A Thesis

AN ANALYSIS OF STUDENT'S LEARNING READING STRATEGIES OF HOTS TEXT AT SECOND GRADE OF SMAN 3 BUKITTINGGI

Submitted as a partial Fulfillment of the requirement to Obtain Strata One (S1)

Degree on English Education Section



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ABSTRAK

Muhammad Fachrul Anshar (2316103) " Analisa Startegi Pembelajaran di Dalam Membaca Dada Teks HOTS di Kelas XI SMAN 3 Batusangkar", Skripsi, Institut Agama Islam Negeri Bukittinggi.

Penelitian ini di latar belakangi oleh permasalahan siswa kelas XI SMAN 3 Batusangkar. Pertama, beberapa siswa memiliki keterbatasan dalam pengetahuan strategi pembelajaran membaca yang benar, yang menyebabkan siswa menghilangkan sesuatu ketika mereka menulis. Kedua, beberapa siswa memiliki strategi membaca yang beragam sehingga membuat siswa tersebut memiliki kendala dalam pembelajaran. Ketiga, beberapa siswa kurang memahami penggunaan strategi pembelajaran baik dan benar dalam membahas soal HOTS. Pertanyaan peneliti dalam penelitian ini adalah apa saja strategi siswa dalam pembelajaran reading dan bagaimana mereka menggunakan nya. Tujuan dari penelitian ini adalah untuk mengetahui apa saja jenis dari apa saja strategi siswa dalam pembelajaran reading dan bagaimana mereka menggunakan nya.

Penelitian ini menggunakan metode penelitian campuran dengan kelas XI sebagai populasi penelitian. Sampel penelitian berjumlah 40 siswa yang di pilih melalui teknik purpossive sampling. Pengumpulan data dilakukan melalui tes dan kuesioner. Pada tes menulis, siswa di minta untuk memberi centang pada salah satu skala yang berisi 3 skor dan memberi alasan nya pada lembar pertanyaan. Dari penelitian, peneliti mendapat jawaban apa strategi siswa dan bagaimana mereka menerapkannya.

Hasil penelitian menunjukkan bahwa dengan menganalisis apa strategi pembelajaran membaca bahasa Inggris yang diterapkan pada teks HOTS, studi kasus di SMAN 3 Batusangkar, peneliti dapat menarik beberapa kesimpulan. Hasilnya sebagian besar siswa menerapkan strategi kompensasi 350 % dan sebagian siswa telah memilih 285%. Siswa memilih strategi kompensasi karena membantu siswa menebus kekurangan pengetahuan. Strategi pembelajaran sosial berarti beberapa siswa merespon dengan baik serangkaian pendekatan dari guru untuk menjadi peserta aktif di kelas melalui interaksi dengan orang lain dan berbagi pengetahuan yang siswa miliki.

Kata kunci: Strategi Belajar. Membaca, Teks HOTS.

ABSTRACT

M. Fachrul Anshar (2316103) "AN ANALYSIS OF STUDENT'SLEARNING READING STRATEGIES OF HOTS TEXT AT SECOND GRADE OF SMAN 3 BUKITTINGGI."

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This research was motivated by the problems of class XI students at SMAN 3 Batusangkar. First, some students have limitations in their knowledge of correct reading learning strategies, which causes students to omit something when they write. Second, some students have a variety of reading strategies that make these students have problems in learning. Third, some students do not understand the use of good and correct learning strategies in discussing HOTS questions. The researcher's question in this study is what are the students' strategies in learning reading and how they use them. The purpose of this research is to find out what types of strategies students have in learning reading and how they use them.

This study use mixed methods with class XI as the research population. The research sample amounted to 40 students who were selected through purposive sampling technique. Data was collected through tests and questionnaires. In the writing test, students are asked to tick one of the scales containing 3 scores and give reasons on the question sheet. From the research, the researcher got the answer what student's strategies and how they applied it.

The results showed that the analyzing of what english learning reading strategy of HOTS text applied, study case at SMAN 3 Batusangkar, the researcher can draw some conclusion. It's result is most of the student apllied compensation strategy 350 % and some of the students has choosen 285%. The student has chosen compensation strategy because it helped student made up for lack of knowledge. The social learning strategies meant some of the students responsed well to a set of approached from teacher to become active paticipants in class through interaction with others and sharing of knowledge the students have.

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Bukittinggi, January 2022

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problems

English is one of important course in Indonesia's school. This courses was introduced from elementary school, junior high school, senior high school and high academic school/ college. Some schools make this course introduced as additional course in their course list. English have four aspect,they consist of: speaking, reading, writing and listening. From these four aspects reading is the one of four aspect which most valuable for student because reading make someone discover information easily.

Richad and wilson state that reading is a first key in learning[1]. Reading makes someone achieve new information and skill in real life. Reading also reveal the "new world" and enrich living throghout book's source that have read. Nacerbouhedjam state that reading is the most impotant way of learning. Reading also develop evolution and feature someone for archieving accomplishment.

In reality, some people read but they don't comprehend about what they have read. In other hand, Some people can comprehend what they have read, this one occured because they have different reading strategy. Therefore, reading strategy is important. Realizing reading strategy is important for developing reading competent itself. Ahmad states that comprehending reading strategy is

[1] Richard and P.T "*IOSR Journal of Research & Method in Education (IOSR-JRME)"*,p 4.

important in developing student skill[2]. Through right reading strategy, someone can read effectively or can achieve as it should be.

There is a case that so many people read the source of reading but the result is unsatisfying. This happen because they read with LOTS (Lower Order Thinking Skill) Category. One of the cause of how low quality of Indonesia's academic is using of LOTS method. Hence, goverment and policy maker suggest that source of readable book should have HOTS quality.

Especially for higher students, they must not only have a lower order thinking (LOT), but also have to reach a higher order thinking (HOT). However, based on PISAwhich is reported by the Organization for Economic Co-Operation and Development (OECD), Indonesia is at 64 rank of 65 countries (OECD 2018). This result shows that most of Indonesian students still have low ability, if it is seen from cognitive aspect (knowing, applying, reasoning).

Beside student's achievements tend to decrease on all cognitive aspects that student's ability need to be increased, particularly reasoning aspect by teaching students to develope higher order thinking. It's because students should be able to make observations, ask questions, reason, and communicate what they have gained after receiving a lesson.

In addition, a knowledge can not be transferred directly from teacher to student. Students' specific ways to develop their critical thinking in reading. The English teacher's pedagogy to help his students to understand about English reading strategy, especially in developing HOTS or Higher Order Thinking Skills.

[2] Ahmad Abdullah "*IOSR Journal of Research & Method in Education (IOSR-JRME)",*p8

. Heong states higher order thinking is using the thinking widely to find new challenge. Higher order thinking demands someone to apply new information or knowledge that he has got and manipulates the information to reach possibility of answer in new situation

In addition, students have to think critically think about what they learn and they will get something new to use with. Students will throud the lesson with mentality and emotion experience in HOTS text.

Brookhart states that higher-order thinking conceived of as the top end of the Bloom's cognitive taxonomy[3]. The teaching goal behind any of the cognitive taxonomies is equipping students to be able to do transfer. "Being able to think" means students can apply the knowledge and skills they developed during their learning to new contexts. "New" here means applications that the student has not thought of before, not necessarily something uni-versally new. Higher-order thinking is conceived as students being able to relate their learning to other elements beyond those they were taught to associate with it.

Limbach and Waugh state To develop the ability to think critically, there are several steps that can be taken, namely: determine the learning objectives, teach through inquiry,practice, review, refine and improve understanding, and practice feedback and assess learning. If these steps are often applied in learning so ones might improve their higher order thinking skills.

It needs an assessment to see the development of higher order thinking. minister education and culture's regulation states, the assessment of study result

[3] Brookhart "*IOSR Journal of Research & Method in Education (IOSR-JRME)",*p20

by educator is information or data collecting process about student's achievements in attitude aspect, knowledge aspect, and skill aspect which is done systematically to observe the process, study progress, and study result improvement by giving an assignment and evaluation of study result.

Introducing the concept of HOTS in all subjects and as well as in English has been the national Issue in Indonesia. That one of the efforts to increase the education quality in Indonesia is through involving the concept of HOTS and critical thinking for students[4] at schools. Of course the concept of HOTS is also applied in the teaching and learning activity of English subject at Senior High School or at SMA, and as well as at SMAN 3 Batusangkar, Tanah Datar regency.

The writer lives in Batusangkar, close to SMAN 3 Batusangkar. It is one of an oustanding High School in Tanah Datar Regency, and Even in West Sumatra. The total of Senior High School in the Province of West Sumatra is 467, they are consist of 307 the public schools and 160 Private Senior High School. The Office of Education of West Sumatra reported that there are 27 of best SMA in the West Sumatra in 2020 based on the result of UTBK (Ujian Tulis Berbasis Komputer) and SMAN 3 Batusangkar placed the 9th in position[5].

From pre-research observation the writer got some information from the English teachers of this school (Arjus Putra, M.Pd and Marjohan, M.Pd), they stated that in teaching and learning English they both have adopted the concept of HOTS. The target for that is to make the students able to think in higher level for

[4] Yoki Ariyana, Ari Pudjiastuti M.Pd, Reisky Bestary, M.Pd, and Zamroni (2018).
Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi. Jakarta: Dirjen GTK-Kemdikbud
[5] https://www.tagar.id/daftar-27-sma-terbaik-di-sumbar-2020-berdasarkan-nilai-utbk

cognitif domain. They must be able to analyze, to evaluate and to create. They also involve concept of HOTS in reading activity. In conducting the reading test or reading exercise, they both paid attention whether the level of reading texts have been in criteria of HOTS. The book in tittle *Buku Penilaian Berorientasi Higher Order Thinking Skills*[6] can be one of the references.

It is stated in the book about the criteria of HOTS text. The reading text can be said to fullfill the criteria of HOTS if "it shows about transfer one concept to another, process and apply information, looking for links from a variety of different information, use the information to solve the problem, critically examine ideas and information".

So the reading text with HOTS are highly recommended for students in various forms of classroom assessment and school exams. The English teacher at this school use to help their students in HOTS progress. The English teachers (Marjohan,M.Pd) said that as HOTS has been national issue in teaching and learning process, so the genres of reading texts for High School, such as descriptive, narrative, report, news item, explanation, procedure, and discussion text, etc, must be set in HOTS level.

It does not mean that all students at SMAN 3 Batusangkar get the good score in their reading test. He said that some student achieved good score for reading comprehension, some time only 75% or 80 % and the rest achieved poor score, they need to study hard and improve their ways of learning English.

[6] Wiwik Setiawati, M.P, Oktavia Asmira, MT, Yoki Ariyana, MT, Reisky Bestary, M.Pd, and Ari Pudjiastuti (2019) Buku Penilaian Berorientasi Higher Order Thinking Skills. Jakarta: Dirjen GTK-Kemdikbud (http://repositori.kemdikbud.go.id/15158/1/Buku%20Penilaian%20HOTS.pdf)

The English teacher said that he ever conducted the reading comprehension test in the kind of texts are “analytical exposition, explanation and the personal letter” at the grade eleventh. The setting of reading texts items are in HOTS level.

The test participants were 36 students, they followed reading comprehension test of higher level in difficulty. He then displayed the raw score of students (see the appendix 6: Raw Score of Reading Test Student SMAN 3 Batusangkar (14 Oktober 2019). The students’ score average is 63,47. Meanwhile the standard of minimal score to write in their rapport book is 80.00. So it means there are some student who need to get the remedial class activity.

Again the English teacher explained that in his school “students who obtained the lower score or poor score in reading test does not mean that they are “poor quality students in English”. They are still smart ones. Why then some of them achieved “lower score for the reading test” ? Those conditions happened because they, possibly, they have no better preparation for the reading test. They do not ready in mentality for reading test at that time, or they gor bored because of over time for school academic burdens. Again to say that they are still smart students. As they are able to speak English fluently (courageoustly) but still have problem in reading at once.

To overcome students’ problem in “English reading activity” the teachers introduce the English reading strategies or motivated how and what to do based on videos shown to them. Or again (as the English teacher said) that the students themselves develop or find their own reading strategies. They possibly do not

know the terminology or the specific name for their learning strategies that they have practiced. The English teachers at school must know about "English learning strategies" because they got to know about this subject in college before.

