An Analysis of Students English Learning Reading Strategy in HOTS Text At Second Grade SMAN 3 Batusangkar

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A B S T R A C T

This research was motivated by the problems of class XI students at SMAN 3 Batusangkar. Some students have limitations in the knowledge of correct reading learning strategies, which causes some problems for students in writing. First, some students have various reading strategies that make these students have problems in learning. Second, 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 uses mixed research methods with class XI as the research population. The research sample amounted to 40. Data was collected through open and closed questionnaires. In a closed questionnaire, students are asked to tick one of the scales containing 3 scores. In an open questionnaire, the researcher got the answers what the students' strategies were and how they implemented them. The results showed that most of the students applied a strategy based on the highest percentage, the strategy was a cognitive strategy of 10.3% and the lowest percentage was an affective strategy of 6.57% in using the HOTS text reading strategy. Researchers can conclude as follows. First, students use cognitive strategies because they help students make up for their lack of knowledge in learning to read. Second, most students rarely use affective strategies for several reasons in reading HOTS texts.

Abstrak

Penelitian ini dilatarbelakangi oleh permasalahan siswa kelas XI SMAN 3 Batusangkar. Beberapa siswa memiliki keterbatasan dalam pengetahuan strategi pembelajaran membaca yang benar, yang menyebabkan beberapa masalah bagi siswa dalam menulis. Pertama, beberapa siswa memiliki berbagai strategi membaca yang membuat siswa tersebut memiliki masalah dalam belajar. Kedua, sebagian siswa belum memahami penggunaan strategi pembelajaran yang baik dan benar dalam membahas soal HOTS. Pertanyaan peneliti dalam penelitian ini adalah apa strategi siswa dalam belajar membaca dan bagaimana mereka menggunakannya. Tujuan dari penelitian ini adalah untuk mengetahui jenis strategi apa yang dimiliki siswa dalam pembelajaran membaca dan bagaimana mereka menggunakannya. Penelitian ini menggunakan metode penelitian campuran dengan kelas XI sebagai populasi penelitian. Sampel penelitian berjumlah 40. Data dikumpulkan melalui kuesioner terbuka dan tertutup. Dalam angket tertutup, siswa diminta mencentang salah satu skala yang berisi 3 skor. Dalam angket terbuka, peneliti mendapat jawaban apa strategi siswa dan bagaimana mereka menerapkannya. Hasil penelitian menunjukkan bahwa sebagian besar siswa menerapkan strategi berdasarkan persentase tertinggi yaitu strategi kognitif sebesar 10,3% dan persentase terendah adalah strategi afektif sebesar 6,57% dalam menggunakan strategi membaca teks HOTS. Peneliti dapat menyimpulkan sebagai berikut. Pertama, siswa menggunakan strategi kognitif karena membantu siswa menutupi kekurangan pengetahuan mereka dalam belajar membaca. Kedua, sebagian besar siswa jarang menggunakan strategi afektif karena beberapa alasan dalam membaca teks HOTS.

1. Introduction

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 (Richard). 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 important in developing student skill (Abdullah). 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 PISA which 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.

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 through 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 (Brookhart). 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 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 (Ariyana et al, 2018) 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 researcher 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.

From pre-research observation the researcher 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 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 (Setiawati et al, 2019) 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.

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 (Zohra et al. 2022).

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 (Hardan, 2013). Learning stategy can contribute to make the student or a language learner success in learning of foreign language, such as learning the English.

The researcher 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 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 (McEwan, 2014). 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 researcher 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 Learning Strategies in Reading Material of HOTS Text (Case Study at SMAN 3 Batusangkar).

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.

This research focus On: An Analysis of Student's Learning Strategies in Reading Materials of HOTS Text (Case Study at SMAN 3 Batusangkar). The objective of the research are: 1) What are the student's Learning Strategies in Reading Materials of HOTS Text applied and 2) how are the student's Learning Strategies in Reading Materials of HOTS Text applied (Case Study at SMAN 3 Batusangkar).

2. Research Method

2.1. 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. Besides that, it is also determined that descriptive research is useful in investigating many kinds of educational problem (Gay (1987).

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 3 Batusangkar 2021/2022).

2.2. 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 (Rahmadi, 2011). 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:

Table 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 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.

