

# IMPLEMENTATION OF HOTS IN DEBATE STRATEGY TO IMPROVE THE ABILITY OF SPEAKING ARABIC AMONG STUDENTS

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**Abstract**— Teaching Arabic as a second language in higher institutions to students who are non-Arabic speakers has been a challenge. Although different methods and strategies have been implemented in different places, the results remain same. The phenomenon of students who cannot speak Arabic actively is seen as a common problem in many universities. Among the reasons is that the lecturers have not been able to implement appropriate learning strategies in teaching foreign languages. This study aims to measure the effectiveness of the implementation of debate strategies in improving students' Arabic speaking skills and critical thinking. This study uses a pre-experimental design to know the effectiveness of applying the debate strategy. Data collection uses instruments in the form of tests, observations and documentation, and the data are analyzed quantitatively. The results show that the application of the debate strategy can improve Arabic speaking skills and critical thinking of students with  $t\text{-count} > t\text{-table}$  ( $3.5 > 2.09$ ) which means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Thus the application of HOTS in the Arabic debate strategy can improve students' speaking skills and critical thinking. The results of this study provide input for using HOTS in every learning activity to be more effective in improving learning outcomes.

**Keywords-** *Higher Order Thinking Skills, Strategy, Debate, Speaking Skills, Critical Thinking*

## I. INTRODUCTION

Nowdays, language instructors are required to be able to overcome the problem of language learning for foreign speakers. The result of a research in Indonesia conducted on students majoring in Arabic shows that most of them find difficulties in speaking Arabic, with an error rate reaching 74% (Bahrudin & Halomoan, 2019) on the other aspect, speaking skills are the core of language competence that requires each language learners to master it well. Mastery of speaking skills will enable learners to use language in accordance with its function, namely as a means of communication among members of the community.

This condition requires language lecturers to make various innovations to be able to do active and interesting language learning (Saidi & Al Hausaniyah, 2017) indeed, various methods and strategies have been used by lecturers when teaching in order to improve the quality of speaking skills, so that learning objectives can be achieved optimally. However, the learning models, methods and strategies used are still traditional in nature as they have been published in educational and social scientific journals (Firmansyah,

2017). Moreover, the skills needed to be mastered by students are not just four active language skills, but they must also have the ability to think critically in implementing these skills (Trilling, B & Fadel, C, 2009). This is a demand for learning in the modern era, which is characterized by speed in everything. Among the models that can be used to accelerate language learning is a HOTS (High Order Thinking Skill) based model which contains analysis, evaluation and creation which follow the result of Bloom's taxonomy development as conducted by Anderson and his friends (Anderson & Krathwohl, 2001) (Brookhart, 2010). The strategy related to language learning based on HOTS is the practice of a debate using foreign languages the students learn. Therefore, the merging of these two components in learning can improve speaking skills and familiarize students with critical thinking when using a second language.

Using a debate method in learning has actually existed in ancient times, specifically in the time of Aristotle (348-322 BC), Protagoras of Abdera, dubbed the "Father of Debate" in Athens (481 BC), even farther from the chou dynasty (chou dynasty) (1122-255 BC) (Hury, 1986). This means that the debate itself has undergone a long process, therefore, it is considered a good way and must be used as an alternative in learning Arabic.

This debate has been used at the college level in various disciplines, including nursing, medicine, and pharmacy (Doody & Condon, 2012; Keynejad et al., 2017; Peasah & Marshall, 2017). Several studies have proven that debates can develop oral communication, critical thinking, reasoning abilities and teamwork (Candela et al., 2003; Hanna et al., 2014; Arrue et al., 2017). When students are given a topic to debate, they will try to find data, arguments that can strengthen their debate position whether as opposition or proponent. They will benefit from these abilities as long as they prepare themselves in mature manner.