Every learning process requires a manner or s strategy in order to achieve the good result in learning. Learning strategy is someone's specific action or specific way to understand about the language[7]. Learning stategy can contribute to make the student or a language learner success in learning of foreign language, such as learning the English.

The writer ever discussed with the English about his students' learning strategies and to name them. That students must have learning strategies, even they do not know the name of strategies. The reference of learning strategies for them can be found as the example. The question is given to the small group of students at grade eleventh in learning reading and answering the question. "Please mention your specific ways to understand the difficult question ?". And they responded:

Student 1 said "*saya mengingat kembali pengetahuan dan pengalaman yang relevan untuk membangun makna dari teks* (I recall relevant knowledge and experience to construct meaning from the text)".

Student 2 said "*saya mencari berbagai sumber untuk memilih informasi yang sesuai untuk menjawab pertanyaan, mendefinisikan kata dan memecahkan masalah, atau mengumpulkan informasi* (I searched various sources to select

[7]Abdalmaujod A Hardan (2013). Language Learning Strategies: A General Overview. Ramadi:University of Anbar (https://core.ac.uk/download/pdf/82653331.pdf)

appropriate information to answer questions, define words and solve problems, or gather information).

Student 3 said "*saya serious dalam belajar, terlibat dalam dialog tentang teks dengan teman dan guru, atau saya tanya jawab sendiri, atau saya membuat pertanyaan, dan menjawab pertanyaan sendiri* (I am serious about learning, engaging in dialogue about the text with friends and teachers, or I ask and answer myself, or I make up questions, and answer questions myself).

From three kinds of student's activities in understanding the hot text, they can have the name. The previous student's learning strtegy is called "activating" and the second strategy is searching-selecting, and the third is questioning[8]. Therefore it can be stated that every student must have several strategies in understanding the HOTS text and their strategies can be found their learning strategy references. So, to understand the HOTS text in reading, that the students find out and apply their learning strategies.

Why are the students of SMAN 3 Batuangkar able to comprehend the text of reading in higher level difficulty (HOTS level) in their reading test ? That because of they have and apply the English learning strategies.

The writer as the student of English Departement has curiosity to find out about how and what kind of learning strategy the students of SMAN 3 Batusangkar often apply every time they are given the HOTS text by their English teacher. For this he proposes his final project (*skripsi*) in tittle: An Analysis of

[8]Elaine K. McEwan (2014) Teach the Seven Strategies of Highly Effective Readers. New York: AdLit.org (http://www.adlit.org/article/19844/)

Learning Strategies in Reading Material of HOTS Text (Case Study at SMAN 3 Batusangkar).

B. Identification of the problem

Based on the background above and the writer's note during his pre observation visit (talk with the English teacher), there are several problems need to be identified, they are as follows:

1. Some student doesnt know specific ways to develop their critical thinking in reading.
2. Most of student involved their emotion or mentality experience in HOTS reading text.
3. Some student are not be able to move from LOTS into HOTS in thinking
4. Some student cannot applied part of HOTS, such as analyze, evaluate and create, in English reading text.
5. Some student describing part of HOTS (such as analyze, evaluate and create) integrated to comprehend the English text classified as HOTS text.

C. Limitation of the problem

Based on the identification of the problem above, this research focus On: An Analysis of Student's Learning Strategies in Reading Materials of HOTS Text (Case Study at SMAN 3 Batusangkar).

D. Formulation of the problem

Based on Identification and the limitation of the problem, so the formulation of this study:

1) What are the student's Learning Strategies in Reading Materials of HOTS Textapplied (Case Study at SMAN 3 Batusangkar) ?

2) How are the student's Learning Strategies in Reading Materials of HOTS Textapplied (Case Study at SMAN 3 Batusangkar) ?

E. Purpose of the problem

To answer the research question, the objective of the research are:

1) What are the student's Learning Strategies in Reading Materials of HOTS Textapplied (Case Study at SMAN 3 Batusangkar).

2) How are the student's Learning Strategies in Reading Materials of HOTS Textapplied (Case Study at SMAN 3 Batusangkar).

F. Significance of the research

The writer ho pes this research can be useful :

1. The teacher

The result of this study can give solution to the teachers, especially the English teachers at eleventh grade of SMAN 3Batusangkar to improve his students reading strategy ability.

2. The students

This research is expected to make the students have improvement in reading strategy ability.

3.The researcher

The research getting experience from the research and fulfill the requirement to get undergraduate bachelor degree (S1) at IAIN Bukittinggi.

G. Definition of the Key Terms

Some terms used in this research needed to be defined in order that it can avoid the misunderstanding based on the research in title "An Analysis of Learning Strategies in Reading Material of HOTS Text (Case Study at SMAN 3 Batusangkar).

1. Learning Strategies are steps taken by learner to enhance their learning.
2. Reading Strategy are specific learning strategy taken by leaner to improve their reading lesson.
3. Reading Materials are specific discipline of reading which have to be learned by learner.
4. HOTS is a student's ability in learning using the stage of analyze, evaluate, and create.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter the researcher makes the reviews of some related literatures used for this study. The explanation includesdefinition of reading strategy , the purpouse of reading strategy, types of reading strategy, defintion of HOTS, concept of HOTS, purpouse of HOTS, and the types of HOTS.

A. Review of Related Theories

1. The Nature of Reading Strategy

a. Definition of Reading Strategy

Reading is crucial part in learning activity. For understanding what they read, they must have their own style, skill or strategy. To read certain text, and especially for difficult text or high level text, it needs the reading skills. At school teacher and students need to know about reading strategies. It is helpfull for teacher to teach and for students to learn. Ontario states reading skills and strategies are important parts while students are learning subject-specific content through authentic reading tasks[9].

Based on the explanation above, there are various student's style refers to their own way in comprehending what they are reading. But students have to use reading strategy to fulfil the learning activity's need with help from teacher.

The strategies in reading vary within individuals from moment to moment as the specific problems and contexts change. between strategies and styles. Chamot states that styles are "consistent and rather enduring tendencies and preferences within an individual". Styles are what distinguish you from others they are rather consistent and defy changes. Strategies on the other hand, vary within individuals from moment to moment as the specific problems and contexts change. Chamot[10] emphasizes the distinguishing feature of the strategies is consciousness.

[9] Ontario,2004, *Think literacy : Cross curricular approaches Grades*, 7 – 12, Vol 7.
[10] Chamot (2005) cited in Brown 2007

Based on the explanation above, the each person has their own strategy in learning reading depend on their learning consisency and individual preferences. The learner will use proper style of learning depend on learning context.

Third, Pani states that reading strategies are also defined as the mental operations involved when readers approach a text effectively to make sense of what they read[11]. That good readers apply more strategies more frequently and more effectively than poor readers.

Based on the explanation above, the learners have to understand the context of reading strategy because its quitely important for the learner to get the meaning of the text effectively and the learner will get the point about what they read if they really involve the reading strategy in their process.

So the conclusion of the definition of reading strategies above, there are several ways that reading strategies may be defined as the conscious, internally variable psychological techniques aimed at improving the effectiveness of or compensating for the breakdowns in reading comprehension, on specific reading tasks and in specific contexts. That in academic, the students need to apply or to understand about reading strategy. Since reading materials constructed in HOTS text so they should increase their cognitive level, too.

b. The Types of Reading Strategy

There are several experts discuss about the way of understanding reading. First isRebecca L. Oxford. In her book "Language Learning

[11] Pani, S. (2004). Reading strategy instruction through mental modeling. ELT Journal 58, 355-362 (https://files.eric.ed.gov/fulltext/ED502937.pdf).

strategies". In general, she says there are two big learning strategy, also for reading strategy; they are direct strategy and indirect strategy. For direct strategy, they are memory strategy, cognitive strategy, and compesation strategy. For indirect strategy, they are metacognitive strategy, affective strategy, and social strategy[12]. Her concept about English learning strategy is popular enough. Her book is used widely by English departement student especially on the subject of learning strategy. She views English learning strategy on 4 aspects; listening, writing, speaking and reading.

Reading strategy from point of view direct strategies consist of memory strategy, cognitive strategy, compensation strategy. To understand reading text, the learner will learn creating mental linkage, applying, applying images and sounds, reviewing well and employing action. In cognitive strategy the learner will practice about reviewing and sending message, analyzing and reasoning, and creating structure for input and output. In compensation strategy, the learner will have lesson about guessing intelligently and overcoming limitation[13].

As in the theory of English learning strategy by Rebecca L.Oxford, there are two general leaning strategies, they are the direct and indirect strategy. How about to apply the direct strategies in reading ?

The explanation about direct strategies for reading skill. There will be about metacognitive strategy, affective strategy, and social strategy. In metacognitive strategy the learner will learn about centering your learning,

[12] Rebecca L.Oxford, *Language Learning strategies*, Vol 16-21
[13] Rebecca L.Oxford, *Language Learning strategies*, Vol 37-40

arranging and planning your learning, evaluating your learning. In effective strategy the learner will face about lowering your anxiety, encouraging yourself and taking your emotional temperature. For social strategy there will go through asking question, cooperating with others, and emphasize with others[14].

Oxford[15] has wider concept on learning strategies. When her concept connected with point of higher thinking domain[16], as it is called "C4 (analyze), C5 (evaluate) and C6 (create) so the learning strategy for this is as follows:

1). Analyze

The learners or students separate the concept into several components and linking each other to obtain the understanding of the concept as a whole through the strategy:

a) Analyze or guessing intelligently of using linguisic clues

b) Analyze or guessing intelligently of using other clues

c) Centering his or her lesrnig of analyzing

d) Overviewing and linkig with already known materials

2). Evaluate

The learners or students detemines the degree of somthing based on certain norms, criteria of standard throuh the strategy:

[14] Rebecca L.Oxford, (1990). Language Learning Strategies. New York: Heinle & Heinle Publisher.
[15] Ibid .
[16]Brookhart, S. M. (2010). How to Assess Higher-Order Thinking Skill in Your Classroom, Virginia:

a) Reviewing well

b) Structured review

c. Guessing inelligently of evaluate and using linguistic clues

d) Guessing inelligently of evaluate and using other clues.

e) Centering intelligently of evaluate

f). Overviewing and linking with already known material

3) Create

Students or the learners have the ability to combine elements into a new form as the whole. The learners or the students have the ability to combine into a new form as the whole and broadly, or to make a something original throgh the strategy:

a) Creating mental linkages by associating/ elaborating

b) Creating structure for input and output by reasoning deductively.

c) Creating structure for input and output by analyzing expression.

d) Creating structure for input and output by analyzing contrastively (across languages)

e) Creating structure for input and output by translating.

f) Creating structure for input and output by transferring.

g) Creating structure for input and output by taking notes.

h) Creating structure for input and output by summarizing

i) Creating structure for input and output by highlighting

Second is Joan Rubin and Irene. Their idea also can be applied for reading strategy[17].The strategy are as follow : find your own way, organize, be creative, make your own opportunies, learn to live with uncertainly, use mnemonics, make errors work, use your linguistic knowledge, let context help you, learn to make intelligent guesses, learn some lines as wholes, learn formalized routines, learn production techniques, and use different styles of speech. This strategy called better language learner learning strategy.

Those learning strategies are used for English in general and can be applied for the specific part such as for reading. Then they can be mentioned as reading strategies as well.

Based on the explanation above, it can be used to analyze the English learners in comprehending the English reading text with higher difficulty level or text with HOTS. Step by step, learner break down the point of text with their own way first. When it comes to the main isseu of the text, it needs their creativity and context mastery to bring them guessing intelligently. After some practice they will get specific technique in reading and use different style based on what they have learned.

Third, Douglas Brown state the strategy for success, his idea also can be applied for reading strategy[18]. They are as follow: Learner

[17] Joan Rubin & Irene Thompson, *Be amore succesful language learner*, Vol 49-89

[18] Brown, H. Douglas. 2002. *Strategies For Success: a Practical Guide to Learning English*. New York: Longman.

Preferences, Discovering Learning Style, Left Brain and Right Brain Processing, Reading Motivation and Setting Goal, Developing Self Confidence and, Learning to Take a Risk, Seven Kinds of Intelligences, The Influence of Native Languages, Cultural Differences, Using Individual Learning Strategies, Using Group Strategies, and Strategies for Taking Tests The subtittles above, of course, completed with the learning strategy for each. They then can be used to refer to English reading strategy.

