

CHAPTER II

LITERATURE REVIEW

2.1 Higher Order Thinking Skills (HOTS)

Higher Order Thinking Skills (HOTS) are considered a crucial set of cognitive competencies that go beyond basic comprehension and memorization, focusing instead on students' ability to analyze, evaluate, and create. In Bloom's Revised Taxonomy, these skills occupy the top three levels of the cognitive domain, enabling learners to engage with content in more meaningful and reflective ways. According to (Tuela & Palar, 2022) argue that HOTS plays a vital role in stimulating learners' problem solving abilities and metacognitive awareness, which are essential in performance based tasks. Furthermore, (Lidiporu & Sumarni, 2022) emphasize that the integration of HOTS within language learning enhances not only logical reasoning but also communication fluency by prompting learners to synthesize ideas and express them in structured spoken discourse. These findings underscore the relevance of HOTS in developing speaking skills, where learners must not only convey ideas but also reflect on language use, contextual appropriateness, and audience engagement.

2.1.1 Revised Bloom's Taxonomy

In his article, (Anderson & Krathwohl, 2001) presents a revision of Bloom's Taxonomy that focuses on the Cognitive Process Dimension. This revision retains the six major categories but introduces several key changes: three categories were renamed, two categories were reordered, and all category names were converted into verb forms to better align with how learning objectives are typically written. The revised dimension includes the following categories:

Level	Name	Definition	Example Verbs	Typical Activities

C4	Analyze	Breaking information into parts and understanding relationships.	Differentiate, Organize, Attribute	Comparing, deconstructing arguments, identifying causes.
C5	Evaluate	Making judgments based on criteria and standards.	Check, Critique, Judge	Arguing, justifying decisions, critiquing ideas.
C6	Create	Putting elements together to form a coherent or original product.	Generate, Plan, Produce	Designing, constructing, planning new solutions.

Table 2.1 Cognitive Process Dimension in the Revised Bloom's Taxonomy by (Anderson & Krathwohl, 2001)

This revision emphasizes observable cognitive actions and replaces the original subcategories with 19 more specific cognitive processes. These processes provide clear guidance for teachers and researchers to observe and assess students' levels of thinking. Consequently, this framework becomes an essential foundation for developing observation indicators, particularly when evaluating higher order thinking skills (HOTS) in students' speaking performance. These stages demand learners to go beyond memorization and to engage actively in critical Discussion and synthesis of knowledge.

Recent studies further elaborate on the characteristics of HOTS in language learning contexts. (Hollett & Cassalia, 2022) explain that HOTS is open ended, flexible, and does not yield a single correct answer. Students are encouraged to think reflectively and contextually, allowing for exploratory thinking that draws from multiple viewpoints and real-world experiences. In alignment with this, (Azmi, 2024) emphasizes that HOTS provides a critical foundation for meaningful communication and problem solving in foreign language education, especially in addressing complex, authentic issues commonly encountered in today's learning environments. These findings indicate that HOTS is not only fundamental to strengthening learners' analytical and evaluative skills but also plays a key role in

enriching their communicative competence through tasks that are reflective, collaborative, and rooted in authentic contexts.

2.1.2 Principles and Stages of HOTS Implementation

The HOTS principle in teaching is oriented towards active, participatory, and student centered learning. (Silfani et al., 2023) explain that HOTS based teaching strategies include: problem-based learning, project-based learning, reflective Discussion, and the use of open-ended questions that encourage the exploration of ideas. In the initial stage, teachers provide thinking models and concrete examples; subsequently, students engage in exploration through collaborative activities and individual reflection. HOTS also develops through a metacognitive thinking cycle: planning, monitoring, and self-evaluation (Hollett & Cassalia, 2022).

