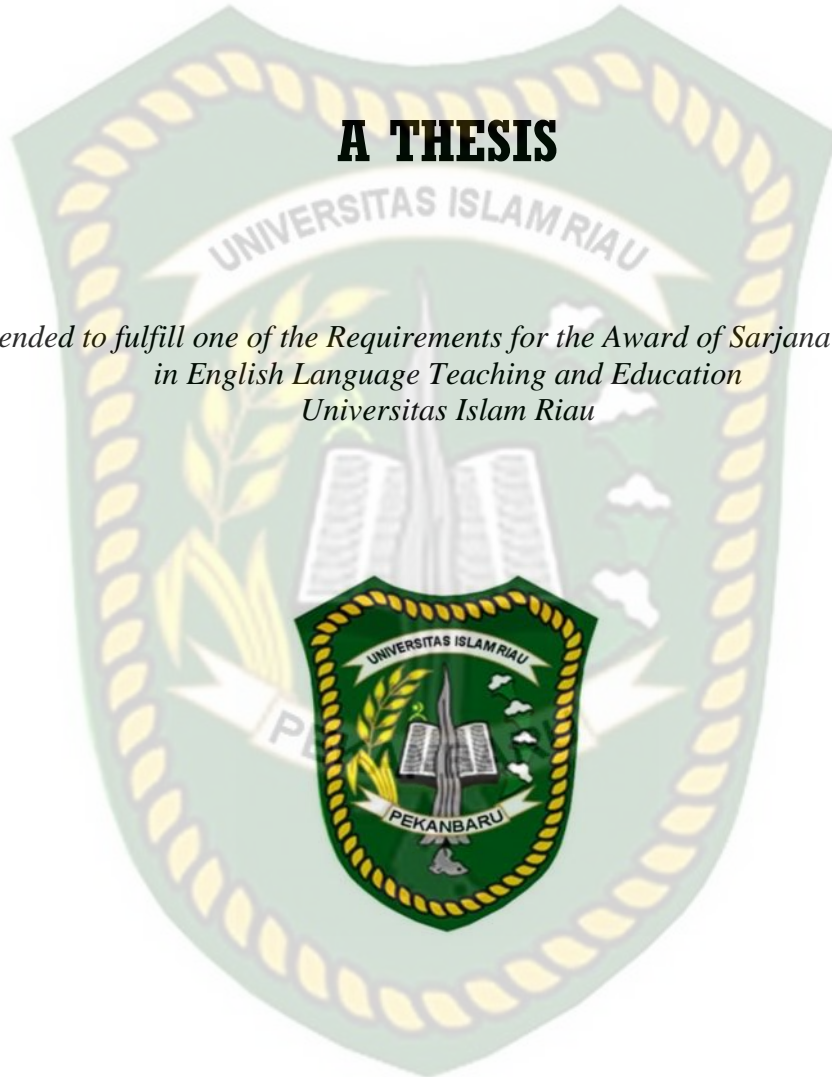


**AN ANALYSIS OF USING INSTAGRAM AS MEDIA TO  
DEVELOP STUDENTS HIGHER-ORDER THINKING IN  
TEACHING ENGLISH SPEAKING OF THIRD SEMESTER AT  
ENGLISH LANGUAGE EDUCATION PROGRAM OF UIR**

**A THESIS**

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree  
in English Language Teaching and Education  
Universitas Islam Riau*



**GITA ALFIONITA**  
**156310652**

**ENGLISH LANGUAGE EDUCATION  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITAS ISLAM RIAU  
PEKANBARU  
2020**

THESIS APPROVAL

TITLE

**“AN ANALYSIS OF USING INSTAGRAM AS MEDIA TO DEVELOP STUDENTS HIGHER-ORDER THINKING IN TEACHING ENGLISH SPEAKING OF THIRD SEMESTER AT ENGLISH LANGUAGE EDUCATION OF UIR”**

Name : Gita Alfionita  
Student Number : 156310652  
Study Program : Teacher Training and Education

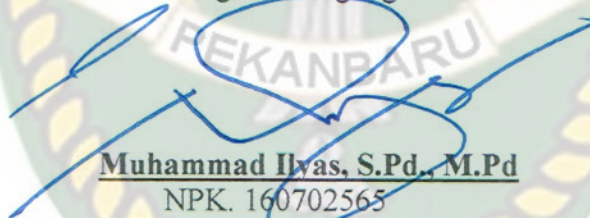
Advisor



**Dra. Hj. Syofianis Ismail. M.Ed**

NIDN.0023045901

Head of English Language Education



**Muhammad Ilyas, S.Pd., M.Pd**

NPK. 160702565

NIDN.1021068802

Penata/Lektor/IIIc

This thesis is submitted in partial fulfillment of the requirement for the Degree of Sarjana of Education in Universitas Islam Riau.

Pekanbaru, December 2020  
The Dean of Academic



**Dr. Hj. Sri Amnah, S.Pd., M.Si**

NIP. 1970 10071998 032002

NIDN.00071998032002

THESIS

AN ANALYSIS OF USING INSTAGRAM AS MEDIA TO DEVELOP  
STUDENTS HIGHER-ORDER THINKING IN TEACHING ENGLISH  
SPEAKING OF THIRD SEMESTER AT ENGLISH LANGUAGE  
EDUCATION OF UIR

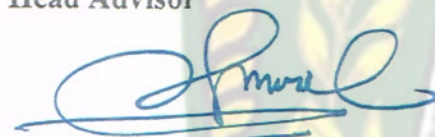
Name : Gita Alfionita  
Index Number : 156310652  
Study Program : English Education

THE CANDIDATE HAS BEEN EXAMINED

Monday, December 21 2020

THE EXAMINERS COMMITTEE

Head Advisor




Dra. Hj. Svoфанis Ismail..M.Ed  
NIDN. 0023045901

Examiners



Dr. Sri Yuliani..M.Pd  
NIDN. 1020077102



Arimulyani Ahmad..S.Pd..M.Pd  
NIDN. 1010117003

The thesis has been approved to be one of requirement for award as Sarjana Degree in English Study Program. Faculty of Teacher and Education Universitas Islam Riau

Pekanbaru, January 2021  
The Dean of Academic



Dr. Hj. Sri Amnah.S.Pd..M.Si  
NIP. 1970 10071998 032002  
NIDN.00071998032002

## LETTER OF NOTICE

We, that the Advisor hereby notice that:


Name : Gita Alfionita  
Index Number : 156310652  
Faculty : Teacher Training and Education  
Subject : English Language Education  
Study Program : English

Has been completely written a thesis which entitled:

**AN ANALYSIS OF USING INSTAGRAM AS MEDIA TO DEVELOP  
STUDENTS HIGHER-ORDER THINKING IN TEACHING ENGLISH  
SPEAKING OF THIRD SEMESTER AT ENGLISH LANGUAGE  
EDUCATION PROGRAM OF UIR**

It has been to be examined. This letter is made to be used as it is needed.

Pekanbaru, December 2020  
Advisor

  
Dra. Hj. Syofianis Ismail. M. Ed  
NIDN.0023045901



**YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU**  
**UNIVERSITAS ISLAM RIAU**

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284  
 Telp. +62 761 674674 Fax. +62 761 674834 Website: [www.uir.ac.id](http://www.uir.ac.id) Email: [info@uir.ac.id](mailto:info@uir.ac.id)

**KARTU BIMBINGAN TUGAS AKHIR**  
**SEMESTER GANJIL TA 2020/2021**

NPM : 156310652  
 Nama Mahasiswa : GITA ALFIONITA  
 Dosen Pembimbing : 1. Dra. Hj SYOFIANIS ISMAIL M.Ed 2.  
 Program Studi : PENDIDIKAN BAHASA INGGRIS  
 Judul Tugas Akhir : ANALISIS PENGGUNAAN INSTAGRAM SEBAGAI MEDIA UNTUK  
 MENGEMBANGKAN PEMIKIRAN TINGKAT TINGGI DALAM PEMBELAJARAN  
 BERBICARA BAHASA INGGRIS PADA MAHASISWA SEMESTER TIGA DI FKIP  
 UIR  
 Judul Tugas Akhir (Bahasa Inggris) : AN ANALYSIS OF USING INSTAGRAM AS MEDIA TO DEVELOP  
 STUDENT'S HIGHER-ORDER THINKING IN TEACHING ENGLISH  
 SPEAKING OF THE THIRD SEMESTER ENGLISH LANGUAGE EDUCATION  
 PROGRAM OF UIR  
 Lembar Ke : .....

