

**THE ANALYSIS OF HIGHER ORDER THINKING SKILL (HOTS)
STRATEGY AS A LEARNING STRATEGY IN CRITICAL READING**

(A Mixed Methods Explanatory Research Design)

THESIS

This thesis is submitted to fulfill the requirement for 'Sarjana' degree in English
Language Education



ANISAH NUR HIDAYAH

NIM. 20551006

**ENGLISH TADRIS STUDY PROGRAM
EDUCATION (TARBIYAH) DEPARTMENT
STATE ISLAMIC INSTITUTE OF CURUP
(IAIN) CURUP**

2025

Supervisors' Approval

Hal : Pengajuan Skripsi

Kepada Yth.

Ibu. Ka. Program Studi Tadris Bahasa Inggris IAIN Curup

Di tempat.

Assalamu'alaikum warahmatullahiwabarakatuh

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi saudara Anisah Nur Hidayah mahasiswa IAIN Curup yang berjudul "**The Analysis of Higher Order Thinking Skill (Hots) Strategy as A Learning Strategy in Critical Reading**" Sudah dapat diajukan dalam sidang Munaqasyah Institut Agama Islam Negeri Curup.

Demikian Permohonan ini kami ajukan. Terima kasih.

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Curup, December 2024

Pembimbing I



Dr. Prihantoro SS, M.Pd
Nip. 19750820 200801 1 004

Pembimbing II



Sarwo Edy, M.Pd
NIP. 19810607 202321 1 011

THE STATEMENT OF OWNERSHIP

The researcher sign below :

Name : Anisah Nur Hidayah

NIM : 20551006

Faculty : Tarbiyah

Study Program : English Tadris Study Program

State that the thesis with the title **“The Analysis of Higher Order Thinking Skill (Hots) Strategy as A Learning Strategy in Critical Reading”**. This statement is made truthfully, if in the future there is a mistake in this statement, the writer is willing to accept punishment or criticism from IAIN Curup in accordance with applicable regulation.

Curup, December 2024

The Researcher



Anisah Nur Hidayah

NIM. 20551006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH

Jl. Dr. AK Gani No. 01 PO 108 Telp. (0732) 21010-21759 Fax 21010 Kode Pos 39119
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id

APPROVAL

Nomor: **285** /In.34/F.TAR/I/PP.00.9/07/2024

Name : Anisah Nur Hidayah
NIM : 20551006
Faculty : Tarbiyah
Department : English Tadris Study Program
Title : The Analysis of Higher Order Thinking Skill (HOTS) Strategy As
A Learning Strategy In Critical Reading

Had Examined by examining board of English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day/Date : Monday, February 17th 2025
Time : 08.00-09.30 PM
At : Room 02 of The Department of English Tadris Study Program

Had been received to fulfill the requirement for the degree of *Strata 1* in English Tadris Study Program of Tarbiyah Faculty IAIN Curup.

Curup, February 2025

Head,

Dr. Prihanoro, S.S., M.Pd
NIP. 19750820 200801 1 004

Examiners,

Secretary,

Sarwo Edy, M.Pd
NIP. 19810607 202321 1 011

Examiner I,

Dr. Lefy Novienty, M.Pd
NIP. 19761106 200312 2004

Examiner II,

Jumatul Hidayah, M.Pd
NIP. 19780224 200212 2002

Dean
Faculty of Tarbiyah

Dr. Sutarto, S.Ag., M.Pd
NIP. 19740921 200003 1 003

PREFACE

First, praise and gratitude to Allah SWT who has given his mercy to researchers to complete this thesis with the title **“The Analysis Of Higher Order Thinking Skill (Hots) Strategy As A Learning Strategy In Critical Reading (A Mixed Methods Explanatory Research Design)”**

This Thesis is submitted to fulfil the requirement For “Sarjana” degree in English Tadris Study Program in IAIN Curup. The researcher realizes this thesis still needs improvement in the future. Furthermore the researcher hopes and appreciates some criticisms that intended for this reseach. For being perfect in the future. Also, the researcher hopes this thesis can be useful, especially for other researchers who are interested in conducting research in the field.

Curup, December 2024

The Researcher



Anisah Nur Hidayah

NIM. 20551006

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The researcher finished this thesis entitled **“The Analysis of Higher Order Thinking Skill (Hots) Strategy as A Learning Strategy in Critical Reading”**. This Thesis is submitted to fulfil the requirement For “Sarjana” degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher get support, guidance, assistance, contribution and motivation from the other. Because of those, the researcher would like to present deepest appreciation.

First, the writer would like express the gratitude to Jumatul Hidayah, M.Pd as the head of the English Tadris Study Program who always gives advice during the process of writing this thesis. Her advice and encouragement have helped shape not only this thesis, but also my own development as a student.

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Finally, this researcher needs constructive suggestions to become a better researcher in the future. We hope that the results of this study can make a useful contribution to the development of education in the English Department and other

schools. For all of the help that has been given to the author, both those mentioned above and those not mentioned, may Allah SWT provide a worthy reward. Amin.

Curup, December 2024

The Researcher

A handwritten signature in black ink, appearing to be 'Anisah Nur Hidayah', written in a cursive style.

Anisah Nur Hidayah

NIM. 20551006

MOTTO

**“ Do Not Ever Lose Hopes, Do Not Ever leave
Good Deeds”**

-Anisah Nur Hidayah-

Dedications

**I proudly dedicated this thesis to myself, my beloved parents
and my family. Thank you for all supports and motivations,
so I can keep going on my life and finally completed this
thesis.**

ABSTRACT

Anisah N. Hidayah : **The Analysis of Higher Order Thinking Skill (Hots) Strategy as A Learning Strategy in Critical Reading**

Advisor : Dr. Prihantoro, SS., M.Pd

Co-advisor : Sarwo Edy, M.Pd

HOTS as a learning strategy is very important for students, because it helps pupils in learning critical reading. This study aims to explain the effect and the implementation of HOTS strategy in critical reading as perceived by students. This mixed-method research employed questionnaires, interviews, observation with note-taking and video recording as data collection techniques. The object of this research was third grade students of SMAN 1 Rejang Lebong consisting of 36 students. The data were taken from the results of questionnaires, interviews, observations and analysed with the average frequency and percentage of data. The results of the analysis and discussion of this research, there were positive responses from students towards HOTS strategy effect students' critical reading. This study reveals that the average of HOTS strategy effect students' critical reading is 69% where the students are able to answer the questions from the text and able to discuss the text with the other pupils. Additionally, three phases of HOTS were implemented in this study. It is analyze (differentiating, organizing, attributing), evaluate (checking and critiquing), and create (generating, planning, and producing).

Keywords: *Learning Strategy, HOTS Strategy, Critical Reading.*

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BAB I

INTRODUCTION

This chapter provides the rationale for conducting the present study. The discussion of this chapter will cover the background of the research, research question, the objectives of the research, the delimitation of the study, significance of the research, the definition of the key terms, and thesis organization.

A. Research Background

In the current landscape of English learning process, improving students' critical thinking is profoundly urged to be planned. Because it empowers students to gain greater academic knowledge. The development of critical thinking could be enhanced by incorporating higher order thinking skill (HOTS) into the learning activity, as it covers the critical thinking skill-related skills. Whereby, higher order thinking skill (HOTS) facilitates students to think in higher level during their learning process.

By encouraging pupils to engage in deeper cognitive activities such as analyzing, evaluating, and creating. HOTS helps students develop critical thinking, problem-solving abilities, and creativity, making their learning process more meaningful and applicable to real-world situations. In accordance with the definition mentioned by Thomas, higher order thinking skill (HOTS) is the ability to think critically, to evaluate, to have metacognitive awareness, and to solve problems.¹ It is known as a level of critical thinking that emphasizes applying

¹ Achmad Rozi et al., "The Fullness of Higher Order Thinking Skills (HOTS) in Applied Science Textbooks of Vocational Schools," *Journal of Physics: Conference Series* 1764, no. 1 (2021): 0–18.

previously learned information, examining self-reflection, solving problems, making decisions, and formulating new ideas.

Brookhart states that there are three categories of higher order thinking skill (HOTS); transfer, critical thinking, and problem solving.² This means that it is able to make students apply knowledge directly in class which is called transfer, higher order thinking skill (HOTS) uses critical thinking to make decisions and breakthroughs, and student problems are solved and resolved. It is also recognized as one of the most challenging levels of thinking and requires extra attention throughout the learning process. Because students require to move beyond basic knowledge and comprehension to engage in deeper, more complex cognitive processes. Therefore students need to pay attention in increasing the level of thinking.

Considering the essential of Higher-order thinking skill (Hots), students have to put special attention to make them become enthusiast toward learning process. Because it enables pupils to solve complex issues, comprehend abstract concepts, and integrate information from multiple sources. Higher order thinking skill (Hots) allows students to think outside the box and generate innovative ideas. It motivates them to take risks and try out other ideas. Thus, higher order thinking skill (HOTS) can be applied in various learning processes, especially in critical reading.

And also higher order thinking skill (HOTS) known as one of strategies that can be used to read texts simultaneously and can support text analysis. As mentioned by Shafeei, Hassan, Ismail, and Aziz, that students can learn to read

² Dumaris E Silalahi et al., "An Analysis of Students ' Achievement in Reading Comprehension through Higher Order Thinking Skills (HOTS)" 14 (2022): 1853–1868.

critically with higher order thinking skill (HOTS) in the classroom.³ Considering the facts above, it is very urgent to use strategies in the learning process that can help students solve the problems. Therefore, higher order thinking skill (HOTS) is used as a learning strategy that will help students during their learning process.

Weinstein and Mayer mention that learning strategy is widely defined as "behaviors and thoughts that a learner engages in during learning" and is "intended to influence the learner's encoding process".⁴ As previously said, learning strategies are unique behaviors or cognitive processes that students utilize to improve their own learning. It explains how pupils manage their personal learning process, especially how to plan, monitor, focus on, and evaluate their own learning.

Richardson states that using effective learning strategies for long-term learning is an important aspect in lifelong learning and student achievement.⁵ When a student actively chooses strategies that are appropriate for his or her learning style, these strategies provide a valuable toolset for active, aware, and purposeful self-regulation of learning. It suggests that without a strong understanding and knowledge base, students may fail to transfer and apply their information in a new setting. To overcome this problem, students can learn to improve critical reading by involving higher order thinking skills (HOTS) strategy.

Critical reading is a high-level cognitive reading ability that goes beyond simply reading and extracting information from texts. As mentioned by Pirozzi,

³ Silalahi et al., "An Analysis of Students' Achievement in Reading Comprehension through Higher Order Thinking Skills (HOTS)."

⁴ Barbara L. McCombs. 2017. *Historical Review of Learning Strategies Research: Strategies for the Whole Learner—A Tribute to Claire Ellen Weinstein and Early Researchers of This Topic*. Journal Frontiers In Education : University Denver. Page 12.

⁵ Felicitas Biwer. 2022. *Study smart – impact of a learning strategy training on students' study behavior and academic performance*. Advances in Health Sciences Education: Maastricht University, Netherlands. Page 148.

critical reading is a high-level comprehension of written materials that demands readers to analyze and evaluate important and unimportant information, opinions, and facts, as well as assess the writer's goal and tone.⁶ By the process of efficiently extracting the necessary information from the text during their learning process, students are expected to think critically.

Critical reading allows readers to an activity where students can validate the author's arguments, analyze the evidence presented, and draw their own conclusions. Contrasting perspectives and making inferences. Reading requires comprehension, thus readers should be able to reconstruct the author's core idea, supporting ideas, and supporting facts, as well as critically evaluate the things they read.

Therefore, critical reading is crucial for students to learn from books, journals, and scientific articles. Because the goal of critical reading is to make informed decisions based on the content they study, students could come out with many discourses from any text they read so they could encourage themselves to think critically where pupils need to evaluate and synthesize the text.⁷ Moreover, due to some factors, many students still have not had the ability of critical reading yet.

In general, there are a variety of factors that contribute to the difficulty of the critical reading skill's ability to effectively read written texts. Such as, unique parts of the written text, a lack of familiarity with the content and schemata of the

⁶ Musa Toro G. 2022. *Critical Reading Instructions for Effective Language Education in Nigerian Higher Institutions*. Afropolitan Journals: Bauchi State. Page 130.

⁷ Norbaiyah Abd K, Roose N Subki. 2014. *The Importance Of Teaching Critical Reading Skills In A Malaysian Reading Classroom*. University Technology Mara: Malaysia. Page 210.

target language text, learners' inability to comprehend the texts using their reading strategies, a lack of adequate speed reading, obscure vocabulary, and complex sentences are examples of factors. Therefore, it is important to develop their critical reading skill.

The importance of learning critical reading is increasing along with students' desire to gain information during their studies. And the teacher has a big part to play based on those issues. This can happen if students do not engage strategies in reading activities that will help them master critical reading. In addition, this can also happen if they do not get the right reading learning strategy.

Researcher found some previous studies that have correlation to higher order thinking skills (HOTS). The study conducted by Leila Nurul Amali (2020) entitled "*The Implementation of Higher Order Thinking Skills (HOTS) Assessment to Evaluate the Students' Reading Comprehension Achievement*". This study examined how teachers perceive, implement, and assess HOTS assessment in teaching reading comprehension. The pupils' reading comprehension achievement demonstrated that they performed well on the test. As a result, the majority of students met the minimal mastery criteria

Following all of the information that has been described above, the researcher has conducted pre-observastion in three different senior high schools in Curup. The author came to the first school which was SMA N 1 Rejang Lebong. And then the researcher met an english teacher for asking the data of students critical reading score in all classess at the third grade. After analysing all the datas, the author found that local XII 1 had the most high score comparing to the other classess.

The second school to conduct pre-observation was SMA N 2 Rejang Lebong. The researcher also met an english teacher for asking the students critical reading score at the second grade in all classess and also the author interviewed the teacher to make sure that students have implemented Hots during the learning critical reading. After getting the data, the author analysed the datas from those classess and found that local XII A had the best score compared to the other classess.

The last school to conduct pre-observation was SMA N 4 Rejang Lebong. Same as the previous school, the researcher also interviewed the teacher and asked the english educator to get the data of students critical reading score in all classess at the second grade. In order to know that the pupils also have implemented Hots in learning critical reading. The author found that local XII 2 had the best score compared to the other classess.

After got the data from the english teacher from those schools, the researcher also conducted a test at the beginning for strengthening the data of students' critical reading. Based on all the pre-observations, the researcher found that SMAN 1 Rejang Lebong was the school that had the most high students critical reading score when compared to SMAN 2 and SMA N 4 Rejang Lebong. Thus, the researcher chose to conduct the research at SMAN 1 Rejang Lebong. Where in this school has implemented Merdeka curriculum that requires students to use higher order thinking skills (HOTS) rather than lower order thinking skills (LOTS) in learning critical reading.

Base on the data above, the author found the phenomena that students of SMAN 1, they implemented Hots strategy in learning critical reading; they have the ability to catch the sense of text, students engaging the deep discussions rather than

just recalling facts, and students form an opinion about critical reading by interpreting and analyzing the meaning in text question an important issue. This implementation was found out when students learn about elaborating, synthesizing, and applying the text in critical reading subject. Therefore, the use of HOTS strategies, the students of SMAN 1 Rejang Lebong got the highest score if we compare to SMAN 2 and SMAN 4.

This study also was aimed to investigate the analysis of higher order thinking skill (HOTS) strategy as a learning strategy used by students in critical reading. The researcher will involve numerous students of third grade relevant to learning strategy based on HOTS in critical reading. For that reason the researcher is interested in studying "**The Analysis of Higher Order Thinking Skill (HOTS) Strategy As A Learning Strategy in Critical Reading**". As a result of this study, researchers expect that HOTS can be utilized as a tool to enhance the learning process, allowing students to automatically obtain the critical reading skill required in the English learning process.

B. Research Questions

Based on the above background, the problem is phrased as follows:

1. How is the condition of higher order thinking skill (HOTS) among students as a learning strategy in learning critical reading?
2. How does higher order thinking skill (HOTS) as a learning strategy effect students critical reading as perceived by students?
3. How do students implement higher order thinking skill (HOTS) strategy in learning critical reading?

C. The Objectives of the Research

1. To find out how the condition of higher order thinking skill (HOTS) among students as a learning strategy in learning critical reading.
2. To find out how higher order thinking skill (HOTS) as a learning strategy effect students critical reading as perceived by students
3. To find out how students implement higher order thinking skill (HOTS) in learning critical reading.

D. The Delimitation of the Study

The research requirements were identified by the subject and research objectives. In terms of subject, this research is limited to the third grade students of SMA Negeri 1 Rejang Lebong. In terms of objectives, this research is limited to using the higher order thinking skill (HOTS) strategy on students' critical reading. This research uses Anderson's theory. Based on this theory, there are three categories of higher order thinking skills (HOTS) that must be well understood by students, such as analyzing (C4), evaluating (C5), and creating (C6). This theory is the main reference to measure how the use of HOTS strategies significantly affects students' critical reading.

E. Significance of the Research

Theoretically, the findings of this study should offer a respectable contribution to science in English teaching and learning, particularly for young learners.

In practice, the researchers hope that the study's findings will be useful:

1. For teachers

Higher Order Thinking Skill can be employed as an alternate model in classroom learning as part of an endeavor to study English at Senior High School.

2. For the students

The role of Higher Order Thinking Skill can be utilized as a tool to aid pupils in understanding the information presented in an endeavor to study English in Senior High School.

3. For the researcher

Higher order thinking skill (HOTS) can be used to detect difficulties in English learning and design learning approaches as a learning effort for English education in Senior High School.

4. For Institution

The findings of this study were predicted to contribute positively as a learning tool that corresponded to the English learning process.

F. Definition Of The Key Terms

The researcher defined the terms in this research that are important to avoid any misinterpretation of the title adopted in this research as follows:

1. Higher order thinking skill (HOTS)

According to Fuchs mentions that Higher order thinking skills are a set of cognitive processes in an individual's mental dimension, such as analytical, evaluative, and creative skills, that are employed in problem-solving

enterprises.⁸ It means that Higher order thinking skill is involved in activities such as inferring, assessing textual formation, evaluating inconsistencies and consistencies, analyzing arguments, and producing knowledge using previous cognitive frameworks in the context of critical reading. In this study, students use higher order thinking skill (HOTS) as a learning strategy during their learning process.

2. Hots as A Learning Strategy

Scarcella & Oxford mention that learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning”.⁹ In summary, it is a strategy that students intentionally choose based on what best suits their learning preferences and which ends up serving as a helpful toolset for deliberate, intentional, and active self-regulation of learning. In this research, Hots strategy as a learning strategy refers to an educational approach that emphasizes the development of advanced cognitive processes such as analysis, evaluation, and creation used by students in learning critical reading .

3. Critical Reading

Wilson describes critical reading as a reading activity that includes comparing and contrasting, arguing for and against, recognizing main ideas,

⁸ Musharraf Aziz and Rafizah Rawian, “*Modeling Higher Order Thinking Skills and Metacognitive Awareness in English Reading Comprehension among University Learners*” (n.d).

⁹ Rebecca L. Oxford. 2003. *Language Learning Styles And Strategies: An Overview*. Gala: Oxford. Page 8.

summarizing essential points, and evaluating.¹⁰ It is the ability to critically grasp, evaluate, and interpret what has been read, and then apply the results to solve a specific problem. In this study, critical reading refers to students ability in deeply understanding or comprehending a text at the Hots level.

