speaking to be considered good or easy to understand by others. These are the elements of articulation and pronunciation. Articulation, also known as pronunciation, is the process of changing the cavities and spaces in the vocal tract in order to produce good, proper, and clear language sounds. The articulation area spans from the outer

lip to the vocal cords, where phonemes are generated by vocal cord vibrations combined with changes in tongue position and other factors. When we speak or sing, we must use good articulation. Because the clarity of the spoken word is affected by articulation. The arrangement of words and sentences that are pronounced sounds clear and clear, even if they are said fast, and this is considered strong articulation. When we want to communicate with someone, we must pay attention to our articulation since effective articulation makes pronunciation and word pronunciation easier for others to grasp. To practice articulation, one must speak the words out and listen to them. The words are then examined to see if they were chosen correctly and pronounced correctly (Ambalegin and Hulu, 2019).

Talking turns becomes a means of human communication. As a result, mastering the art of speaking is useful to people's ability to communicate. However, the students' capacity to communicate in English is extremely limited. This is due to a number of speaking aspects that students must learn, such as vocabulary,

pronunciation, grammar, and fluency, as well as the fact that they are unable to express their views or thoughts in class. Students have a lot of challenges when it comes to speaking English, including: teachers rarely speak English in class, lessons emphasize grammar, and vocabulary is not very useful in everyday conversation. As a result, when they wish to speak English, they feel insecure and humiliated. Several approaches have been examined by various people, and some of these methods have been confirmed to improve or grow a person's speaking abilities. Because this method necessitates students' active participation in speaking, and because a stimulus has been provided in advance, students can think critically and communicate thoughts or viewpoints that are on their minds. The HOTS method (High order thinking skill) and the debate approach are two of these methods (Bahruddin et al., 2020).

Furthermore, because the HOTS technique is one of the guiding skills in 21st century learning, namely critical, creative, collaborative, and communicative thinking, it must be

considered in the teaching and learning process (Sartika and Fachraini, 2019). According to Anderson and Krathwohl's revised Bloom's taxonomy, high order thinking skills (HOTS) are higher-level thinking skills that include the ability to analyze, evaluate, and create. It's not only about memorization or referencing. HOTS include problem-solving abilities, critical thinking skills and creativity, as well as the capacity to argue and make decisions. While the HOTS is employed with the goal of improving one's thinking capacity at a higher level, particularly with regard to the ability to think critically when receiving various forms of information and think creatively while addressing a problem utilizing the knowledge they have. The computer-based and internet-based national test is one of many items in the education industry that already have a digital counterpart. This indicates that the quality of student's subject matter in schools improves over time. This supports the formation of new words in the educational field, one of which is High Order Thinking Skills (HOTS). Typically, HOTS-based learning activities are implemented in

a student-centered manner, also known as Student Center Learning (SCL). Students are asked to discuss a learning material before presenting it as part of the learning process (Yustina et al., 2021).

Students must be able to communicate ideas or concepts as well as arguments while using the debate method, because debate is an argumentative activity that tries to present opposing viewpoints. Debate is a normal part of social life. Issues of religion, state, economy, culture, politics, and law are frequently utilized as debate topics. The discussion is sparked by the parties' differing viewpoints, each of which believes to be correct. Debate is used to express what is regarded to be the truth, and it is done by expressing a structured opinion. In everyday life, everyone must be familiar with the debate, even small things can become a debate if there is no compatibility in the heart. Many people think that this is very bad if done. Even though there are some positive impacts that can be obtained by debating, and also debate is usually an exciting event to listen to

(Widiawati et al., 2020). So, with these two methods students are really required to speak because otherwise the ideas or opinions that exist in these students will not be conveyed to others.

The goal of this study is to help students enhance their speaking skills. Students must learn information to overcome congestion in the delivery of opinions in order to avoid it. The use of the HOTS approach and debate appears to be intriguing. A trigger is required to discover the benefits of this strategy. That is a question for further investigation. In this scenario, there are two questions;" 1. How does a teacher implement the HOTS method in a debate to help students' speaking skills? 2. How does the implementation of HOTS and debate approach better the students' speaking skills?". Therefore, these two questions must be answered. To arrive at results, a mixed-method analytical technique will be used, which can subsequently be used to solve problems with expressing opinions in speaking courses.