2.1.3 HOTS Indicators in Speaking Video

In speaking learning, HOTS is reflected in indicators such as: the ability to convey and defend arguments; critically evaluate information; provide reflective responses to new questions or situations; and create context based ideas or solutions. (Purwaningsih et al., 2021) and (Azmi, 2024) explain that students who master HOTS in speaking are able to construct opinions with logical structure, listen critically to their conversation partners, and adapt their language to communicative purposes. These skills can be observed in activities such as debates, experience based storytelling, problem solving Discussions, and simulated interviews and presentations. Therefore, HOTS indicators not only assess oral products but also the thinking processes underlying the production of language.

2.1.4 HOTS in Digital and Video-Based Learning

Digital platforms, particularly video-based learning environments, have become valuable tools for integrating HOTS into language instruction. According to Aprianto (2022), video content offers multimodal input, authentic scenarios, and interactive opportunities that support the development of both language proficiency and cognitive engagement. Scaria et al. (2024) highlight that well-designed educational videos enable learners to reflect on meaning, structure arguments, and simulate real-world communication, all of which activate higher-order thinking.

The British Council's LearnEnglish website is one such platform offering structured speaking videos. These videos often include role plays, dialogues, and prompts designed to stimulate interaction and critical thought. As noted by Widiastuti and Mbato (2025), such platforms offer speaking tasks that align with the demands of HOTS, making them suitable for analysis through the lens of Revised Bloom's Taxonomy.

2.2 Speaking Skills

Speaking skill is widely recognized as one of the most essential components in mastering a foreign language, particularly English, as it serves as the primary medium for oral communication. Recent studies have reaffirmed that speaking is not merely about phonological mastery or grammatical accuracy but involves higherorder cognitive engagement, including reflective and critical thinking. According to (Hulu et al., 2024), the development of speaking proficiency requires the integration of linguistic elements with cognitive strategies that promote fluency, coherence, and sociocultural sensitivity. In line with this, (Mardiana, 2025) emphasize that speaking activities embedded with authentic contexts facilitate learners in applying language meaningfully and critically, encouraging deeper language internalization and expression. (Hollett & Cassalia, 2022) further argue that the speaking process involves not only the verbal transmission of ideas but also the ability to structure arguments, assess feedback, and respond appropriately in diverse communicative settings.

In the context of English as a Foreign Language (EFL) education, learners often struggle to develop speaking skills due to limited exposure and practice in their daily environments. (Nenohai et al., 2024) point out that EFL learners benefit significantly from instructional models that combine communicative competence with critical engagement through tasks requiring reasoning, argumentation, and elaboration. The essential components of speaking skill pronunciation, grammar, vocabulary, fluency, and comprehension remain central, but recent approaches advocate for the inclusion of metacognitive elements such as selfevaluation and strategic planning during speech production. As such, fostering speaking skills today entails a more holistic pedagogy that aligns with 21st century demands, where

learners are not only language users but also reflective thinkers capable of engaging meaningfully in various social and academic contexts.

Speaking is characterized by spontaneity, immediacy, and often an unstructured form, which differentiates it from other language skills. These features demand a pedagogical approach that prioritizes authentic activities such as Discussions, simulations, storytelling, and presentations to reflect realworld communication. As emphasized by (Hulu et al., 2024), meaningful speaking practice should occur in contextualized settings where learners actively construct and negotiate meaning. In support of this, (Nenohai et al., 2024) argue that speaking progresses through cognitive stages of comprehension, imitation, reproduction, and ultimately creative language use. This developmental sequence positions speaking as an ideal medium for applying HigherOrder Thinking Skills (HOTS), as learners are continuously required to analyze, synthesize, and articulate ideas critically and coherently.

2.2.1 Spoken Language in Language Learning

Spoken language is considered one of the core skills in second language acquisition and is often viewed as the most complex mode of communication due to its real-time processing demands. According to Thornbury (2020), spoken discourse differs from written discourse in several key ways: it is typically more spontaneous, less structured, and heavily dependent on interactional features such as turn-taking, pauses, and repair strategies. These characteristics make speaking both a cognitive and social activity that requires learners to coordinate linguistic knowledge, pragmatic competence, and strategic communication skills simultaneously.

