

**HIGHER ORDER THINKING SKILLS OF SPEAKING
VIDEOS IN BRITISH COUNCIL'S LEARNENGLISH
WEBSITE BASED ON REVISED BLOOM'S TAXONOMY**

THESIS

**Submitted in partial fulfillment of the requirements for the degree of
Bachelor of Education in English Language Teaching.**



Written by:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

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HIGHER ORDER THINKING SKILLS OF SPEAKING VIDEOS IN BRITISH COUNCIL'S LEARNENGLISH WEBSITE BASED ON REVISED BLOOM'S TAXONOMY



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CURRICULUM VITAE



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My name is Anggun Dwi

Lestari, and I was born in Durian Depun on January 27, 2003. I am the second daughter of Mr. Endang Saputra and Mrs. Yuliana. I grew up in Durian Depun, located in Merigi Subdistrict, Kepahiang Regency, Bengkulu Province. Currently, I live in Batu Ampar Village, Merigi Subdistrict, Kepahiang Regency.

I began my formal education at Madrasah Ibtidaiyah Negeri (MIN) 03 Durian Depun, continued to Madrasah Tsanawiyah Negeri (MTsN) 01 Kepahiang, and completed my secondary education at Madrasah Aliyah Negeri (MAN) 01 Kepahiang. I then pursued higher education at Universitas Muhammadiyah Bengkulu, majoring in English Education, and I am currently in the process of completing my undergraduate thesis.

During my time at university, I actively participated in various campus organizations and programs. In 2023, I served as the Head of the Language Center Tutoring Team at Universitas Muhammadiyah Bengkulu during its first period. I also had the opportunity to work as a news presenter on UMB News TV, and took part as a talent for the university's Earth Day greeting flyer. That same year, I was honored to be selected as a delegate for the Asia University Summer Program in Taiwan, representing my university in an international student exchange. In addition, I participated as a delegate in the English debate competition during the National Student Musabaqah Tilawatil Qur'an (MTQMN) in Malang.

In 2024, I joined the Kampus Mengajar (Teaching Campus) program, taking part in the final batch of the initiative. This experience has enriched my knowledge and teaching skills, especially in elementary education, and has further motivated me to become a dedicated and impactful educator

MOTTO AND DEDICATION

MOTTO

"Gratitude built this, love carried this, and faith completed it."

DEDICATION

With all the love, pain, hope, and gratitude that words can carry, I dedicate this thesis to:

1. My beloved parents, Mr. Endang Saputra and Mrs. Yuliana, who never stopped trying, never stopped believing, and never stopped praying. Thank you for your endless sacrifices, for standing tall even when others looked down on you, and for always convincing your daughter that she was capable even when the world doubted us. This achievement is not just mine; it is yours, it is ours.
2. To my teachers and friends at Junior High School, thank you for being witnesses to this journey, for always believing in me, praying for me, and supporting me from the very beginning. Your kindness and sincerity are deeply etched in my heart.
3. To my thesis supervisor, who remained a guiding light despite facing storms of your own. Thank you for your patience, for your heartfelt guidance, and for never giving up on me even when I struggled to keep going.
4. To the one who stayed during my darkest days who saw my breakdowns, my fears, my silence thank you for reminding me that giving up was never the end. You helped me hold on when I almost let go.
5. To my fellow students and companions, who walked this academic road with me through every late night, every shared struggle, and every hopeful morning thank you for the laughter, strength, and encouragement.
6. And lastly, to myself Thank you for surviving. Thank you for staying. Thank you for proving that the daughter who once underestimated, once doubted, and once overlooked could rise. You have shown that faith, hard work, and heart can turn pain into pride. Now, moving forward, be more confident. Don't be afraid. Don't disappear or hide yourself when sadness

and selfdoubt start to creep in. You are stronger than you think, and you are never alone. Keep walking with courage, even if the path is uncertain because you have already come this far, and your journey is just beginning. You have shown that faith, hard work, and heart can turn pain into pride.