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	22-October-2019	Discuss about the title, and purpose of the research	Acc the title	
2.	22-November-2019	Discuss about review of related literature or theory	Revised chapter II (Complete the theory)	
3.	02-December-2019	Dicuss chapter I, II, III before acc to join seminar	Approved to join seminar	
4.	02-August-2020	Discuss about reseach methodology	Acc for doing research/ get the data	
5.	30-September-2020	Discuss about chapter IV and the result of the research	Revised chapter IV and change the tenses (past tenses)	
6.	10-October-2020	Discuss about data desciption and data analysis	Revised chapter IV and V more explanation and clear	
7.	02-December-2020	Review chapter I,II,III,IV and V before approved to join thesis examination	Approved to join thesis examination	
8.	11-January-2020	Discuss after examination and revisi	Revised after examination	

Pekanbaru, 20 January 2021.  
 Wakil Dekan /Ketua Departemen/Ketua Prodi

(Dr. Hj. Sri Aminah, Spd. Msi)



UWZBZLPDNZR5M3MWWKPUSHYWA

**Catatan :**

1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harus dibawa setiap kali berkonsultasi dengan pembimbing dan HARUS dicetak kembali setiap memasuki semester baru melalui SIKAD
3. Saran dan koreksi dari pembimbing harus ditulis dan diparaf oleh pembimbing
4. Setelah skripsi disetujui (ACC) oleh pembimbing, kartu ini harus ditandatangani oleh Wakil Dekan I/ Kepala departemen/Ketua prodi
5. Kartu kendali bimbingan asli yang telah ditandatangani diserahkan kepada Ketua Program Studi dan kopyannya dilampirkan pada skripsi.
6. Jika jumlah pertemuan pada kartu bimbingan tidak cukup dalam satu halaman, kartu bimbingan ini dapat di download kembali

## DECLARATION

The undersigned researcher:

Name : Gita Alfionita  
Index Number : 156310652  
Place/Date of Birth : Bogor, 14 December 1996  
Study Program : English Education (S1)  
Faculty : Teacher Training and Education

I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis.

Pekanbaru, December 2020  
The researcher



**Gita Alfionita**  
NPM. 156310652

## ABSTRACT

**GITA ALFIONITA. 2020. An Analysis of Using Instagram to Develop Students Higher-Order Thinking in Teaching English Speaking of the Third Semester at English Language Education Program of UIR.**

**Advisor : Dra. Hj Syofianis Ismail. M.Ed.**

**Key Words:** *Instagram, Student's Higher-Order Thinking, Teaching English Speaking*

This research analyzed and aimed to describe the use of Instagram to develop Higher-Order Thinking in teaching English speaking skills. Nowadays, Instagram is one of the most popular social media in the world. This causes many people especially teacher start using Instagram to engage student's understanding and critical thinking. This research is taken at English language education program of UIR. The research subject of this study is the teacher and students of English department of UIR year 2019/2020.

The research was done under qualitative method using case study approach. This researcher uses two instrument, observation checklist and interview. The data collected through online classroom observation, documentation and interview.

The result of this research shows that the teacher uses the Instagram as media in developing student's Higher-Order Thinking by giving picture and instructions related to the topic that enable students to increase the highest level at Bloom Taxonomy level, namely Higher-Order Thinking (HOT) and in the era pandemic nowadays Instagram useful to help the teacher to delivered the material, the student discussion and the answers on the instruction also indicated that the students did analyzed, evaluation and created, which is three of the levels included in Higher-Order Thinking The student's responses toward the use of Instagram are interesting and useful. The students are interested in the use of Instagram because it makes easy to get additional information related to learning and the Instagram is useful because the students become more creative and easier to do their assignment.

## ACKNOWLEDGEMENTS

Alhamdulillah rabil a'lamin, I would like to thank Allah SWT for blessing, love, opportunity, health, and mercy to complete this under to completeing this thesis. I am very grateful that I could through the struggle of the thesis process. However, I realized this thesis could not be completed without help, motivation, advice and support from all of my family, friends and all institutions involved in completing this thesis.

In this valuable chance, I intended to express my deepest gratitude to very adorable.

1. The Dean and all staff members of Teacher Training and Education Faculty who have given their assistance for the completion of this thesis.
2. Muhammad Ilyas, S.Pd., M.Pd as the Head of English Language Education who gave support and permission to write the thesis.
3. Dra. Hj. Syofianis Ismail, M.Ed as an advisor in my thesis, I would like to say a big thank you to the mother for the support, criticism, advice, and convenience in the guidance period in my thesis. I will never forget the kindness that you gave me. Hopefully, Allah Subhanawata'ala will repay all your kindness. Thank you very much.
4. All lecturers in English Language Education Teacher Training And Education Faculty Universitas Islam Riau who gave contributed their knowledge to me during the course.



5. My beloved parents Eti Ismiati and Alfis Indra, my support system Septian Herlangga and Muhammad Arief Rachamn Hakim, lot for greatly supporting me either materially and spiritually.
6. Special thanks to 3B class 2019 of English Department FKIP UIR, thanks a lot for the support so this research could be done
7. All of my my classmates of D class 2015 of English Department FKIP UIR, I couldn't mention their name, thanks for these stunning four years we have been through together and hopefully we can reassemble in another time.

Pekanbaru, December 2020

Gita Alfionita  
156310652

## TABLE OF CONTENTS

<b>THESIS APPROVAL</b> .....	<b>i</b>
<b>THESIS COMMITTEE</b> .....	<b>ii</b>
<b>LETTER OF NOTICE</b> .....	<b>iii</b>
<b>THESIS GUIDANCE AGENDA</b> .....	<b>iv</b>
<b>DECLARATION</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>
<b>ABSTRACT</b> .....	<b>xi</b>
<b>CHAPTER I. INTRODUCTION</b>	
1.1 Background of the Problem .....	1
1.2 Identification of the Problem .....	3
1.3 Focus of the Study .....	4
1.4 Research Question .....	5
1.5 Objectives of the Research .....	5
1.6 Significance of the Research .....	5
1.7 Definition of the Key Term .....	6
<b>CHAPTER II. REVIEW OF RELATED LITERATURE</b>	
2.1 Relevance Theories .....	8
2.1.1 Instagram .....	8
2.1.1.1 Instagram as Media in Teaching Speaking .....	9

2.1.1.2 Purpose of Instagram.....	11
2.1.1.3 The Use of Instagram in Teaching Speaking.....	12
2.1.2 Higher-Order Thinking.....	13
2.1.2.1 Benefit of Higher-Order Thinking .....	17
2.1.2.2 Higher-Order Thinking in Teaching Speaking.....	18
2.1.2.3 Assessing Students Higher-Order Thinking .....	21
2.1.2.4 Using Instagram to Develop Students Higher-Order Thinking in Teaching Speaking.....	24
2.1.3 The Aspect of Assessment .....	26
2.1.4 Responses.....	27
2.2 Relevance Studies .....	29
2.3 Assumption.....	31
<b>CHAPTER III. RESEARCH METHOD</b>	
3.1 Research Design.....	33
3.2 Source of Data.....	33
3.3 Research Instrument .....	34
3.4 Data Collection Technique .....	34
3.5 Data Analysis Technique .....	35
<b>CHAPTER IV. RESEARCH FINDINGS</b>	
4.1 Data Description.....	37
4.2 Data Analysis.....	37

4.2.1 The Use of Instgram to Develop Students Higher-Order Thinking in Teaching English Speaking.....	38
4.2.2 Students Responses to The Use of Instagram as Media in Teaching English Speaking Class.....	46
<b>CHAPTER V. FINDINGS AND DISCUSSION</b>	
5.1 Conclusion.....	53
5.2 Suggestion.....	55
<b>REFERENCES</b> .....	<b>58</b>
<b>APPENDIX</b> .....	<b>63</b>

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the problem

Speaking, as productive skill in language learning, it's a part in language learning process. Thornbury (2005:1) says that we should accept speaking as an important role in daily life. It can be simplified that speaking is not only instrument to deliver some thoughts in our mind, and to present new information to other people. The components of speaking skill are fluency, grammar, vocabulary, pronunciations, stress, pitch, intonation and etc. In this case, the students must aware of those elements to improve their speaking skill.

Unfortunately, speaking activities do not work well in several classes. It is caused by some factors which come from students. They afraid made an error. This some factors make them lack of confidence. In some cases, students have difficulty in arranging their sentences. They have a longer time to utter their ideas while delivering them orally because they must check tenses. In addition, some students have limited time to learn new vocabulary by reading a book, a novel, or a newspaper. They are too busy with other assignments from other subjects. Teachers should take the best approaches, method, and strategies to make students have a strong motivate in the learning English process.

Nowadays, technology is integrated into a learning activity in the school. The digital world is altering the way children think. A communications team of McGraw-Hill state that studying effectively and with the right type of technology is one of the best ways to assure that learners prosper in class. On these days,

teachers can use social media as a part of technology to be a new method of speaking practice. Boyd (2014) stated a set of mobile technologies based on web 2.0 e-platform, and to hangout as the communications objective can be called as a social media. Facebook, Twitter, Snapchat, Pinterest and Instagram are common platform used by learners. The most popular one is Intagram.

Instagram is one of the most popular social media nowadays, because all of people, especially learners used the application in their daily life. Therefore, many teachers are starting to use Instagram to engage students understanding the critical thinking. Johanes (2015) said Instagram has many benefits in learning and teaching process. Instagram has advantages of educational field.

Instagram is useful as media for English teachingin the classroom. Some few studies have integrated the use of Instagram for teaching skills other that speaking skills. For example the study that had been done by Mega Wulandari (February 2019) with entitle “*An analysis of learning speaking proficiency through Instagram*” this research conducted to explore whether Instagramvlog would change exchange EFL learners speaking proficiency. The result the implemation of Instagramvlog into a speaking class contributed to improvement of the learners speaking proficiency.

