USING INSTAGRAM AS INSTRUCTIONAL MEDIA TO DEVELOP STUDENTS' HIGHER-ORDER THINKING IN TEACHING ENGLISH SPEAKING

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English

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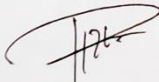
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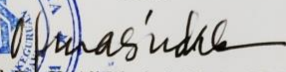
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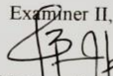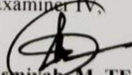
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ABSTRACT

Efendi, Herman. (2019). *Using Instagram as Instructional Media to Develop Students' Higher-Order Thinking in Teaching English Speaking.* A thesis. English Language Educati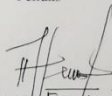on Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor: **Mokhamad Syaifudin, M.Ed, Ph.D, and Rizka Safriyani, M.Pd.**

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

Instagram is one of the most popular and most used social media recently. This causes many teachers start using Instagram to engage students' understanding and critical thinking. This study is aimed to describe the use of Instagram to develop students' Higher-Order Thinking in teaching English speaking skills. This study is taken at Faculty of Education and Teacher Training Islamic University of Sunan Ampel Surabaya in students of English Intensive Course. This study is a qualitative research using case study approach. The research subject of this study is the teacher and students of English Intensive Course in academic year 2018/2019. The data is collected through classroom observation, documentation and interview. The researcher uses two instruments, observation checklist and interview guideline. The result of this study shows that the teacher uses the Instagram as media in developing students' Higher-Order Thinking by giving pictures and instructions related to the topic that enable students to increase the highest level at Bloom Taxonomy level, namely Higher-Order Thinking (HOT). The students' responses toward the use of Instagram are interesting and helpful. The students are interested in the use of Instagram because it makes easy to get additional information related to learning and the Instagram is helpful because the students become more creative and easier to do their assignments.

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ABSTRAK

Efendi, Herman. (2019). *Using Instagram as Instructional Media to Develop Students' Higher-Order Thinking in Teaching English Speaking.* A thesis. English Language Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor: **Mokhamad Syaifudin, M.Ed, Ph.D, and Rizka Safriyani, M.Pd.**

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

Instagram adalah salah satu media terpopuler dan paling banyak digunakan saat ini. Hal ini menyebabkan banyak guru mulai menggunakan Instagram untuk melibatkan pemahaman dan daya berfikir kritis siswa. Penelitian ini bertujuan untuk mendiskripsikan penggunaan instagram untuk mengembangkan Higher-Order Thinking mahasiswa dalam mengajar speaking. Penelitian ini dilaksanakan di Fakultas Tarbiyah dan Keguruan UIN sunan ampel Surabaya pada mahasiswa Intensive Course. Penelitian ini adalah penelitian kualitatif menggunakan pendekatan studi kasus. Data dikumpulkan melalui observasi kelas, dokumentasi dan wawancara. Subjek penelitian ini adalah guru dan mahasiswa intensif bahasa inggris tahun akademik 2018/2019. Peneliti menggunakan dua instrument, yaitu pedoman observasi dan pedoman interview. Hasil penelitian ini menunjukkan bahwa guru menggunakan instagram sebagai media untuk mengembangkan Higher-Order Thinking mahasiswa dengan memberikan gambar dan intruksi sesuai topic yang memungkinkan mahasiswa untuk masuk ke level tertinggi ditingkatan bloom taxonomi yaitu Higher-Order Thinking. Respon mahasiswa terhadap penggunaan Instagram adalah menarik dan membantu. Para mahasiswa tertarik karena instagram memberikan kemudahan untuk mendapatkan tambahan informati terkait pembelajaran dan membantu karena mahasiswa jadi lebih kreatif dan lebih mudah dalam mengerjakan tugasnya.

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CHAPTER I

INTRODUCTION

This chapter discusses the researcher's purpose in doing this study. This chapter provides some information related to the background of this study. It starts with the reason to do this research. Then it continues to the research question, the objectives of the study, scope, limits of the study, the significance of the study and the definition of key terms.

A. Background of Study

Instagram is one of the most popular and most used social media these days.[1] This causes people, including learners, also tend to operate and involve the application in their daily activities and real life. It is widely argued that meaningful learning needs to be the purpose.[2] Therefore, many teachers are starting to use Instagram to engage students' understanding and critical thinking. Instagram has many advantages in learning and teaching process. As one of the social medias, Instagram has advantages in educational fields; besides for meaningful learning, it also facilitates learners to gain more information broader.[3] The available information is more iverse and can be accessed easily.

The use of Instagram in the classroom can be functioned as media for teaching specific English skills especially speaking skills. Yet, not many teachers are not aware of that function. Few studies have investigated the use of Instagram for teaching skills other than speaking skills, for example the study that had been done by Elliott Burn, Jen MacLachlan, and Jake Charles Rees entitled *'Everybody Phones Out: teaching experiments with Instagram.'* Fitri Handayani entitled *'Students Attitude toward Using Instagram in Teaching*

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[1] Christina A. Jackson, & Andrew F. Luchner. *Self-presentation mediates the relationship between Self-criticism and emotional response to Instagram feedback*. Personality and Individual Differences, 2017.04.052

[2] Abbie Brown - Timothy D. "*The essentials of instructional design: connecting fundamental principles with process and practice.*" (2006)

[3] Johannes Konert, "*Interactive Multimedia Learning*", (Cham: Springer International Publishing, 2015). Retrieved from http://link.springer.com/10.1007/978-3-319-10256-6.

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Writing.' Voyce Li entitled *'Social Media in English Language Teaching and Learning.'*

Regarding the purpose of meaningful learning. Students are not expected to only be able to understand the lesson, but also higher levels of abilities are needed. Even though, not many students and teachers can be exposed to experience the situation in which Higher-Order Thinking skills promoting activities can be conducted. While, Heong et al. stated that Higher-Order Thinking skills is the key of meaningful learning.[4] In relation to speaking and Higher-Order Thinking skills, Instagram used by students in their real life can actually provide the teaching and learning activities. The use of Instagram by students and teachers potentially engage students' interest, motivation and a higher level of thinking.

Instagram is a social media that enables people to connect with the whole world, it has a high possibility for the users to share pictures with English caption in Instagram; including most of the students in one of the Universities in Surabaya. Furthermore, based on the pre-research classroom observation, the researcher found that 19 of 25 students in English Intensive Course at UIN Sunan Ampel Surabaya have frequently written caption for their pictures in English. In addition, they also use to read other users' English captions, especially Indonesian public figures or entertainers.

The subject of this research is the teacher who teaches English Intensive Course in Tarbiyah Faculty at UIN Sunan Ampel Surabaya. The English Intensive Course focuses on general academic English and is designed for students who meet every year as enrollment student requirement. This research uses one class, they are non-English-major-students who are obligated to learn English for the academic purpose by the University.

Several kinds of research regarding this issue have been widely conducted. The related previous study that had done is by Elliott Burns, Jen MacLachlan, and Jake Charles Rees, entitled '*Everybody*

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[4] Yee Mei Heong, et.al., *"The Need Analysis of Learning Higher Order Thinking Skills for Generating Ideas".* Procedia – Social and Behavioral Science, 59, 197-203. http://doi.org/10.1016/j.sbspro.2012.09.265. (2012)

Phones Out: teaching experiments with Instagram'.[5] This research makes specific reference to EPO's (Everybody Phones Out) co-option of the iconography of memes, the combination of textual and visual information and the image parlance of memeology to humorous and virulent effect. Evaluating our own successes and failures, we detail a code of conduct for others considering Instagram usage in education. Whereas, my research focuses on HOTS in teaching learning.

The second is a journal by Astiti Dwi Handayani, Bambang Yudi Cahyono & Utami Widiati entitled *'The Use of Instagram in the Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions'*.[6] This study examined the effect of the use of Instagram on EFL students' writing ability. Their competence in writing, interest in the use of Instagram in the teaching and writing, and learning process. Based on the findings of this study, some recommendations are given for teachers and future researchers regarding the use of Instagram in the teaching of EFL writing.

The third is the previous study done by Fitri Handayani entitled *'students attitudes toward using Instagram in teaching writing'*.[7] This study aims to investigate students' attitudes towards the use of Instagram in teaching writing. From this study, the researcher uses the questionnaire and interviewed to get the data. The research design included a 5 point Likert-type questionnaire which was strongly agreed (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). It was used to investigate students' attitudes toward the use of Instagram in teaching writing.

The fourth is a journal by Candradewi Wahyu Anggraeni entitled 'Students' Perspectives Toward The Use of Instagram in Writing Class'.[8] This study presents the student's perspectives of

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[5] Burns, Elliot and Rees. *Everybody Phones Out: teaching experiments with Instagram,* Spark: UAL Creative Teaching and Learning Journal, 1(2). P. 79-94. 2016

[6] Astiti D.H, Bambang Y.C & Utami W., *The Use of Instagram in The Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions.* 2018

[7] Fitri Handayani. *Students' Attitudes Toward Using Instagram in Teaching Writing,* Vol2,No 1.2017

[8] Candra Wahyu A. *Students' Perspectives Toward The Use of Instagram in Writing Class.* Tidar University Indonesia. 2017

using Instagram in doing their writing assignments. From this journal, it is to build on theoretical, practical, and pedagogical significances for student's perspectives toward using Instagram in writing class.