From a pedagogical perspective, teaching speaking involves not only developing learners' linguistic accuracy but also their ability to engage in meaningful interaction. Goh and Burns (2022) emphasize that effective speaking instruction must include activities that promote fluency, interactional competence, and critical thinking in order to prepare learners for authentic communication. Spoken tasks also align with communicative language teaching principles, where learners are encouraged to use the target language as a tool for problem-solving, negotiation of meaning, and collaborative learning (Richards, 2021). In this sense,

spoken language tasks do not merely reflect language knowledge but actively contribute to learners' cognitive and social development.

2..2.2 Video as a Learning Medium

Video has become an increasingly prominent tool in language education because it integrates multiple modes of input visual, auditory, and contextual making learning more engaging and effective. Mayer's *Cognitive Theory of Multimedia Learning* (2021) argues that learners process information more efficiently when verbal and visual channels are combined, as this dual-channel processing enhances comprehension and retention. In language learning, video provides learners with authentic input that models pronunciation, intonation, body language, and cultural norms that are often absent in text-based resources.

A typical instructional video consists of several key components:

1. Visual elements, such as facial expressions, gestures, and settings, which provide contextual cues and aid comprehension.
2. Audio elements, including spoken dialogue, background sounds, or narration, which deliver linguistic input and model authentic communication.
3. Textual elements, such as subtitles or on-screen prompts, which reinforce listening comprehension and support learners with lower proficiency levels.
4. Interactive elements (in digital learning environments), including pauses, comprehension checks, or follow-up tasks that engage learners actively in the learning process.

Each of these components serves a specific pedagogical function. Visual and audio elements promote authentic exposure to language use; textual elements provide scaffolding for comprehension; and interactive elements encourage active engagement and deeper processing of language input. As highlighted by Canning-Wilson (2020), video can bridge the gap between classroom practice and real-world communication, offering learners both linguistic input and cultural context. Furthermore, Jones and Carter (2023) found that learners who engage with video-based materials demonstrate higher levels of motivation and critical reflection compared to those relying solely on text-based input.

2.2.3 Speaking Skill in English Language Learning

Speaking is one of the most essential productive skills in second or foreign language learning. It involves the ability to produce meaningful utterances fluently, accurately, and appropriately in various communicative situations. According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. This process requires learners not only to master linguistic features such as grammar, vocabulary, and pronunciation but also to manage discourse, pragmatics, and interactional strategies in real time.

In the context of English as a Foreign Language (EFL), speaking is often seen as one of the most challenging skills to develop due to limited exposure to authentic communication and insufficient opportunities for oral practice. Richards (2008) notes that speaking instruction should focus not only on form but also on function, enabling learners to express ideas, give opinions, engage in discussions, and respond spontaneously in meaningful ways.

The development of speaking skill is also closely linked with cognitive processes. As noted by Maxnun et al. (2024), speaking proficiency reflects a learner's ability to organize thoughts, choose appropriate language, and convey meaning under communicative pressure. These tasks naturally require learners to operate beyond lower-order cognitive skills such as remembering or understanding. Instead, effective speaking demands higher-order thinking such as organizing arguments, analyzing situations, evaluating responses, and creating new expressions in dynamic contexts.

Furthermore, Tuela and Palar (2022) emphasize that speaking activities that integrate reflection, argumentation, and problem-solving foster learners' metacognitive awareness and communication effectiveness. Therefore, incorporating HOTS into speaking instruction can promote deeper engagement, enhance fluency, and improve learners' ability to respond critically and flexibly in diverse speaking situations.

In digital learning contexts, speaking tasks embedded in video material especially those featuring realistic dialogues, open-ended prompts, and discussion-oriented segments have the potential to support these cognitive demands. Hence,

examining how such video-based speaking content aligns with HOTS indicators becomes essential in understanding the cognitive quality of instructional media.

