

**DEVELOPING HOTS-BASED COMMUNICATIVE LANGUAGE  
TEACHING (CLT) TO IMPROVE STUDENTS' SPEAKING SKILL IN  
FOREIGN LANGUAGE LEARNING**

**(A Thesis)**

**BY  
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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2023**

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**A Thesis**  
Submitted in a partial fulfilment of  
The requirements for S-2 Degree



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## ABSTRACT

### DEVELOPING HOTS-BASED COMMUNICATIVE LANGUAGE TEACHING (CLT) TO IMPROVE STUDENTS' SPEAKING SKILL IN FOREIGN LANGUAGE LEARNING

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**Abstract:** This study aims at finding the significant difference in students' speaking skill after being taught by using HOTS-based communicative language teaching. A quantitative study in the form of a quasi-experimental design was conducted which involved 27 students from the tenth grade in SMKN 1 Pugung, Tanggamus. The data were collected through pre-test & post-test. The data were collected in form of recording. The data were analyzed using *paired sample test* and *independent sample t-test*. The findings showed that 1) there was a significant improvement in students' speaking skill after being taught by using HOTS-based communicative language teaching. The mean in the speaking pre-test is 65.52 while the post-test is 78.30, with a value of sig. (2-tailed) is 0.000 and it was lower than 0.05. 2). In conclusion, HOTS-based communicative language teaching is appropriate for improving the student's speaking skills since the student can be more active, and creative, and comprehend the language used.

**Key words:** *Speaking, Higher Order Thinking Skill (HOTS), Communicative Language Teaching (CLT), HOTS-based Communicative Language Teaching*

**Research Title** : DEVELOPING HOTS-BASED COMMUNICATIVE LANGUAGE TEACHING (CLT) TO IMPROVE STUDENTS' SPEAKING SKILL IN FOREIGN LANGUAGE LEARNING

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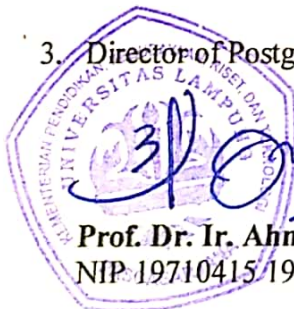


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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Thesis dengan judul “Developing Hots-Based Communicative Language Teaching (CLT) to Improve Speaking Skill in Foreign Language Learning in the Academic Year of 2021/2022” adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarisme.
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## **CURRICULUM VITAE**

The writer's name is Siti Sulastri. She was born in Bukit Kemuning on August 5<sup>th</sup> 1989. She is the second child from the lovely couple of Abah Tasam and Emak Kona'ah. She has one brother namely Sutrisno.

She started her study at SD Negeri 01 Kalirejo and graduated from elementary school in 2001. She then continued her study at SMP Negeri 01 Kalirejo and graduated in 2004. She finished high school at SMA Negeri 01 Kalirejo in 2007. Her interest in English subjects brings her decision to continue her bachelor's degree in the English Literature Study Program of Teknokrat Bandar Lampung. After she finished her bachelor's program, she continued her master's degree of English Education Study Program at Lampung University in 2020 and was accepted in the 8<sup>th</sup> batch.

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Bandar Lampung, January 2023

Siti Sulastri

## **DEDICATION**

This thesis is entirely dedicated to:

My beloved parents, Abah H. Ali Tasam and Alm. Mamak Kona'ah

My beloved parents in Law, Ayah H. Muhammad Subhi and Alm. Ibu Hj.

Sumarni

My beloved brother, Mas Sutrisno and Mba Aslamiyah and their son (Ai Fateeh

Karem)

My beloved husband Fajri Tamim, ST. and my beloved children Sayyidatus

Shofwah Attamimi, Sirojul Munir Attamim, and Qomarunnisa Attamimi.

My Beloved Rumah Belajar SSQ's Team

My beloved classmates of MPBI 2020

My almamater, Lampung University



## MOTTO

حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ

**"HASBUNALLAH WANI'MAL WAKIL"**

("Sufficient for us is Allah, and (He is) the best  
Disposer of affairs")

***Qs. Ali-Imron, 3:173***

To achieve such big goals, we don't only need to act,  
but also to dream; not only need to plan, but also we  
must believe it (**Anatole France**)

## ACKNOWLEDGMENTS

*Alhamdulillahirobbil'alamin*, Gratitude is due to Allah SWT, the All-Powerful and Merciful God, for giving the writer the faith, health, and chance to complete this thesis. This thesis is entitled “Developing Hots-Based Communicative Language Teaching (CLT) to Improve Student’s Speaking Skills in Foreign Language Learning”. It is presented as one of the prerequisites for earning the S-2 Degree in the English Education Study Program, Faculty of Teaching Training and Education, Lampung University.

The writer would like to express his gratitude to many people who have suggested and helped her accomplish this thesis. She firstly delivers her gratitude and respect to Prof. Dr. Patuan Raja, M.Pd., her first advisor, and Dr. Tuntun Sinaga, M.Hum., her second advisor. They have given their best criticisms, suggestions, and revisions during the completion of this thesis. Then, she delivers her gratitude to her examiner, Ujang Suparman, M.A., Ph.D., for his input and contributions.

The great appreciation also goes to Prof. Dr. Flora, M.Pd., as her examiner and the Chairperson of the Master in English Language Teaching Study Program. Her earnest support is magnificent for the most part throughout the latest period of

finishing this study. The writer feels obligated as well as thankful for the invaluable, meaningful, and constructive teachings of the lectures over the past two years.

She also extends her huge appreciation to the principal of SMKN 1 Pugung, Mr. Aprial Mutamsir, S.Pd., and all teachers especially to the English Teacher (Mr. Sukendar, S.S.) and students from (X TKJ) who permitted, and supported and assisted her in conducting the research.

Last but not least, the writer is completely aware of the potential flaws in this thesis. To improve composition, constructive criticism, comments, and suggestions are always gratefully welcomed. After all, she hopes that this thesis would give a positive contribution to educational development, to the readers, and to those who want to conduct further research.

Bandar Lampung, January 2023  
Writer,

Siti Sulastri

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## **I. INTRODUCTION**

As an introductory part of the thesis, this chapter discusses the following issues the background of the study, identification of the problems, research questions, objectives of the research, scopes of the research, and the definition of the term.

### **1.1. Background of the Study**

English is the language for international communication. According to Baker (2001:112-113) that the learning of foreign languages has been for general education and academic views. Language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Language is the vehicle required for effective human-to-human interactions and yields a better understanding of one's language and culture. Studying a language provides the learner with the opportunity to gain linguistic and social knowledge and to know when, how, and why to say what to whom National Standards in Foreign Language Education Project (NSFLEP) (2014) in Moeller (2015). Supported by Brown (2000:61) as a human being who learns to use a second language can develop a new mode of thinking, feeling, and acting.



Moreover, the second language skill can also boost an individual self-confidence as a learner, a liaison, and a linguist. Based on Baker in Lotheringthon H. (2004:65) stated that there are four basic language Skill commonly regarded as speaking, listening, reading, and also writing. Egan (1999: 277) states among the four-language Skill speaking is viewed to be at the heart of second language learning. According to Brown (2004:140), speaking is a productive skill that can be directly and empirically observed, the observation is variably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Bailey and Nunan (2005:2) stated that speaking consists of producing systematic verbal utterances to convey the meaning. It is such fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it. The primary objective of learning English speaking is to develop students' communication Skill both in the form of spoken and written. Thus, the statement brings the significance of developing speaking Skill and indicating the competence of language learners.

Speaking is an important one of mastering the language, but it is not an easy thing to master, there are many difficulties faced by students in mastering speaking, such as lack of vocabulary, lack of material to be delivered, lack of confidence in conveying the ideas and lack of practice also lack of times. Students of SMKN 1 Pugung one of the vocational high schools in Tanggamus, found the same problem in English subject learning. One of the many reasons to take into consideration might be the lack of self-confidence. In-line with studies demonstrated by Fitriani, Apriliaswati, and Wardah (2014) showed the percentage

problem in speaking on EFL learners in their speaking performance because of a lack of self-confidence (guilty feelings and shyness), linguistic problems (lack of vocabulary, poor grammar and pronunciation) and psychological problem (thought process and behavior). It is supported by Turada (2021) that in speaking English every student has their typical problems, but in general, those can be stated as follows: lack of vocabulary, grammar, pronunciation, comprehension, and fluency. The researcher also found that the causes of students' problems are, a lack of confidence, fear of mistakes, shyness, anxiety, and low motivation.