Fourth, Two early models of reading labelled 'top-down' Goodman and 'bottomup' Smith emerged from reading research in English as a first language (EL1) and influenced the conceptualisation of L2 reading into what was thought to be two fundamentally different approaches to text. Top-down processes were characterized as higher-level processes, such as discerning meaning at whole text-level and using schemata or background knowledge to support comprehension. Bottom-up processes included so-called lower-level processes, such as identifying words and basing comprehension on meanings at word or phrase level..[19]

Based on explanation above, when it comes to top down the teacher guides the instruction, the activity, the conversation and the specific deeds. In this approch, the student receives knowledge from teacher that the teacher itself test the student from learning activity. The

[19] Goodman and smith, *reading strategy, Vol 2*

teacher build greater understanding and clarifying the confusion of the student. In bottom up, the student will learn through the processing when someone tries to understand the text by grammatical, vocabulary and other structure then they will move slowly to understand the whole text.

Fifth, The strategy is thinking aloud. To best gain access to a reader's sophisticated process of reading comprehension and strategy use, thinking aloud provides a powerful means to obtain this mental data, and verbal protocol analysis can lead to new insights into reading strategies, reader responses and characteristics, as well as the influence of situational variables .

Afflerbach and Smith states The technique of thinking aloud while reading requires readers to express their thoughts from their short-term memory at specific intervals; this makes covert mental processing overt and provides direct evidence of the internal reading process performed by readers while engaged in the task of reading [20].

In reading research, although the use of think-aloud protocols as a source of data and verbal protocol analysis as a research tool was ever criticized for potential limitations related to interference in the cognitive process and challenges to the validity of verbal report data, researchers and instructors who are interested in using the think-aloud technique for examining and supporting learners' reading comprehension process have now generally agreed that once care is taken and used appropriately.

[20] Aflerbath and smith, *reading strategy, Vol 14*

Based on explanation above, the concept of thinking aloud quitely same with top-down process. But in thinking aloud the learner have to link the text with their experience in leaning process. The learner itself build their own though through the the reading process and clarify to the teacher about their doubtness.

Sixth, Another reading strategy is reading fluency. Chard, Vaughn, & Tyler state reading fluency is a critical skill that could be describe as a bridge that links between word recognition and reading comprehension through smoothing students' processing of information, students with learning disabilities often have deficits in the area of fluency which prevent them of successfully construct meaning of a written. That fluency difficulty is related to the students' inability to read sight words, failure to decode words, and deficits in accurately and rapidly read phrases and sentences.[21]

Based on explanation above, the context of reading fluency is ability read like speak. Because when someone speaking, it automatically they link word recognition and comprehension at the same time. The learner should read the text accurately to understand the point of sentences and phrases.

Seventh, Debra jacoby state When she taught elementary computer science in the past, I relied on a combination of gamified line coding platforms such as Kodable, robots like Wonder Workshop Dash, and

[21] . Chard, Vaughn, & Tyler ,*Effective Reading Strategies for Increasing the Reading Comprehension Level of Third-Grade Students with Learning Disabilities,* Vol 21

physical computing products like Makey Makey. While the idea behind physical computing is to allow students to interact with more than just the screen, during the pandemic simulators gave computer science teachers a way to offer coding lessons under hybrid conditions that allowed students to run their programs virtually with fake physical computing.[22]

A simulator is a program that generates an artificial view in order to create as close to a real-life situation as possible for the user. Since researchhas found that users can learn through simulations and then transfer the knowledge to the programs for the actual objects at a later point, simulators may be here to stay. The initial benefit in our hybrid class was that whether the student was at home learning online or in the classroom, they didn't miss out on the lesson.

A number of virtual coding simulators offer Bluetooth or transferable options when students are ready to use the actual products. This means that schools weighing choices about which products to purchase can road-test the simulators first and then decide if the product will work for their community.

Based on the explanation above, The learner learn through the simulator to proceed their actual knowledge. The school have to provide the program for reducing the difficulties of the student.

The knowledge about reading strategis are helpfull for the English learner to read the reading text in HOTS level. They are helpful as well as

[22] Debra jacoby, *Reading strategy,* Vol 6

for the English teacher in teaching HOTS reading. The theories of reading strategy explained by Rebecca L.Oxford, Joan Rubin & Irene Thompson, and Brown, H. Douglas can be the referrence. Those reading strategies are not the rigid rules. Every one and who ever may adopt and apply them suit to their interest.

2. The Nature of HOTS

a. Definition of HOTS

There are some experts have made the definition of HOTS. First, Heong et al define that higher order thinking is using the thinking widely to find new challenge. Higher order thinking demands someone to apply new information or knowledge that he has got and manipulates the information to reach possibility of answer in new situation[23].

Based on the explanation above, the HOTS itself stands for learner thinking way in solving the problem in leraning process. The learner must having reasonal critical thinking in answering the question of the course that they are learning in and fulfilling the higher order thinking demands.

[23] Heong,Y.M.,Othman,W.D.,Md Yunos, J.,Kiong,T.T.,Hassan,R.,&Mohamad, M.M.2011.The Level Of Marzano Higher Order Thinking Skills Among Technical Education Student.International Journal Of Social And Humanity, Vol. 1(2) July, 2011: 121-125 (http://ijssh.org/papers/20-H009.pdf)

Second, Zohar clarifies the dimensions of HOT seems helpful for future reference of teachers and researchers alike[24]. He summarizes the knowledge to teach thinking into "knowledge of elements of thinking" together with the four sub-categories, namely Knowledge of individual thinking strategies–making comparisons, formulating justified arguments, drawing valid conclusions, etc. ,Knowledge of genre of thinking–argumentation, inquiry learning, problem solving, critical thinking, scientific thinking, creative thinking, etc. , Knowledge of metacognition–thinking about own thinking and Knowledge of additional issues – thinking dispositions (habits of mind), culture of thinking, etc.

Based on the explanation above, each of learner might have individual skill which make learner be able to create different opinion. The teacher have to guide the learner choose the strategy based on their own background. Then,The teacher have to know what type or genre the student thinking on. The teacher should understand the metacognitive of the student and what main issues when they are thinking.

Then, Brookhart, S. M defines about HOTS. He says that HOTS can be defined into three categories: those that define higher-order thinking in terms of *transfer*, those that define it in terms of *critical thinking*, and those that define it in terms of *problem solving*[25].Especially for higher students,

[24] Zohar, A. (2013). Challenges in wide scale implementation efforts to foster higher order thinking (HOT) in science education across a whole wide system. Thinking Skills and Creativity, 10, 233-249. Retrieved from http://ac.els-cdn.com/S1871187113000412/1-s2.0-S1871187113000412-main.pdf?

[25] Brookhart, S. M. (2010). How to Assess Higher-Order Thinking Skill in Your Classroom, Virginia: ASCD

they must not only have a lower order thinking (LOT), but also have to reach a higher order thinking (HOT).

Based on explanation above, the teacher have to courage the student using high order thinking such as give them stimulus and the learner try their best to answer the teacher question.

Then, the students need to understand the concept about HOTS. There are three definitions of HOTS, they Explaining high level thinking in terms of transfer, Explaining in terms of critical thinking, and Explaining in terms of problem solving.

The first is HOTS in terms of transfers. Brookhart[26] explained that the aim of teaching in cognitive taxonomy is to prepare students for transfer. HOTS is understood by students to link learning with elements that have been previously learned. The teacher hopes that students can prepare students to go to the world and be ready to do their own thinking without relying on the teacher to give assignments done because life outside of school is better to give students some opportunities in applying knowledge from school.

The second part is HOTS as critical thinking. Brookhart[27] explained that, 'being able to think' means students can apply good judgment or make argumentative arguments. One of the characteristics of knowledgeable people is to argue, reflect and make their own decisions.

[26] Brookhart Susan M. 2010 How to Asses High-Order Thinking Skills in Your Classroom. Alexandria; ASDC Member Book. p. 3.
[27] Brookhart Susan M. 2010 How to Asses High-Order Thinking Skills in Your Classroom. Alexandria; ASDC Member Book. p. 3.

Next, assessment is very important in higher order thinking tasks such as assessing trusted sources.

From the definitions above, they can be concluded that HOTS defines in terms of transfer of thinking widely, element of thinking, critical thinking, and problem solving.It views widely to find new challenge, demans to apply new information or knowledge that need to manipulate the information to reach possibility of answer in new situation.

b. The Role of HOTS

The HOTS itself stand for higher order thingking skill. Indriyana states HOTS[28] is the level of thinking that emphasizes the application of knowledge that has been received, the examination of reflections, problem-solving, decision making and formulating new things. The students need to have HOTS, at least it has two important roles for them, namely for critical thinking, and comprehending the reading text.

Based on explanation above, *Critical thinking* means the ability of mind to view or to think intellectually for something or for one concept about how to applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, *reasoning*, or communication, as a guide to belief and action.

[28] Indriyana, Bernadeta Siska and Kuswandono, Paulus (2019). Developing Students' Higher Order Thinking Skills (HOTS) in Reading: English Teachers' Strategies in Selected Junior High Schools. Yogyakarta: English Education Master's Program, Sanata Dharma University (http://dx.doi.org/10.33541/jet.v5i3.1313)

Brookhart states Critical thinking involves both cognitive skills and dispositions. Nowadays that to improve students' thinking quality so the school prescribe higher cognitive level material where the students need to think deeply or it is mentioned as critical thinking. For this the readers (the students) can be selective to encourage their reading, to concentrate on the specific reading tasks at hand, and to tolerate parts on the information that may not be understood.[29]

Based on the explanation above, higher level difficulty reading materials need higher level thinking skills or critical thinking. Progress school or education needs to incorporate critical reading and critical thinking into the classes. In modern society, even in everyday life people frequently need to deal with complicated public and political issues, make decisions, and solve problems.

In order to do this efficiently and effectively, students must be able to apply or evaluate critically to what they read[30]. So ones who have good focus in thinking can be mentioned as critical thinking people.

Reading process, especially for the reading with the texts in higher level difficulty, make the student to have HOTS. Concept of HOTS and critical thinking skills are indispensable. Critical thinking in reading "as a means for understanding of reading connection to current social structure. The reading expert describes critical thinking as analytical habits of thinking,

[29][29] Brookhart Susan M. 2010 How to Asses High-Order Thinking Skills in Your Classroom. Alexandria; ASDC Member Book. p. 7.
[30]Loni Kreis Taglieber (2003). Critical Reading and Critical Thinking. Florianópolis-Brazil: Universidade Federal de Santa Catarina (https://www.researchgate.net/publication/270669276_Critical_reading_and_critical_thinking)

reading, writing, speaking or discussing[31]. Critical in thinking in whole life in very good principle.

The conclusion is higher level difficulty reading material need higher level thinking skills or critical thinking. Higher order thinking is the cognitif ability to analyze as the habits of thinking, reading, writing, speaking or discussing. Then, in the life application that reading activity is not just receiving information but also doing something purposefully with the information given. In handling the text with higher level difficulty, such as the text about the current issues on politic, economy, health, etc, it really need the principle of critical thinking.

c. The Types of HOTS

That based on the taxonomy of Bloom, there are two levels of thinking or the cognitive domain, they are LOTS (Lower Order Thinking Skills) and HOTS (Higher Order Thinking Skills). To think in higer level of cognitive domain, it needs the critical thinking.

Limbach & Waugh state that to develop ones' ability to think critically, there are several steps needs to be taken[32]. They aredetermine the learning objectives,teach or learn through inquiry,practice, review, refine and improve the understanding, and practice feedback and assess learning.

[31] Lankshear, C. (1994). Critical literacy (Occasional paper No. 3). Canberra: AustralianCurriculum Studies Association.
[32] Limbach, B., & Waugh, W. (2010). Developing Higher Level Thinking. Journal of Instructional Pedagogies, 9. Retrieved February 2018 from https://aabri.com/manuscripts/09423.pdf

Schraw classifies the bloom's thinking skill into two categories that is Lower Order Thinking Skills which consists of knowledge, understanding and application. For Higher Order Thinking Skills which consists of analysis, evaluate and create. Description and key word of each category can be seen in table 2.1 below[33] .