The second is a journal by Syofianis Ismail, Marhamah Ahmad, Muhammad Zaim, Mukhaiyar & Nurhizrah Gistituati. (2019) with entitle “*The Use Social Media as a Tool in Language Learning: Students Perspective*” Based on this research result, we can conclude that learning English by using social media is more interesting learn by second semester English students at

Islamic University of Riau. Moreover, English become more interesting as the sophisticated technology become available.

The students are more happy and more interesting to learn and to increase more of their time allocation in using social media for academic purposes, such as listening and other aspect of English language. They are more interested and happy to practice and upgrade the quality of their English competencies. Technology is available to help and give the students opportunity to do more not only in the classroom but also outside the classroom.

By knowing the students weakness, the lecturer should give more practices to the students in order to improve their competencies. Social media can help lecturer provide hundreds of listening materials to the students. The lecturer also have to check every students activity while they are learning because when they are listening they will be active in using their phone and to avoid the misuse of using the phone the lecturer has to make sure if they are exactly listening to their subject. According to previous studies above, it can be concluded Instagram effect students English skills.

## **1.2 Identification of the problem**

In this era, trends and lifestyle for people are heavily affected by social media. Almost all of them have their own social media to communication with each other. Unfortunately, as a student, technological advances have not yet shifted with students learning skills, in specific speaking skills.

Students have problem in speaking skills such as the students have low motivation and not interest to speak English, and they still have difficulties in expressing their ideas, and feeling because they have no self-confidence and lack of vocabulary. Most of students were reluctant or shy to speak English. And also they were afraid to make mistakes in speaking English and most of teaching activities using traditional teaching method. such as reading dialogue, reciting texts, doing translations, and materials chosen for the students are non- authentic. Usually students feel deadly bored instead of appreciating them accepting them. Knowing these various problem, they need more interesting way to support them solve these problem. Providing a variety of suitable media can help them to more interested and doesn't feel bored.

Instagram is social media that can provide them with a lot of ways to share information that can be shared in an interesting way. It can support the students to overcome the student problem in speaking subject and improving their speaking skills.

In this case, the students should optimize the use of social media to support their academic especially speaking skills.

### **1.3 Focus of the problem**

This study will be focus on the implementation of Instagram and the response. The primary data get from the teaching and learning process using Instagram. This media is used for English language teaching; however, this research focuses on teaching speaking only. Moreover, the activities of the



teaching and learning process are elaborated and the researcher focuses only on 3 components of HOTS (Analyzing, evaluating, and creating).

#### **1.4 Research question**

In relation to the background of the study describe above, the problem of the study can be formulated as following questions:

1. How does the teacher use Instagram as instructional media to develop students Higher-Order Thinking skill in teaching English speaking at English language education of UIR?
2. What are the student responses to the use of Instagram as the media in speaking class?

#### **1.5 Objective of the Research**

Based on the research questions formulated above, the objective of this research can be conveyed as following:

1. To describe the Instagram as instructional media in developing students Higher-Order Thinking Skill in teaching speaking.
2. To know the students responses to the use of Instagram as the media in speaking class.

#### **1.6 Significant of the Research**

The findings of this research are expected to give benefits to:

- a. English teacher

This research can be alternative ways of teaching or explain English lesson using one of the most used and popular social media and also to provide teacher with a source of innovation in teaching and learning

process, also to help English teacher in utilize technology especially by using Instagram as a language teaching media to assist them in teaching speaking.

b. English learners

To be references for learners on how to use their lifestyle, especially social media, can be a source of information and strategy for learning, so they understand that we can learning everywhere and every time, because learning as simple as to do if they understand and also support learners to be more comfortable learning to speak in a more interesting ways. In addition, this research can give more information about the ways learners think about everything that they get from social media in different senses; analyzing, evaluating and creating.

### 1.7 Definition of Key Terms

1. Instagram

According to Blair & Serafani (2014) Instagram is a social media network based around sharing photos and video. In this research, Instagram means one of the social media that can be used by teacher as a media of learning because almost all of students have Instagram account. We can download Instagram application in play store and app store.

2. Teaching English Speaking

Teaching English speaking skill in this research refers to provide activities for students to improve their ability in oral communication

based on the context. this research will be observe speaking activities during discussion and presentation section in the classroom.

### 3. Higher-Order Thinking

According to Lee, et al (2015) Higher-Order Thinking is the highest levels of cognitive process and the ability to complete the given tasks. It's a phase in the learning process where students are touched to thinking in high level including analyzing, evaluating and creating.

### 4. Responses

Response is a reaction a question, experience, or some other type stimulus and a form of readiness in determining good attitude in positive form or negative to an object or situation. In this research, student response is defined as the response of students at the time of teaching and learning activities after implementing Instagram as a medium in learning English.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevant Theories

##### 2.1.1 Instagram

According et al (2017) said Individuals use social media to store image and memories so that they can remember every special event that happened in the past. This is resulting in a new motivation for Instagram use. It particularly acts as a virtual photo album. Unlike other social media that are more text –based oriented; for example, Twitter and Facebook, Instagram relies on image. So, people who want to document a special moment are more likely to post a picture on Instagram, rather compose a tweet.

Generally, Instagram users access the application to entertain their self, do capital business, and probably just do their hobbies. However, it is not impossible to use Instagram as a teaching media. In the link to educations, Instagram is mostly used for teaching cultural lessons. Particular study or framework that discussed Instagram as a media in language teaching has not been conducted. In fact, some teachers begin to use it in purpose to connect the lessons that they teach with student real life also something that students often do. As Instagram is considered as one of Social Media, than it is expected to also have the

characteristic of social media especially in term of facilitating education progress, Nicolas (2016), it means that the use of Instagram can be used to teach the lesson and make learning process more creatively.

#### **2.1.1.1 Instagram as a Media in Teaching Speaking**

At the present time, Instagram is one of the popular social media channel around the people, from child until adult using it mostly in their daily life. In this research Instagram as the media in teaching, it works as a unique way for teachers and students to connect and share information. In fact, Instagram is developing a regular presence in classroom and teachers are finding creative ways to put it to good use. Instagram can also be used in educational benefits with the students. Instead of adding the material in the form of photos, teachers can task students with documenting what is going on in the class, including experiments, project and other activities.

According to McBride (2009) Teachers can even use Instagram on field visits, share photos of what they need and use it to give the lessons during speaking class. In addition, Instagram can be used for education as the use of virtual images potentially improves student interpersonal development. The teachers can put the material in the form of photos such as school, classroom condition or collaboration material and ask them to give their opinion in speaking that can improve student

intelligence. It makes students and teacher creativity able to see how each student gave respond. So, using Instagram teachers and students can be more creative in teaching-learning process.



Figure 2.1 Instagram Logo

Figure 2.2 Download Application in the App Store



**Figure 2.3 Teachers Page**

The teacher can use Instagram to give new vocabulary or describe the key feature of the picture. With Instagram teachers can also give the instruction as the caption to make the activities.

#### **2.1.1.2 Purpose of Instagram**

A lot of people like connect to other people through social media on the internet. They're great on internet. Social media is also useful for the exchange of experience, knowledge and ideals.

Instagram is a social media whose utility is on to post photos and videos and also send direct message to others. And with Instagram, we can find out about vacancies, scholarship, and old friends. People can get new information directly from the source in real time and learn more about the topics that are important to you.

### 2.1.1.3 The Use of Instagram in Teaching Speaking

According to Theodore (1967) in learning process does not always require books or text-based document. Students can learn and get information in many ways, including through visual images. Therefore, the teachers can use Instagram as media in teaching speaking. Students can assess thousands of photographs every day and allow them to add their own photographs to the mix. At the same time, teach students to caption their Instagram post. The teachers cannot just say “hi, look at this pretty plant.” But, create the context for your picture to tell a story by covering the five Ws (when, where, why, who and how). Teach students how create rich information. Teachers can also use Instagram and these assignments to create a class community. By taking and responding to photographs, students can speak in different way and have the opportunity to boost their Higher-Order Thinking Skills.

For teachers who want to develop students Higher-Order Thinking Skills, Instagram can be a helpful media. Instead of teaching speaking, the teacher can share the material the photos. The photos on Instagram can also be used inspire students Higher-Oder Thinking Skills by having teachers choose the photo and make the instruction based on the material. The teachers can also use Instagram’s search feature to get the photos by hashtag in adding the material.



### 2.1.2 Higher-Order Thinking

Higher order thinking skills are the application of thought process to complex situations and have many variables. All students can think, but most of students need encouragement and guidance for higher-order thinking processes (Shiddiq et al, 2015). Higher-Order thinking skills as transfers mean that students actively process them by noticing relevant new information. Then, the students arrange them into related units and then combine the information with previous information. As critical thinking skills imply students can apply judicious judgments and produce a critical idea. While as problem solving mean that students are expected to be able to solve problem with creative solutions effectively.

Talking about ‘thinking’ level, Bloom’s Taxonomy then, of course, takes significant roles in this. In order to discern the similarities and differences of learning ability in relating the teaching and learning goals and instructional programs, taxonomy is used as an encouragement to develop definition and classification of learner ability. The term Higher-Order Thinking then appears in pair with Lower-Order Thinking. These are firstly stated by Anderson in the revision of Blooms Taxonomy. Of course, these thinking levels cannot simply recognize by educators or teachers without any observable actions. As result, Lower-Order Thinking skills and Higher-Order Thinking skills have appeared.