In this case, a solution or method and approach is needed to improve students' speaking Skill, there have been many previous studies examining how to improve students' speaking Skill such as what was done by Setiawan and Bharati (2018) involving Higher Order Thinking Skill Project- based-Speaking. Then, Saputra and Wargianto (2015) discussed Communicative Language Teaching: Changing Students' Speaking Skill. Although, there are several researchers who have combined technique and theory, such as Zahroh (2020) integrating HOTS to increase students' productive Skill. From all of the methods and approaches that have been done by the previous research, it is believed that it can solve the teachers' problems in improving students' Speaking Skill. In this research, the researcher is interested in Higher Order Thinking Skill and Communicative Language Teaching.

Higher Order Thinking Skill (HOTS) is thinking at a higher level rather than just memorizing the fact and telling someone the information exactly as he or she is told. Bloom's taxonomy is considered a basis for higher-order thinking. Bloom's taxonomy is categorized into six levels of thinking; knowledge,

comprehension, application, analysis, synthesis, and evaluation. Based on Metarianifa, Ashadi, Saputro, and Suciati (2021) the main purpose of HOTS is to improve the considering abilities of understudies at a more elevated level, particularly those identified with the capacity to think basically in getting different kinds of data, thinking innovatively in taking care of an issue utilizing the information they have and settle on choices in complex circumstances. Further, According to Heong (2011) in Kusuma, Rosidin, Abdurrahman, and Suyatna (2017), higher-order thinking is using thinking widely to find new challenges. Higher-order thinking demands someone apply new information or knowledge that he has got and manipulates the information to reach the possibility of answer in new situation, the teaching goal behind any of the cognitive taxonomies is equipping students to be able to do the transfer. "Being able to think" means students can apply the knowledge and Skill they developed during their learning to new contexts (Brookhart:5).

Another communicative way of developing speaking is by using a communicative language teaching approach. Savignon (2010: 635) stated that the essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence. The use of the term communicative in reference to language teaching refers to both processes and goals in classroom learning. In line with Brown (2007:241) stated one of the characteristics of communicative language teaching could be understood as classroom goals that focused on all components and not restricted to grammatical or linguistic competence. To achieve communicative competence in speaking Skill, the teacher and learner need to distinguish between knowing various grammatical rules and

being able to use the rules effectively and appropriately when communicating.

By seeing the explanation above, the researcher is interested to combine both of ways. The researcher investigated Hots-based Communicative Language Teaching to improve students' speaking Skill. The study of Hots and CLT for English language learning has been well discussed but studies on developing Hots-based CLT are very rare. This research focused on cognitive Skill which are analysis, synthesis, and evaluation from Blooms taxonomy revised by Krathwhol and Anderson. To be active in class, the student must have high critical thinking and they must be able to correlate different concepts, interprets, problem-solving, discover new methods, reason, and make good decision. According to Paul and Elder (2007: 12-13), Critical thinking is becoming increasingly important due to four trends: accelerating change, intensifying complexity, escalating interdependence, and increasing danger. Students need to take charge of their own minds, recognize their own deepest values, and take action that contributes to their own and the good of others. To do this, they must learn how to learn and become, in the process, lifelong learners. Higher-order thinking skill gives an extensive point of view in the learning process. It means that high-order thinking skill (HOTS) is very useful because it creates meaning in classroom activities. Much of our thinking, left to itself, is biased, distorted, partial, uninformed, or downright prejudiced. Yet the quality of our life and that of which we produce, make, or build depends precisely on the quality of our thought. As a result, developing the quality of students' thinking is a must for not only their learning but their lives as well.

In relation to the principles of Communicative Language Teaching, the

combination of its various techniques and goals could improve students' communicative competence. The characteristics of Communicative Language Teaching as identified by Brown (2001:241) includes classroom goals that focus on all of the components (grammatical, discourse, functional, sociolinguistic, and strategy). Another principle of Communicative Language Teaching is fluency and accuracy which are seen as complementary principles underlying communicative techniques. the introduction of Communicative Language Teaching in English language subjects is believed can enhance speaking Skill among students.

Based on the explanation above, the researcher believes that by using HOTS-based Communicative Language Teaching is expected to make it easier for the students to prepare and understand the material or topic delivered and to increase the effectiveness in the classroom during speaking-subject interaction. In this case, the researcher wants to know the students' speaking improvement by using HOTS-based Communicative Language Teaching in the teaching-learning process and the component of speaking which improve the most.

## **1.2. Identification of the problem**

Based on the background and identification of the problem, the researcher will limit the problem in the study of the HOTS-based Communicative Language Teaching and the component of speaking which is mostly affected after being taught by using HOTS-based Communicative Language Teaching to improve students' speaking Skill in SMK N 1 Pugung.

### **1.3 Formulation of the Research Question**

Based on the research background above, this research can be formulated in the following question:

1. Is there any significant difference in students' speaking skill after being taught by using HOTS-based Communicative Language Teaching?
2. Which components of speaking are mostly affected after being taught by using HOTS-based Communicative Language Teaching?

### **1.4. Objectives of the Research**

In relation to the statement of the problem above, the objectives of this research are determined as follows:

1. To find out the significant difference in students' speaking skill after being taught by using HOTS-based Communication Language Teaching.
2. To find out the component of speaking skill which improves the most.

### **1.5 Scope of the Research**

The researcher limits the scope of this study with some limitations. The first limitation was restricted to the students of the Tenth grade in their first semester with 27 students of SMKN 1 Pugung. The second limitation was restricted to the improvement of the students' speaking Skill after being taught by using HOTS-based Communicative Language Teaching. The researcher used responsive types of speaking which include interaction tasks and also the classification of Higher Order Thinking Skill (HOTS) delivered by Anderson and Krathwohl in 2001. The writer will focus on how students can analyze, evaluate

and create in this research. The classroom activities in Communicative Language Teaching are taken from drama performances by acting the play scripts in the treatment process.

### **1.6 Definition of Terms**

To avoid misunderstanding, the following terms are defined as follow:

#### **1. Speaking Skill**

Speaking is the skill of conveying words and sounds of articulation to express or deliver ideas, opinions, or feelings. there are purposes (kinds) of speaking, namely to inform, persuade, and entertain.

#### **2. Higher-Order Thinking Skill (HOTS)**

Higher-order thinking skill is defined as the level of thinking where the process is carried out more than just repeating information or facts. HOTS require students to do something about the fact. Students must understand them, analyze each other, categorize, manipulate, create new ways creatively and apply them in finding solutions to new problems.

#### **3. Communicative Language Teaching (CLT)**

An approach to language instruction that prioritizes target language interaction as both the overarching goal as well as an avenue for accomplishing that goal. This approach focuses primarily on the development of students' communicative competence in a meaningful cultural context.

#### **4. Students' Speaking Skill.**

Students' learning outcomes that are measured through the examination process will show their speaking skill. The improvement of the students' speaking skill will be calculated from five components in speaking through mini drama

performance.

This chapter has explained the introduction involving the Background of the Study, Limitation of the problem, Formulation of the Research Question, Objectives of the Research, Scope of the Research, and Definition of Terms. It will be continued in the next chapter.



## **II. LITERATURE REVIEW**

This chapter presents the theories related to the research topic. It deals with the definition of speaking, types of speaking, components of speaking, teaching speaking, Higher Order Thinking Skills, Classification of Higher Order Thinking Skills, Communicative Language Teaching, Principle of Communicative Language Teaching, Common Classroom in Communicative Language Teaching, Hots-based Communicative Language Teaching, Procedure of teaching Hots-based Communicative Language Teaching, Advantageous and disadvantageous of teaching Hots-based Communicative Language Teaching, previous research, theoretical assumption, and hypotheses.

### **2.1 Definition of Speaking**

One expert has different definition of speaking from another. Thornbury (2005: 20) states that speaking is a part of daily life that people take it with granted. The activities are unplanned and their continuity is based on situations. According to Bygate (2010: 1) speaking is described as skill. Speaking is often thought of as a 'popular' form of expression. The activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

Furthermore, Bygate (2010: 6) stated the further feature of speaking is interaction skills involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others. Another definition comes from Harmer (2007:123-124) speaking-as-skill, where there is a task to complete and speaking is the way to complete it. In the same way that the activities in this part are designed to foster better speaking, rather than having students speak only to focus on (and practice) specific language constructions. Scott Thornbury in Harmer (2007) suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become 'talking classrooms' other words, students will be much more confident speakers and their speaking abilities will improve. it is showed how speaking activities provide opportunities for rehearsal, give both teacher and students feedback and motivate students because of their engaging qualities.

