

**PROMOTING HIGHER ORDER THINKING SKILLS (HOTS) OF EFL YOUNG
LEARNERS THROUGH DIGITAL STORYTELLING**

A THESIS

Submitted in partial fulfillment of the requirements for master's degree in English Language
Education



By

Handi Pabriana

1907512

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA**

Handi Pabriana, 2022

*PROMOTING HIGHER ORDER THINKING SKILLS (HOTS) OF EFL YOUNG LEARNERS THROUGH DIGITAL
STORYTELLING*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

2022

Handi Pabriana, 2022

PROMOTING HIGHER ORDER THINKING SKILLS (HOTS) OF EFL YOUNG LEARNERS THROUGH DIGITAL STORYTELLING

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

APPROVAL PAGE

HANDI PABRIANA

1907512

**PROMOTING HIGHER ORDER THINKING SKILLS (HOTS) OF EFL YOUNG
LEARNERS THROUGH DIGITAL STORYTELLING**

Approved by:

First Supervisor



Dr. Hj. Sri Setyarini, M.A.,Ling.

196312291990022001

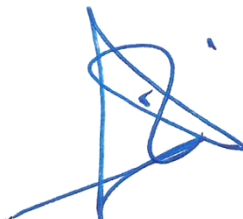
Second Supervisor



Dr. Rojab Siti Rodliyah, M.Ed.

197308062002122001

Head of English Education Program



Prof. Dr. H. Didi Suherdi, M.Ed.

19621101198712100

STATEMENT OF AUTHORIZATION

I hereby declare that this entitled **Promoting Higher-Order Thinking Skills (HOTS) of EFL Young Learners Through Digital Storytelling** is entirely my own work. It is plagiarism-free to the best of my knowledge and has been properly checked. As a result, I confirm that I am willing to accept any risks that may be placed on me if there is any eventual violation of educational research ethics in this study.

Bandung,

Handi Pabriana

1907512

ACKNOWLEDGEMENT

To begin, I would like to express my heartfelt gratitude to Allah SWT, the most beneficent and merciful, for all the blessings, mercy, and guidance received throughout the process of finishing this thesis. I am incalculably grateful for the opportunity to pursue graduate study as one of the most priceless and invaluable experiences I could have imagined.

My heartfelt appreciation goes to my supervisors, Dr. Sri Setyarini, M.A., and Dr. Rojab Siti Rodliyah, M.Ed., who supplied me with abundant knowledge, constructive comments, and vital direction that influenced me significantly in completing this thesis. Additionally, I would like to express my gratitude to the Head of the English Education Department, Prof. Dr. Didi Suherdi, M. Ed., and other faculty members for their insight and teaching, which aided in creating and honing the topic for this final work.

Additionally, I would like to express my gratitude to a private school in Sukabumi for allowing me to perform this research. I am also quite appreciative of the teacher who graciously allowed me to intervene with her class and use pedagogical intervention with her pupils in order to complete the assignment.

I cannot express my gratitude enough to my parents, *Ibu Dais* and *Alm. Bapak Suhandi* and my sisters *Dila Pak*, I did it. Knowing you are no longer around shatters me into pieces, but I know we will meet someday. I miss you *Pa*. Without their bright encouragement and support, I would never have made it through one of the most trying times of my life. I want to dedicate this accomplishment to you all from the bottom of my heart.

To my closest friends at college English Education Department's batch 2019, especially Power Ranger, I'd like to express my gratitude for the priceless time we've spent together. I will never forget any of the unforgettable times we shared during our studies. Being with you guys over the last two years has been an incredible and lovely adventure that will live on in my heart forever.

Finally, I'd like to express my gratitude to everyone that I cannot acknowledge individually on this page but whose contributions remain profound and immense. We appreciate your generosity and support, and may Allah increase the blessings of your good deeds.

ABSTRACT

Currently, research on Higher Order Thinking Skills (HOTs) among EFL young learners is widely conducted along with the increasing awareness of the importance of promoting HOTs. However, the use of Digital Storytelling (DST) to promote HOTs among young EFL learners is still uncommon. As such, this research aims to determine how DST can be used to promote HOTs among EFL young learners and to discover instructor problems and solutions. Classroom Action Research (CAR) was used as the research design, with online classroom observation, interviews, and document analysis serving as the tools. These were examined using HOTs, DST, and EFL young learners' theory. The steps of this critically participatory action research approach were as follows: Planning, Acting, Observing, and Reflecting on sixth graders and one teacher as participants. The researcher and the teacher collaborated in the teaching process. Two cycles were performed in this investigation to obtain the desired outcome. The analysis of data proved that the implementation of DST promoted HOTs in both Critical and Creative thinking. There was an increase in the proportion of students capable of critical thinking, particularly in parse, evaluate, infer, shift perspective, and transfer. The students could uncover the veracity, make judgments, explain the implicit information, see the story from another point of view, and reflect on the story in their lives. Along with creative thinking, the percentage of students who could think creatively enhanced in the categories of imagine, interpret/synthesis, induce/theorize, reframe, and generate. The students could visualize the character, change the plot, create a prediction, predict the possible changes, and generate good relevant, and realistic ideas. Additionally, using DST has a favourable effect on students' engagement, their English, and a new strategy for online teaching called variations. However, the teacher and the researcher faced challenges in implementing this technique due to teaching instruments, technological issues, students' English competence, and the implementation processes. Additionally, this research had implications for some parties, including English language teachers, stakeholders, and future researchers. Also, this study identified specific areas for future research, including the use of the EFL young learners HOTs framework, implementing DST in the classroom, developing DST, the number of cycles conducted, and the number of existing participants.