G. Thesis Organization

This study is divided into five chapters, with the following systematic discussion: The first chapter discusses the fundamental ideas that will serve as the foundation for subsequent debate. The steps in writing a thesis are illustrated in this chapter, which might lead to the next discussion, which includes: background, problem formulation, discussion aims, research advantages, previous research, definition of words or operational definitions, and systematic discussion. The second chapter discusses the relationship between the research title and the theory applied, as well as the theoretical basis of the conclusions. Such as a review of the literature, which includes theoretical studies on critical reading and learning strategy based on higher order thinking skill (HOTS). The third chapter provides research methods in the form of research approaches and types, research presence, research locations, data sources, data collection procedures, data analysis, data validity checking, and research phases. The fourth chapter includes a description of the data as well as data analysis based on existing theory. The last chapter is the concluding chapter in a series that contains conclusions, input, and suggestions for further research.

¹⁰ Musa Toro G. 2022. *Critical Reading Instructions for Effective Language Education in Nigerian Higher Institutions*. Afropolitan Journals: Bauchi State. Page 130.

BAB II

LITTERATURE REVIEW

This chapter presents a literature study in regard to a survey of related theories, including: reading, critical reading, learning strategy, higher order thinking skill, and also review of related study.

A. Reading

Reading is a dynamic process requiring both comprehension and recognition skills. Reading introduces us to great authors' thoughts and written accounts of their experiences. Nunan stated that reading is the process of matching sounds to written text.¹¹ Reading activity involves engaging with the text in order to derive meaning; nevertheless, this construction of meaning needs a significant amount of effort from the reader. The reading process entails perceiving an item or symbol and translating it into an idea; from there, ideas are transformed into concepts and other components of thought.

Reading plays a vital role in communication, allowing individuals to engage with the world, acquire knowledge, and develop critical thinking skills. Because it allows pupils to access and absorb information that contributes to lifelong learning. Reading becomes a key element in shaping informed, articulate students capable of thoughtful engagement with their surroundings. It opens doors to different viewpoints and experiences that students might not otherwise encounter, fostering a sense of global awareness and social understanding.

¹¹ Efarni, "Improving Students Reading Skill by Using Scanning Technique". Journal of English Education and Linguistics 1,1. (2024): Page 34

1. Reading skills

Reading skills is a capacity to comprehend written text as it appears in textbooks, academic materials, newspapers, magazines, and menus. In second and foreign language instruction, especially with adults, reading skill is defined by Richards and Schmidt as the set of abilities necessary for skillful reading, including identifying main ideas, comprehending sequence, noticing specific details, drawing conclusions, drawing comparisons, and making predictions.¹² Reading is a receptive skill for understanding printed words, such as identifying main ideas, comprehending sequence, noticing specific details, drawing conclusions, drawing comparisons, and making predictions in second and foreign language instruction, according to the definition given above.

Therefore reading skills are so crucial, because they allow students to understand, process, and engage with the vast array of information in today's world, shaping both their intellectual and emotional growth. Strong reading skills directly impact academic performance. They enable students to understand, analyze, and engage with textbooks, research, and instructions effectively. The ability to comprehend and retain information improves test results, essay quality, and overall grades.

2. The Objective of Reading

Most of the time, students read because they want to and have goals in mind. Moreover, before they even start reading the text, they usually have some preconceived notions about what they will read. Crawley and Merritt mentioned that reading is mostly done to understand or comprehend what the author is trying

¹² Hijril Ismail, "Improving the Students' Reading Skill through Translation Method". Journal of English Education 2, 2. (2017): Page 126

to say to the reader.¹³ This explanation makes it quite evident that reading is mostly done to comprehend or understand the content.

Reading enables studentss to gather information, acquire new knowledge, and better understand various topics across disciplines. This objective emphasizes the importance of reading as a tool for learning, research, and intellectual development. And also a central objective is to help readers not only understand the literal meaning of texts but also to engage with them critically.

3. Types of Reading Exercise

There are numerous types of reading exercises that are typically included in a textbook or reading test. Crawley and Merrit mentioned the following reading exercises:¹⁴

1) Identifying for details or facts

Identifying details or facts is an exercise to identify the little or specific aspects of the selection.

2) Recognizing the main idea

It can be expressed as the main idea or meaning of a passage or selection. If main ideas are directly expressed, they are at the literal level of comprehension; otherwise, they have to be inferred.

3) Making inference

Making inferences refers to the process of drawing a conclusion based on facts or premises. During inferential comprehension, students must create

¹³ Nurul Walikhtira P, "*Higher-Order Thinking Skills (Hots) Based Reading Exercises In An Efl Textbook For The Second-Grade Students Of Senior High School*". (Undergraduate Thesis, Department Of Language And Arts Education, University Of Lampung, 2021), 21.

¹⁴ Nurul Walikhtira P, "*Higher-Order Thinking Skills (Hots) Based Reading Exercises In An Efl Textbook For The Second-Grade Students Of Senior High School*". Page 24

hypotheses based on what the author has written in the text and their own background knowledge.

4) Identifying cause-effect relationship

It is the interaction of several emotions, reasons, feelings, or acts; anything that produces a consequence, intentionally or unconsciously.

5) Critical reading

Critical reading is the process of making assessments or judgments while reading, and it is the most advanced form of reading exercise. During critical reading, readers may be asked to determine if events or characters are genuine or imaginary.

B. Critical Reading

1) Definition of Critical Reading

Critical reading can be defined as the interaction between readers, texts, and writers. It was described as "an approach where the reader uses higher-order cognitive skills such as the ability to analyze, synthesize, solve problems, and thinks meta-cognitively in order to negotiate meanings with the author and to construct new meaning from the text" stated by Hermida.¹⁵ It means that critical reading is the practice of studying and criticizing the ideas or statements expressed in a text.

Students who are strong critical readers read paragraph by paragraph, keeping track of the author's thoughts. During the reading process, students must discern between their own thinking and that of the author. Paul and Elder mentioned that students should read not only for their own purposes, but also to recognize the

¹⁵ Abigail Sutherland, Sara Incera. 2021. "Critical Reading: What Do Faculty Think Students Should Do?". *Journal of College Reading and Learning*: Eastern Kentucky University, USA. Page 1.

author's purpose, question, assumptions, and concepts.¹⁶ In order to understand and comprehend written content requires the application of critical reading skill.

Therefore, good critical reading abilities are essential for acquiring knowledge and understanding the substance of a work. Hubbard and Dunbar stated that students must acquire advanced levels of critical reading in order to comprehend articles.¹⁷ Students must apply proper critical reading skills to learn from academic literature. Critical reading encompasses a wide range of skills that enable students to analyze literature in a more profound way.

Manarin and Maker define critical reading as active involvement, which includes analytical, synthetic, and evaluative phases.¹⁸ Critical readers analyze, interpret, and evaluate literature, allowing them to fully engage with varied readings and respond critically to assignments. For EFL students, excellent critical reading abilities are essential for developing a thorough knowledge of textual information and actively evaluating its dependability.

2) Learning Critical Reading Skills

Sutherland and Incera provide a variety of activities or behaviors that students might engage in to enhance critical reading skills:¹⁹

a. Previewing

¹⁶ Cathy W Leist, Mark A. Woolwine, Cathy L. Bays. 2012. "The Effects of Using a Critical Thinking Scoring Rubric to Assess Undergraduate Students' Reading Skills". Journal of College Reading and Learning: University of Louisville. Page 37.

¹⁷ Kendall Hairston-Dotson, Sara Incera. 2022. "Critical Reading: What Do Students Actually Do?". Journal of College Reading and Learning: Eastern Kentucky University, USA. Page 3.

¹⁸ Ha Van Le, Thi Ai Duyen Nguyen, (2024). "Unveiling critical reading strategies and challenges: a mixed-methods study among English major students in a Vietnamese higher education institution". Taylor & Francis: FPT University, Vietnam. Page 3.

¹⁹ Sutherland, Incera, "Critical Reading: What Do Faculty Think Students Should Do?", 2021. Page 5-8

Previewing the text is a skill that needs pupils to consider the content before beginning to read. Previewing involves skimming the text, examining headers, figures, pictures, tables, and formulas, considering the author, publication year, and source, asking questions, generating questions, determining the purpose, and making predictions.

b. Reviewing

Reviewing the book requires pupils to take a second look at the material. Reviewing entails certain activities such as rereading, reading aloud, traveling back and forth in the text, highlighting, underlining, and circling the text. Reviewing can also refer to going over the notes you wrote regarding the content. However, the benefits of reading the notes were restricted to detailed learning and had no effect on the quality of the students' conclusions.

c. Summarizing

Summarizing is a skill in which pupils extract significant concepts from a text. Summarizing involves particular actions such as generating keywords, selecting important sentences, restating concepts, identifying and developing key ideas, reflecting on key information, taking notes, organizing information, and designing graphic organizers.

d. Elaborating

Elaborating is a skill that requires pupils to draw connections between their reading and prior knowledge. It entails specific actions such as annotating, speaking to the text, self-explaining, expanding notes, addressing questions, developing personal connections, and discussing the book with others.

e. Synthesizing

Synthesizing is a skill that needs the reader to compare multiple sources while connecting and integrating relevant and significant concepts in order to build and support explanations, conclusions, and arguments. Synthesizing entails specific activities such as connecting two or more concepts from the text, comparing distinct ideas from the text, contrasting opposing perspectives, integrating across multiple positions, and questioning the conclusions of the text.

f. Applying

Applying is a skill that demands the reader to consider a relevant context and apply the concepts retrieved from the text in a new way or to a new circumstance. Applying entails specific activities such as employing information from the text in a new context, incorporating information from the text, solving a new problem with information from the text, and discovering common variables across different scenarios.

C. Learning Strategy

Learning is the process of acquiring knowledge, developing abilities, modifying behavior, and strengthening personality. In short, learning is the process by which a learner acquires knowledge, develops skills, improves conduct, and strengthens personality. Broadbent mentioned that learning strategy is where the students must plan, monitor, and control their learning in a self-regulated manner.²⁰

²⁰ Felicitas Biber. 2022. *Study smart – impact of a learning strategy training on students' study behavior and academic performance*. Maastricht University: Netherlands. Page 147.

It means that learning strategy is a general planning in an action plan for completing learning tasks.

The strategy encompasses the actions of planning, management, and goal achievement. While learning strategies are methods and approaches (procedures) that ensure students actually achieve the learning objectives. The learning strategy encompasses all subject matter components, as well as ways for assisting students in attaining specific learning objectives.

The definitions of learning strategies vary. Different terminology (such as methods, techniques, or skills) are used to characterize actions that are regarded to be part of a learning strategy. Van Hout-Wolters stated that learning strategies are combinations of goal-oriented learning activities that learners utilize to improve their learning.²¹ It can be concluded that pupils can apply many kinds of strategies to improve learning.

The 3 main categories of learning strategies, such as:²²

a. Cognitive strategies

It allows the learner to manipulate language material in direct ways, such as through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and formalizing structures and sounds.

b. Metacognitive strategies

²¹ Gonny Schellings. 2011. *Applying Learning Strategy Questionnaires: Problems And Possibilities*. University of Amsterdam: Netherlands. Page 92.

²² Rebecca L. Oxford. 2003. *Language Learning Styles And Strategies: An Overview*. Gala: Oxford. Page 12.

It is such as identifying learning style preferences and needs, planning for L2 tasks, organizing materials, creating a study space and schedule, monitoring mistakes, evaluating task success, and evaluating learning strategies, are used to manage the overall learning process.

c. **Affective strategies**

These strategies are used to identify one's mood and anxiety levels, talk about feelings, reward oneself for successful performance, and apply deep breathing or positive self-talk, all of which have been shown to be strongly associated with L2 proficiency.

Previous research have consistently identified metacognitive, cognitive, and affective learning mechanisms. This is because all three learning methodologies use a holistic learning approach to assess each student's achievement and 21st century abilities. By teaching students about the learning strategies employed in their learning, it will be able to aid them in picking the correct learning techniques or strategies to be applied to ensure learning sessions meet their aims.

D. Higher Order Thinking Skill (HOTS)

1) Definition of Higher Order Thinking Skill (Hots)

Brookhart mentioned the definition of higher order thinking skill (HOTS) are classified into three types:²³

1. Higher-Order Thinking as Transfer

Learning for transfer is the most general approach to higher-order thinking. Learning for recall necessitates some form of reasoning, but Anderson, Krathwohl,

²³ Susan M. Brookhart, *How to Assess Higher-Order Thinking Skill in Your Classroom*, *Journal of Education*, vol. 88, 1918.

and their colleagues regard learning for transfer to be "meaningful learning".²⁴ This method influenced the development of the Cognitive dimension of the updated Bloom's taxonomy.

The teaching purpose of any of the cognitive taxonomies is to prepare students for transfer. "Being able to think" implies that students can apply the knowledge and abilities they gained during their studies to new situations. "New" in this context refers to applications that the student has not previously considered, rather than anything that is universally novel. Higher-order thinking is defined as pupils' ability to relate their learning to components other than those they were taught to associate with it.

2. Higher-Order Thinking as Critical Thinking

Another broad talent that is sometimes defined as the purpose of learning is critical thinking, in the sense of reasoned, it focused on deciding what to believe or do. In this example, "being able to think" refers to students' ability to exercise sound judgment or produce a well-reasoned critique. The purpose is to prepare pupils to reason, reflect, and make sound judgments. Students can do this because they have higher-order cognitive skills. One of the qualities of "educated" people is their ability to analyze, ponder, and make sound decisions without being prompted by teachers or assignments.

Wisdom and judgment are especially crucial in higher-order thinking activities such as determining the reliability of a source, which has always been an important skill but has been stressed more recently in the age of ever-expanding, electronically available information. A classic skill, identifying assumptions, is also

²⁴ Ibid.

highly important today. As schools and societies become more diverse, it becomes less probable that everyone's assumptions will be the same.

3. Higher-Order Thinking as Problem Solving

A problem is a goal that cannot be achieved using a memorized solution. The wide definition of problem solving as the nonautomatic planning required to achieve a goal can also be understood as a broad purpose of education. Maier stated that the problem is solved by productive thinking or reasoning.²⁵ Every academic discipline has difficulties. Some issues are closed, such as a series of arithmetic problems meant to encourage repetitive practice using a specific algorithm.

However, many problems are open-ended, have numerous valid solutions or paths to the same solution, or are actual puzzles with no known answers. If you consider higher-order thinking to be problem solving, the purpose of learning is to prepare students to identify and solve difficulties in their academic work and in their daily lives. This includes addressing issues that are set for them (the type of problem solving we generally associate with school) as well as solving new challenges that they define themselves, resulting in the creation of something new as a solution. In this context, "being able to think" refers to pupils' ability to solve issues and do creatively.

2) The Categories of Higher Order Thinking Skill (Hots)

The Anderson and Krathwohl theory served as the framework for this study. The Revised Taxonomy is a popular theory in teaching and learning. Anderson revised the

²⁵ Arthur Lewis. 1993. *Defining Higher Order Thinking*. Taylor & Francis: the University of Florida. Page 134.

Bloom guidebook in 2001. The category shifted from nouns to verbs.²⁶ Because the taxonomy reflects multiple ways of thinking about the difficulties that pupils face, and because thinking is an active process, verbs are utilized rather than nouns. These are the category of cognitive process by Anderson:²⁷

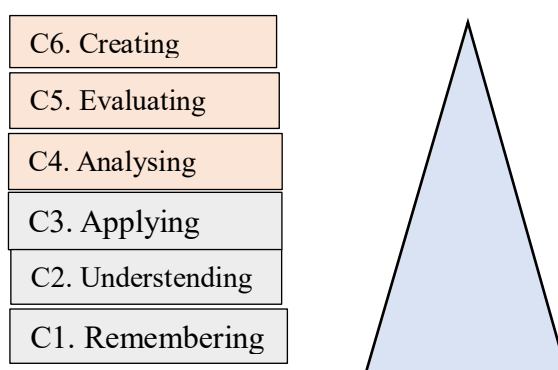


Figure 2.1 Anderson's Taxonomy

1. Remembering

This is the phase where the students recalling knowledge, recognizing, listing, describing, retrieving, naming, and locating are all examples of input abilities (receptive skills).²⁸ So, it involves recognizing or recalling facts and concepts. They commit to this phase the first time they get knowledge by hearing or reading; while the information is being processed, their brain processes it by remembering and grasping the meaning of the information they received.

2. Understanding

In this phase involves basic comprehension, understood in light of newer

²⁶ Nani Ronsani Thamrin, Pratomo Widodo, and Margana, "Developing Higher Order Thinking Skills (Hots) for Reading Comprehension Enhancement," *Journal of Physics: Conference Series* 1179, no. 1 (2019): 0–6.

²⁷ Brookhart, *How to Assess Higher-Order Thinking Skill in Your Classroom*, vol. 88, p. .

²⁸ Leslie Owen Wilson. 2016. *Anderson and Krathwohl – Bloom's Taxonomy Revised*. Page 3.

theories of learning that emphasize students constructing their own meaning from instructional messages, which include oral, textual, and graphic communication.²⁹ The processes are summarizing, paraphrasing, categorizing, and explaining the information's content.

3. Applying

It means to execute or implement a procedure to solve a problem.³⁰ Students depict the use of information in another familiar context, implementing, carrying out, using, and executing the information obtained by the pupils in any other specific situation and conditions in acceptable ways.

4. Analysing

It means to break information into its parts, determining how the parts are related to each other and to the overall whole. The pupils are going to divide the material into parts in order to investigate the students' understandings and relationships to the knowledge they received, comparing, organizing, deconstructing, interrogating, and discovering.³¹

5. Evaluating

This phase means judging the value of material and methods for given purposes, based on criteria.³² Pupils also examine the rationale for a decision or course of action, checking, hypothesizing, analyzing, experimenting, and judging all information obtained from any source.

6. Creating

²⁹ Hugh M. Cannon. 2005. *Bloom Beyond Bloom : Using The Revised Taxonomy To Develop Experiential Learning Strategies*. Wayne State University. Page 355.

³⁰ Mary Forehand. 2010. *Blooms Taxonomy*. The University of Georgia. Page 3.

³¹ Andrew Churches. 2008. *Bloom's Taxonomy Blooms Digitally*. Page 5

³² Errol Thompson. 2008. *Bloom's Taxonomy for CS Assessment*. Tenth Australasian Computing Education Conference: New Zealand, Australia. Page 4.

According to Anderson, Create involves putting elements together to form a coherent or functional whole.³³ This process means putting disparate elements together to form a new whole, or reorganizing existing elements to form a new structure. Students are required to generate new ideas, products, or perspectives, as well as designing, constructing, planning, producing, and inventing.

Lower Order Thinking Skills are represented by phases C1 to C3, whereas Higher Order Thinking Skills are represented by phases C4 to C6. As mentioned by Anderson & Krathwohl, HOTS category consists of analyzing (C4), evaluating (C5), and creating (C6).³⁴ In short, the major goal of HOTS is for students to be able to absorb information, categorize it, and generate new ideas to be implemented in any other situations they may encounter outside of the classroom or on other occasions.

3) The Implementation of Higher Order Thinking Skill (Hots)

HOTS strategy is typically essential for those who desire to improve their thinking skills. As a result, good readers require higher order thinking skills to consider and direct their perceptions before, during, and after reading the passages. Above all, students must learn the HOTS approach in order to increase their thinking skills rather than simply thinking about the chapter they are reading.