According to Anderson, et.al state that Higher-Order Thinking skills are used to delineate any cognitive activities that are beyond the

stage of understanding and lower-level application. Based on this taxonomy, memorization, and recall of information, etc. are no longer classified into the Higher-Order Thinking skills; but, those are included into Higher-Order Thinking skills. While Zohar & Cobern (2004) said the skills that are classified into Higher-Order Thinking skills are analyzing, synthesizing, and evaluating. Many other frameworks related to Higher-Order Thinking skills have been revealed by many experts.

The highlighted observable activities of the Higher-Order Thinking skills mentioned above are basically the same. Likewise, Chinedu mentions that analyzing information to distinguish problems, evaluating problems and creating new practical solution are included in Higher-Order Thinking (Heong, et.al 2012). In line with this, Anderson et al (2001) classified the levels based on the skills in the revised version of Bloom's Taxonomy. The first three levels of the skills; Remember, Understand, and Apply are considered as lower -order thinking. While the three other levels; Analyze, Evaluate and Create are includes in Higher-Order Thinking.

Following Richard and Schmid's (2013) definition, the analysis in the Bloom's Taxonomy means sub viding something that learners learn to show how it is put together, finding, the underlying structure of communication, and underlying motives. This level is involving breaking down information into its parts and then reasoning with that information. Furthermore, Evaluating is indicated by students ability in making value

decisions about issues, resolving controversies or differences of opinion. According to Brookhart (2010) state that student ability to evaluate involves judging the value of materials and methods for various purposes. Evaluation- level activities usually ask students to make a claim about the worth of something and explain their reasons. For given purposes, based on criteria. The processes are generating, planning, and producing.

Create level can be defined as creating a unique, original product which may be in verbal forms or maybe in physical objects, Richard J.C (2013). In the framework, according to et,al (2001) creating is the highest cognitive level based on the revised version of Bloom's Taxonomy. This level involves putting parts together to form a new whole. Creation, also known as Synthesis, level tasks require arranging ideas in a new and original way. Putting disparate elements together to form a new whole, or reorganizing existing elements to form a new structure also can represent creating the level. The process of this cognitive level are generating, planning and producing.

Table 2.1 : The Framework of Bloom's Taxonomy.

No	BLOOM'S TAXONOMY LEVEL	MEANING	VERB
1	Remember	Involves recognizing or recalling facts and concepts	Define, Duplicate, list, memorize, repeat, state
2	Understand	Involves basic comprehension, understood in light of newer theories of learning that emphasize students constructing their own meaning.	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
3	Apply	Means to execute or implement a procedure to solve a problem.	Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch.
4	Analyze	Means to break information into its parts, determining how the parts are related to each other and to the overall	Differentiate, organize, relate, compare, contrast, distinguish, examine,

		whole.	experiment, question and test.
5	Evaluate	Means judging the value of material and methods for given purposes, based on criteria.	Appraise, argue, defend, judge, select, support, value, critique, weigh.
6	Create	Means purring disparate elements together to form a new whole, or recognizing existing elements to form a new structure.	Design, assemble, construct, conjecture, develop, formulate, author, investigate

### 2.1.2.1 Benefit of Higher-Order Thinking

Learning and assessment which regularly apply higher-order thinking skills, the teachers will be seen the benefits the students gain in the future. The benefits of higher-order thinking skills (Brookhart: 2010) are given as follow.

#### a. Increase students achievement

The use of tasks and judgments the required intellectual and crucial thinking skills are associated with student achievement progress. The progress are shown in various learning outcomes, According to

(Brookhart,2010) state that students who receive teaching through higher-order thinking skills can solve problems by organizing their knowledge and experience, able to elaborate their statements or opinions and to complete non familiar tasks.

b. Increase students motivation

Several studies have shown that teachers are responsible for higher-order thinking skills using tasks and judgment. These things need understanding and critical thinking to improve student motivation as well as students achievement. Students will be interested in thinking about particular or detail things which make them motivate to learn. Higher order thinking skills increases their interest in mastering their ideas. Students will think more fun than just remembering (Brookhart,2010)

#### **2.1.2.2 Higher-Order Thinking in Teaching Speaking**

In order to improve and strengthen the Higher-Order Thinking skills of learners, achievement through teaching and learning activities should be measurable. As explain before, this study is intended to conduct research on one of the Higher-Order Thinking skill; that is analyzed, that appears in speaking activities. It is the first cognitive level of Higher-Order Thinking Skill in Bloom Taxonomy. In complex, According to Brookhart (2010) state that Higher-Order Thinking can be represented in three senses; transfer, critical thinking, and problem solving. Explicitly, *transfer* here means students ability to use and apply something that they learn in real life; *critical thinking* represents students ability to judge with

the logical and acceptable base; *problem solving* stands for the process of thinking for successive decisions.

In each level HOTS, those three senses are expected to be established. In other words, these three categories occur within the study of ability. Students can have different answers to the types of tasks at the analysis level that are still appropriate. It can be said that when students are in analyze level, they are expected to break information into its parts, determine how the parts are related to each other and to the overall whole. The processes are differentiating, organizing, and attributing. So, student ability to separate material into component parts and show relationships between the parts is assessed. Looking at Bloom's Taxonomy verbs, in Analyze level, there are many operational and observable verbs for students, such as analyze, compare, contrast, debate, distinguish, and many others.

Table 2.2: The framework of conducting the speaking activity –  
Siblings Xu (2014).

BLOOM'S TAXONOMY LEVEL	Example of Activity for Each Stage
Remember	<p><i>Label:</i> First look at a sheet (e.g. 10 pictures), then label each picture.</p> <p><i>Recall:</i> which standard matters to you when choosing an idea mate?</p>
Understand	<p><i>Summarize:</i> read the explanation of each character and discuss it. Summarize a list of criteria in your own words.</p> <p><i>Discuss:</i> discuss your ideas with your partner.</p> <p><i>Explain:</i> state your reasons to support your choices.</p>
Apply	<p><i>Apply:</i> think of at least related situations, such as the good character of your friend, colleague, and parents.</p>



Analyze	<p><i>Analyze:</i> ask your partner some higher-order questions like, “How to choose an ideal mate?”</p> <p>“why the order criteria are important or less important to you?”</p> <p><i>Contrast:</i> “ which criterion is less important?”</p> <p>compare and contrast your argument.</p>
Evaluate	<p><i>Judge:</i> compare the result and defend your reasons. Finally, try to persuade your partner in order to reach an agreement with each group.</p>
Create	<p><i>Synthesis:</i> discuss in pairs, and organize your partners reason for choosing her criteria.</p>

From the table above, students speaking skill containing HOTS specifically Analyze, Evaluate, and Create level can be observed based on the question asked (higher-order question) and the explanation. Those will be assessed and scored based on the rubrics.

### 2.1.2.3 Assessing Students Higher-Order Thinking

The skills of different taxonomy level can play important roles in carrying student’s achievement and measurement. Therefore, these cognitive aspects are arranged. Beyond those skills, there are sets of instructional materials that also need to be designed by educators or teachers. Identifying, assessing and developing thinking skills are

different based on each domain. Therefore a good design is needed to achieve the learning objectives.

Related to thinking about language, according to Silver (2005) mention two different ways to think about language is a set think about language; those are : (1) language is a set of structures or products of the developmental system, and (2) language is a set of functions that represent the way a person thinks. Beholding on Silver's statement, student's higher-order thinking is not simply assessed by looking at their skills. But, sets of instructions, assessments, plans, and probably observational that "improving thinking skills should actually improve content knowledge and understanding as well" as the use of assessment is " to show student's thinking" Brookhart (2010). Therefore in this research, to know the application of Instagram to assist Higher-Order Thinking skill in teaching speaking, an assessment is needed.

According to Brookhart (2010) state, "general principles for Assessing Higher-Order Thinking" which are divided into three main points; those are"

#### 1. Basic Assessment Principles

In a simple way, giving evaluation cannot be achieved in a rough way without particular consideration except give student scores. Basically, the assessment needs to start by specifying clearly and exactly the kind of thinking; about the material and what teachers wish to see evidence for. Moreover, designing performance

tasks or test items that require students to use the targeted thinking and content knowledge have to consideration. The last basic principle is deciding what teachers will take as evidence that the students have; in fact, exhibited this kind of thinking about the appropriate content.

## 2. Assessing Higher-Order Thinking Principles

Higher-Order Thinking means the more complex level of thinking. Then, of course, the assessment design must be different from the Lower-Order Thinking assessment. The first step that needs to do is using the introductory material or allowing accessing to resource material; the second one is using the novel material, and the third is attending separately to cognitive complexity and difficulty.

In assessing the quality of students thinking, to be selective in designing the task and question that proper and specific about what to be assessed. Particularly, in measuring students' analysis level, teachers have to engage students to focus on a question or main idea, compare and contrast a particular topic that is discussed.

Specifically, as the language skill that will be observed in this research is students speaking skill, so the assessment and classroom activity considered are only speaking assessment. The most important stage is planning the task, and it is the teachers work to develop and effective way to facilitate learning.

### 3. Giving Feedback or Scoring Tasks that Assess Higher - Order Thinking

There are two way to interpret students work for items or tasks; (1) comment on the work and (2) give the score to the work. In giving comment and giving criteria and standard for quality of thinking needs to be formed.

