CHAPTER II
LITERATURE REVIEW

A. Conceptual Description

1. Definition of Collaborative Learning

According to (Bhandari, 2022) collaborative learning is an educational technique that promotes active engagement by students working in small groups to achieve common goals. This learner-centered technique promotes an interactive environment in which learners may use their different talents and views, resulting in a more enriching learning experience. In collaborative learning, students engage in group problem-solving, actively discussing and negotiating ideas, which improves their critical thinking and communication skills. Using a collaborative learning model provides a real-life context, which is a significant benefit (Supena et al., 2021). Additionally, collaborative learning enhances social skills by teaching students how to manage interpersonal dynamics and resolve problems within their teams. Working together toward a common objective allows students to not only increase their comprehension of the subject matter, but also acquire important life skills such as cooperation, empathy, and leadership, which are useful in both academic and professional situations.

Collaborative learning is an educational strategy in which students work together to investigate, analyze, and apply course

materials, creating a dynamic and interactive learning environment. In contrast to typical teacher-centered instruction, this style emphasizes student agency and participation. In collaborative learning environments, students play active roles, sharing their individual perspectives and skills while working toward common goals. This collaborative process improves critical thinking and problem-solving skills as students exchange concepts, debate ideas, and build on one another's expertise. Participating in group activities allows students to develop important social skills like as communication, negotiation, and dispute resolution, which are necessary for both academic performance and real-world relationships. Furthermore, collaborative learning fosters a deeper grasp of the subject matter by encouraging students to voice their opinions and engage with other perspectives, resulting in a more enriching educational experience (Kumala & Pandonge, 2020).

Yang (2023), said that collaborative learning is an instructional style that emphasizes the value of small group interactions in improving student learning outcomes. This method employs a number of strategies, including cooperative learning, team-based learning, peer tutoring, study groups, project-based learning, problem-based learning, and learning communities. At its core, collaborative learning creates an atmosphere in which students actively interact with one another, sharing their different views and talents in order to negotiate shared understandings and

jointly generate knowledge. Rather than just absorbing knowledge from an instructor, students in collaborative learning environments take on active roles, fostering critical thinking and problem-solving as they collaborate to overcome difficulties. This engaging method not only improves their understanding of the subject matter, but it also develops important qualities like communication, empathy, and teamwork. Collaborative learning improves motivation and accountability by instilling a sense of community and interdependence in students, resulting in more meaningful educational outcomes.

Then Nur & Butarbutar (2022), also said collaborative learning emphasizes student-centered activities that encourage active participation through social contact and cooperative efforts. In this strategy, students collaborate in groups to achieve common goals, with each member taking on important roles and responsibilities. This collaboration promotes positive dependency, as the group's success is dependent on the efforts of all members. It also encourages social habits such as effective communication, respect for differing viewpoints, and constructive dispute resolution. On the cognitive side, collaborative learning enables students to think critically, solve issues together, and gain a deeper knowledge through group discussions and reflection. With efficient coordination, kids obtain not just academic knowledge but also interpersonal and emotional abilities that are critical for their complete growth.

According to (Siti Fathana., et al, 2024) collaborative learning is an instructional strategy in which students engage in talks to solve problems and improve their speaking abilities, sometimes using blended learning approaches. Blended learning combines traditional face-to-face training with internet platforms to create a more engaging learning environment. Collaboration allows students to obtain deeper insights into the subject matter by actively interacting with others, exchanging ideas, and tackling problems together. This strategy encourages active student participation, hence increasing opportunities to improve language proficiency. Learners enhance not just their speaking abilities but also critical thinking skills by participating in ongoing debates and problem-solving activities in authentic and meaningful environments. As a result, collaborative learning promotes higher student involvement and accelerates language acquisition through continuous, deliberate contact.

Researcher can summarize that collaborative learning is often defined as a student-centered educational strategy in which students collaborate in small groups to achieve common goals. This strategy not only increases student interest and participation, but it also promotes learning via discussion and teamwork. Collaborative learning activities boost cognitive development and social skills while creating a courteous and integrated academic atmosphere. These concepts make it obvious that collaborative learning has the ability to significantly improve academic

achievements while also contributing to students' character development.