This thesis is a silent scream of all the tears held back, the nights filled with doubt, and the hope that never died. This is a tribute to the version of me who was once told, *"You won't make it."* And now she stands here saying, *"I already did."*

PREFACE

All praises be to Allah, the Most Gracious and the Most Merciful, for His blessings, health, and guidance that have enabled the author to complete this thesis proposal entitled " **HIGHER ORDER THINKING SKILLS OF SPEAKING VIDEOS IN BRITISH COUNCIL'S LEARNENGLISH WEBSITE BASED ON REVISED BLOOM'S TAXONOMY**" This proposal is submitted to fulfill one of the requirements to obtain a Bachelor's Degree in English Education at Muhammadiyah University of Bengkulu.

In the completion of this thesis proposal, the author has received support, guidance, and motivation from various individuals and institutions. Therefore, the author would like to express sincere gratitude and appreciation to:

1. Dr. Susiyanto, M.Si, as the Rector of Muhammadiyah University of Bengkulu, for all the facilities and support provided during the author's educational process.
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3. Washlurachim Safitri, M.Pd, as the Head of English Education Study Program at Muhammadiyah University of Bengkulu, who has continuously provided guidance and motivation during the process of writing this thesis proposal.
4. Ririn Putri Ananda, M.Pd, as the thesis supervisor, who has given valuable advice, insightful feedback, and continuous support from the beginning to the completion of this proposal.
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The author realizes that this proposal is far from perfect. Therefore, constructive criticism and suggestions from readers are sincerely welcomed for the improvement of this work. Hopefully, this thesis proposal will be useful for readers, especially those interested in English language teaching and digital learning platforms.

Bengkulu, 21 Agustus 2025

Anggun Dwi Lestari

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ABSTRAK

Anggun Dwi Lestari, 2025. “Higher Order Thinking Skills of Speaking Videos in British Council’s LearnEnglish Website Based on Revised Bloom’s Taxonomy”. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Bengkulu. Pembimbing: Ririn Putri Ananda, M.Pd.

Keterampilan berbicara merupakan aspek inti dalam pembelajaran bahasa Inggris yang tidak hanya menuntut kefasihan, tetapi juga kemampuan berpikir tingkat tinggi (Higher Order Thinking Skills/HOTS), yaitu menganalisis, mengevaluasi, dan mencipta. Penelitian ini bertujuan untuk mendeskripsikan representasi HOTS dalam video berbicara pada situs *LearnEnglish*. Penelitian menggunakan desain deskriptif kualitatif dengan analisis konten. Data diperoleh dari 20 video berbicara yang dipilih secara purposif pada level A1-B2 dan dianalisis menggunakan instrumen adaptasi, didukung dengan triangulasi melalui *second coder* dan wawancara ahli. Hasil penelitian menunjukkan bahwa HOTS muncul pada semua level, dengan aspek *evaluate* paling dominan di level A2 dan B1, sementara aspek *create* lebih menonjol pada level B2. Temuan ini menegaskan bahwa video *LearnEnglish* tidak hanya meningkatkan kemampuan berbahasa, tetapi juga mendorong berpikir kritis dan kreatif. Dengan demikian, integrasi HOTS dalam materi digital berbicara memperkaya pembelajaran berbicara serta memberi implikasi penting bagi guru, pengembang kurikulum, dan pembelajar.

Kata Kunci: Higher Order Thinking Skills, Taksonomi Bloom Revisi, Video Berbicara, British Council, LearnEnglish

ABSTRACT

Anggun Dwi Lestari, 2025. "Higher Order Thinking Skills of Speaking Videos in British Council's LearnEnglish Website Based on Revised Bloom's Taxonomy". English Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu. Supervisor: Ririn Putri Ananda, M.Pd.

Speaking skill is a core aspect of English language learning that require not only fluency but also higher order thinking skills (HOTS), namely analyzing, evaluating, and creating. This study aims to describe the representation of HOTS in speaking videos on the LearnEnglish website. The research employed a qualitative descriptive design with content analysis. The data were obtained from 20 purposively selected speaking videos at levels A1-B2 and analyzed using an adapted instrument, supported by triangulation through a second coder and expert interviews. The findings reveal that HOTS are present across all levels, with the evaluate aspect being the most dominant at levels A2 and B1, while the create aspect appears more prominently at level B2. These findings highlight that the LearnEnglish videos not only enhance language proficiency but also foster critical and creative thinking. Thus, the integration of HOTS in digital speaking materials enriches speaking instruction and provides significant implications for teachers, curriculum developers, and learners.