Structured debate requires consideration of alternative opinions before coming to conclusions about the topic being discussed. This debate aims to train analytical and critical thinking, and evaluate the strengths and weaknesses of each view (Vo & Morris, 2006; Kennedy, 2009). Delivering the results of analysis and criticism of a theme should be supported by a practice of continuous speaking. Therefore, in order get desirable goal in this skill, a fluent speaking is needed for the good debate. Stammering in a debate is a problem and must be avoided in order to get better performance.

Debate can increase student involvement in the educational process, encourages independent and critical thinking, and it attracted students and teachers alike (Snider & Schnurer, 2006). Debate can also make someone open and exposed to see a problem from various perspectives and think about it deeply, increase accountability in learning, pre-class preparation and involvement in the classroom, (Arrue & Zarandona, 2019; Rodger & Stewart-Lord, 2020). Thus, debate can be an alternative for effective learning strategy to improve Arabic speaking skills, as well as critical thinking. Debate can also encourage teamwork and inspire a sense of friendship, because apart from careful preparation, it also requires the ability to think and produce an effective refutation (Koklanaris et al., 2008). A critical thinking is one part of HOTS.

The results show that the application of debate strategies in learning can make someone more open in seeing a problem from various perspectives and deeper thinking, increasing learning accountability, pre-class preparation and involvement in class, as well as promoting diffusion in the educational community (Arrue & Zarandona, 2019) (Rodger & Stewart-Lord, 2020). The research can be understood that the debate strategy can produce deep thinking and analytical skills which are an inseparable part of HOTS.

Research conducted on English learning shows that learning based on HOTS is proven to improve students' reading skills, making students able to criticize a text with logical opinions and can answer several questions that demand analytical, evaluation and creative abilities (Pamungkas, 2017). The need for the adoption of HOTS in the debate strategy was revealed from the results of interviews with Rikza, Maisarah and Maulida, students of the Arabic Language Education Program at the Maulana Malik Ibrahim State

Islamic University of Malang. They also said that the weakness was due to lack of vocabulary, especially scientific expressions that they rarely listened to (Interview, 09/16/2019). Thus, empirical foundation is still needed in regard with the application of debate to improve students' speaking and critical thinking skills in the context of learning Arabic in Higher Education.

## II. LITERATURE RIVIEW

### **The concept of applying HOTS in debates**

Higher Order Thinking Skill (HOTS) is the result of Bloom's taxonomic revision in a taxonomy for learning, teaching, and assessing (Anderson & Krathwohl, 2001) (Brookhart, 2010) in the order of: (a) remembering, (b) understand, (c) apply, (d) analyze, identify and understand parts of the material or the whole material, (e) evaluate, and (f) create. Included in the HOTS category are analyze, evaluate and create, Wendy also added that HOTS includes creative and critical thinking skills (Conklin, 2012).

Debate is one form of general submission in the form of an expression of an argument that confronts two or more speakers around a chosen issue in a certain period of time (Markaz, 2020). In the debate process, the speakers express their ideas and opinions freely. The free expression is a useful strategy for practicing students' speaking skills (Ar Rukkabi, 1986). A good debate is result of sharp analysis, quality evaluation and it can create good arguments.

Using debate in learning is a creative way of learning process, and it is good because learning is actually a harmonious blend of teaching activities undertaken by teachers and learning activities carried out by students (Helmiati, 2013). Learning is also an integration of the concepts of teaching and learning. The emphasis lies on the combination of the two, namely the growth of the educator's subject. The concept can be seen as a system, so that the learning system can include components of students, objectives, materials, facilities and procedures as well as tools or media that must be well prepared (Daryanto, 2012). According to Gagne and Briggs, "teaching is a set of events which affects learners in such a way that learning is facilitated" (Suparman, 2014).

Learning by using a debate strategy is one of the learning models that invites students to be active in conversations properly and correctly. Debate in the debate learning model is more directed at developing certain abilities among students, such as the ability to express logical, clear and structured opinions, listen to different opinions, and the ability to support views they prefer (Imas & Berlin, 2016). Debate in learning is strategy that involves active students in the classroom, whether they are the debaters or just listeners (Hartono, 2008). Thus, this kind of debate model is also a strategy in active learning which will encourage students to participate in the activity by actively speaking about the arguments raised in the debate.