#### **2.1.2.4 Using Instagram to Develop Students Higher-Order Thinking in Teaching Speaking**

In using Instagram as a media, the teacher should have a good planning and clear instruction to make good lesson for the students. In this part the researcher covers the instruction and the aspect of the assessment in the use of Instagram that can be used in speaking class based on the theory.

##### a. The Instruction Technique

In this part, the researcher take some possible Higher-Order Thinking like Harmer (2007) state that there are some possible activities that the teacher can apply in the use of Instagram to support students speaking skills.

##### 1) Using Classroom English during the Teaching and Learning.

The purpose of this instruction is to make students more familiar with English language learning the teacher should activate the English knowledge of the student's, one of the way is using

English language in the classroom environment. Then, the use of English classroom without mother tongue was effective because the students were more familiar with the English words. It can be brings students sense about the material during the teaching and learning process easily.

2) Presenting Material and Giving Assessment Focus on the Specific Skills.

In delivering the material, the teacher should do it step by step. The step is depending on the condition or the material presented. It aims to make the students more understand the material before the teachers evaluate them by giving assignments. Then, the teacher can give an assignment to the students that is focused on the material and also on the skill that to be achieve. For example by giving an assignment to the students focus on speaking skills and the performance.

3) Asking the Students to Perform in front of the class.

According Rahayu (2016) state give instruction to the students to present their work in front of the class is very important especially if it used to assess speaking. The teacher and other students will know how the result of their assignment, the teacher can also get direct assessment to the result. The students who have been working on the task will also feel appreciate on their result.

#### 4) Giving Feedback and Assessment to the Students Performances.

Giving feedback and assessment to the student performance and result is important. One of the purposes of the teacher giving assignments to the students is to assess and evaluate the students understanding about the material. Feedback was useful to evaluate the student performance before the final result, the students will learn from the teacher feedback to evaluate themselves. Brown (2004)

### 2.1.3 The Aspect of Assessment

The use of Instagram to develop student Higher-Order Thinking needs a structured plan in kind of aspect which includes the teacher assessment. David Moursund gives some aspect on how the teacher can use the stage to assess the students in authentic assessment.

#### a. Authentic Content and Assessment

In this session, the teacher should ensure that the assignment is authentic. The teachers doing the assessment need to think about the purpose of the assessment. This step will help the teacher to shape the evaluative information that will need to be gathered and the way this evaluative information will be used in the assessment.

#### b. Overview of Evaluation

In the overview of evaluation, the teachers start to introduce the Instagram use to the students. The teacher explain the purpose of assignment, the teacher also decided the students work in

individually of group, and the due date for completing the assignment.

c. Feedback and Assessing Grades

In the feedback and assessing grades the teacher can decide when they should assess the student skill and performances.

**2.1.4 Response**

According to Susanto (2002) the response is a reaction, meaning acceptance or rejection, and what communicated by the communicator in his message. In this research response can be divided into opinions and attitude, where opinion is open answer response to an issue expressed with spoken words. While attitude is a closed reaction emotional and personal, is a tendency to react which is very positive or negative to certain people, objects, or situation, Ahmadi (2000) detailed the decision of response as follows:

Response	Explanation
Positive	A form of response, action, or attitude that shows, accepts, acknowledges, approves, and performs the norms applicable where the individual is located
Negative	A form of response, action, or attitude that indicates or shows

	rejection or disapproval of the applicable norms in which the individual is situated .
--	--

In this research, students respond means social reaction done by students in responding to the influence or from situations done by others. In this case, the respond in the intention is the reaction and student responsiveness to the process of learning English with Instagram as the media. So, in this study for students responses that will be described are:

- a. Student responses to the way teachers teach.
- b. Student responses to the teaching and learning process using Instagram.
- c. Student responses to the speaking assignment during the speaking class using Instagram.



## 2.2 Relevant Studies

In this research, the researcher reviews some report related of researcher about learning English especially in speaking from media social media, the researcher user some graduating paper as following :

1. Mega Wulandari students of university of Yogyakarta (February 2019) entitle “improving learning speaking proficiency through instagram vlog” this research was conducted to explore whether instagram vlog would enhance the EFL learners speaking proficiency. It also examined the learners perceptions of the use of instagram vlog in a basic-level speaking class.

The result yielded the implementation of instagram vlog into a speaking class contributed to the improvement of the learners speaking proficiently. Additionally, the analysis of the questionnaire demonstrated that the utilization of instagramvlog contributed EFL learners on “enhancing fluency” “acquiring vocabulary” and “boosting self -confidence and motivation “. Due to relatively short video duration, they were required to effectively convey their idea organization. Hopefully, the result of this study would contribute to the method of teaching speaking innovatively.

2. Difani Apriliyanti students of university of Padang (2018) with entitle “Improving students public speaking skill through instagram” give us result conclusion pubic speaking course needs taught by building

students challenge. One of the ways is done by showing their performance in social media which watched by their friends and family.

In giving the challenge, the teacher must grab students attention by choosing social media application can be accessed in smartphone as it is known, students nowadays are fanatic with their smartphone. Moreover, the teacher must be selective in choosing the application which is suitable with the focus of the tasks. Since the task is uploading video, Instagram is the best choice.

Variety of video can be shared to Instagram daily. In addition, it can be seen that students really want their viewers to understand their performance from the beginning to the end of their presentation, therefore they try to support their performance by playing with their voice, mime and gesture.

3. Journal of English for academic from Syofianis Ismail, Marhamah Ahmad, Muhammad Zaim, Mukhaiyar, Nurhizrah Gistituati Islamic University of Riau, Indonesia (2019) with entitle "The Use Social Media as a Tool in Language Learning: Students Perspective" give us result conclusion Based on this research result, we can conclude that learning English by using social media is more interesting to learn by the second semester English students at Islamic University of Riau. Moreover, English becomes more interesting as the sophisticated technology becomes available.

The students are more eager to learn and to increase more of their time allocation in using social media for academic purposes, such as listening and other aspect of English language. They are more interested and happy to practice and to upgrade the quality of their English competencies. Technology is available to help and give the students opportunity to do more not only in the classroom but also outside the class room.

By knowing the students' weakness, the lecturer should give more practices to the students in order to improve their competencies. Social media can help lecturer provide hundreds of listening materials to the students. The lecturers also have to check every student's activity while they are learning because when they are listening they will be active in using their phone and to avoid the misuse of using the phone the lecturer has to make sure if they are exactly listening to their subject

### **2.3 Assumption**

Speaking is productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature communication, we can find the speaker, the listener, the message and feedback. Nowadays, technology is integrated into a learning activity in the school. The digital world is altering the way children think and learn. So the researcher assumes that teacher and third semester

student English education in FKIP UIR can take advantages of technology as media to support their study.



Dokumen ini adalah Arsip Miik :

**Perpustakaan Universitas Islam Riau**

## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

This design of this research is qualitative research. The researcher aims to explore and describe the use of Instagram to develop students Higher-Order Thinking in teaching speaking. Creswell (2014) state that qualitative research focuses on the data collection, analysis and writing but organized disciplines and flows throughout the research process .

This research pointed on methods of collecting, analyzing and describing the result of the analysis. To answer the first research question, the researcher will be observation to the class on google meet. While to answer the second question, the researcher did interview to take the data.

#### 3.2 Source of Data

The first source of data in this research was the teacher's activity during the teaching and learning process on google meet in the use of Instagram assignment. The second source of data is the students in giving response to use of Instagram as the media in speaking class.

The object of this research third semester students English education of UIR. The researcher only used one class because it was assumed that the teacher use the Instagram was only used in material delivery. The sample was third semester.

### 3.3 Research Instrument

The researcher uses the observation checklist (See appendix 1) and interview guideline. It is used to get the data and information related to question list that has made by the researcher. According to Ary et al, (2010) observation as a basic method for obtaining data qualitative. In this study, the researcher observed the teacher use of Instagram as the medium in developing students Higher-Order Thinking in learning speaking.

By this observation, the researcher got deep understanding and view of whole learning process in the classroom including the situation and activities occurred in the classroom.

The researcher uses the interview guideline to answer the research question. The researcher needs the answer from subject of using Instagram to develop students Higher-Order Thinking Skill in teaching speaking. The interview guideline is made based on Xu. The points that are developed into interview guideline are the activities for each stage related to the Bloom's taxonomy level.

### 3.4 Data Collection Technique

1. First the researcher formulated the research question. In order to clarify the problem in this research, the researcher conducting the preliminary research. Then, the researcher confirms the teacher and the students that the preliminary research would gave information about the use of Instagram as the media in developing students' Higher-Order Thinking.

2. The second, the researcher collected the data by doing observation in the use of Instagram in developing students Higher-Order Thinking in teaching speaking. The first planning the researcher will be doing observation learning process in the classroom but because of pandemic, students should be learning via online and the teachers learning using application google meet. Then, the researcher also conducted semi-structured interview with five students to find out students response to the use of Instagram as the media in speaking class.
3. The third, the researcher analyzed the data from the observation and interview. The researcher analyzes those data based on the theories to find out the answer of the research questions.
4. The last, the researcher wrote the result of this result reporting the result and finding of the research based on the data analyzed from this research.

