



The Correlation Between HOTS, Reading Interest And Reading Comprehension

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Abstract

The goals of this research are: 1) to find out if there is a strong connection between Higher Order Thinking Skills (HOTS) and Reading Comprehension. 2) to find out if there is a strong connection between Reading Interest and Reading Comprehension. 3) to find out if there is a strong correlation between students' HOTS, Reading Interest and Reading Comprehension. This study took place at the eleventh grade of SMAN 1 Colomadu during the 2022/2023 Academic Year. The researcher used a type of research that looked at numbers and relationships between things which is correlation research. This study involved 26 students who were chosen to be part of the research. The students were selected randomly for the study. The researcher used different ways to collect data, including tests and non-tests. For the test, there are 20 questions that measure how well students HOTS and reading comprehension. For the non-test method, the researcher used a set of questionnaire to find out how interested students are in reading. The researcher used multiple linear regression to examine the data. The results of this study showed that : 1) there is a strong connection between a student's HOTS and their reading comprehension. The data analysis shows that the t-value 4.102 is higher than the t-table value 2.0342. 2) there is no significant correlation between students' reading comprehension and reading interest. The data analysis shows that the value of t (0.008) is less than the ttable value (2.034). 3) there is weak correlation between HOTS, reading interest and reading comprehension. Based on the analysis of the data, the value of F (8,595) is greater than the value of Ftable (3,28). The findings of this study are expected to inspire students to read more and enhance their abilities to understand what they read and think critically. This research wants teachers to be more imaginative and inventive when they teach reading material. This research can help other researchers who are studying HOTS, reading interest, and reading comprehension.

Keywords: *HOTS, Reading Interest, Reading Comprehension, Correlation Study*

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INTRODUCTION

Currently schools in Indonesia have started implementing the Merdeka Curriculum. This curriculum has been used in Indonesia since 2022. The curriculum that focuses on students' interests and talents is expected to make students more creative. Khoirurrijal (2022:15) stated "Kurikulum Merdeka diterapkan dengan tujuan untuk melatih kemerdekaan dalam berpikir peserta didik" with this curriculum, students are able to develop their potential according to their talents and interests.

However, the implementation of this curriculum has not been implemented thoroughly in Indonesia. This was because several schools, such as in SMA Colomadu and SMK Sragen were still using the old curriculum which was called

the 13 curriculum for several classes. The way students learn has changed from being focused on the teacher to being focused on the student, this phenomena due to the implementation of the Independent Curriculum. Teacher need to prepare students for student-centered learning by teaching them to think critically. Students need to have good thinking skills called HOTS (Higher Order Thinking Skills).

The Independent Curriculum is used in every subject in schools that use it. This includes elementary, middle and high schools, as well as English classes. In Indonesia, kids start learning English in primary school. English is

a language that lots of people use to talk with people from other places. English is a subject taught in schools in Indonesia. English lessons teach four things: listening, speaking, reading and writing. The students must be really good at these four language abilities. Reading is hard for students to learn because it is the main skill they are taught. To help students read well, their teacher needs to give them good material to read, good ways to learn and good test. The teacher should make sure that the students are not only sitting quietly but they should also have fun while they learn and being active in class. The teacher should motivate the students. Crow (1964:12) said interest is helpful to understanding the materials.

Being good at reading is crucial for students compared to the other skills mentioned. Reading can teach students many things. Students who want to learn more should improve their reading skills. Students can learn things and share their ideas and emotions by reading. Hernandez (2017: 11) says that understanding what reader read is very important. It helps student focuses better and do better and in school. Reading is really important, but some students in class XI MIPA 6 had a tough time doing reading exercises because they did not know the right techniques. Many students do not understand what an English text meant as they did not know enough English vocabularies. The researcher discovered why lots of students struggle to comprehend what they read. One reason is that they do not read the word carefully, they just glance at it quickly. They misunderstood the option as a response of their attitude in bad reading. Some students do not do well in English because they do not like learning it.

By reading, students are able to gain more knowledge about a subject and develop quicker pattern recognition. Reading comprehension means being able to understand written information. This means critical thinking skills and paying close attention when someone read are needed to understand the text (Sitorus, 2021).

Reading comprehension involves many skills, such as guessing what might happen next, asking questions, figuring things out based on clues, coming to a decision, putting together information, knowing the most important idea in the text, writing a short version of what the reader read and analyzing the text. The same thing was explained by (Grabe & Stoller 2013:11) reading comprehension as the ability to understand what the reader reads and explain it properly.

HOTS should be applied in teaching and learning process and test how well students learn to meet the standard of the 2013 curriculum. HOTS means thinking hard and fixing issues by using brain, rather than just memorizing information. According to Sitorus (2021) In the revised curriculum 2013 expects students to learn in four ways: collaborative, communicative, critical thinking, and creative and HOTS, including a lesson program, literacy and character development. This skill can help students get better at thinking by giving their assessment that has many

different kinds of questions. So, the teacher has to use HOTS in every lesson to fulfill the curriculum requirements. HOTS is important thinking abilities that are used in all school subjects, including English class.