From the definitions above, it can be concluded that speaking is an activity in which the speaker can produces utterances to express his/ her ideas in order to exchange information, so the listener understands what the speaker means.

### **2.1.1 Types of Speaking**

Brown (2004:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

### 1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

### 2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

### 3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

### 4. Interactive

The difference between interactive and responsive is on the length and complexity of the interaction, which sometimes include multiple change or multiple participants.

### 5. Extensive (*monologue*)

Extensive oral production task includes speeches, oral presentation, storytelling during which the interaction from oral production is either highly limited (perhaps to nonverbal response or rule out together).

From the fifth types of speaking, the third types called which as responsive types is suitable to be implemented in HOTS-based Communicative Language Teaching. The goals of learning process will enable the student to interact by using drama performance. So, the student can improve their skill of speaking to be better.

#### **2.1.2 The Components of Speaking Skill**

Based Harris (1974) in Anggini and Arjulayana (2021) stated that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

##### a) Comprehension

Comprehension is one of component in speaking skills. it is the power of understanding or an exercise aimed at improving or testing one understands of a language (written and spoken). It indicates that in comprehension the speaker and the listener have to understand what the intended meaning of the speaker when he or she says something. Commonly, for oral communication, it requires a subject to respond, to speech as well as to initiate it. There are sets of qualities to be rated in comprehending English speaking. They are as follow: can not be said to understand even the simple English conversation, has a great difficulty following

what is said can comprehend only “social conversation” spoken slowly and with frequent repetition, understand, early everything at normal speed, although occasion and repetition may be necessary, appear to understand everything without difficulty.

#### b) Grammar

It is needed for students to arrange a correct sentence in conversation. students’ able to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

#### c) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

#### d) Pronunciation

Pronunciation is the way for students“ to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and

supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

There are five sets of qualities must be rated in pronunciation, they are: Pronunciation problem to serve as to make speech virtually unintelligible, very hard to understand because of pronunciation's problem most frequently is asked to be repeated, pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding, always intelligible, through on is conscious of define accent and he few the accent of foreigner.

#### e) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately.

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“.

The utterance is explained more complex and clearer. Inside of the utterance there will be comprehension, grammar, vocabulary pronunciation and fluency that produced by the speaker and listened by the listener.

## **2.2 Higher Order Thinking Skills**

Speaking skill is needed by all people in the world to communicate with foreigners. Speaking skill is not for only outside classroom, but also inside the classroom for EFL learners. Thus, through activities in classroom students and teachers can build their critical thinking to get good quality in speaking. Higher order Thinking Skill (HOTS) is crucial to be implemented in all courses, especially in speaking class. Hence, the researcher will briefly explain the definition and classification of higher order thinking skills.

### **2.2.1 Definition of Higher Order Thinking Skills**

Critical thinking is a basic skill in human life. Thinking skills are not a mere auxiliary to our existence but are deemed by many scholars as a basic survival skill (Facione and Facione, 1996; Moon, 2008; Wright, 2002) in Ghanizadeh (2020:2). In effect, almost all forms of thinking can be considered as life skills and are required for success in personal, academic, and social lives (Hashemi and Ghanizadeh, 2012) in Ghanizadeh (2020:2).

Critical thinking is the general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyse, and evaluate arguments and truth claims; to discover and overcome personal preconceptions and biases; to formulate and present convincing reasons in support on

conclusions; and to make reasonable, intelligent decisions about what to believe and what to do according to Basham (2010:1).

The definition above refers to all aspect which is discussed on Higher Order Thinking Skills. HOTS present how cognitive skills elaborated. Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do. (Norris and Ennis, 1989, p. 3) in Brookhart (2010: 3). Mostly higher order thinking opens the chances for students to apply class concepts to outside life (Brookhart, 2010). In this case learners transfer learned concepts to real life rather than remembering what was done in class without having to apply it. Brookhart (2010) pointed out that critical thinking involves being reasonable and reflective at the same time and this gives an opportunity for learners to decide on what to do and believe as well. Learners can reason, question, investigate, observe, describe, compare, connect check how complex and explore all available viewpoints by practicing HOTS.

Being able to use Higher Order Thinking Skills is vital because without conscious attempt one can build up more from what one have learned before. Since higher order thinking skills requires one to form connections between what one had learned with what one is going to learn, it is important to develop skills to assist this level of thinking. To establish a connection from what they have learned and with a newly required knowledge they will have to be able to think critically. Although thinking is a conscious process and it is undeniably the core of learning, being able to use higher order thinking skills for instance analysing, applying, synthesizing and evaluating needs to be emphasized in teaching and learning a second language because language learning is similar to skill learning.



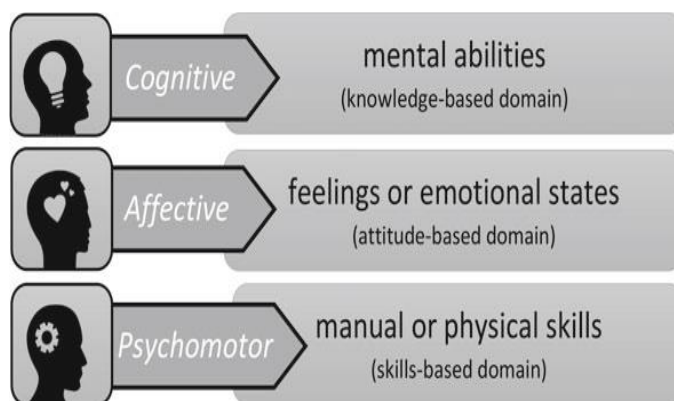
Only this will then be evaluated as making sense of what they have learn. Higher-order thinking skills are one of the skills that one need to master.

### 2.2.2. The Classification of Higher Order Thinking Skills

The discussion among educators classified the thinking behaviour which believed to be important in the process of learning (Forehand, 2010:1). (Ghanizadeh , 2020:4) Bloom (1956) identified four key principles in developing his taxonomy as follows:

1. It should be in accordance with students' behaviours,
2. There should be a logical relationship among categories in the taxonomy,
3. It should describe value judgment, and
4. It should reflect psychological processes.

Bloom's original taxonomy consisted of three domains of educational activities (Bloom,Engelhart,Furst,Hill, and Krathwohl, 1956) as shown in Figure 1.



*Figure 1. Domains of Educational Activities*

### a. Cognitive Domain

The cognitive domain (Bloom, 1956) involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behaviour to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

Taxonomy is often represented as a pyramid, and educational systems and teachers are expected to help students reach to the top. See the figure below and the explanation of the taxonomy bloom on page 20.



*Figure 2. Taxonomy Pyramid*

In 1990s a former student of Blooms Lorin Anderson and David Krathwohl re-examined the cognitive domain and made some amendments by modifying the names in the six categories from noun to verb forms, reordering

creating and evaluation and creating a level of knowledge matrix as follows: see the figure 3.



Figure 3. Modified cognitive Domain (Anderson & Krathwohl, 2001)

In Bloom's taxonomy the cognitive domain is known for only one dimension but in the taxonomy Anderson and Krathwohl become two dimensions. The first dimension is knowledge dimension and cognitive process dimension. At the lowest level is simple recall or recognition of fact. There can be two terminologies of thinking skills, i.e.; LOTS (Lower Order Thinking Skill) and HOTS (Higher Order Thinking Skill). In dimension of cognitive processes there are 6 categories, namely the ability to remember, understand, and apply which is a level thinking ability low. Besides the ability to analyse, evaluate and create including higher-order thinking skills.

The explanation of the six capabilities by (Anderson and Krathwohl 2001) are as follows:

- a. Remembering; retrieving, recognizing, and recalling relevant knowledge from long-term memory
- b. Understanding; constructing meaning from oral, written, and graphic messages through interpreting, comparing and explaining.