³³ Melissa Vosen Callens. 2014. *Using Bloom's Taxonomy to Teach Course Content and Improve Social Media Literacy*. Journal of Interdisciplinary Studies in Education: North Dakota State University. Page 24.

³⁴ Asih Riyanti. 2023. *Hots Content of Reading Skills Assessments in Student Books to Promote Critical Thinking Skills*. Social science journal: Yogyakarta State University, Indonesia. Page 1217.

According to Nani , here is a brief discussion about the implementation of higher order thinking skill (HOTS) as the following:³⁵

a. Analysing (C4-phase 4).

The students can dissect the reading material into its component pieces and ascertain how those parts link to the overall structure or purpose. Here, students often break the information into parts to explore their understandings and the relationships of the information they received. In addition, students generate questions by asking themselves about 5W1H connected to the literature they have.

b. Evaluating (C5-phase 5)

The pupils are able to categorize inconsistencies or flaws in a process or product, determine whether a process or product had internal consistency, and assess the success of a technique as it was applied. They combine pieces to make a coherent or functional by employing quotations and evidence based on the paragraph of the text to answer their producing queries. It signifies that the pupils were able to justify their decision by gathering supporting evidence.

c. Creating (C6-phase 6)

Students are able to reorganize materials into a new pattern or structure by generating alternate solutions to every single difficulty they noticed in the text they read. It means that pupils were able to generate new ideas for the solution of any difficulties.

³⁵ Nani Ronsani Thamrin And Silvia Agustin. "Conceptual Variations On Reading Comprehension Through Higher Order Thinking Skills (Hots) Strategy," Journal of English Education: Universitas Kuningan, Indonesia. Vol. 7. June 2019. Page 99.

Anderson and Krathwohl mention the cognitive process of higher order thinking skill (Hots) in the table below:³⁶

Table 2.1

The Cognitive Process Dimension of Hots

Categories and Cognitive Processes	Alternative Names	Activities
C4. Analyze- Break material into its essential parts and establish how the elements relate to each other as well as to an overall structure or purpose		
4.1 Differentiating	Discriminating, distinguishing, focusing, and selecting.	Students discern relevant from irrelevant, or important from inconsequential aspects of the presented material.
4.2 Organizing	Finding coherence, integrating, outlining, parcing, and structuring.	Students determine how elements fit and function within a structure.
4.3 Attributing	Deconstructing	Students identify the point of view, prejudice, values, or intent underlying the offered material.
C5. Evaluate- Make judgments based on criteria and norms.		
5.1 Checking	Coordinating, detecting, monitoring and testing.	Students discover flaws or fallacies in a process or product. Determining whether a method or product has internal consistency; Detecting the effectiveness of a technique while it is being implemented.
5.2 Critiquing	Judging	Students notice inconsistencies between a product and external standards, determine whether a product has

³⁶ Lorin W. Anderson, David R. Krathwoh, 2001. "A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives". Page 77.

		external consistency, and detect the appropriateness of a process for a given problem.
C6. Create- Combine pieces to create a coherent or functional whole: Reorganize elements into a new pattern or framework.		
6.1 Generating	Hypothesizing	students generate alternative hypotheses based on criteria.
6.2 Planning	Designing	Students designing a process for completing a task
6.3 Producing	Constructing	Students invent a product.

4) **The Advantages of Higher Order Thinking Skill (HOTS)**

There are some benefits for pupils who use higher-order thinking skills during the learning process. HOTS had a positive long-term learning impact on students rather than traditional rote learning. Therefore, applying higher order thinking skills to students is important when they expect better results during their learning process.

Mayer mentioned the benefit of higher-order thinking skills is providing a broader vision of learning that includes not only acquiring knowledge but also being able to apply information in a variety of new situations, promoting meaningful learning, and actively engaging students in the process of constructing meaning.³⁷ It indicates that higher-order thinking skills are useful in establishing meaning during the teaching and learning process.

Furthermore, Brookhart stated that higher-order thinking skills can assist students improve not only their thinking skills, but also their overall performance.³⁸

³⁷ Richard E. Mayer. 2002. *Rote Versus Meaningful Learning*. College of Education: The Ohio State University. Page 226.

³⁸ Brookhart, *How to Assess Higher-Order Thinking Skill in Your Classroom*, vol. 88, page 11.

To summarize, the benefits of higher-order thinking skills include helping pupils learn something in a meaningful way and improving overall performance. It is possible that pupils will learn to generate meaning and assimilate new context into their background knowledge, so improving their knowledge and understanding.

In almost similar way, Russel and Airaisan mention that the advantage of higher-order thinking skills is that they facilitate deeper processing.³⁹ It means that when studying and refining higher-order thinking skills, teachers will allow pupils to express their thoughts and ideas. Those processes that promote thinking and reasoning, resulting in a deeper processing of information during the learning process.

5) Disadvantages of Higher Order Thinking Skill (HOTS)

However, HOTS has disadvantages. Although the concept of HOTS dates back to the 1980s, it has yet to be fully implemented in the school system. Hillocks states that the effectiveness of HOTS implementation is dependent on student autonomy and interaction.⁴⁰ The lack of pedagogical understanding among teachers in innovating their practices by incorporating HOTS into their lessons has also been identified as an issue. To improve student performance, it's important to first understand the concept of high order thinking skills (HOTS). Furthermore, because students' talents vary, not all pupils can benefit from this approach of learning.

E. Higher Order Thinking Skill (HOTS) Strategy in Critical Reading

³⁹ Nurul Walikhtira P. “*Higher-Order Thinking Skills (Hots) Based Reading Exercises In An Efl Textbook*”. (Thesis: University Of Lampung, 2021), Page 29.

⁴⁰ Andini Aprilia. “*Improving The Students’ Critical Thinking In Reading Comprehension Through High Order Thinking Skills Strategy At Twelve Grade Of Sma Ahmad Yani Binjai Academic Year 2019/2020*”. (Thesis : Islamic University Of North Sumatra Medan, 2020). Page 24.

When studying the developmental nature of these reading skills, it is critical to recognize the link between reading development and the phases of Anderson's taxonomy. The earliest stages of critical reading, such as previewing, evaluating, and summarizing connected to the lower skill of "remembering" and "understanding" while (elaborating, synthesizing, and applying) correspond to the higher skill of Anderson's taxonomy. Particular interesting to the aspects of critical reading earlier are also part of Hots strategy.

First, elaborating is one of the aspects that refers to the level of analyzing (C4) where students are able to make personal connections between the reading text and previous knowledge. Second, synthesizing is an aspect connected to the evaluating level (C5) which facilitates students to be able to integrate relevant and significant concepts in order to construct and support explanations, conclusions, or arguments. The last is applying where this aspect refers to the level of creating (C6) where pupils are able to implement ideas and solve problems with information from the reading text.

F. Review of Related Study

Researcher found some previous studies that have correlation to higher order thinking skills (HOTS). The first, the study conducted by Maria and Lauren, (2021) entitled "*The Effect Of Higher-Order Thinking Skill (Hots) In Reading Comprehension*". This study aim to find Whether higher-order thinking aided junior high school students' reading comprehension or not. This research found that HOTS encouraged pupils to comprehend the text's content through extensive reading.

Dumaris E. Silalahi (2022) entitled “*An Analysis of Students’ Achievement in Reading Comprehension through Higher Order Thinking Skills (HOTS)* ”. This study focused on students’ reading comprehension achievement through HOTS in descriptive text caused by their lack motivation, confused build ideas, and lack vocabulary. They found that students were classed as LOTS or HOTS based on how much they used their cognitive talents to think critically, rationally, creatively, and meta-cognitively in reacting to and understanding the descriptive language provided by the teacher. And comprehending the teacher's informative text.

Nani Ronsani Thamrin and Silvia Agustin (2019) entitled “*Conceptual Variations On Reading Comprehension Through Higher Order Thinking Skills (Hots) Strategy*”. This study aim to find out students’ conceptual variation and to describe the improvements of students’ skills in reading comprehension through HOTS strategy in critical reading. They found that after implementing about the processes of critical reading and the HOTS strategy during classroom activities, students tend to begin to involve their past knowledge, experience, and logical reasoning.

The last study conducted by Musharraf Aziz and Rafizah Rawian (2022) entitled “*Modeling Higher Order Thinking Skills And Metacognitive Awareness In English Reading Comprehension Among University Learners*”. The study aims to examine the higher order thinking skills (HOTS) of Pakistani university students in English reading comprehension and compare their strengths and weaknesses to traditional reading tests. This study found that learners' analytical, evaluative, and creative skills have a strong correlation with their reading ability.

In contrast to previous research studies that focus more on higher order thinking skill (Hots) as a teaching strategy used by teachers. The novelty of this research is that researchers more focus on higher order thinking skill (Hots) as a learning strategies implemented by students in learning critical reading.

BAB III

RESEARCH METHODOLOGY

This chapter elaborates the research methodology for the present study. It discusses the kind of research, the subject of the research, technique of data collection, instrument of the research, procedure of the research, and technique of data analysis.

A. Kind of the Research

A mixed methods approach was used to collect data for this research. Creswell stated that mixed methods has defined as a procedures for collecting, analyzing, and mixing quantitative and qualitative data in a study.⁴¹ Furthermore, mixed-method improves the credibility of the research since findings from quantitative and qualitative method support and complement each other, increasing the credibility and validity of the overall research findings. This study used Creswell and Plano Clark's modified explanatory sequential mixed. The first phase is collecting and analyzing quantitative data. The second phase is collecting and analyzing qualitative data which is later be the explanatory data. The researcher conducted this design was aimed to know the effect and the implementation of HOTS strategy in students' critical reading.

Based on the pre-observation, the researcher found that SMA N 1 Rejang Lebong was the school that had the most high students critical reading score when compared to SMA N 2 and SMA N 4 Rejang Lebong. And the researcher concluded that the implementation of appropriate learning strategy can improve students'

⁴¹ Creswell, John W., and J. David Creswell. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications, 2017.

critical reading, HOTS strategy is one of the learning strategy that has been used by students at SMAN 1 Rejang Lebong.

Therefore, the researcher used quantitative and qualitative data to see the effect and the implementation of HOTS strategy on students' critical reading. The implementation of the research, first the subject of the research given a questionnaire, after which the subject will given interview to know the effect of HOTS strategy on Students' Critical Reading. The last, the subject of the research will be observed and interviewed to see the implementation of HOTS strategy in Students' Critical Reading.

B. Subject of the Research

This research mixed quantitative and qualitative data, hence the selection of respondents for the quantitative and qualitative data was carried out using total sampling and purposive sampling. Sugiyono mentions that total sampling is a sampling technique where the whole members of population are treated as sample, meanwhile purposive sampling is a data source sampling technique with specific concerns.⁴² Therefore the researcher aim to utilize Total sampling and after that conducted Purposive Sampling approaches because not all samples have criteria that correspond to the phenomena under investigation.

Based on the pre-observation that conducted by the researcher at the third grade at SMA N 1, found the differences in levels of each classes based on daily critical reading scores. The author found that XII 1 got the most high score in critical reading if compare to the other class. And the students of this class have the ability to engaging the deep discussions rather than just recalling facts. Therefore, the

⁴² Sugiyono, "*Statistika untuk penelitian*", (Bandung, Alfabeta, 2013) 62-68

researcher chose to conduct the research at XII 1 as a respondents in collecting quantitative data.

Table 3.1

Total Number of the sample at SMAN 1 Rejang Lebong.

Class	Male	Female	Total
XII 1	11	25	36

And also in this investigation, the author picked the Purposive Sampling technique, which establishes specific considerations or criteria to collect qualitative data. Researchers' sample criteria are as follows:

- a) The students have implemented the hots strategy during learning critical reading, it was shown by the participation of fulfilling the questionnaires and the students who gave the most positive response toward the effect of hots strategy on students' critical reading.
- b) The students engaged the deep discussions rather than just recalling facts during classroom discussion.
- c) The pupils who received higher score in critical reading compare to the other students.
- d) The students was recommended by the english teacher based on the stability of students' critical reading scores.

C. Technique of Data Collection

The data collecting technique is used to gather data in compliance with research procedures in order to obtain the necessary data. Sugiyono mentions that the technique of data collection is the most strategic phase in the research, due to

the main purpose of the research is collecting data.⁴³ In this study, three techniques will use to collect data: a questionnaire, an interview, and observation.

a) Questionnaires

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse, as described by Wilson and McLean.⁴⁴ In this study, closed-ended questions will be employed, which respondents must select from a set of response possibilities for each inquiry.⁴⁵

The questionnaire will develop to generalize the reportable results from incorporating higher order thinking skills (HOTS) in the English learning process across respondents. Responders were given a set of written questions with weighted provisions to answer independently. Close-ended questionnaire are used in statistical research. The questionnaire for this study featured standard elements, thus respondents only needed to provide a checklist.

b) Interviews

Esterberg states that an interview is a meeting of two persons to share information and ideas through question and answer, allowing meaning to be built in a certain issue.⁴⁶ In this study, researchers employed interviews to collect data. Researcher might use the produced themes to reflect on students' interview

⁴³ Sugiyono, *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), p.137

⁴⁴ R. C.Richard Davison and Paul M. Smith, *Quantitative Data Analyses, Research Methods in Physical Activity and Health*, 2018.

⁴⁵ Laura Colosi, "Designing an Effective Questionnaire," ASHP Midyear Clinical Meeting 41, no. Dec (2006): PI-28

⁴⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, R&D*, Bandung: CV. Alfabeta, 2013.

statements. The student takes about 20-30 minutes to perform the interview. The data was then transformed into textual transcribed text.

c) **Observation**

Narbuko and Achmadi mention that observation is a data collecting tool carried out by systematically observing and recording the symptoms under investigation.⁴⁷ In this research, the aim of the observation is to know students' implementation of the Hots strategy in critical reading. Thus, the researcher went to the classroom three times to observe the analytical text material.

The researchers will employ an observation field note. When studying the critical reading process, the researchers utilize statements with a detailed note of what happened during the observation, including important behaviors, interactions, or events. In this study, researchers did not participate in the critical reading process because they were merely observers. Researchers use field notes to document the process of critical reading activities. The researcher collected data through non-participation observation.

D. **Instrument of the Research**

An instrument refers to the tool used to collect, measure, and analyze data.⁴⁸ The research instrument is a useful tool for researchers when gathering data. In this study, the researcher employed four research instruments. To begin, the researcher will collect quantitative data using a questionnaire. Furthermore, to collect qualitative data, the researcher will interview and observe the respondents.

⁴⁷ Narbuko, Cholid dan Achmadi Abu, *Metodologi Penelitian*, Jakarta: PT. Bumi Aksara, 2013.

⁴⁸ Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan*, Bandung: Alfabeta, 1995, p. 126-130.

1. Questionnaire

This study's questionnaire was a quantitative instrument. The researcher employed a closed-ended questionnaire in this investigation. In this study, the Likert scale was used as a questionnaire instrument. A Likert scale is used to rate each item on a response scale mentioned by Colosi.⁴⁹

Respondents in this survey had five alternatives choices from which to pick. In general, the options would be "strongly agree," "agree," "neutral," "disagree," and "strongly disagree". Using this scale, you can ask several questions as statements, and participants can choose how strongly they agree or disagree with those claims. Researcher distributed questionnaires in the form of GoogleForm and it will be shared to the students via Whatsapp.

Table 3.2
Likert Scale

Option	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Table 3.3
Blueprint Number of Questionnaire

No	Indicator	English Skill	Number of Questions
1.	Elaborating	Critical reading	1, 2, 3, 4, 5, 6, 7
2.	Synthesizing		8, 9, 10, 11, 12
3.	Applying		13, 14, 15, 16

⁴⁹ Colosi, "Designing an Effective Questionnaire."

Table 3.4
Blueprint of Questionnaire

No	Aspect	Indicators	Sub-indicators	Questions
1.	Students' use higher-order thinking skills (HOTS) in learning critical reading.	1. Analyze	1. Differentiating	1. Do you use HOTS to differentiate a text when reading critically?
			2. Organizing	2. Do you use Hots to organize information from a text when reading critically?
			3. Attributing	3. Do you use Hots to attribute meaning to a text when reading critically?
		2. Evaluate	1. Checking	4. Do you use Hots to check the accuracy and reliability of information in a text when reading critically?
		2. Critiquing	5. Do you use Hots to critique a text when reading critically?	
		3. Create	1. Generating	6. Do you use Hots to generate new ideas or solutions based on the text you read?

No	Aspect	Indicators	Sub-indicators	Questions
			2. Planning	7. Do you use Hots to plan your approach to understand and interpret a text critically?
			3. Producing	8. Do you use Hots to produce a coherent interpretation or response to a text based on your critical reading?

No	Aspect	Indicators	Sub-indicators	Items
1.	The effect of higher-order thinking skills (HOTS) as a learning strategy on students' critical reading as perceived by students	1. Elaborating	1. Annotating	1. I find it difficult to make annotations after reading the text, even with HOTS.
2. Speaking to the text			2. By using HOTS, I can speak to the text while reading.	
3. Self-explaining			3. I find it hard to self-explain while reading the text, even with HOTS.	
4. Expanding notes			4. Because of HOTS, I find it easy to expand notes from the text I read.	
5. Addressing questions			5. After reading using HOTS, I can answer questions from the text.	
6. Developing personal connections			6. Making personal connections from the text is hard for me, despite using HOTS.	

No	Aspect	Indicators	Sub-indicators	Items
			7. Discussing the text with others	7. After reading using HOTS, I can discuss the text with other students.
		2. Synthesizing	1. Connecting two or more concepts from the text	8. Connecting two or more ideas from the text is challenging for me, despite using HOTS.
			2. Comparing different ideas from the text	9. By using HOTS, I can compare different ideas from the text.
			3. Contrasting opposing perspectives	10. Contrasting opposite perspectives from the text is difficult for me, despite using HOTS.
			4. Integrating across multiple positions	11. After reading using HOTS, I can integrate different points of view or opinions in a certain context.
			5. Questioning the conclusions of the text	12. I struggle in challenging the conclusions from the text I read, despite using HOTS.
		3. Applying	1. Using the information from the text in a new context	13. By using HOTS, I can use the information in a new context.
			2. Incorporating information from the text	14. Implementing information from the text is challenging for me, even with HOTS.
			3. Solving a new problem with information from the text	15. Because of using HOTS, I can solve a new problem with information from the text.
			4. Discovering common variables across	16. Identifying common factors across different situations from the text is

No	Aspect	Indicators	Sub-indicators	Items
			different scenarios	difficult for me, even with HOTS.

2. Interviews

The researcher conducted interviews in this study to find out how students implements Hots in critical reading. The researcher employed semi-structured interviews to gain a comprehensive grasp of the implementation of Higher Order Thinking Skills (HOTS) strategy towards students critical reading. The researcher utilized a semi-structured interview in this study because the researcher used a list of questions and may ask more questions to finish the topic about the reading process. The interviewer employed interview rules and a recording device to capture the interview procedure in this study. Following that, the interview data was written down.