Table 2.1 Description and Key Word of Bloom's Taxonomy Revision

Category	Key Words	Thinking Order Level
1) Remembering: Can the student recall or remember the information?	Mention the definition, imitate the pronunciation, state the structure,pronounce, repeat, state	LOTS (Lower Order Thingking Skill)
2) Understanding : Can the students explain Skill the concept, principle, law or procedure?	Classify, describe, explain the identification, placed, report, explain, translate, paraphrased.	
3) Applying : Can students apply their understanding in new situation?	Choosing, demonstrating, acting, using, illustrating, interpreting, arranging schedule, making sketch, solving problem, writing	
4) Analyzing: Can students classify the sections based on their difference and similarity?	Examining, comparing, contrasting, distinguish, doing discrimination, separating, test, doing experiment, asking	HOTS (Higher Order Thingking Skill)
5) Evaluating: Can students state either good or bad towards a phenomenon or certain object?	Giving argumentation, defending, stating, choosing, giving support, giving assessment, doing evaluation	
6) Creating: Can students create a thing or opinion?	Assemble, change, build, create, design, establish, formulate, write.	

Source: Schraw et al. (2011: 191)[34]

The table above displays about of HOTS and LOTS, the key words tell whether they are HOTS or LOTS. AndersonandKrathwohlandagroupofcolleaguespublishedarevisionoftheBloo

[33]Schraw, Gregory, Robinson, DH. 2011. Assessment Of Higer Order Thinking Skillss. America: Information Age Publishing.

[34]Schraw, Gregory, Robinson, DH. 2011. Assessment Of Higer Order Thinking Skillss. America: Information Age Publishing.

m*handbook*in200135. They both create the assessment for teaching and learning purpose. Since the domain of education assign the teachers to promote students' higher thinking skill, so the indicators for the cognitive domain of HOTS are as follow:

First, C4 or Analyzemeans to break information into its parts, determining howthepartsarerelatedtoeachotherandtotheoverallwhole.Processesincludedifferentiating,organizing,andattributing.Multiplecorrectresponsesarestilllikelyinanalysis-leveltasks.

Second, C5 or Evaluate means judging the value of material and methods for givenpurposes,basedoncriteria.Processesincludecheckingandcritiquing.

Third, C6 or Createmeansputtingdisparateelementstogethertoformanewwhole,orreorganizingexistingelementstoformanewstructure.Processesincludegenerating,planning,andproducing.

In addition, Whatthesetaxonomiesofcognitiveprocessesclearlyhaveincommonisthatasthethinkinglevelgetsmorecomplex,studentsneedtodealwithincreasinglymorepiecesofinformationandincreasinglymorecomplicatedrelationshipsamongthem. Those three levelsof thinking or cognitive domain indicators can be used

[35] Anderson, Lorin W and Krathwohl, David R (2001). A Taxonomy for Learning, Teaching, and Assessing-A Revision of Bloom's Taxonomyof Educational Objectives. New York: Longman (https://www.uky.edu/~rsand1/china2018/texts/Anderson-Krathwohl%20-%20A%20taxonomy)

toassesshigher-orderthinkingconceivedinthatway,asthetopendofacognitivetaxonomy,requiringtransferofideasfromthecontextinwhichtheyweretaughttonewcontexts.

To execute the research later on, the indicators of learning strategies which exctracted from the concept of learning strategy by Rebbeca L Oxford, Joan Rubin & Irene Thompson, and Brown, H. Douglas, will be elaborated with the indicators of HOTS, such as analyze, evaluate and create. Both indicators, learning strategies and HOTS, are used to develop the instrument of research later (see appendix 7: Elaboration of learning strategy indicators and Cognitive domain of HOTS Indicators).

C. Review Related Study

Several researchers have conducted the study on English reading strategy and Higher Order Thinking Skills, they are: Developing Students' Higher Order Thinking Skills (HOTS) in Reading: English Teachers' Strategies in Selected Junior High Schools[36], High Order Thinking Skills: Strategies for Raising Student's Thinking Processes and Children's Cognitive Development in Reading Comprehension[37], The analysis of Higher-Order

[36] Bernadeta Siska Indriyana and Paulus Kuswandono (2019). Developing Students' Higher Order Thinking Skills (HOTS) in Reading: English Teachers' Strategies in Selected Junior High Schools. Yogyakarta: English Education Master's Program, Sanata Dharma University.
[37] Reni Anggraeni (2018). High Order Thinking Skills: Strategies for Raising Student's Thinking Processes and Children's Cognitive Development in Reading Comprehension. Jakarta: Universitas Muhammdiyah Prof. DR. HAMKA.

Thinking skills in English reading comprehension tests in Malaysia[38], Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension[39], and The Effects of Higher-Order Thinking and Reading Comprehension[40].

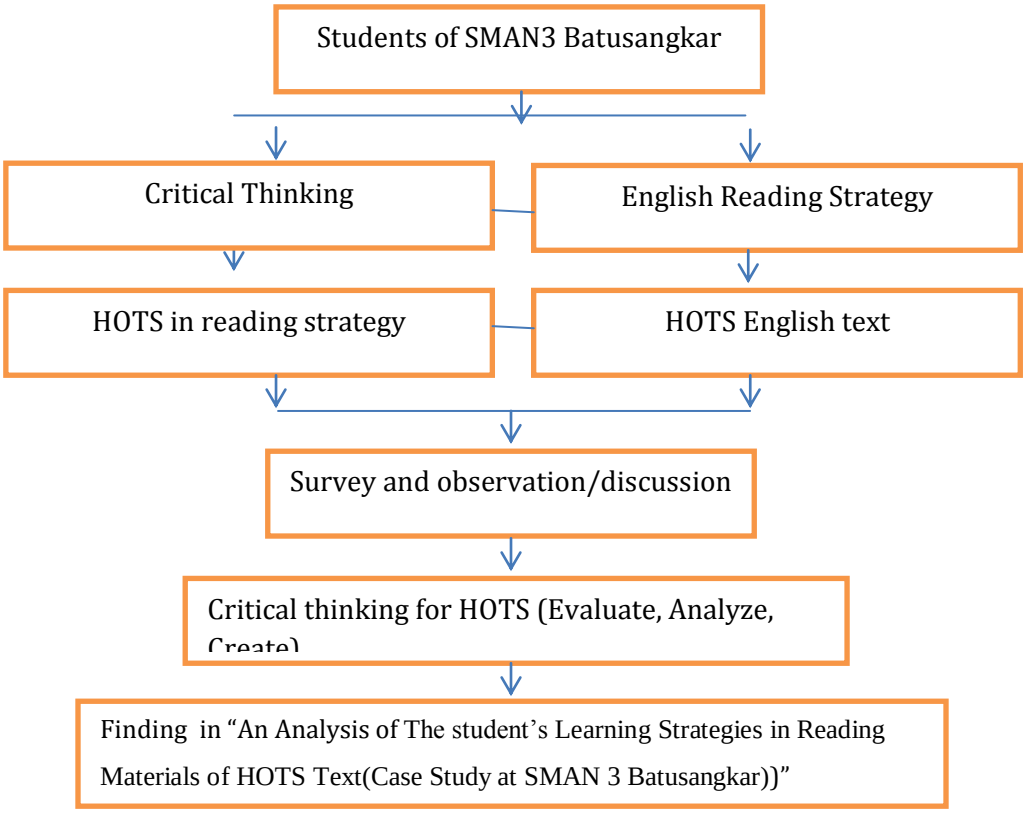
That the studies above, they have similarity with the writer's study, it is on the English reading strategies connected HOTS (higher order thinking skills). Then there is the difference of study approaches with the writer's study, namely on the focus or emphasizing of the study.

[38]Azianura Hani Shaari (2019). The analysis of Higher-Order Thinking skills in English reading comprehension tests in Malaysia. Selangor: Universiti Kebangsaan Malaysia.
[39]Luz Marina Echeverri (2010). Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension. Medellín, Antioquia, Kolombia: Universidad Pontificia Bolivariana.
[40] Gina Sullivan (2018). The Effects of Higher-Order Thinking and Reading Comprehension. Towson, Maryland.: Goucher College

D. The Conceptual of Framework

The concept of framework of this study can be displayed in the figure 1 below:

Figure 2.1: The Conceptual of Study Framework



The figure 1 above is about the conceptual framework. It describes the steps of study from beginning to the end. The tittle of this study is "The student's Learning Strategies in Reading Materials of HOTS Text(Case Study at SMAN 3 Batusangkar) ?".

SMAN 3 Batusangkar is noted as one of 14 boarding schools assigned by the government of West Sumatra. This school also designs and develops the the excellency program for academic, non-academic and the

character building, such as: religious based characters, leadership, discipline, nationality, entrepreneurship, tolerant, critical thinking, collaboration, communication, integrity, ability in literacy and ICT, etc.

There are 467 total of Senior High School the Province of West Sumatra. They are 307 the public schools and 160 of Private Senior High Schools. It is noted that there are 27 leading Senior High School in West Sumatra in 2020 based on the result of UTBK (*Ujian Tulis Berbasis Komputer*) as reported by the office of West Sumatra Education, and SMAN 3 Batusangkar placed the 9th in position[41].Even in the previous years this school noted as the best 1 (for Social Class) and the 3 (for Science Class) among the Senior High School in West Sumatra in 2013[42].

Data of West Sumatra Ministry Education report about 10 Ten Best School of SMA in the year 2018/2019 noted that SMAN 3 Batusangkar as the best 6 (for Social Class) and 7 (for Class)[43]. The students are significantly also excellent at English. The National Curriculum (Curriculum 2013) assigned the teaching and learning should be in HOTS (Higher Order Thinking Skills) based process.

The English teachers also develop students' HOTS in thinking and prepare or select HOTS English based text. During the reading activity process more students may obtain the good English Score and some others obtain the lower one. Anyhow they develop their learning strategy, motivational and their critical thinking for obtaining HOTS. As the criteria of

[41] https://www.tagar.id/daftar-27-sma-terbaik-di-sumbar-2020-berdasarkan-nilai-utbk
[42]https://tanahdatar.go.id/berita/211/sman-3-batusangkar-terbaik-1-dan-3-di-sumbar.html.
[43]Data at TU of SMAN 3 Batusangkar, 2018/2019.

HOTS in thinking level is the ability of student, as designed in taxonomy of bloom[44], to evaluate, analyze and create their mentality for comprehending the HOTS English Reading text through their English learning strategy.

Students' ability in HOTS is supported by critical thinking. It need the habituation in students' learning activity. With the complexity of critical thinking in reading, it is difficult to observe, difficult to teach, and unlikely to measure[45]. To be a critical thinker is not an overnight process since it requires a lot of practice and patience.

The find out students' HOTS in English reading strategy for comprehending HOTS English text, he uses the observation sheet or Graded scale referring to taxonomy of Bloom for HOTS classification, such as in analyzing, evaluating and creating the mental linkage[46]. He designs the indicator of English Reading Strategies refer to the concept of Rebbeca L. Oxford[47], Joan Rubbin and Irene[48], and Douglass Brown[49].

Then the option of his Graded scale is only in the form of Likert Scale[50]. He will distribute his Graded scale to the students of SMAN 3 Batusangkar as given permitted by the school stakeholder, he then will conduct deepening question and answer with the English teachers and some students for deepening of students' English reading strategies in reading.

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[44] Schraw, Gregory, Robinson, DH. 2011. Assessment Of Higer Order Thinking Skillss. America: Information Age Publishing.
[45] Pavel Zemliansky, P., (2008). Chapter 3: Research and Critical Reading. In: 36 Jurnal Sosioteknologi Volume 14, Nomor 1, April 2015. Methods of Discovery: A Guide to Research Writing.
[46]. Schraw, Gregory, Robinson, DH. 2011. Assessment Of Higer Order Thinking Skillss.
[47] Rebecca L.Oxford, *Language Learning strategies*, Vol 135-144
[48] Joan Rubin & Irene Thompson, *Be amore succesful language learner*, Vol 49-89
[49] Brown, H. Douglas. 2002. *Strategies For Success: a Practical Guide to Learning English*. New York:Longman.
[50]Arikunto, Suharsimi. (2000). Manajemen Penelitian. (edisi ke 5). Jakarta: Rineka Cipta

CHAPTER III

METHOD OF RESEARCH

A. Kind of Research

This research used survey mixed method, which describes the student's learning strategies in reading materials of HOTS text. It is stated that mixed method involves collecting data to test hypothesis or answer the questions concerning the status of the subject of the study. Beside that, it is also determined that descriptive research is useful in investigating many kinds of educational problem[51].