The steps of learning through a debate strategy start with dividing participants into two groups of proponents and opponents, then each group reads and understands the materials to be delivered in the debate. Subsequently, the teacher appoints one group member to speak, while the other group responds, and vice versa. During the debate, the teacher writes the core of each conversation until it gets the expected agreement. Afterwards, the teacher adds concepts or ideas that have not been revealed in the debate. At the end of the debate, the teacher invites students to make conclusions or summaries agreed on the topic to be achieved (Abdussalam & Siddik, 2014).

Another learning steps applied in this model of study by applying HOTS in debates which aims to improve speaking skills are, (1) the lecturer gives an assessment of the subject matter that contains a brief explanation and provides a controversial explanation related to the subject matter, (2) the lecturer shares the text with students regarding the learning materials containing debatable (controversial) topics to be discussed on and performed by students who have read the text, (3) the other lecturers are divided into two large groups,

namely proponent and opponent sides, (4) the lecturer explains the basic rules and strategies to be used in the debate, (5) the students practice the method (*uslub*) by looking at the text in the related argumentation given at the beginning of learning, (6) students utilize basic vocabularies, and the method (*uslub*) as instructed and approved by their lecturer, (7) the lecturer appoints three students from the proponent group and another three from the opponent group to prepare the debate venue, (8) the lecturer invites the first speaker to the proponent group to give an argument for two minutes. Later, the lecturer presents the first speaker to the group who gives a rebuttal to the argument of the first speaker. (9) passing the debate, the lecturer approves the students who hear the debate activities to review the points in the argument of the speaker on the paper distributed to them, (10) the lecturer involves in the debate activities by preparing a report provided with the contents of the debate speakers, (11) the lecturer calls on several questions about the materials and invites students to answer orally, (12) the lecturer invites students to make their respective conclusions, (13) The lecturer gives appreciation and opens learning session by making conclusion and reciting *hamdalah* followed by closing remarks. During the debate time, the proponent group will show the weaknesses of the opponent group so that the conflict and rebuttal process start. This is the important part of learning through debate model with the objective to achieve students' critical thinking skills.

Media dialogue, defending opinions and self-defense (Nasution, 2019) HOTS is related to improving students' thinking skills at a higher level, more importantly it is relating to the ability to think critically when receiving various types of information, creative thinking in solving problems using the knowledge needed (Husna, 2018).

Therefore, HOTS is one of the components and skills of creative and critical thinking. The creative and critical thinking can develop students to be more innovative, creative and imaginative (Havsari, 2019). That is because HOTS is not only learning by relying on memorization and understanding, but also training students to be able to analyze things and explain their ideas clearly.

### **Speaking skills**

Skills are the potential contained in human beings so that with it can do certain jobs easily and accurately (Ilyani, 1992). While speaking is an interactive process for delivering and receiving information. Thus, speaking activities require a person's ability to express the right words (An-Naqoh, 1985). Speaking skills are the ability to express the sounds of articulation or words to express thoughts in the form of ideas, opinions, and desires to the speaking partner. Talking activities can be divided into two activities, namely before communicating and during communication (Hermawan, 2011).

The purpose of learning speaking skills is to enable students to communicate verbally well and naturally with the language they are learning. This is in accordance with the position of speaking skills in each language as the core or origin of the language (Bahruddin, 2018). Communicative goals in language learning cannot be achieved if the learner has not been able to use language verbally. Speaking skills include productive language skills, where a learner is required to be able to produce language verbally.