In this research, the researcher used a questionnaire as the technique of data collection. Cresswell says that "Questionnaire is a form used in a survey research design that participants in a study complete and return to the researcher." Moreover, Cristensen in Sugiyono states that "questionnaire is a self-report data collection instrument that each research participant fills out as a part of a research study." These theories showed that a questionnaire is a technique of data collection that contains some written statements or questions that had to be answered by participants. Besides, the questionnaire could be said as the self-report of the participant, so the researcher could get information about perception, thought, feeling, personality, and so on from participants. The researcher distributed the questionnaire to the students in the class and the English teacher help the researcher to collect the data easily.

In this research, the researcher used the formula purposed by Sudijono, as follows :

$$P = \frac{f}{N} \times 100\%$$

Where: P: percentage of the result

f: frequency of answer on each item

N: Number of Cases

After the researcher calculated the percentage, the researcher calculated the mean of the data. The researcher used the formula that is suggested by Subana as follow:

$$Mx = \frac{Tx}{N}$$

Where: MX: Mean

Tx: Total of Score

N: Number of Cases

Then, the researcher analyze the result of the data based on the Data and described them.

3. Result and Discussion

The researcher also found the data of the question from close questionnaire. This data emphasize on the word "What" of the process of reading activities experienced by students of SMAN 3 Batusangkar in understanding of reading and especially about reading HOTS text. It can be seen from the following figure.
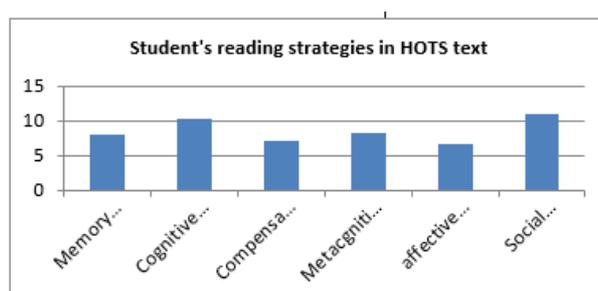

Figure 1. Student's Reading Strategies in HOTS text

The chart above explained the total percentage of what english learning reading strategy of HOTS text student used. The highest aspect that was chosen was for memory strategy 7,8%, compensation strategy 7,1% and social strategy 10,9%. The lowest chosen aspect was for metacognitive strategy 81,3% , affective strategy 6,57% and cognitive strategy 10,3%. The percentage was gotten by finding the average of each process chosen by the students.

The resercher also found the statement of the open questionanaire data. This data correlated with the close questionnaire data . This data emphasize on the word "How" on the process of reading activities experienced by students of SMAN 3 Batusangkar in undrstanding of reading and especially about reading HOTS text.

The researcher had analyzed the data based the result of the student's highest percentage on responsed asnwer in open questionnaire. The name of the students will be shown up as an initial. The researcher connected this data with the figure 4.1. Some can be seen in the explanation below.

The first student was initialed AHM. AHM stated "he reading the text again, so he can understand". It means when he read the HOTS text, he used compensation strategy.

The second student was initialed AA. AA stated "she read the text again for understanding the text and "she told herself about her comprehension about the text". It means when she read the HOTS text, she used compensation strategy and social strategy.

The fourth student was initialed H. H stated "he just remember something related to what he known". It means when he read the HOTS text, he used compensation strategy.

The fifth student was initialed ARA. ARA stated " she must understand the context of the text". It means when she read the HOTS text, she used metacognitive strategy.

The sixth student was initialed FL. FL stated "he told if one sentence related to another sentence, he might known about the text". It means when he read the HOTS text, he used compensation strategy.

The seventh student was initialed BDA. BDA stated "he thinking about his improved skill" and "increased his improved skill with his personal thought". It means when he read the HOTS text, he used compensation strategy and affective strategy.

The eighth student was initialed FF. FY stated "he connected his thought to thing he used to know" and "connect the thought to another friend". It means when he read the HOTS text, he used compensation strategy and afective strategy.

The ninth student was initialed SS. SS stated "she connected her thought to usual thing". It means when she read the HOTS text, she used compensation strategy.

The tenth student was initialed NF. NF stated "he excited to remember something he used to know". It means when he read the HOTS text, he used compensation strategy.

The eleventh student was initialed AM. AM stated "he told himself that his knowledge improve a lot". It means when he read the HOTS text, he used affective strategy.