2. Definition of Higher Order Thinking Skills (HOTS)

According to (Ghanizadeh et al., 2020) Higher Order Thinking Skills (HOTS) are advanced cognitive abilities that need deep and sophisticated information processing to produce creative, critical, logical, and metacognitive answers. These abilities are triggered when students meet unexpected challenges, uncertainties, or participate in inquiry-based learning. HOTS activities include framing research questions, establishing hypotheses, conducting experiments, and drawing conclusions from data. HOTS development is critical to current education because it allows pupils to become autonomous thinkers capable of dealing with difficult situations. Furthermore, combining higher-order thinking and conceptual comprehension improves both learning outcomes and problem-solving skills. A lack of HOTS competency at an early level may lead to learning issues later on.

Higher-Order Thinking Skills (HOTS) are advanced cognitive abilities that go beyond simple comprehension and memorization, focusing on not just evaluating arguments but also creating new arguments. HOTS processes include integrating existing knowledge with new information, developing logical hypotheses, arranging arguments coherently, and making

informed judgments about which actions to take or beliefs to hold. HOTS are vital in education because they allow students to apply what they've learned outside of the classroom. Instead of simply retaining data, children with HOTS may solve real-world problems by thinking critically and imaginatively. For example, they are prepared to tackle complicated challenges that arise in a variety of living circumstances, such as at home or in the office. To develop these skills, students must engage in tasks such as inquiry, analysis, synthesis, and decision-making (Pusparini et al., 2020).

Higher-Order Thinking Skills (HOTS) are sophisticated cognitive abilities that require people to think critically, creatively, and analytically about information and data in order to solve problems. HOTS entail not only comprehending information, but also applying it to novel contexts by connecting, modifying, and altering knowledge and experiences. This higher-level thinking includes actions like questioning, reasoning, problem solving, and decision making (Tasrif, 2022).

Higher Order Thinking Skills (HOTS) are advanced thinking talents such as problem solving, creativity, critical thinking, reasoning, and decision making. HOTS's primary goal is to improve students' ability to think at higher cognitive levels, specifically in processing information, solving problems, and making informed decisions based on current knowledge. HOTS implementation in 21st-century education is to provide students

with difficult and meaningful learning experiences that allow them to examine information independently. As a result, students are required to apply what they learn in real-life situations to address challenging issues (Ardi isnanto, 2023).

According to Anderson and Krathwohl (2001), Bloom's (1956) synthesis capability is a more complex process than the evaluation capability.

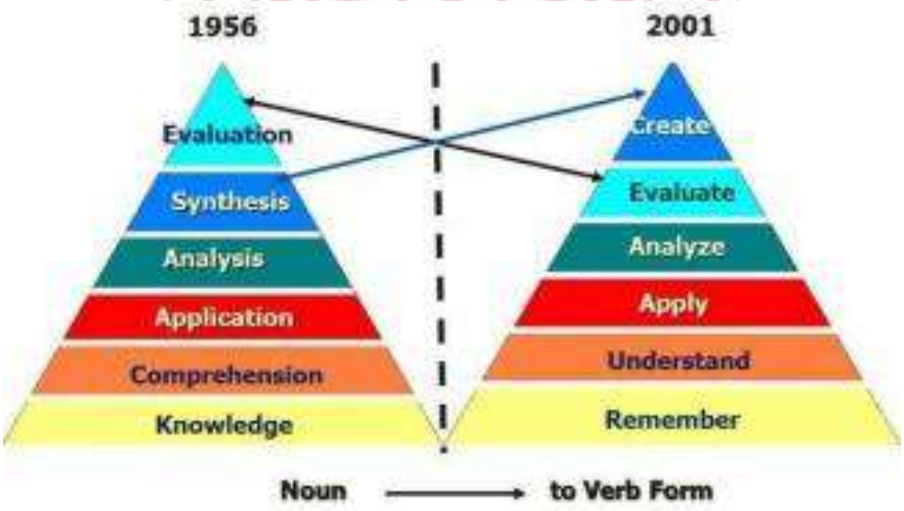

Figure 1. LOTS and HOTS Levels Wilson, Leslie O. 2001 in (Wilson, 2016)

The figure shows that the original 1956 version of Bloom's Taxonomy compared to the revised 2001 version sorted cognitive skills much differently. Image Analysis: Differences between Lower Order and Higher Order Thinking Skills.

