

ABSTRACT

Yuliasih. 2023: The Correlation between EFL Students' Higher Order Thinking Skills (HOTS) and their Reading Comprehension. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

Higher-order thinking skills (HOTS) are essential in creating educational resources to enhance reading comprehension abilities (Thamrin, N. 2019). Cognitive capacity is a crucial factor in the educational process. Each student has a unique cognitive style that influences their learning preferences and strategies. Being a critical thinker necessitates engaging in more advanced levels of critical thinking than others. This is achieved by intentionally developing abilities such as grasping the material and the content of the text. The application of critical thinking in reading is a crucial element in developing students' capacity to comprehend the meaning of a text. Critical reading differs from other forms, such as skimming or scanning, as it involves using higher-order cognitive abilities. Therefore, this study is intended to find the correlation between Higher-order thinking students toward their reading comprehension. This study is aimed: (1) to find out the students' higher-order thinking Skills (HOTS) in English Education at UIN Sunan Gunung Djati Bandung, (2) to find out the students' reading comprehension of English Education at UIN Sunan Gunung Djati Bandung, (3) to determine the significant correlation between EFL students' higher-order thinking skills and their reading comprehension.

This research used a quantitative approach, particularly correlation design, using Watson Glaser Critical Thinking Appraisal (WGCTA) to find students' higher-order thinking skills and collect students' reading comprehension scores. The participants of this research were thirty fourth-semester students of the English Education Department, selected by random sampling. The data was obtained from the WGCTA test and documentation. The data analysis was presented manually using the Person product-moment formula and SPSS version 29.

The result of this study showed that the correlation between higher-order thinking skills of students and their reading comprehension score is a low correlation, from the correlation coefficient score result is 0,375. Based on the test hypothesis, the significant (2-tailed) is 0.041 or lower than 0.05. Thus, the alternative hypothesis is accepted and the null hypothesis is rejected automatically.

In conclusion, there is a significant correlation between the higher-order thinking of EFL students and their reading comprehension score of thirty students in the fourth semester of the English Education Department, the Faculty of Teacher and Training, UIN Sunan Gunung Djati Bandung.

Keywords: Higher Order Thinking Skills, Reading Comprehension Score