REVIEW OF LITERATURE

Providing Stimulus

Stimulus is something that causes someone to act in a certain way. Students are given an enticement or stimulus in this situation to encourage them to talk. According to Nazir (2018), the stimulus is characterized by an emphasis on investigating values and attitudes related to the subject matter, as well as students not only passively learning but also actively participating in the content being taught. The teacher provides several stimuli, such as asking questions, asking something that explores someone's knowledge so that they react, or presenting specific subjects that are now fiercely debated in the community so that they comment, or articles that call for the reader's attention to respond. The utilization of stimuli in learning to speak is critical in this scenario. Without the stimuli, the students appear to be speechless, as if they don't know what to say. However, as a result of the stimulus, they begin to formulate responses to the teacher's stimuli. As a result, giving a stimulus to encourage students to begin speaking is critical.

Analyzing the Content

It's also possible to say that analyzing is the same as doing analysis. In general, analysis refers to a set of actions that include parsing, differentiating, and arranging anything to be classed and regrouped according to specified criteria, as well as looking for connections and interpreting their meaning. Analysis can also be defined as the breakdown of a whole information system into its constituent elements with the goal of identifying and evaluating various types of problems that may exist in the system so that they can be resolved, fixed, or developed. Wahyu et al. (2021) defines analysis as an endeavor to solve or decompose a unit into its smallest components. As a result, assessing the content of the material is vital for students because it can help them overcome challenges.

Identifying the Problems

The word identification is derived from the English word identify, which meaning "to research or study." Identifying is the process of looking for, finding, collecting, and recording facts and information about problems. Difficulties can be classified into two sorts based on their severity: perceived problems that are urgent and unexpected problems that

are not urgent. According to Primadoni et al. (2020), identification is the placing or determination of a person's or object's identity at a specific time. Investigating a thing, a process, or an object in greater depth.

Evaluating the Content

Words in speech and descriptions have become more common in recent years, and many people employ words that are rarely used. As a result, we don't always understand what these words mean. Using the term evaluate is a good example. Evaluating is the process of assessing something in a planned, systematic, and guided manner in order to achieve specific objectives. According to Wahyuni et al. (2018), evaluating is the process of measuring anything, which includes both quantitative (measurement) and qualitative (description) descriptions of student behavior (assessment). While according to Sudiyatno and Wulandari (2020) that evaluation is an assessment of growth and progress towards goals or values that have been set.

Analyzing the Cause of Problem

An in-depth procedure or technique to uncover the fundamental basic aspects underlying a problem is characterized as

analyzing the cause of the problem here. An approach for discovering the root cause of an issue is to analyze the cause of the problem. It is important for the teacher to recognize the students' obstacles in the learning process. such a strategy could develop the students' ability in their own skills (Blazar and Kraft, 2017). Analyzing the problem, according to Rachmawaty et al. (2021), is a method of breaking down a problem into sections that are interconnected.

Concluding the Content

A conclusion is a proposition (sentence presented) derived from a set of premises (thoughts) using inference procedures (which apply). The concept reached at the end of the conversation is also known as a conclusion. To put it another way, the conclusion is the consequence of the discussion. Reasoning can be used to connect the information that will be utilized as references in determining conclusions when developing conclusions. Cambridge Rindge & Latin School then explained the significance of the conclusion. The conclusion is defined as the last paragraph of a research paper or the concluding element of any form of presentation. The gist of the discussion

described previously may usually be found in this section. Conclusion, according to Kashiha (2019), is a method of generating data from known or assumed facts.

Providing Feedback

The teacher gives students feedback or feedback at the end of the lesson. Feedback is a type of reaction, response, or answer to the message delivered by the communicator to the communicant in communication. In learning, feedback (feedback) is an activity carried out by the teacher at the end of the learning process to determine the students' opinions, reactions, and feelings about the learning process they are experiencing. Li and Grion (2019) defines feedback as all information about output and transformation. They also stated that feedback as the distribution of information collected from exams or other measuring tools to students in order to improve learning outcomes.

Speaking Competence

Speaking competence means conversation ability or conversation skill. It performs a mutual interdependent, interactive nature of conversation. It is an awareness activity as well as feedback

activity so that a series of tasks is developed to sharpen the students' awareness on the activity and assess their own progress performance. When those awareness and feedback activities are done gradually, automatic conversation becomes accustomed; speaking ability, in this case, conversation skill, needs gradual practice-controlled awareness, and finally fluent conversation. Speaking competence is the ability to communicate effectively through spoken language, including the process of expressing ideas and thoughts with the intention of informing, amusing, or persuading listeners. (Mega and Sugiarto, 2020).

The Benefit of Implementing Hots

Students benefit from HOTS learning by being accustomed to having broad, current thoughts. Promote greater creativity among your students. Encourage pupils to think critically and to ask lots of questions that also require thoughtful responses. The 2013 curriculum mandates that teachers evaluate students' progress and integrate Higher Order Thinking Skills into the teaching-learning process. Higher Order Thinking (HOT) is the term for thinking at a level above merely recalling

information or interacting with others (Nur & Melati, 2019). This competency assesses students' critical thinking abilities during the teaching and evaluation process. Teachers can test students' cognitive abilities by asking them a number of questions during HOTS Assessments. When pupils encounter an unexpected difficulty, an ambiguous question, or a question that raises another question, this talent is put into use. To fulfill the criteria of this curriculum, teachers must use these skills in the teaching and learning process.