Keywords: Digital Storytelling (DST), EFL Young Learner, Higher-Order Thinking Skills (HOTs)

TABLE OF CONTENTS

APPROVAL PAGE	i
STATEMENT OF AUTHORIZATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
CHAPTER I.....	Error! Bookmark not defined.
1.1 Background of the Research	Error! Bookmark not defined.
1.2 Research Questions	Error! Bookmark not defined.
1.3 The Objectives of the Research.....	Error! Bookmark not defined.
1.4 The Significance of the Research.....	Error! Bookmark not defined.
1.5 The Scope of the Research	Error! Bookmark not defined.
1.6 Clarification of Key Terms	Error! Bookmark not defined.
1.7 Organization of the paper.....	Error! Bookmark not defined.
CHAPTER II.....	Error! Bookmark not defined.
2.1 Higher Order Thinking Skills (HOTS)	Error! Bookmark not defined.
2.1.1 Basic Concepts of HOTS.....	Error! Bookmark not defined.
2.1.2 HOTS in Language Teaching.....	Error! Bookmark not defined.
2.2 Digital Storytelling	Error! Bookmark not defined.
2.2.1 Basic Concepts of DST.....	Error! Bookmark not defined.
2.2.2 Steps in Creating DST	Error! Bookmark not defined.
2.2.3 The Elements of DST	Error! Bookmark not defined.
2.2.2 The DST principles on Teachers	Error! Bookmark not defined.
2.2.3 The Advantages and Disadvantages of DST	Error! Bookmark not defined.

2.3 Promoting HOTS through Digital Storytelling.....	Error! Bookmark not defined.
2.4 EFL Young Learners.....	Error! Bookmark not defined.
2.4.1 EFL Young Learners in Indonesia.....	Error! Bookmark not defined.
2.4.2 Digital Storytelling in Teaching English to Young Learners ..	Error! Bookmark not defined.
defined.	
2.3 Online teaching	Error! Bookmark not defined.
2.4 Previous Research	Error! Bookmark not defined.
CHAPTER III	Error! Bookmark not defined.
3.1 Research Design.....	Error! Bookmark not defined.
3.2 Data Collection.....	Error! Bookmark not defined.
3.2.1 Participants of the Research	Error! Bookmark not defined.
3.2.2 Instruments	Error! Bookmark not defined.
3.3 Procedure.....	Error! Bookmark not defined.
3.3.1 Planning	Error! Bookmark not defined.
3.3.2 Acting (Execution)	Error! Bookmark not defined.
3.3.3 Observing.....	Error! Bookmark not defined.
3.3.4 Reflecting.....	Error! Bookmark not defined.
3.4. Data Analysis	Error! Bookmark not defined.
3.5 Concluding Remarks	Error! Bookmark not defined.
CHAPTER IV	Error! Bookmark not defined.
4.1 The ways DST promotes HOTS	Error! Bookmark not defined.
4.1.1 Teaching and learning process	Error! Bookmark not defined.
4.1.2 Students' HOTS Category.....	Error! Bookmark not defined.
4.2 The Benefits and Challenges in Implementing Digital Storytelling ...	Error! Bookmark not defined.
not defined.	
4.2.1 The Benefits.....	Error! Bookmark not defined.
4.2.2 The Challenges	Error! Bookmark not defined.

4.3 Discussion	Error! Bookmark not defined.
4.4 Concluding Remarks	Error! Bookmark not defined.
CHAPTER V	Error! Bookmark not defined.
5.1 Conclusion.....	Error! Bookmark not defined.
5.2 Implication of the study.....	Error! Bookmark not defined.
5.2.1 For English Language Teacher.....	Error! Bookmark not defined.
5.2.2 For Stakeholders	Error! Bookmark not defined.
5.2.3 For Future Researchers	Error! Bookmark not defined.
5.3 Recommendation.....	Error! Bookmark not defined.
5.4 Limitation.....	Error! Bookmark not defined.