1. Changes in Terminology

a) The 1956 version mainly uses noun-based categories (e.g., Knowledge, Comprehension, Application).
b) The 2001 revision moved to categories based on verbs, with a focus on cognitive processes (e.g., Remember, Understand, Apply).

2. Contrasting LOTS

a) Knowledge (1956) → Remember (2001): The emphasis is still on memorizing facts and details.
b) Comprehension (1956) → Understand (2001): Explaining ideas and concepts is a foundational process at both levels, but the move to "Understand" implies a process that is active.
c) Application (1956) → Apply (2001) : function is the same using learned material in new situations.

3. Comparison of Higher-Order Thinking Skills (HOTS)

It is still called analysis: being able to investigate the parts of a concept to understand them better.

a) Synthesis (1956) → Create (2001): The most significant structural change. "Synthesis" used to be the second level, and "Create" is now at the top, signifying the value of producing original ideas.
b) Evaluation (1956) → Evaluate (2001): Formerly the highest cognitive level, it has been pulled down to recognize that creative thinking is the most advanced level of cognition.

However, the research reported in this study is primarily concerned with the levels or markers of Higher-Order Thinking Skills (HOTS), as shown in the table below.

Table 1. HOTS Levels

Levels	**Taxonomy Bloom's**	**Anderson & Krathwohl**
C4	Knowledge	Analysis
C5	Knowledge	Evaluate
C6	Application	Create

(Source: (Reza Pahlepi, Muhammad, 2023) An Ananlyis of Higher Order Thinkng Skills Reading Question in Englis Student Worksheets of Junior High School At SMPN 14 Kota Bengkulu)

Based on table 1 three indications are used to assess analytical ability: identifying relevant and irrelevant information, and consolidating information from multiple sources. Higher order thinking involves learning from real-world events and situations, particularly using a contextual approach

And then, according to the perspectives presented, Higher-Order Thinking Skills (HOTS) are advanced cognitive abilities that go beyond ordinary comprehension and recollection. HOTS encompasses critical, creative, logical, and metacognitive thinking, all of which are necessary for deep information processing. These abilities are especially important when students face unanticipated problems or engage in inquiry-based learning. HOTS include a variety of procedures such as proposing research

questions, hypotheses, performing experiments, constructing arguments, and making data-driven judgments. These abilities not only improve conceptual understanding, but also develop problem-solving abilities, allowing knowledge to be applied in real-world settings.

HOTS development is critical in 21st-century education because it prepares students to be autonomous thinkers capable of managing complicated problems in academic and professional settings. Furthermore, HOTS prepares pupils to take suitable actions and make sound decisions. HOTS encourages deeper and more creative thinking by engaging students in skills such as analysis, synthesis, inquiry, and decision-making, empowering them to face difficulties in a variety of areas of life.

3. Definition of Reading Comprehension

According to Suryanto (2014) in (Hariyanti & Damanik, 2024) Understanding is influenced by both the reader's prior knowledge and working memory, as well as language processes such as fundamental reading skills, elaboration, vocabulary, sensitivity to text structure, irregularities, and motivation. Reading comprehension is the multifaceted cognitive activity of deriving meaning from textual material. It includes the skills to read words aloud, recognize words, understand word meaning, understand how sentences are structured, and pull information from words in a passage to form greater meaning. It is the same as when reading

and you do not just suss out what the words mean but the entire narrative surrounding it and what all else the given text entails. Reading comprehension is defined not only by the ability to read English texts, but more importantly by the reader's intention to gain a deep and comprehensive understanding of the material (Triadinda et al., 2023).

According to Tarigan (2008), reading comprehension is aimed at understanding sastra standards, critical thinking, formal logic, and logical reasoning. Individuals require a conducive learning environment to gain understanding. A person is said to understand something well if they can comprehend it completely. According to Duke (2003) in Musahrain et al., (2018) Reading comprehension is an interactive process that involves integrating information from the text, the reader's prior knowledge and experiences, and their own interpretations of the text to draw meaning from written material. Reading comprehension is tightly linked to word recognition, meaning, phonetic analysis, and structure. Effective strategic processes, including monitoring metacognition and understanding, are also necessary (Rombot et al., 2020).