The fifth is a journal by Voyce Li entitled *'Social Media in English Language Teaching and Learning'*.[9] This study first shares a case of using social media in English language teaching and secondly, explores students' use of social media for English learning and the relationships between six possible frequent learning activities through social media. Whereas this research focuses on the implementation of Instagram in developing students' Higher-Order Thinking. This research uses the Instagram in posting and gives instruction by Instagram post and comment. The students can give their answers by writing in the box comment and speak in front of the class.

This study focuses on teaching speaking through Instagram in English intensive course of UIN Sunan Ampel Surabaya especially in Tarbiyah Faculty to assist High-Order Thinking skill in speaking. Thus, it can help the learning process at the class.

B. Research Questions

In relation to the background of the study previously outlined above, the problem of the study can be formulated as follows:

1. How does the teacher use Instagram as instructional media to develop students' Higher-Order Thinking skill in teaching English speaking in English Intensive Course at UIN Sunan Ampel Surabaya?
2. What are the student's responses to the use of Instagram as the media in speaking class?

C. The Objectives of The Study

Based on the research questions formulated above, the objective of this study is formulated below.

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[9] Voyce Li. *Social Media in English Language Teaching and Learning.* 2017.

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

D. Scope and Limitation of The Study

The scope of this study is the Implementation of Instagram and the response. Specifically, the main data taken from the teaching and learning process using Instagram. This media is used for teaching four English language skills in two meetings; however, this research focuses on teaching speaking only. In addition, the activities of the teaching and learning processes are elaborated. Here, the researcher focuses only on 3 components in HOTS (analyzing, evaluating, and creating). Furthermore, the study is limited to students who are taking *English Intensive* Course. It is the English program of UIN Sunan Ampel Surabaya that is followed by new college students. They are non-English-major-students who are obligated to learn English for the academic purpose by the university.

E. The Significance of The Study

The result of the study is expected to give contribution for both English learners and teachers. In particular, this study can be one of the sources in recognizing and realizing the use of social media, especially *Instagram* to learn English. For students who tend to learn autonomously by themselves, or even possible in the classroom based on materials given by teachers and the lesson guidelines, then they can practice when the classes end. In addition, this research can give extra information about the ways learners think about everything that they get from social media in different senses; analyzing, evaluating and creating.

Furthermore, this study can show alternative ways of teaching or explain English lesson using one of the most used and popular social media. As learners possibly abuse technology for their life, spend more time for useless activities related to the media, and get meaningless information from the media, it is teachers' job to be more open-minded and welcome technology for teaching and learning process. The use of *Instagram* for teaching is possibly still

uncommon, however, the use of it becomes one of the biggest part in students' life, especially Indonesian students nowadays. The phenomenon that will be discussed in this study can be further examples for teachers to connect lessons with students' real life and daily activities.

F. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are:

1. Instagram

Instagram is a mobile app (iOS and Android) that allows users to instantly share their photos moment or short videos into visually appealing image by adding caption and can edit our images, which is then shared with others on the network. Intagram is currently the third most popular social network used by U.S. college students' pictures and videos.[10] In this research, Instagram means one of the social media that can be used by teacher as a medium of learning in the classroom or outside the classroom because almost all students in contemporary times have android phone and Instagram account. We can download Instagram application in play store and app store.

2. Higher-Order Thinking:

Higher-Order Thinking is the highest levels of cognitive process and the ability to complete the given tasks.[11] It's a phase in the learning process where students are touched to thinking in high level including analyzing, evaluating, and creating.

3. Teaching English Speaking

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

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[10] Salomon Danielle (2013), *Moving on from facebook: Using Instagram to connect with undergraduates and engage in teaching and learning*. p. 1

[11] M. H. Lee, et.al., *"The disparity of Learning Styles and Higher Order Thinking Skills among Technical Students"*. Procedia - Social and Behavioral Sciences, 204, 143–152. https://doi.org/10.1016/j.sbspro.2015.08.127

communication based on the context. Specifically, this research will observe speaking activities during discussion and presentation section in the classroom, based on the teacher's lesson plan.

4. Response

According to Hamalik, "responses are coordinated movements by one's perception of outside events in the immediate environment".[12] Meanwhile Harvey and Smith define that response is a form of readiness in determining good attitude in positive form or negative to an object or situation. So, in this study student response is defined as the response of students at the time of teaching and learning activities after following the learning of English by using media Instagram.

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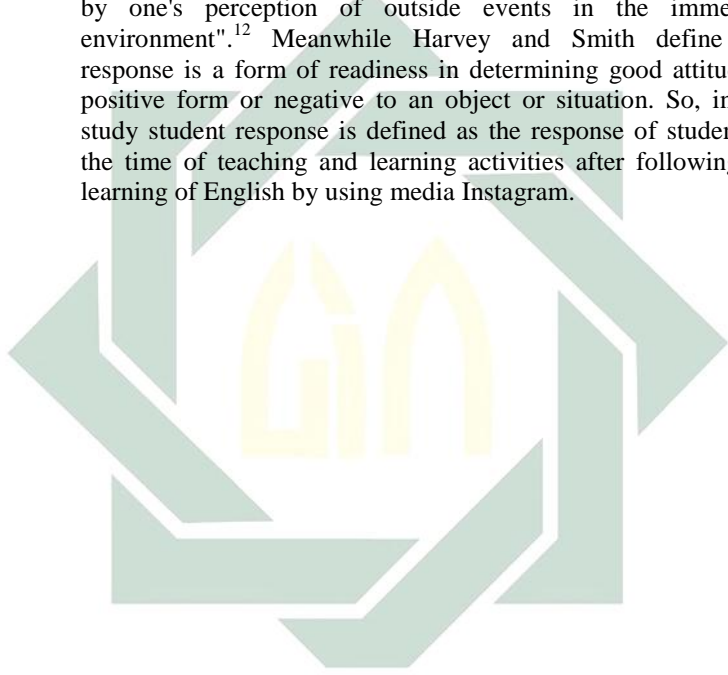
[12] Kelly, Ronan. *An Exploration of Instagram to Develop ESL Learner's Writing Proficiency*, (England: British Council 2015), P. 1.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter gives a brief explanation of theories that support this study. There are two sub-sections in this chapter, the review of related literature and the previous studies.

A. Theoretical Framework

1. Instagram

Sheldon et al. identify that individuals use social media to store images and memories so that they can remember every special event that happened in the past.[13] 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 images. So, People who want to document a special moment are more likely to post a picture on Instagram, rather than compose a tweet.

Generally, *Instagram* users access the application to entertain themselves, 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 education, *Instagram* is mostly used for teaching cultural lessons. Particular study or framework that discuss *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 students' real life also something that students often do. As *Instagram* is considered as one of Social Media,[14] then it is expected to also have the characteristics of social media especially in terms of facilitating

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[13] Pavica Sheldon, et.al., *"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. https://doi.org/10.1016/j.chb.2017.06.009

[14] Jason G. Miles, *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, 2014).

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education progress.[15] It means that the use of Instagram can be used to teach the lesson and make the learning process more creatively.

a. Instagram as A Media in Teaching Speaking

Nowadays, 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.[16] 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 the class, including experiments, project and the other activities.

Teachers can even use Instagram on field visits, share photos of what they need and use it to give the lesson during speaking class. In addition, Instagram can be used for education as the use of visual images potentially improve student's interpersonal development.[17] The teacher 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's intelligence. It makes students and teacher's creativity able to see how each student gives respond. So, using Instagram teachers and students can be more creative in teaching-learning process.

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[15] Stamatios Giannoulakis & Nicolas Tsapatsoulis, *"Evaluating the descriptive power of Instagram hashtags. Journal of Innovation in Digital Ecosystems", 3*(2), 114–129. https://doi.org/10.1016/j.jides.2016.10.001

[16] Kessler, G. *Teaching ESL/EFL in a World of Social Media, Mash-Ups, and Hyper-Collaboration*. Tessol Journal. 4/4. 615-632

[17] McBride, K. Social Networking Sites in Foreign Language Classes: Opportunities for Re-creation. In Lomicka, L., Lord, G. *The Next Generation: Social Networking and Online Collaboration in Foreign Language Learning.* (35-38). San Marcos, TX: CALICO.