In other words, mixed method is to describe the status of a group of people, object, a condition, system of thought, or phenomenon at present. In this study the researcher wants to analyze the student's learning strategies in reading materials of HOTS text(Case Study at SMAN 3Batusangkar).

B. Subject and Object of The Research

Subject and object of research mean the source of data can be obtained. For this reasearch (mixed method research), it needs te key informants to gather the data[52]. The research will be conducted for the students of at SMAN 3 Batusangkar and the students will be the object of the research. This is the boarding school in the regency Tanah Datar. This school was established on December 2004. The description of student population in the year academic 2020/2021 is as below:

[51] Gay, L.R. (1987). *Educational Research: Competencies for Analysis and Application*. Melbourne: Merril Publishing Company.
[52] Rahmadi (2011). Pengantar Metode Penelitian. Banjarmasin: Antasari Press.

Table 3.1: The Students' Population of SMAN 3 Batusangkar

Grade	Class	Population
X	X IPA and X IPS	174
XI	XI IPA and XI IPS	161
XII	XII IPA and XII IPS	139
Total		474

Source: Administration Office of SMAN 3 Batusangkar 2020/2021

The school has 15 classes and 5 classes for each grade (grade 1, 2 and 3). There are only two departments available, they are Science (MIPA) and Social (IPS) department. For detail population of each class see in appendix 5.

For the objects of this research are the students of learning strategies in reading materials of HOTS text, for English subject. After consulting with the school stake holder, the object of research will be at the grade 11 IPA and 11 IPS as the English will be available for this grade.

C. Instrumentation

To collect the data for this the research, the researcher will useGraded scaleand documentation.

1. Graded scale

There are a lot of experts talk about reading strategy. Then, as the writer is still at under-graduate, as his advisor's suggest, that his study must be focused on single expert theory, namely the theory by Rebbeca Oxford, as he understands her theory better than other expert theories.

Here he designs the Graded scaleof English reading stratgy refer to Rebbeca Oxford's theory or concept. Before distributing the Graded scale, the researcher works based on the steps, as follows:

a). Preparing a Graded scale (observation sheet) by referring to theories concerning the ways how to describe the students' learning strategies in reading material of HOTS English text.

b). Making the grid of the Graded scale.

c). Constructing some indicators to analyze and describe the students' learning strategies.

d). Based on the indicators, the researcher developed the sub-indicators.

e). Constructing the instrument

Before doing the Graded scale to the students the researcher will discussabout it with his lectures (his research advisor), and the English teachers at SMAN 3 Batusangkar, to asktheir suggestion

for Graded scale improvement.There are 2 form of question words for this research, they are “What and How”.

Question word of “what” will be directed to “Sub-variable of learning strategies”. They are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, and affective strategies. Then question word “How” is used to probe the deeply information of students’ English learning strategies.The explanation will be:

1) What are your learning strategies in reading materials of HOTS text ?

2) How do you apply those learning strategies ?

The writer takes the indicators of learning strategies from the concept of Rebbeca L Oxford[53]. Not all learning strategies will used for the Graded scale but those (only certain strategies) which suitable to the criteria of cognitive domain of HOTS such as “analyze, evaluate and make”. The indicators for the cognitive domain of HOTS are seen in table 3.2 below:

Table 3.2: Theory’S Variable of Expert (Rebecca L. Oxford)

Variable	Sub-variable	Indicator
Direct Strategies	Memory Strategies	Guessing intelligently of Using linguistic Clues and analyze
		Guessing intelligently Of Using other clues and analyze
		Centering your learning of analyzing, Overviewing and linking with already known material

[53] Rebecca L.Oxford, *Language Learning strategies*, Vol 16-21

Indirect Strategies	Cognitive Strategies	Reviewing well
		Structured Reviewing
	Compensation Strategies	Guessing intelligently of evaluate and Using linguistic Clues
		Guessing intelligently Of evaluate and Using other clues
		Centering your learning of evaluating, Overviewing and linking with already known material
	Metacognitive Strategies	Creating mental linkages by Grouping
		Creating mental linkages by Associating/ elaborating.
	Affective Strategies	Creating structure for input and output by Reasoning Deductively.
		Creating structure for input and output by Analyzing Expression.
		Creating structure for input and output by Analyzing contrastively (across languages)
	Social Strategies	Creating structure for input and output by Translating.
		Creating structure for input and output by Transferring.
		Creating structure for input and output by Taking notes.
		Creating structure for input and output by Summarizing Creating structure for input and output by Highlighting (menyoroti)

Sources: Adapted from Taxonomy Bloom, Rebbeca L Oxford.

Table 3.2 above shows the guideline of Graded scale. It consicts of the cognitive domains of HOTS level and as well their indicators, the expert concepts of learning strategies, the strategies and numbering of the Graded scale. The staments of Graded scale developed or written based on the

indicator learning strategies and the indicators of cognitive domain of HOTS (see apendix 3: Guidelines of Graded scale, and appendix 4: Graded scale Student's Learning Strategies in Reading Material of HOTS Text).

Before doing the Graded scale to the students the researcher discussed about it with other teachers and asked their suggestion for Graded scale improvement. In designing the Graded scale, the writer consulted it with his advisor. He also refers to some literature to get understanding about the research.

2. Essay

The Essay is the record of event in the past, furthermore, the document can be the scripts, pictures and works monumental from someone. In qualitative research, documents are used to complete observation and interview method[54]. In this research, the researcher recorded classroom english activities and other possible data from school.

D.Technique of the Data Collection

The method of data collection carried out in this study through observation ,it is as follows:

[54]Sugiyono. (2007). Metode Penelitian Kuantitatif Kualitatif dan R & D. Bandung: Elfabeta

1). Graded scale distribution

The researcher asking the question refers to the Graded scale.

2). Essay

The researchergive the students essay sheets to support his research.

E. Techniques of the Data Analysis

The data that collected are document and interview about students reading strategy in reading material of HOTS text. In analyzing the data, the research survey analysis the data collected in study. In analysis the data, the researcher follow several steps. Those steps explained by Miles Huberman as below:

1.) Data Reduction

The reduction of the data is interpreted as the process of choice, interest focus, simplification, abstractions, and data transformation the exits from written notes in the field. The reduction of data is occuring along interview and observation happen. It means when the data is collected, the phase of the continuing of reduction is occuring, such as make conclusion, codification, investigate of theme, grouping and write memorandum.

2.) Data Display

Data display is the set of information that is arranged as good as possible to give possibility to take a conclusion and to take a treatment. In this step, the researcher analyzed the specific strategy of student's reading strategy in reading material of HOTS text.

3.) Conclusion Drawing / Verification

After reducing the data and display the data, the final step ws conclusion or verification of the data. The result of the research is concluded based on what Student's strategy occur in learning activity and how students do the strategy.

F. Data Validation

For having data validation, the researcher will use criterion-related validity. Criterion validity[55] ia a measure of validity that is determined by comparing the test scores that have been obtained with a certain perfomance on an external measure, the outer measure of the test must have theoretical relationship with the variables measured using the test.

The data obtained were analyzed by researchers so as to produce a conclusion, then an agreement was asked (member check). To check the data can be throughGraded scale and essay. If the data credibility produces different data, the researchers conduct further discussions with the relevant data sources to ensure which data are considered correct.

[55]Ibid.

CHAPTER IV

Research Finding and Discussion

A. Research Finding

1. Data Description

The researcher coordinate with the English teachers and the teacher recomended 40 students of class eleventh (IPS class and MIPA class) to responded the researcher. The researcher distributed the Questionnaire for them . There are 6 main question about English learning strategis to dig the students experience in reading. The students given tick mark based on guttman scale (seldom, sometimes and often), they filled one of three components score. The score 1 for seldom, score 2 for sometime and score 3 for often.

The researcher have two instrument,the first is instrument and the second one is essay. The data of the question can be seen from the following table.

Table 4.1

The Question of Students Language Learning Strategy in HOTS Reading Text

No	**Statements**	1 Seldom	2 Sometimes	3 Often	**The number of Students**
1	I understand the text by connecting one opinion to other opinions.	4	25	11	40
2	Im visualizing or imagining the content of reading is an effective way to understand the text.	6	9	25	40
3	I write the draft of readings in the notes in the form of reviews or summaries.	10	15	15	40
4	Im understanding the text by using some reading technics.	6	25	9	40
5	I make small notes or make a mark	10	19	11	

	for the important sections.				40
6	Im getting the ideas from the text by using resources (book, internet, etc).	6	14	20	40
7	Im understanding the text by analyzing or translating and finding the reason.	4	13	23	40
8	Im understanding the text by finding the structure of the content in the text.	10	27	3	40
9	Im Thinkingthe things i already know in the text.	6	4	30	40
10	I find out about what is written in the text and important information which listed on each page.	4	11	24	40
11	I Focus on reading which according to the questions about the text you want to answer.	7	10	23	40
12	Im making reading plan to improve reading discipline and reading quality.	11	20	9	40
13	Im evaluate about how to have good reading process and use the goodreading process.	10	20	10	40
14	I Read the text with relax to prevent stress in reading.	3	6	31	40
15	I Make target about increasing reading skill and do self reward.	10	18	12	40
16	I Pay attention to own opinion and tell your opinion to others.	12	21	7	40
17	Im asking for clarification or verification about the result of reading.	7	18	15	40
18	Im cooperating with peers to understand the text.	2	10	28	40
19	I Keep aware of self thoughts and Feelings also aware about other studentthough during reading.	5	20	15	40

From the question above it can be seen that the table have 40 students coreespond to the questionnaire. Each of the students has answered the questions. The highest score was the question number 14 and the lowest was question number 18.

The second instrument was test. It was in essay form. It was useful for questioning the data about how the students apply the strategies of reading. The data can be seen from the following table.

Table 4.2

The Students Way in Applying HOTS Reading Text

No	Student's Initial Name	Strategy					
		Memory	Cognitive	Compensation	Metacognitive	Affective	Social
1	AHM	By reading the entire text and looking for main sentence. Opinions could be found From sentence rather than main tense	I make a mark for the sections that i feel important by using stabilo	Im reading again so i can more remember about it	First i read the question and then i search the answer by reading entire text	By listening music or playing game	I will ask to my self if i understan d or not about what i've been read
2	AA	By reading the entire text and looking for the main sentence	I mark the section i feel important using stabilo	Im reading again so i could understand more	Im reading again so i could understand more	Im reading again so i could understand more	I will ask to my self if i understan d or not about what i've been read
3	FF.	By finding the word "i think" or "in my opinion"	First, i underline the inportant section, after that i write it on my note	I skip reading the text and make conclusion	I skip reading the text and make conclusion	I skip reading the text and make conclusion	I will ask to the teacher to clarify my weakness
4	H	Read book with carefully or comprehend what i read	Give mark on text with giving different color	Quitely easy to remember what i know	Quitely easy to remember what i know	Quitely easy to remember what i know	I just accept my result
5	ARA.	Read the text and find the main idea	I will make mark when i	I understand context of the text	I understand context of the text	I understand context of the text	Ask to my friend who understan

			feel important by the sort and understan ding the text				d a dontent pf the text and i understan d too
6	FL	I will reading the text many many times before i can find opinion of the text	Write the notes in the book	If one sentence and other sentence related each other so might know about the text	If one sentence and other sentence related each other so might know about the text	If one sentence and other sentence related each other so might know about the text	See the real result in internet ot the book
7	BDA	Read the first paragraph or the last paragraph	I never make small notes	It make me think my reading skill was improved	It make me think my reading skill was improved	It make me think my reading skill was improved	My self talk like "is this meaning right ?" or i'll search it by myself
8	FY	With reading whole text within analyzing text also comprehend the meaning of each sentence, read every word carefully	By reading the whole text then making mark in impotant section	Just connect it to usual thing	Just connect it to usual thing	Just connect it to usual thing	By asking friend who read the same text
9	SS	I read the text carefully till i understand about what i read before i get the opinion	I seldom making small notes but i usually making small mark using pencil	Just connect it to usual thing	Just connect it to usual thing	Just connect it to usual thing	Myself be like "is this the real meaning or not?" or i'll search it by myself
10	NF	By analyze the text and focus on text that i want to read, so we can catch the content and giving selfthought about that text	By reading the text and underline important word	Being so excited to remember things i know	Being so excited to remember things i know	Being so excited to remember things i know	With asking teacher or friends who know about it
11	AM	By reading first and the last paragraph because core of the text placed in the first and the last. Most of text are common explanation	I do it after take the word i dont understan d	Myself be like " oh just like that ?" and i feel my knowledge improve a lot because reading many text	Myself be like " oh just like that ?" and i feel my knowledge improve a lot because reading many text	Myself be like " oh just like that ?" and i feel my knowledge improve a lot because reading many text	Asking to the friend who read the same text
12	FHI	Reading and analyze	I write small notes for word'sen	By comprehend that word especially	By comprehend that word especially implicit meaning	By comprehend that word especially	Search the meaning by using