The twelveth student was initialed FHI. FHI stated "he comprehended the word with implicit meaning". It means when he read the HOTS text, he used affective strategy.

The thirteenth student was initialed RAA. RAA stated "he read the text carefully and repeatedly","giving circle to difficult word" and"remembering something he used to know". It means when he read the HOTS text, he used memory, cognitive and compensation strategy.

The fourteenth student was initialed AYS. AYS stated "she translated the text after read it, then combine it after that" and "she immediately remember something and easy to connect she usually know". It means when she read the HOTS text, she used memory and compensation strategy.

The fifteenth student was initialed FA. FA stated "he comprehended the text first then answer it". It means when he read the HOTS text, he used compensation strategy.

The sixteenth student was initialed EZ. EZ stated "she read the text and try to remember the content of the text". It means when she read the HOTS text, she used compensation strategy.

The sevententh student was initialed LLA. LLA stated "he read text and repeat again with his friend". It means when he read the HOTS text, he used metacognitive strategy.

The eighteenth student was initialed CNA. CNA stated "she imagine something she know before and happy when it happened". It means when she read the HOTS text, she used compensation strategy.

The nineteenth student was initialed MPA. MPA stated "he read the book or given mark on difficult word" and "he could understood if he comprehend". It means when he read the HOTS text, he used compensation and affective strategy.

The Twenty student was initialed MFA. MFA stated "she excited about something he used to know". It means when she read the HOTS text, she used compensation strategy.

Analysis Data

1. Close Questionnaire

The researcher explained to the students to respond with "frequency words" These were three frequency words the students responsed, they were "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" and the reading strategy student used. The instrument was filled by the students on the close questionnaire.

2. Student's reading strategy based on on HOTS text the memory startegy

There were several items to know the student's reading reading strategy based on memory strategy and the Specific Strategy of Memory Strategy. The detailed description can be seen in the following table.

Table 2. The Student's reading strategy on HOTS Reading Text based on the memory startegy

No	Often	Seldom	Sometimes	Total Score	%
1	11	25	4	26	27,5
	4	25	11		
2	25	9	9	74	62,5
3	15	15	10	60	37,5
4	9	25	9		22,5
		Mean		160	150 :19 =7,89

Based on the table of the total percentage above, each item had a different percentage. The first item had 27,5% because 11 students answered often, 4 students answered seldom and 25 students answered sometimes. The second item had 62,5% because 25 students answered often, 9 students answered sometimes and 6 students answered seldom. The third item had 37,5% because 15 students answered often, 15 students answered sometimes and 25 students answered seldom. The fourth item had 22,5% because 9 students answered often, 25 students answered sometimes and 6 students answered seldom.

Based on the percentages above, the total percentage for the memory strategy was 7,9%. It was gotten from the sum of percentages divided by the number of items and timed with 100%. The student's learning reading strategy based on memory strategy can be seen in following diangram :
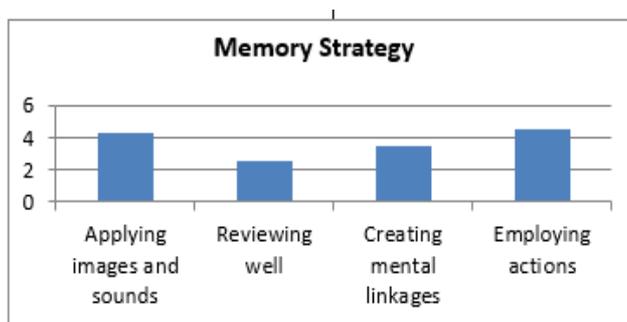
Figure 2. Student's Reading strategy in HOTS text based on Memory strategy

Based on the chart above, the researcher shown the highest percentages of the specific memory strategy on the score which given tick mark by the students and the lowest percentages of the specific memory strategy on the score which given tick mark by the students.

3. Student's reading strategy based on on HOTS text the cognitive startegy

There were several items to know the student's reading reading strategy based on cognitive strategy and the Specific Strategy of cognitive Strategy. The detailed description can be seen in the following table.