REFERENCES

APPENDICES

LIST OF TABLES

Table 2. 1 The Seven Elements of Digital Storytelling	Error! Bookmark not defined.
Table 3. 1 Observation Checklist on Good Digital Storytelling	Error! Bookmark not defined.
Table 3. 2 Observation Checklist on Implementing HOTs.....	Error! Bookmark not defined.
Table 4. 1 The Schedule of CAR Cyclical Process	Error! Bookmark not defined.
Table 4. 2 Observation Checklist on Good Digital Storytelling	Error! Bookmark not defined.
Table 4. 3 Observation Checklist on Implementing HOTs.....	Error! Bookmark not defined.
Table 4. 4 Students' HOTs in Cycle 1	Error! Bookmark not defined.
Table 4. 5 Observation Checklist on Good Digital Storytelling	Error! Bookmark not defined.
Table 4. 6 Observation Checklist on Implementing HOTs.....	Error! Bookmark not defined.
Table 4. 7 Students' HOTs in Cycle 2	Error! Bookmark not defined.
Table 4. 8 Students' parsing skills in Cycle 1	Error! Bookmark not defined.
Table 4. 9 Students' parsing skills in Cycle 2	Error! Bookmark not defined.
Table 4. 10 Students' evaluating skills in cycle 1	Error! Bookmark not defined.
Table 4. 11 Students' evaluating skills in cycle 2	Error! Bookmark not defined.
Table 4. 12 Students' inferring skills in cycle 1	Error! Bookmark not defined.
Table 4. 13 Students' inferring skills in cycle 2	Error! Bookmark not defined.
Table 4. 14 Students' shifting perspective skills in cycle 1	Error! Bookmark not defined.
Table 4. 15 Students' shifting perspective skills in cycle 2	Error! Bookmark not defined.
Table 4. 16 Students' transferring skills in cycle 1	Error! Bookmark not defined.
Table 4. 17 Students' transferring skills in cycle 2	Error! Bookmark not defined.
Table 4. 18 Students' imagining skills in cycle 1	Error! Bookmark not defined.
Table 4. 19 Students' imagining skills in cycle 2	Error! Bookmark not defined.
Table 4. 20 Students' interpreting/synthesizing skills in cycle 1	Error! Bookmark not defined.
Table 4. 21 Students' interpreting/synthesizing skills in cycle 2	Error! Bookmark not defined.
Table 4. 22 Students' inducing/theorizing skills	Error! Bookmark not defined.
Table 4. 23 Students' inducing/theorizing skills	Error! Bookmark not defined.
Table 4. 24 Students' reframing skills	Error! Bookmark not defined.

Table 4. 25 Students' reframing skills **Error! Bookmark not defined.**
Table 4. 26 Students' generating skills in cycle 1 **Error! Bookmark not defined.**
Table 4. 27 Students' generating skills in cycle 2 **Error! Bookmark not defined.**

LIST OF FIGURES

Figure 2. 1 Bloom's Taxonomy: Original and Revised	Error! Bookmark not defined.
Figure 3. 1 Kemmis and McTaggart model (1988)	Error! Bookmark not defined.
Figure 3. 2 Data Triangulation.....	Error! Bookmark not defined.
Figure 4. 1 Brain Gym Activity in cycle 1.....	Error! Bookmark not defined.
Figure 4. 2 Teaching and Learning Activities in Cycle 1	Error! Bookmark not defined.
Figure 4. 3 Opening activities in Cycle 2	Error! Bookmark not defined.
Figure 4. 4 Teaching and Learning Activities in Cycle 2	Error! Bookmark not defined.
Figure 4. 5 Student's Inducing in cycle 1	Error! Bookmark not defined.
Figure 4. 6 Student's reframing in cycle 1	Error! Bookmark not defined.
Figure 4. 7 Student's reframing in cycle 2	Error! Bookmark not defined.
Figure 4. 8 Student's generating skill in cycle 1	Error! Bookmark not defined.
Figure 4. 9 Student's generating in cycle 2	Error! Bookmark not defined.
Figure 4. 10 The Enhancement Number of Students in HOTS Category	Error! Bookmark not defined.

REFERENCES

- Abdillah, L. A. (2020). Stigma Terhadap Orang Positif COVID-19.
- Alkhatib, O. J. (2019, March). A Framework for Implementing Higher-Order Thinking Skills (Problem-Solving, Critical Thinking, Creative Thinking, and Decision-Making) in Engineering & Humanities. In *2019 Advances in Science and Engineering Technology International Conferences (ASET)* (pp. 1-8). IEEE.
- Alonso B, I., & Porto, D. S. M. (2013). "Multimodal digital storytelling: Integrating information, emotion and social cognition". *Review of Cognitive Linguistics*, Special issue titled "Multimodality and Cognitive Linguistics", 11(2), 369-385.
- Alves, R. A., & Haas, C. (2012). Writing and Cognition, in Honor of John R. Hayes: Editors' Introduction. *Written Communication*, 29(3), 239-243.
- Ananiadou, K., & Claro, M. (2009). 21st century skills and competences for new millennium learners in OECD countries.
- Anderson, L. W., & Bloom, B. S. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman,.
- Angrosino, M. (2007). *Doing ethnographic and observational research*. Sage.
- Anwar, M., Khan, A., & Sultan, K. (2020). The Barriers and Challenges Faced by Students in Online Education during Covid-19 Pandemic in Pakistan. *Gomal University Journal of Research*, 36(1), 52-62.
- Armstrong, T. (2009). *Multiple intelligences in the classroom* (3rd edition). Alexandria, VA: ASCD.
- Asher, N. (2012). *Reference to abstract objects in discourse* (Vol. 50). Springer Science & Business Media.
- Ausubel, D. P. (1978). In defense of advance organizers: A reply to the critics. *Review of Educational research*, 48(2), 251-257.