Discussion for Speaking Fluency

There are various skills that are crucial for language proficiency. The ability to talk is one among them. Speaking abilities are now a crucial component of interpersonal communication, such as in group discussions. Speaking techniques are used in group talks with the intention of facilitating and fruitful dialogue. Group discussions foster critical thinking, stimulate activity, and train people to work and think quickly. It is also hoped that the discussion will advance and result in a clear understanding of the topic at hand. As a result, the importance

of speaking abilities in daily life, such as in group debates, is crucial. Through the process of exchanging thoughts, opinions, and ideas between individuals, group discussions are carried out to produce joint decisions. These decisions are then put together and combined into a harmonious whole to achieve specific and shared goals (Komaruddin et al., 2021).

METHOD

SMA Darus Su'ada Al-Ahad, Buntan Timur Ketapang Sampang, conducted the study in the eleventh grade. The researchers conducted research at SMA Darus Su'ada Al-Ahad because the SMA needed to improve the learning process in order to improve the quality of learning, particularly in terms of enhancing students' speaking skills. Because students' speaking abilities in high school, particularly in the eleventh grade, are considered to be relatively low. As a result, the researchers employed the HOTS and debate approaches to help students at Darus Su'ada Al-Ahad Senior High School enhance their speaking skills.

The research must be answered, and in order to do so, supporting evidence is required. The supporting

data was gathered in response to related research questions. The first study topic concerns how to use the HOTS and debate approaches to help students enhance their speaking abilities. As a result, necessary steps that support the process are documented, and the facts of the process are used as data for analysis.

So, before beginning the learning process, a pre-test was administered to measure the students' speaking abilities. The teacher then begins the lesson by saying:

1. Stimuli are provided by the teacher in the form of statements, problems, policies, research, experiments, and results.
2. The teacher inquires about the main point of the reading/ discussion/ text/stimulus.
3. The teacher asks the criteria to see if the problem is related to quality, whether it is correct or incorrect, whether there is an argument or conclusion, and so on.
4. The teacher distributes some materials and asks students to evaluate them in light of the learning objectives.

5. Students are required to develop criteria or references.

6. The trained came to a conclusion based on the evidence provided by the given stimulus.

7. The teacher assesses student performance and provides constructive feedback on their work.

The HOTS method is used by the teacher to determine the students' speaking abilities. In terms of the debating method, the teacher begins by:

1. The teacher divides the class into two groups.

2. The teacher chooses a debate topic and assigns it to both teams to debate.

3. The teacher ensures that participants have enough time to prepare their arguments and gather supporting data before the debate.

4. The teacher introduces the debate topic and format.

5. The following is an example of a debate format:

a. The opening argument is presented in group 1, with each of the three members making a statement.

b. In group 2, the opening arguments are presented, with each of the three members making a statement.

c. There is a chance for rebuttal on group 1.

d. There is a chance for rebuttal on group 2.

e. Group 1 has a second rebuttal opportunity.

f. There is a chance for a second rebuttal in group 2.

g. The first side takes a long time to finish.

h. Group 2 takes a long time to finish.

Debates typically have three people on each team, while many debates have four members. Debate is employed in a variety of ways, depending on the number of students in the class and their academic ability. This is the strategy used by the teacher to assess the students' ability to talk using the debate method.

Students will also be given a post-test after completing all of the tasks of the teaching and learning process. The purpose of the post-test is to determine the learning outcomes achieved during the teaching and learning process. The data from the post-test will be evaluated and compared to the pre-test scores to determine how far the students have progressed. The study employs a mixed-methods approach, in which qualitative and quantitative data are combined.

FINDINGS

Observations were made during the teaching and learning process. There are facts that help the teaching and learning process in these observations. The facts are critical in answering the research question and coming to a conclusion. The following are facts from the teaching and learning process on the use of debate to develop students' speaking skills using the HOTS technique. The teacher gave the instructions in the students' mother tongue to make them easier for them to understand.

Teaching Learning Process

Figure 1 shows the teacher demonstrating an article to the students. Where the article piques students' curiosity in learning more. The teacher introduces the article or content by supplying a stimulus in the form of a text when delivering it. This can demonstrate to students how to begin activities and achieve the desired outcomes.