Figure 2.1. Instagram Logo
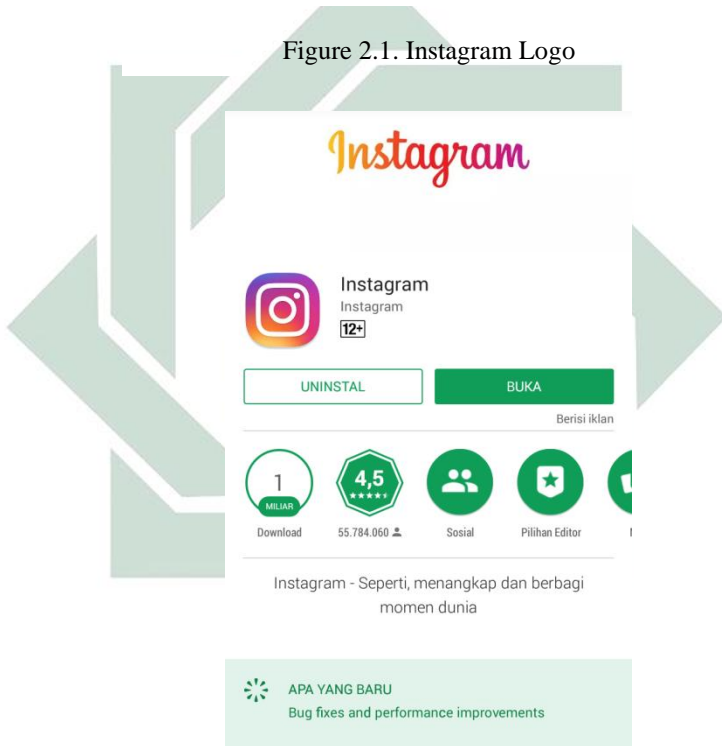
Figure 2.2. Download Application in
the App Store
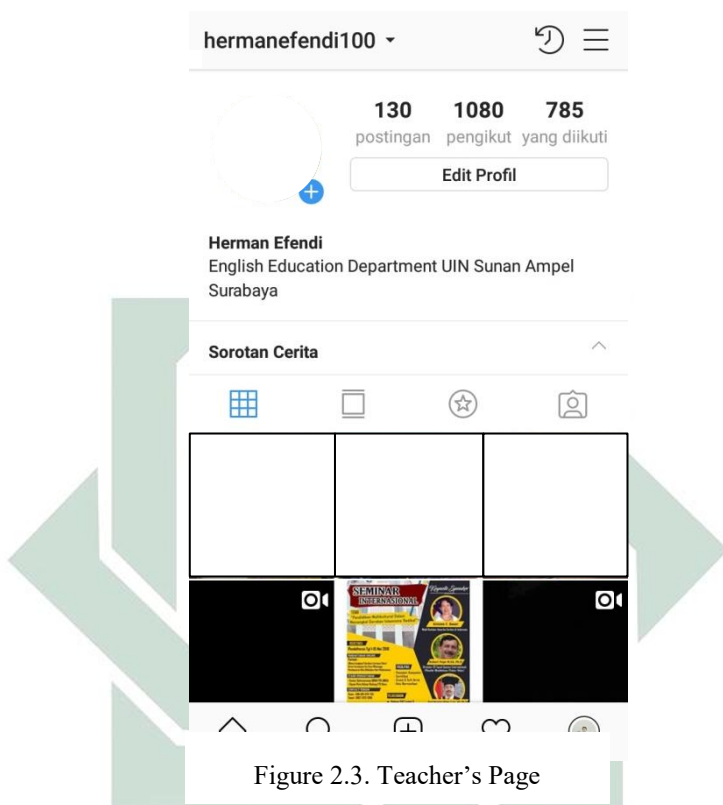
Figure 2.3. Teacher's Page

The teacher can use Instagram images 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. Higher-Order Thinking

Many perspectives regarding thinking levels have been revealed. It is not something that has any behavioral indices; therefore it is not easy to observe it in action. In teaching 'thinking', different kinds and different levels of 'thinking' become an important issue for teachers. As McGregor mentions, a French philosopher, Rene Descartes argued that thinking is

reasoning, and that reason is a chain of simple ideas, linked by applying strict rules of logic.[18] In other words, 'thinking' is part of the direct physiological connections between logical thinking and the functioning of the brain.

Talking about 'thinking' level, *Bloom's Taxonomy* then, of course, takes significant roles in this. In order to discern the similarities and the differences of learners' ability in relating the teaching and learning goals and instructional programs, taxonomy is used as an encouragement to develop definition and classification of learners' ability.[19] The term Higher-Order Thinking then appears in pair with Lower-Order Thinking. These are firstly stated by Anderson in the revision of *Bloom's Taxonomy*. Of course, these thinking levels cannot simply recognize by educators or teachers without any observable actions. As a result, Lower-Order Thinking skills and Higher-Order Thinking skills have appeared.

Higher-Order Thinking skills are used to delineate any cognitive activities that are beyond the stage of understanding and lower-level application.[20] Based on this taxonomy, memorization, and recall of information, etc. are no longer classified into the Higher-Order Thinking skills; but, those are included in Lower-Order Thinking skills. While the skills that are classified into Higher-Order Thinking skills are analyzing, synthesizing, and evaluating.[21] Many other frameworks related to Higher-Order Thinking skills have been revealed by many experts.

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[18] D. McGregor, "*Developing thinking ; developing learning a guide to thinking skills in education*". Maidenhead, Berkshire, England: Open University Press. Retrieved from http://site.ebrary.com/id/10197030/2007

[19] David R. Krathwohl, "*Taxonomy of Educational Objectives: Cognitive Domain*" (Vol. 1). Longmans, Green

[20] Lorin W. Anderson, et.al., "*A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*". New York: Addison Wesley Longman, Inc.

[21] Anat Zohar & Cobern, W. W. "*Higher Order Thinking in Science Classrooms: Students' Learning and Teachers' Professional Development*". Dordrecht: Springer Netherlands. Retrieved from http://public.eblib.com/choice/publicfullrecord.aspx?p=3071774/2004

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.[22] In line with this, Anderson et al., classified the levels based on the skills in the revised version of *Bloom's Taxonomy*.[23] 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 included in Higher-Order Thinking.

Following Richards and Schmidt's 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 identifying motives.[24] This level is involving breaking down information into its parts and then reasoning with that information. Furthermore, Evaluation is indicated by students' ability in making value decisions about issues, resolving controversies or differences of opinion. Brookhart states that students' ability to evaluate involves judging the value of materials and methods for various purposes.[25] Evaluation-level activities usually ask students to make a claim about the worth of something and explain their reasons. In other words, judging the value of material and methods 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

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[22] Yee Mei Heong, et.al., "*The Needs Analysis of Learning Higher Order Thinking Skills for Generating Ideas*". *Procedia - Social and Behavioral Sciences*, *59*, 197–203. https://doi.org/10.1016/j.sbspro.2012.09.265. (2012)

[23] 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.

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

[25] Brookhart, S. M. (2010). *How to assess Higher-Order Thinking skills in your classroom*. Alexandria, Va.: ASCD

objects.[26] In the framework, creating is the highest cognitive level based on the revised version of *Bloom's Taxonomy*.[27] According to Brookhart, this level involves putting parts together to form a new whole.[28] 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 processes 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,understod in light of newer theories of learning that emphasize students	Classify, describe, discuss, explain, identify,

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[26] Richards, J. C., & Schmidt, R. W. (2013)T. *Longman dictionary of language teaching and applied linguistics*. Routledge.
[27] Lorin W. Anderson, et.al., "*A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*". New York: Addison Wesley Longman, Inc.(2001)
[28] Susan M. Brookhart, *How to assess Higher-Order Thinking skills in your classroom*. (Alexandria,2010). Va.: ASCD.

		constructing their own meaning.	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 whole.	Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test
5	Evaluate	Means judging the value of material and methods for given purposes, based on	Appraise, argue, defend,

		criteria.	judge, select, support, value, critique, weigh
6	Create	Means putting disparate elements together to form a new whole, or reorganizing existing elements to form a new structure.	Design, assemble, construct, conjecture, develop, formulate, author, investigate

a. Higher-Order Thinking in Teaching Speaking

In order to develop and improve students' Higher-Order Thinking skill, achievement is supposed to be observable through teaching and learning activities. As explained 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 High-Order Thinking Skill in Bloom Taxonomy. In complex, Bookhart appears with the characterization of Higher-Order Thinking that can be represented in three senses; 'transfer, critical thinking and problem-solving.'[29] Explicitly, 'transfer' here means students' ability to use and apply something that they learn in real life; 'critical thinking' represents students'

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[29] Susan M. Brookhart, *How to assess Higher-Order Thinking skills in your classroom.* (Alexandria,2010). Va.: ASCD.

ability to judge with the logical and acceptable base; 'problem-solving' stands for the process of thinking for successive decisions.

Those three senses are supposed to be detected in each level of HOTS. In other word, inside analyzing skill, these three categories appear. Students may have different and still acceptable responses to kinds of analysis-level tasks. 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, students' 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[30]

BLOOM'S TAXONOMY LEVEL	Examples of Activity for Each Stage
Remember	*Label:* First look at a sheet (e.g. 10 pictures), then label each picture. *Recall:* Which standard matters to you when choosing an ideal mate?
Understand	*Summarize:* Read the explanation of each character and discuss it. Summarize a list of criteria in your own words. *Discuss:* Discuss your ideas with your partner.

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[30] Sibling Xu. *Infusing Higher-Order Question Into Speaking Activity: A Case of Study of L2 Learner's Speaking Proficiency and Higher-Order Thinking.* 2014

	Explain: State your reasons to support your choices.
Apply	*Apply:* Think of at least three related situations, such as the good character of your friend, colleague, and parents.
Analyze	*Analyze:* Ask your partner some higher-order questions like, "How to choose an ideal mate?" "Why the other criteria are important or less important to you?" *Contrast:* "Which criterion is less important?" Compare and contrast your argument.
Evaluate	*Judge:* Compare the results and defend your reasons. Finally, try to persuade your partner in order to reach an agreement with each group.
Create	*Synthesis:* Discuss in pairs, and organize your partner's points of view. *Infer:* Formulate a reason that might explain your partner's reason for choosing her criteria.

From the table above, students' speaking skill containing HOTS specifically Analyze, Evaluate, and Create level can be observed based on the question asked (High-Order Question) and the explanation. Those will be assessed and scored based on the rubrics (Appendix 2).

b. Assessing Students' Higher-Order Thinking

The skills of different taxonomy level can play important roles in carrying students' 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.[31] Therefore a good design is needed to achieve the learning objectives.