- Barahal, S. L. (2008). Thinking about thinking. *Phi Delta Kappan*, 90(4), 298-302.
- Barton, G., & Ryan, M. (2014). Multimodal approaches to reflective teaching and assessment in higher education. *Higher Education Research & Development*, 33(3), 409-424.
- Bekleyen, N. (2011). Can I teach English to children? Turkish preservice teacher candidates and very . *Journal of Early Childhood Teacher Education*, 32(3), 256-265.
- Bellanca, J. A. (2015). *The focus factor: 8 essential twenty-first century thinking skills for deeper student learning*. Teachers College Press.
- Berk, L. E. 2006. *Child Development (7th ed.)*. Boston: Pearson Education.
- Bloom, B. S. (1956). Taxonomy of educational objectives. Vol. 1: Cognitive domain. New York: McKay, 20, 24.
- Bloom, B. S. (1956). Taxonomy of educational objectives: The classification of educational goals. Cognitive domain.
- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). Taxonomy of educational objectives: the classification of educational goals: handbook I: cognitive domain (No. 373.19 C734t). New York, US: D. Mckay.
- Bloom, B. S., Englehart, M. B., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). Taxonomy of educational objectives, the classification of educational goals – Handbook I: cognitive domain. New York, NY: McKay.
- Boster, F. J., Meyer, G. S., Roberto, A. J., & Inge, C. C. (2004). A report on the effect of the unitedstreaming application on educational performance. United Learning.
- Bower, M. (2015). A typology of Web 2.0 learning technologies. *EDUCAUSE* 47, 763–777. doi: 10.3389/fnhum.2018.00296
- Bowyer-Crane, C., & Snowling, M. J. (2005). Assessing children's inference generation: What do tests of reading comprehension measure?. *British journal of educational psychology*, 75(2), 189-201.

- Brookhart, S. M. (2010). How to assess higher-order thinking skills in your classroom. ASCD.
- Brown, J., Bryan, J., & Brown, T. (2005). Twenty-first century literacy and technology in K-8 classrooms. *Innovate: Journal of Online Education*, 1(3).
- Burmark, L. (2004). Visual Presentations That Prompt, Flash & Transform Here are some great ways to have more visually interesting class sessions. *Media and methods*, 40, 4-5.
- Burston, J. (2014). MALL: The pedagogical challenges. *Computer Assisted Language Learning*, 27(4), 344-357.
- Busa, Y., Agusriandi, A., Elihami, E., & Mutmainnah, M. (2020). FACING COVID-19 IN INDONESIA: VARIATIONS OF LEARNING MEDIA AND ONLINE TEACHING LEARNING THROUGH YOU TUBE AND ZOOM APPLICATION. *Journal of Critical Reviews*, 7(19), 7427-7432.
- Cakrawati, L. M. (2017). STUDENTS' PERCEPTIONS ON THE USE OF ONLINE LEARNING PLATFORMS IN EFL CLASSROOM. *Elt tech: journal of english Language Teaching and Technology*, 1(1), 22-30.
- Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT journal*, 57(2), 105-112.
- Chang, P. (2012). Using a stance corpus to learn about effective authorial stance-taking: a textlinguistic approach. *ReCALL: the Journal of EUROCALL*, 24(2), 209.
- Chen, H. L., & Chuang, Y. C. (2021). The effects of digital storytelling games on high school students' critical thinking skills. *Journal of Computer Assisted Learning*, 37(1), 265-274.
- Cherry Jr, W. R. (2017). Our Place in the Universe. *Knowledge Quest*, 46(2), 50-55.
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching?. *The modern language journal*, 94(1), 103-115.

- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Cucinotta, D., & Vanelli, M. (2020). WHO declares COVID-19 a pandemic. *Acta Bio Medica: Atenei Parmensis*, 91(1), 157.
- Curtis, R., Webb-Dempsey, J., & Shambaugh, N. (2010). Understanding your data. *Action research for teacher candidates*, 30-33.
- Dewey, J. (1933). *How We Think. A Restatement of the Relation of Reflective Thinking to the Educative Process*, Boston etc.(DC Heath and Company) 1933.
- Dupain, M., & Maguire, L. L. (2007). Health digital storytelling projects. *American Journal of Health Education*, 38(1), 41-43.
- Facione, N. C., & Facione, P. A. (1996). Externalizing the critical thinking in knowledge development and clinical judgment. *Nursing Outlook*, 44(3), 129-136.
- Fahriany. (2018). *Second Language Acquisition*. Prenadamedia Group.
- Förster, J., Friedman, R. S., & Liberman, N. (2004). Temporal construal effects on abstract and concrete thinking: consequences for insight and creative cognition. *Journal of personality and social psychology*, 87(2), 177.
- Frazel, M. (2010). *Digital storytelling: Guide for educators*. Eugene (Estados Unidos): International Society for Technology in Education, 2010.
- Gardner, H. E. (2000). *Intelligence reframed: Multiple intelligences for the 21st century*. Hachette UK.
- Ghanizadeh, A., & Jahedizadeh, S. (2017). Validating the Persian Version of Reflective Thinking Questionnaire and Probing Iranian University Students' Reflective Thinking and Academic Achievement. *International Journal of Instruction*, 10(3), 209-226.
- Ghanizadeh, A., Al-Hoorie, A. H., & Jahedizadeh, S. (2020). *Higher order thinking skills in the language classroom: A concise guide*. Springer International Publishing.

- Gil-Glazer, Y. A., Walter, O., & Eilam, B. (2019). PhotoLingo—Development and Improvement of Higher-Order Thinking and Language Skills Through Photographs. *Journal of Education*, 199(1), 45-56.
- Gonzalez, D., & Louis, R. St. (2018). Online Learning. In J. I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (1st ed.) <https://doi.org/10.1002/9781118784235.eelt0423>
- Green, P. (2016). How to Succeed with Online Learning. In N. Rushby & D.W. Surry (Eds.), *The Wiley Handbook of Learning Technology* (1st ed., pp. 261–286). <https://doi.org/10.1002/9781118736494.ch15>
- Guilford, J. P. (1963). Potentiality for creativity and its measurement.
- Hashemi, M. R., & Ghanizadeh, A. (2012). Critical discourse analysis and critical thinking: An experimental study in an EFL context. *System*, 40(1), 37-47.
- Hathaway, D., & Norton, P. (2012). Video production: Bridging teacher education and classroom practice. *Journal of Technology and Teacher Education*, 20(2), 127-149.
- Hava, K. (2019). Exploring the role of digital storytelling in student motivation and satisfaction in EFL education. *Computer Assisted Language Learning*, 1-21.
- Henderson Hurley, M., & Hurley, D. (2013). Enhancing Critical Thinking Skills among Authoritarian Students. *International Journal of Teaching and Learning in Higher Education*, 25(2), 248-261.
- Hibbing, A. N., & Rankin-Erickson, J. L. (2003). A picture is worth a thousand words: Using visual images to improve comprehension for middle school struggling readers. *The reading teacher*, 56(8), 758-770.
- Higgins, S., Hall, E., Baumfield, V., & Moseley, D. (2005). A meta-analysis of the impact of the implementation of thinking skills approaches on pupils.
- Hwang, W. Y., Shadiey, R., Hsu, J. L., Huang, Y. M., Hsu, G. L., & Lin, Y. C. (2016). Effects of storytelling to facilitate EFL speaking using Web-based multimedia system. *Computer Assisted Language Learning*, 29(2), 215-241.

- Iivari, N., Sharma, S., & Ventä-Olkkonen, L. (2020). Digital transformation of everyday life—How COVID-19 pandemic transformed the basic education of the young generation and why information management research should care?. *International Journal of Information Management*, 55, 102183.
- Indriani, S. (2021, June). Challenges and opportunities of online teaching and learning for young EFL learners. In UNNES-TEFLIN National Seminar (Vol. 4, No. 1, pp. 376-381).
- Jakes, D. (2006). Standards-proof your digital storytelling efforts. *TechLearning*, March 2006.
- Johnstone, R. (2009). An early start: What are the key conditions for generalized success. *Young learner English language policy and implementation: International perspectives*, 31-41.
- Jones, S., & Chapman, K. (2017). Telling stories: engaging critical literacy through urban legends in an English secondary school. *English Teaching: Practice & Critique*.
- Kearney, M. (2011). A learning design for student-generated digital storytelling. *Learning, Media and Technology*, 36(2), 169-188.
- Keaton, W., & Gilbert, A. (2020). Successful Online Learning: What Does Learner Interaction with Peers, Instructors and Parents Look Like?. *Journal of Online Learning Research*, 6(2), 129-154.
- Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The action research planner: Doing critical participatory action research*. Springer Science & Business Media.
- Kim, S. (2014). Developing autonomous learning for oral proficiency using digital storytelling. *Language Learning & Technology*, 18(2), 20-35.
- King, F., Goodson, L., & Rohani, F. (2012). Higher order thinking skills: Definition, teaching strategies, assessment. The Center for Advancement of Learning and Assessment.
- Krahenbuhl, K. S. (2021). *Building Effective Learning Environments: A Framework for Merging the Best of Old and New Practices*. Routledge.