Figure1. Stimulus Text

Teknologi

Pesatnya kemajuan teknologi di era globalisasi ini sudah mendunia, baik dalam bidang teknologi hingga ilmu kesehatan dan pendidikan. Kemajuan teknologi ini digunakan oleh sebagian orang untuk menciptakan atau menghasilkan karya. Dengan berbagai cara dan media yang mereka gunakan akhirnya di zaman modern ini sudah banyak berkembang pembuatan film dan pengunggahan video melalui media sosial atau sering kita sebut YouTube.

***Translation**

Modern technology's quick advancement accelerates improvements in health and education. To produce anything new, people influence this form of evolution. It was

evident in the movies and posted videos that were produced, as well as on the popular website YouTube.

Figure 2 asks students to state the intent or core of the stimulus that was shown to them in the form of a text/article earlier. This can assist students in thinking more clearly, which they can then convey, resulting in the achievement of both goals, namely high-level thinking and speaking.

Figure 2. Finding Out the Topic Sentence

- Berdasarkan stimulus yang diberikan dan sesuai dengan yang kalian baca. Coba sebutkan maksud atau inti dari bacaan tersebut menurut pandangan kalian masing-masing!

*Translation

Determine the purpose and the essence of the provided material.

Figure 3 shows a teacher inquiring about the criteria for the difficulties in

the text/article. Students can then determine whether or not there is an issue and whether or not the problem is true. As a result, students will be aware of the problem's reality.

Figure 3. Finding Out the Problems

Setelah kalian menyebutkan mengenai maksud atau ini dari teks tersebut. Sekarang menurut kalian, apa kriteria permasalahan yang terkait dengan kualitas yang ada dari teks itu?

*Translation

Find out the type of the offered item after evaluating its purpose and essential components!

In Figure 4, the teacher asks the students to evaluate the stimuli presented earlier. As a result, the teacher can quickly assess the students' ability to communicate their arguments, and students may assess how far their talents have progressed over the teaching and learning process.

Figure 4. Self Assessment

Berikan penilaian terhadap stimulus yang sudah diberikan itu, tentang baik buruknya pernyataan, ataupun pengaruh positif atau negatifnya?

*Translation

Declare your value-based assumption on the subject matter!

Figure 5 shows the teacher asking students to construct criteria for the problem in the article/text. This can help students improve their learning quality. Because this can be used as a reference by students when they encounter challenges similar to those described in the text/article above.

Figure 5. Formulate Criteria

Silahkan kalian rumuskan kriteria permasalahan yang bisa dijadikan acuan dari teks tersebut?

*Translation

List the issues with the provided information!

In this sixth image, the teacher asks students to sum up what all of the students have done, starting with number one and ending with number six, all of which are related to the stimuli given above. Students will be able to interpret the meaning of the stimulus more simply as a result of the evidence they have discovered.

Figure 6. Concluding the Problem

Berdasarkan dengan apa yang kalian sudah lakukan, mulai dari menyebutkan maksud atau inti dari bacaan tersebut, dan juga telah memberi penilaian, menyebutkan dan juga merumuskan mengenai kriteria permasalahan dari stimulus tersebut. Maka, selanjutnya silahkan kalian simpulkan sesuai dengan apa yang sudah kalian lakukan tadi!

*Translation

Write the summary of a passage based on the evaluations you've already made.

The Evaluation

Table 1 shows the teacher giving the students an evaluation at the end of the lesson. As a result of the implementation of the HOTS method and this debate, the instructor will be able to determine to what extent the students' abilities have been reached. With an evaluation, the teacher can determine whether or not there has been an increase and whether it is in agreement with what the teacher expects.

Table 1. Evaluation from the Teacher

No	Questions	Answers	
		Yes	No
1	Were the stimulus materials designed to get you talking a lot?	16	4
2	Did you feel at ease participating in small group discussions?	14	6
3	Did you manipulate your technology to improve material search?	20	0
4	Did you create your delivery using a discussion-based approach?	20	0

Conducting Test

Before class began, the teacher held a discussion. The purpose of the

preliminary exam is to gauge the students' prior knowledge. The teacher could assess the students' proficiency in speaking abilities by administering such a test. Figure 7 illustrates how the teacher asked the students for their opinions on dating. He requested that each student speak for themselves. The topic's response was captured and transcribed, as seen in figure 7.

Figure 7. The Transcript of the pre-test

Speaking pre-test

Teacher : Ok students .. attention please, for students whom I mention the name please stand up. Explain about the negative effect of dating as you know.

Student : Dating is dangerous because there are many people stop school.