### III. METHOD

This study uses a Pre Experiment design (Creswell, 2014) by linguistic observation of the application of HOTS (Higher Order Thinking Skill) in debates to improve Arabic speaking skills and critical thinking of students. This research was conducted at Maulana Malik Ibrahim State Islamic University of Malang. In this study, the researchers chose semester 3 (International Class Program) ICP Maulana Malik Ibrahim State Islamic University of Malang as an experimental class with a sample of twenty (20) students. They get lessons in speaking skills by applying HOTS to the debate strategy. This study uses two variables, it is the

effectiveness of using a debate strategy as a variable X, while speaking skills as a variable Y. In this study, the research design used was One Group Pretest-Posttest Design. Data collection techniques are tests, observations and documentation, and they are analyzed quantitatively. Observation is used to make direct observations on the subject under study, while the test is used to measure the results obtained by students.

#### IV. RESULT AND DISCUSSION

##### **Implementation HOTS in the debate**

Learning speaking skills by using HOTS in the debate strategy is carried out in the ICP class H program of the UA PBA Program Maulana Malik Ibrahim Malang. Learning practices were carried out by six meetings over six consecutive weeks including pretest and posttest, with a total of 20 students.

Based on observations at the first meeting, all the steps of its implementation were carried out accordingly, namely (1) the lecturer gave an overview of the subject matter in the form of a brief explanation and gave a controversial statement related to the subject matter, (2) the lecturer shared text to students about learning materials along with controversial statements to be debated and instructed students to read the text, (3) The lecturer divided students into two large groups, namely the proponent and opponent, (4) The lecturer explained the basic style and rules used in the debate, (5) Students practiced the method (*uslub*) by looking at the text in an argument related to the problems given at the beginning of learning, (6) Students used the basic vocabulary and method (*uslub*) that has been taught in answering lecturer questions, (7) the lecturer appointed three students from the proponent group and three students from the opponent group to occupy the place that has been prepared to carry out debate activities, (8) the lecturer invited the speakers to give their arguments with two minutes for every speaker, (9) during the debate, the lecturer instructed students who attend the debate to record points from speaker's arguments in papers provided, (10) the lecturer ended the debate activities by giving some notes related to the contents delivered by the speakers in the debate, (11) the lecturer asked students several questions about the topic debated by answering them verbally, (12) the lecturer invited students to make conclusions respectively, (13) the lecturer concluded the session by highlighting important points discussed and closed the activity with the recitation of *hamdalah* and *salam*.

The implementation of steps mentioned above can be seen in table 1 that shows the scores ranging from score 4 with reference to the assessment range 4 = very well, score 3 = well, score 2 = average and score 1 = poor.

As for the second meeting, the lecturer did not explain the technical steps that would be used in the debate for it was similar to the previous steps mentioned in the first meeting with a score of 3.9 (very good). While at the third meeting and afterwards, the lecturer did not also explain the technical steps as they are similar to the previous meetings. Therefore, the lecturer did not invite the speakers to give their arguments, because they already knew their respective duties, with a score of accomplishment of 3.8 (very good).

For more details about the implementation of HOTS in the debate strategy which produced a very good score, this can be seen in table 1.

**Table 1. HOTS Implementation Scores in the debate**

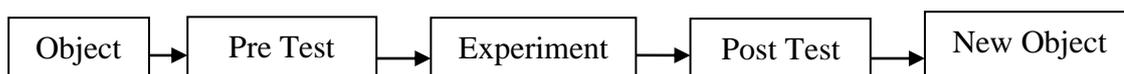
Meeting	Average	Category
1	4	Very good
2	3,9	Very good
3	3,9	Very good
4	3,8	Very good
5	3,8	Very good

6	3,8	Very good
Average	3,7	Very good

In table 1, it shows that at the first meeting, all the steps of using HOTS in the debate strategy were carried out well as shown in the table. It shows that the score achieve is four (4) with reference to the assessment range 4 which means it is the best result and the peak of achievement. While in the second meeting it shows that there is a decrease in score of achievement until it reaches a stable condition at the eighth, ninth, and tenth meeting. Based on these results, it shows that that the implementation of HOTS in the debate strategy can achieve very good results when runs constantly. Whereas the other scores are not achieved, namely score 3 = well, score 2 = average and score 1 = poor. According to the table above, the researchers found that learning using HOTS in the debate has been obtained in a very good and stable category at meetings 4, 5 and 6. Therefore, based on the table as shown above it can be concluded that learning using HOTS in the debates can be utilized and carried out very well.