Related to thinking about language, Silver mentions two different ways to think about language; those are (1) language is a set of structures or products of the developmental systems, and (2) language is a set of functions that represent the way a person thinks.[32] Beholding on Silver's statement, students' Higher-Order Thinking is not simply assessed by looking at their skills. But, sets of instructions, assessments, plans, and probably observational guidelines are also needed. Brookhart has clearly mentioned that "improving thinking skills should actually improve content knowledge and understanding as well" as the use of assessment is "to show students' thinking".[33] Therefore in this research, to know the application of Instagram to assist High-Order Thinking skill in teaching speaking, an assessment is needed.

Rooted in Brookhart, there are "General Principles for Assessing Higher-Order Thinking" which are divided into three main points; those are:[34]

1) Basic Assessment Principles

Giving assessment cannot simply can be done in a rough way without particular consideration except giving scores to students. Basically, the assessment needs to begin by specifying clearly and exactly the kind of thinking; about the content 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 be considered.

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[31] Kathleen Cotton, *Teaching thinking skills*. Northwest Regional Educational Laboratory, School Improvement Program.

[32] Kate Silver, *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, 2005).

[33] Susan M. Brookhart, *How to assess Higher-Order Thinking skills in your classroom*. (Alexandria,2010). Va.: ASCD.

[34] Susan M. Brookhart, *How to assess Higher-Order Thinking skills in your classroom*. (Alexandria,2010). Va.: ASCD.

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

Widely discussed that 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, e 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 teacher's work to develop an effective way to facilitate learning.

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

There are two ways to interpret students' work for items or tasks; those are: (1) comment on the work and (2) give the score to the work. In giving comment and giving scores to the works, of course, some consideration about criteria and standard for quality of thinking needs to be formed.

3. The Use of Instagram in Teaching Speaking

Learning proses does not always required books or text-based documents. Students can learn and get information in many ways,

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including through visual images.[35] Therefore the teacher can use Instagram as media in teaching speaking. Instagram gives a lot of convenience in getting the information. Students can access thousands of photographs every day and allow them to add their own photographs to the mix. By taking and responding to photographs, students can speak in a different way and have the opportunity to boost their Higher-Order Thinking Skills.

For teachers who want to develop student's 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 to inspire student' Higher-Order 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.

The researcher makes the circle of Instagram Posting data collection from Ronan Kelly who conducted research entitled "An Exploration of Instagram to Develop ESL learner's Writing Skills". He conducted in three cycles as the picture below.
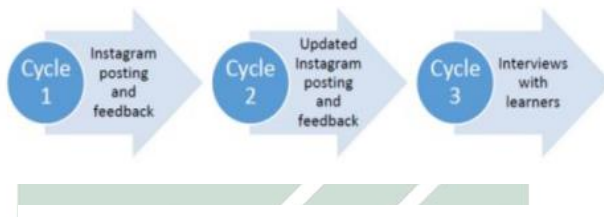
Figure 2.4 Circle of Instagram Posting in Data Collection.

In those cycles, Ronan Kelly asks the participants to update the Instagram in every meeting. Then he gives feedback about the Instagram posting. In the last meeting, he interviews the participants about the use of Instagram in writing descriptive text. However, in this study, the researcher conducts the research into two cycles. First, the researcher post the material through photos

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[35] Theodore, Huebener. *Audio-Visual Technique in Teaching Foreign Language*, (New York: New York University Press, 1967) page 38.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

and give the caption on it. The second, the researcher giveS the instruction related to the material.

4. **Using Instagram to Develop Students' Higher-Order Thinking in Teaching Speaking**

In using Instagram as a media, the teacher should has good planing and clear instruction to make good lesson for the students. In this part the researcher covers the instruction and the aspect of the assesment 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 state that there are some possible activities that the teacher can apply in the use of Instagram to supports students' speaking skills.[36]

1) Using Classroom English during the Teaching and Learning

The purpose of this instruction is to make students more familiar with English. In English language learning the teacher should activate the English knowledge of the students, 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.[37] It can bring students' sense about the material during the teaching and learning process easily.

2) Presenting Material and Giving Assignment Focus on Spesific 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 teacher evaluate them by giving assignments.[38] Then, the teacher can give an assignment to the students that is focussed on the material and also on the skill that to be achieved. For example

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[36] Jeremy Harmer, *The Practice of English Language Teaching 4th Edition,* 286
[37] Jeremy Harmer, 286
[38] Lyne Bell and Glen L. Bull, *"Digital Video and Teaching. Contemporary Issues in Technology and Teacher Education,"* 34.

giving an assignment to the students focus on speaking skills and the performance.

3) Asking the Students to Perform in front of the Class

    Give instruction to the students to present their work in front of the class is very important especially if it used to assess speaking.[39] The teacher and other students will know how the result of their assigments, the teacher can also get direct assesment to the result. The students who have been working on the task will also feel appreciate on their result.

4) Giving Feeback and Assessment to the Students' Performances

    Giving feedback and assesment to the students' performance and result is important. One of the purposes of the teacher giving assignments to the students are to assess and evaluate the students understanding about the material. Feedback was useful to evaluate the students' performance before the final result, the students will learn from the teacher feedback to evaluate themselves.[40] Then, according to jones cited in Thomas, assessment is central to the process of effective teaching and learning.[41] so, it can be conclude that asssessing the students' performance is one of the important instruction that the teacher should do in the students' assignment.

5. **The Aspect of Assessment**

    The use of Instagram to develop students' Higher-Order Thinking need a structured plan in kind of aspect which includes the teacher assesment. David Moursund gives some aspect on how the teacher can use the stage to assess the students in authentic assessment.[42]

1) Authentic Content and Assessment

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[39] Rahmi Rahayu, *"The Effectiveness of Using Video-Recorded Speaking Task on Students' Speaking Skill"* (Syarif Hidayatullah State Islamic University, 2016), 26.

[40] H. Douglas Brown, *Language Assessment; Principle and Classroom Practice*, (San Fransisco: Longman, 2004), 105.

[41] John W. Thomas, "A Review of Research on Project-Based Learning" (California: The Autodesk Foundation, 2000), 7.

[42] David Moursund, *Project-Based Learning Using Information Technology*, 67-76.

In this session, the teacher should ensure that the assignment is authentic. The teacher doing the assessment needs 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.

2) Overview of Evaluation

In the overview of the evaluation, the teacher start to introduce the Instagram use to the students. The teacher explain the purpose of the assignments, the teacher also decided the students work in individually or group, and the due date for completing the assignment.

3) Feedback and Assigning Grades

In the feed back and assigning grades the teacher can decide when they should assess the students' skill and performance.

6. **Response**

The Response is a reaction, meaning acceptance or rejection, and to what communicated by the communicator in his message.[43] 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 detailed the decision of response as follows:[44]

a. Positive Response

A form of response, action, or attitude that shows, accepts, acknowledges, approves, and performs the norms applicable where the individual is located.

b. Negative Response

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 response means social reaction done by students in responding to the influence or from situations done

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[43] Susanto. *Psikologi Pendidikan,* (Bandung: PT. Remaja Rosda Karya, 2002), 140
[44] Sarwono, Wirawan Ahmadi. *Psikologi Remaja* (Jakarta: Rajawali Press)

by others, such as the act of repetition of teachers in the learning process. 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's responses to the way teacher's teach
b. Student's responses to the teaching and learning process using Instagram
c. Student's responses to the speaking assignment during the speaking class using Instagram.

B. Previous Study

Several studies about technique were conducted research that used and recounts text. Here, the researcher reviews some studies related to this research. The first previous study that had been done by Elliott Burns, Jen MacLachlan, and Jake Charles Rees, entitled *"Everybody Phones Out: teaching experiments with Instagram"*.[45] This research makes specific reference to EPO's co-option of the iconography of memes, the combination of textual and visual information and the image parlance of memeology to humorous, and virulent, effect. In addition, this research uses Instagram to deliver the material and develop it. It's different from my research focuses on HOTS in teaching speaking learning. Means not only deliver the material, it's also upgrading their critical thinking.

The second is a journal by Astiti Dwi Handayani, Bambang Yudi Cahyono & Utami Widiati entitled *'The Use of Instagram in the Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions'*.[46] This study examined the effect of the use of Instagram on EFL students' writing ability. their competence in writing, interest in the use of Instagram in the teaching and writing, and learning process. Based on the findings of this study, some recommendations are given for teachers and future researchers regarding the use of Instagram in the teaching of EFL writing. Whereas my research focuses on speaking skill

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[45] Burns, Elliot and Rees. *Everybody Phones Out: teaching experiments with Instagram,* Spark: UAL Creative Teaching and Learning Journal, 1(2). P. 79-94. 2016

[46] Astiti D.H, Bambang Y.C & Utami W., *The Use of Instagram in The Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions.* 2018

The third is the previous study done by Fitri Handayani entitled *'students attitudes toward using Instagram in teaching writing'.*[47] This study aims to investigate students' attitudes towards the use of Instagram in teaching writing. From this study, the researcher uses the questionnaire and interviewed to get the data. The research design included a 5 point Likert-type questionnaire which was strongly agreed (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). It was used to investigate students' attitudes toward the use of Instagram in teaching writing.

The fourth is a journal by Candradewi Wahyu Anggraeni entitled *'Students' Perspectives Toward the use of Instagram In Writing Class'.*[48] This study presents the students' perspectives of using Instagram in doing their writing assignments. From this journal, it is to build on theoretical, practical, and pedagogical significances for students' perspectives toward using Instagram in writing class. Whereas this research focuses on applying Instagram in teaching speaking.

The fifth is a journal by Voyce Li entitled *'Social Media in English Language Teaching and Learning'.*[49] This study first shares our case of using social media in English language teaching and secondly, explores students' use of social media for English learning and the relationships between six possible frequent learning activities through social media. Whereas my research is focuses on using media to assist High order thinking skill in speaking.