Based on the previously mentioned factors, the topic's response was examined. In order to determine the students' rudimentary proficiency in grammar, vocabulary, pronunciation, and fluency, the teacher evaluated it. The results are displayed in Table 2. It is important because it enables the instructor to assess the students' starting skills prior to applying the HOTS and Debate methods. Because

this pre-objective test's is to evaluate students' foundational skills before they participate in learning activities.

Table 2. Pre-test Score

NO	ASPECTS SCORE				TOT AL	MEA N
	G	V	P	F		
1	1	1	2	2	7	1,75
2	2	2	1	1	6	1,5
3	2	1	1	1	5	1,25
4	1	2	2	1	6	1,5
5	1	1	1	1	4	1
6	2	2	1	1	6	1,5
7	2	1	2	1	6	1,5
8	1	2	2	1	6	1,5
9	2	1	1	2	6	1,5
10	1	2	1	1	5	1,25
11	1	2	1	1	5	1,25
12	2	1	1	2	6	1,5
13	2	2	1	1	6	1,5
14	1	1	2	2	6	1,5
15	2	1	1	2	6	1,5
16	1	1	2	2	6	1,5
17	2	2	1	2	7	1,75
18	2	1	1	1	5	1,25
19	1	1	1	2	5	1,25
20	2	1	2	1	6	11,5
MEA N	1,5 5	1, 4	1,3 5	1, 4	5,75	1,43

*Note

G: Grammar

V: Vocabulary

P: Pronunciation

F: Fluency

The teacher asked the students to respond to the topic as they had in the pre-test after the teaching-learning process was complete. This type of test is being developed to assess how well students have improved since beginning treatment. according to figure 8. The discussion's opening statement was made by the teacher. He asked the students to share their opinions regarding how dating affects their academic progress. The students take turns speaking in front of the class as their names are called out by the teacher. Figure 8 shows the documentation and transcription of the students' work.

Figure 8. The Transcript of the Post Test

Speaking Post-test

Teacher : like before.. tell your opinion about the negative effect of dating to your friends after that we will discuss it.

Student : Okay, men. Now I want to provide my viewpoint about the negative effect of dating. As we are both aware, dating when you're young is not advantageous. Our time is squandered a lot. We frequently neglect learning tasks that we should be diligent about accomplishing because of hectic dating. Dropout is the worst thing about dating. Dropout has cost us the chance to receive a quality education. Our future lies in education. We can obtain a respectable job if we receive an adequate education. We must thus look for other, more beneficial activities that can contribute to the success of our education.

To finish the measurement, the students' audio and text responses were examined. The results of the students' grammar, vocabulary, pronunciation, and fluency tests are shown in table 3 as can be observed. It demonstrates the instructor giving the students a post-test after the lecture. This is crucial since the post-test can reveal the students' talents. Can students' skills be improved using the HOTS and debate methods? This is clear from the post-test results, which will subsequently be contrasted with the earlier results, specifically the pre-test. Because a post-test is one that is given to students after they have finished their studies.

Table 3. Post-test score

NO	ASPECTS SCORE				MEA N
	G	V	P	F	
1	3	3	4	3	3,25
2	3	4	3	3	3,25
3	3	3	3	3	3
4	3	3	3	4	3,25
5	3	3	4	3	3,25
6	3	3	4	3	3,25
7	4	3	3	3	3,25
8	4	4	3	3	3,5
9	3	3	4	3	3,25
10	3	3	3	4	3,25
11	3	3	4	3	3,25

12	3	3	3	3	3
13	3	3	4	3	3,25
14	3	4	4	3	3,5
15	2	3	4	3	3
16	3	3	3	4	3,25
17	3	4	3	3	3,25
18	3	3	4	3	3,25
19	3	4	4	3	3,5
20	3	3	4	3	3,25
MEA	3,0	3,2	3,5	3,1	3,25
N	5	5	5	5	

*Note

G: Grammar

V: Vocabulary

P: Pronunciation

F: Fluency

CONCLUSION

Based on the information in the findings, research questions 1 and 2 that were established in chapter I must be addressed. By evaluating them, this data will be used to provide research questions with answers. A mixed-method approach is used in the analysis, which is backed up by a number of theories.

A. The answer of research question 1

The first research question focused on how does the teacher implement the HOTS method in a debate to help students' speaking skills. The

information gathered during the observation will be examined to arrive at the correct answer, which will reveal what the teacher is doing. The data presented in this analysis will be reinforced by other information, including theories and opinion surveys. This helps to make these findings more credible. This study's findings will be broken down into sections for discussion in order to arrive at the correct conclusion based on the facts.