### **3.5 Data Analysis Technique**

After the data collected during the analyzing process, according to Bogdan and Biklen (1992) stated that the report of qualitative analysis is presented descriptively and the emphasis is in on describing the phenomena in its context and interpreting the data. According to Arikunto (2006) state that the researcher collected the data from library research to make material and interview guideline to know the students responses after learning using

Instagram as a teaching media. To analyze that information, it was conducted by using a descriptive manner and following the procedure below.

1. Identifying the data based on the statement of the problem
2. Classifying each information based on each item if interview
3. Verifying and interpreting the data
4. Drawing the conclusion

The interview was originally being collected and note taking. Then, qualitative analysis was performed using open coding (sentence by sentence) to identifying the material relating to learner's responses of applying Instagram to assist Higher-Order Thinking skill in teaching speaking. The result was generated from Instagram post and interview was compared against the researcher interpretations at different times over the course of the study.



## CHAPTER IV

### RESEACH FINDINGS

#### 4.1 Data Description

This research was conducted by using qualitative research. In this chapter the researcher presented the result of research. The data is taken through observation and interview. From the observations data are related to how teacher use Instagram in teaching speaking; the phases, planning, and activities are describe. Then, data from interview are almost related to student responses toward the use of Instaram in their learning speaking skills sections. The data was taken from the third semester student English education of Islamic university of Riau. Then, the researcher describes the data based on observation checklist. The result of online classroom observation and interview guideline were describes on this chapter.

#### 4.2 Data Analysis

The researcher analyzed the data from observation and interview. In the observations data are related to how the use Instagram in developing Higher-Order Thinking in teaching speaking and the student responses using Instagram as media by reflecting some theories to each problem. And the researcher classified based on the research question of the study.

#### 4.2.1 The Use of Instagram to Develop Students Higher-Order Thinking in Teaching English Speaking

In this session the researcher get the data by observation one meeting in the online observation 9<sup>th</sup> October 2020. Then, the researcher describes the data based on observation checklist. Here the result online observation and interview.

##### a. Observation

1. The teacher greeted the students by saying “Assalamualaikum”
2. The teacher checked the attendance of students
3. The teacher explained about the material that would be studied that day which was about Higher-Order Thinking Skills
4. The teacher divided the students into five groups. One group consists of five students.
5. The teacher divided the students into groups randomly.

Then, the teacher used Instagram and put some pictures with some instruction on it (Appendix 2).

Figure 4.1 (Appendix 2) is explained that the teacher gave some pictures, the instruction consist of Higher-Order Thinking levels like analyze, evaluate, and create. Analyze level instruction “*Think of at least three related situation in your life, to choose their friend, colleague and parents, what is your criterion when choosing a good friend? And what kind of colleague do you think easy to work with?*” this instruction indicated that the teacher asks to the

students to draw connection among their idea about their choice and differentiate their choice. According on Butterworth and O’Conner (2005) stated that activate learners Higher-Order Thinking, especially higher level of analysis and evaluation by asking higher-order questions like ‘what’ , ‘why’ , ‘how’

Furthermore, the evaluation level can be seen in the second instruction “*Think about what criteria are the most important for you when choosing an ideal mate, why do hobbies matters to you when choosing an ideal mate, why do hobbies matters to you when you choose your boyfriend/girlfriend? And how does character affect you when you decide your ideal mate?*” It’s indicated that the students justify their decision about their ideal mate, and also argue and explained with some reasons. According to Godfrey (2001) state it found that spoken output was also much better improved in response to higher-order question than lower-order questions. It can be used as a means of Evidence that higher-order question can stimulate the deep thinking of the learner, and lead them to speak more with higher grammatical complexity.

For the creation level it can be seen in the last instruction “*Discuss in pairs, and organize your partner’s point of view*” it suggested that the students must formulate the reason for selecting their criteria to explain their partner’s reason. According to Tsui (145-167) state that students feel anxiety to raise questions in a

teacher centered setting. It was verified that students work together in small groups or in pairs, not only increases interest among participants, but also promoting critical thinking. They thus have more changes to participate in discussion, take responsibility for the learning of community members as well as for their own, and thereby become critical thinkers. According Vygotsky (2002) state that communication is socially constructed, and group work and achieves better speaking performance.

Those instructions are part of Higher-order thinking, in speaking class, the aim of these instruction is to improve high level thinking skills. It is expected that students will be able to think critically and creatively and absorb all knowledge provided to them as well.

6. The students did the assignment with their group after the teacher had given the instructions. They discussed and found out the answer. They could also use other sources to support them in collecting the information their needed. The teacher gave some links under the captions to be used by students in this session to enrich their information in completing the work of students.

Then, to know the difficulties of the students, the teacher also monitors each student in doing the assignments. To solve their problem, the teacher also given a suggestion or added the information. In this case, the teacher knew the background

knowledge of the students. After that, the teacher asked some groups to discuss in pairs and organize their partner's point of view and after that record they groups explanation (one student representative). Based on the student discussion, student representative of the group did the assignment by making video, it can be seen their have carried out Higher-Order Thinking activities. It can be known through the result of their answer:

No	BLOOM'S TAXONOMY LEVEL	Activity for Each Stage	Students Discuss	Verb
1.	Analyze	Think of at least three related situation in your life, to choose their friend, colleague and parents, What is your criterion when choosing a good friend?	<i>“Our criterion when choosing a good friend are they have eager to learn, the friend who accepts you just the way you are”</i>	Analyze, Contrast.

		<p>What kind of colleague do you think easy to work with?"</p>	<p><i>"According our opinion, colleague should have a good communication and the same goal, because with a good communication we can share, discuss each other about each other dream, why I said that, because in our environment it's difficult to find a friend that have same life or a same goal to share dream to share our plan to get a best future, and also we hope that colleague crate environment that have a better place to share our perspective about our dream and our plan each other "</i></p>	
--	--	--	--	--

On the basis of the answered, it can be indicated the students analyzed level because the students have drawn connection among their idea about their choice and their answers is different each other. According Richards and Schmidt's (2013) definition, *the analysis* in the *Bloom Taxonomy* means sub-viding something that learners learn to show how it

is put together, finding the underlying structures of communication, and to identify motivations. This level is involving breaking down information into parts and then reasoning with information.

2.	Evaluate	<p>Think about what criteria are the most important for you when choosing an ideal mate, Why do hobbies matters to you when choosing an ideal mate?</p> <p>How does character affect you when you decide your ideal mate?"</p>	<p><i>Because the hobbies can make us understand what our boyfriend/girlfriend like. The hobbies also can be used as an intermediary in conversations. A character's person can influence our decision to choose our ideal mate because the character will make us feel right or not. The character's also influence our communication, if our character different it may have different opinion also".</i></p> <p><i>"Actually, someone's appearance is very important because people will judge from his appearance first. It also can build a pleasant</i></p>	Judge , value
----	----------	--	---	---------------

			<i>first impression or not</i>	
--	--	--	--------------------------------	--

On the basis of second and third answers, the evaluation level is indicated because, in this case, the students justify their decision on their choice, also argue and explain with some reasons. In addition, the evaluation indicates the ability of students to make value decision on issues, resolve disputes or different of opinion. According to Brookhart (2010) states that student ability to evaluate involves judging the value of materials and method for various purposes. Evaluation-level activities usually ask students to make a claim about the value of something and explained the reasons for it.

In other words, to judge the value of materials and methods for given purpose on the basis criteria. Processes are being generated, planned and produced.

3.	Create	In your group, choose 3 important criteria. You might have different opinion	<i>“In our group, we choose 3 important criteria like appearances, the education and</i>	
----	--------	--	--	--



		<p>from your group members. You need to persuade them and to reach an agreement within your groups.</p>	<p><i>the family background. Why we choose 3 of them, first the appearance: a good appearance can influence our friends or community. it can build a good impression. With a good impression people will be see and appreciate us. Second is education: education is something that is attached to someone, with an education person will be more respectful and reluctant with us. Third is family background: family background is important because we can see what and how the family behaves, communicates, have relationship and so on”</i></p>	<p>Design, Synthesis, Infer</p>
--	--	---	---	---

		<p>Discuss in pairs, and organize your partner's point of view</p>	<p><i>“Our group have discussed about how to choose an ideal mate, we have different criteria when choosing an ideal mate because we have different answer and different argument also. But some of the criteria of them are the same. The criteria are the appearance, the education and the hobbies.”</i></p>	
--	--	--	---	--

On the basis of the fourth and fifth answered, it indicated the created level because the students in here must formulated the reason that might explained their partner's reason for choosing their criterion. Based on (Brookhart, 2013), state that created level can be defined as creating a unique, original product which may be in verbal forms or maybe in physical object. While based on revised version of *Bloom's Taxonomy* (2001) in the framework, creating is the highest cognitive level. The process of this cognitive level are generating, planning and producing.

After the students send their video project to Instagram, the teacher gave some feedbacks comment and suggestion related to the

pronunciation, vocabulary and grammar. Based on Jones, (2011) state that assessment is central to the process of effective teaching and learning. In this study, the teacher assesses the students speaking skill in the students assessment result. The teacher can assess the students speaking performance using Instruction on the Instagram post. The goal of the teacher when doing this activity was developing students Higher-Order Thinking through Instagram as the media facilitated the assignments.

