TEACHERS' CRITICAL QUESTIONS IN READING COMPREHENSION

ASSESSMENT OF THE TWELFTH GRADE STUDENTS OF MAN 2

SURAKARTA IN THE ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements

For the Degree of Undergraduate in English Language Education

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Assalamu'alaikum Wr. Wb.

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Thank you for your attention.

Wassalamu'alaikum Wr. Wb.

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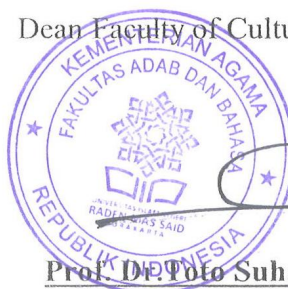
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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr. Umar and Mrs. Dalinem.

   Thanks for your love, praying, support, motivations and material in finishing the study. You are my processing control of breaking out the spirit and my dream

2. My Advisor, Fithriyah Nurul Hidayati, M.Pd., who give me advice and support in finishing my thesis

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MOTTO

"Orang lain tidak akan bisa paham *struggle* dan masa sulitnya kita, yang mereka ingin tahu hanya bagian *success stories* nya. Berjuanglah untuk diri sendiri. Walaupun tidak ada yang tepuk tangan, kelak diri kita dimasa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini.

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"Tidak cukup dengan sekedar punya target untuk diraih, tetapi dibutuhkan tekad baja, mental pantang menyerah dan terus fokus dalam memperjuangkannya"

(Andrie Wongso)

Tidak ada kesuksesan tanpa kerja keras. Tidak ada keberhasilan tanpa kebersamaan dan tidak ada kemudahan tanpa doa."

(Ridwan Kamil)

PRONOUNCEMENT

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I hereby sincerely stated that the thesis titled "Teachers' Critical Questions in Reading Comprehension Assessment of the Twelfth Grade Students of MAN 2 Surakarta in the Academic Year 2022/2023 " is my real masterpiece. The things out of my masterpiece in this thesis are sign by citation and referred in the bibliography. If I later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the from repealling my thesis and academic agree.

Sukoharjo, 19 Juni 2023

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The Researcher

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ABSTRACT

Khoirul Nur Mufaroh. 2023. *Teachers' Critical Questions in Reading Comprehension Assessment of the Twelfth Grade Students of MAN 2 Surakarta in the Academic Year 2022/2023*, Raden Mas Said State Islamic University of Surakarta. A Thesis English Language Education, Cultures and Language Faculty. Advisor: Hj. Fithriyah Nurul Hidayati, M.Pd.

Keywords: Reading comprehension, Barret's taxonomy, Critical questions

This research paper is intended to describe method in Teachers' Critical Questions in Reading Comprehension Assessment of the Twelfth Grade Students of MAN 2 Surakarta in the Academic Year 2022/2023. The research problem are (1) There is still a lack of understanding of the teacher in the application of critical thinking questions (2) The Teacher has applied critical thinking questions but not optimally (3) English test questions designed and compiled by teacher tend to be more testing about cognitive aspect.

This research study used descriptive qualitative with content analysis approach to colled and analyze how teacher makes critical questions about reading comprehension in the final test of English based on Barret's taxonomy perspective. The aim of this study is wheter the reading comprehension questions on final test made by English teacher reflect criteria of Barret's taxonomy or not and in what level dominant found it.

The study's findings are based on the validation data by the validator; from 100 reading comprehension questions classified from 3 units of the final test, there 96 LOTS (96%) type questions and 4 HOTS (4%) type questions. Thus, the reading comprehension made by the teacher on the final test can be categorized into "Moderate" reading comprehension questions. The results of this study can provide that reading comprehension questions made by the teacher in the final test must be to the 2013 national curriculum regulations that measure high-level thingking. Therefore, it is recommended that teachers design the final test by attaching higher-order thingking skills questions to trigger students to think critically.

CHAPTER I

INTRODUCTION

A. Background of The Study

According to Harmer (Harmer, 2003) reading texts provide opportunities to study language:vocabulary, grammar, pronunciation, and the way we construct sentences, paragraphs and texts. In addition, Brown states that reading may be categorized into intensive and extensive reading. Intensive reading focuses on the linguistic detail of a text (Brown, 2001). It can be known as learners' attention to grammatical forms, converse markers, and other surface structure specification for the goal of understanding literal meaning.

Reading is an activity that is done by written text or print text as amedium. In this activity readers decode and interpret the language to get the meaning. Urquhart and Weir in Grabe (2009) define reading as the process ofreceiving and interpreting information encoded in language via the medium ofprint. Meanwhile, Berardo (2006) says that reading has different meaning, forsome people reading is recognizing written words, while for others

it is an opportunity to teach their pronunciation and topractice speaking. Based on thosedefinitions, it can be concluded that reading definition is become different foreach reader. It depends on the reader's aim in reading.

Comprehension is the main aim of reading activity by reading comprehension, people can get information of the written textthat they have

read. Koda in Grabe (2009:14) states that comprehension is theprocess when readers dig and relate information of the text with what they alreadyhave known. In addition, Mikulecky and Jeffries (Power, 2002) define comprehensionis not only interpreting and understanding words but also relate the idea of the textwith readers' knowledge.