1. Providing Stimulus to Start Speaking

The teacher delivered materials, just as she did when the teaching and learning process began. The subject matter serves as a catalyst to get students talking. For students to expose their memory of the issues or subjects discussed, this stimulus is crucial. The information there is about technology, as depicted in Figure 1. Students' background knowledge is investigated for topics related to the topic by reading the material. The correlation between the themes that students encounter and their prior knowledge is what ultimately motivates students to talk. They attempt to verbalize their thoughts in

order to facilitate the transfer process from hidden memories that finally emerge into concepts that are contained in the dialogue since their underlying knowledge is starting to be investigated. This is in line with what Nazir (2018) stated, according to which the stimulus is an emphasis on the exploration of values and attitudes related to the subject matter and students do something related to the content being taught in addition to passively learning it. The results of a survey the teacher completed after the students learned how to use stimulus material to start a conversation support these findings as well. There are 20 students participating in question number 1, as seen in Table 1. 16 students agreed with these questions, while 4 students disagreed. Even though the students do not fully acknowledge the question, it can be inferred that it is accurate because there are more people who concur. Thus, it is established that material can be used as a stimulus to encourage students to strike up a conversation.

2. Analyzing the Content

Students are encouraged to speak up because of the connection between the themes they are facing

and their previous knowledge after the teacher has given them a stimulus in the teaching and learning process and after the background of their thinking has been probed. The next phase is for students to evaluate the stimulus material's technology-related content. This is significant because, through analysis, students will get a deeper understanding of the subject covered in the stimulus material, allowing them to add context to what they do not already know or to improve critical thinking abilities in light of what they already know. As a result, by critically assessing the content, their capacity to improve the information they already possess grows. so that they are fully aware of whatever covered in the stimulus material. Students are asked to describe the purpose or substance of the stimulus material, as seen in Figure 2. Students' thinking can be advanced by mentioning the purpose or essence of the supplied stimulus material. When students have new ideas, they are then encouraged to express them. According to Wahyu et al. (2021), evaluating a piece of content is an attempt to break it down into its

smallest components. Students can therefore expand their thinking and enhance their speaking abilities by critically assessing the substance of the material.

3. Identifying the Problems

The students' next step is to identify issues from the technology-related stimulus material. Identification entails investigation and study. Identifying is the process of looking for, locating, gathering, researching, registering, and recording data and information from the issues that are present in the stimulus material. This is crucial for students because it allows them to add knowledge that they do not already have or to have a deeper understanding of the information in the stimulus material. Because determining its nature requires a more thorough examination of the content than analysis. Students are asked to list an issue criterion that appears in the stimulus material, as seen in Figure 3. Students can then assess whether or not there is an issue and whether the problem actually exists. As stated by Primadoni et al. (2020), identifying is

the placement or determination of a person's or an object's identification at a specific time, as well as a more in-depth examination of a procedure or an item. Students will therefore have a deeper understanding of the information in the stimulus material by detecting this issue.

4. Evaluating the Content

The teacher then moves on to the following step, which involves asking the students to evaluate the subject covered in the stimulus material that addresses technology. The act of evaluating involves deciding the worth of a thing or object based on specific references in order to establish certain aims. This is crucial for students because it allows them to evaluate the substance of the material in a structured manner and direct their learning based on specific objectives. As seen in Figure 4, students are asked to give their opinion of the technology-related stimulus material. Students can communicate the positive and negative aspects of the statement or the impact of the statements' positive and negative aspects on the stimulus material by doing this. In order for the teacher to quickly assess

how well the students are able to communicate their ideas during the teaching and learning process. According to Sudiyatno and Wulandari (2020), assessing is an appraisal of growth and progress towards established goals or values. Students can therefore learn the values of the claims in the stimulus material through evaluation.

5. Analyzing the Cause of Problem

Students will go on to the next phase if they have completed a number of tasks, including reading the stimulus material, assessing the content, detecting issues, and rating the substance of the material. Before drawing a conclusion, the students are then requested to do one more task: analyze the causes of the issue. Finding the primary fundamental aspects underneath a problem or identifying the root causes of difficulties requires an in-depth procedure or approach called problem analysis. This is crucial for students to understand because it enables them to identify and address the underlying issues in the stimulus material. Because the best way to fix a problem like that or one that is similar to it is

for students to pinpoint the underlying cause of the issue or inconsistency in the relevant information. minimized. The teacher requested the students to create the criteria for the issues in the stimulus material, as seen in Figure 5. By taking such actions, students can assess the underlying source of the issue and utilize it as a benchmark or reference for future students should they encounter issues that are similar to those in the stimulus material. This is in line with Rachmawaty et al. (2021) assertion that breaking a problem down into sections that are interconnected with one another is a technique to solve a problem. Students can thus identify the root cause or starting point of the issues in the stimulus material by using an analysis of the reasons for this problem.