2.3 Video Based Learning

Video based learning constitutes a pedagogical approach that employs audiovisual media to facilitate the acquisition of language skills. It provides authentic linguistic input embedded in real world communicative contexts, thereby exposing learners to natural speech patterns, cultural nuances, nonverbal cues such as facial expressions and gestures, and pragmatic aspects of language use.

The role of video becomes particularly significant when aligned with the principles of Higher Order Thinking Skills (HOTS). Research by (Handley & Wang, 2024) demonstrates that authentic video based curricula contribute to deeper learner engagement, enhanced understanding of communicative norms, and greater awareness of cultural and contextual factors in interaction. (Guo et al., 2020) further assert that the technical quality of video encompassing sound, visual clarity, and instructional design can substantially influence learners' attention, motivation, and willingness to engage with content.

A pertinent model illustrating the pedagogical affordances of video is the flipped classroom. As articulated by (Bergmann & Sams A, 2022), the flipped model enables students to engage with video content independently prior to classroom instruction. This preparatory engagement frees up classroom time for interactive, task based activities that stimulate analysis, evaluation, and creative language production core dimensions of HOTS. Complementarily, (Yaşar, 2025) highlights that student generated video content, such as self recorded reflections or peer interactions, fosters metacognitive processes including self monitoring and strategic planning, particularly in second language learning contexts.

In conclusion, videobased learning is not merely a supplementary tool in language education but a strategically potent medium for fostering higherorder cognitive engagement. Its multimodal, reflective, and interactive characteristics render it highly suitable for developing spontaneous, coherent, and contextually grounded speaking abilities in EFL learners.

2.5 The British Council's LearnEnglish Website

The British Council's LearnEnglish website is a widely recognized online platform that provides English language learning materials for students and teachers worldwide. The platform includes lessons, interactive activities, articles, and multimedia content designed for learners at different proficiency levels, based on the Common European Framework of Reference (CEFR). One of its key features is a collection of speaking-oriented videos aimed at helping learners develop their communicative competence in real-world contexts. The LearnEnglish platform provides authentic language exposure and meaningful input through varied video topics, characters, and scenarios. These materials are aligned with communicative language teaching principles and support the development of fluency, listening comprehension, and confidence in speaking. The structured dialogue, use of natural language, and learner-centered design make the platform especially valuable for both classroom and independent learning.

In terms of global impact, the LearnEnglish website has received millions of visits annually from over 100 countries, making it one of the most accessed English language learning platforms globally (British Council, 2023). According to the British Council's Annual Global Impact Report, LearnEnglish has contributed significantly to promoting equitable access to English education, especially in underserved regions. The platform has been commended by educational institutions and ministries of education for its pedagogical innovation and support for autonomous learning. In 2022 alone, the website reported over 80 million page views and was integrated into national education strategies in several developing countries. Its mobile accessibility and offline learning resources further expand its reach, enabling learners with limited internet access to benefit from structured English instruction. These achievements underscore the platform's excellence not only as a digital learning tool but also as a driver.

2.6 Previous Related Studies

Oryza et al. (2022) conducted a content analysis of textbooks and found limited inclusion of HOTS, especially in the main explanation sections. Although

their study focused on reading materials, it illustrates the broader issue of underdeveloped critical thinking elements in learning resources. Meanwhile, other studies such as those by Yendra et al. (2024) and Riza & Setyarini (2020) have investigated HOTS implementation in classroom settings and highlighted the need for authentic materials that reflect real communication and foster learner autonomy.

Despite these findings, few studies have examined HOTS within video-based speaking materials specifically. This gap justifies the current study, which seeks to explore how the speaking video content in the British Council's LearnEnglish platform embeds higher-order cognitive demands, particularly at the levels of analyzing, evaluating, and creating.