Table 3. The Student's reading strategy on HOTS Reading Text based on the cognitive startegy

No	Often	Seldom	Sometimes	Total Score	%
1	9	25	6	30	22,5
2	11	19	10	73	27,5
3	20	14	6	57	50
4	23	13	4		57,5
		Mean		160	157,5 :19 =10,3 %

Based on the table of the total percentage above, each item had a different percentage. The first item had 22,5% because 9 students answered often, 6 students answered seldom and 25 students answered sometimes. The second item had 27,5% because 11 students answered often, 19 students answered sometimes and 10 students answered seldom. The third item had 50% because 20 students answered often, 14 students answered sometimes and 6 students answered seldom. The fourth item had 57,5% because 23 students answered often, 13 students answered sometimes and 4 students answered seldom.

Based on the percentages above, the total percentage for the cognitive strategy was 10,3%. It was gotten from the sum of percentages divided by the number of items and timed with 100%. The student's learning reading strategy based on cognitive strategy can be seen in following diangram.
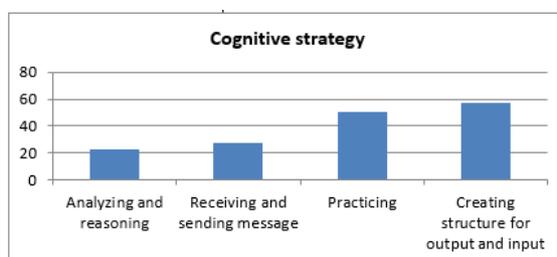

Figure 3. Student's Reading strategy in HOTS text
based on cognitive strategy

Based on the chart above, the researcher shown the highest percentages of the specific cognitive strategy on the score which given tick mark by the students and the lowest percentages of the specific cognitive strategy on the score which given tick mark by the students.

4. Student's reading strategy based on HOTS text the compensation strategy

There were several items to know the student's reading reading strategy based on compensation strategy and the Specific Strategy of compensation Strategy. The detailed description can be seen in the following table.

Table 4. Student's reading strategy on HOTS Reading Text based on the compensation startegy

Often	Seldom		Sometimes	Total Score	%
30			6	10	75
4	4	11			
	25				
24			4	16	60
	11				
				54	
	Mean		80		135: 19 =7,1

Based on the table of the total percentage above, each item had a different percentage. The first item had 75% because 30 students answered often, 6 students answered seldom and 6 students answered sometimes. The second item had 60% because 24 students answered often, 11 students answered sometimes and 4 students answered seldom.

Based on the percentages above, the total percentage for the compensation strategy was 7,1%. It was gotten from the sum of percentages divided by the number of items and timed with 100%. The student's learning reading strategy based on compensation strategy can be seen in following diangram :
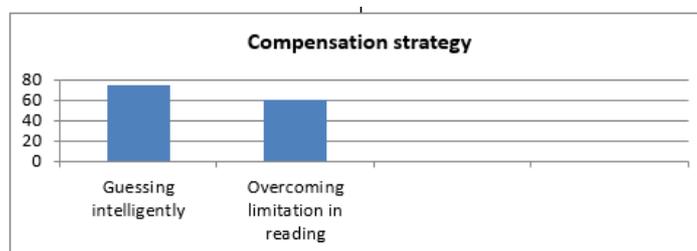

Figure 4. Student's Reading strategy in HOTS text
based on compensation strategy

Based on the chart above, the researcher shown the highest percentages of the specific compensation strategy strategy on the score which given tick mark by the students and the lowest percentages of the specific compensation strategy on the score which given tick mark by the students.

5. Student's reading strategy based on HOTS text the metacognitive startegy

There were several items to know the student's reading reading strategy based on metacognitive strategy and the Specific Strategy of metacognitive Strategy. The detailed description can be seen in the following table.

Table l 5. The Student's reading strategy on HOTS
Reading Text based on the compensation startegy

No	Often	Sometimes	Seldom	Total Score	%
1	23	10	7	28	57,5
	4	25	11		
2	9	20	11	50	22,5
3	10	20	10	42	25
	Mean			120	105 :19 =81,3 %

Based on the table of the total percentage above, each item had a different percentage. The first item had 57,5% because 23 students answered often, 7 students answered seldom and 10 students answered sometimes. The second item had 22,5% because 9 students answered often, 20 students answered sometimes and 11 students answered seldom. The third item had 25% because 10 students answered often, 20 students answered sometimes and 10 students answered seldom.