6. Concluding the content

It cannot be separated from the name that concludes the subject covered at the end of each lesson. The teacher will then ask the students to draw a conclusion about any issues or concepts they have explored in relation to the stimulus material. A conclusion is a proposition (phrase

spoken) derived from a number of premises (thoughts) and applied in accordance with the principles of inference (applicable). Another concept arrived to at the end of the discussion is the conclusion. In other words, the discussion's outcome is the conclusion. Therefore, ending can help students better understand the entire or core reading of the stimulus material, which eliminates the need for them to repeat or study the issue in-depth a second time. The teacher asks the class to draw conclusions about issues or issues related to technology from the stimulus material, as seen in Figure 6. By doing things like that, students can more readily comprehend the lessons they have learned and also make it easier for students to understand the text's content by beginning with the concepts or issues included in the stimulus material as a whole and avoiding having to start over from scratch. According to Cambridge Rindge & Latin, a conclusion is the last paragraph of a research paper or the final section of any form of presentation. According to Kashiha (2019), the conclusion is a process that produces knowledge from facts that

are known or assumed. Thus, drawing conclusions about this material's substance can assist students in understanding the broad truths presented in the stimulus material.

7. Providing Feedback on Students' Work

After students have finished discussing any issues or theories pertaining to the stimulus material. The teacher then gives the students comments as the next phase. Feedback is a reaction to the communication that was sent from the communicator to the communicant. In a learning environment, feedback is an activity the teacher performs at the conclusion of the learning process to ascertain the students' opinions, reactions, or sentiments regarding the learning process they are going through. This is crucial for teachers to accomplish since it allows them to learn about students' opinions or feelings regarding the teaching and learning process. The teacher there gives feedback in the form of a questionnaire, as seen in Table 1. By using this, teachers can gather data from the exams administered or gauge their students' progress during the

learning process. Because the teacher only gave the students two options on the questionnaire a simple yes or no response. The decision must reflect what they learn and are given during the teaching and learning process. Even if not all students respond positively, it will be demonstrated that the teacher's teaching method is effective if more individuals do. As a consequence of the results of this questionnaire, the teacher can see whether or not the students learned anything during the teaching and learning process. According to Li and Grion (2019), feedback is the distribution of data from examinations or other measuring tools to students in order to promote the attainment of learning outcomes. Giving feedback on student performance is crucial for teachers because it allows them to assess the degree to which their charges have made progress during the learning process.

B. The answer of research question

2

How does the implementation of HOTS and debate approach better the students' speaking skills? is the second research question. Supporting

information is required to respond to this query, and the information comes from the pre- and post-test results. by contrasting the two numbers. The extent of the students' growth will then be known following their participation in debate and HOTS-based speaking instruction. It will be determined through this test how much growth they have had. There are four categories for evaluation: extremely bad, bad, decent, and very good. These criteria will reveal what skills students have acquired as a result of their involvement in the learning process.

1. The result of the pre-test assessment

Table 4. The result of Pre-test:

	ASPECT SCORE				MEAN
	G	V	P	F	
MEAN	1.55	1.4	1.35	1.4	1.43

*Note

- G: Grammar
- V: Vocabulary
- P: Pronunciation
- F: Fluency

The teacher handed out the test before the class started. It is a pre-test. These tests assess the students' ability to talk effectively. Grammar, vocabulary,

fluency, and pronunciation are all evaluated. The initials G, V, P, and F are displayed in table 4 as can be seen. They stand for fluency, pronunciation, vocabulary, and grammar. One, two, three, and four are the four qualified scores. They represent extremely bad, awful, good, and extremely good. On the post-test evaluated components, the majority of students reportedly received ordinary marks. Their grammar score was 1.55. It is rated as extremely poor. These characteristics can also be seen in other areas, such as vocabulary, pronunciation, and fluency. These fields had scores of 1.4, 1.36, and 1.4. It appears that the students need to increase their ability level in certain areas. The whole pre-test assessment is stressed. Speaking fluency scores are generally 1.43. It is labeled as being extremely awful. The students in this category were unable to effectively communicate their intentions. Their language seems to be tough to understand. They lack the necessary understanding of sentence structure. Their limited linguistic understanding makes it worse. Their small word set is not supported by accurate pronunciation.

They find it challenging to communicate with their speaking counterpart. Their fragility overshadows their fluid delivery. It is obvious that the students' speaking abilities need to be improved if they are to increase their fluency. It is necessary to demonstrate the effectiveness of teaching speaking through discussions and hots. To assist students in overcoming their weaknesses, the development of such approaches must be improved.