The sixth is a thesis by Arzaqillah Mubarokah entitled '*Using Instagram to Motivate Student's writing Descriptive Text At Second Grade in SMAN 1 Gresik Academic year 2016-2017.'*[50] The aims of this study are to describe the use of Instagram in motivating student's writing descriptive text and knowing student's responses in using Instagram as the media in teaching writing descriptive text. It focuses on student's motivate and their responses. Whereas my

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[47] Fitri Handayani. *Students' Attitudes Toward Using Instagram in Teaching Writing, Vol2,No 1.2017*

[48] Candra Wahyu A. *Students' Perspectives Toward The Use of Instagram in Writing Class.* Tidar University Indonesia. 2017

[49] Voyce Li. *Social Media in English Language Teaching and Learning.* 2017.

[50] Arzaqillah Mubarokah. *Using Instagram to Motivate Student's Writing Descriptive Text at Second Grade in SMAN 1 Gresik Academik year 2016-2017.* (2017)

research's aim is to describe the use of Instagram in developing Higher-Order Thinking Skill in teaching speaking.

The seventh is a journal article by Pavica Sheldon entitled *'Instagram: Motives for its use and relationship to narcissism and contextual age'.*[51] The aims of this study is to investigates the motives for Instagram use and the relationship to contextual age and narcissism. This study survey on 239 college students revealed that the main reasons for Instagram use are "Surveillance/Knowledge about others, Documentation, Coolness, and Creativity". The finding shows that there is positive relationship between high levels of social activity and being motivated to use Instagram as means of documentation. In reference to narcissism, there is a positive relationship between using Instagram to be cool and for surveillance.

The eighth is a thesis by Ayuni Akhiar entitled 'Students Perception and Attitudes towards The Use of Instagram in English Language Writing'.[52] The purpose of this study is to examines university students' perceptions and attitudes towards the use of Instagram in English language writing. The design of Instagram in this study supports the dissemination of authentic content that creates opportunities for meaningful interactions among language learners. In this study use 101 participants who participated in a descriptive English essay writing activity on Instagram, answer a set of questionnaire with 20 closed-ended items, and five open-ended questions about Instagram for English language learning. Not only that focus groups' discussion with all of respondents are held to elaborate the open-ended items. For the findings in this study shows that students' high positive perceptions and views towards using Instagram in improving students' writing skills, but moderate attitudes.

The ninth is a journal by Chei Sian Lee, Nur Alifah Binte Abu Bakar, Raudhah Binti Muhammad Dahri, and Sei-Ching Joanna Sin entitled 'Instagram this! Sharing Photos on Instagram'.[53] The purpose of this study is to examine the motivations driving users to

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[51] Pavica Sheldon. Instagram: *Motives for Its Use and Relationship to Narcissism and Contextual Age*. 2015

[52] Ayuni Akhiar. *Students Perception and Attitudes Towards The Use of Instagram in English Language Writing.* P.47-72. 2017

[53] Chei Sian Lee, Nur Alifah Binte Abu Bakar, Raudhah Binti Muhammad Dahri, and Sei-Ching. *Instagram this! Sharing Photos on instagram.* 2015

share photos on Instagram. This study apply the uses and gratifications approach to determine Instagram member' reasons for sharing photos. The data of this study are collected from an online survey. The finding of this study indicates that age, number of followers and number of followings on Instagram are related to gratifications users seek on Instagram.
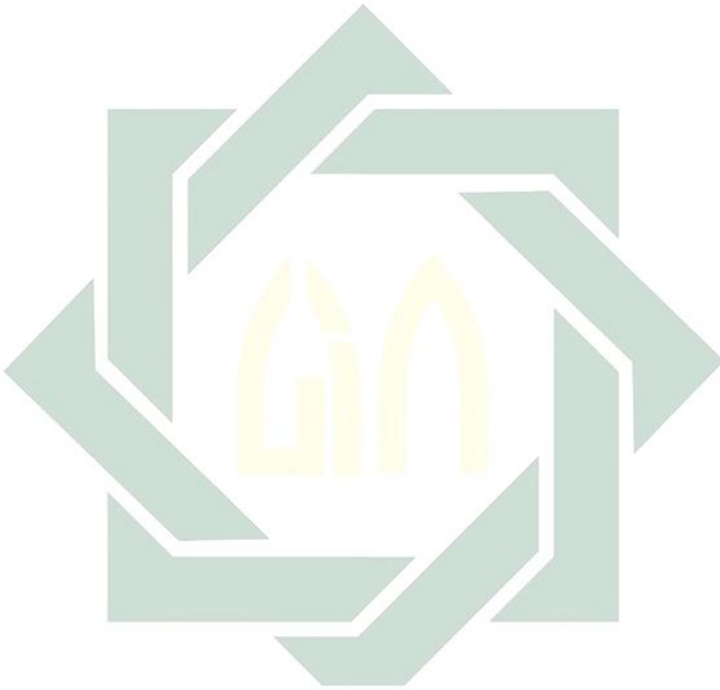
CHAPTER III

RESEARCH METHOD

This chapter discusses the researcher's method in doing this study. This chapter provides some information related to the research design, research setting, research subject, data, source of data, research instrument, data analysis technique and research stages.

A. Research Design

This was a qualitative research using case study approach. The researcher aims to explore and describe the use of Instagram to develop students' Higher-Order Thinking in teaching speaking. Newman and Benz stated that the qualitative method is used when the research aims to develop a theory that will explain what was experienced by observing and interpreting reality.[54] This research pointed on methods of collecting, analyzing, and describing the result of the analysis. To answer the first research question, the researcher had done a class observation. While to answer the second question, the researcher did interview to take the data.

B. Research Setting

The study was conducted in an English Teacher Education Department, Faculty of Education and Teacher Training at Sunan Ampel State Islamic University. There was one class that was been observed. The class was very comfortable, clean and large. It was in a new and renovated building with 25 students at an intermediate level based on the placement test.

C. Research Subject

The subject of this study were the teacher and students English Intensive Course academic year 2018/2019 who were obligated to learn English for the academic purpose by the University. There were 4 classes that used Instagram. Based on the conversation between researcher and English teachers intensive course, the researcher only used one class because it was assumed that teacher

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[54] Kenneth S. Bordens, & Bruce B. Abbott. *Research design and methods: a process approach.* New York; London: McGraw-Hill Higher Education ; McGraw-Hill [distributor.2011.

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use the Instagram was only used in material delivery. The researcher planned to use Instagram as a media to develop their High-Order Thinking skill in speaking.

D. Data and Source of Data

1. Data

   The first data of this research was the teacher use of Instagram to develop students' Higher-Order Thinking in teaching speaking. This data was collected from classroom observation. The second data was the students' responses to the use of Instagram as the media in speaking class. The data was collected from students' interview.

2. Source of data

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

E. Research Instrument

The researcher uses the observation checklist (See appendix 2) and interview guideline (See appendix 2). It is used to get the data and Information related to question list that has been made by the researcher. According to Ary et al, observation as a basic method for obtaining data in qualitative.[55] 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 a deep understanding and views of the whole learning process in the classroom including the situation and activities occurred in the classroom.

The researcher uses the interview guideline (See Appendix 2) to answer the research question. The researcher needs the answer from the subject of using Instagram to develop students' Higher-Order Thinking Skills in teaching speaking. The interview guideline is made based on Xu.[56] The points that are developed into interview

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[55] Ary Donald, et al, *Introduction to Research in Education. Eight Edition,* 8th ed. (Canada: Nelson Education, 2010), 431.
[56] Sibling X., Infusing Higher-Order Thinking Question Into Speaking Activity: *A Case Study of L2 Learner's Speaking Proficiency and Higher-Order Thinking*

guideline are the activities for each stage related to the Bloom's taxonomy level.

F. Data Analysis Technique

After the data collected during the analyzing process. As Bogdan and Biklen stated that the report of qualitative analysis is presented descriptively and the emphasis is on describing the phenomenon in its context and interpreting the data.[57] The researcher collected the data from library research to make the material and interview guideline to know the student's 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.[58]

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

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

G. Research Stages

The process of this research had done in the following stages:

1. First, the researcher formulated the research question and the title of this research based on the phenomena in English Intensive Course of Tarbiyah Faculty. 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

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[57] Robert Bogdan, and San Knopp Biklen. 1992. Qualitative Research for Education. An Introduction to Theory and Method. U.S.A Massachusets: Allin and Bacon, Inc. P:216
[58] Suharsumi Arikunto, "Prosedur Penilitian", (Jakarta: Rineke Cipta, 2006), 152.

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. During the learning process in the classroom, the researcher used observation checklist and field noted as the data that analyzed. Then, the researcher also conducted semi-structured interview with five students to find out students' responses 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 question.