Table 3.5
The Blueprint of Interviews

No	Aspect	Indicators	Sub-indicators	Questions
1.	Students' implementation of higher-order thinking skills (HOTS) in learning critical reading.	4. Analyze	4. Differentiating	9. How do you differentiate a text when reading critically? 10. How do you distinguish between relevant and irrelevant information in the text? 11. How do you focus on and select the most important

No	Aspect	Indicators	Sub-indicators	Questions
				aspects of the text when reading critically?
			5. Organizing	<p>12. How do you organize information from a text when reading critically?</p> <p>13. What strategies do you use to identify key information and structure it within the text?</p> <p>14. How do you integrate different parts of the text to form a coherent understanding?</p>
			6. Attributing	<p>15. How do you attribute meaning to a text when reading critically?</p> <p>16. How do you identify the author's point of view, bias, and underlying intent in the text?</p> <p>17. How do you deconstruct the text to reveal underlying values and perspectives?</p>

No	Aspect	Indicators	Sub-indicators	Questions
		5. Evaluate	3. Checking	<p>18. How do you check the accuracy and reliability of information in a text when reading critically?</p> <p>19. What criteria do you use to evaluate the credibility of sources in the text?</p> <p>20. How do you detect inconsistencies or flaws in the arguments presented in the text?</p>
			4. Critiquing	<p>21. How do you critique a text when reading critically?</p> <p>22. How do you assess the strengths and weaknesses of the arguments presented in the text?</p> <p>23. How do you judge the text against external standards or criteria?</p>
		6. Create	4. Generating	<p>24. How do you generate new ideas or solutions based on the text you read?</p> <p>25. Can you describe a situation where you created a new perspective or hypothesis from your critical reading?</p>

No	Aspect	Indicators	Sub-indicators	Questions
			5. Planning	26. How do you plan your approach to understand and interpret a text critically? 27. What steps do you take to integrate multiple sources of information to deepen your understanding?
			6. Producing	28. How do you produce a coherent interpretation or response to a text based on your critical reading? 29. How do you use the information gathered from different sources to develop a new understanding or solve a problem?

3. Observation Field Note

This instrument designed to collect data through the learning process. The observation is being conducted to collect data on how students implement HOTS in critical reading at SMA N 1 Rejang Lebong. The steps of observation to determine the prevalent categories of HOTS levels. The first thing the researcher performed was: a) Asked the teacher for permission to conduct observations, and the researcher observed in the classroom while noting and recording the learning process in classrooms for local XII 1 third graders at SMA N 1 Rejang Lebong.

Table 3.6
The Blueprint of Observation Field Note

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
1.	Students' implementation of higher-order thinking skills (HOTS) in learning critical reading.	7. Analyze	7. Differentiating	1. Student differentiates between key concepts and minor details in a text.			
				2. Student distinguishes relevant from irrelevant information in the text.			
				3. Student focuses on and selects the most important aspects of the text.			
			8. Organizing	4. Student organizes information from the text coherently.			
			5. Student identifies key information and structures it effectively within the text.				

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				6. Student integrates different parts of the text to form a coherent understanding.			
			9. Attributing	7. Student attributes meaning to the text accurately.			
				8. Student identifies the author's point of view, bias, and underlying intent.			
				9. Student deconstructs the text to reveal underlying values and perspectives.			
		8. Evaluate	5. Checking	10. Student checks the accuracy and reliability of information in the text.			

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				11. Student uses established criteria to evaluate the credibility of sources.			
				12. Student detects inconsistencies or flaws in the arguments presented.			
			6. Critiquing	13. Student critiques the text effectively.			
				14. Student assesses the strengths and weaknesses of the arguments presented.			
				15. Student judges the text against external standards or criteria.			
		9. Create	7. Generating	16. Student generates new ideas or solutions			

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				based on the text.			
				17. Student creates a new perspective or hypothesis from critical reading.			
			8. Planning	18. Student plans an approach to understand and interpret the text critically.			
				19. Student integrates multiple sources of information to deepen understanding.			
			9. Producing	20. Student produces a coherent interpretation or response to the text.			

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				21. Student uses information from different sources to develop new understanding or solve problems.			

E. Procedure of The Research

Research procedures are stages of activities related to the research in order to achieve and complete research objectives. There are some research procedures in this study, as follows:

1. Choosing subject of the research

In this study, researcher used a mixed method approach. Therefore, to determine quantitative and qualitative research subjects, researchers used two forms of sample which are the totaling sampling and purposive sampling. In quantitative research used totaling sampling and for the qualitative research conducted purposive sampling with it's own criteria.

2. Giving The Questionnaire

Researchers validated the research instrument which is questionnaire before giving it to the sample. After validation, the researcher distributed the questionnaire via WhatsApp in a google form. The questionnaire was given to determine whether Higher Order Thinking Skill (HOTS) as a learning strategy used by students and

whether it can have an impact on students' critical reading. It consists of 16 statements and is in a form of Likert scale.

3. Giving Interview

In this research, the researcher also give interview to three students who were selected as a sample according to the criteria set. The aim of this interview is to strengthen the questionnaire data about how Hots strategy effect students' critical reading. The questions asked to the sample totalled 32 questions.

4. Doing Observation

Researcher carried out observations in the classroom when the learning process was taking place. And also in the observation process the researcher also prepared a recorder and notes about what happened during the observation. Observations were made to find out how students implemented the Higher Order Thinking Skill (HOTS) strategy during the learning process of critical reading in the classroom.

5. Conducting Interview

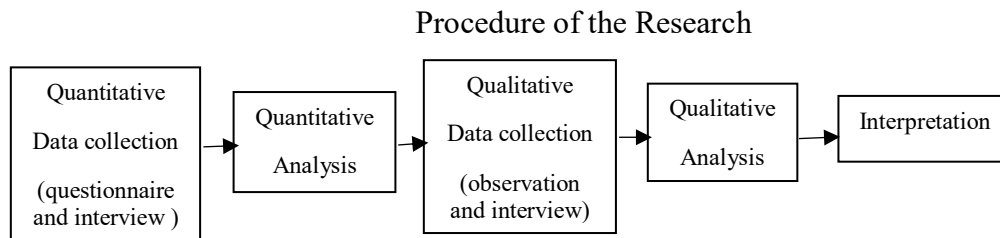
In this study, researcher also did the interviews with a student who was selected as samples based on the criteria set. The purpose of this interview is to strengthen the observational data available to researchers about how students implement Higher Order Thinking Skill (HOTS) strategy in the critical reading process. The questions asked to the sample totalled 21 questions.

6. Data Analysis

Data analysis is a step where all datas have been obtained and then analysed. In this study, researcher analysed quantitative data first by knowing the percentage and frequency average of the data. Then author analysed data from observations

and interviews. After all the data are analysed, the researcher interpreted the results of the study.

Figure 3.1



F. Technique of Data Analysis

The researcher examined the data after obtaining it from participants. The deliberate search and synthesis of data acquired through interviews and other sources was known as data analysis.

1. Data from questionnaire

The data from the questionnaire will analyze statistically by the researcher. Statistics calculated, such as the average frequency and percentage of data obtained in the study. As a result, the researcher compiled a summary of all of the data and arrived at a conclusion by reviewing the questionnaire tape to understand about the effect of Higher Order Thinking Skills (HOTS) strategy towards students' critical reading.

The data generated by the questionnaires provided to respondents was analyzed by the researcher. The researcher utilized a formula to determine the average of students' critical reading. The data from the outcomes were then analyzed by the researcher as researcher reports.

$$P = \frac{F}{n} \times 100\%$$

P: Percentage

F: Frequency

N: Number of Sample

2. Data from Observation and Interview

To collect data from interviews, researchers took the following steps: identification, description, and classification.⁵⁰

a. Identifying

Compiling and organizing the data acquired during the study is what data identification includes. First, the interview data were controlled by visualizing how the data would seem. The researcher split the data based on the resources available. The checklist was kept in one folder and the interview in another.

b. Description

After recognizing the data, the researcher generated the description. The interview offered accurate portrayals of the circumstances and events that transpired, thus the description was based on that. As a result, both the researcher and the reader were aware of the circumstances surrounding the study.

In this stage, the researcher described all of the data from the observation and interview outcomes. Its purpose is to aid the researcher in the next stage of data analysis.

c. Classifying

⁵⁰ C. N. Creswell, J. W., & Poth, *Qualitative Inquiry & Research Design Choosing Among Five Approaches*, 2007.

At this point, the data must be classified. It is the practice of grouping field notes or written text into groups that represent various data properties. So, after completing the previous stage, the researcher began categorizing each set of data.

CHAPTER IV

FINDING AND DISCUSSION

This chapter examine the findings of research and discussion conducted at SMAN 1 Rejang Lebong to determine the effect and implementation of Higher Order Thinking Skill (HOTS) as a learning strategy on students' critical reading. Furthermore, the study's findings provide insight into how the research and data analysis were conducted, as well as the discussion.

A. Finding

In this section, the researcher presented all of the data collected and analyzed. Because this research used a mixed methods explanatory design, the findings are presented in the following order: quantitative data first, then qualitative data. The researcher presented the findings from the questionnaire, observations, and interviews conducted with 36 third-grade children at SMA N 1 Rejang Lebong.

1. The condition of higher order thinking skill (HOTS) among students as a learning strategy in learning critical reading

In this part, the researcher conducted the research to get the data of whether this learning strategy really used by students or not, by giving the questionnaire that was built based on reading which the process of Hots appear. The researcher conducted questionnaire with 36 students at SMA N 1 Rejang Lebong as the respondance of this research.

a. Quantitative Data

1) Data from Questionnaire

Based on the result of the questionnaire, there are 3 indicators with 8 sub-indicators of Hots as a learning strategy that really used by students, which will be detailed below:

Table 4.1

The Results of the Questionnaire

Indicators	Sub-indicators	Questions	Yes	No
Analyze (C4)	Differentiating	1.Do you use HOTS to differentiate a text when reading critically?	91,2%	8,8%
	Organizing	2.Do you use Hots to organize information from a text when reading critically?	91,2%	8,8%
	Attributing	3.Do you use Hots to attribute meaning to a text when reading critically?	91,2%	8,8%
Evaluate (C5)	Checking	4.Do you use Hots to check the accuracy and reliability of information in a text when reading critically?	91,2%	8,8%
	Critiquing	5.Do you use Hots to critique a text when reading critically?	91,2%	8,8%
Create (C6)	Generating	6.Do you use Hots to generate new ideas	91,2%	8,8%

Indicators	Sub-indicators	Questions	Yes	No
		or solutions based on the text you read?		
	Planning	7.Do you use Hots to plan your approach to understand and interpret a text critically?	91,2%	8,8%
	Producing	8.Do you use Hots to produce a coherent interpretation or response to a text based on your critical reading?	91,2%	8,8%

Based on the result of the questionnaire above with a total of 8 questions, 33 students answered “yes” which was interpreted that those students really used Hots strategy as a learning strategy during learning critical reading in the classroom. Meanwhile there are 3 students who answered “no” to all of the questions that appeared in the questionnaire, which indicate that those students did not use this learning strategy at all during critical reading learning process.

2. The Effect of Higher Order Thinking Skill (HOTS) As A Learning Learning Strategy on Students' Critical Reading As Perceived By Students

The aim of this study was to know how higher order thinking skill (HOTS) as a learning learning strategy effect students’ critical reading , the researcher conducted the questionnaire and analyzed the students’ at SMAN 1 Rejang Lebong

especially at third grade level and most of them have implemented Hots strategy in the classroom.

a. Quantitative Data

1) Data From Questionnaire

To find out how higher order thinking skill (HOTS) as a learning learning strategy effect students' critical reading, the researcher carried out a close-ended questionnaire to test the effect of higher order thinking skill (HOTS) strategy on the student's critical reading. As written in the table of questionnaire results below:

Table 4.2

The Results of the Questionnaire

No	Statements	Total (%)
1.	With HOTS, students were easy to make annotations after reading the text.	53%
2.	By using HOTS, students can speak to the text while reading.	77%
3.	Students found it easy to self-explain while reading the text, with HOTS.	63%
4.	Because of HOTS, students found it easy to expand notes from the text they read.	77%
5.	After reading using HOTS, students were able to answer questions from the text.	83%
6.	Making personal connections from the text was easy for the students, by using HOTS.	58%
7.	After reading using HOTS, students could discuss the text with other students.	83%
8.	Connecting two or more ideas from the text was not challenging for the pupils, by using HOTS.	51%
9.	By using HOTS, students could compare different ideas from the text.	81%
10.	Contrasting opposite perspectives from the text was not difficult for the pupils, by using HOTS.	58%
11.	After reading using HOTS, students were able to integrate different points of view or opinions in a certain context.	82%
12.	Students were not struggle in challenging the conclusions from the text they read, by using HOTS.	63%
13.	By using HOTS, pupils were able to use the information in a new context.	80%

14.	Implementing information from the text was not challenging for the students, with HOTS.	52%
15.	Because of using HOTS, students could solve a new problem with information from the text.	82%
16.	Identifying common factors across different situations from the text was not difficult for the pupils, with HOTS.	58%
Average		69%

Based on the table above, it can be seen that 53% students were not difficult to make annotations after reading the text because used Hots strategy. And by using this strategy, 77% students felt like speak to the text while reading critically. Also with HOTS, 63% students did not find the hard part to self-explain while reading the text critically. For the next statement, there were 77% students who found that was easy to expand notes from the text they read by using HOTS. Then, 83% students were able to answer questions from the text when implemented HOTS. After that, 58% pupils by using HOTS were able to make personal connections from the text. And then, 83% pupils could discuss the text with other students after using HOTS. And also by applying HOTS, 51% students thought that was not challenging to connect two or more ideas from the text when reading critically. Then, 81% pupils had the ability to could compare different ideas from the text by using HOTS in reading critically. From the next statetmen, there were 58% students who were able to contrast the opposite perspectives from the text while reading critically because of HOTS. And 82% students by using HOTS in reading critically were able to integrate different points of view or opinions in a certain context. Other than that, there were 63% pupils who were not struggle in challenging the conclusions from the text they read, by using HOTS. After that 80% of students by using HOTS were able to use the information in a new context. And also, 52% pupils found that was not challenging for them in Implementing information from the text by applying HOTS. After that, because of using HOTS, there were 82% students who could solve a new problem with information from the text. And the last, 58% students were able to identify common factors across different situations from the text was not difficult for them, because of HOTS. Based on the result

from the questionnaire above, it could be conclude that students gave the positive response toward the effect of HOTS as a learning strategy in learning critical reading.

Based on the results of the questionnaire with a percentage value of 69%, it shows that HOTS as a learning strategy has an effect on students' critical reading with the two dominant statements that students are able to answer questions from the text and able to discuss the text with the other students.

2) Data from Interview

The researcher also carried out interview to strengthen the questionnaire data to test the effect of higher order thinking skill (HOTS) as a learning learning on students' critical reading, and the results of the interview are in below:

Table 4.3

The Results of the Interview

No	Indicators	Sub-indicators	Forms
1.	1. Elaborating	1. Annotating	<ul style="list-style-type: none"> - Hots does not really effect because annotation process relies on a basic understanding - Hots effects by helping to identify important information to make the annotation more targeted.
		2. Speaking to the text	<ul style="list-style-type: none"> - Hots effects by helping to understand the context and ask reflective questions about the text such as the author's purpose and the strength of the argument.

No	Indicators	Sub-indicators	Forms
		3. Self-explaining	<ul style="list-style-type: none"> - Hots effects by helping to connect ideas from the text with personal experiences. - Hots effects by helping to organise and explain the information or the content of the text.
		4. Expanding notes	<ul style="list-style-type: none"> - Hots effects by providing a more critical and structured framework for noting important information from the text. - Hots effects by allowing to add analysis examples or new insights to the notes.
		5. Addressing questions	<ul style="list-style-type: none"> - Hots effects by helping in understanding and finding the answers based on the evidence in the texts. - Hots effects by helping in analysing the text in-depth to answer questions based on relevant information.
		6. Developing personal connections	<ul style="list-style-type: none"> - Hots effects by helping in identifying elements of the text that are relevant to the experiences
		7. Discussing the text with others	<ul style="list-style-type: none"> - Hots effects by making more confident to discuss with structured and critical views. - Hots effects by improving the ability to think critically and

No	Indicators	Sub-indicators	Forms
			<p>express opinions logically when discussing with other students.</p> <ul style="list-style-type: none"> - Hots effects by conveying clearer and more critical ideas in discussions with other students.
	2. Synthesizing	8. Connecting two or more concepts from the text	<ul style="list-style-type: none"> - Hots effects by helping to see logical connections between different ideas in the text. - Hots does not really effect because this ability is more often supported by a deep understanding of the content of the text. - Hots effects by helping in analysing the relevant context.
		9. Comparing different ideas from the text	<ul style="list-style-type: none"> - Hots effects by analysing the ideas to conclude the basis of the idea's purpose. - Hots effects by giving more critical perspective to compare different ideas more systematically. - Hots effects by analysing the similarities and differences in ideas clearly.
		10. Contrasting opposing perspectives	<ul style="list-style-type: none"> - Hots effects by analysing conflict arguments more objectively. - Hots effects by identifying differences in

No	Indicators	Sub-indicators	Forms
			viewpoints more clearly.
		11. Integrating across multiple positions	- Hots effects by identifying the connections between different points of view and integrate them into a comprehensive conclusion.
		12. Questioning the conclusions of the text	- Hots effects by evaluating the strength or weakness of the text conclusion. - Hots effects by increasing the confidence to analyse and question the conclusions in the text.
	3. Applying	13. Using the information from the text in a new context	- Hots effects by helping to understand how the information can be applied in different situations or is relevant if the information in the text is current. - Hots effects by adapting information to solve different problems
		14. Incorporating information from the text	- Hots does not really effect because the application of the information depends more on the specific need.
		15. Solving a new problem with information from the text	- Hots effects by allowing to identify the important elements to solve more complex problems.

No	Indicators	Sub-indicators	Forms
			- Hots effects by using the information to find creative solutions to new problems.
		16. Discovering common variables across different scenarios	- Hots effects by finding the patterns or principles that can be applied across different contexts.

The researcher also conducted an interview with three students and the results were that according to the students, in annotating aspect one of the students mention that Hots does not really effect on critical reading because annotation process relies on a basic understanding. After that in aspect of speaking to the text, Hots strategy effects students' critical reading by helping to understand the context and ask reflective questions about the text such as the author's purpose and the strength of the argument. And in aspect of self-explaining, Hots strategy effects students' critical reading by helping to connect ideas from the text with personal experiences, and also by helping to organise and explain the information or the content of the text. In aspect of expanding notes, Hots strategy effects students' critical reading by providing a more critical and structured framework for noting important information from the text and allowing to add analysis examples or new insights to the notes. And then in aspect of addressing questions, Hots strategy does really effect students' critical reading by helping in understanding to find the answers based on the evidence in the texts and analysing the text in-depth to answer questions based on relevant information. Then, in aspect of developing personal connections, Hots strategy effects students' critical reading by identifying elements of the text that are relevant to the experiences. And in aspect of discussing the text

with others, Hots strategy does really effect students' critical reading by discussing with structured and critical views, improving the ability to think critically and express opinions logically, and conveying clearer and more critical ideas. And also in aspect of connecting two or more concepts from the text, one of the student mention that Hots strategy does not really effect because this ability is more often supported by a deep understanding of the content of the text. After that, in the aspect of comparing different ideas from the text, Hots strategy effects students' critical reading by analysing the ideas to conclude the basis of the idea's purpose, giving more critical perspective to compare different ideas more systematically, and analysing the similarities and differences in ideas clearly. In a aspect of contrasting opposing perspectives, Hots strategy effects students' critical reading by analysing conflict arguments more objectively, and identifying differences in viewpoints more clearly. Then, in aspect of integrating across multiple positions, Hots strategy does really effect students' critical reading by identifying the connections between different points of view and integrate them into a comprehensive conclusion. And also, in aspect of questioning the conclusions of the text, Hots strategy effects students' critical reading by evaluating the strength or weakness of the text conclusion, and analysing the conclusions in the text. After that, in aspect of using the information from the text in a new context, Hots strategy effects students' critical reading by helping to understand how the information can be applied in different situations or is relevant if the information in the text is current, and adapting information to solve different problems. And also in aspect of incorporating information from the text, one of the students mentioned that hots does not really effect because the application of the informantion depends on the

specific need. Then, in aspect of solving a new problem with information from the text, Hots strategy does effect students' critical reading by allowing to identify the important elements, and using the information to find creative solutions to new problems. And the last aspect of discovering common variables across different scenarios, Hots strategy effects students' critical reading by finding the patterns or principles that can be applied across different contexts.