- c. Applying; It deals with carrying out using a procedure through executing, or implementing
- d. Analysis; breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing
- e. Evaluation; making judgments based on criteria and standards through checking and criticizing
- f. Creating; putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

**Table 2.1 The descriptions and keywords for each category**

<b>CATEGORY</b>	<b>KEY TERM</b>	<b>LEVEL</b>
<i><b>Remembering:</b></i> Can the student recall or remember the information?	Mention the definition, Copy the speech, Declare the arrangement.	<b>LOTS</b>
<i><b>Understanding:</b></i> Can the students explain the concept, principle, law, or procedure?	Group, Describe, explain the identification.	<b>LOTS</b>
<i><b>Applying:</b></i> Can the students apply their understanding in new situation?	Choose demonstrate, portray, used, illustrate, interpret, arrange the schedule, make a sketch, problem solving, write.	<b>LOTS</b>
<i><b>Analyzing:</b></i> Can the students be choosing the part of different and similarity?	Review, compare, contrast, difference, discriminate, separate, test, experiment, question	<b>HOTS</b>
<i><b>Evaluating:</b></i> Can the students have good statements to a phenomenon or some object?	Argument, defense, statements, choose, support, evaluate.	<b>HOTS</b>
<i><b>Creating:</b></i> Can the students create a thing or opinion?	Arrange, change, build, create, planning, establish, formulate, write.	<b>HOTS</b>

Table 2.2 The explanation of the Taxonomy Bloom

Category	Example and Key Words
<p><b>Knowledge:</b> Recall data or information</p>	<p>Examples: Recite a policy. Quote prices from memory to a customer. Knows the safety rules.</p> <p>Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</p>
<p><b>Comprehension:</b> Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p>Examples: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.</p> <p>Key Words: Comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives Examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</p>
<p><b>Application:</b> Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</p>	<p>Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p> <p>Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>
<p><b>Analysis:</b> Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p>Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p> <p>Key Words: analyses, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</p>
<p><b>Synthesis:</b> Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p>Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.</p> <p>Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.</p>
<p><b>Evaluation:</b> Make judgments about the value of ideas or materials.</p>	<p>Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p> <p>Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.</p>

## **b. Affective Domain**

The affective domain focuses on the attitudes, values, interests, and appreciation of learners. The hierarchy associated with it begins with receiving and listening to information, and extends to characterization or internalizing values and acting upon them. It focuses on helping learners understand what their own values are and how they have developed. There are five levels in the affective domain moving through the lowest order processes to the highest:

1. **Receiving:** The lowest level; the student passively pays attention. Without this level, no learning can occur. Receiving is about student memory and recognition as well. For example, attending the learning session, be aware of what knowledge is being imparted, be willing to hear/ receive the knowledge that is being imparted and be attentive to listen to whatever the knowledge being imported.
2. **Responding:** The student actively participates in the learning process, not only attends to a stimulus; the student also reacts in some way. For example: participating in a group discussion or giving a presentation.
3. **Valuing:** The student attaches a value to an object, phenomenon, or piece of information. The student associates a value or some values to the knowledge they acquired.
4. **Organization:** The student can put together different values, information and ideas and accommodate them within his/her own schema: comparing, relating and elaborating on what he has been learned.

5. Characterization by value set: The student at this level tries to build abstract knowledge. Completely internalize his/her values and behave in accordance.

### **c. Psychomotor Domain**

The psychomotor domain encompasses the ability of learners to physically accomplish tasks and perform movement and skills. This hierarchy ranges from reflexes and basic movement to non-discursive communication and meaningfully expressive activity. It is further divided into 5 levels, these are: imitation, manipulation, precision, articulation and naturalization.

Based on the explanation, the researcher only focused on the classification of HOTS in cognitive process dimension from the Bloom Taxonomy revision (Anderson and Krathwohl) on synthesizing, evaluating and analysing.

## **2.3 Communicative Language Teaching**

Communicative Language Teaching (CLT) is a communicative method which enable student to develop their speaking skills through a sort of activity. (Brown, 2007: 241) stated CLT became a well-known approach because it is interested in the communicative competence; furthermore, it is more important to process the communication rather than mastery the learner's language during the process. Teachers' role is the central pillar in the education process. To know further meaning, the researcher will explain about the definition, principle and common classroom activities of CLT.

### 2.3.1. Definition of Communicative Language Teaching

Communicative Language Teaching was found in the late of 1960s in the changes of British Language teaching which exist until now. Communicative Language Teaching found to develop activity in the classroom reflecting the principle of communicative approach. Communicative is as a way to exchange an idea, information, etc. between two people or more. In the class, students are expected to speak English actively to increase their comprehension in studying English. Speaker and listener increase their speaking, listening, reading, and writing skill by practice English.

Redondo and Pachler (2006:3) defined CLT is an approach which seeks to enable learners to progress in their foreign language learning. CLT involves a balance of linguistic form and function, grammar and communication. Neither should dominate, although either may take priority at certain points in the learning process. None of the principles of CLT include learning language forms for their own sake, devoid of context and purpose. However, neither do these principles *ignore* language forms: the grammar of the language is an intrinsic part of CLT. It is important for learners to be able to manipulate the forms in order to communicate; it is also important for them to be able to express themselves without being held back by over-focusing on form. What they need most will vary at different times for different learners.

Communicative Language Teachings is considered an approach rather than a method. It refers to a deserve set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. Communicative Language Teaching can be



applied to the teaching of any skill, and any level. Classroom procedure used in Communicative Language Teaching are; a variety of games, role plays, simulation. Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is “communicative competence”.

Savignon (1998) in James (2003: 53) stated Communicative competence consist of four underlying competence includes *grammatical competence* (knowledge of the structure and form of language), *discourse competence* (knowledge of the rules of cohesion and coherence across sentences and utterances), *sociolinguistic competence* (knowledge of the rules of interaction: turn taking, appropriate use of first names, appropriate formulae for apologizing, appropriate greeting), and *strategic competence* (knowing how to make the most of the language that you have especially when its “deficient”) .

CLT is becoming a theory to enable students to communicate the target language. Thus, Communicative language teaching puts the focus on the learner. Therefore, in process of Communicative Language Teaching suggest that the language learning is likely occur when classroom activities are made real and meaningful for learners. Thus, in order to use the language effectively, learners need to develop their communicative competence.

### **2.3.2. The principles of Communicative Language Teaching**

Doughty and Long (2003) in Brandl (2008:7) define methodological principles as a list of design features that can be generally regarded as being facilitative to second language acquisition. The following list serves as a guideline for implementing communicative language teaching (CLT) practices.

1. Principle 1: Use Tasks as an Organizational Principle has to do with the focus on meaning by giving learners “a purpose to use grammar in a meaning context” (p. 8). A task can be defined as an activity in class that involves learner’s interaction with language and focuses on meaning rather than form.
2. Principle 2: Promote learning by doing refers to how new knowledge can be better retained in long-term memory if it is tied to real-world events and activities.
3. Principle 3: Input needs to be rich since the learner needs to be exposed to the language from various sources to develop native-like language skills. That input, however, must be comprehensible to the students.
4. Principle 4: Input needs to be meaningful, comprehensible, and elaborated the assimilation of new knowledge heavily depends on how easily it can be attached to already existing knowledge.
5. Principle 5: Promote cooperative and collaborative learning by pairing or grouping students together so that they can work cooperatively on a task. This practice promotes communicative interaction in the target language.
6. Principle 6: Focus on form approach emphasizes a form-meaning connection, teaching grammar through communicative contexts.
7. Principle 7: Provide error corrective feedback is important for the learner, but it is a long-term process. It depends not only on how the teacher provides the feedbacks, but also on individual learner factors.

8. Principle 8: Recognize and Respect Affective Factors of Learning is essential for teachers to understand and provide learners with an environment where they can feel motivated.

The eight principles above might be used in teaching learning process based Communicative Language Teaching. It seems that CLT is having an eclectic approach to language teaching, especially if focused on real-life situations. Thus, there will be a beneficial for both the teacher and the student, since it can also be adapted to different kinds of learners. However, the quality of the teaching also depends on the quality of the material, and the teacher needs to be able to identify what better suits their classroom.

Besides that, the principles of Communicative Language Teaching are also discussed by Jack C. Richard (2006:13). The following principles are:

1. Make real communication the focus of language learning.
2. Provide opportunities for learners to experiment and try out what they know.
3. Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
4. Provide opportunities for learners to develop both accuracy and fluency.
5. Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
6. Let students induce or discover grammar rules.

In applying these principles in the classroom, new classroom techniques and activities were needed, and as we saw above, new roles for teachers and learners in the classroom. Instead of making use of activities that demanded

accurate repetition and memorization of sentences and grammatical patterns, activities that required learners to negotiate meaning and to interact meaningfully were required. Some principles of communicative language teaching-based Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning. Speakers communicate about something to someone for some purpose, either orally or in writing. Approaches to language teaching today seek to capture the rich view of language and language learning assumed by a communicative view of language.