#### **4.2.2 Students Responses to The Use of Instagram as Media in Teaching English Speaking Class**

The researcher got the data through interview guideline. The researcher interviewed the students to know the responses to the use Instagram as media in developing higher order thinking skill in teaching speaking. In order to develop higher order thinking skill in speaking, the researcher interviewed the students to know the responses to the use Instagram as media. The researcher interviewed randomly with chooses five of all the students in the class. They had different background knowledge and also different experience.

From the result the interview it showed that almost all students give positive responses to the use of Instagram as media in teaching speaking class. Positive responses in here mean that the students accept it. their responses can be seen in the interview session, most students said it was interesting and beneficial to use Intagram as a media. It can be conclude

that they can do the assignment well because Instagram give positive impact for them. Positive response in here means that the student accept it, their responses can be seen in the interview session. Most students said it was interesting and beneficial to use Instagram as a media. It can be inferred that they can be do the assignment well because Instagram give positive impact for them.

The first students responded that was interesting to use Instagram. Based on interviewed data, that has been proven. The evidence can be strengthened by the student responses in the questions of the interview below:

*R: "What do you think about Instagram as media in teaching speaking?"*

*S1: "I think it will be more fun. I often use Instagram for learning, because it's very easy to use and I'm also familiar with it."*

*S2: "it's a little difficult for me because don't really like use social media so i still confuse about some futures of it."*

*S3: "I think it can be more fun and not boring when we use it because Instagram have many futures and in modern era nowadays almost all of students have instagram account."*

*S4: "We can be taught by Instagram to be more imaginative, brave and confident, and we also can get more information related to the topic"*

*S5: "it's more interesting because we can use another resource on it ."*

Based on the responses of the students to the above interview guideline, it can be concluded the most students like and interest to use of Instagram as media in speaking class. They have different reasons why they feel interested in using Instagram because they are not boring and because they familiar with it, and Instagram it's also one of the most popular social media nowadays, they can use another Instagram resource given by the teacher in the form of caption or hashtag and use the search tool to get the information related to the topic, because they can be more creative and because with Instagram they get a lot of information from which they can complete their assignment properly, they can be more courageous and confident because they already understand about using Instagram in their daily lives as the social media.

The second student responses that using Instagram as media in speaking class is helpful, the proof can be provided by the students responses in the question of the interview below:

*R: "Do you think the use of Instagram as media in teaching speaking is useful?"*

*S1: "Very useful because we can answers the question by searching in online learning, especially in current pandemic, we just learn use online media."*

S2: *"Yes, it's useful, of course. Many advantages if we use Instagram for learn, because instagram has many futures to help us in learning process"*

S3: *"Useful, because it will be makes us not only learn from the book so we don't need to worry, we can learn more fun."*

S4: *" It's useful because we can learn English with another way and I think I feel more enjoy it"*

S5: *"Useful, because it provides some futures such as photo post, caption, hashtag, caption, and comment box that make it easy to complete the assignment."*

It can be concluded that the students feel that the use of Instagram in the speaking class is useful based on the responses of the students to the interview guideline above. Students feel useful because it has some benefit in speaking class, such as it has some features to help students in completing the assignment, they can learn in other ways, not just from books, they can enrich their knowledge and information through the online source by searching.

The researcher also interviews students for answers to the way the teacher teaches using Instgram. Almost all of students give a positive answer when the teacher uses the Instagram to deliver the material in the class. The first responses are about the teacher give the instruction with the Instagram.

*R: "Does the teacher give clear instruction when she used Instagram as media to teaching in the class?"*

*S1: "Yeah, she has gave a clear instruction in the caption of the assessment"*

*S2: "Clear enough, she always answers on the comment box if some students ask something or don't get idea."*

*S3: "Sometime I don't understand what the teacher has said, but she still repeats twice to make us understand."*

*S4: "The teacher gives bright instruction, she gave step by step how to do the assessment and it will make it easy"*

*S5: "of courses yes, sometime she also ask to all student to ensure her instruction accepted."*

Based on the interview above, it can be assumed that the teacher is successful at delivering the instruction when using the Instagram, she deliver the instruction simply and clear too. Not only that, it also helps students to ensure that they understand by giving clear instruction.

The second students answer that the teacher gives several source to help students carry out their task. The evidence can be proved by students responses in the question of the interview bellow:

*R: "Does the teach give some source relevant to the topic by online media by when using Instagram?"*

*S1: "Of course, we can add our info related to the source ."*

*S2: "Yeah, the teacher also serves some of the links that can be used to add information relevant to the topic".*

*S3: "Yeah, and it's very helpful my background knowledge".*

*S4: "Yes, the teacher often gives direct information to help us".*

*S5: "Yes, the teacher gives a key term to content the source".*

Based on the interview above, it can be inferred that the teacher really give the source to help the students. She gives some links to students to add their information in doing the task and also adding their background knowledge.

Based on the interview result about the students respond using Instagram as the media in teaching speaking, most of the students said that the use of Instagram as media in teaching speaking was useful and interesting. It can be conclude from they answer in interview guideline.

According to Ahmadi (2007) state that the students response in two categories, positive response and negative response. In the finding result, the responses of students indicate their reactions in responding the process of learning English with Instagram. The students felt that the use of Instagram in this research was interesting and important because they could learn something new and share



other information. Based on Kessler (2013) state that Instagram as the media in teaching, it works a unique way for teacher and students to connect and share information. So, the students also give more feedback on Instagram relevant to the topic. For the teacher, they can even use Instagram on field visits, share photos of they need and also use it to give the lesson during speaking class.

Then the students then said that using Instagram is useful because based on the observation result, it has been shown that using Instagram can develop student higher-order thinking in speaking. Then according to Theodore (1960) state that the students can learn and express themselves in many ways, include use visual images. The teacher can be use media Instagram as a way to teach speaking.

By talking and responding to photograph and give the instruction as the caption, students learn to communicate in a different way and have the ability to develop their Higher-Order Thinking skills. Students can learn use the pictures by interesting activities in Instagram like taking a photo, give comment and feedback etc. Based on these explanation Instagram has great advantages tor students to develop their Higher-Order Thinking skill in speaking.

## CHAPTER V

### CONCLUSION AND SUGGESTION

The whole process of this study is discussed in this chapter. This chapter is divided into two parts. The first part describes how Instagram could be used to develop students' Higher-Order Thinking skill in teaching speaking? And the student responses to the use of Instagram as the media in speaking class. The second part is about suggestions related to this research. It includes providing any information or advice to teachers, researchers and also for the readers.

## **5.1 Conclusion**

### **5.1.1 The Use of Instagram to Develop Students' Higher-Order Thinking in Teaching Speaking**

Based on the result of online classroom observation, the teacher used Instagram to develop students' Higher-Order Thinking in teaching speaking by giving the material on it and giving instructions that enable the students to do speaking consistently on it. The teacher posts and shares several photos to Instagram and gives instructions on the post for the students to do the assignments.

The instruction mostly uses the verbs classified as analyze, evaluate and create based in the Bloom Taxonomy. The verbs under those three categories are then elaborated as practical learning instructions like analyzed their ideal mate, compare and contrast their argument about their ideal mate and formulate the reason for choosing their criteria. Based on the student discussion and the answers on the instruction also indicated that the students did analyze, evaluation and create, which are three of the levels included in Higher-Order Thinking. So, by posting the photo or video and also

providing an instruction through Instagram students could develop their Higher-Order Thinking skills in speaking and the students also can take advantages of the technology as media to support their study.

### **5.1.2 Students Response to the Use of Instagram as Media in Speaking Class**

Student's responses that Instagram impact on students by taking advantages of Higher-order thinking skill because Instagram make it imaginative to create some assignments, Instagram has several features such as posting some pictures or giving text or link , hashtag and instruction to help the or to make it easy in completing the assignment.

The student's responses to the use of Instagram as media in speaking class are interesting fun and also useful. Students are interesting because Instagram is familiar and also give easy access to the source relevant to the topic. Then, Instagram is useful because Instagram makes the students more creative, innovative and easy to get the source.

Student's responses to the ways the teacher teach using Instagram is good because she gives the material brightly and also she gives clear instruction, not only that, the student fell fun and more interested because they can use the online learning and some resources related to the topic.

