

ABSTRACT

Alfadil, Muhammad Hasan (2026). Enhancing Students' Reading Comprehension Through Teacher's Hots-Based Questions: A Comparative Study of Two Classes in A Private Junior High School. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

Reading comprehension is an essential skill in English language learning, yet many junior high school students still struggle to understand, analyze, and interpret texts. Although the Indonesian curriculum emphasizes Higher-Order Thinking Skills (HOTS), reading instruction and assessment remain dominated by lower-order thinking questions, creating a gap between curriculum expectations and classroom practice. Therefore, this study aimed to examine the effectiveness of teachers' HOTS-based questions in improving students' reading comprehension. This study employed a quantitative approach using a quasi-experimental Nonequivalent Control Group Design. The participants were two eighth-grade classes at MTs Persis Sumedang, consisting of approximately 20 students each. One class was assigned as the experimental group and received instruction using teachers' HOTS-based questions, while the other served as the control group and received conventional questioning. Data were collected through parallel pre-tests and post-tests consisting of 20 multiple-choice reading comprehension questions and analyzed using the Wilcoxon Signed-Rank Test, Mann-Whitney U Test, and N-Gain analysis. The findings showed that the experimental group achieved a higher post-test mean score (8.75) than the control group (7.53). The Wilcoxon test indicated significant improvement within both groups, while the Mann-Whitney U test found no statistically significant difference between them. However, the experimental group obtained a higher N-Gain score, suggesting that teachers' HOTS-based questions more effectively promoted students' reading comprehension by encouraging critical thinking, analysis, and deeper interpretation of texts.

Keywords: Higher-Order Thinking Skills (HOTS), teachers' HOTS-based questions, reading comprehension, quasi-experimental study, English language teaching.