Jacobs and Farrell (2003) in Richard (2006: 24-25) see the shift toward CLT as marking a paradigm shift in our thinking about teachers, learning and teaching. They identify key components of this shift as follows:

1. Focusing greater attention on the role of learners rather than the external stimuli learners are receiving from their environment. Thus, the centre of attention shifts from the teacher to the student.
2. Focusing greater attention on the learning process rather than the products that learners produce.
3. Focusing greater attention on the social nature of learning rather than on students as separate, decontextualized individuals.
4. Focusing greater attention on diversity among learners and viewing these differences not as impediments to learning but as resources to be recognized, catered to, and appreciated.
5. In research and theory-building, focusing greater attention on the views of those internal to the classroom rather than solely valuing the views of those who come

from outside to study classrooms, investigate and evaluate what goes on there, and engage in theorizing about it.

6. Along with this emphasis on context comes the idea of connecting the school with the world beyond as means of promoting holistic learning.

7. Helping students to understand the purpose of learning and develop their own purpose.

8. A whole-to-part orientation instead of a part-to-whole approach. This involves such approaches as beginning with meaningful whole text and then helping students understand the various features that enable texts to function, e.g., the choice of words and the text's organizational structure.

9. An emphasis on the importance of meaning rather than drills and other forms of rote learning.

10. A view of learning as a lifelong process rather than something done to prepare students for an exam.

It can be assumed that Communicative Language Teaching (CLT) stand based on some principles which can be served to the students in the class. Teacher can choose the best way implementation suited by teaching materials and goals of learning. All the principle brings full attention to the student in enrich their skills. So, the principles of CLT support the activity and the goals of teaching learning process. From the three experts, the following list of principles from Doughty and Long will be used.

### 2.3.3 Common Classroom Activities in Communicative Language Teaching

To implement the theory, teacher can make any activities that related with communicative communication, here are some communicative activities:

#### a. Drama

Drama is an excellent way to get students using the language. It involves using the other person character, this will make the exciting listening and speaking work. By bringing the out world into the classroom in this way, we can provide a lot of useful practice, such as in cafes, shops, banks, streets, parties, etc.

There are six types of drama commonly found in English language teaching classrooms:

- a. Role-play: Students act out small scenes using their own ideas and information on role-cards.
- b. Simulation: This is a large-scale role-play. Role-cards are normally used and there is often other background information as well. The intention is to create a much more complete, complex 'world', say of a business company, television studio.
- c. Drama Games: Short games that usually involve movement and imagination, guided improvisation, a scene is improvised. One by one the students join in in character, until the whole scene and possibly story take on a life of their own.
- d. Acting play scripts: Short written sketches or scenes are acted by the students
- e. Prepared Improvised Drama: Student in small group invent and rehearse a short scene or story that they then perform for the others.

**b. Pairs Interview**

This is useful to help to know one another, especially in the start of school. Put student into pairs; ask them to asking their pair any question they wish, and noting down the interesting question. When finish, they introduce friend they interviewed to a small group or whole class.

**c. Dialogue**

It is usually used in the classroom and see how much information value it has, or in other words how much communication actually occurs. The teacher reads the dialogue aloud from a book or from the blackboard. He reads the lines of both speakers, A and B, and shows who is speaking by changing his voice or pointing to simple pictures on the blackboard. The students then copy the teacher and repeat the lines as a chorus drill. The students then copy the teacher and repeat the lines as a chorus drill. The teacher follows s this by asking individual students to repeat the lines. He then corrects their pronunciation. After this the students must learn the dialogue. The teacher then divides the class into two parts, A and B, for pair practice. He then goes round the class listening to each pair and correcting pronunciation.

Based on the explanation above, the writer will choose Drama by acting play scripts as the material in teaching learning process. The writer's seen that the activities which is done by the student together will stimulates them to speak easily, to practice in front of people more, moreover to give the responsibility in giving message by using English language through drama performance.

## 2.4 Higher Order Thinking Skill-based Communicative Language Teaching

This research intends to combine the original principle of Higher order thinking skills-based communicative language teaching in order to assist the application of this technique appropriately and solve students' problem in teaching speaking. Higher order thinking skills used involves synthesizing, evaluating and creating.

Brookhart (2010:5) states that higher order thinking conceived of as the top end the blooms cognitive taxonomy. The teaching goals is to transfer “being able to think” which means the students can apply the knowledge during the learning process. HOTS is the skill to use logical processes to obtain a solution. Higher order thinking skills is allowing learners to think divergently as one of HOTS' learning qualities. It entails a number of options, alternative responses, and various thoughts. Chidozie, Yusri, Libunao and Sukri (2014) states that HOTS skills should be integrated with teaching and learning at higher education level. In constructing an assessment of HOTS, it's always involves these basic principles:

1. Specify clearly and exactly what it is you want to assess.
2. Design tasks or test items that require students to demonstrate this knowledge or skill.
3. Decide what you will take as evidence of the degree to which students have shown this knowledge or skill.
4. Present something for students to think *about*, usually in the form of introductory text, visuals, scenarios, resource material, or problems of some sort.
5. Use novel material—material that is new to the student, not covered in class and thus subject to recall.
6. Distinguish between level of difficulty (easy versus hard) and level of thinking (lower-order thinking or recall versus higher-order thinking), and control for each separately.



Principles of communicative language teaching methodology Make real communication the focus of language learning which can be combined in this technique are:

1. Provide opportunities for learners to experiment and try out what they know.
2. Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
3. Provide opportunities for learners to develop both accuracy and fluency.
4. Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
5. Let students induce or discover grammar rules.

Dealing those principle, higher order thinking skill can be integrated with Communicative Language teaching. Communicative Language Teaching is the term commonly used in the pedagogical literature to describe an approach which aims to implement the theory of communicative competence by incorporating the interdependence of language and communication based on Larsen-Freeman and Anderson (2000:121). The goal of teaching language is to enable students to communicate in the target language, Communicative Language Teaching theory suggests that language learning is likely to occur when classroom activities are made real and meaningful to learners.

The differences between the original classroom activities in Communicative Language Teaching and the combining one will be explained in some procedures. According to Larsen-Freeman and Anderson (2000:158-159) there are two important principles which can be observed in Communicative Language Teaching Classroom. Further it is followed by 3 cognitive domains on Higher Order Thinking Skills which has been used in this research. The explanation can be seen in Table 2.3.

**Table 2.3 Communicative Language Teaching Principle combined with Hots  
categorize**

Observations	Principles	Hots
1 The teacher distributes a handout that has a copy of a sports column from a recent newspaper.	Whenever possible, authentic language as it is used in a real context should be introduced.	
2 The teacher tells the students to underline the reporter's predictions and to say which ones, they think the reporter feels most certain of and which he feels least certain of.	Being able to figure out the speaker's or writer's intentions is part of being communicatively competent.	Synthesize
3 The teacher gives the students the directions for the activity in the target language.	The target language is a vehicle for classroom communication, not just the object of study.	Synthesize (build a structure or pattern) Composing task
4 The students try to state the reporter's predictions in different words.	One function can have many different linguistic forms. Since the focus of the course is on real language use, a variety of linguistic forms are presented together. The emphasis is on the process of communication rather than just mastery of language forms.	Apply
5 The students unscramble the sentences of the newspaper article.	Students should work with language at the discourse or suprasentential (above the sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.	Analysis
6 The students play a language game. Games are important because they have certain features in common with real communicative events.	there is a purpose to the exchange. Also, the speaker receives immediate feedback from the listener on whether or not she has successfully communicated. Having students work in small groups maximizes the amount of communicative practice they receive.	Evaluation
7 The students are asked how they feel about the reporter's predictions.	Students should be given an opportunity to express their ideas and opinions.	Synthesize
8 A student makes an error. The teacher and other students ignore it.	Errors are tolerated and seen as a natural outcome of the	

	development of communication skills. Since this activity was working on fluency, the teacher did not correct the student, but simply noted the error, which he will return to at a later point.	
9 The teacher gives each group of students a strip story and a task to perform.	One of the teacher's major responsibilities is to establish situations likely to promote communication.	Synthesize
10 The students work with a partner or partners to predict what the next picture in the strip story will look like.	Communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work on negotiating meaning.	Evaluation
11 The students do a role-play. They are to imagine that they are all employees of the same company.	The social context of the communicative event is essential in giving meaning to the utterances.	Synthesize
12 The teacher reminds the students that one of them is playing the role of the boss and that they should remember this when speaking to her.	Learning to use language forms appropriately is an important part of communicative competence.	
13 The teacher moves from group to group offering advice and answering questions.	The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.	
14 The students suggest alternative forms	they would use to state a prediction to a colleague. In communicating, a speaker has a choice not only about what to say, but also how to say it.	
15 After the role-play is finished, the students elicit relevant vocabulary.	The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.	
16 For their homework, the students are to find out about political candidates and to make a prediction about which one will be successful in the forthcoming election.	Students should be given opportunities to work on language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension.	Evaluation

Based on the explanation, the researcher combined the Higher Order Thinking Skills and Communicative Language Teaching to solve students' problem in learning speaking. The Communicative Language Teaching activities has been elaborated with 3 cognitive domains such as synthesizing, evaluating and analysing. The most obvious characteristic of Communicative Language Teaching and Higher Order Thinking Skills are almost everything that is done with a communicative intent and creative thinking. Students use the language with a great deal through communicative activities such as creates story, composing the idea of character and give opinion about some topic. The study brought students to explore their speaking skills into mini drama. The implementation of mini drama is able to improve the student's self confidence in expressing their experience.