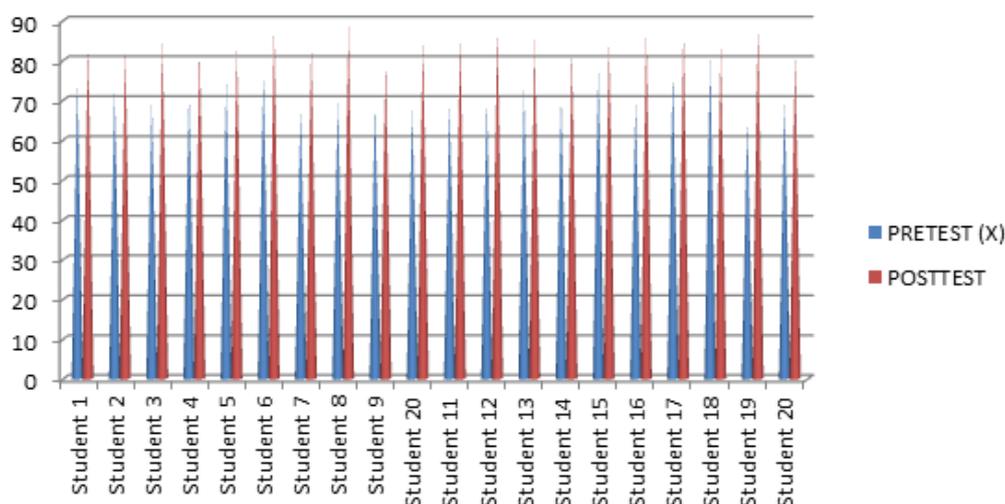
**The effectiveness of HOTS implementation in debate strategies to improve speaking skills.**

After the pre-test and post-test results data in the form of student's score results obtained by processing ordinal data into interval data through calculations, the researchers compare the results of pre-test and post-test, and examine the hypotheses that have been determined by conducting data analysis so that research results can be achieved carefully. This study contained one group of subjects, which include an experimental treatment. The experimental research design used can be seen in Figure 1.



**Figure 1. Pre-test and Post-Test design block diagram**

In Figure 1, the effect of a treatment on the dependent variable will be tested in the group. In this study, the Pre Test and Post Test design was used. The Pre Test and Post Test processes use the t test or t-test formula for small, interconnected samples. Comparison of scores or pre-test and post-test scores obtained from this study can be displayed on the graph in Figure 2.



**Figure 2 Graphic Student Pre-Test and Post-test Value**

In figure 2, the test for 20 students obtained 4 categories of rating, the first category was students who were treated showed a post-test score that is low as many as 3 students, then the second category was obtained as many as 4 students, the following category was obtained as high as 5 categories and competing categories high as much as 8, for the high category was identified by students with female gender, for the low category was dominated by male. Background of students getting high HOTS influence because of their discipline in preparing the debate materials, while students get low HOST effect because of the minimal preparation when participating in the debate.

Furthermore, the mean score on the pre-test was 71.9 with a standard deviation of 3,782, while the mean score on the post-test was 84.95 with a standard deviation of 2,398. This shows that there are significant differences between pre-test and post-test in terms of ability of students to speak Arabic and think critically. The grades of students who have been taught using the debate strategy obtain an average score that is much higher than before. This means that the application of HOTS in the debate strategy can significantly improve Arabic speaking skills and critical thinking of students. The mean and standard deviation can be seen in table 2.