4. The last, the researcher wrote the result of this result by reporting the result and finding of the research based on the data analyzed from this research.
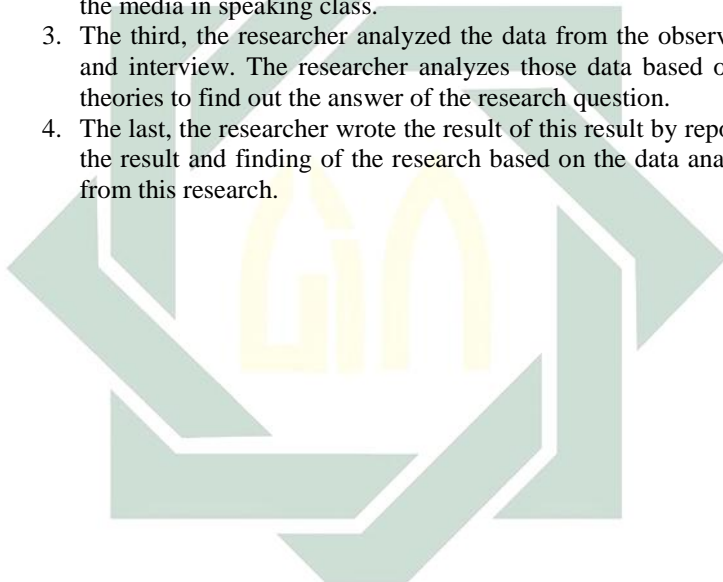
CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher described the data has been obtained during the research. This chapter used to answer the research question stated in the first chapter. The research questions were: how does the teacher use Instagram as instructional media to develop students' Higher-Order Thinking in teaching English speaking? and what are students' responses to the use of Instagram in in teaching speaking?

There were two kinds of instruments used to collect data in this present case study; they were observation and interview. To answer the first research question the researcher used observation checklist, it would collect data to explain how Instagram was used in developing students' Higher-Order Thinking in teaching speaking. Then to answer the second research question, the researcher used the interview.

A. Research Findings

In this section, data from the observation and from the interviews are presented. From the observations data are related to how teacher uses Instagram for teaching speaking; steps, plan, and activities are described. Then, data from interviews are mostly related to students' responses toward the use of Instagram in their learning speaking skills sections.

1. The Use of Instagram to Develop Students' Higher-Order Thinking in Teaching English Speaking

In this session the researcher will get the data by observing the first and second meeting in the classroom. Then, the researcher describes the data based on observation checklist. Here the result of classroom observation and interview guideline:

a. First meeting

The teacher started by telling the students that the material of two meetings later was about talking an ideal mate. Then, the teacher explained the activities related to the topic. Those activities were the main point of this research. The teacher gave the activities through the Instagram by giving some pictures and writing instruction

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on it (See figure 5). The instructions consist of some activities and some questions. The instruction such as:

1. *"look at these pictures about criteria for your ideal mate, and the guess what the criterion is"*.
2. *Is education (family background, characters, appearance,…*) an important factor when you choose your ideal mate?
3. *Read a list of criteria. The following are the criteria when looking for an ideal mate.*
4. *Summarize those criteria in your own words!*
5. *Explain in front of the class about your choice!*

Figure 4.1 A screenshot of Instagram photo post by teacher

Figure 4.1 explains that the teacher uploaded the picture about ideal mate that related to the topic. The teacher also gave some instructions on it. The instructions consist of some Low-Order Thinking skill levels like remember, understand, and apply.

After that, the teacher explained the procedure of doing assignment using Instagram including how they answer, where they can get the answer and also the time they have to finish their assignments. In this Instagram the teacher post some pictures that can stimulate their knowledge related the topic and some caption which contains some instructions. The instruction refers to the verb from the Low-Order Thinking skills (LOTs) level such as remember, understand, and apply. Remember level in this instruction can be seen in the first instruction *"Look at these pictures about criteria for your ideal mate and then guess what the criterion is!"*. In this instruction indicate that students asked to label the pictures and memorize the standard matters when choosing their ideal mate. Understand level also can be seen in the instruction that sound *"Read a list of criteria. The following are the criteria when looking for an ideal mate and summarize those criteria in your own word!"* in this instruction indicated that the teacher asked the students to select and describe their ideal mate. Apply level in this can be seen in the instruction "Explain in front of the class about your choice!" In this instruction indicated that the teacher asked to students to demonstrate their ideal mate in front of the class.

Low-Order Thinking skills are not the researcher goal. It is not difficult to form low thinking skills. Students can easily memorize and remember the post of Instagram. The teacher uses the instructions in this session is to know the students level in thinking.

After the teacher gives explanation about the activity, the teacher explains the criteria of the assessment and the due date of the assignment. Those activities were also part of the overview evaluation. This assignment was about describing an ideal mate that everyone has 3 minutes to speak up in their friend about their ideal mate then, the other may give their comment or suggestion.

Based on the first meeting observation, the researcher found some points like the teacher start the lesson by introducing how they will learn speaking using Instagram. Then, she gave the pictures and instructions related to the topic in caption of an Instagram photo post. In the first meeting, the researcher learned that the way the teacher used Instagram to develop students' LOTS on the Instruction about the picture related to the topic. The teacher asked the students to answer the instruction by oral. Then, students answer the question by giving comments or suggestion related to the topic. Comments and suggestions in this meeting are to describe the criteria for their ideal mates.

b. Second meeting

In this meeting, the teacher always said salam and the students answer the salam. After that, the teacher asked the students about their lesson in the last meeting yesterday. Then the students responded with different answers. The teacher asked the students few questions to check their understanding of the lesson yesterday.

In this meeting the teacher divided the students into five groups. One group consists of five students. The teacher divided the students into groups randomly. Then, the teacher used the Instagram and put some pictures with some instruction on it (See figure 6). The instruction as follow,

1. *Think of at least three related situation, such as friend, colleague, and parents.*

- *What is your criterion when choosing a good friend?*
- *What kind of colleague do you think is easy to work with?*

2. *Think about what criteria are the most important for you when choosing an ideal mate.*
    - *Why do hobbies matters to you when you choose your boyfriend/girlfriend?*
    - *How does character affect you when you decide your ideal mate?*

3. *Give your reasons why the other criteria are less important or not important.*
    - *Why appearance is less important?*

4. *In your group, choose 3 most important criteria. You might have different opinion from your group members. You need to persuade them and to reach an agreement within your group.*

5. *Discuss in pairs and organize your partner's point of view.*

Figure 4.2
A screenshot of Instagram photo post in Second meeting

Figure 4.2 is explained that the teacher gave some pictures like figure 5 but in this meeting the teacher gave different instruction on it. The instruction consists of High-Order Thinking levels like analyze, evaluate, and create. Analyze level in this instruction can be seen in the first instruction *"Think of at least three related situation, such as friend, colleague, and parents, what is your criterion when choosing a good friend? And what kind of colleague do you think is 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. Based on Butterworth and O'Conner stated that to activate learner's Higher-Order Thinking, especially higher level of analysis and evaluation by asking higher-order questions like 'what', 'why', 'how', etc.[59]

In addition, the evaluate 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 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, also argue and explain with some reasons. Based on the previous study had done by Godfrey, it found that spoken output was also much better improved in response to higher-order question than lower-order question.[60] It can be used as evidence that higher-order question can stimulate learner's deep thinking, and lead them to talk more with higher grammatical complexity.

For the create level it can be seen in the last instruction *"Discuss in pairs, and organize your partner's point of view"* it's indicated that the students must formulate the reason that might explain their partner's

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[59] BUTTERWORTH, M., O'CONNOR, M., KNIGHT, J., KINGTON, C., STEVENS, J., & LORD, C. *'Thinking through English, Chris Kington Publishing'.* 2005
[60] Godfrey, K. A. *'Teacher Questioning Techniques, Student Responses and Critical Thinking. Master's Thesis, Portland State University'.* 2001

reason for choosing their criteria. Based on two studies of Hong Kong L2 classrooms showed that students feel anxiety to raise questions in a teacher centered setting.[61] It was confirmed that students work together in small groups or in pairs not only increases interest among the participants but also promote critical thinking. Therefore, they have more opportunities to engage in discussion, take responsibility for group member's learning as well as their own, and thus become critical thinkers. As Vygotsky argued that communication is socially constructed, and group work can achieve better speaking performance.[62]

Those instructions are part of Higher-Order Thinking levels. The purpose of those instructions is to form high-level thinking skills in speaking class. Students are expected to be able to think critically and creatively and also absorb all the knowledge given to them.

After the teacher gave the assignment, the students do the assignment with their group. They discussed and find out the answer. They may also use the other sources to help them in collecting the information they need. In this session, the teacher gave some links under the caption to be used by the students to enrich their information in completing students' work.

Then to know the students' difficulties the teacher also monitors every group to know the students' difficulties in doing the assignment. The teacher also gave a suggestion or added the information to solve their problem. In this case, the teacher knew the background knowledge of the students. After that, the teacher asked some groups who were ready to present their assignment in front of the class. One of the group have done the assignment by speak in front of the class and their answer as follow;

1. *"Our criterion when choosing a good friend are they have to eager to learn, the friend who*

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[61] Tsui, A. B. '*Reticence and anxiety in second language learning.*' Voices from the language classroom, 145-167

[62] Vygotsky. '*On the evaluation of college student's English speaking ability*'. Foreign Language World, 1, 12. (2002)

accepts you for who you are, they have positive interests and activities".

"According our opinion, colleague should have a good communication and the same goal, because with good communication we can share, discuss each other about our goal"

2. "Because the hobbies can make us understand what our boyfriend/girlfriend like. The hobbies also can be used as an intermediary in conversation".

"A character's person can influence our decisions to choose our ideal mate because the character will make us feel right or not. The character also influence our communication, if our character different it may have a different opinion also"

3. "Actually, someone's appearance is very important because people will judge from his appearance first. It also can build a pleasant first impression or not".

4. "In our group, we choose 3 important criteria like the appearance, the education and the family background. Why we choose 3 of them, first the appearance: a good appearance can influence our friend or community, it can build a good impression. With a good impression people will 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, is friends, has relationships and so on".