## **2.5. Procedure of Teaching HOTS-based Communicative Language Teaching**

This research intends to combine the procedure of Communicative Language Teaching and Higher Order Thinking Skills in order to assist the application of this technique appropriately and solve students' problem in teaching speaking. The Higher Order Thinking Skills used involves synthesizing, evaluating and analysing. These are the teaching learning steps in HOTS-based Communicative Language Teaching the steps are:

### **Pre-class Activity**

- a. Teacher deliver objectives of the class activity by brainstorming the ideas of student's personal experience to introduce the topic.

- b. Teacher will tell one of story about human life
- c. Students are asked to give their opinion, ask and comment toward the story
- d. during the discussion the teacher assess their analyzing

### **In-class Activity**

- a. The activity is done by students personally and gives students chance to evaluate what other students say
- b. Teacher walks around and monitors, encouraging in a supportive way everyone's attempt at communication in the target language.
- c. Teacher helps students to formulate what they want to say, but will not intervene to correct errors of form.
- d. The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy
- e. Success in achieving the goals of the tasks help student's motivation.

### **Planning**

- a. Teacher divides the students into some groups
- b. Planning prepares for the next stage where students are asked to creates their story in groups
- c. Student draft and rehearse what they have written

### **Report Activities**

- a. Teacher asks every groups to perform briefly to the whole class based on script
- b. Teacher gives the evaluation toward the performer.

Based on those procedures mention, the researcher believes that it can help the teacher and the students in teaching learning process to be more active and

responsible with their own works. It also challenges their higher order thinking skill (HOTS) in teaching learning process.

## **2.6. Advantages and Disadvantages of Teaching HOTS and CLT**

As noted at the beginning of this paper, the learning and teaching of English are increasing in every corner of the world. Among the five major language teaching approaches, CLT is being special interest. However, it seems reasonable to consider that each approach has its strengths and limitations. There are some advantageous and disadvantages in teaching by using Communicative Language Teaching.

### **a. The Advantages of CLT:**

1. CLT is a holistic approach. This approach not only focuses on the traditional structural syllabus, but also considers the communicative dimension of language.
2. CLT conveys passion and motivation to students in the classroom.
3. CLT is an approach that emphasizes the interests and needs of students.
4. In this world, where information communication and information technology have advanced greatly, CLT can play an important role as an educator.

### **b. The Disadvantages of CLT:**

1. This approach is difficult to apply in a very crowded classroom.
2. The teacher must be a person who has very broad knowledge in foreign languages and mother tongues.
3. The use of inadequate and inappropriate teaching materials can damage the learning process.

4. The theoretical knowledge of the teacher must be very good in terms of practice
5. Teacher monitoring ability must be very good.
6. Teaching about the structural aspects of language (grammar) is very difficult to practice in this approach.
7. The CLT approach focuses only on fluency but not on accuracy.
8. Students who are weak and cannot use the target language will continue to make mistakes and eventually give up.
9. The CLT approach is very appropriate for intermediate and advanced classes, but for beginners (basic) this approach is not appropriate.

Dealing with HOTS, when teaching learning put HOTS as the method some advantages and disadvantages in the following are mentioned below;

**a. The advantages of teaching by using HOTS;**

1. Learning becomes more interesting,
2. The learning can increase the student potential for innovation.
3. Learners build transferable skills for real-life scenarios,
4. Learners can get more opportunities for collaborative learning
5. Participants build skills for creativity and innovation.

**b. The disadvantages of Teaching by using HOTS;**

1. Problem with allotted time. If teachers and students are not so used to implement HOTS, then there is a high possibility that time is not managed properly. Open ended (open) and problem solving-based (problem solving) may take a long time and even much longer than if the teacher directly informs

students about the information. The temptation to the teacher to immediately notify will result in the HOTS learning that he applies to not function properly.

2. HOTS learning carried out by students can deviate from the original goal because they are not used to doing it. Often students actually collect information that is not related and not so important. Therefore, the role of the teacher as a reliable learning facilitator is needed.

3. If the number of students in the class is too many, then the teacher may find it difficult to facilitate the learning process of all students.

4. When learning HOTS which are always set in groups takes place, usually there are some students who are less active in their groups.

From the point above, the writer found the number of obstacles after combining the use of HOTS-based CLT. But every technique will give some advantages and disadvantages. The advantages of teaching by using HOTS-based Communicative Language Teaching are the interaction between students and teachers are actively built, greatly improve the students' interest and the communicative teaching with the learner's cognitive ability combination allows the students to use the language to communicate. While the disadvantages are there is not enough space on pronunciation and grammar error and the monitoring ability of the teacher must be very good.

## **2.7 Previous Studies**

There are many previous researches that have been already done by some researchers about Higher Order Thinking Skill and Communicative Language Teaching. But here, the present researcher only took some of them. First, the



research is conducting in 2018 by Setiawan and Bharati entitled Developing HOT Project-Based-Speaking Assessment to Stimulate the Students' Critical Thinking and Creativity. The study was conducted to develop HOTS Project-Based-Speaking Assessment to Stimulate the Students' Critical Thinking and Creativity. This study uses (R&D) in SMA Students. The results indicate that the implementation of project-based-speaking assessment successfully stimulate the students' critical thinking and creativity in English learning and its applicable to be used. The second study was conducted by Fitriani, Apriliawati and Wardah entitled A Study on Student's English-Speaking Problems in Speaking Performance. The study was aimed to find out the most dominant problem in speaking performance faced by third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak in their Speaking performance. The result indicates that psychological problems is the most dominant problem faced by the third semester students of FKIP Tanjungpura University Pontianak. The third research was conducted by Warmadewi, Agustini, Wedhanti entitle Analysis of Learning Higher Order Thinking Skill (HOTS) Toward English Subject. The study aimed to analyse the implementation of Higher Order Thinking Skill (HOTS) terms of designing the content of lesson plans and assessment. The result showed that Higher Order Thinking Skill (HOTS) was Expressed in the whole of Lesson plan and the assessment, it was cover in several parts of the lesson plan as well as the assessment.

Continued to one of the learning approaches that are expected to create an active, creative, effective, and fun learning situation is by applying Communicative Language Teaching (CLT) approach. Saputra, (2014) from the

research, it showed that using Communicative Language Teaching (CLT) had positive meaningful effect on improving students' speaking skill. To sum up, CLT is an effective method to teach speaking to the subject. Losi and Nasution (2022) in their research showed that the research findings revealed the students showed positive attitudes toward Communicative Language Teaching (CLT). The students' felt excited about learning through communicative activities, such as pair and group work, role play, games, etc. This learning satisfaction impacted their willingness to communicate in English. They were also motivated to communicate in English in their class even though they found it was not easy to use CLT, but they kept practicing independently. Furthermore, it can be concluded that learning through CLT enabled students to communicate meaningfully, and their attitudes about these communication activities were positively impacted.

Based on the previous studies above, the researcher combines some of the research, by promoting Hots-based Communicative Language Teaching to improve students' speaking skill in foreign language learning. The previous studies have had similar conclusions, namely improving students' speaking skills.

## **2.8 Theoretical Assumption**

Learning English as foreign language needs a set of techniques and process. The process of learning is important part to master a language in specific skill. Speaking skill of the learners will improve when the researcher can find the suitable way to be implemented inside of teaching learning process.

In line with the previous discussion, it can be seen that HOTS- based Communicative Language Teaching offer exciting and advance way to teach speaking. It has recently been widely used to improve students' speaking skill. It can facilitate students to improve their skills in both English skill and competence.