Meanwhile, According to Rubin (2011) in Ayuningrum & Herzamzam, (2022) learning is a complex intellectual process that requires two primary skills: language comprehension and verbal reasoning. This suggests that when learning, there is a simultaneous stimulation of two areas in the brain. Active learning

involves understanding the material and language used for learning. To this end, students are encouraged to highlight key words in the text that they wish to convey to others.

Well, as a researcher, I found that figuring out reading comprehension is not just an empirical question tied with individual skills of language, but a multi-faceted problem involving interactions from prior knowledge and social environment, as well as cognitive strategies utilized by the student. Research shows that students who are able to link information from texts to their own life are more likely to succeed beyond simply finding what they read. In addition, a supportive learning environment is essential for critical thinking and formal logic. Metacognitive strategies, like knowledge maintenance and word recognition, are relevant instruments that could lead to more optimal learning outcomes in this situation.

4. Types of Reading

These initial reading materials are intended for pupils in grades one through two of elementary school. Students are provided additional reading materials starting in the third grade of elementary school and continuing until college. There are two types of reading: sound or technical reading and emotional reading.

a. Reading Aloud

Reading is an activity in which sound symbols are spoken. Reading with a clear voice necessitates proficiency in non-segmental aspects like tone, intonation, emphasis, pronunciation, and inference. Reading with feeling is a deep reading technique that involves listening to the text without speaking it out. This heartfelt reading enhances pupils' comprehension of the text.

One very effective way to improve comprehension is by reading the material internally, which can be done as follows:

1) Comprehensive reading or extensive reading

Extensive reading is a way of reading by reading quickly while still understanding the content. Diligent reading is important to explore new knowledge of core issues contained in the text being read. Comprehensive reading or speed reading involves surveying the reading to review, study, and analyze word lists and chapter headings, as well as tracing tables, diagrams, or outlines from the book.

2) Casual reading

Casual reading involves general comprehension of the passage, finding specific details, and searching or organizing resources in the library. Surface or shallow reading applies when we read for leisure and entertainment purposes, i.e., for entertainment. When we enjoy reading that is light and brings happiness, such as funny stories, light novels, and diaries.

3) Intensive Reading

Intensive reading, also known as comprehension reading, involves thoroughly absorbing a book or chapter. Intensive learning allows for more in-depth understanding of the subject matter Alpian & Yatri (2022) in Al-kamal et al., (2025).

5. Aspects of Reading

Research by Broughton and his colleagues. It revealed that in reading there are two important aspects, namely:

a. Mechanical skills that are not considered a priority include recognizing letter shapes and understanding linguistic elements such as phonemes, words, phrases, sentence patterns, and so on. The ability to analyze written language and the level of reading speed and moderate speed level.

b. The ability to comprehend a text can be said to be high-level, such as understanding basic meanings (including lexical, grammatical, and rhetorical), understanding the author's intent and purpose, cultural relevance, and triggered reactions in readers. In addition, the ability to assess the content and form of the text, as well as flexibility and ease in reading speed that can be adjusted to the situation, are also important skills.

6. Concept of Use Collaborative Learning to Fostering HOTS in Reading Comprehension

Collaborative learning is an educational strategy that stresses teamwork and active engagement, and it has been shown to be particularly beneficial in helping students improve their higher-order thinking abilities (HOTS) (Lopes et al., 2018). In the context of Study Program of English Education at Universitas Islam Negeri Fatmawati Sukarno Bengkulu, collaborative learning is crucial for developing abilities such as critical thinking, creativity, problem-solving, and the capacity to analyze and synthesize complicated information. Below is a more extensive discussion of how collaborative learning improves HOTS:

1. Developing Critical Thinking Skills

Collaborative learning creates an environment in which students may engage in meaningful discussions, argue opposing viewpoints, and criticize one another's ideas. This process encourages individuals to evaluate arguments, analyze facts, and weigh opposing opinions, all of which are essential components of critical thinking. In group situations, students learn to examine assumptions, develop their thinking, and reach more solid conclusions.