3. The Implementation of Higher Order Thinking Skill (HOTS) on Students' Critical Reading.

In this section, the researcher previously performed research to obtain data on students' implementation of HOTS in critical reading. The researcher conducted observation and interview with a student at SMA N 1 Rejang Lebong.

a. Qualitative Data

1. Data from the Observation

Based on the results of observations, there were 3 indicators with 8 sub-indicators of HOTS used by students to know how student's implement HOTS in critical reading, as detailed below:

Table 4.4

The Results of the Observation

No	Indicator	Sub-indicator	Forms
1.	Analyze	1. Differentiating	<ul style="list-style-type: none"> - Students identify main ideas, topic sentences and supporting details. - Students distinguish between general statements and specific examples. - Students notice repeated ideas or themes.

			<ul style="list-style-type: none"> - Students summarize key points of the text.
		2. Organizing	<ul style="list-style-type: none"> - Students highlight the key information and organize it using color-coded. - Students actively link the related ideas in the text. - Students pay attention to signal words and phrases. - Students make brief summary that combining the main points from each part from the text.
		3. Attributing	<ul style="list-style-type: none"> - Students consider the author's purpose. - Students identify implicit assumptions and biases from the text. - Students examine the structure and argumentation from the text. - Students reference evidence for interpretations. - Students analyze argument structure and evidence from the text.
2.	Evaluate	4. Checking	<ul style="list-style-type: none"> - Students check the contradictions from the text. - Students examine evidence and sources of the text. - Students recognize the fallacies of the text.
		5. Critiquing	<ul style="list-style-type: none"> - Students evaluate the author's purpose and impact. - Students examine the quality and relevance of evidence from the text. - Students identify the strength of reasoning.

			<ul style="list-style-type: none"> - Students evaluate logical coherence and structure from the text. - Students consider broader contexts and perspectives.
3.	Create	6. Generating	<ul style="list-style-type: none"> - Students apply the concepts of the text to different contexts. - Students synthesize ideas from the text with other perspectives. - Students identify gaps from the text.
		7. Planning	<ul style="list-style-type: none"> - Students set purposeful reading goals. - Students take reflective notes. - Students identify the author's perspective and context.
		8. Producing	<ul style="list-style-type: none"> - Students summarize the main arguments in their words. - Students explain author's overall message. - Students present a balanced critique with well-reasoned interpretation. - Students integrate interdisciplinary knowledge to draw an information for creating a inovative solutions.

The implementation of HOTS strategy that the researcher observed in the classroom was: first, students analyzed text while reading critically by differentiating, organizing, and attributing the text. Pupils differentiated the text that they read by identifying main ideas, topic sentences and supporting details, distinguishing between general statements and specific examples, noticing repeated

ideas or themes, and summarizing key points of the text. Students organized the text by highlighting the key information and organize it using color-coded, they actively link the related ideas in the text, focus on signal words and phrases, and making brief summary that combining the main points from each part from the text. Pupils attributed the text they read by considering the author's purpose, identifying implicit assumptions and biases from the text, examining the structure and argumentation from the text, referencing evidence for interpretations, and analysing argument structure and evidence from the text.

Second, students evaluated text while reading critically by checking and critiquing the text. Pupils checked the text they read by checking the contradictions from the text, examining evidence and sources of the text, and recognizing the fallacies from the text. Students did critique by evaluating the author's purpose and impact, examining the quality and relevance of evidence from the text, identifying the strength of reasoning, evaluating logical coherence and structure from the text, and considering broader contexts and perspectives.

The last, pupils did creat something like solution when read crtically by generating, planning, and producing. Students did generate text by applying the concepts of the text to different contexts, synthesizing ideas from the text with other perspectives, and identifying gaps from the text. Pupils did plan while reading text critically by setting purposeful reading goals, taking reflective notes, and identifying the author's perspective and context. Students also did produce something from the text by summarizing the main arguments in their words, explaining author's overall message, presenting a balanced critique with well-

reasoned interpretation, and integrating interdisciplinary knowledge to draw an information for creating a inovative solutions.

Based on the result of the observation was found that students implementation of HOTS strategy was analyze (C4), evaluate (C5), and create (C6). The students analyze by the phase of differentiating, organizing, and attributing the text. Then students evaluate by the phase of checking and critiquing the text. And the last, students create by the phase of generating, planning, and producing.

2. Data from Interview

The findings of this observation were also validated by researchers' interviews with a student who implemented HOTS in the critical reading process said that the implementation of HOTS strategy was to analyze , evaluate, and create. The pupil was given 21 questions during the interview process to assess how they implement HOTS strategy in learning critical reading during the learning process, which will be detailed below:

Table 4.5

The Results of the Interview

No.	Indicator	Sub-indicator	Forms
1.	Analyze	1. Differentiating	<ul style="list-style-type: none"> - Distinguish facts, opinion, assumptions, and recognize between the text general and context. - Distinguish between relevant and irrelevant information in the text by focusing on the key word. - Select the most important aspects of the text by identifying

			the key concepts of claims and evidence
		2. Organizing	<ul style="list-style-type: none"> - Highlighting the important information by using note taking. - Identify key information by marking and retaining the important sections. - Integrate different parts of the text by linking ideas between the evidence, reason, and conclusion.
		3. Attributing	<ul style="list-style-type: none"> - Attribute meaning by understanding the whole context. - Identify the author's point of view, bias, and underlying intent by seeing the author's word choices. - Reveal underlying values and perspectives by analysing the language of ideological assumption and interest.
2.	Evaluate	4. Checking	<ul style="list-style-type: none"> - Check the accuracy and reliability of information by cross checking the information with other credible sources. - Evaluate the credibility of sources in the text by checking the author qualifications and the reputation from the publication itself. - Detect inconsistencies or flaws in the arguments by looking at the claims that support by reason and evidence.

		5. Critiquing	<ul style="list-style-type: none"> - Evaluate soundness of the evidence to create a critique. - Assess the strengths and weaknesses of the arguments by evaluating strong evidence and rely on data. - Judge the text by comparing the text to theories through the scholar or professional standard for accuracy, objectivity and relevance.
3.	Create	6. Generating	<ul style="list-style-type: none"> - Generate new ideas by synthesizing the text, identifying gaps, or proposing alternative solution.
		7. Planning	<ul style="list-style-type: none"> - The plan to understand a text by previewing, creating the clear objective, questioning, and finding the answer in the text. - The steps to to integrate multiple sources by comparing the informations, identifying the contradictions, and synthesizing the texts.
		8. Producing	<ul style="list-style-type: none"> - Giving the interpretation that supported by evidence to produce a coherent interpretation. - Synthesizing information from different sources to create a new solution.

The first students implementation of HOTS strategy was analyze. And the items of it were differentiating, organizing, and attributing the text. Second

implementation was evaluate which include the items of checking and critiquing the text. And the last implementation of this strategy was create which consist of generating, planning, and producing while reading the text critically.

Based on the data taken from the observation and interview, it can be concluded that pupils' implementation of HOTS strategy when reading text critically was they analysed, evaluated, and created during critical reading process.

B. Discussion

In this section, the researcher discussed numerous aspects of the study's findings. Because this research used a mixed methods explanatory design, the discussion is presented in quantitative data then qualitative data. The researcher presented the findings from the questionnaire, observations, and interviews.

1. The condition of higher order thinking skill (HOTS) among students as a learning strategy in learning critical reading

The researcher analyzed whether the students at the third grade of SMA N 1 Rejang Lebong at the local 12 1 really used Hots strategy as a learning strategy in learning critical reading by conducted questionnaire. The indicator adopted from Anderson's Taxonomy which revised by Bloom Taxonomy. It consisted of Analysis (C4), Evaluate (C5), and Create (C6). According to the research finding, the researcher found that 33 students used Hots strategy as a learning strategy in the process of learning critical reading.

2. The Effect of Higher Order Thinking Skill (HOTS) As A Learning Learning Strategy on Students' Critical Reading .

This study was conducted questionnaire to assess the effect of HOTS strategy on students' critical reading. The sample of this research is XII 1 of SMAN

1 Rejang lebong. Based on the results of the questionnaire with a percentage value of 69%, it shows that HOTS as a learning strategy effect students' critical reading. The dominant statement was that students were able to answer questions from the text with a percentage of 83%. This data is supported by the results of interviews with students who stated that:

“By analysing and thinking critically about the content of the text, Hots influenced me to be able to provoke my mind to be able to interpret the answer itself. By analysing then elaborating with my previous knowledge and with these various decisions, I was finally able to answer the question from the text.”(INTR31)

It means that Hots strategy helps students in answering the questions from the text. The fact that Hots strategy is also associated with some abilities, which are analyse, evaluate, and create. Therefore, students tend to find it easy when the question contains implied meaning because they had knowledge of what the question ask about.

And another dominant statement of the effect of Hots strategy was that students were able to discuss the text with the other pupils by a percentage of 83%. This finding is also strengthened by interview result with student, which is:

“With Hots itself, I can convey clearer and more critical ideas in discussions with other students. I can exchange ideas, what do you think about this problem and all kinds of things. so that there will be a place for discussion and maybe from various perspectives finally create one answer after evaluate and analysis.” (INTR31)

In other word, using HOTS strategy can effect students' critical reading better. These finding align with the study from Maria and Lauren that HOTS strategy affect students' reading comprehension.⁵¹ It can be concluded that HOTS as a learning strategy can effect students' critical reading perceived by the students.

⁵¹ Maria Melati Sitorus, Lauren Hotmauli Silalahi, *"The Effect Of Higher-Order Thinking Skill (Hots) In Reading Comprehension"*, Journal of Language Teaching and Learning, Linguistics and Literature: Prima Indonesia University, Medan, Indonesia. Vol. 9. 2021. Page 119

And also the similarities that found in this research concern with the other previous researchers could be seen from the result of data that being analyzed in this research whereby there was found that in each aspect refer positive response from student to enhance their achievement in critical reading by using HOTS as learning strategy in reading a text. In other words, students gave positive responses toward HOTS effect their critical reading. This finding also related with the study from Dumaris E. Silalah and Herman that HOTS could also effect student to read more critically in descriptive text.⁵² Based on the finding, the researcher found the overall students' responses to the questionnaire. It demonstrated that the students' responses to the effect of HOTS in critical reading were classified as "positive" with 69%.

3. The Implementation of Higher Order Thinking Skill (HOTS) on Students' Critical Reading.

The researcher also analyzed the implementation of HOTS that students used in learning critical reading. The indicators adopted from Anderson Taxonomy which revised from Bloom's Taxonomy. The indicators consisted of analyze, evaluate, and create. Based on the research findings, the researcher found that students implemented analyze, evaluate, and create while reading critically. The aspect of analyze was supported by the results of interviews with a student who stated that:

"I think that I need to analyze and identify the key concepts of claims and evidence that support the main arguments. There is an argument in it, and the important aspects is the reasons in it. And I'm going to look for the patterns repeated teams and central ideas these prioritized. Yeah I know like there are some arguments but the thing is why those argument exist there and why those argument is great by

⁵² Dumaris E. Silalah and Herman, "An Analysis of Students' Achievement in Reading Comprehension through Higher Order Thinking Skills (HOTS)", Jurnal Pendidikan: Universitas HKBP Nommensen, Medan, Indonesia. Vol. 14. 2022. Page 1866

searching the reason itself to fulfilling those purpose of argument itself why argument is called an argument because it has reasons behind it and that is the reasons that I need to look for". (INTR1)

The next aspect of implementing HOTS strategy was evaluate. This implementation was supported by the results of interviews with a student who stated that:

"First of all, I need to know where the critique about how the teks is going to be judged by reading a lot of books, journals or sources. And also I am going to evaluate soundness of the evidence about how the logic itself proving the clarity out of it and whether that the few points itself from all of it are fairly represented. That is how I am going to create a critique for content which represent the whole text". (INTR1)

The last aspect of implementing HOTS strategy was create. This implementation was supported by the results of interviews with a student who stated that:

"I can produce a coherent interpretation or response by using the evidence that support my interpretation. I will create my own perspective from the text that has been delivered to me and ensuring that my argument is logical and based on evidence both the strengths and weaknesses of the original text. So I can produce coherent interpretation". (INTR1)

Pupils who learn to read critically required some processes such as inferring, analyzing textual formation, evaluating errors and consistency, analyzing arguments, and producing knowledge using previous cognitive frameworks. Furthermore, the reader use HOTS to comprehend and pick relevant information in the text by implementing it. This finding related to the study from Musharraf and Rafizah that Learners' analytical, evaluative, and creative abilities are strongly related to their reading ability.⁵³ It can be concluded that students who implement

⁵³ Musharraf Aziz, "Modeling Higher Order Thinking Skills And Metacognitive Awareness In English Reading Comprehension Among University Learners", *Frontiers Education: University Utara Malaysia, Sintok, Malaysia*. Doi: 10.3389/feduc.2022.991015. September 2022. Page 10.

HOTS which are analyze, evaluative, and create highly correlate with their reading performance better.

The implementation of HOTS in the classroom would benefit students. HOTS strategy are typically essential for those who desire to improve their thinking skills. As a result, good readers require higher order thinking skills to consider and direct their perceptions before, during, and after reading the passages. Above all, students should implement HOTS strategy to enhance their ability to think critically rather than just about the material they have read. In conclusion, based on the discussion above, it can be concluded that critical reading requires pupils to analyze, evaluate, and create during critical reading process in SMAN 1 Rejang Lebong.

And also the researcher found the result that pupil analyze (C4) the text the read by breaking down information from the text to better grasp its relationships. This phase contains differentiating, organizing, and attributing the text. It means that students generating their ideas of the text. Student evaluate (C5) the text by reviewing textual justifications for decisions or actions and able to detect inconsistencies or fallacie. This period includes checking and critiquing the text. It signifies that the pupils are assessing their ideas by gathering supporting evidence. And learner create (C6) by coming up with solutions for each issue they encountered in the text they read. This phase contains generating, planning, and producing. This result align to the study from Nani and Silvia that after implementing about critical reading processes and the HOTS strategy through classroom activities, students tend to incorporate their prior knowledge, experience,

and logical reasoning.⁵⁴ It can be concluded that Students who applied HOTS when learning Critical Reading will be more careful and read more clearly. Students who implement HOTS strategy stated that this strategy deepen their understanding of texts by helping them analyze, evaluate, and create new ideas rather than merely recalling information.

⁵⁴ Nani Ronsani Thamrin And Silvia Agustin. "Conceptual Variations On Reading Comprehension Through Higher Order Thinking Skills (Hots) Strategy," Journal of English Education: Universitas Kuningan, Indonesia. Vol. 7. June 2019. Page 99.

CHAPTER V

COCLUSION AND SUGESSTION

This chapter contained the study's conclusion based on the results of the analysis data questionnaire, observation, interview in chapter IV and sugesstion in relation of the result of this research about The Analysis Of Higher Order Thinking Skill (Hots) Strategy As A Learning Strategy In Critical Reading.

A. Conclusion

This section mantion the conclusions based on the study findings and discussion that were discussed before such as:

1. The researcher found that 33 students really used Hots as a learning strategy and they gave positive response toward HOTS strategy effect students' critical reading. Based on the results of the questionnaire with a percentage value of 69%, it shows that HOTS as a learning strategy has an effect on students' critical reading with the two dominant statements that students are able to answer questions from the text and able to discuss the text with the other students.
2. The researcher found students implementation of HOTS strategy was analyze (C4), evaluate (C5), and create (C6). The students analyze by the phase of differentiating, organizing, and attributing the text. Then students evaluate by the phase of checking and critiquing the text. And the last, students create by the phase of generating, planning, and producing.

B. Sugestions

Finally, suggestions are made to improve future study. Based on the results of the previous chapter, some recommendations are offered as follows:

1. For Students

Students should practice more in using Higher Order Thinking Skill (HOTS) than Lower Order Thinking skill (LOTS) in order to improve their critical thinking. Especially when learning critical reading in the classroom to get better understanding during learning process.

2. For Further Researcher

The researcher would like to recommend the future researchers to do a research in investigating more students' perceptions of HOTS as a learning strategy. And the researcher hopes this study contributes as an additional reference, to develop the research topic in more detail for the next researchers, which discuss the comparable area to this research and will give advantages for the reader and new researcher.

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APPENDIX 1
INSTRUMENT

QUESTIONNAIRE BLUEPRINT

(VALIDATED)

No	Aspect	Indicators	Sub-indicators	Items
1.	The effect of higher-order thinking skills (HOTS) as a learning strategy on students' critical reading as perceived by students	1. Elaborating	1. Annotating	1. I find it difficult to make annotations after reading the text, even with HOTS.
			2. Speaking to the text	2. By using HOTS, I can speak to the text while reading.
			3. Self-explaining	3. I find it hard to self-explain while reading the text, even with HOTS.
			4. Expanding notes	4. Because of HOTS, I find it easy to expand notes from the text I read.
			5. Addressing questions	5. After reading using HOTS, I can answer questions from the text.
			6. Developing personal connections	6. Making personal connections from the text is hard for me, despite using HOTS.
			7. Discussing the text with others	7. After reading using HOTS, I can discuss the text with other students.
		2. Synthesizing	1. Connecting two or more concepts from the text	8. Connecting two or more ideas from the text is challenging for me, despite using HOTS.
			2. Comparing different ideas from the text	9. By using HOTS, I can compare different ideas from the text.
			3. Contrasting opposing perspectives	10. Contrasting opposite perspectives from the text is difficult for me, despite using HOTS.
			4. Integrating across multiple positions	11. After reading using HOTS, I can integrate different points of

No	Aspect	Indicators	Sub-indicators	Items
				view or opinions in a certain context.
			5. Questioning the conclusions of the text	12. I struggle in challenging the conclusions from the text I read, despite using HOTS.
		3. Applying	1. Using the information from the text in a new context	13. By using HOTS, I can use the information in a new context.
			2. Incorporating information from the text	14. Implementing information from the text is challenging for me, even with HOTS.
			3. Solving a new problem with information from the text	15. Because of using HOTS, I can solve a new problem with information from the text.
			4. Discovering common variables across different scenarios	16. Identifying common factors across different situations from the text is difficult for me, even with HOTS.