Many studies stated the advantages of using Hots-based CLT in teaching learning process. However, there was still rear on the combination of Higher Order Thinking Skill and Communicative Language Teaching. By adding the categorize of HOTS to the procedure of Communicative Language Teaching principles, it is believed that Hots-based CLT is effective in improving student's speaking skill.

In this research, the researcher used HOTS based Communicative Language Teaching. This method can be applied as teaching procedures to improve the speaking skill. It also can be one of the methods for the teachers to dig out student and teacher creativity in language teaching learning process. HOTS-based Communicative Language Teaching has a good construction in making language learning become more active, creative and communicative. The students can do the communication smoothly and comfortably through the procedure.

The researcher has developed a clear and detail lesson plan to teach speaking by using HOTS based Communicative Language Teaching in the classroom especially for the students of speaking class.

There are some components of speaking: comprehension, vocabulary, grammar, pronunciation, and fluency. The data were taken by speaking on

student's performance through mini drama. The student start to find the topic, pronounce the sentences, perform to the front and argue what is the value of their script. Component of comprehension improve the most compare to other component of speaking. It is because of the three categories of HOTS are applicable to stimulate the students critical thinking in English learning process and from the components of Communicative Language Teaching used communicative practice and expressed student ideas to make the students become fluent and acquire the language well.

By implementing 3 categorizes of HOTS include analysing, synthesizing and evaluating based on drama performance activities, HOTS-based Communicative Language Teaching is effective in improving students' speaking skills.

## **2.9. Hypotheses**

There are two hypotheses presented based on the research questions formulated. The first hypothesis is built to in answer the first research question, which is drawn as follows:

H1: There is an improvement in students' speaking skill in Foreign Language Learning after being thought by using HOTS-based Communicative Language Teaching.

After presenting the theories related to the research topic dealing with the definition of speaking, types of speaking, component of speaking, teaching speaking, Higher Order Thinking Skills, Classification of Higher Order Thinking Skills, Communicative Language Teaching, Principle of Communicative

Language Teaching , Common Classroom in Communicative Language Teaching, HOTS-based Communicative Language Teaching, Procedure of teaching HOTS-based Communicative Language Teaching, Advantageous and disadvantageous of teaching HOTS-based Communicative Language Teaching, previous research, theoretical assumption, and hypotheses, The writer will continue to next chapter which discuss about the research method for this research.

### **III. METHODS**

This chapter provides an overview of the research design, the subject, the data collecting technique, the procedure, instruments, validity and reliability, data analysis, and hypothesis testing which apply in this research. are explained below.

#### **3.1 Design**

There are many experimental research designs such as Classical experimental design, Pre experimental design and Quasi-experimental and special design. Experimental research is unique in two very important respects. It is the only type of research that directly attempts to influence a particular variable, and when properly applied, it is one or more dependent variables. According to Sugiyono (2011: 87), experimental design form is a development of the true experimental design.

This research is carried out based on the quantitative method by using a set of instruments including the quasi-experimental design of study for the students. This experiment consists of the pre-test and the post-test which are used to analyze the improvement of student speaking skills through HOTS-based Communicative Language Teaching in Foreign Language Learning. This study employs one group pre-test and post-test design, which design;

T1 X T2

Note:

T1 : Pre-test

X : Treatment

T2 : Post-test

The pre-test was conducted to know the students' speaking skills and then the treatment applied HOTS-based Communicative Language Teaching in teaching speaking class and the last, the post-test was held to know the improvement of students' speaking skill after the treatment.

To answer the first and the second research question, the researcher used quantitative data which are obtained from the result of students' speaking skills. The current status of the phenomenon in this study is Higher Order Thinking Skill - based Communicative Language Teaching to improve students' speaking Skills of the first semester of students in Vocational high school.

### **3.2. Subject**

In this research, the populations were the students of tenth grade with 27 students from SMK N 1 Pugung academic year 2021-2022. This class has one meeting in a week of speaking subjects. The researcher took the first semester as one of the scoring agendas. The researcher investigated the improvement of speaking skills after the treatments. The researcher found that the students were unconfident in speaking English and afraid to perform in front of the class. They also were seldom to speak orally with their teacher when the subject was held.

### 3.3. Data Collecting Technique

There were two variables in this research, they were: independent variable (X) and dependent variable (Y). HOTS-based Communicative Language Teaching is considered the independent variable (X) since it was the one that was investigated. Furthermore, speaking skills is considered as the dependent variable (Y).

The data of this research were in the form of students' spoken and written scores in performing a drama script which is dealing with the speaking component proposed by Harris (1974) which are comprehension, grammar, vocabulary, pronunciation, and fluency. Since the skill which was being measured is a performance, an authentic assessment was used in this research. Before the researcher applied the treatment, firstly, the researcher collected and analyzed the speaking performance data from the students by doing a pre-test, and then the last there was a post-test after the treatment. In collecting the data, the author used the following steps:

#### 1. Pre-test

The purpose of the test was to measure the ability of the students in speaking. It was also used to find out whether students' speaking skill improves before and after the treatment. The teacher asked the student to give an opinion on some of the drama title and told the synopsis in 5 sentences. Then the teacher gave one week to the students to prepare their group script. Before doing that, the teacher explained of what the students needed to do and told them the criteria of scoring. The result of the test was used to answer all research questions in this research.



## 2. Treatments

This was done after conducting the pre-test. There were two meetings in conducting the treatments, based on the lesson plan made by the researcher in this research. Furthermore, in the last treatment, the researcher applied HOTS-based Communicative Language Teaching.

## 3. Pos-tests

This test was conducted to see whether there is an improvement in students' speaking skills after the teacher implemented HOTS-based Communicative Language Teaching. The same as in the pre-test, the teacher asked the student to give an opinion on some of the drama title and told the synopsis in 5 sentences. This test was conducted to see whether there is an improvement of students' speaking achievement after they are taught through HOTS-based Communicative Language Teaching. The result of the student's performance and their oral perception was investigated and described in this paper to answer the first, second, and third research questions.

### **3.4. Procedure**

The researcher implemented the research procedures as followed:

#### 1. Determining population and sample

The population of this research was the students of Vocational High School in Pugung, Tanggamus. The sample of the research was 27 students in the first semester.

## 2. Selecting the material

The material selected in this research was based on the curriculum of SMKN 1 Pugung , and it was related to the context of students' real life. Then, the material was applied using HOTS-based Communicative Language Teaching.

## 3. Carry out a pre-test

The pretest was delivered before implementing the treatment, and the teacher gave instructions to the students and simple examples about the pre-test, so the students had an understanding of it. The pre-test was held to know their skill of speaking before the treatment.

## 4. Conducting treatments

The treatment was applied in twice meetings at class. Each meeting consists of 90 minutes. The teaching-learning process was run based on the lesson plan that the researcher made and followed the lesson plan that the researcher made based on the procedure of HOTS-based Communicative Language Teaching.

## 5. Conducting the post-test

After the treatment was conducted, there was a speaking post-test. The students choose the drama tittles given by the teacher. Then, they composed the synopsis in 3 sentences for each student.

## 6. Analyzing the data

The results of the test were analyzed by comparing the score before and after the test. There were two raters in this research to avoid the subjectivity of the test results. The first rater was the researcher herself, and the second rater was the English teacher of SMKN 1 Pugung.

### **3.5. Instrument**

In this research, the researcher used a speaking test as the instrument. The speaking skill was in terms of students explaining the synopsis. at first, the pre-test has been done for the students to measure their basic skills in speaking, and then the last after treatment, there was a post-test. In scoring students' performance, the researcher used the component of speaking skills taken from Harris (1974).

### **3.6. Validity and Reliability of the Instrument**

The validity and reliability of the test should be considered to fulfill the good criteria of the test. They are as follows:

#### **3.6.1 Validity of the Instrument**

To test whether the data for each item is valid or not, a validity test is carried out, namely by correcting between item scores with a total score (y). Sugiyono, (2011: 137) says valid means that the instrument can be used to measure what should be measured. A valid instrument has high validity. On the other hand, an instrument that is less valid means it has low validity.

##### **1. Content Validity**

Sugiyono (2011) said that content validity can be examined by comparing the writer's instrument with school material design. In this research, the researcher has identified the syllabus. Moreover, the researcher has prepared the tasks before attending the class. The materials used in this research were also discussed with the class teacher before being applied to the students. The researcher composed the material based on the teaching objective which is written in the syllabus of the

first semester of students in SMKN 1 Pugung, Tanggamus.

