



The Implementation of High-Order Thinking Skills (HOTS) With the Integration of TikTok Application to Improve The Students' Speaking Skills

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Abstract

Speaking is one way that people can communicate with each other. Speaking is the medium of transaction between speaker and listener. The objectives of this research are 1) to find out the implementation of High Order Thinking Skills (HOTS) integrated with the Tiktok Application, and 2) to know the students' responses toward the implementation of HOTS with the integration of the Tiktok Application. This research is Classroom Action Research (CAR) which was conducted by integrating High Order Thinking Skills with Tiktok Application to the eleventh-grade students of SMA Negeri 1 Alasa. The sample of this research is the eleventh grade of SMA Negeri 1 Alasa in the Academic Year 2023/2024. The result of the test showed that the students' mean score on speaking skills in, the pre-test was 61.7, in the second cycle the mean score was 70.4, in the last cycle the mean score was 82.6. It showed that there is a significant mean improvement among cycles. The result of this research also shows that the students' responses after being taught by using High Order Thinking Skills (HOTS) and TikTok applications are positive. It is suggested that teachers use the Tiktok Application as an alternative to teaching speaking skills to the students in Senior High School to improve students' speaking skills..

Keywords: Speaking Skill, High Order Thinking Skills (HOTS), Tiktok Application, Classroom Action Research (CAR);

INTRODUCTION

Speaking is one way that people can communicate with each other. Speaking is the medium of transaction between speaker and listener, according to (Puji et al., n.d.2023). Based on this theory, the researcher shows that mastery of speaking is a prerequisite for success in language learning, as it allows one to communicate and share information with others. "Speaking is the act of saying something orally in which the act is built by a language system containing the grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse," asserted (Puji et al., n.d. 2023). As a result, every student who wants to communicate everything on his mind will employ this competence. As a result, speaking clearly will ensure that students interact successfully during the learning process.

Listening, reading, speaking, and writing are language skills, and speaking is an ability that is considered quite important it can be said that speaking ability is a tool that makes a person good

at communication. Speaking needs skills in grammar, pronunciation, and precise sentences so that the listener can understand. Unfortunately, although speaking ability is important in language skills this aspect is often rarely used in the language learning process then, teachers should find a way to train students to use more aspects of speaking. Speaking is the act of distributing ideas, opinions, interests, or knowledge to some other person.

Modern, rapidly evolving technology has emerged as one of the most important tools for teaching English in the classroom in the twenty-first century. (Titik Komariyah et al., 2022) said that English teachers frequently employ media in the classroom. As a result, educators ought to be able to create the educational media that their pupils use. Additionally, to get better at speaking, students must use a variety of media to keep up with current information. The TikTok app is one piece of media that can be utilized to improve speaking abilities. (Salsabila, 2021) said that claim that TikTok, which features brief movies up to 60 seconds in length, has recently gained a lot of popularity and usage from users. Students may feel more inclined to utilize the TikTok app to practice speaking as it includes brief videos.

In designing the teacher's lesson plan for teaching speaking skills, the teachers aim to create an environment that fosters the development of High Order Thinking Skills (HOTS). Speaking is not just about verbal expression; it's also an opportunity for students to engage in critical thinking, analysis, and evaluation. The teachers believe that incorporating HOTS into speaking activities enhances students' ability to communicate effectively and thoughtfully. The specific higher-order thinking skills the teachers aim to develop through speaking activities include analysis, synthesis, evaluation, and application. The teacher wants students to go beyond basic comprehension and recall, encouraging them to think critically, articulate complex ideas, and express well-reasoned opinions.