2. Creativity & Innovation

Working in groups allows students to brainstorm together, which can result in more innovative solutions to

challenges. Each individual contributes unique experiences and ideas, which fosters creativity. In the Study Program of English Education setting, students may collaborate to develop novel techniques to teaching English or to construct interactive language-learning activities, thereby strengthening their creative thinking skills.

3. Problem-solving Abilities.

Collaborative learning assignments are frequently concentrated on problem-solving activities that require students to work together to develop solutions. Collaborative problem-solving develops higher-order thinking because students must apply, analyze, and evaluate knowledge to complete complex tasks. Study Program of English Education at Universitas Islam Negeri Fatmawati Sukarno Bengkulu may be assigned collaborative activities like as planning language classes or developing teaching strategies for English learners, which will require them to employ HOTS in real-world applications.

4. Teamwork and Communication

The social part of collaborative learning helps students improve their communication skills by requiring them to express themselves clearly and actively listen to others. These encounters help students develop empathy and bargaining abilities, both of which are necessary for effective teamwork. As they collaborate, they learn to split tasks based

on individual strengths, which promotes collective problem solving. This dynamic improves their ability to work effectively in professional settings following graduation.

5. Integration of Technology

The use of technology in collaborative learning environments can further enhance HOTS by providing tools for interactive and immersive learning experiences (Ideris et al., 2019). Online discussion platforms, collaborative documents, and educational software allow students to work together even outside of the classroom, fostering continuous engagement. For example, Study Program of English Education students might use technology to create multimedia projects, such as video lessons or digital storytelling, which integrates creativity, problem-solving, and critical thinking.

6. Real-World Applications of HOTS

Collaborative learning prepares students for real-world settings that need teamwork, critical thinking, and creative problem solving Study Program of English Education students at Universitas Islam Negeri Fatmawati Sukarno Bengkulu can apply theoretical knowledge to actual circumstances by working on group projects and conversations, such as teaching simulations or designing instructional resources for English learners. These exercises assist students bridge the gap between academic learning and

professional abilities, enhancing their capacity to think critically and innovatively in their future employment.

B. Previous Study

There have been several previous studies related to the Collaborative Learning Toward Fostering Higher-Order Thinking Skill (HOTS):

1. The Effectiveness of Collaborative Learning in Improving Students' Ability in Reading Descriptive Text (Helsanita, 2014).

Novera Helsanita conducted a study to analyze the effectiveness of collaborative learning in improving students' reading ability, specifically in descriptive texts, among seventh-grade students at SMP Pelita Harapan in South Jakarta.

a) Method: The study used a pre-experimental design and a quantitative approach. Pre and post-tests were used to assess students' progress.
b) Result: The pre-test mean score was 58.2, but it increased to 67.4 in the post-test. The t-test result of 5.57 was higher than the critical value (t-table) of 2.06, suggesting a statistically significant improvement.
c) Conclusion: The results revealed that collaborative learning effectively increased students' reading comprehension in descriptive texts.

1) Similarities*:*

a) Focus on Collaborative Learning: Both studies explore the application of collaborative learning as an instructional strategy to improve student outcomes.

b) Development of Cognitive Skills: Both aim to foster essential cognitive abilities, with the first thesis focusing on reading skills and the second on HOTS development.

c) Use of Pre- and Post-Tests: Both studies rely on pre- and post-test results to assess the effectiveness of collaborative learning interventions.

2) Differences:

a) Dependent Variables: Helsanita's thesis focuses on improving reading comprehension in descriptive texts. The second thesis emphasizes fostering higher-order thinking skills, such as critical thinking, evaluation, and creativity, which extend beyond reading comprehension.

b) Achievement Indicators: In Helsanita's study, success is measured through increased reading comprehension scores. In the HOTS-focused thesis, success is indicated by the students' ability to analyze, synthesize, and evaluate information.

c) Educational Contribution: Helsanita's research contributes to improving methods for teaching reading, particularly in descriptive texts. The HOTS-focused thesis provides insights into how collaborative learning can cultivate

advanced cognitive skills applicable across multiple disciplines.

2. The Effectiveness of Collaborative Learning on Critical Thinking, Creative Thinking, and Metacognitive Skill Ability: Meta-Analysis on Biological Learning (Oflaz, 2019).