**Table 2. Mean and standard deviation (SD) of pre-test and post-test**

Devendent Variable	Method	N	Mean	SD
Ability to speak Arabic and think critically students	Pre-test	20	71,9	3,782
	Post-test	20	84,95	2,398

The result of tcount = 3.5, while the result of t-table is 2.09 in  $df = N_x + N_y - 1 = -1 + 20 - 1 = 19$ . This result shows that  $t\text{-count} > t\text{-table}$ . Therefore the null hypothesis is rejected and the alternative hypothesis is accepted. This means that the use of HOTS in debate strategies in teaching Arabic significantly improves students' critical speaking and thinking skills. As in table 3:

**Table 3. The results from the t-test of the post-test scores**

Devendent Variable	DF	T-count	T-table	Result	Hypothesis	Remark
Ability to speak Arabic and think critically students	19	3,5	2,09	Significant difference in means	Ho	Reject

The hypotheses studied were obtained after the analysis, showing that there were differences between students who were before and after being taught with a debate strategy. That difference shows that the debate strategy positively influences students' speaking skills and students' critical thinking. The results showed T-count was higher than T-table which was  $3.5 > 2.09$ . This is in line with research which found that debates can improve encouraging critical thinking, deep thinking increases learning accountability, pre-class preparation and classroom involvement (Snider & Schnurer, 2006; Arrue & Zarandona, 2019; Rodger & Stewart-Lord, 2020; Koklanaris et al., 2008). In the English language, HOTS strategy-based learning is proven to improve students' reading skills and to make the students able to criticize a text with logical

opinions and be able to answer several questions that demand analytical, evaluation and creative abilities (Pamungkas, 2017)

It can be concluded that the application of HOTS in the debate strategy has a significant effect on students' speaking skills. From the statistics shown above and interviews with students, a comparison is obtained before and after treatment. Students who are taught with debate strategies speak Arabic more fluently than before and are more critical in understanding a discourse. This is demonstrated when students actively participate and involved in giving responses, and the tests show that most students get better grades.

Based on the observations, there are positive impacts on student's performance during the learning process using a debate strategy. Among the impacts are: the students become more active in learning. This is because their learning method is student-centered using debate strategy which forces students to read, listen to opponents' arguments, dare to speak, express opinions of the opponents with polite, and focus on the topic being discussed.

## V. CONCLUSION

Among the findings reached in this research are: the implementation of HOTS in the debate on learning speaking skills for ICP H PBA students of the State Islamic University of Maulana Malik Ibrahim Malang, showed very good results with a score of 3.9. The study also showed an increase in speaking skills after treatment of ICP H PBA students of the State Islamic University of Maulana Malik Ibrahim Malang in the process of learning speaking skills. The average value of the increase from 71.9 to 84.95. Furthermore, by looking at the results of the calculation of the t-test formula for small samples that are interconnected in this study, which shows that  $t\text{-count} = 3.5$  and  $t\text{-table} = 2.09$  where  $t\text{-count} > t\text{-table}$  ( $3.5 > 2.09$ ) so that the hypothesis is null ( $H_0$ ) was rejected while the alternative hypothesis ( $H_a$ ) which read "there is a significant influence of the application of HOTS in the debate on the ability to speak Arabic and critical thinking of ICP H PBA students of the State Islamic University of Maulana Malik Ibrahim Malang can be accepted and proven". Thus, it can be concluded that the results of this study showed that there is a significant influence on the application of HOTS in the debate strategy on the ability to speak Arabic and critical thinking among ICP H PBA students of the State Islamic University of Maulana Malik Ibrahim Malang.

This research is limited to the application of HOTS in teaching speaking skills using a debate strategy, which shows a positive impact because students are required to make preparations before the learning process begins. Given these limitations, future researchers can conduct further similar research by applying HOTS to other learning strategies.

The learning process of speaking skills in Arabic is influenced by several determinants in addition to strategy, including student motivation, lecturer competence, media and appropriate teaching materials. Thus, the results of research found that the benefits of HOTS in this learning strategy can encourage improvements in learning Arabic in general. By integrating all the factors of language learning to the maximum, students will get learning outcomes in accordance with learning objectives.

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