			tence that i dont know the meaning of these and then i search the meaning and take small notes and also important word	implicit meaning of the word	of the word	implicit meaning of the word	internet
13	RAA	By reading text carefully and sometimes i should read repeatedly for finding opinion	By reading the whole text then if i find the difficult word, i will give it circle. I search it in the dictionary or internet then i add it into small notes	Just remember thing i used to know	Just remember thing i used to know	Just remember thing i used to know	Ask my friend with the same opinion
14	AYS	By reading the whole text then concluding the opinion of the text	By take a notes somethin g new and give colour in important section	I immediately understand what the text refers to and easier to answer the question of the text	I immediately understand what the text refers to and easier to answer the question of the text	I immediately understand what the text refers to and easier to answer the question of the text	By asking the teacher
15	FA	By reading the whole text and translate some word then combine them	By take a notes or giving a mark on specific book or write down on random paper	By comprehend the meaning of the text and answer the question of the text	By comprehend the meaning of the text and answer the question of the text	By comprehend the meaning of the text and answer the question of the text	By asking the teacher or friend who knows
16	EZ	By reading and understanding the text thoroughly	Write down vocabular y i dont know in small notes and repeat that	I still read the text and try to remember the content of the text	I still read the text and try to remember the content of the text	I still read the text and try to remember the content of the text	By discuss with my friend
17	LLA	By reading text and comprehend meaning of the text	Make a mark on the word that i dont know and find the synonim	Repeat again reading the text so it easier to answer question	Repeat again reading the text so it easier to answer question	Repeat again reading the text so it easier to answer question	Asking everyone who knows

			of the word				
18	CNA	Read first and last paragraph of the text and find the conclusion of the text depend on paragraph	By choosing important sentence then copy it to the notes	Try to imagine that and be happy if i can imagine it	Try to imagine that and be happy if i can imagine it	Try to imagine that and be happy if i can imagine it	By asking my friends
19	MPA	Read the text and take a conclusion based on the text	By reading book a lot or making mark to the word that i dont understand	If i understand what the text means, i could comprehend what i will do	If i understand what the text means, i could comprehend what i will do	If i understand what the text means, i could comprehend what i will do	Asking to the clever friend or asking google
20	MFA	I try to connect some words that i understand with	I just remembe r or memorizi ng, not more	Being so excited to remember things i know	Being so excited to remember things i know	Being so excited to remember things i know	Asking gently to other friends and comprehe nd what they means
21	APR	By repeating reading and then we can imagine the content assisted from the sentence	I make a mark for the sections that i feel important by using stabilo	I immediately understand what the text refers to and easier to answer the question of the text	I immediately understand what the text refers to and easier to answer the question of the text	I immediately understand what the text refers to and easier to answer the question of the text	With asking teacher or friends who know about it
22	FLN	In the text.	I mark the section i feel important using stabilo	By comprehend the meaning of the text and answer the question of the text	By comprehend the meaning of the text and answer the question of the text	By comprehend the meaning of the text and answer the question of the text	Asking to the friend who read the same text
23	DRD	I read the text twice or more.	First, i underline the inportant section, after that i write it on my note	I still read the text and try to remember the content of the text	I still read the text and try to remember the content of the text	I still read the text and try to remember the content of the text	Search the meaning by using internet
24	HN	Visualize myself in the case belong to book to understand more.	Give mark on text with giving different color	Repeat again reading the text so it easier to answer question	Repeat again reading the text so it easier to answer question	Repeat again reading the text so it easier to answer question	Ask my friend with the same opinion
25	KDR	Reading text carefully.	I will make mark	Try to imagine that and be happy if i can	Try to imagine that and be happy if i can imagine it	Try to imagine that and be happy if i can	With asking teacher

			when i feel important by the sort and understanding the text	imagine it		imagine it	or friends who know about it
26	DY	By read the text slowly.	Write the notes in the book	If i understand what the text means, i could comprehend what i will do	If i understand what the text means, i could comprehend what i will do	If i understand what the text means, i could comprehend what i will do	Asking to the friend who read the same text
27	HAK	Usually there is a word or a sentence visualize the content of the text. So i could	I make a mark for the sections that i feel important by using stabilo	Being so excited to remember things i know	Being so excited to remember things i know	Being so excited to remember things i know	Search the meaning by using internet
28	APR	visualize it immediately.	I mark the section i feel important using stabilo	I immediately understand what the text refers to and easier to answer the question of the text	I immediately understand what the text refers to and easier to answer the question of the text	I immediately understand what the text refers to and easier to answer the question of the text	Ask my friend with the same opinion
29	TZA	Read the text then imagine it according with text purpouse	First, i underline the inportant section, after that i write it on my note	By comprehend the meaning of the text and answer the question of the text	By comprehend the meaning of the text and answer the question of the text	By comprehend the meaning of the text and answer the question of the text	With asking teacher or friends who know about it
30	OS	By knowing the words which visualized it means then i immediately imagine it	I write small notes for word'sen tence that i dont know the meaning of these and then i search the meaning and take small notes and also important word	I still read the text and try to remember the content of the text	I still read the text and try to remember the content of the text	I still read the text and try to remember the content of the text	Asking to the friend who read the same text
31	FOV	By repeating reading and then we can imagine the content	By reading the whole text then if i find the difficult word, i	Repeat again reading the text so it easier to answer question	Repeat again reading the text so it easier to answer question	Repeat again reading the text so it easier to answer question	Search the meaning by using internet

		assisted from the sentence	will give it circle. I search it in the dictionary or internet then i add it into small notes				
32	YA	In the text.	By take a notes somethin g new and give colour in important section	Try to imagine that and be happy if i can imagine it	Try to imagine that and be happy if i can imagine it	Try to imagine that and be happy if i can imagine it	Ask my friend with the same opinion
33	KP	I read the text twice or more.	By take a notes or giving a mark on specific book or write down on random paper	If i understand what the text means, i could comprehend what i will do	If i understand what the text means, i could comprehend what i will do	If i understand what the text means, i could comprehend what i will do	With asking teacher or friends who know about it
34	DY	Visualize myself in the case belong to book to understand more.	Write down vocabular y i dont know in small notes and repeat that	Being so excited to remember things i know	Being so excited to remember things i know	Being so excited to remember things i know	I will ask to my self if i understan d or not about what i've been read
35	MZ	Reading text carefully.	Make a mark on the word that i dont know and find the synonim of the word	I immediately understand what the text refers to and easier to answer the question of the text	I immediately understand what the text refers to and easier to answer the question of the text	I immediately understand what the text refers to and easier to answer the question of the text	I will ask to the teacher to clarify my weakness
36	MAI	By read the text slowly.	I write small notes for word'sen tence that i dont know the meaning of these and then i search the meaning and take small notes and also important word	By comprehend the meaning of the text and answer the question of the text	By comprehend the meaning of the text and answer the question of the text	By comprehend the meaning of the text and answer the question of the text	I just accept my result
37	MZI	Usually	By reading	I still read the text and try to	I still read the text and try to	I still read the text and try to	Ask to my friend

		there is a word or a sentence visualize the content of the text. So i could	the whole text then if i find the difficult word, i will give it circle. I search it in the dictionary or internet then i add it into small notes	remember the content of the text	remember the content of the text	remember the content of the text	who understand a dontent pf the text and i understand too
38	ZAA	visualize it immediately.	By take a notes somethin g new and give colour in important section	Repeat again reading the text so it easier to answer question	Repeat again reading the text so it easier to answer question	Repeat again reading the text so it easier to answer question	See the real result in internet ot the book
39	ANS	Usually there is a word or a sentence visualize the content of the text. So i could	By take a notes or giving a mark on specific book or write down on random paper	Try to imagine that and be happy if i can imagine it	Try to imagine that and be happy if i can imagine it	Try to imagine that and be happy if i can imagine it	My self talk like “is this meaning right ?” or i’ll search it by myself
40	HAJ	Usually there is a word or a sentence visualize the content of the text. So i could	Write down vocabulary i dont know in small notes and repeat that	If i understand what the text means, i could comprehend what i will do	If i understand what the text means, i could comprehend what i will do	If i understand what the text means, i could comprehend what i will do	I will ask to my self if i understand or not about what i’ve been read

2. Data Analysis

a. Questionnaire

The researcher explained to the students to respond with "frequency words" These are three frequency words the students responsed, they are "seldom, sometimes and often". The researcher found the data raw description of "what student's learning reading strategy most used" based on the response of "seldom, sometimes and often" .The instrument was filled by the students It can be seen in the following text:

Table 4.3

The Students score of English Learning in Reading HOTS stext

No	Student's Initial Name	Strategy					
		Memory	Cognitive	Compensation	Metacognitive	Affective	Social
1	AHM	75%	75%	100%	89%	78%	78%
2	AA	83%	83%	100%	89%	89%	100%
3	FF.	66%	58%	83%	55%	55%	66%
4	H	66%	66%	100%	67%	89%	78%
5	ARA.	42%	75%	83%	100%	78%	78%
6	FL	67%	83%	100%	78%	89%	89%
7	BDA	67%	83%	100%	78%	100%	89%
8	FY	50%	67%	100%	78%	100%	89%
9	SS	83%	75%	100%	78%	89%	78%
10	NF	83%	66%	100%	67%	89%	67%
11	AM	66%	58%	83%	78%	89%	67%
12	FHI	66%	58%	83%	78%	89%	67%
13	RAA	83%	83%	83%	67%	67%	78%
14	AYS	83%	75%	83%	67%	67%	%
15	FA	66%	58%	83%	55%	55%	66%
16	EZ	66%	66%	100%	67%	89%	78%
17	LLA	42%	75%	83%	100%	78%	78%
18	CNA	67%	83%	100%	78%	89%	89%
19	MPA	67%	83%	100%	78%	100%	89%
20	MFA	66%	58%	83%	55%	55%	66%
21	APR	66%	66%	100%	67%	89%	78%
22	FLN	83%	66%	100%	67%	89%	67%

23	DRD	66%	58%	83%	78%	89%	67%
24	HN	66%	58%	83%	78%	89%	67%
25	KDR	83%	83%	83%	67%	67%	78%
26	DY	83%	66%	100%	67%	89%	67%
27	HAK	66%	58%	83%	78%	89%	67%
28	APR	66%	58%	83%	78%	89%	67%
29	TZA	83%	83%	83%	67%	67%	78%
30	OS	83%	66%	100%	67%	89%	67%
31	FOV	66%	58%	83%	78%	89%	67%
32	YA	67%	83%	100%	78%	100%	89%
33	KP	66%	58%	83%	55%	55%	66%
34	DY	66%	66%	100%	67%	89%	78%
35	MZ	83%	66%	100%	67%	89%	67%
36	MAI	66%	58%	83%	78%	89%	67%
37	MZI	66%	58%	83%	78%	89%	67%
38	ZAA	83%	83%	83%	67%	67%	78%
39	ANS	83%	66%	100%	67%	89%	67%
40	HAJ	75%	75%	100%	89%	78%	78%
	TOTAL SCORE	**275%**	**267%**	**350%**	**249%**	**267%**	**289%**

Based on the analyzing of what english learning reading strategy of HOTS text applied, study case at SMAN 3 Batusangkar, the researcher can draw some conclusion for memory strategy, analyzing and reasoning 275%, for cognitive strategy, guessing intelligently 267%for compensation strategy, centering your learning 350%for metacognitive strategy, lowering your anxiety and coperating with other 249% , for affective 267% 285% for social strategy.

b. Essay

This data correlated with the data above. This data emphasize on the word “How” or about the process of reading activities experienced by students of SMAN 3 Batusangkar in undrstanding of reading and especially about reading HOTS text.

The researcher connected this data with the table 4.3. The researcher has summarized data about the essay. The data will be seen in the essay below.