Respondents in this survey have five alternative choices from which to pick. In general, the options will be:

- Strongly Agree: 5
- Agree: 4
- Neutral: 3
- Disagree: 2
- Strongly Disagree: 1

The questionnaire will be distributed in the form of Google Forms and shared with the students via WhatsApp

VALIDATION NOTES:

The validated questionnaire blueprint incorporates **a mix of positive and negative toned questions** to enhance the credibility and reliability of responses. This approach serves several important purposes:

- 1. Reducing Response Bias:** When all questions are phrased in the same positive or negative tone, respondents might fall into a pattern of selecting the same response option (e.g., always choosing "Strongly Agree" or "Strongly Disagree") without carefully considering each question. By mixing positive and negative tones, respondents are encouraged to think more critically about each statement, leading to more accurate and thoughtful answers.
- 2. Encouraging Thoughtful Responses:** The variation in question tone requires respondents to pay closer attention to the content of each question. This helps to ensure that they are actively engaging with the questionnaire rather than responding automatically, thus providing more genuine and considered responses.
- 3. Balancing Agreement Tendencies:** Some respondents may have a natural tendency to agree with statements regardless of their actual opinion. By including negatively toned questions, this bias can be counteracted, as it forces respondents to disagree with some statements if they are answering honestly.
- 4. Validating Consistency:** Mixed tones help to cross-check the consistency of respondents' answers. For example, if a respondent agrees with a positive statement about a skill and agrees with a contradictory negative statement about the same skill, it may indicate a need for further clarification or adjustment of their responses.

Curup, August 4, 2024

Validator



Rizki Indra Guci, M.Pd.

OBSERVATION CHECKLIST BLUEPRINT

(VALIDATED)

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
1.	Students' implementation of higher-order thinking skills (HOTS) in learning critical reading.	1. Analyze	1. Differentiating	1. Student differentiates between key concepts and minor details in a text.			
				2. Student distinguishes relevant from irrelevant information in the text.			
				3. Student focuses on and selects the most important aspects of the text.			
			2. Organizing	4. Student organizes information from the text coherently.			

				5. Student identifies key information and structures it effectively within the text.			
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No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				6. Student integrates different parts of the text to form a coherent understanding.			
			3. Attributing	7. Student attributes meaning to the text accurately.			
				8. Student identifies the author's point of view, bias, and underlying intent.			

				9. Student deconstructs the text to reveal underlying values and perspectives.			
		2. Evaluate	1. Checking	10. Student checks the accuracy and reliability of information in the text.			
				11. Student uses established criteria to evaluate the			

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				credibility of sources.			
				12. Student detects inconsistencies or flaws in the arguments presented.			
			2. Critiquing	13. Student critiques the text effectively.			

				14. Student assesses the strengths and weaknesses of the arguments presented.			
				15. Student judges the text against external standards or criteria.			
		3. Create	1. Generating	16. Student generates new ideas or solutions based on the text.			
				17. Student creates a new perspective or hypothesis			

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				from critical reading.			
			2. Planning	18. Student plans an approach to understand and interpret the text critically.			

				19. Student integrates multiple sources of information to deepen understanding.			
		3. Producing		20. Student produces a coherent interpretation or response to the text.			
				21. Student uses information from different sources to develop new understanding or solve problems.			

VALIDATION NOTES:

- The categorization was revised from broader critical reading skills to specific indicators and sub-indicators of students' implementation of higher-order thinking skills (HOTS) in learning critical reading.
- Each sub-indicator now includes specific items describing students' behaviors and actions. For example, under "Analyze," the revised blueprint specifies that students should

differentiate between key concepts and minor details, organize information coherently, and attribute meaning accurately. Hence, the descriptions were expanded to include detailed actions and expectations for each sub-indicator. This provides clearer guidelines for what is being observed and evaluated.

- These changes indicate a shift from a general outline of critical reading skills to a more detailed and structured checklist, providing clear and specific criteria for observing and evaluating students' implementation of HOTS in critical reading.

Curup, August 4, 2024

Validator

A handwritten signature in black ink, appearing to read 'Rizki', written in a cursive style.

Rizki Indra Guci, M.Pd.

INTERVIEWGUIDANCEBLUEPRINT

(VALIDATED)

No	Aspect	Indicators	Sub-indicators	Questions
1.	Students' implementation of higher-order thinking skills (HOTS) in learning critical reading.	1. Analyze	1. Differentiating	1. How do you differentiate a text when reading critically? 2. How do you distinguish between relevant and irrelevant information in the text? 3. How do you focus on and select the most important aspects of the text when reading critically?
			2. Organizing	4. How do you organize information from a text when reading critically? 5. What strategies do you use to identify key information and structure it within the text? 6. How do you integrate different parts of the text to form a coherent understanding?

			3. Attributing	<p>7. How do you attribute meaning to a text when reading critically?</p> <p>8. How do you identify the author's point of view, bias, and underlying intent in the text?</p> <p>9. How do you deconstruct the text to reveal</p>
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No	Aspect	Indicators	Sub-indicators	Questions
				underlying values and perspectives?
		2. Evaluate	1. Checking	<p>10. How do you check the accuracy and reliability of information in a text when reading critically?</p> <p>11. What criteria do you use to evaluate the credibility of sources in the text?</p> <p>12. How do you detect inconsistencies or flaws in the arguments presented in the text?</p>

			2. Critiquing	<p>13. How do you critique a text when reading critically?</p> <p>14. How do you assess the strengths and weaknesses of the arguments presented in the text?</p> <p>15. How do you judge the text against external standards or criteria?</p>
		3. Create	1. Generating	<p>16. How do you generate new ideas or solutions based on the text you read?</p> <p>17. Can you describe a situation where you created a new perspective or hypothesis from your critical reading?</p>
No	Aspect	Indicators	Sub-indicators	Questions
			2. Planning	<p>18. How do you plan your approach to understand and interpret a text critically?</p> <p>19. What steps do you take to integrate multiple sources of information to deepen your understanding?</p>

		3. Producing	<p>20. How do you produce a coherent interpretation or response to a text based on your critical reading?</p> <p>21. How do you use the information gathered from different sources to develop a new understanding or solve a problem?</p>
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VALIDATION NOTES:

This validated interview guidance blueprint provides a robust and comprehensive instrument for exploring how students implement higher-order thinking skills in critical reading. By aligning the questions with established theories and ensuring thorough coverage of relevant cognitive processes, the instrument is well-positioned to yield valuable insights into students' critical reading practices.

Curup, August 4, 2024

Validator



Rizki Indra Guci, M.Pd.

APPENDIX 2
Data Of Questionnaire

The Result of Questionnaire Respondents about whether students use Hots strategy as learning strategy in learning critical reading

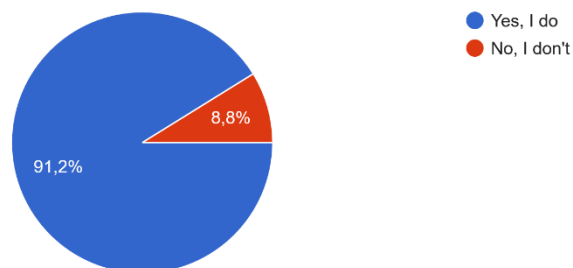
Indicators	Sub-indicators	Questions	Yes	No
Analyze (C4)	Differentiating	1.Do you use HOTS to differentiate a text when reading critically?	91,2%	8,8%
	Organizing	2.Do you use Hots to organize information from a text when reading critically?	91,2%	8,8%
	Attributing	3.Do you use Hots to attribute meaning to a text when reading critically?	91,2%	8,8%
Evaluate (C5)	Checking	4.Do you use Hots to check the accuracy and reliability of information in a text when reading critically?	91,2%	8,8%
	Critiquing	5.Do you use Hots to critique a text when reading critically?	91,2%	8,8%
Create (C6)	Generating	6.Do you use Hots to generate new ideas or solutions based on the text you read?	91,2%	8,8%

Indicators	Sub-indicators	Questions	Yes	No
	Planning	7.Do you use Hots to plan your approach to understand and interpret a text critically?	91,2%	8,8%
	Producing	8.Do you use Hots to produce a coherent interpretation or response to a text based on your critical reading?	91,2%	8,8%

Questionnaire Diagram to The Respondents about whether students use Hots strategy as learning strategy in learning critical reading

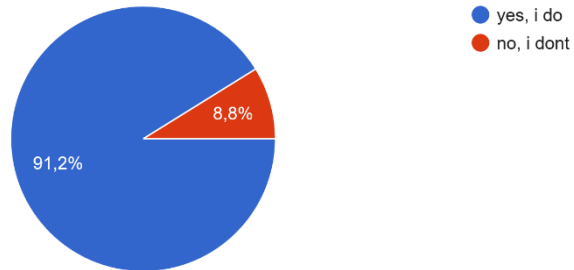
1. Do you use Hots in differentiate a text when reading critically?

34 jawaban



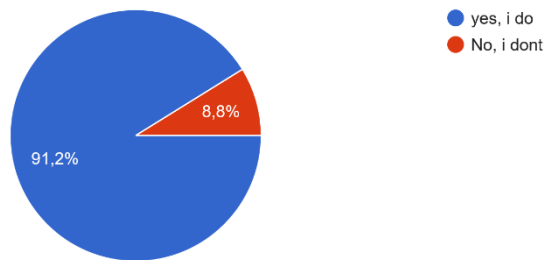
2. Do you use Hots to organize information from a text when reading critically?

34 jawaban



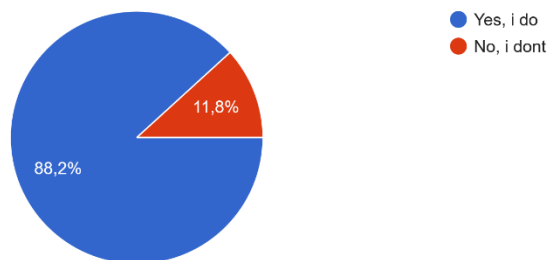
3. Do you use Hots to attribute meaning to a text when reading critically?

34 jawaban



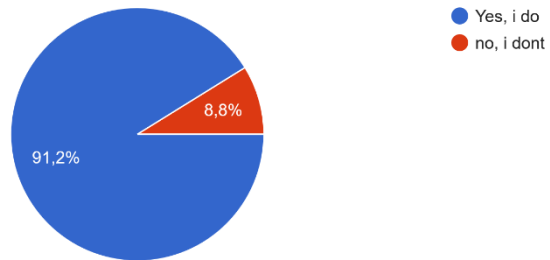
4. Do you use Hots to check the accuracy and reliability of information in a text when reading critically?

34 jawaban



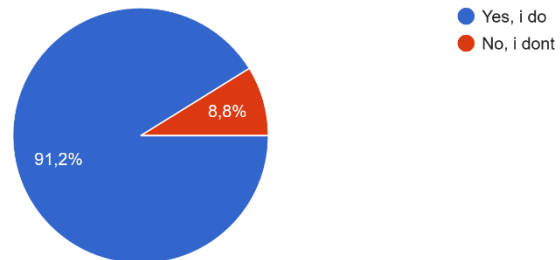
5. Do you use Hots to critique a text when reading critically?

34 jawaban



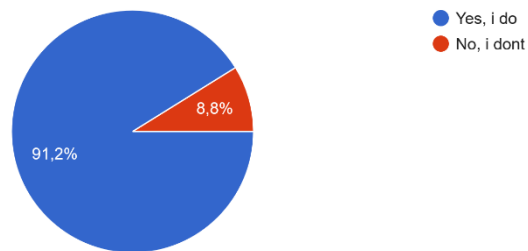
6. Do you use Hots to generate new ideas or solutions based on the text you read?

34 jawaban



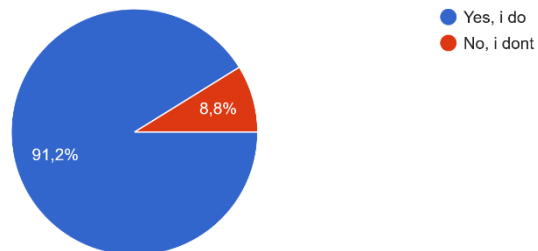
7. Do you use Hots to plan your approach to understand and interpret a text critically?

34 jawaban



8. Do you use Hots to produce a coherent interpretation or response to a text based on your critical reading?

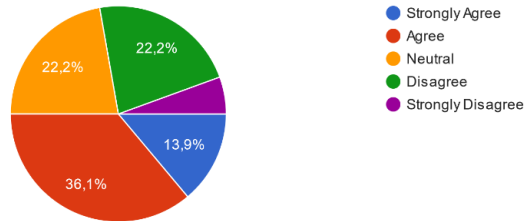
34 jawaban



Questionnaire Diagram to The Respondents about The Analysis Of Higher Order Thinking Skill (Hots) Strategy As A Learning Strategy In Critical Reading at SMA N 1 Rejang Lebong

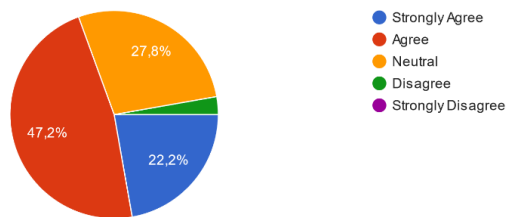
1. I find it difficult to make annotations after reading the text, even with HOTS. (Saya merasa sulit untuk membuat anotasi setelah membaca teks, bahkan dengan HOTS).

36 jawaban



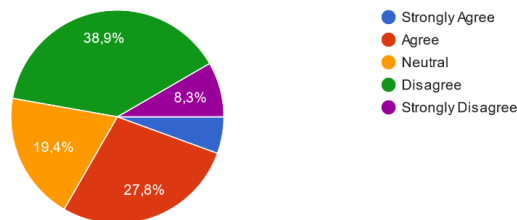
2. By using HOTS, I can speak to the text while reading. (Dengan menggunakan HOTS, saya dapat berkomunikasi dengan teks saat membaca).

36 jawaban



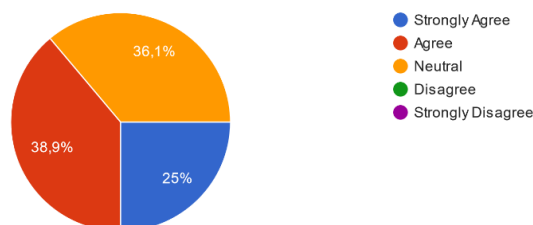
3. I find it hard to self-explain while reading the text, even with HOTS. (Saya merasa sulit untuk menjelaskan ke diri sendiri saat membaca teks, bahkan dengan HOTS).

36 jawaban



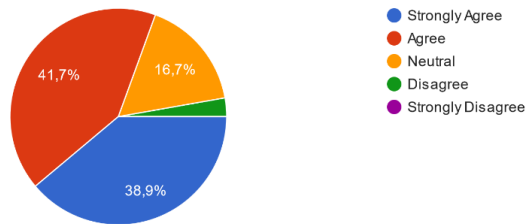
4. Because of HOTS, I find it easy to expand notes from the text I read. (Karena HOTS, saya merasa mudah untuk mengembangkan catatan dari teks yang saya baca).

36 jawaban



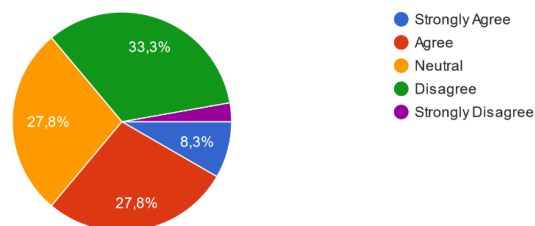
5. After reading using HOTS, I can answer questions from the text. (Setelah membaca dengan menggunakan HOTS, saya dapat menjawab pertanyaan dari teks).

36 jawaban



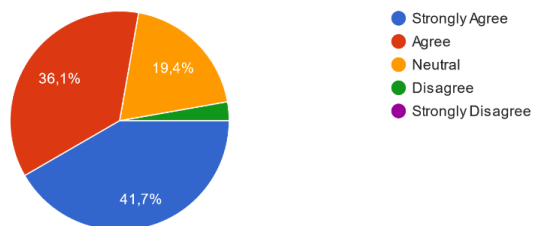
6. Making personal connections from the text is hard for me, despite using HOTS. (Membuat hubungan pribadi dari teks sulit bagi saya, meskipun menggunakan HOTS).

36 jawaban



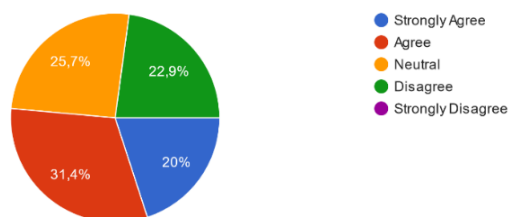
7. After reading using HOTS, I can discuss the text with other students. (Setelah membaca menggunakan HOTS, saya dapat mendiskusikan teks dengan siswa lain).

36 jawaban



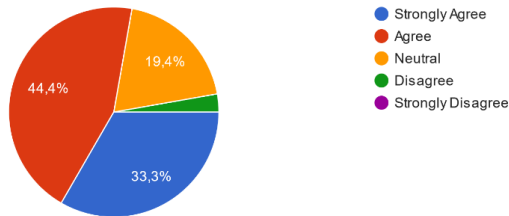
8. Connecting two or more ideas from the text is challenging for me, despite using HOTS. (Menghubungkan dua atau lebih ide dari ...ntangan bagi saya, meskipun menggunakan HOTS).

35 jawaban



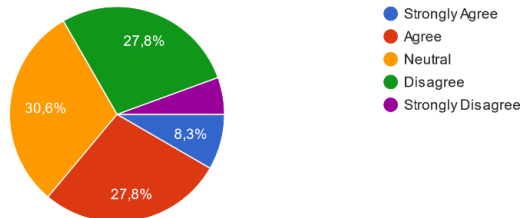
9. By using HOTS, I can compare different ideas from the text. (Dengan menggunakan HOTS, saya dapat membandingkan ide-ide yang berbeda dari teks).

36 jawaban



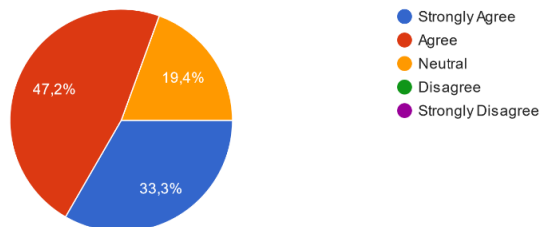
10. Contrasting opposite perspectives from the text is difficult for me, despite using HOTS. (Membandingkan perspektif yang berlawanan...i saya, meskipun saya telah menggunakan HOTS).

36 jawaban



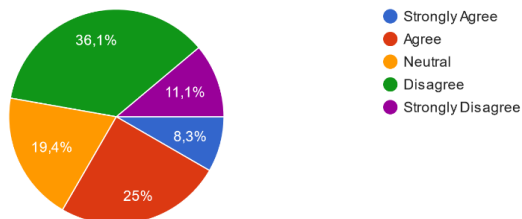
11. After reading using HOTS, I can integrate different points of view or opinions in a certain context. (Setelah membaca dengan menggunakan ... pandang atau pendapat dalam konteks tertentu).

36 jawaban



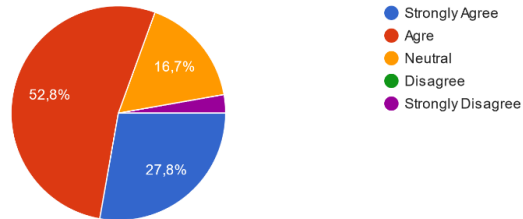
12. I struggle in challenging the conclusions from the text I read, despite using HOTS. (Saya kesulitan dalam mempertanyakan kesimpulan dari...s yang saya baca, meskipun menggunakan HOTS).