Based on the percentages above, the total percentage for the metacognitive strategy was 83,1%. It was gotten from the sum of percentages divided by the number of items and timed with 100%. The student's learning reading strategy based on metacognitive strategy can be seen in following diagram :
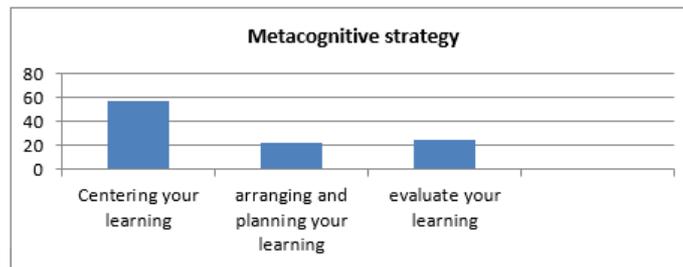

Figure 5. Student's Reading strategy in HOTS text
based on metacognitive strategy

Based on the chart above, the researcher shown the highest percentages of the specific metacognitive strategy strategy on the score which given tick mark by the students and the lowest percentages of the specific metacognitive strategy on the score which given tick mark by the students.

6. Student's reading strategy based on HOTS text the affective startegy

There were several items to know the student's reading reading strategy based on affective strategy and the Specific Strategy of affective Strategy. The detailed description can be seen in the following table.

Table 6. The Student's reading strategy on HOTS Reading Text based on the compensation startegy

No	Often	Sometimes	Seldom	Total Score	%
1	31	6	3	25	77,5
	4	25	11		
2	12	18	10	45	30
3	7	21	12	50	17,5
	Mean			120	125 :19 =6,57 %

Based on the table of the total percentage above, each item had a different percentage. The first item had 77,5% because 31 students answered often, 3 students answered seldom and 6 students answered sometimes. The second item had 30% because 12 students answered often, 18 students answered sometimes and 12 students answered seldom. The third item had 17,5% because 7 students answered often, 21 students answered sometimes and 12 students answered seldom.

Based on the percentages above, the total percentage for the affective strategy was 6,57%. It was gotten from the sum of percentages divided by the number of items and timed with 100%. The student's learning reading strategy based on affective strategy can be seen in following diangram :
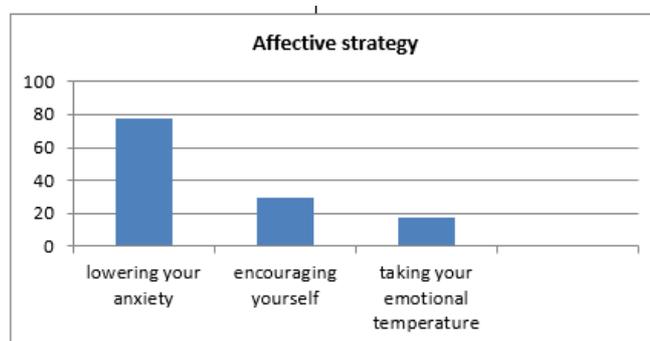

Figure 6. Student's Reading strategy in HOTS text
based on affective strategy

Based on the chart above, the researcher shown the highest percentages of the specific affective strategy strategy on the score which given tick mark by the students and the lowest percentages of the specific affective strategy on the score which given tick mark by the students.

7. Student's reading strategy based on HOTS text the social startegy

There were several items to know the student's reading reading strategy based on social strategy and the Specific Strategy of social Strategy. The detailed description can be seen in the following table.

Table 7. The Student's reading strategy on HOTS Reading Text based on the social startegy

No	Often	Sometimes	Seldom	Total Score	%
1	15	18	7	14	37,5
	4	25	11		
2	28	10	2	48	70
3	15	20	5	58	37,5
		Mean		120	145 :19 =10,9 %

Based on the table of the total percentage above, each item had a different percentage. The first item had 37,5% because 15 students answered often, 2 students answered seldom and 10 students answered sometimes. The second item had 70% because 28 students answered often, 10 students answered sometimes and 2 students answered seldom. The third item had 37,5% because 15 students answered often, 20 students answered sometimes and 5 students answered seldom.