Aligning speaking lesson objectives with HOTS involves crafting objectives that explicitly state the need for students to analyze information, synthesize ideas, evaluate arguments, and apply knowledge during speaking tasks. Examples of speaking activities that promote HOTS include: Debates, Role Plays, Problem Solving Discussion. Regular reflection on the effectiveness of teaching methods is crucial. The teacher collect feedback from students, adjust activities based on their responses, and reflect on my own observations. Continuous improvement is driven by a commitment to refining teaching approaches for better outcomes. And then, the integration of HOTS in speaking aligns with broader curriculum goals and standards by emphasizing critical thinking and communication skills. Specific curriculum requirements may include benchmarks for analyzing information, presenting arguments, and engaging in meaningful discourse, guiding the inclusion of HOTS in speaking lessons.

The teachers also used TikTok as a media in teaching learning process, with its short-form videos, can be a creative tool for language learning, offering a platform for fun and engaging content. Capitalizes on the popularity of the platform among students, promoting interest and active participation. English teachers may use TikTok to create or share short videos related to language learning, pronunciation practice, or even student-generated content for projects.

Incorporating a mix of these teaching media helps cater to diverse learning styles, making lessons more dynamic and engaging. The teacher needs to consider the educational value, relevance, and appropriateness of the media they choose, ensuring that it aligns with their teaching goals and the needs of their students.

Based on the researchers' observation, students got the chance to talk and express their thoughts during their English courses at SMA Negeri 1 Alasa, according to the researcher's observation. Since they lack a vocabulary and require more time to prepare their words, they prefer quiet. Although they are inspired to communicate in English, their teacher may not be as confident as they would like. They also never work on their English speaking skills. They lack a buddy with whom to practice speaking English. Thus, it becomes challenging for the kids to speak English fluently. In the end, the kids' performance in speaking skills was subpar. Out of the twenty students in the classroom, only three were actively participating in the teaching and learning process. According to the researcher, certain issues can be resolved by considering engaging learning resources for students.

To improve students' speaking abilities, the researcher should choose media that is both acceptable and engaging for the students. Students can utilize the application's voice feature to converse over the network. As a result, the researchers can meet the prerequisites listed in the

curriculum, specifically the interpretation of the social and linguistic functions of the material that teachers use in the media as they relate to senior high school lifestyles and the contextual interpretation of the meaning associated with these functions. Based on the issue of speaking during instruction, the researcher used the TikTok app as a medium for practicing speaking and the Classroom Action Research (CAR) approach to enhance students' English speaking skills using media as the subject matter. In addition, the researcher plays roles that emphasize student expression and originality in speaking English by utilizing features of the TikTok application. The TikTok app is another excellent tool for teaching and learning. Teachers can create brief videos to highlight key points that will help students better understand the lessons they are teaching. This makes the teaching and learning process more productive and efficient for both parties. Chinese social media and music platform TikTok allow users to make and share a variety of videos (Puji et al., n.d.). TikTok App can be utilized for educational purposes in addition to amusement, particularly when learning English. According to Yang (2020) in (Puji et al., n.d.) the TikTok application offers numerous benefits, as evidenced by the diverse functions it offers. It might be created as a tool for teaching English language and literature. Because of its many benefits, TikTok can be used as a medium for studying English language and literature. The instructor never taught speaking techniques using the TikTok app. It creates a different environment and scenario in the classroom, which helps the students speak English more naturally. It's critical to undertake a study on the use of the TikTok app to enhance students' speaking abilities in light of the issues with the teaching and learning process. This research was taken in the Eleventh Grade of SMA Negeri 1 Alasa in 2023/2024.

This study is important to be conducted because if it is not conducted, the teacher will not be able to know students' problems in practicing English and how to improve their speaking performance. If the teacher does not know the students' problem in speaking English, thus students will not get feedback from their teacher to be able to perform speaking English. Meanwhile, if this is conducted, it will have some positive impacts. This study will be useful for English teachers, so they will be able to know how far students have improved in speaking English, in the teaching-learning process, and enhancing English speaking skills can be identified.