Using Higher Order Thinking Skills (HOTS) in English class able to assist teachers in helping students to analyze and compose written works with more depth and structure. Additionally, evaluating students based on their critical thinking abilities should be the main priority during the learning process. Harvey & Goudvis (2017) mentioned in Sitorus (2021) said that asking questions can help students understand, learn new things and solve problems.

Being interest in reading is really important for how well students learn, specifically when it comes to getting better at understanding English and reading comprehension skills. Fitria (2019) thinks that to understanding English text, students need to be interested in reading it. Reading a lot can improve their vocabulary. Not only vocabulary mastery but also various aspect in English.

Students who having interest in reading become better readers. Furthermore, students who are genuinely interested in something demonstrate it by having a strong desire to read about it independently. Slameto (2003) mentioned by Saswandi (2014) said there are six things that show someone likes reading. These are: paying attention, wanting to read, needing it, feeling happy while reading, having good things to read and having a good teacher who takes part.

Looking at these situations, the school that the researcher conducted the research. The students who were observed by researcher still had some difficulties in understanding the text. They don not appear to like reading long English text. Only a few students wanted to read the text prepared by the researcher.

METHODS

This research collects and analyzes data used statistical techniques. It is called quantitative research. The method of the researcher is correlation research. Gay and Airsian (2011) said that a correllation study looks as a situation that is very different from what survey or observational studies usually look at. Correlation research gives a number that shows how two or three things are connected. To figure out how the things are related. The researcher used correlation analysis called regression.

This research was find out if different things are having correlation using statistical quantitative in correlation coeficient. The researcher wants to know the student's HOTS, student's reading interest and student's reading comprehension. According to Knap (2016: 12) says that there are two types of correlation variables: independent variables and dependent variables. Independent variables are things that have an effect on other things. The dependent variable is a variable that changes depending on other variable.

RESULTS & DISCUSSION

The Correlation Between Students' HOTS and Reading Comprehension

After the researcher got the data of these variables; Higher Order Thinking Skills (HOTS) and Reading Comprehension. The researcher correlated these variables used regression formula. From the calculation with excel and supported with SPSS, it can be seen that the sig value was 0.00 and the researcher

used a confidence level (α) is 0.05. Furthermore, the value of tvalue is 4.102 and the value of t table is 2.034. So from these results it can be concluded that $\text{sig } 0.00 < \alpha 0.05$ and $\text{tvalue } 4.102 > \text{ttable } 2.034$. It means that there is a significant correlation between Higher Order Thinking Skills and Reading Comprehension.

The Correlation Between Student’s Reading Interest and Reading Comprehension

After the researcher got the data of these variables; Reading Interest and Reading Comprehension. The researcher was correlated these variables used regression formula. From the calculation with manual and supported with SPSS it can be seen that the results of the sig 0.994 and the researcher used a confidence level(α) is 0.05. Furthermore, the value of tvalue is 0.008 with a ttable of 2.304. So from these results it can be seen that $\text{sig } 0.994 > \alpha 0.05$ and $\text{tvalue } 0.008 < \text{ttable } 2.304$. It means that there is no significant correlation between students’ Reading Interest and students’ Reading Comprehension.

The Correlation Between Students’ HOTS skill, Reading Interest and Reading Comprehension

After the researcher got the data of the variables, the next step taken by the researcher was to determine the the correlation between those variables; Higher Order Thinking Skills (X1), Reading Interest (X2) and Reading Comprehension (Y) there was a relationship or not. In this case, the data of higher order thinking skills, reading interest and reading comprehension were correlated with regresion formula.

From the calculation above, it is found that r is 0,343. From the result of the data analysis of students’ higher order thinking skills, students’ reading interest and students’ reading comprehension, it can be seen that the correlation between variable X1, X2 and variable Y is 0,343. This means that between two independent variables and one dependent variable have weak correlation. This can be seen in a simple interpretation of correlation index ‘r’.

Table 4.4 The Simple Interpretation of r_{xy}

“r” Product Moment	Interpretation
0.00-0.20	Very low
0.20 – 0.40	Weak
0.40 – 0.70	Medium
0.70 – 0.90	High
0.90 – 1.00	Very high

CONCLUSION

A study titled 'How Thinking Skills, Interest in Reading, and Understanding of Texts are Connected among Eleventh Grade Students at SMAN 01 Colomadu in the 2022/2023 School Year'. The goal of this research is to provide solutions to the questions presented in the first chapter. There are three main findings from this research:

1. After analyzing the data, the value of sig was 0. 00, which was lower than 0. 05 The number tvalue was 4. 102 and the number ttable was 2,034. This means that the measured value was greater than the expected value. This means that

there is a strong connection between a student's HOTS and Reading Comprehension.

2. According to the data analysis, the value of "sig" which was 0.994, was higher than 0.05. The value of "tvalue" was 0.008 and the "ttable" was 2.034. This means that there is no important connection between student's reading interest and reading comprehension.
3. After analyzing the data, it was found that the value of sig (0.001) is smaller than a (0.05). The Fvalue (8,595) was greater than the Ftable (3.28). It can be said that student's HOTS, Reading Interest and Reading Comprehension are connected in a positive way.

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