The research explored the impact of collaborative learning on the development of critical thinking, creative thinking, and metacognitive abilities in biological education.

a) Results: Collaborative learning had a strong impact on critical thinking (effect size: 4.23). It had a significantly greater impact on creative thinking (effect size = 7.84). The strongest impact was on metacognitive abilities (effect size: 8.70). The study found that collaborative learning boosts active involvement, problem-solving, and cognitive processes needed for advanced thinking.

b) Conclusion: Collaborative learning has been shown to be extremely effective in providing students with higher-order cognitive skills across many educational levels, particularly when applied to biological learning situations.

1) Similarities:

a) Focus on Collaborative Learning: Both studies highlight the importance of collaborative learning in improving cognitive ability.

b) HOTS Development: Both of theses seek to build critical, creative, and evaluative thinking skills, all of which are essential components of HOTS.

c) Emphasis on Skill Application: Both texts emphasize how collaborative learning fosters deep thinking among students through problem solving, reflection, and discussion.

2) Differences:

Scope of skills:

a) The thesis examines the impact on many cognitive domains critical thinking, creative thinking, and metacognitive skills in biology education.

b) The HOTS-focused theory could go into broader cognitive processes outside biology, including numerous subjects or situations.

Methodological Approach:

a) This study employs a meta-analysis, which combines existing data to assess the impact of several investigations.

b) The HOTS thesis may use a variety of approaches, including experimental or classroom-based research, with an emphasis on real-time interventions and observations.

Educational Contributions*:*

a) Research: Provides practical insights on how collaborative learning might be tailored specifically to

biological education to improve students' critical, creative, and metacognitive capacities.

b) HOTS Thesis: Provides broader guidance on how collaborative learning promotes HOTS, which may be applicable to subjects other than biology.

3. Improving Higher Order Thinking Skills (HOTS) through the Thinking Ability Enhancement Learning Strategy (SPPKB) in Economics Learning for Grade X Students at SMK Muhammadiyah 1 Wates (Hilmi et al., 2018).

The results of the thesis titled "Improving Higher Order Thinking Skills (HOTS) through the Thinking Ability Enhancement Learning Strategy (SPPKB) in Economics Learning for Grade X Students at SMK Muhammadiyah 1 Wates" demonstrate that the application of the SPPKB learning model is effective in enhancing students' Higher Order Thinking Skills (HOTS) compared to conventional teaching methods. The study shows that students taught using the SPPKB model exhibited a significant improvement in HOTS compared to those taught using traditional lecture methods.

In terms of similarities, both this thesis and the study titled "The Effectiveness of Collaborative Learning Toward Fostering Higher-Order Thinking Skills" investigate the effectiveness of specific learning models in enhancing HOTS. Both focus on improving students' analytical, evaluative, and creative thinking abilities in educational settings. The key difference lies in the

instructional models employed. This thesis explores the SPPKB (Thinking Ability Enhancement Learning Strategy), whereas the study on collaborative learning emphasizes the use of collaborative techniques to foster higher-order thinking.

4. Teachers' Process in Developing HOTS Test to Assess Reading Comprehension (Muslimah, Rika., 2024)

This study aims to examine the process of developing Higher-Order Thinking Skills (HOTS) tests conducted by teachers to measure reading comprehension at SMP Negeri 01 Rejang Lebong. The analysis of this study is qualitative in nature, with semi-structured interviews being the primary method of data collection. It also discusses how teachers design and implement HOTS tests in reading instruction with what strategies to shape questions that require students to think critically, analyze, and evaluating text

1) Similarities:
   a) HOT Comprehension in Reading Comprehension
   b) They are both strongly centered around the development of higher-order thinking skill in reading.
   c) Guided by the Merdeka Curriculum
   d) Both studies also underline HOTS in line with Merdeka Curriculum to promote students' critical thinking and problem solving.
   e) Use of Innovative Strategies

f) The two studies also involve learning strategies: Rika Muslimah's study is about HOTS tests, while the one on Collaborative Learning uses cooperative learning to improve HOTS in reading.