2. The result of the post-test assessment

Table 5. The result of Post-test:

ASPECT SCORE					MEAN
G	V	P	F		
MEAN	3.05	3.25	3.55	3.15	3.25

*Note

G: Grammar

V: Vocabulary

P: Pronunciation

F: Fluency

The students completed a post test after participating in a series of educational activities. It is a way to gauge the academic progress of the students. Table 5 demonstrates how

the students' proficiency in speaking practice is evaluated. It is comparable to the earlier test. The students' proficiency in grammar, vocabulary, pronunciation, and fluency are assessed in both exams. The students' proficiency in these areas is recorded in this test as 3.05, 3.25, 3.55, and 3.15. When comparing that kind of performance to the total average of speaking learning, it becomes clear. It is 3.25. There are more than 3. It implies that the majority of students can effectively communicate their thoughts. To arrange sentences, they may put the grammatical rules into practice. The expansion of their vocabulary improves their capacity to pick so. They can then pick the right words to express their ideas. Their delivery makes the listener who is speaking grasp what they said. The success of their delivery is supported by the improvement in their pronunciation. Their ability to speak fluently is a result of their improvement in grammatical proficiency, vocabulary expansion, and pronunciation techniques. It appears that using Hots and debate in speaking classes helps students

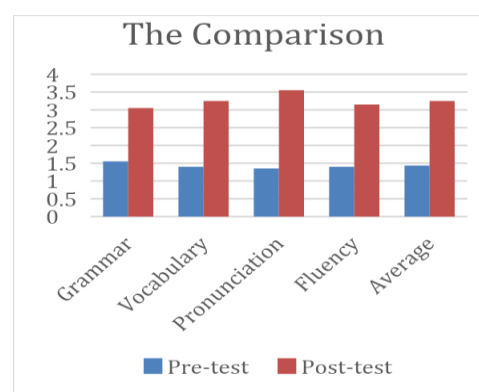
improve their speaking fluency (Mega and Sugiarto, 2020).

3. The comparison of pre-test assessment and post-test assessment

To assess the level of improvement, the average test scores from the pre-test and post-test must be compared. The comparison will highlight the students' improvements following therapy. Figure 9 illustrates how each aspect advances. It suggests that debate and Hots are effective tools for enhancing speaking ability. While expressing their ideas, the pupils performed a decent job of adhering to grammar rules. The exposure of stimulus text may have an impact on this form of development. Students can get knowledge about sentence construction. Reading quality content encouraged the pupils' grammar background knowledge to surface. It establishes a connection with the text delivery's flow. The majority of them scored a respectable 3.05 on the post-test. The students seem to get better over time, going from being really poor to being good. Recognizing this kind of leap is crucial. The advancement threshold is 1.5. Another element is vocabulary. The post-test score for vocabulary development is 3.25.

Excellent classification is present. Most students saw an increase in their vocabulary. They gained 1.85 points in their favor. The debate and stimulus text have an impact as well. The text, the students' peers, and the teacher all teach the students new words. Students can improve their pronunciation by speaking aloud and listening to others talk. Their pronouncing abilities have increased. After starting treatment, the students improved their pronunciation by 2.2 points, which represented the greatest improvement. It seems that the discussion motivated them to practice their pronunciation. The students' vocabulary, grammar, and pronunciation abilities also had an impact on how naturally they spoke (Nur and Melati, 2019). The majority of them improved by 1.75 points.

Figure 9. The comparison of the pre-test and post-test result



It appears that the students' speaking abilities were improved as a result of the use of Hots and debate. Table 6 demonstrates the students' 1.82 point improvement in speaking abilities. Even though each part of the progress is at a distinct stage, the development of speaking practice as a whole has been successful. Accordingly, it is believed that the use of the HOTS and debate techniques has been successful in enhancing students' speaking abilities (Komarudin et al., 2021). This conclusion is supported by a comparison of the results from the pre- and post-tests.

CONCLUSION

According to class XI of SMA Darus Su'ada Al-Ahad Buntan Timur Ketapang Sampang research, there are a number of reasons why most students in that high school struggle to speak English specifically at that grade. The researcher came to the conclusion that using the HOTS approach in debate had been shown to enhance students' speaking abilities. This is demonstrated by the students' recognition in the observations' findings that are connected to the questionnaire, as well as by comparisons between the pre- and post-test scores.

Benefits for Teachers: Applying the HOTS approach to debate will help English teachers enhance their students' skills. Students are only given stimuli by the teacher in order to encourage them to talk as a result of the stimulus. Benefits for other researchers: The findings of this study can be incorporated into or used as a guide for conducting additional research on related issues using other designs, like quantitative research and quantitative research to enhance students' speaking abilities using the HOTS method in debate at senior high school level.

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