Recent studies (Eka Chandra Wardhana & Rofi, 2022), Purnama & Nurdianingsih, 2019, Lutfi & Dima, 2021) explore that the majority of students had positive perceptions of implementing HOTS in speaking because they think that HOTS is going to train their brains to think critically, creatively, and innovatively. Specifically, it attempted to explore: (1) teachers' understanding of HOTS, (2) teachers' perceptions of the implementation of HOTS in their EFL classrooms, and (3) teachers' perceived obstacles in the implementation of HOTS. Based on the similar research above, the researcher would like to figure out The Implementation of High Order Thinking Skills (HOTS) with the Integration of Tik Tok Application to Improve the Students' Speaking Skills at the Eleventh Grade of SMA Negeri 1 Alasa in 2023/2024.

METHOD

This research was conducted by applying Classroom Action Research (CAR). Classroom action is a method of finding out what the best way is in the classroom. Hence the researchers can improve students' abilities in the learning process. Classroom action research aims to improve the teachers' teaching in their classroom or school, (Putra et al., 2022). The research is a Classroom Action Research (CAR). Classroom Action Research (CAR) is reflective research by taking certain actions aimed at improving learning practices in the classroom professionally and has an essential role in scientific research because it determines the quality of research results. Therefore, the researchers would use the Classroom Action Research to help students improve their speaking skills by solving their speaking problems. The study was conducted at SMA Negeri 1 Alasa, which is located at Ombolata Village, Alasa District, North Nias Regency. That is based on the preliminary research that was done by the writer, it is needed to implement High Order Thinking Skills (HOTS) with the Integration Tik Tok Application to improve students' speaking skills at the eleventh grade of SMA Negeri 1 Alasa in the Academic Year of 2023/2024. This research was conducted in February 2023. The sample of the research was the eleventh grade of SMA Negeri 1 Alasa in the Academic Year 2023/2024. The numbers of students in that class were 25 students, consisting of 11

female students and 14 male students. The sources of the data in this research are qualitative data and quantitative data. Qualitative data are obtained from the observation of lecturers and students. Quantitative data are obtained from the students' speaking test before, during and after the learning lecturing process. There are many methods that can be used to collect data. In this research the writer used the speaking test, which is test, interview, observation, questionnaire, and documentation". The instruments of this research are Field notes, observation sheets, questionnaires, and tests. In completing the data, the writer uses qualitative data and quantitative data, qualitative data consists of observation, interview and questionnaire, quantitative data consists of pre-test and post-test. In completing the data, the writer uses qualitative data and quantitative data, qualitative data consists of observation, interview, and questionnaire, quantitative data consists of pre-test and post-test.

RESULTS AND DISCUSSION

Results

The Implementation of HOTS with the integration of TikTok Application

Table 1. The Implementation of HOTS with the integration of TikTok Application

	Pre Cycle	Cycle I	Cycle II
Total Score	1852	2112	2480
Mean	61.7	70.4	82.6

The use of Tiktok Application could be an effective way to help students in speaking. It was shown in a histogram in which the mean score of each test improved. The mean score of the pre-test was 61,7, the formative test was 70,4, and the post-test was 82.6%. The scores table showed that in the formative test, the percentage of the students who got a score ≥ 75 was higher than in the pre-test and also in the post-test, the percentage of the students who got a score ≥ 75 was higher than in the formative test. It means that the students' scores kept increasing after the Tiktok Application was applied in the learning-teaching process. Those scores showed that the second cycle was better than the first cycle. Besides that, the improvement can be seen from the observation sheet and field notes. Most of the students were more active and enthusiastic during the process of teaching and learning that started from the first to the second cycle when the technique was applied.