2) Differences:

1. Research Methodology
   a) Rika Muslimah's thesis employs a qualitative approach, using teacher interviews
   b) The Collaborative Learning study adopts a quantitative method (one-shot case study) to measure the effectiveness of the approach.
2. Research Subjects
   a) Rika Muslimah's thesis focuses on teachers as the primary subjects in HOTS test development.
   b) The Collaborative Learning study focuses on sixth-semester students as participants experiencing the collaborative learning method.
3. HOTS Implementation Approach
   a) Rika Muslimah's thesis explores how teachers develop HOTS-based questions to assess reading comprehension.
   b) The Collaborative Learning study examines the effectiveness of student collaboration in enhancing HOTS.

5. An Ananlyis of Higher Order Thinkng Skills Reading Question in Englis Student Worksheets of Junior High School At SMPN 14 Kota Bengkulu (Reza Pahlepi, Muhammad, 2023)

This research analyzed specific reading comprehension questions in the English Student Worksheets (LKS) for 8th grade at SMPN 14 Bengkulu by considering their HOTS criterions and level of knowledge dimensions. This study employed a qualitative content analysis approach. English LKS grade 8 had open-ended reading comprehension questions. All data were obtained through the LKS, a cognitive dimension analysis guide, and a knowledge dimension analysis guide. The research instrument used was a checklist.

Now here's the appallingly academic English translation of your divergences and convergences:

1) Similarities :
   a) Focus on HOTS: Both studies address Higher-Order Thinking Skills.
   b) Settings: These were both part of the educational setting in Bengkulu.
   c) English language: Related to the learning of the English language.
2) Differences:
   a) Research Method: The qualitative approach (content analysis) used in Reza's thesis contrasts.

b) Objective of Research: The thesis Reza describes the percentage of HOTS in student worksheets, and "THE EFFECT OF COLLABORATIVE LEARNING..." aims to assess the effectiveness of an intervention (Collaborative learning) in enhancing HOTS.

c) Research Subjects: While Reza's thesis discusses worksheets questions, "THE EFFECTIVENESS OF COLLABORATIVE LEARNING..." Is an intervention delivered to university students as the subjects who participate.

C. Theoretical Framework

This study includes two variables: the independent variable (X) and the dependent variable (Y). The independent variable is Collaborative Learning, while the dependent variable is Higher-Order Thinking Skills (HOTS) in Reading Comprehension. The goal of this study is to determine whether Collaborative Learning is an effective learning approach for HOTS in Reading Comprehension in the sixth semester of Study Program of English Education students. The following graph depicts the conceptual framework of this research:

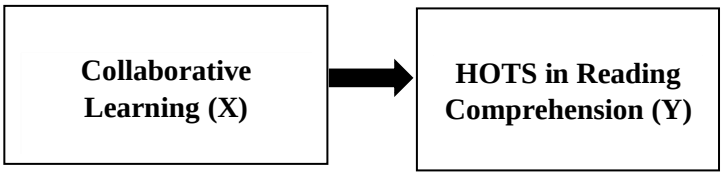

Chart 1. Conceptual Framework

D. Research Assumptions

Based on the definition of assumptions or basic assumptions of the research, it is assumed that collaborative learning has a significant impact on the development of higher-order thinking skills (HOTS) on reading comprehension of sixth-semester students in the Study Program of English Education at Universitas Islam Negeri Fatmawati Sukarno Bengkulu. By implementing collaborative learning, students are expected to be more actively involved in analyzing, arguing, and creating activities that are relevant to the real world, thus helping them to improve their critical thinking skills better than before.

In addition, the more dynamic and interactive approach of collaborative learning encourages the use of language in the context of reading, which is believed to help students understand and use their thinking better. Therefore, this method is projected to increase students' motivation to learn because it provides a different and interesting learning experience.

E. Hypothesis

The formulation of this research hypothesis can be described below:

1. Alternative Hypothesis (Ha): Collaborative learning (X) has a significant effect on fostering higher-order thinking skills (HOTS) in reading comprehension (Y) among sixth-semester

students in the English Education Study Program at Universitas Islam Negeri Fatmawati Sukarno Bengkulu.

2. Null Hypothesis (Ho): Collaborative learning (X) has no significant effect on fostering higher-order thinking skills (HOTS) in reading comprehension (Y) among sixth-semester students in the English Education Study Program at Universitas Islam Negeri Fatmawati Sukarno Bengkulu