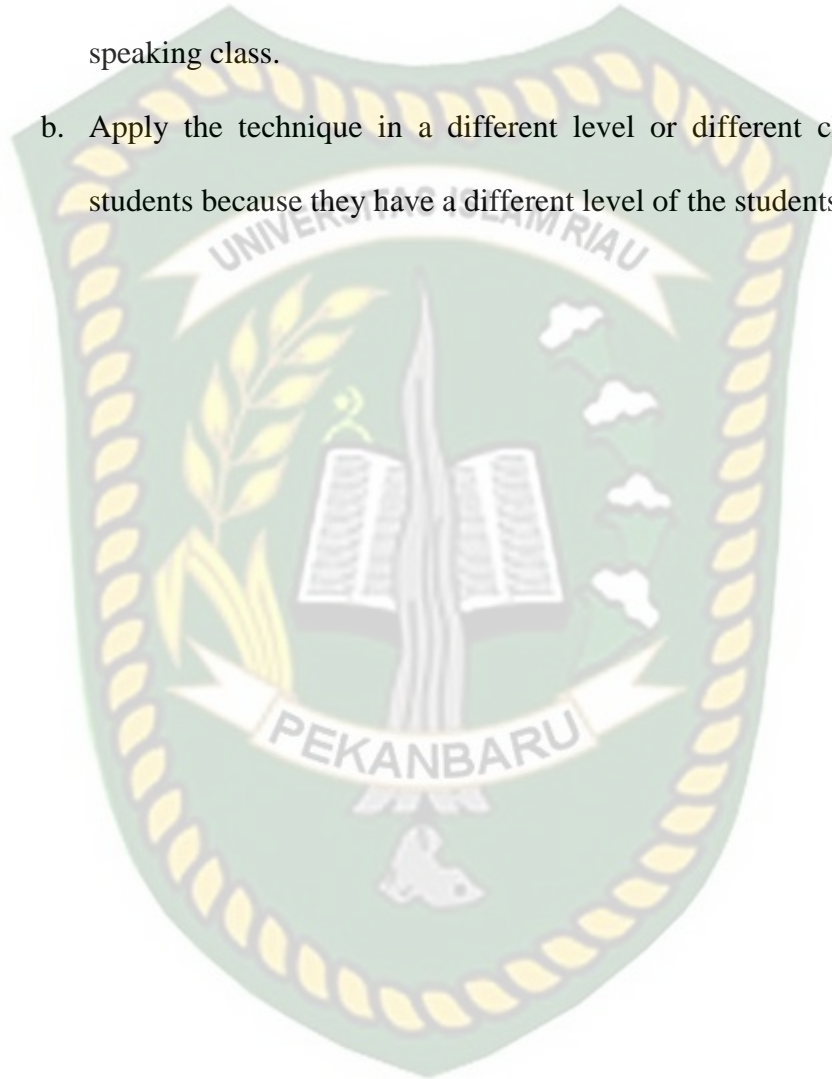
## 5.2 Suggestion

According on the result of this research the researcher would like to give suggestion as follow;

1. For the teacher
  - a. To provide with a source of innovation in teaching and learning process and also to help English teacher in utilize technology especially by using Instagram as media.
  - b. Improve the Instruction helps students in doing the assignment.
  - c. The teacher can use all the sources in the online references to support the lesson related to the topic, then they should keep on motivating their students to develop their speaking like giving some exercises more interesting and creative by using Instagram.
2. For the students
  - a. To be references for learners on how to use their lifestyle, especially social media Instagram it's can be a source of information and strategy for learning, so they can learning everywhere and every time, because learning as simple to do if they understand it and support learners to be more comfortable learning to speak in a more interesting and fun ways.
  - b. Keep motivating in developing their higher-order thinking in speaking. Then, they should respect for the task given by teacher and pay attention to command of the teacher in an online task.

3. For further researcher

- a. They should be more creative and innovative in modifying the activities in using Instagram to develop higher order thinking in speaking class.
- b. Apply the technique in a different level or different class of the students because they have a different level of the students.



## REFERENCES

- Ahmadi, D. 2000. *Psychology Social*. Jakarta : PT. Rineka Cipta.
- Anderson, L. ., Krathwohl, D. R., Mayer, R. ., & Pintrich, P. (2001). *A taxonomy for learning, teaching, and assessing: a revision of Bloom''s taxonomy of educational objectives*. New York: Addison Wesley Longman, Inc
- Aprilianti, D. (2018). *Improving Students Public Speaking Skill through Instagram*. Series: Advances in Social Science, Education and Humanities Research.
- Astiti Dwi Handayani, B. Y .(2018). The use of instagam in the teaching of efl writing: Effect on writing ability. *Studies in English Language Teaching*.
- Bell, L., & Bull, G., *Digital Video, and Teaching*. Contemporary Issues in Technology and Teacher Education. Vol. 10, Issue 1. 2010.
- Bordens, K. S., & Abbott, B. B. (2011). *Research design and methods: a process approach*. New York; London: McGraw-Hill Higher Education ; McGraw-Hill [distributor].
- Brookhart, S. M. (2010). *How to assess Higher-Order Thinking skills in your classroom*. Alexandria, Va.: ASCD.
- Brown, A., & Green, T. D. (2016). *The essentials of instructional design: connecting fundamental principles with process and practice*. Retrieved

from [http://search.ebscohost.com/login.aspx?direct=true&scope=site  
&db=nlebk&db=nlabk&AN=1018328](http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1018328)

Cotton, K. (1991). *Teaching thinking skills*. Northwest Regional Educational Laboratory, School Improvement Program.

Doolen, J. (2015). Psychometric Properties of the Simulation Thinking Rubric to Measure Higher Order Thinking in Undergraduate Nursing Students. *Clinical Simulation in Nursing*, 11(1), 35–43.

Giannoulakis, S., & Tsapatsoulis, N. (2016). Evaluating the descriptive power of Instagram hashtags. *Journal of Innovation in Digital Ecosystems*, 3(2), 114–129.

Handayani, F. (2017). Student's Attitude toward Using Instagram in Teaching Writing. *Jounal Education Studies*, 2(1), 23-29

Harmer, Jeremy. *The Practice of English Language Teaching 4th Edition*. London: Pearson Longman ELT, 2007.

Heong, Y. M., Yunos, J. M., Othman, W., Hassan, R., Kiong, T. T., & Mohamad, M. M. (2012). The Needs Analysis of Learning Higher Order Thinking Skills for Generating Ideas. *Procedia - Social and Behavioral Sciences*, 59, 197–203.

Idrissova, M., Smagulova, B., & Tussupbekova, M. (2015). Improving Listening and Speaking Skills in Mixed Level Groups (on the Material of New English File). *Procedia - Social and Behavioral Sciences*, 199, 276–284.

- Ismaili, M., & Bajrami, L. (2016). Information Gap Activities to Enhance Speaking Skills of Elementary Level Students. *Procedia - Social and Behavioral Sciences*, 232, 612–616.
- Ismail, S., Ahmad, M., Zaim, M., Mukhaiyar, M., & Gustituati, N. (2019). Student Perspective in Using Social Media As a Tool in English Language. *J-SHMIC : Journal of English for Academic*, 6(1), 58-68.
- Kim, S. J. (2004). Coping with cultural obstacles to speaking English in the Korean secondary school context. *Asian EFL Journal*, 6(3), 17–27.
- Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives: Cognitive Domain* (Vol. 1). Longmans, Green
- Krathwohl, D. R. (2002). A revision of Bloom’s taxonomy: An overview. *Theory into Practice*, 41(4), 212–218.
- Lee, C., & Chau, D. (2018). The language with pride, love, and hate: Archiving emotions through multilingual Instagram hashtags. *Discourse, Context & Media*, 22, 21–29.
- McGregor, D. (2007). *Developing thinking ; developing learning a guide to thinking skills in education*. Maidenhead, Berkshire, England: Open University Press. Retrieved from
- Miles, J. (2014). *Instagram power build your brand and reach more customers with the power of pictures*. New York; Chicago; San Francisco; Athens;



London; Madrid; Mexico City; Milan; New Delhi; Singapore; Sydney; Toronto: McGraw-Hill Education.

Moon, J. H., Lee, E., Lee, J.-A., Choi, T. R., & Sung, Y. (2016). The role of narcissism in self-promotion on Instagram. *Personality and Individual Differences, 101*, 22–25.

Moursund, David, *Project-Based Learning Using Information Technology*, (Oregon: International Society for Technology in Education, 2016).

Nguyen, T. M. T., & Nguyen, T. T. L. (2017). Influence of explicit Higher-Order Thinking skills instruction on students' learning of linguistics. *Thinking Skills and Creativity, 26*, 113–127.

Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.

Savaşçı, M. (2014). Why are Some Students Reluctant to Use L2 in EFL Speaking Classes? An Action Research at Tertiary Level. *Procedia - Social and Behavioral Sciences, 116*, 2682–2686.

Sheldon, P., Rauschnabel, P. A., Antony, M. G., & Carr, S. (2017). A cross-cultural comparison of Croatian and American social network sites: Exploring cultural differences in motives for Instagram use. *Computers in Human Behavior, 75*, 643–651.

- Silver, K. (2005). *Assessing and developing communication and thinking skills in people with autism and communication difficulties: a toolkit for parents and professionals*. London; Philadelphia: Jessica Kingsley Publishers.
- Srikaew, D., Tangdhanakanond, K., & Kanjanawasee, S. (2015). Development of an English Speaking Skill Assessment Model for Grade 6 Students by Using Portfolio. *Procedia - Social and Behavioral Sciences*, 191, 764–768.
- Thomas, John W., "A Review Research on Project-Based Learning", California: The Autodesk Foundation, 2000.
- Thornbury, Scott. *How to Teach Speaking*, New York : Person Education Limited, 2005.
- Yee, M. H., Yunos, J. M., Othman, W., Hassan, R., Lee, T. K., & Mohamad, M. M. (2015). The disparity of Learning Styles and Higher Order Thinking Skills among Technical Students. *Procedia - Social and Behavioral Sciences*, 204, 143–152.
- Zohar, A., & Cobern, W. W. (2004). *Higher Order Thinking in Science Classrooms: Students' Learning and Teachers' Professional Development*. Dordrecht: Springer Netherlands.