First, A memory strategy is a technique that the students can use in order to help improving or remembering the information that the students have learned. Memory is one of the most important aspects of the language learning. Without concrete memory strategies, English language learners (or the students) can become rich by the amount of information. Students for this need to remember, to classify, to manipulate, and to produce. It's easy to demand students to memorize a list of vocabulary words or the correct greeting for a specific social situation, but it's much more effective and helpful to provide your students with techniques and strategies for doing so.

The memory strategy that students often apply in learning English for reading the HOTS text. The students named AHMAA, FF, H, ARA, FL, BDA, MAI, MZI, ZAA and ANS has chosen it by 100% score . It sumarized such as By repeating reading and then we can imagine the content assisted from the sentence In the text, I read the text twice or more, Visualize myself in the case belong to book to understand more, Reading text carefully, By read the text slowly, Usually there is a word or a sentence visualize the content of the text, So i could visualize it immediately, Read the text then imagine it according with text purpouse and By knowing the words which visualized it means then i immediately imagine it

Second,Cognitive strategies are one type of learning strategy that the students (the learners) use in order to learn more successfully. These strategies include "the repetition, organising new language, summarising meaning, guessing meaning from context, using imagery for memorisation".

All of these strategies involve deliberate manipulation of language to improve learning. Classifications of learning strategies distinguish between cognitive strategies and two other types, metacognitive strategies (organising learning), and social/ affective strategies (which enable interaction).

FY, SS, NF, AM, FHI, RAA, and AYS has chosen it by 100% score, their response can be seen as "By find the sections (sentences) that i fell important or the main tense and then i search it in internet so i can understand more, I read it twice or three time before i choose it after that i will choose the best idea and make some note, See the title and what the text tells about,

With using the keyword and search it on the internet, By discuss with using all the source then take a notes for important section and then take that as a new idea, Find the articles or books with easier words, and Search reference on the internet."

Third, The compensation strategies are communication strategies used by the students (the learners) to compensate for limitations in their language. Different kinds of learners have preferences for different kinds of learning strategies, for example female learners tend to prefer social and affective strategies and monolingual learners may favour compensation strategies.

Example, guessing the meaning when they don't understand and using gestures are examples of compensation strategies.

FA, EZ, LLA, CNA, MPA, MFA and APR has chosen it by 100% score. The students response can be seen as “I skip reading the text and make conclusion, Quitely (in silently) easy to remember what i know, By comprehend that word especially implicit meaning of the word (Just remember thing i used to know), I immediately understand what the text refers to and easier to answer the question of the text, By comprehend the meaning of the text and answer the question of the text, I still read the text and try to remember the content of the text, Im reading again so i can more remember about it (so i could understand more).”

Fourth, Metacognition is the process of "thinking about thinking." For example, the good readers use metacognition before reading when they clarify their purpose for reading and preview the text. So in other words, metacognition is the understanding and awareness of one's own mental or cognitive processes.

Some examples of metacognition: A student learns about what things help him or her to remember facts, names, and events. A student learns about his or her own style of learning. The FLN, DRD, HN, DR, DY and HAK has chosen it by 100% score

The students gave response can be seen as “First i read the question and then i search the answer by reading entire text, after that i search the wod which connect with the question, Read the question first, after that search the word which connect with the question, I will read the question first, then understanding meaning of the question and asnwer the question after read the text, Read the text then find the content, By comprehending the text for focusing answer the specific question (read the text repeatedly then answer the question), By finding a quiet place and knowing the meaning of the text, By avoiding something which interrupt learning process such a phone, I answer the question more often than read the entire text.”

Fifth, Affective strategies are learning strategies concerned with managing emotions, both negative and positive. The

relationship between affective strategies and learning is not clear, but a positive affective environment helps learning in general. Example: Lowering anxiety levels with relaxation techniques is one kind of affective strategy. The students named KP, DY, MZAPR, TZA, OS, FOV and YA has chosen it by 100% score.The students respondend can be seen as "By listening music or playing game, Im listening to the music and make positive vibe, Read it and stop when bored then continue again, Take a deep breath, By drinking the water and see the earth, Spent a few minutes for boosting mood with hobby, Im looking for calm place and read the text i interest in, By listening to music and drink coffe while reading, Increasing mood and looking for proper situation and condition, Take a rest for a while.
By reading in cozy place and feel what we read, I read in quiet and has good atmosphere room, so idont get bored."

Sixth, Social strategies defined as the strategies in which the learners tried to utilizetheir social environment including people around them to support their languagelearning. That learning a language thus involved other people, and appropriatedsocial strategies were very important in this process. In addition, Socialstrategyfocusd on the process of participating in a conversation, which involved gettingmeaning and clarification, moreover social strategies help the students to make agood cooperating with other and more emphazing with other in activitases inclass. As the result the atmosher in class run well.

The students named KP, DY, MZ,APR, TZA,OS, FOV and YAhas chosen it by 100% score. The students responded can be seen as We read the text together and discuss about it, I read the text with friend and discuss it, Read and draft together, Reading the text by myself and tell my opnion to my friend, Ask her ir her understand and exchange our opinion, Tell specificly about what i comprehend in the text, Discussing with my friends and tell my opinion or connect each other, By discuss and make concept together, We discuss what the conclusion of the text, so we can understand.

B. Discussion

The researcher has displayed the data of research on the tables above, from this research we can see the overall students score based on intruments in questionnaire form and essay form

.The researcher got all students score ,percentage of english reading strategy data and the students response.

Based on the analyzing of what english learning reading strategy of HOTS text applied, study case at SMAN 3 Batusangkar, the researcher can draw some conclusion for memory strategy, analyzing and reasoning 275%, for cognitive strategy, guessing intelligently 267%for compensation strategy, centering your learning 350%for metacognitive strategy, lowering your anxiety and coperating with other 249% , for affective 267% 285% for social strategy.

Then, how english learning reading strategy of HOTS text applied in this school are they apply image and sound by by visualize or imagine the content of the reading text, they analyze and give the reason by analyze the text then finding the keyword of each paragraph. They do guessing intelligently by thinking about things they already know in the text. Rebecca L Oxford stated centering their learning by focusing on reading according to the answers of the questions about the text they want to read. They do lowering their anxiety by doing relax and not to be stress during the reading activities. They cooperate with other by reading the text together themselves and share their opinion from one to another.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analyzing of what english learning reading strategy of HOTS text applied, study case at SMAN 3 Batusangkar, the researcher can draw some conclusion for memory strategy, analyzing and reasoning 275%, for cognitive strategy, guessing intelligently 267%for compensation strategy, centering your learning 350%for metacognitive strategy, lowering your anxiety and coperating with other 249% , for affective 267% 285% for social strategy.

Then, how english learning reading strategy of HOTS text applied in this school are they apply image and sound by by visualize or imagine the content of the reading text, they analyze and give the reason by analyze the text then finding the keyword of each paragraph. They do guessing intelligently by thinking about things they already know in the text. They do centering their learning by focusing on reading according to the answers of the questions about the text they want to read. They do lowering their anxiety by doing relax and not to be stress during the reading activities. They cooperate with other by reading the text together themselves and share their opinion from one to another.

B. Suggestion

Based on the result of this study, the researcher would like to give some suggestion to:

1. English teacher

The english teachers have significant role to improve their student's reading ability, especially in understanding the HOTS text. So they need to introduce their student about english learning reading strategy

and the part of it such as memory, cogitive, compensation, metacognitive, affective and social strategy.

2. **Students**

   Students as the english learner, in order to have good archievement for reading the holy text, they are suggest to applied the specific english learning strategy such as applying images and sounds, analyzing text and reasoning, guessing intelligently, centering and lowering anxiety and cooperating with friends.

3. **The next researcher**

   To do research about the english learning strategy especially in understanding the HOTS text, the next researcher also should do the same research with other kind emphasizes or other focus research.

Appendix V

Index: The English Teacher of SMAN 3 Batusangkar in Teaching Reading









Index: The Students of SMAN 3 Batusangkar in Reading activities





The researcher at class or at SMAN 3 Batusangkar







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APENDICES

Appendix I

Guidelines of Questionnaire

Table 6.1

Questions For Interviewabout student's Learning Strategies in Reading Materials of HOTS Text.

Name :				
Variable	Sub variable	Indicator	Sub Indicator	No
HOTS	(Memory Strategies)	If you are reading an English text, it is difficult text or HOTS text, of course your memory will work to understand the text, there are 4 strategies for this, which one belong to you very much: a) Creating mental linkages (Grouping, Associating/elaborating, Placing new words into a context).	If the strategy that you often use is (a/b/c or), so.... a) how do you create mental linkages in understand the reading text ? (Grouping, Associating/elaborating, Placing new words into a context). b). How do you	1,2,3,4

		b). Applying images and sounds (Semantic mapping, Using keywords, Representing sounds in memory) c). Reviewing well (structured Reviewing) d). Employing action (using physical response or sensation, Using mechanical Techniques, Translating)	apply images and sounds in understanding the reading text ? (Semantic mapping, Using keywords, Representing sounds in memory) c). How do you review well the reading text ? (- structured Reviewing) d). How do you employe action in understand the reading text ? (using physical response or sensation, Using mechanical Techniques, Translating)	

2	(Cognitive Strategies)	In understanding the difficult text, your cognitif works, It means you try understand, you compare or you describe, etc. There are 4 strategies for this, which one belong to you very much: a) Practicing (Repeating, Recognizing and using Formulas and pattern, Practicing Naturalistically) b) Receiving and sending messages (Getting the idea Quickly, Using resources for receiving and sending messages). c) Analyzing and Reasoning (Reasoning Deductively,	If the strategy that you often use is (a/b/c or), so.... a) How do you do practe in understanding the reading ?. (Repeating, Recognizing and using Formulas and pattern, Practicing Naturalistically) b) How do you do receive and sending messages in nderstanding the reading text ? (Getting the idea Quickly, Using resources for receiving and sending messages). c)How do you	1,2,3,4

		Analyzing Expression, Analyzing contrastively (across languages), Translating, Transferring) d). Creating structure for input and output (Taking notes, Summarizing, Highlighting (menyoroti)	do analyze and reasoning in understanding the reading text ? (Reasoning Deductively, Analyzing Expression, Analyzing contrastively (across languages), Translating, Transferring) d).How do you do create structure for input and output in understanding the reaing text ? (Taking notes, Summarizing, Highlighting (menyoroti)	

3	(Compensation Strategies)	In understanding difficult text and there are some new words that you don't know, so you try to find the sameness of words. For this strategies, for this is only one strategy (do you use it or not ?: Guessing intelligently (Using linguistic Clues, Using other clues)	How do you guess intelligently in understanding the reading text? (Using linguistic Clues, Using other clues)	1,2,3

4	(Metacogniti ve Strategies)	In undesrtanding the difficult text, first you know about your weakness and your strength in reading difficult text, for this which one you often use very much: a). Centering your learning (Overviewing and linking with already known material, Paying attention) b). Arranging and planning your learning (Organizing, Setting goal and Objectives, Identifying the purpose of a language task).	If the strategy that you often use is (a or b), so.... a). How do you center your learning to understand the text ? (Overviewing and linking with already known material, Paying attention) b). How do you arrange and plan your learning in reading the text ? (Organizing, Setting goal and Objectives, Identifying the purpose of a language task).	1,2,3

5	(Affective Strategies)	In understanding the difficult text you pay attention to your good emotion (happy, no anger, no stress, always good in mtivation) while reaing, for this which one you use very much: a) Lowering your anxiety (Using progressive relaxation, deep breathing, or mediation, Using music, and Using laughter). b) Encouraging yourself /make good spirit. (Making positive Statements, Taking risk wisely, Rewarding your self). c). Taking your	If the strategy that you often use is (a/b or c), so.... a) How do you lower your anxiety in reading the text ? (Using progressive relaxation, Using music, and Using laughter). b) How do you encourage yourself /make good spirit in reading text . (Making positive Statements, Taking risk wisely, Rewarding your self). c)How do you	1,2,3

		emotional temperature (Listening to your Body, Using a checklist, Writing a language learning diary, Discussing your feeling with someone else).	take your emotional temperature ? (Listening to your Body, Using a checklist, Writing a language learning diary, Discussing your feeling with someone else).	