36 jawaban



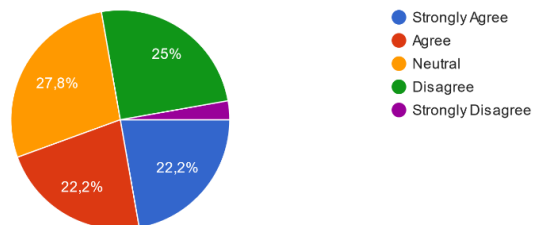
13. By using HOTS, I can use the information in a new context. (Dengan menggunakan HOTS, saya dapat menggunakan informasi dalam konteks yang baru).

36 jawaban



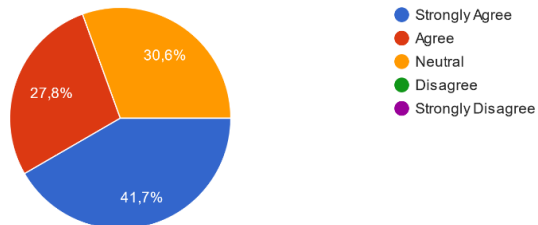
14. Implementing information from the text is challenging for me, even with HOTS. (Menerapkan informasi dari teks merupakan tantangan bagi saya, bahkan dengan HOTS).

36 jawaban



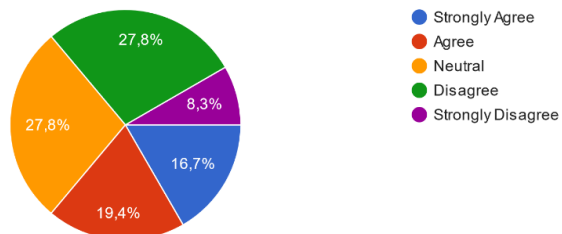
15. Because of using HOTS, I can solve a new problem with information from the text. (Karena menggunakan HOTS, saya dapat memecahkan masalah baru dengan informasi dari teks).

36 jawaban



16. Identifying common factors across different situations from the text is difficult for me, even with HOTS. (Mengidentifikasi faktor-faktor umum di be...ah hal yang sulit bagi saya, bahkan dengan HOTS).

36 jawaban



APPENDIX 3

Data Of Observation

The First Observation Feed Note about The Analysis Of Higher Order Thinking Skill (Hots) Strategy As A Learning Strategy In Critical Reading at SMA N 1 Rejang Lebong

(13 September 2024)

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
1.	Students' implementation of higher-order thinking skills (HOTS) in learning critical reading.	1. Analyze	1. Differentiating	1. Student differentiates between key concepts and minor details in a text.	✓	-	Students answer the question by identifying topic sentences and supporting details.
				2. Student distinguishes relevant from irrelevant information in the text.	-	✓	-
				3. Student focuses on and selects the most important aspects of the text.	✓	-	Students answer the question by identifying main ideas and topic sentences.
			2. Organizing	4. Student organizes information from the text coherently.	-	✓	-

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				5. Student identifies key information and structures it effectively within the text.	✓	-	Students answer the question by highlighting the key information and organize it using color-coded.
				6. Student integrates different parts of the text to form a coherent understanding.	✓	-	Students answer the question by actively linking the related ideas in the text.
			3. Attributing	7. Student attributes meaning to the text accurately.	✓	-	Students paying attention to how specific words, phrases, or concepts are used within the context of the text.
				8. Student identifies the author's point of view, bias,	✓	-	Students search the information by considering

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				and underlying intent.			the author's purpose.
				9. Student deconstructs the text to reveal underlying values and perspectives.	✓	-	Students search the information by identify implicit assumptions and biases from the text.
		2. Evaluate	1. Checking	10. Student checks the accuracy and reliability of information in the text.	-	✓	-
				11. Student uses established criteria to evaluate the credibility of sources.	-	✓	-
				12. Student detects inconsistencies or flaws in the arguments presented.	✓	-	Students search the information by checking the contradictions from the text.

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
			2. Critiquing	13. Student critiques the text effectively.	✓	-	Students answer the question by evaluate the author's purpose and impact.
				14. Student assesses the strengths and weaknesses of the arguments presented.	✓	-	Students search the informantion by examining the quality and relevance of evidence from the text.
				15. Student judges the text against external standards or criteria.	-	✓	-
		3. Create	1. Generating	16. Student generates new ideas or solutions based on the text.	✓	-	Students discuss with each other in applying the concepts of the text to different contexts.
				17. Student creates a new perspective or	-	✓	-

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				hypothesis from critical reading.			
			2. Planning	18. Student plans an approach to understand and interpret the text critically.	✓	-	Students set purposeful reading goals.
				19. Student integrates multiple sources of information to deepen understanding.	-	✓	-
			3. Producing	20. Student produces a coherent interpretation or response to the text.	✓	-	By presenting a balanced critique with well-reasoned interpretation.
				21. Student uses information from different sources to develop new understanding or solve problems.	✓	-	By comparing the text to the other sources on the same topic.

The Second Observation Feed Note about The Analysis Of Higher Order Thinking Skill (Hots) Strategy As A Learning Strategy In Critical Reading at SMA N 1 Rejang Lebong

(19 September 2024)

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
1.	Students' implementation of higher-order thinking skills (HOTS) in learning critical reading.	1. Analyze	1. Differentiating	1. Student differentiates between key concepts and minor details in a text.	✓	-	By distinguishing between general statements and specific examples.
				2. Student distinguishes relevant from irrelevant information in the text.	-	✓	-
				3. Student focuses on and selects the most important aspects of the text.	✓	-	By identifying the essential components of the text.
			2. Organizing	4. Student organizes information from the text coherently.	-	✓	-

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				5. Student identifies key information and structures it effectively within the text.	✓	-	By paying attention to signal words and phrases.
				6. Student integrates different parts of the text to form a coherent understanding.	✓	-	By making brief summary that combines the main points from each part from the text.
			3. Attributing	7. Student attributes meaning to the text accurately.	✓	-	By considering the author's purpose in a text.
				8. Student identifies the author's point of view, bias, and underlying intent.	✓	-	By identifying omitted or selective information from the text.
				9. Student deconstructs the text to reveal underlying values and perspectives.	✓	-	By examining the structure and argumentation from the text.

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes	
		2. Evaluate	1. Checking	10. Student checks the accuracy and reliability of information in the text.	-	✓	-	
				11. Student uses established criteria to evaluate the credibility of sources.	-	✓	-	
				12. Student detects inconsistencies or flaws in the arguments presented.	✓	-	By examining evidence and sources of the text.	
			2. Critiquing		13. Student critiques the text effectively.	✓	-	By identifying the strength of evidence and reasoning.
					14. Student assesses the strengths and weaknesses of the arguments presented.	✓	-	By evaluating logical coherence and structure from the text.
					15. Student judges the text against external	-	✓	-

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				standards or criteria.			
		3. Create	1. Generating	16. Student generates new ideas or solutions based on the text.	✓	-	By synthesizing ideas from the text with other perspectives.
				17. Student creates a new perspective or hypothesis from critical reading.	-	✓	-
			2. Planning	18. Student plans an approach to understand and interpret the text critically.	✓	-	By annotating and taking reflective notes.
				19. Student integrates multiple sources of information to deepen understanding.	-	✓	-

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
			3. Producing	20. Student produces a coherent interpretation or response to the text.	✓	-	By explaining author's overall message.
				21. Student uses information from different sources to develop new understanding or solve problems.	✓	-	By integrating interdisciplinary knowledge to draw an information for creating a inovative solutions.

The Second Observation Feed Note about The Analysis Of Higher Order Thinking Skill (Hots) Strategy As A Learning Strategy In Critical Reading at SMA N 1 Rejang Lebong

(20 September 2024)

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
1.	Students' implementation of higher-order thinking skills (HOTS) in learning critical reading.	1. Analyze	1. Differentiating	1. Student differentiates between key concepts and minor details in a text.	✓	-	By noticing repeated ideas or themes.
				2. Student distinguishes relevant from irrelevant	-	✓	-

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				information in the text.			
				3. Student focuses on and selects the most important aspects of the text.	✓	-	By summarizing key points of the text.
			2. Organizing	4. Student organizes information from the text coherently.	-	✓	-
				5. Student identifies key information and structures it effectively within the text.	✓	-	By grouping related information under thematic headings or concepts.
				6. Student integrates different parts of the text to form a coherent understanding.	✓	-	By creating synthesis notes or charts to compare and integrate information from various sections.

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
			3. Attributing	7. Student attributes meaning to the text accurately.	✓	-	By referencing evidence for interpretations.
				8. Student identifies the author's point of view, bias, and underlying intent.	✓	-	By analyzing the choice of words and tone to uncover the author's attitude toward the subject.
				9. Student deconstructs the text to reveal underlying values and perspectives.	✓	-	By analysing argument structure and evidence from the text.
		2. Evaluate	1. Checking	10. Student checks the accuracy and reliability of information in the text.	-	✓	-
				11. Student uses established criteria to evaluate the credibility of sources.	-	✓	-

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				12. Student detects inconsistencies or flaws in the arguments presented.	✓	-	By recognizing the fallacies of the text.
			2. Critiquing	13. Student critiques the text effectively.	✓	-	By considering broader contexts and perspectives.
				14. Student assesses the strengths and weaknesses of the arguments presented.	✓	-	By considering the breadth of perspectives and counterarguments.
				15. Student judges the text against external standards or criteria.	-	✓	-
		3. Create	1. Generating	16. Student generates new ideas or solutions based on the text.	✓	-	By identify gaps from the text.
				17. Student creates a new perspective or hypothesis	-	✓	-

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Notes
				from critical reading.			
			2. Planning	18. Student plans an approach to understand and interpret the text critically.	✓	-	By identifying the author's perspective and context.
				19. Student integrates multiple sources of information to deepen understanding.	-	✓	-
			3. Producing	20. Student produces a coherent interpretation or response to the text.	✓	-	By summarizing the main arguments in student's words.
				21. Student uses information from different sources to develop new understanding or solve problems.	✓	-	By apply case studies or examples from other contexts.

APPENDIX 4
Data Of Interview

The Result of Interview with The 1st Student about The Effect of HOTS on Students' Critical Reading

(interview script)

1. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of *Annotating text* :

Questions : Does Hots effect you to make annotations after reading the text?

Answer : Yes, Hots effects me to make annotations.

Question : How does Hots effect you to make annotations after reading the text?

Answer : Hots helped me identify the main idea and important information to make the annotation more targeted.

2. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of *Speaking to the text* :

Question : Does Hots effect you to speak to the text while reading critically?

Answer : Yes, Hots effects me to speak to the text.

Question : How does Hots effect you in speaking to the text while reading crtically?

Answer : Hots encouraged me to question the content of the text such as the author's purpose and the strength of the argument.

3. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of *Self-explaining* text :

Question : Does Hots effect you to find that easy to self-explain while reading crtically?

Answer : Yes, Hots effects me to self-explain while reading crtically.

Question : How does Hots effect you to find that easy to self-explain while reading crtically?

Answer : Hots really helped me to organise my thoughts logically, making it easier to explain the content of the text.

4. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of *Expanding notes* from text :

Question : Does Hots effect you to find that is easy to expand notes from the text you read?

Answer : Yes, Hots effects me to expand notes from the text.

Question : How does Hots effect you to find that is easy to expand notes from the text you read?

Answer : Hots allows me to add analysis examples or new insights to my notes.

5. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of Addressing questions from text :

Question : Does HOTS effect you to be able to answer the question from the text?

Answer : Yes, HOTS effects me to answer the question from the text.

Question : How does HOTS effect you to be able to answer the question from the text?

Answer : HOTS helped me understand and find answers based on the evidence in the texts

6. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of *Developing personal connections* with text:

Question : Does HOTS effect you in making personal connection from the text?

Answer : Yes, HOTS effects me to make personal connection from the text

Question : How does HOTS effect you in making personal connection from the text?

Answer : HOTS made it easy for me to relate the content of the text to my personal experience or prior knowledge.

7. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of *Discussing the text with others* :

Question : Does HOTS effect you to be able to discuss the text with other students?

Answer : Yes, Hots effects me to be able to discuss the text with other students.

Question : How does Hots effect you to be able to discuss the text with other students?

Answer : Hots makes me more confident to discuss with structured and critical views

8. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Synthesizing in a form of *Connecting two or more concepts from the text*:

Question : Does Hots effect you to find that is not challenging to connect two or more ideas from the text?

Answer : Yes, Hots effects me to connect two or more ideas from the text.

Question : How does Hots effect you to find that is not challenging to connect two or more ideas from the text?

Answer :Hots helps me see logical connections between different ideas in the text

9. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Synthesizing in a form of *Comparing different ideas from the text*:

Question : Does Hots effect you to be able to compare different ideas from the text?

Answer : Yes, Hots effects me to be able to compare different ideas from the text.

Question : How does Hots effect you to be able to compare different ideas from the text?

Answer : Hots allows me to analyse similarities and differences in ideas clearly.

10. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Synthesizing in a form of *Contrasting opposing perspectives from the text*:

Question : Does Hots effect you to think that is not difficult to contrast opposite perspektives from the text?

Answer : Yes, Hots effects me to contrast opposite perspektives from the text.

Question : How does Hots efect you to think that is not difficult to contrast opposite perspektives from the text?

Answer : Hots makes it easier for me to analyse conflicting arguments more objectively.

11. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Synthesizing in a form of *Integrating across multiple positions*:

Question : Does Hots effect you to be able to integrate different points of view or opinions in a certain context?

Answer : Yes, Hots effects me to integrate different points of view or opinions.

Question : How does Hots effect you to be able to integrate different points of view or opinions in a certain context?

Answer : Hots helped me to bring together multiple perspectives into a more comprehensive conclusion

12. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Synthesizing in a form *Questioning the conclusions of the text*:

Question : Does Hots effect you to find that is not struggle in challenging the conclusions from the text you read?

Answer : Yes, Hots effects me to challenge the conclusions from the text.

Question : How does Hots effect you to find that is not struggle in challenging the conclusions from the text you read?

Answer : Hots makes me more critical in evaluating the strength or weakness of the conclusion of the text

13. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Applying in a form of *Using the information from the text in a new context*:

Question : Does Hots effect you to be able to use the information in a new context?

Answer : Yes, Hots effects me to be able to use the information in a new context.

Question : How does effect you to be able to use the information in a new context?

Answer : Hots helps me adapt information to solve different problems

14. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Applying in a form of *Incorporating information from the text*:

Question : Does Hots effect you in implementing Information from the text?

Answer : Yes, Hots effects me to implement Information from the text.

Question : How does Hots effect you in implementing Information from the text?

Answer : Hots makes me to be able to apply ideas or concepts to real situations

15. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Applying in a form of *Solving a new problem with information from the text*:

Question : Does Hots effect you to be able to solve a new problem with information from the text?

Answer : Yes, Hots effects me to solve a new problem.

Question : How does Hots effect you to be able to solve a new problem with information from the text?

Answer : Hots helps me use information to find creative solutions to new problems.

16. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Applying in a form of

Discovering common variables across different scenarios:

Question : Does Hots effect you in identifying common factors across different situation from the text?

Answer : Yes, Hots effects me to in identify common factors.

Question : How does Hots effect you in identifying common factors across different situation from the text?

Answer : Hots makes it easier for me to find patterns or principles that can be applied across different contexts

The Result of Interview with The 2nd Student about The Effect of HOTS on Students' Critical Reading

(interview script)

1. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of *Annotating* text

:

Questions : Does Hots effect you to make annotations after reading the text?

Answer : Hots does not really effect me to make annotation.

Question : How does Hots not really effect you to make annotations after reading the text?

Answer : Hots does not really affect me in annotating after reading a text because the annotation process relies more on a basic understanding of the text content.

2. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of *Speaking to the text* :

Question : Does Hots effect you in speaking to the text while reading crtically?

Answer : yes, it effects me.

Question : How does Hots effect you in speaking to the text while reading crtically?

Answer : Hots influenced me to talk to the text when reading critically. By helping me to understand the context and ask reflective questions about the text content

3. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of *Self-explaining text* :

Question : Does Hots effect you to find that easy to self-explain while reading crtically?

Answer : Yes, Hots effects me to self-explain while reading crtically.

Question : How does Hots effect you to find that easy to self-explain while reading crtically?

Answer : Hots influenced me by helping me connect ideas from the text with personal experiences so that this process of self-explanation became easier.

4. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of *Expanding notes* from text :

Question : Does Hots effect you to find that is easy to expand notes from the text you read?

Answer : Yes, Hots effects me to expand notes from the text.

Question : How does Hots effect you to find that is easy to expand notes from the text you read?

Answer : Hots influenced me in developing notes by providing a more critical and structured framework for noting important information from the text.

5. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of *Addressing questions* from text :

Question : Does hots effect you to be able to answer the question from the text?

Answer : Yes, Hots effects me to answer the question from the text.

Question : How does Hots effect you to be able to answer the question from the text?

Answer : By helping me analyse the text in-depth, making it easier to answer questions based on relevant information.

6. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of *Developing personal connections* with text:

Question : Does Hots effect you in making personal connection from the text?

Answer : Yes, Hots effects me to make personal connection from the text.

Question : How does hots effect you in making personal connection from the text?

Answer : By helping me identify elements of the text that are relevant to my experiences or views.

7. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Elaborating in a form of *Discussing the text with others* :

Question : Does Hots effect you to be able to discuss the text with other students?

Answer : Yes, Hots effects me to discuss the text with other students.

Question : How does Hots effect you to be able to discuss the text with other students?

Answer : By improving my ability to think critically and express opinions

logically when discussing with other students.

8. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Synthesizing in a form of *Connecting two or more concepts from the text*:

Question : Does Hots effect you to find that is not challenging to connect two or more ideas from the text?

Answer : Hots does not really effect me to connect two or more ideas from the text.

Question : How does Hots effect you to find that is not challenging to connect two or more ideas from the text?

Answer : Hots does not really affect my ability to connect two or more ideas from the text because this ability is more often supported by a deep understanding of the content of the text.

9. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Synthesizing in a form of *Comparing different ideas from the text*:

Question : Does Hots effect you to be able to compare different ideas from the text?

Answer : Yes, Hots effects me to compare different ideas from the text.

Question : How does Hots effect you to be able to compare different ideas from the text?

Answer : By giving me a more critical perspective so that I could compare different ideas more systematically.

10. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Synthesizing in a form of *Contrasting opposing perspectives from the text*:

Question : Does Hots effect you to think that is not difficult to contrast opposite perspektives from the text?

Answer : Yes, Hots effects me to contrast opposite perspektives from the text.

Question : How does Hots efect you to think that is not difficult to contrast opposite perspektives from the text?

Answer : By helping me identify differences in arguments or viewpoints more clearly.

11. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Synthesizing in a form of *Integrating across multiple positions*:

Question : Does Hots effect you to be able to integrate different points of view or opinions in a certain context?

Answer : Yes, Hots effects me to integrate different points of view or opinions.

Question : How does Hots effect you to be able to integrate different points of view or opinions in a certain context?

Answer : By helping me see the connections between different points of view and integrate them into a logical conclusion.

12. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Synthesizing in a form *Questioning the conclusions of the text*:

Question : Does Hots effect you to find that is not struggle in challenging the conclusions from the text you read?