5. "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 criterion

are the appearance, the education and the hobbies.

After the students presented their project in front of the class, the teacher gave some feedbacks related to the pronunciation, vocabulary and grammar. The goal of the teacher when doing this activity was developing students' Higher-Order Thinking through Instagram as the media facilitated the assignment.

The teacher closed the second meeting by making the conclusion about the assignment and also reminded the students about their Higher-Order Thinking skill in speaking related to analyze, evaluate, and create based on Bloom taxonomy level.

Based on the second observation, the teacher gave some tasks using Instagram related to the topic and gave some suggestions or comments. The teacher also reminded them to more explore their background knowledge related to the lesson.

2. **Students' Responses to The Use of Instagram as Media in Teaching English Speaking Class**

The researcher got the data through interview guideline (See appendix 4). The researcher interviewed the students to know the responses to the use of Instagram as media in developing higher order thinking skill in teaching speaking. The researcher interviewed randomly with chooses five of all the students in the class. They had different background knowledge and different experience also. From the result of interview, it showed that almost of the students give positive responses to the use of Instagram as media in teaching speaking class. Positive response in here means that the students accept it. Their responses can be seen in the interview session. Most of students said that using Instagram as media is interesting and helpful. It can be conclude that they can do the assignment well because Instagram give positive impact for them.

The first students' responses that using Instagram was interesting. It was proved based on interview data. The evidence can be strengthened by the students' responses in the question of the interview below:

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

S1: *"I think it can be more interesting and not boring when we use it"*

S2: *"it's more interesting because we can use another resource in it"*

S3: *"the Instagram can train us to be more creative, courageous and confident"*

S4: *"I like to use the Instagram because it's familiar with me also"*

S5: *"it's a bit difficult for me because I seldom use the Instagram and still confuse about some futures of it"*

Based on the students' responses to the interview guideline above, it can be concluded that most of the students like and interest to the use of Instagram as media in speaking class. they have varied reasons why they feel interested like using Instagram are not boring because it's familiar with them, they can use another resource in Instagram that given by the teacher in form of caption or hashtag and use search tool to get the information related to the topic, they can be more creative because with the 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 more about using Instagram in their daily lives as the social media.

The second students' response that using Instagram as media in speaking class is helpful. The evidence can be provided by the students' responses in the question of the interview below:

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

S1: *"yes, of course it's helpful"*

S2: *"very helpful, because we can answer the question by searching in online learning"*

S3: *"it's helpful because we can learn with another way of studying English"*

S4: *"helpful because it provides some features like photo post, captions, hashtag, comment box that make it easy to complete the assignments"*

S5: *"helpful because it can make us not only learn from the books"*

Based on the students' responses to the interview guideline above, it can be concluded the students feel that the use of Instagram in the speaking class is helpful. The students feel helpful because it has some benefits in learning in the speaking class such as it has some features to help the students in completing their assignments, they can learn in other ways not only from the books, they can enrich their information through the online sources by searching.

The researcher also interview about students' responses to the way teacher teaches using Instagram. All of the students give positive answer when the teacher uses the Insagram in delivering the material in the class. The first responses are about the teacher give the instructions with the Instagram.

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

S1: *"The teacher gives bright instruction"*

S2: *"Sometimes I do not understand about the teacher's said, but she always repeats twice to make us understand"*

S3: *"Yes, she has a clear voice and gives clear instruction*

S4: *"Clear enough, sometimes she writes in the board when some students do not get the point"*

S5: *"Yes, sometimes she also walks around the students to ensure her instruction accepted"*

Based on the interview above, it can be concluded that the teacher delivers the instruction when using the Instagram is good. She delivers the instruction clearly, her voice also loud. Not only that, she also helps the students to ensure her instruction by walking around the students and repeat twice to make them understand.

The second students' responses that the teacher gives some sources to help students in doing their assignment. The

evidence can be proved by students' responses in the question of the interview bellow:

> R: *"Does the teacher give some sources related to the topic through online media when using Instagram?"*
>
> S1: *"yeah, the teacher also serves some links that can be used to help adding information related to the topic"*
>
> S2: *"of course, we can add our information related to the sources"*
>
> S3: *"yes, sometimes the teacher gives direct information to help us"*
>
> S4: *"yes, the teacher gives a key term to connect the sources"*
>
> S5: "*yeah and it's very helpful my background knowledge"*

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

B. Research Discussion

In this discussion, the researcher presents those findings how the use of Instagram in developing Higher Order Thinking in teaching speaking and the students' responses toward Instagram as media by reflecting on some theories related to each problem. Then the discussion is classified based on the research question of the study.

1. The Teacher Use The Instagram To Develop Higher-Order Thinking In Teaching Speaking

The use of Instagram to develop students' Higher-Order Thinking in teaching speaking can be seen in the finding result. In this discussion the researcher discusses it into two categories; they are the instruction and the aspect of the assessment.

a. Instruction in the use of Instagram in teaching speaking

1. Using classroom English during the learning process

Based on the result of two times observation, the classroom English was used in every meeting by the teacher. It was used in some ways like to greet the

student in the beginning of the class, to explain and deliver the material, to give the instructions of the material or activities, to give comment and feedback, and to end the class. Yet, sometimes the teacher combined the use of English language with Bahasa, so the students can understand and get the point about the instruction on Instagram. These activities are aimed to make the students accustomed in using English especially when the teacher teaches in speaking class.[63] By increasing the instruction in English the students will learn to speak in English.

2. Presenting materials and giving project focus on specific skills

Based on the findings, the teacher directly presented the assignment about an ideal mate. The teacher gave a brief explanation of the material about an ideal mate then, asked the students to do the assignment based on the instruction that posted on Instagram post. Almost all the students can do the best work in speaking and describing the picture and also giving comment. The assignments given like analyze an ideal mate, select an ideal mate, compare and contrast the argument, judge the reason, and formulate the reason for choosing the criteria. It shows that Instagram was a helpful tool to increase students' Higher-Order Thinking in speaking.

After that, the teacher asked to the students to present the result of their assignment in front of the class by speaking. From the students' presenting result, the teacher can assess the students' speaking skills because the instructions were instructed the students to do a lot of speaking. Harmer stated that when presenting the materials the teacher should make a specific purpose, for example, if the teacher wants to know the students' performance speaking so project goal should be in speaking area.[64] Based on those

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[63] Jeremy Harmer, *The Practice of English Language Teaching 4th Edition,* 238.
[64] Jeremy Harmer, 285.

result it can assumed that the teacher not only use the Instagram as media to deliver the material but also to assess students speaking skills by using strategies in giving instructions. The teacher planned to assess students' speaking individually and in this assignments students should speak a lot in conversation in giving opinion about their ideal mate.

3. Asking the students to perform in front of the class

Based on the result of the findings, the teacher always reminds the students to perform their assignment in front of the class. It is happened in the final meetings that the students should show their result of their assignment in front of the class. According to Bell and Glen, the purpose of this instruction was to give the students the opportunity to perform their work result.[65] They will know how the other responses to their result, they feel appreciated of their work and for the teacher, they will know the students' performance and effort in the students' assignment result. By giving the instruction the teacher knows how the students' result and their performance during the assignment is presented.

Based on the students presentation in front of the class can be seen that they have carried out High-Order Thinking activities. It can be known through the result of their answer:

1. *"Our criterion when choosing a good friend are they have to eager to learn, the friend who accepts you for who you are, they have positive interests and activities".*

"According our opinion, colleague should have a good communication and the same goal, because with good communication we can share, discuss each other about our goal"

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[65] Lyne Bell and Glen L. Bull, "Digital Video and Teaching. Contemporary Issues in Technology and Teacher Education."

Based on the answer can be indicated that the students have do Analyze level because the students have drawn connection among their idea about their choice and differentiate their choice. Following Richards and Schmidt's 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 identifying motives.[66] This level is involving breaking down information into its parts and then reasoning with that information.

2. *"Because the hobbies can make us understand what our boyfriend/girlfriend like. The hobbies also can be used as an intermediary in conversation".*

"A character's person can influence our decisions to choose our ideal mate because the character will make us feel right or not. The character also influence our communication, if our character different it may have a different opinion also"

3. *"Actually, someone's appearance is very important because people will judge from his appearance first. It also can build a pleasant first impression or not".*

Based on the second and third answer, it indicates the evaluate level because in here the students justify their decision about their choice, also argue and explain with some reasons. Furthermore, Evaluation is indicated by students' ability in making value decisions about issues, resolving controversies or differences of opinion. Brookhart states that

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

students' ability to evaluate involves judging the value of materials and methods for various purposes.[67] Evaluation-level activities usually ask students to make a claim about the worth of something and explain their reasons. In other words, judging the value of material and methods for given purposes, based on criteria. The processes are generating, planning, and producing.

4. *"In our group, we choose 3 important criteria like the appearance, the education and the family background. Why we choose 3 of them, first the appearance: a good appearance can influence our friend or community, it can build a good impression. With a good impression people will 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, is friends, has relationships and so on".*

5. *"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 criterions are the appearance, the education and the hobbies.*

Based on the fourth and fifth answer, it indicates the create level because the students in here must formulate the reason that might explain their partner's reason for choosing

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[67] Brookhart, S. M. (2010). *How to assess Higher-Order Thinking skills in your classroom.* Alexandria, Va.: ASCD

their criterion. According to Brookhart, Create level can be defined as creating a unique, original product which may be in verbal forms or maybe in physical objects.[68] In the framework, creating is the highest cognitive level based on the revised version of *Bloom's Taxonomy*.[69] This level involves putting parts together to form a new whole.[70] 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 processes of this cognitive level are generating, planning and producing.