6	(Social Strategies)	In understanding the difficult text, you involve your friend, or interact with your friend. Your bes strategy for this is: a). Cooperating with others (Cooperating with proficient users of the new language) b). Empathizing with others /aware with other's thought and feelng (Developing Cultural understanding, Becoming aware of others' thoughts and feeling)	If the strategy that you often use is (a or b), so.... a). How do you cooperate with others for understanding the reading text ? (Cooperating with proficient users of the new language) b). Ho do you have empathize with others /aware with other's thought and feelng for understanding the reading text ? (Developing Cultural understanding, Becoming aware of others' thoughts and feeling)	1, 2, 3

Sources: Adopted from Bloom, Rebbeca L Oxford (1990).

Appendix II

Table 6.2

Guideline aboutwhat learning strategies applied in reading

No	Indicator/ Learning strategy	Sub indicator	Number of statements
1	Memory Strategy		
		Creating mental lingkages	1
		applying images andsounds	2
		Reviewing well	3
		Employing action	4
2	CognitiveStrategy		
		Practicing	5
		Receiving and sending messages	6
		Analyzing and reasoning	7
		Creating structure for input and output	8
3	Compensation Strategy		
		- Guessing intelligently	9
		- Overcoming limitation in Reading.	10
4	Metacognitive strategies		
		-Centering your learning	11

		- Arranging andplanning your learning	12
		- Evaluating your learning	13
5	Affective strategies		
		- lowering your anxiety	14
		- Encouraging yourself	15
		- Taking youremotional temperature	16
6	Socialstrategy		
		- Asking for correction	17
		- Cooperating with other	18
		-Empathizing with others	19

Appendix III

Raw Score of Reading Test Student SMAN 3 Batusangkar (14Oktober 2019)

No	Name	Score	Value	No	Name	Score	Value
1	AFIFAH NOVIZA	33	82,50	20	NADYA RAHMA PUTRI	22	55,00
2	AGIL PUTRA ALENA	28	70,00	21	NAYLA AURA JOVANI	25	62,50
3	AIDIL GHIVARI	19	47,50	22	NILA SARI	20	50,00
4	ANANDA MOHAMMAD IQBA	18	45,00	23	NURSAMSIAH	23	57,50
5	FAIZUL LUTHFI	21	52,50	24	NURUL FATIMAH YUSRI	39	97,50
6	FATIH TOMENDRA	36	90,00	25	RAHMA SUSILA	18	45,00
7	HUKMANUL FIKRI	25	62,50	26	RAHMA YUNI	20	50,00
8	IRMA CAHYANI	18	45,00	27	RAHMAD RUSDY	23	57,50
9	ISTIQOMATUL QURANI	29	72,50	28	RAHMAT HIDAYAT	30	75,00
10	IZZAH KHAIRIYAH	25	62,50	29	RAIHAN ADITHYA PD	24	60,00
11	KEVIN RAMIRO M	27	67,50	30	RAJHI FEBRI NARDI	28	70,00
12	LATHIFAH BARTAYANI	24	60,00	31	RAZAQY ARZATI AKHRA	22	55,00
13	LOVINA UTAMI HERMAN	34	85,00	32	RIFALDI H	26	65,00
14	M JORDAN D CANDRA	26	65,00	33	SALSABILLA	25	62,50
15	MAYASARI RAHMAYUNI	26	65,00	34	TARISA HISANAH A	32	80,00
16	MIFTAHUL MELSYA S	14	35,00	35	WILLY BONANJA MANIK	25	62,50
17	M FATHUR RAHMAN	27	67,50	36	ZALESTYA VIANI	26	65,00
18	MUTIARA ANIVA	23	57,50	Average			
19	NADIRA PUTRI SALABI	33	82,50			25,39	63,47

Batusangkar, 7 Juli 2019

Mengetahui:
Kepala Sekolah SMAN 3 Batusangkar Guru Mata Pelajaran

ALFION, S. AgMARJOHAN, M.Pd NIP.197203171999031003
NIP.196503221989031004

Appendix IV

Questionnaire

Name :

Class :

Note:

1. This questions or research guide only want to find out about your "English reading strategy
of Higher Orders Thinking Skill (HOTS) of English text.

2. This questions or research guide will not give the negative impact to your academic.

3. The statements might show your strategies in reading the English text with higher level
difficulty. Please, feel free to response. Put your tick mark (✔) on:

Score "1" for "seldom"

Score "2" for "sometime"

Score "3" for "often"

No	statements	Score		
		1	2	3
1	- I understand the text by connecting one opinion to other opinions. *Saya memahami teks dengan menghubungkan pendapat teman yang satu dengan yang lain.*	4 (10%)	25 (62,5%)	11 (27,5%)
2	- Im visualizing or imagining the content of reading is an effective way to understand the text. *Saya menggambarkan atau mengimajinasikan isi dari bacaan untuk memahamiteks.*	6 (15%)	9 (22,5%)	25 (62,5)

3	- I write the draft of readings in the notes in the form of reviews or summaries. *Sayamenulis konsep dari bacaan di catatan dalam bentuk ulasan atau ringkasan.*	10 (25%)	15 (37,5%)	15 (37,5%)
4	- Im understanding the text by using some reading technics. *Saya memahami teks dengan menggunakan beberapa tekhnik membaca.*	6 (15%)	25 (62,5%)	9 (22,5%)
5	- I make small notesor make a markfor the important sections. *Saya Membuat catatan kecil atau memberi tanda pada sesi-sesi penting dalam bacaan.*	10 (25%)	19 (47,5%)	11 (27,5%)
6	- Im getting the ideas from the text by using resources (book, internet, etc). *Saya memahami dengan menggunakan sumber-sumber (buku dan internet).*	6 (15%)	14 (35%)	20 (50%)
7	- Im understanding the text by analyzing or translating and finding the reason. *Saya memahami teks dengan menganalisa atau menerjemahkan dan* *Menemukan alasan nya.*	4 (10%)	13 (32,5%)	23 (57,5%)
8	- Im understanding the text by finding the structure of the content in the text. *Saya memahami teks dengan menemukan struktur dari isi teks.*	10 (25%)	27 (67,5%)	3 (7,5%)
9	- Im Thinkingthe things i already know in the text. *Saya memikirkan sesuatu yang telah saya tahu sebelum nya di teks.*	6 (15%)	4 (10%)	30 (75%)
10	- I find out about what is written in	4	11	24

	the text and important information which listed on each page. *Saya Mencari tahu tentang apa yang tertulis pada teks dan informasi* *penting yang Tercantum pada tiap halaman.*	(10%)	(27,5%)	(60%)
11	- I Focus on reading which according to the questions about the text you want to answer. *Saya Fokus pada bacaan yang berdasarkan pertanyan di dalam Teks.*	7 (17,5%	10 (25%)	23 (57,5%)
12	- Im making reading plan to improve reading discipline and reading quality. *Saya membuat rencana membaca untuk meningkatkan displin membaca dan* *kualitas membaca.*	11 (27,5%	20 (50%)	9 (22,5%)
13	- Im evaluate about how to have good reading process and use the good reading process. *Saya mengevaluasi proses membaca yang baik dan menggunakan nya dalam membaca teks.*	10 (25%)	20 (50%)	10 (25%)
14	- I Read the text with relax to prevent stress in reading. *Saya membaca teks dengan santai untuk menghindari tekanan saat membaca.*	3 (7,5%)	6 (15%)	31 (77,5%)
15	- I Make target about increasing reading skill and do self- reward. *Saya membuat targetpeningkatan kemampuan membaca dan memberi penghargaan untuk diri sendiri.*	10 (25%)	18 (45%)	12 (30%)
16	- I Pay attention to own opinion and	12	21	7

	tell your opinion to others. *Saya memperhatikan pendapat sendiri dan menceitakan pedapat anda* *kepada* *yang lain.*	(30%)	(52,5%)	(17,5%)
17	- Im asking for clarification or verification about the result of reading. *Saya meminta kejelasan atau pembuktian tentang hasil dari membaca.*	7 (17,5%	18 (45%)	15 (37,5%)
18	-Im cooperating with peers to understand the text. *Bekerja sama dengan teman sebaya untuk memahami teks.*	2 (5%)	10 (25%)	28 (70%)
19	- I Keep aware of self thoughts andFeelings also aware about other student though during reading. *Saya tetap memperhatikan pemikiran dan pendapat sendiri dan juga* *memperhatikan pendapat siswa lain selama membaca.*	5 (12,5%	20 (50%)	15 (37,5%)

No	Statements
1	Memory Strategy
a)	- How do i find the opinions in the text ?

	Bagaimana cara saya menemukan opini di dalam teks?
	Answer: …… …. …… …… …… ……. …… ……
b)	- How do i visualize or imagine the content of readingtext ? *Bagaimana saya menggambarkan atau membayangkan isi bacaan?*
	Answer: …… …. …… …… …… ……. …… ……
c)	- How do i write the draft about the readings text ? *Bagaimana saya menulis konsep tentang teks membaca?*
	Answer: …… …. …… …… …… ……. …… ……
d)	- How do i apply your reading technics? *Bagaimana saya mengaplikasikan tekhnik-tekhnik membaca?*
	Answer: …… …. …… …… …… ……. …… ……

2	Cognitive Strategy
a)	- How do i make small notesor make a markfor the sections that you feel Important ?. *Bagaimana saya membuat catatan kecil atau memberi tanda untuk sesi penting?*
	Answer: …… …. …… …… …… ……. …… ……
b)	- How do i getthe ideas from the text by using resources (book, internet, etc.)? *Bagaimana saya mendapatkan ide-ide dari teks dengan menggunakan sumber* *(internet dan buku)?*
	Answer: …… …. …… …… …… ……. …… ……
c)	- How do i analyze the text? *Bagaimana saya menganalisa teks?*
	Answer: …… …. …… …… …… ……. …… ……
d)	- How do i find the structure of the content in the text ? *Bagaimana saya menemukan struktur dari isi sebuah teks?*
	Answer:

	…… …. …… …… …… ……. …… ……
3	Compensation Strategy
a)	- How do i think about things you already know in the text ? *Bagaimana saya berpikir tentang sesuatu yang anda tahu pada teks?*
	Answer: …… …. …… …… …… ……. …… ……
b)	- What do i do to find out what is written in the text and whatimportant information is listed on which page ? *Apa yang saya lakukan untuk menemukan pesan yang tertulis pada teks dan info* *penting yang tercantum pada halaman tersebut?*
	Answer: …… …. …… …… …… ……. …… ……
4	Metacognitive strategies
a)	- What do i do to focus on reading according to questions about the text you want to answer ? *Apa yang saya lakukan untuk fokus membaca yang mengacu pada pertanyaan yang*

	akan anda jawab?
	Answer: …… …… …… …… …… ……
b)	- How do i plan your reading improvement and your reading quality? *Bagaimana saya merencanakan peningkatan membaca dan kualitas membaca anda?*
	Answer: …… …… …… …… ……
c)	- What do i do to evaluate about how to have good reading process and use the good reading process ? *Apa yang saya lakukan untuk mengevaluasi tentang bagaimana proses membaca* *yang baik dan menggunakan nya?*
5	Affective strategies
a)	- What do i do in order you are relax and not to be stress during the reading activities? *Apa yang di lakukan agar asaya santai dan tidak tertekan saat membaca?*
	Answer: …… …… …… …… ……

	……
b)	- How i make my target about reading ?and how do i do your self- reward ? *Bagaimana saya membuat suatu dalam membaca? Dan bagaimana anda menghadiahi diri saya setelah nya?*
	Answer: …… …. …… …… …… ……. …… ……
c)	- How do i pay your attention to my feeling ? and how do i tell my own reading feeling to others/friends ? *Bagaimana saya memperhatikan pendapat saya? Dan bagaimana cara i* *mengutarakan pendapatsaya kepada teman saya?*
	Answer: …… …. …… …… …… ……. …… ……
6	Socialstrategy
a)	- How do i ask for clarification or verification about the result of my reading ? *Bagaimana saya meminta pembenaran atau pembuktian dari hasil membaca saya?*
	Answer: …… …. …… …… ……

	……. ……. …….
b)	- How do im cooperating with peers/ good friend to understand the text ? *Bagaimana saya bekerja sama dengan teman sebaya/ teman baik saya untuk memahami teks?*
	Answer: ……. …. ……. ……. ……. ……. ……. …….
c)	- How do i keep aware of with self thoughts and feelings and also with other though during reading ? *Bagaimana saya tetap memperhatikan pemikiran dan pendapat saya serta pendapatorang lain selama membaca?*