Content validity concerns whether the tests are a good reflection of the materials that need to be tested. To get content validity of the test, the material is arranged based on the objectives of teaching in the school based on the syllabus for the tenth grade of senior High School with basic competence as follows:

3.8	Distinguish social functions, text structures, and linguistic elements of several spoken and written narrative texts by giving and asking for information related to folk legends, simple, according to the context of their use.
4.8	Capturing meaning contextually related to social functions, text structures, and linguistic elements of simple narrative, spoken and written texts related to folk legends.

## 2. Construct Validity

Sugiyono (2011) stated that construct validity can use expert judgment. Further, a construct explains any theory, hypothesis, or model that attempts to explain phenomena in our universe or perception. This research used an oral test. The researcher attempted to the students' results of speaking skills by using Harri's theory about the components of speaking that should be measured that consisting of pronunciation, grammar, vocabulary, fluency, and comprehension.

### 3.6.2 Reliability of the Instrument

According to Sugiyono (2011: 139) said, "Reliability refers to the consistency of the instrument when the instrument used to measure many times, the result can produce the same data. Thus, a test can be said to have a high level of confidence if the test can provide constant results. The purpose of this

reliability test is to show the consistency of the scores given by one scorer with another scorer. The researcher will examine the value of reliability between two raters by seeing the standard coefficient below:

1. A very low reliability has range from 0.00 to 0.19.
2. A low reliability has a range from 0.20 to 0.39.
3. An average reliability has a range from 0.40 to 0.59.
4. A high reliability has a range from 0.60 to 0.79.
5. A very high reliability has a range from 0.80 to 0.100.

Based on the explanation above, it can be assumed that the student's performance task is reliable if the values accomplish the range of 0.60-0.79 (high reliability). Based on that, the researcher will try to see the score by using SPSS 25. The result of reliability testing by using SPSS 25.0 can be seen in the table below.

**Table 3.6.3 The Reliability of Pre-Test Speaking**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.987	10

**Table 3.6.4 The Reliability of Post Test Speaking**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.990	10

From all the reliability tests above, it can be summarized that all the results show each of the speaking tests has very high reliability. It means that all of the tests have a good consistency of assessment results. The Cronbach's Alpha score *value* = 0,987 for Pretest and *value* = 0,990 for Posttest, which means that it is very reliable.

### 3.7. Data Analysis

The data was analyzed to fulfill the two objectives of this study. The first objective was to examine the implementation of HOTS-based Communicative Language Teaching in improving students' speaking skills. The second objective of the study was to identify the component of speaking skill that is the most effective after the HOTS-based Communicative Language Teaching used. It was analyzed based on the language used in speaking English effectively through communication. The HOTS elements including analyzing, evaluating, and creating will be identified in each sentence that are spoken by the students.

Two raters checked the result by listening and examining to the student's performance and checking the pronunciation, grammar, vocabulary, fluency, and comprehension aspects. The raters gave scores for each student. Finally, the scores of the raters was totaled and then divided by two. In scoring the students speaking skills, the writer used the scoring which found in Harris (1974). All the aspects of speaking are divided by 5. Analyzing the students' speaking ability can be done as follows:

$$SS : \frac{P+G+V+F+C}{5}$$

**Tabel 3.7.1 The Test Scoring Categories for Speaking Skill**

<b>Test Score</b>	<b>Level of Ability</b>
81 – 100	Excellent
61 – 80	Good
41 -60	Mediocre
21 – 40	Poor
0 - 20	Very Poor

For the component of speaking, the students' scores dealing with the aspect of speaking can be seen in the table below:

**Table 3.7.2 The data of score of the Pre-test and the post-test**

No	Students' Name	Pre-Test		Average	Post-Test		Average
		Rater 1	Rater 2		Rater 1	Rater 2	

### **3.8. Hypotheses Testing**

To test the first hypothesis, Social Sciences (SPSS) windows version 25 was used. The researcher analyzed the data of students' scores in the pretest and posttest by using statistical calculations. If it shows that the p-value is lower than 0.05, meaning that there is a statistically significant difference in students' speaking skills between the pre-test and post-test. If the p-value is lower than 0.05, the null hypothesis will be rejected and if the p-value is higher than 0.05, the

null hypothesis will be accepted. According to Setiyadi (2018: 77) the hypothesis in a study is a statement about the distribution of a variable or the relationship between the two variables studied. There are two kinds of hypotheses in the study, namely the null hypothesis (H0) and the alternative hypothesis (H1).

### **3.8.1 Hypothesis Testing on RQ1**

The researcher used paired sample test in order to find out in order whether there is an improvement in students' speaking skills after being taught by using HOTS-based Communicative Language Teaching. Then the hypothesis of the first research question was drawn as follows:

H0 = There is no significant differences in students' speaking skill after the implementation of HOTS-based Communicative Language Teaching

H1 = There are significant differences in students' speaking skills after the implementation of HOTS-based Communicative Language Teaching the criteria for accepting the hypothesis as followed:

1. H0 is accepted if sig. (p) value is higher than the sig. Level (H0 = sig. >0.05).
2. H1 is accepted if sig. (p) value is lower than the sig. Level (H0 = sig. <0.05).

This is the end of this chapter. It has presented all the methods which are used in this research. it deals with the design, population, Sample, data collecting technique, procedures, instruments, validity and reliability of the instrument, data analysis, and hypothesis testing. Those are the points of this study that have been elaborated in this chapter.



## **V. CONCLUSIONS AND SUGGESTIONS**

This chapter describes the conclusion of the research and suggestions for English teachers who want to conduct research related to HOTS-based Communicative Language Teaching in their teaching-learning process.

### **5.1. Conclusions**

From the discussion above, it can be concluded that there are two findings of this research. The first one is about the significant difference in students' speaking skill after being taught by using HOTS-based Communicative Language Teaching. The implementation of HOTS-based Communicative Language Teaching is appropriate for improving the student's speaking skill. The student can be more active, creative, and comprehend the language. The students get more confident in participating the class in every procedure. The students are able to explore their critical thinking and speaking skill during both the learning process and performance. Higher order thinking skill-based communicative language teaching technique in teaching speaking is effective in helping students to improve their mastery of speaking skill. Hopefully, this technique also can overcome the problem listed.

The second finding is regarding to the improvement of some components in speaking activities. Based on the result, comprehension is one of the

components that improved the most in this research. The students can gain much comprehension after doing a rehearsal. The improvement is better than the other four components.

Furthermore, classroom activities are often designed to focus on completing tasks that are mediated through language. It enables students to be more comfortable because the content is closely related to the real-world that which will decrease their lack of confidence in making such failures and/or mistakes. In this way, students can get special treatment regarding to English skill that was previously taught in an integrated way. The integration of the CLT approach with the Grammar Translation Method in some research is effectively used. While Hots integrated with oriented instruction in Grammar class could promote students' macro skills such as writing, reading, listening, and also speaking. It depicts that no single approach is best for a variety of learners and teachers can adopt integrated approaches to meet the student's needs.

## **5.2. Suggestions**

After doing this research, the researcher found some things that need to be considered. For the further research, it is suggested that:

1. This study was carried out with some limitations because it only investigated the significant improvement in teaching speaking skill after being taught by the technique. The study did not cover and explore the student' perception in using HOTS-based Communicative language teaching. Further research on this field also can include the student's perception on the outcomes of its problems and solutions.

2. The treatments should be done in the extract time, because the technique is done by using the skills of analyzing, evaluating and creating. After passing those process, the students demand to create the product and solve the problem in the target language, so it takes a little more time. The use of techniques should be in accordance with the learning targets to be achieved.
3. The number of further research subjects should be more than this research and chosen randomly.

Additionally, there are also some suggestions for the teacher who wants to apply HOTS-based Communicative Language Teaching:

1. Similar research with a deeper and wider scope of the combination between Hots and Communicative Language Teaching needs to be done so the teacher has a rich picture of how the students think critically.
2. The teacher should pay more attention to the students in asking and giving opinion session, because in this session most of the students are asked to have high critical thinking.
3. The teacher should decide and prepare the suitable materials for the teaching learning process. It is needed to make the material firm and well presented to avoid the students 'confusion.
4. HOTS-based Communicative Language Teaching is a very appropriate method for the students in low middle level of proficiency to build their critical thinking.

Finally, those statements above represent the conclusion of this study during the research. Moreover, the suggestion above can be considered to conduct a better further research to Hots-based CLT.

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