Answer : Yes, Hots effects me to challenge the conclusions from the text.

Question : How does Hots effect you to find that is not struggle in challenging the conclusions from the text you read?

Answer : By increasing my confidence to analyse and question the conclusions in the text.

13. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Applying in a form of *Using the information from the text in a new context*:

Question : Does Hots effect you to be able to use the information in a new context?

Answer : Yes, Hots effects me to use the information in a new context.

Question : How does effect you to be able to use the information in a new context?

Answer : By helping me understand how the information can be applied in different situations or is relevant if the information in the text is current. we can use the data available from various references both library references and from the internet.

14. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Applying in a form of *Incorporating information from the text*:

Question : Does Hots effect you in implementing Information from the text?

Answer : Hots does not really effect me to implement Information from the text

Question : How does Hots not really effect you in implementing Information from the text?

Answer : Hots does not really affect me in applying the information from the text because the application depends more on the specific need or context.

15. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Applying in a form of *Solving a new problem with information from the text*:

Question : Does Hots effect you to be able to solve a new problem with information from the text?

Answer : Yes, Hots effects me to solve a new problem with information from the text.

Question : How does Hots effect you to be able to solve a new problem with information from the text?

Answer : By providing critical thinking guidance that assists in solving new problems using information from the text

16. Based on the result from the interview with a student in class XII-1 on 14 December 2024 about Applying in a form of *Discovering common variables across different scenarios*:

Question : Does Hots effect you in identifying common factors across different situation from the text?

Answer : Yes, Hots effects me to identify common factors across different situation from the text.

Question : How does Hots effect you in identifying common factors across different situation from the text?

Answer : By helping me recognise patterns or similarities that may be hidden across the different situations described in the texts

The Result of Interview with The 3rd Student about The Effect of HOTS on Students' Critical Reading

(interview script)

1. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Elaborating in a form of *Annotating* text :

Questions : Does Hots effect you to make annotations after reading the text?

Answer : Yes, Hots effects me to make annotations.

Question : How does Hots effect you to make annotations after reading the text?

Answer : Hots influenced me to annotate after reading the text because it helped me provide a way to identify important elements. Annotating what additional information I can infer from the text, which means I identify the main idea, important information, and then the relationship between the text.

2. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Elaborating in a form of *Speaking to the text* :

Question : Does Hots effect you in speaking to the text while reading crtically?

Answer : Yes, Hots effects me to speak to the text while reading crtically.

Question : How does Hots effect you in speaking to the text while reading crtically?

Answer : By questioning the text means that I am talking to the text. there are things that I question like I question oh is this argument strong or not oh where does this argument come from. Then I will see what supports those arguments.

3. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Elaborating in a form of *Self-explaining* text :

Question : Does Hots effect you to find that easy to self-explain while reading critically?

Answer : Yes, Hots effects me to self-explain while reading crtically.

Question : How does Hots effect you to find that easy to self-explain while reading crtically?

Answer : By Hots I will be much easier and understand and explain the information because with what I read I am invited to understand with the text, I connect it with things I already know, and with the text that makes me question the text. so that when I want to explain to myself I am not re-explaining the text but I understand and interpret from my own mind with the knowledge I have.

4. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Elaborating in a form of *Expanding notes* from text :

Question : Does Hots effect you to find that is easy to expand notes from the text you read?

Answer : Yes, Hots effects me to expand notes from the text.

Question : How does Hots effect you to find that is easy to expand notes from the text you read?

Answer : Hots makes me much more critical and detailed on the most important note which is how I can add to the note itself. By Hots itself we question in the notes themselves for example this is the main idea, this is the argument. then there will also be a conclusion from myself, how my perspective or a new perspective for me can elaborate on the information from the text itself.

5. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Elaborating in a form of *Addressing questions* from text :

Question : Does hots effect you to be able to answer the question from the text?

Answer : Yes, Hots effects me to answer the question from the text.

Question : How does Hots effect you to be able to answer the question from the text?

Answer : By analysing and thinking critically about the content of the text, Hots influenced me to be able to provoke my mind to be able to interpret the answer itself. By analysing then elaborating with my previous knowledge and with these various decisions, I was finally able to answer the question from the text.

6. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Elaborating in a form of *Developing personal connections* with text:

Question : Does Hots effect you in making personal connection from the text?

Answer : Yes, Hots effects me to make personal connection from the text.

Question : How does hots effect you in making personal connection from the text?

Answer : By Hots I can imagine or analogise with personal experiences or real situations, how we can elaborate our existing knowledge with questions from the text itself. So I can imagine oh in a real situation the solution is like this, in a real situation that must be proven is like this. Hots makes me visualise experientially or real situations so that I can easily understand it.

7. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Elaborating in a form of *Discussing the text with others* :

Question : Does Hots effect you to be able to discuss the text with other students?

Answer : Yes, Hots effects me to discuss the text with other students.

Question : How does Hots effect you to be able to discuss the text with other students?

Answer : With Hots itself, I can convey clearer and more critical ideas in discussions with other students. I can exchange ideas, what do you think about this problem and all kinds of things. so that there will be a place for discussion and maybe from various perspectives finally create one answer after evaluate and analysis.

8. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Synthesizing in a form of *Connecting two or more concepts from the text*:

Question : Does Hots effect you to find that is not challenging to connect two or more ideas from the text?

Answer : Yes, Hots effects me to connect two or more ideas from the text.

Question : How does Hots effect you to find that is not challenging to connect two or more ideas from the text?

Answer : By Hots I can know what the relevance of the ideas in the text is by relating them to the relevant context, which means I see what the alignment is, why these ideas are arranged evenly with me analysing.

9. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Synthesizing in a form of *Comparing different ideas from the text*:

Question : Does Hots effect you to be able to compare different ideas from the text?

Answer : Yes, Hots effects me to compare different ideas from the text.

Question : How does Hots effect you to be able to compare different ideas from the text?

Answer : By analysing why these ideas arise. oh these ideas aim for different things. how can I differentiate them using a critical approach, so that later a conclusion or an answer is created by concluding something about the basis of the purpose of the ideas themselves.

10. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Synthesizing in a form of *Contrasting opposing perspectives from the text*:

Question : Does Hots effect you to think that is not difficult to contrast opposite perspektives from the text?

Answer : Yes, Hots effects me to contrast opposite perspektives.

Question : How does Hots efect you to think that is not difficult to contrast opposite perspektives from the text?

Answer : Hots made it easy for me to identify different perspectives, opposing arguments, and then I would evaluate those arguments. So that I know the reason and the purpose of the different perspectives.

11. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Synthesizing in a form of *Integrating across multiple positions*:

Question : Does Hots effect you to be able to integrate different points of view or opinions in a certain context?

Answer : Yes, Hots effects me to to integrate different points of view or opinions.

Question : How does Hots effect you to be able to integrate different points of view or opinions in a certain context?

Answer : By bringing together different opinions within a larger framework, for example, if I read a conflicting argument, I can identify that oh there are key elements why it can be

contradictory why it can be considered a strong argument and I combine it so that it can be a more balanced conclusion so that I can integrate different views or opinions.

12. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Synthesizing in a form *Questioning the conclusions of the text*:

Question : Does Hots effect you to find that is not struggle in challenging the conclusions from the text you read?

Answer : Yes, Hots effects me to challenge the conclusions from the text.

Question : How does Hots effect you to find that is not struggle in challenging the conclusions from the text you read?

Answer : By evaluating the conclusion of the text itself, whether the idea is relevant from beginning to end, then whether the conclusion is supported by sufficient evidence or just assumptions, or perhaps to the point of making a suggestion.

13. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Applying in a form of *Using the information from the text in a new context*:

Question : Does Hots effect you to be able to use the information in a new context?

Answer : Yes, Hots effects me to use the information in a new context.

Question : How does effect you to be able to use the information in a new context?

Answer : Hots allows me to apply the new information in different situations. If the text is about for example the utilisation of time, I can also apply it in my daily life so with the context of understanding oh we have to utilise time like this, the reason is like this, the way is like this and yes with that, I can implement the information in a different context.

14. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Applying in a form of *Incorporating information from the text*:

Question : Does Hots effect you in implementing Information from the text?

Answer : Yes, Hots effects me to implement Information from the text.

Question : How does Hots effect you in implementing Information from the text?

Answer : With the host I understand the information much more deeply like the previous question seeing oh the information is like this, which means if I know what the purpose for, how

the practice, and what the benefits for. Which means with all these thoughts I will apply the information from the text.

15. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Applying in a form of *Solving a new problem with information from the text*:

Question : Does Hots effect you to be able to solve a new problem with information from the text?

Answer : Yes, Hots effects me to solve a new problem with information from the text.

Question : How does Hots effect you to be able to solve a new problem with information from the text?

Answer : With Hots, it allows me to identify what are the important elements of the text so that I can use them to solve more complex problems. with Hots itself, it makes me think structurally about why it happened, based on several things, one is the background, then why is this important, etc.

16. Based on the result from the interview with a student in class XII-1 on 15 December 2024 about Applying in a form of *Discovering common variables across different scenarios*:

Question : Does Hots effect you in identifying common factors across different situation from the text?

Answer : Yes, Hots effects me to identify common factors across different situation from the text.

Question : How does Hots effect you in identifying common factors across different situation from the text?

Answer : By Hots, I see that there are common patterns or factors that are applied. for example, in education and work, there will be patterns that can be identified in order to better understand and adapt to these patterns and also to better understand the context.

The Result of Interview with The Student about The Implementation of HOTS

(interview script)

1. Based on the result from the interview with student in class XII-1 on 20 September 2024 about Analyze in a form of *Differentiating* text :

Questions : How do you *differentiate* a text when reading critically?

Answer : I think myself, differentiating is involving how I will distinguish facts, opinion and assumptions. We requires to know what the authors think about how they are going to deliver those texts, what the purpose, and audiences itself. The differentiation also how that I am going to recognize the text general and context, which is going to be influencing and resembling all of the meaning.

Question : How do you distinguish between relevant and irrelevant information in the text?

Answer : I think first of all focus on the main argument of the text and its purpose. I also think that there are few of key words that involve in that kind of text information that directly support the text or profiles critical context is relevant. And while I'm searching the keyword itself maybe we're talking about population, then I'm going to search the key word talking about how it is going to impact the population , how that is going to maybe increasing or decreasing of a population itself. The irrelevant information on the other hand tends to be tangential repetitive or maybe

just going to be some failures to the central argument itself.

Question : How do you focus on and select the most important aspects of the text when reading critically?

Answer : I think that I need to analyze and identify the key concepts of claims and evidence that support the main arguments. There is an argument in it, and the important aspects is the reasons in it. And I'm going to look for the patterns repeated teams and central ideas these prioritized. Yeah I know like there are some arguments but the thing is why those argument exist there and why those argument is great by searching the reason itself to fulfilling those purpose of argument itself why argument is called an argument because it has reasons behind it and that is the reasons that I need to look for.

2. Based on the result from the interview with student in class XII-1 on 20 September 2024 about Analyze in a form of *Organizing* text :

Question : How do you *organize* information from a text when reading critically?

Answer : First of all I need to understand the text itself, what is going to deliver between the premise and the end of the text. I know that there is a purpose

in it, meaning that I could be you know knowing the strategies of that. I could summarize. I think how I'm going to organize by if I can explain it to people easily meaning that I already know how to organize the information itself. Maybe I will use also note taking and also official tools such as concept maps or maybe I'm going to highlight that okay this is the important information and kind of like that. So how my brain is going to be organize it and by helping it using the external health such as not thinking visual tools and kind of like that.

Question : What strategies do you use to identify key information and structure it within the text?

Answer : I think I am going to look at the topic sentence statements and how that is going to be transitions. These often highlight the structure and the flow of argument by marking the important sections or writing itself can help me to identify or maybe retaining some information behind it.

Question : How do you integrate different parts of the text to form a coherent understanding?

Answer : Simply, I'm going to synthesize it by linking ideas together I am going to

compare each other and different section of how those individual arguments have been correlated to each other how it going to be contributed to the whole text itself. I am going to know what's the connection between the evidence, reason, and conclusion.

3. Based on the result from the interview with student in class XII-1 on 20 September 2024 about Analyze in a form of *Attributing* text :

Question : How do you *attribute* meaning to a text when reading critically?

Answer : Personally, I think about what is the whole context about the text. I am going to understand the author about the background and historical. Because these kind of things can shape how I am going to interpret the meaning itself.

Question : How do you identify the author's point of view, bias, and underlying intent in the text?

Answer : First of all, I am going to choose how the author' word choices, there are tone or even about certain of facts. From that point of view can be revealed arguments, assumption or even that they are going to addresse something that they dislike on their arguments. For example bias is going

to be showed through about how that the presentation itself whether that the author liking or disliking it. The bias will be shown on their word choice.

Question : How do you deconstruct the text to reveal underlying values and perspectives?

Answer :To reveal underlying values and perspective I think I need to read a lot of books so that I could identify it. Because underlying values are kind of that need to interpret by our own consequences with our own mind. So yeah I am going to analyze the whole text itself specify about the language for ideological assumption from my intuitive itself consider what the author emphasizes. so I am going to know what are the interests. I will search that and I am going to make my own hypothesis and constructing how the author is seeing these taks.

4. Based on the result from the interview with student in class XII-1 on 20 September 2024 about Evaluate in a form of *Checking* text :

Question : How do you *check* the accuracy and reliability of information in a text when reading critically?

Answer : First of all, I need to encourage my own literation, because it is really

needed. So that I could crosscheck the information itself with other credible sources. I am going to look up how other people refuse about it or even that it is valid or not by comparing those two more credible sources maybe just like journals website and kind of that and written by verified writer of course. And I am going to see the publisher itself whether these authors are really expert at the top at their job and searching the proof why the text is being credible.

Question

: What criteria do you use to evaluate the credibility of sources in the text?

Answer

: I think, I am going to consider in a lot of things as like the author qualifications whether they had made prestigious working from whole of their life, and the reputation from the publication itself whether that it is great at publicating something. And how teks has been refused by other people. So we need to know the point of view from other person too, so that if we are saying that “this is credible” meaning that we have on a collective conclusion supported by other trusted sources kind of like that.

Question : How do you detect inconsistencies or flaws in the arguments presented in the text?

Answer : Basically, I just look at the argument itself okay that there are some claims about it, but the thing is whether that the reason itself is really supporting the claims or not either that you just going to be not really specify the arguments and the claims like some logical fallacies or jumping logic just kind of like that. And also the second one is how that is going to be supported by the evidence or not.

5. Based on the result from the interview with student in class XII-1 on 20 September 2024 about Evaluate in a form of *Critiquing* text :

Question : How do you *critique* a text when reading critically?

Answer : First of all, I need to know where the critique about how the teks is going to be judged by reading a lot of books, journals or sources. And also I am going to evaluate soundness of the evidence about how the logic itself proving the clarity out of it and whether that the few points itself from all of it are fairly represented. That is how I am going to create a critique for content which represent the whole text.

Question : How do you assess the strengths and weaknesses of the arguments presented in the text?

Answer : I am going to evaluate is that the argument is supported by strong evidence and rely on the assumptions or with data. So basically whether that intuitive and data are fairly delivered considering where whether the conclusion are logically follow from the premises and how well the argument address the potential contra points.

Question : How do you judge the text against external standards or criteria?

Answer : I think, I am going to compare the text to theories that have already been established or maybe practices that already accepted, meanings that if it is going to against the external standards or criteria. And how the text itself will be colliding through the scholar or professional standard for accuracy, objectivity and relevance. How it is more alignment because I am going to provide a conclusion whether that I should be accepting it or not.

6. Based on the result from the interview with student in class XII-1 on 20 September 2024 about Create in a form of *Generating* text:

Question : How do you *generate* new ideas or solutions based on the text you read?

Answer : I can generate new ideas by synthesizing the text with other information identifying gaps or proposing alternative solution. I am going to use that as how I will create new ideas about alternative approach. And how that the argument itself is going to be applied into something new.

Question : Can you describe a situation where you created a new perspective or hypothesis from your critical reading?

Answer : In creating new perspective I might apply the text ideas to a new context challenging assumption or generating hypothesis.

7. Based on the result from the interview with student in class XII-1 on 20 September 2024 about Create in a form of *Planning* text :

Question : How do you *plan* your approach to understand and interpret a text critically?

Answer : First of all, I need to preview the text itself so I can get the overview. Then, I will create the clear objective meaning that I understood of how the point of view from the argument itself and the evidence behind it. Are there

some correlated links between those or not. And after that I will question what the author are saying is fulfilled enough with the evidence. And then I will break the reading into sections and focus on each part systematically and I'm going to questioning it and finding the answer itself in the text.

Question : What steps do you take to integrate multiple sources of information to deepen your understanding?

Answer : First of all, I plan to compare those informations. There are much more a different perspectives on the same topics. I am going to identify the areas of how it is going to be agree or disagree and which part is contradicted to each other. And I will synthesize the texts and understand it by simply explaining on my own language.

8. Based on the result from the interview with student in class XII-1 on 20 September 2024 about Create in a form of *Producing* text :

Question : How do you *produce* a coherent interpretation or response to a text based on your critical reading?

Answer : I can produce a coherent interpretation or response by using the evidence that support my interpretation. I will create my own

perspective from the text that has been delivered to me and ensuring that my argument is logical and based on evidence both the strengths and weaknesses of the original text. So I can produce coherent interpretation.

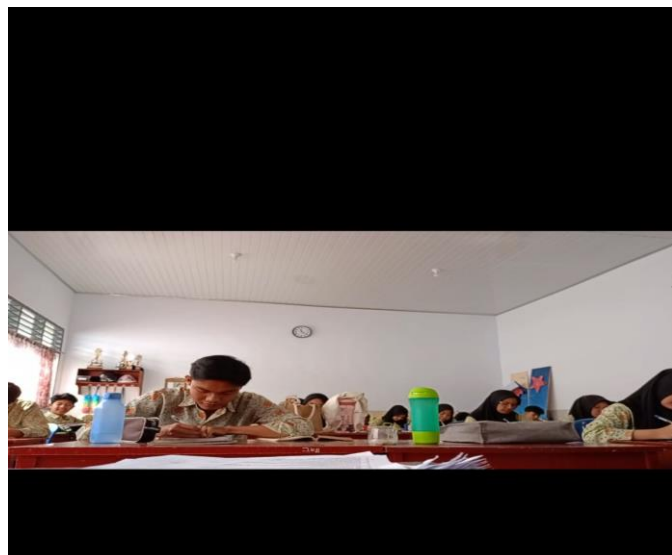
Question

: How do you use the information gathered from different sources to develop a new understanding or solve a problem?

Answer

: I use information from different sources involved first synthesizing it into a new argument or solution that draw on the strength of its source.

Documentation





BIOGRAPHY



Anisah Nur Hidayah was born in Jayaloka, June 13th 2001. She is the oldest daughter of Mr. Gunaryo and Mrs. Sarmilah. She has one younger brother. She finished her elementary school at SDN Trans Donorojo and graduated at 2012. She continued her study to Junior High School at SMPN Giriyoso and graduated in 2015. Then, she continued her studies at SMK Yadika Lubuk Linggau and graduated at 2018.

Furthermore, she decided entering State College of Islamic Studies (IAIN) Curup and chose English Tadris Study Program of Education (Tarbiyah) Departement. She graduated her study at IAIN Curup on 2025.