Based on the percentages above, the total percentage for the social strategy was 6,57%. It was gotten from the sum of percentages divided by the number of items and timed with 100%. The student's learning reading strategy based on social strategy can be seen in following diangram :
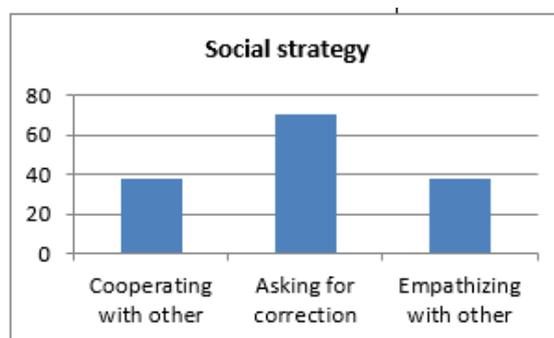
Figure 7. Student's Reading strategy in HOTS text
based on affective strategy

Based on the chart above, the researcher shown the highest percentages of the specific social strategy strategy on the score which given tick mark by the students and the lowest percentages of the specific social strategy on the score which given tick mark by the students.

Discussion

The researcher has displayed the data of research on the tables above. From this research,It 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.

There were two questions. The question were what student's strategy in english reading strategy and how the students aplly the learning reading strategy. Based on the analyzing of what english learning reading strategy of HOTS text applied, study case at SMAN 3 Batusangkar.

It meant what was strategies the students applied in learning process. It can be shown for memory strategy 7,89, for cognitive strategy 10,3% and for compensation strategy 7,1%. Rebecca L oxford stated reading strategy from point of view in direct strategies consist of memory strategy, cognitive strategy and compensation strategy. To understand memory strategy, the students must reading the text and the students will lear creating mental linkage, applying images and sound, 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 students will have lesson about guessing intelligently and overcoming limitation.

The researcher also found the data about metacognitive strategy, affective strategy and social strategy. It can be seen that metacognitive strategy 81,3% , for affective 6,57%   and 10,9% for social strategy.

Rebecca L oxford stated the point of view in indirect reading strategy, the students should learn about analyzing, evaluating and creating during reading the text to connect with point of higher thingking domain. The students will learn about centering the learning, arranging and planning learning, evaluating learning in metacognitive strategy. In affective strategy, the students will learn about lowering the anxiety, self-encourage and controlling emotional temperature. For social strategy the students will asking question, cooperating with another student and emphasize opinion with other.

From the explanation above most of the students applied about compensation strategy and some of the students applied social strategy. 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.

From the research, the researcher found about how students applied english learning reading strategy of HOTS text .The students applied the reading strategy in learning process. It meant how the student applied the reading strategy to learning process.

Its were they applied image and sound 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. The students do guessing intelligently by thinking about things The students 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 The students want to read. The students do lowering their anxiety by doing relax and not to be stress during the reading activities. The students cooperate with other by reading the text together themselves and share their opinion from one to another.

4. Conclusion

Based on the finding and discussion that have been presented in the previous chapter, the researcher concludes that: 1). English learning reading strategy in HOTS text applied based on the memory strategy has 7,89% percentage and the highest specific strategy reviewing well has the highest percentage. It can be seen based on the total percentage gotten in the previous chapter was 62,5% total percentage. 2). English learning reading strategy in HOTS text applied based on the cognitive strategy has 10,3% percentage and the highest specific strategy creating structure for input and output has the highest percentage. It can be seen based on the total percentage gotten in the previous chapter was 57,5% total percentage. 3). English learning reading strategy in HOTS text applied based on the compensation strategy has 7,1% percentage and the highest specific strategy guessing intelligently has the highest percentage. It can be seen based on the total percentage gotten in the previous chapter was 75% total percentage. 4). English learning reading strategy in HOTS text applied based on the metacognitive strategy has 81,3% percentage and the highest specific strategy centering your learning has the highest percentage. It can be seen based on the total percentage gotten in the previous chapter was 57% total percentage. 5). English learning reading strategy in HOTS text applied based on the affective strategy has 6,57% percentage and the highest specific strategy lowering your anxiety has the highest percentage. It can be seen based on the total percentage gotten in the previous chapter was 77,5% total percentage. 6). English learning reading strategy in HOTS text applied based on the social strategy has 10,9% percentage and the highest specific strategy asking for correction has the highest percentage. It can be seen based on the total percentage gotten in the previous chapter was 70% total percentage.

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