Keywords: Higher Order Thinking Skills, Revised Bloom's Taxonomy, Speaking Videos, British Council, LearnEnglish.

CHAPTER I

INTRODUCTION

1.1 Background of The Research

Speaking is widely recognized as one of the most essential skills in second language acquisition (SLA). Unlike receptive skills such as reading and listening, speaking is a productive skill that demands real-time articulation, negotiation of meaning, and interactive responsiveness. According to Maxnun et al. (2024), speaking proficiency reflects a learner's ability to spontaneously organize thoughts, select appropriate vocabulary, and apply grammatical structures under communicative pressure. This skill is crucial not only for social interaction but also for academic discussions, oral examinations, and professional communication. Mardiana et al. (2025) highlight that oral fluency is closely linked to cognitive flexibility, especially the ability to connect ideas logically and maintain coherence. Similarly, Nenohai et al. (2024) emphasize that effective speaking requires both linguistic competence and metacognitive awareness, such as the ability to monitor, evaluate, and revise spoken output. Therefore, developing speaking skills should move beyond rote memorization and pronunciation drills, incorporating deeper levels of cognitive engagement.

In line with evolving educational goals, there is growing emphasis on the integration of Higher Order Thinking Skills (HOTS) in language instruction. HOTS, as defined in the Revised Bloom's Taxonomy by Anderson and Krathwohl (2001), consist of three upper-order cognitive processes: analyzing, evaluating, and creating. These processes are essential for learners to engage in critical discussion, logical reasoning, and the production of original ideas. Lidiporu and Sumarni (2022) note that when learners are involved in reflective and evaluative speaking tasks, their communication becomes more meaningful and goal-directed. Tuela and Palar (2022) further state that HOTS enhances learners' ability to adjust their speech

based on audience, context, and communicative intent-resulting in more effective and nuanced oral performance.

The integration of HOTS into speaking instruction has demonstrated positive outcomes in learners' oral fluency, critical thinking, and confidence. Research indicates that speaking tasks that involve decision making, problem solving, and argument construction lead to deeper engagement and sustained interaction (Hollett & Cassalia, 2022). Riza and Setyarini (2020) also suggest that HOTS-based speaking instruction promotes learner autonomy and encourages structured, persuasive expression. These findings underscore the importance of embedding higher-level cognitive demands into speaking practice to support both linguistic and cognitive growth.

Technological advancement has further enhanced the potential for HOTS-oriented language instruction. The rise of digital media and video-based platforms provides multimodal input that supports language development through visual, auditory, and contextual cues. Aprianto (2022) states that video content allows learners to observe authentic language use and reflect critically on real-life interactions. Scaria et al. (2024) highlight that such media afford opportunities for learners to process language more deeply, promoting reflection and interpretation key components of HOTS.

Among the various digital platforms, the British Council's LearnEnglish website has emerged as a globally recognized and accessible resource for English learners. The site features structured speaking videos covering communicative functions such as expressing opinions, making suggestions, and solving problems. According to British Council (2023), these videos are designed to model authentic dialogue and promote communicative competence. Shafira et al. (2025) highlight that the platform's dialogue-based scenarios, interactive tasks, and discussion prompts are well-aligned with HOTS-based learning approaches. Widiastuti and Mbato (2025) also emphasize that these speaking videos are not only linguistically rich but also cognitively stimulating making them valuable tools for fostering higher-order thinking.

However, despite the increasing popularity of video-based learning and growing interest in HOTS, limited research has been conducted to investigate how

HOTS are embedded in speaking-focused video content especially in widely used platforms like LearnEnglish. Misrom et al. (2020) observe that although media can facilitate cognitive skills such as reasoning and evaluation, few studies have analyzed these aspects in the context of speaking instruction. Lidiporu and Sumarni (2022) also note that most HOTS research has focused on reading and writing, while speaking remains underexplored.