4. Giving feedback and assessment to students' performances

Based on the result on the findings, the teacher always gives feedback in every meeting. Feedback was useful to evaluate the students' performance before the final result, the students will learn from the teacher feedback to evaluate themselves.[71] The teacher often evaluate the students' performance by giving a comment, suggestion and feedback it can be seen in every meeting the teacher always reminded the students about what the students have be done and what the students should be done. Then, according to Jones cited in Thomas, assessment is central to the

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

[69] Lorin W. Anderson, et.al., "*A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*". New York: Addison Wesley Longman, Inc.(2001)

[70] Susan M. Brookhart, *How to assess Higher-Order Thinking skills in your classroom*. (Alexandria,2010). Va.: ASCD.

[71] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices,* 105.

process of effective teaching and learning.[72] In this study, the teacher assesses the students speaking skill in the students' assignment result. The teacher can assess the students' speaking performance using the Instruction on the Instagram post.

b. Assessment aspect in the use of Instagram assignment

1. Authentic content and assessment

The result shows that the teacher uses the authentic content and material. It was known from the observation in the class. According to Moursund, one of the purposes of project-based learning is the context for subject matter tends to be complex and authentic, it is "real-world" problems, focus on specific current problem. Based on the result of the findings, the teacher do the authentic content and assessment, it can be seen in the content of the Instagram like giving familiar image for example: artist image, job picture and students' picture.

2. Overview of the evaluation

Based on the finding results, the teacher did the second aspect. The teacher tells the students about the Instagram use, the topic about the material, the instruction to the students, the assessment when the students do the assignment and the time for completing the assignments. Moursund state that, by doing this instruction students will learn to take more responsibility for defining the topic, developing an outline of the task, setting goals and milestone, students will learn to work individually and in a team to do a complex project.[73]

3. Feedback and assigning grades

Based on the finding result, the teacher evaluates the learning process by giving some feedback like comments or suggestions while and after the students do their assignments. Moursund state that formative evaluation is design to provide feedback while the student is still working on the project.[74] Then, based on the final

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[72] John W. Thomas, *"A Review of Research on Project-Based Learning,"* 7.
[73] David Moursund, 74.
[74] David Moursund, 70.

observation result, the teacher finally uses the Instagram to assess the students' speaking skills when the students present in front of the class.

2. **Students' Responds Toward The Instagram as The Media in Teaching Speaking**

According to the interview result about the students' responds toward Instagram as the media in teaching speaking, most all of the students stated that the use of Instagram as the media in teaching speaking was interesting and helpful. It can be concluded from their answer in interview guideline.

Ahmadi divides the students' response in two categories, positive response and negative response.[75] In the finding result, students' responses show their reaction in responding the process of learning English with Instagram. The students felt that the use of Instagram in this research was interesting because they can learn something new and can share another information. As Kessler stated that Instagram as the media in teaching, it works a unique way for teacher and students to connect and share information.[76] So, the students also give more feedback on Instagram related to the topic. For the teacher, they can even use Instagram on field visits, share photos of they need and use it to give the lesson during speaking class.

Then, the students said that the Instagram use is helpful because based on the observation result, it is proved that using Instagram can develop students' Higher-Order Thinking in speaking. It also supported by the previous research from McBride in the research entitled "The Next Generation: Social Networking and Online Collaboration in Foreign Language Learning". McBride states that Instagram can be used for education as the use of visual images potentially improve student's interpersonal development.[77] From activities in the

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[75] Sarwono, Wirawan Ahmadi. *Psikologi Remaja* (Jakarta: Rajawali Press)
[76] Kessler, G. *Teaching ESL/EFL In A World Of Social Media Mash-Ups, And Hyper Collaboration.* Tessol Journal. 4/4. 615-632
[77] McBride K. 35-38.

class it is known that interpersonal relationships are built virtually. Students can interact on Instagram through activities such as giving suggestions or comments.

Then, according to Theodore, the student can learn and express themselves in many ways, including through visual images.[78] The teacher can use Instagram as the media to teach speaking. By taking and responding to photograph and give the instruction as the caption, students learn to communicate in a different way and have the opportunity to boost their Higher-Order Thinking skills. Based on those explanations, Instagram has great advantages for students. Students can learn through the pictures by interesting activities in Instagram such as taking a photo, give comment and feedback, etc. It can develop their High-Order Thinking skill in speaking.

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[78] Theodore, Huebener. *Audio-Visual Technique in Teaching Foreign Language,* (New York: New York University Press) P.38

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is going to discuss the whole process of this study. In this chapter will be divided into two parts. The first part is about the conclusion of the research. It describes how can Instagram be used to develop students' Higher-Order Thinking skill in teaching speaking? And the students' responses to the use of Instagram as the media in speaking class. The second part is about suggestions related to this study. It contains about giving some information or advices for English teacher of intensive course, the next researcher, and for the readers.

A. Conclusion

The result of this research is the use of Instagram to develop students' Higher-Order Thinking in teaching speaking and students' responses to the use of Instagram as media in speaking class. The conclusions can be followed as:

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

   According to the classroom observation result, the teacher uses the Instagram to develop students' Higher-Order Thinking in teaching speaking by giving the material on it and giving some instructions that allow the students to do speaking consistently on it. The teacher posts some pictures to Instagram and posts the instruction for the students to do the assignments. The instruction mostly uses the verbs classified as analyze, evaluate, and create in the Bloom Taxonomy. The verbs under those three categories are than elaborated as practical learning instruction such as analyze their ideal mate, select their ideal mate, compare and contrast their argument about their ideal mate, and formulate the reason for choosing their criteria. By posting the photo and giving the instruction through Instagram students can develop their High-Order Thinking skills in speaking class.

2. **Students' Responses to The Use of Instagram as Media in Speaking Class**

   Students' responses to the use of Instagram as media in speaking class are interesting and helpful. Students' responses

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are interesting because Instagram is familiar and give easy access to the source related the lesson. Then, Instagram is helpful because Instagram makes the students be more creative and easy to get the source.

Students' responses to the way teacher teaches using Instagram is good because she gives clear instruction, clear voice, and she also gives the material brightly. Not only that the students also fell happy and interested because they can use the online learning and some resources related to the topic by a search tool in the Instagram.

Students' responses toward the influence of Instagram to students' Higher-Order Thinking skill good because the Instagram makes their creativity in making or create some new assignments, Instagram has some features like provide some pictures or giving text or some links that help them in completing the assignments. Further, the Instagram influence their Higher-Order Thinking skill in creating the output of the lesson and also give easy to understand the lesson with some features like the picture, hashtag, instruction and link.

B. Suggestion

Based on the result of this study the researcher would like to give some suggestions as follows:

1. For the teacher
   a. Based on the finding of this research, students are interested to use Instagram as the media in speaking class. Suggestion for the teacher, they can use all of the sources in the online references to support the lesson related to the topic. Then, they must keep on motivating their students to develop their speaking such as giving some exercises more interesting and creative by using Instagram.
   b. Adopt Instagram for their classroom teaching, explore more on the web in how to use Instagram in their classroom.
   c. Improve the instruction as instruction helps students in doing the assignments.

2. For the students
   a. For students of English Intensive Course, they are suggested to keep on motivating in developing their higher order thinking skill in speaking. Then, they should respect for the task given by the teacher and pay attention to the command of the teacher in an online task.
3. For further researcher
   a. For the other researchers, they are suggested to apply the technique in a different level or a different class of the students because they have a different level of the students.
   b. They should be more creative and innovative in modifying the activities in using Instagram to develop students' Higher-Order Thinking in speaking class.
   c. The other researchers can take the note of the strange and the weakness of this technique, so they can analyze and apply better than before.
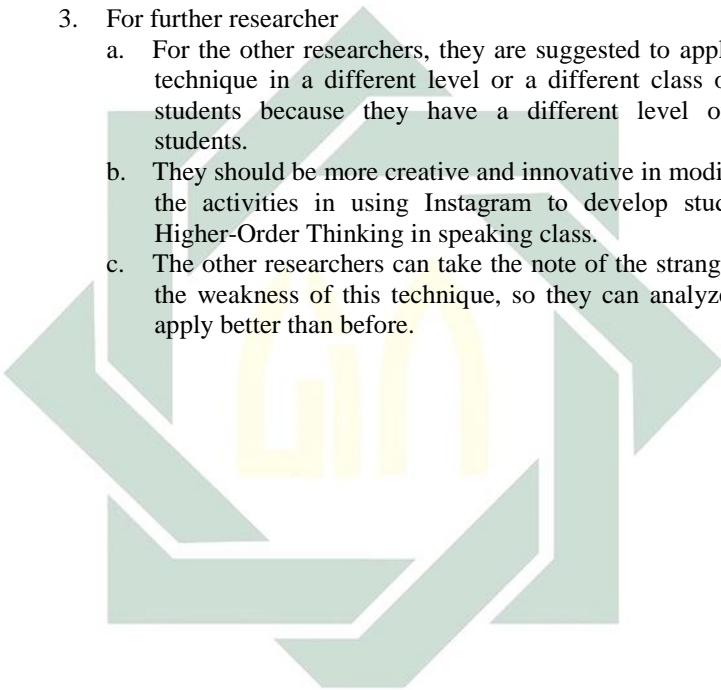
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