- Krause, K. D., Bochner, S. & S. Duchesne. 2003. *Educational Psychology for Learning and Teaching*. Southbank, Victoria: Thompson
- Krish, P. (2008). Language learning in the virtual world: Instructors' voices. *International Journal of Pedagogies and Learning*, 4(4), 113-129.
- Ku, K. Y. (2009). Assessing students' critical thinking performance: Urging for measurements using multi-response format. *Thinking skills and creativity*, 4(1), 70-76.
- Kuchah, K. (2013). Context-appropriate ELT pedagogy: An investigation in Cameroonian primary schools (Doctoral dissertation, University of Warwick)
- Lee, L. (2014). Digital news stories: Building language learners' content knowledge and speaking skills. *Foreign Language Annals*, 47(2), 338-356.
- Lewis, A. dan Smith, D.(1993). *Defining high order thinking, theory into practice*. *Collage of Education: the Ohio State University*, 32(3), 131-137.
- Limbach, B., & Waugh, W. (2010). Developing Higher Level Thinking. *Journal of Instructional Pedagogies*, 3.
- Lin, C. H., Zheng, B., & Zhang, Y. (2017). Interactions and learning outcomes in online language courses. *British Journal of Educational Technology*, 48(3), 730-748.
- Lisenbee, P. S., & Ford, C. M. (2018). Engaging students in traditional and digital storytelling to make connections between pedagogy and children's experiences. *Early Childhood Education Journal*, 46(1), 129-139.
- Liu, K. P., Tai, S. J. D., & Liu, C. C. (2018). Enhancing language learning through creation: The effect of digital storytelling on student learning motivation and performance in a school English course. *Educational Technology Research and Development*, 66(4), 913-935.
- Lowenthal, P. R., & Dunlap, J. C. (2010). From pixel on a screen to real person in your students' lives: Establishing social presence using digital storytelling. *The Internet and Higher Education*, 13(1-2), 70-72.

- Martindale, C. (1995). Creativity and connectionism. *The creative cognition approach*, 249, 268.
- McLellan, H. (2007). Digital storytelling in higher education. *Journal of Computing in Higher Education*, 19(1), 65-79.
- McMillan, J. H., & Schumacher, S. (1984). *Research in education: A conceptual introduction*. Little, Brown.
- Mednick, S. (1962). The associative basis of the creative process. *Psychological review*, 69(3), 220.
- Moon, J. (2007). *Critical thinking: An exploration of theory and practice*. Routledge.
- Moorhouse, B. L. (2020). Adaptations to a face-to-face initial teacher education course ‘forced’online due to the COVID-19 pandemic. *Journal of Education for Teaching*, 46(4), 609-611.
- Mubar, M. K. N. A. (2015). Developing English learning materials for young learners based on needs analysis at MTSN model Makassar. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 1(2), 313-330.
- Muñoz, C. (2007). *Age-related differences and second language learning practice*. Practice in a second language: Perspectives from applied linguistics and cognitive psychology, 229-255.
- Musthafa, Bachrudin. (2010). Teaching English to Young Learners: In Indonesia Context. *Jurnal Educationist Vol./V No.2 Juli 2010*.
- Nassim, S. (2018). Digital storytelling: An active learning tool for improving students' language skills. *PUPIL: International Journal of Teaching, Education and Learning*, 2(1), 14-29.
- Norton, P., & Hathaway, D. (2010). Video production as an instructional strategy: Content learning and teacher practice. *Contemporary Issues in Technology and Teacher Education*, 10(1), 145-166.
- Oakhill, J. V., Cain, K., & Bryant, P. E. (2003). The dissociation of word reading and text comprehension: Evidence from component skills. *Language and cognitive processes*, 18(4), 443-468.