Therefore, this study specifically examines how Higher Order Thinking Skills namely analyzing, evaluating, and creating are represented and embedded in selected speaking videos from the British Council's LearnEnglish website. The analysis is guided by the cognitive process dimensions of the Revised Bloom's Taxonomy, providing a structured framework for evaluating the depth of thinking encouraged in these digital learning materials.

This study is significant for several reasons. First, it selects 20 purposively chosen videos from the LearnEnglish platform that target real-world speaking functions and structured communication. Saed et al. (2021) argue that evaluating curated digital materials is crucial for understanding instructional quality in today's multimedia classrooms. Second, this research employs qualitative content analysis to identify the presence and type of HOTS embedded in the videos, offering a systematic framework for analyzing cognitive depth in multimodal content (Sirilakshmi et al., 2024). Third, it contributes to bridging the gap between theory and practice by exploring HOTS integration in authentic, technology-based language learning environments (Tuela & Palar, 2022).

The relevance of this study lies in its alignment with the goals of 21st-century education, which prioritize not only language proficiency but also critical thinking, adaptability, and innovation. Hulu et al. (2024) assert that integrating HOTS in language education fosters independent learning and cognitive empowerment—skills essential in today's information-driven society. Furthermore, Siagian and Ifan Iskandar (2020) note that combining digital literacy with cognitive skill development allows learners to engage critically with content across diverse contexts.

In the context of EFL learning in Indonesia, where many learners have limited access to authentic speaking opportunities, the integration of HOTS within

accessible, video-based resources offers a practical and pedagogically sound solution. British Council's LearnEnglish speaking videos freely available, well-structured, and communicatively relevant can serve as valuable tools to enhance both fluency and critical speaking performance. Thus, this study aims to contribute both theoretical insights and practical implications for improving speaking instruction through the integration of Higher Order Thinking Skills in digital learning environments.

1.2 Research Questions

1. How are Higher Order Thinking Skills (HOTS) represented in the speaking videos on the British Council's LearnEnglish website based on the Revised Bloom's Taxonomy?

1.3 Research Objectives

1. To describe the presence and characteristics of Higher Order Thinking Skills (HOTS) in the speaking videos on the British Council's LearnEnglish website based on the Revised Bloom's Taxonomy.

1.4 Significance of The Research

1. Theoretical Significance

This study provides a descriptive insight into how digital learning materials particularly speaking videos can reflect the principles of Higher Order Thinking Skills as outlined in the Revised Bloom's Taxonomy. It helps expand the academic discussion around the integration of cognitive skills in language learning resources.

2. Practical Significance

1. For English Teachers: This study can guide teachers in selecting or utilizing speaking video materials that support the development of learners' critical thinking and communicative competence.
2. For Content Creators and Curriculum Developers: The findings offer useful input on how to design video-based speaking materials that incorporate deeper thinking processes.
3. For Learners: This study highlights the value of engaging with speaking tasks that encourage not only fluency but also thoughtful and purposeful communication.

4. For Future Research: It provides a reference for those interested in exploring the role of digital video content in fostering HOTS in language education contexts.

1.5 Limitation of The Research

This study is limited to examining the presence of Higher Order Thinking Skills (HOTS) within the speaking video content available on the British Council's LearnEnglish website, as categorized by the Revised Bloom's Taxonomy. The focus is solely on the content of the videos, without involving learner responses, performance assessments, or comparisons across language proficiency levels. Additionally, the study does not address other language skills such as reading, writing, or listening.

1.6 Definition of Key Terms

1. Higher Order Thinking Skills (HOTS): Refers to the top three levels of Revised Bloom's Taxonomy analyzing, evaluating, and creating used to assess cognitive demand in the video content.
2. Speaking Video Materials: Audio-visual materials aimed at developing speaking skills, specifically those available on the British Council's LearnEnglish website.
3. British Council's LearnEnglish Website: An online platform offering free English learning resources, which serves as the source of video data for this study.
4. Revised Bloom's Taxonomy: A cognitive framework by Anderson and Krathwohl (2001) consisting of six levels, with emphasis in this study on the higher-order levels: analyzing, evaluating, and creating.