Students' Responses Towards The Implementation Of HOTS With The Integration Of Tiktok Application

The questionnaire was given to the students in order to find out the students' responses while teaching speaking skills in the class. The teacher has concluded the result of the questionnaire by the table as follows;

Table 2. Students' Responses Towards The Implementation Of HOTS With The Integration Of Tiktok Application

No	Description	Strongly Agree		Agree		Quite Agree	
		Sum of Students	%	Sum of Students	%	Sum of Students	%

1	Students' Interest	15	50%	11	37%	4	13%
2	The using of Tiktok Aplication	10	33%	13	43%	7	24%
3	Students' motivation	17	57%	13	43%	-	0%
4	The students' Chance in asking	15	50%	13	43%	2	7%
5	The appropriateness	20	67%	10	33%	-	0%

For description number 1 (students' interest) that they are interested in the Tiktok application which was used in the learning-teaching process, there are 15 students (50%) who strongly agreed and as the highest students' response, 11 students (37%) who agreed and there are 4 students (13%) who quite agreed and as the lowest students' response. For description number 2 (the use of Tiktok Aplication) that they understand the material that was taught by the writer using Tiktok Aplication, there are 10 students (33%) who strongly agreed, 13 students (43%) who agreed, and as the highest students' response and there are 7 students (24%) who quiet agreed and as the lowest students' response. For description number 3 (students' motivation) that they are motivated to speak up by using the Tiktok application, there are 17 students (57%) who strongly agreed, 13 students (43%) who agreed, there is no student (0%) who quite agree and as the lowest students' response. For description number 4 (the students' chance in asking) that they have a chance in asking during the learning-teaching process, there were 15 students (50%) who strongly agreed and as the highest students' response, 13 students (43%) who agreed and there were 2 students (7%) who quite agree and as the lowest students' response. For description number 5 (the appropriateness) that the Tiktok Application is appropriate to improve their speaking skill, there are 20 students (67%) who strongly agreed and as the highest score students' response, 10 students (33%) agreed and there is no student (0%) who quite agree and as the lowest students' response.

Based on the result of the questionnaire, it is concluded that the student's responses towards learning the teaching process of speaking skills by using High Order Thinking Skills (HOTS) with the integration of the Tiktok application are good, and their speaking skills in procedure text also improved after High Order Thinking Skills (HOTS) with the integration of Tiktok Aplication was applied.

Discussion

The interpret of findings on High Order Thinking Skills (HOTS) with the integration of the Tiktok application was applied to improve the students' speaking skills of the eleventh-grade students of SMA Negeri 1 Alasa As the collaborator, the English teacher and the writer collaboratively discussed the result of the study.

The result of this research found that this way also can improve the student's achievement in Learning English, but in this research, the writer integrates High Order Thinking Skills (HOTS) with Tiktok Application as a tool or forum for improving students' speaking skills. The result of the student's score showed there is a significant result between Cycle I and Cycle II. speaking skills as well as the previous research. There is a different way of collecting data from the other researcher that is the other researcher uses one technique without doing the integration like the writer did. They only use one way which is the use of TikTok to improve the students speaking skills. In conclusion, the Implementation of High Order Thinking Skills (HOTS) with the integration of the Tiktok

Application Technique was a suitable technique to improve students' speaking skills because this way gave students a chance to think personally to raise a question. As a result, the students' speaking test improved in both of cycles after being taught with the integration between HOTS and Tiktok Application and also gave good responses and conditions to all students in the teaching-learning process.

CONCLUSION

After analyzing and discussing the data, the writer draws the following conclusion: 1. The application of TikTok Application can improve the students' speaking skills. It was found out that the students' achievement of speaking skills on procedure text improved from pre-test to post-test after High Order Thinking Skills (HOTS) with the integration of the Tiktok Application was applied. The increase in the students' total mean score in the pre-test is 61.7, the formative test is 70.4, and the post-test is 82.6. Meanwhile, the students' scores percentage who passed Mastery Minimum Criteria (Kriteria Kelulusan Minimum (KKM)) from the pre-test is 13%, the formative test is 30%, and the post-test were 93%, the students' scores and percentages continuously increased in each test. Therefore, it is concluded that the application of TikTok Application can improve the students' speaking skills on descriptive texts successfully; 2. The students' responses were very good. They felt enthusiastic and motivated after being taught with Tiktok Application. It could be seen from the qualitative data such as observation and Questionnaire during the study. This strategy can be made as an alternative way to teach speaking.

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