- Ormrod, J. E. (2004). *Human learning*. 4th Edn., Upper River.
- Pappamihiel, N. E., & Knight, J. H. (2016). Using digital storytelling as a language experience approach activity: Integrating English language learners into a museum field trip. *Childhood Education*, 92(4), 276-280.
- Paul, R., & Elder, L. (2008). *The miniature guide to critical thinking concepts and tools*, foundation for critical thinking press. Recuperado de: https://www.criticalthinking.org/files/Concepts_Tools.pdf.
- Piaget, J. (1970). *Science of education and the psychology of the child*. Trans. D. Coltman.
- Pinter, A. (2011). *Children learning second languages*. Springer.
- Pinter, A., & Zandian, S. (2014). 'I don't ever want to leave this room': benefits of researching' with children. *ELT journal*, 68(1), 64-74.
- Plaisance, M. (2018). Online course delivery. *The TESOL encyclopedia of English language teaching*, 1-6.
- Puchta, H. (2012). *Developing thinking skills in the young learners' classroom*. Cambridge, UK.
- Putri, R. S., Purwanto, A., Pramono, R., Asbari, M., Wijayanti, L. M., & Hyun, C. C. (2020). Impact of the COVID-19 pandemic on online home learning: An explorative study of primary schools in Indonesia. *International Journal of Advanced Science and Technology*, 29(5), 4809-4818.
- Rahimi, M., & Yadollahi, S. (2017). Effects of offline vs. online digital storytelling on the development of EFL learners' literacy skills. *Cogent Education*, 4(1), 1285531.
- Razmi, M., Pourali, S., & Nozad, S. (2014). Digital storytelling in EFL classroom (oral presentation of the story): A pathway to improve oral production. *Procedia-Social and Behavioral Sciences*, 98, 1541-1544.
- Regulation of Indonesian Government No.21, 2020. (2020). Large-scale social restrictions in order to accelerate the handling of Corona Virus Disease 2019 (Covid-19). <https://setkab.go.id/inilah-pp-pembatasan-sosial-berskala-besar-untuk-percepatan-penanganan-covid-19/>

Handi Pabriana, 2022

PROMOTING HIGHER ORDER THINKING SKILLS (HOTS) OF EFL YOUNG LEARNERS THROUGH DIGITAL STORYTELLING

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Rennell, N. (2020). *Excellent Online Teaching: The Ultimate Guide for Teachers on Prepping Successful Online Classes, Developing Strategies and Mindset, Managing Time, and Engaging Students to Achieve Effective Results.*
- Resnick, L. B. (1987). The 1987 presidential address learning in school and out. *Educational researcher*, 16(9), 13-54.
- Rich, S. (2014). Taking Stock: Where Are We Now with TEYL?. In *International perspectives on teaching English to young learners* (pp. 1-19). Palgrave Macmillan, London.
- Riesland, E. (2005). *Visual literacy in the classroom. New horizons for learning.* Retrieved May 18, 2007, from <http://www.newhorizons.org/strategies/literacy/riesland.htm>
- Robin, B. (2006, March). The educational uses of digital storytelling. In *Society for Information Technology & Teacher Education International Conference* (pp. 709-716). Association for the Advancement of Computing in Education (AACE).
- Robin, B. R. (2008). Digital storytelling: A powerful technology tool for the 21st century classroom. *Theory into practice*, 47(3), 220-228.
- Robin, B., & Pierson, M. (2005). A multilevel approach to using digital storytelling in the classroom. In *Society for Information Technology & Teacher Education International Conference* (pp. 708-716). Association for the Advancement of Computing in Education (AACE).
- Robson, S. (2019). *Developing thinking and understanding in young children: an introduction for students.* Routledge.
- Sadik, A. (2008). Digital storytelling: A meaningful technology-integrated approach for engaged student learning. *Educational technology research and development*, 56(4), 487-506.
- Sadiku, M. N., Adebo, P. O., & Musa, S. M. (2018). Online teaching and learning. *International Journals of Advanced Research in Computer Science and Software Engineering*, 8(2), 73-75.

Saifer, S. (2018). *Hot Skills: Developing Higher-Order Thinking in* . Redleaf Press.

Handi Pabriana, 2022

PROMOTING HIGHER ORDER THINKING SKILLS (HOTS) OF EFL YOUNG LEARNERS THROUGH DIGITAL STORYTELLING

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Scott, W. A., & Ytreberg, L. H. (1990). *Teaching English*. New York: Longman
- Scriven, M., & Paul, R. (2004). *Defining critical thinking: A statement for the National Council for Excellence in Critical Thinking Instruction*. Retrieved January, 17, 2007.
- Setyarini, S., & Ling, M. A. (2019). Promoting higher order thinking skills in storytelling for teaching english to young adolescents in 21st century. *KnE Social Sciences*, 155-164.
- Setyarini, S., Muslim, A. B., Rukmini, D., Yuliasri, I., & Mujiyanto, Y. (2018). Thinking critically while storytelling: Improving children's HOTS and English oral competence. *Indonesian Journal of Applied Linguistics*, 8(1), 189-197.
- Shelton, C. C., Archambault, L. M., & Hale, A. E. (2017). Bringing digital storytelling to the elementary classroom: Video production for preservice teachers. *Journal of Digital Learning in Teacher Education*, 33(2), 58-68.
- Siegler, R. S., and M. W. Alibali. 2005. *Children's Thinking*. 4th ed. New York: Pearson.
- Simmons, A. (2006). Building trust several stories high. *Storytelling, Self, Society*, 2(2), 50-67.
- Slameto. 1995. *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Smith, V. G., & Szymanski, A. (2013). Critical thinking: More than test scores. *International Journal of Educational Leadership Preparation*, 8(2), 16-25.
- Soleimani, H., & Akbari, M. (2013). The effect of storytelling on children's learning English vocabulary: A case in Iran. *International Research Journal of Applied and Basic Sciences*, 4(11), 4005-4014.
- Son, J. B. (2018). Technology in English as a foreign language (EFL) teaching. *The TESOL encyclopedia of English language teaching*, 1-7.
- Sternberg, R. J., & Lubart, T. I. (1999). The concept of creativity: Prospects and paradigms. *Handbook of creativity*, 1(3-15).

- Stupnisky, R. H., Renaud, R. D., Daniels, L. M., Haynes, T. L., & Perry, R. P. (2008). The interrelation of first-year college students' critical thinking disposition, perceived academic control, and academic achievement. *Research in Higher Education*, 49(6), 513-530.
- Suherdi, D. (2015, November). English for 21st century Indonesia. In *English Education International Conference (EDUTICON)*.
- Supriyanti, N. (2012). Challenges in providing trainings for English teachers of elementary schools. *Journal of Education and Learning*, 6(3), 161-166.
- Sutarto, S., Sari, D. P., & Fathurrochman, I. (2020). Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic. *Jurnal Konseling dan Pendidikan*, 8(3), 129-137.
- Syafradin, H., & Salniwati, A. R. A. P. (2019). Digital storytelling implementation for enhancing students' speaking ability in various text genres. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(4), 3147-3151.
- Tahriri, A., Tous, M. D., & MovahedFar, S. (2015). The impact of digital storytelling on EFL learners' oracy skills and motivation. *International Journal of Applied Linguistics and English Literature*, 4(3), 144-153.
- Tenh, H. K., Shiratuddin, N., & Harun, H. (2012). Core elements of digital storytelling from experts' perspective.
- Thang, S. M., Lin, L. K., Mahmud, N., Ismail, K., & Zabidi, N. A. (2014). Technology integration in the form of digital storytelling: mapping the concerns of four Malaysian ESL instructors. *Computer Assisted Language Learning*, 27(4), 311-329.
- Torrance, E. P. (1966). *Torrance tests of creative thinking: Norms-technical manual*. Personnel Press.
- Vroom, S. J., & Seaman, A. A. (2014). Cross-Cultural Perspectives on Teaching English as a Foreign Language to Children: A Multinational Survey. *TESOL Journal*, 5(3), 465-489.

- Widodo, H. P. (2016). Engaging of English in a genre-based digital storytelling project. Cambridge: Cambridge University Press Language Teacher Research.
- Williams, F. E. (1980). The Creativity Assessment Packet Chesterfield.
- Wright, T. A. (2003). Positive organizational behavior: An idea whose time has truly come. *Journal of Organizational behavior*, 24(4), 437-442.
- Xu, Y., Park, H., & Baek, Y. (2011). A new approach toward digital storytelling: An activity focused on writing self-efficacy in a virtual learning environment. *J. Educ. Technol. Soc.*, 14(4), 181-191.
- Yang, K. H. (2014). Critical assessment of video production in teacher education: can video production foster community-engaged scholarship?. *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 49(3), 661-673.
- Yang, P. L., Tong, F., Irby, B. J., Lara-Alecio, R., Ramos, N., & Nava-Walichowski, M. (2016). The effect of storytelling and retelling and higher order thinking on oral performance of elementary students in English as foreign language (EFL) program: A pilot study in Mainland China and Taiwan. *Asian Journal of Education and Training*, 2(1), 23-33.
- Yang, Y. T. C., & Wu, W. C. I. (2012). Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study. *Computers & education*, 59(2), 339-352.
- Yang, Y. T. C., Chen, Y. C., & Hung, H. T. (2020). Digital storytelling as an interdisciplinary project to improve students' English speaking and creative thinking. *Computer Assisted Language Learning*, 1-23.
- Yuksel, P., Robin, B., & McNeil, S. (2011, March). Educational uses of digital storytelling all around the world. In *Society for Information Technology & Teacher Education International Conference* (pp. 1264-1271). Association for the Advancement of Computing in Education (AACE).

- Yuwono, G. I., & Harbon, L. (2010). English teacher professionalism and professional development: Some common issues in Indonesia. *Asian EFL Journal*, 12(3), 145-163.
- Zhou, S., Gu, H., & Yao, J. (2018). From “strict learning” to “smart learning”: an analysis of the key factors affecting students’ academic performance: an empirical study based on the academic quality monitoring data of 262245 students in Jiangsu province. *Prim Mid Sch Manag*, 32(11), 39-42.
- Zohar, A., & Cohen, A. (2016). Large scale implementation of higher order thinking (HOT) in civic education: The interplay of policy, politics, pedagogical leadership and detailed pedagogical planning. *Thinking Skills and Creativity*, 21, 85-96.
- Zsohar, H., & Smith, J. A. (2008). Transition from the classroom to the web: Successful strategies for teaching online. *Nursing Education Perspectives*, 29(1), 23-28.