Based on those definitions, it can be concluded that reading comprehension is the process of receiving information between the readers andthe text, when the readers understand the information that is asserted in the text byrelating it with readers' knowledge. The readers understand information that theyget, situation that they face, and fact that they face based on the knowledge thatreaders have known.

Understanding reading activities is an activity that aims to gain in-depth information and an understanding of what is read. Reading comprehension is an understanding of the meaning or purpose of reading through writing (Wilson, 2016). So, a person who performs reading comprehension activities must master the language or writing used in the reading read and be able to capture the information or content of the reading. To be able to understand the content of the reading material well, it is also necessary to have to think critically in carrying out the ability to read and understand well. The purpose of reading according to (Amen, 2019) itself is an understanding not just a speed and reading comprehension is also defined as a type of reading that aims to understand the content of reading. The ability to read is very complex and not

only the ability to read it but also the ability to understand and interpret the content of the reading.

Based on some of the above meanings, a conclusion can be drawn that reading comprehension is an activity to understand the content of the reading, both explicitly and implicitly from the reading material. Reading is a complex skill that involves a series of other small skills. In order for a person to reach the level of understanding, he must undergo quite a long process. Therefore, we need to know and master some aspects of reading comprehension. In reading comprehension, the reader is not only asked to understand the content of the reading, but he must also be able to analyze or evaluate and relate it to his initial experience and knowledge (Rachmadtullah, 2018). The subject Indonesian contains four components of language ability. The components of language skills include four aspects, namely listening skills, Speaking skills, Reading (reading ability) and writing (writing skills). Thus the four skills have a mutually supportive relationship with each other. In the learning process, all four language skills must be carried out in a balanced and integrated way.

This study used higher order thinking skills (HOTS) which aimed to identify reading comprehension questions. Hots oriented English learning can improve student analysis, evaluate and create reading comprehension questions. (Ngabut, 2015). Using questions is considered an important activity and a goal in teaching and learning.

Reading comprehension is a way to understand text, not only reading words, words of knowledge or fluency, but by reading can get extensive

information and insights from the text. According to (Muslih, 2009), students' success in learning English is determined by their ability to answer questions that are currently divided into two parts. That is, the listening part is about 30% and the comprehension part is about 70%. Therefore an English teacher should take care of questions designed for reading comprehension for students, so that students can pass their final exams with perfect scores. Students' ability to understand can be seen in their ability to answer reading comprehension questions correctly in written form. Then, problems related to the ability of English teachers in designing reading comprehension questions.

Furthermore, to support this study there is evidence to measure the level of reading comprehension in students. Questions of understanding are categorized by taxonomy. Taxonomy is a frame of reference for grouping competencies that students are expected to achieve as a result of learning. This is consistent with the gunning (2000) that taxonomy can help clarify the level of questions to be asked. Then, Heaton (2011) asserts that designing questions to improve reading comprehension should be based on the information provided on reading material and taxonomy. There are taxonomies that are often used in this study, namely bloom taxonomy and Anderson Krathwohl's taxonomy. Bloom's taxonomy is applied to measure the cognitive level of students aiming to know behaviors that emphasize intellectual aspects, such as knowledge, understanding and thinking skills. Later this taxonomy was revised by Anderson and Krathwohl due to the need to direct the focus of the need to integrate new knowledge and thinking in a categorization of educational goals.

However, this study emphasizes more in the use of Barret's taxonomy, because Barrett's taxonomy represents understanding, a taxonomy that can be used when developing instructional activities, giving questions and determining reading comprehension instructions.

Several previous studies have been conducted by researchers who used the same topic to analyze reading comprehension based on high order skills. There are several studies relevant to higher thinking skills. First, the research conducted by Desi Mutiara Natalini Allo (2022) is the implementation of higher order thinking skills (HOTS) on students' reading comprehension at SMA Negeri 18 Makassar by applying the discussion of pre-test and post-test questions made the same by teachers of students through higher thinking skills by dividing the google form link so that the results obtained in the pre-test are 36.53 as the average score and 18.96 as the standard deviation. The average student scores well for the post-test shows significant results between the pre-test and post-test results.

Second, research conducted by (Pamungkas, 2019) The increase in students' reading ability is very influential in increasing the ability to absorb information from a text as evidenced by the average result in cycle 1 of 54.4 and increased in cycle 2 to 60. Meanwhile, this study used data from the final exam, several options such as forms and utilized by four categories of questions. Then, the last research was conducted by (Laili et al., 2020) For previous research, this study will focus on teachers' ability to construct reading questions on final high school tests and use Barret's taxonomy as a guide in

creating questions for reading purposes. It is very indicative that previous and current studies have different theories. The first and second previous studies were conducted in high schools and different grade levels. While what makes this study different from the third study is that this study will be a concern by understanding the questions on the final test created by the teacher through the school's final exam and not the daily test questions.

MAN 2 Surakarta is one of the Senior High schools in the streets of Slamet Riyadi No.308, Sriwedari Laweyan Surakarta Central Java province. That school is of the good schools in Surakarta. It has many facilities such as a mosque, laboratory computer, laboratory science, UKS, mosque, and other facilities that can support the students in the teaching-learning process. The researcher wants to do the research in MAN 2 Surakarta because of some reason. There is still a lack of understanding of English teacher in the application of critical thinking questions. Even books lessons in the 2013 curriculum have implemented development criteria critical thinking questions (HOTS), which support learning activities in schools. The teacher has also applied critical thinking questions but not optimal and the test questions designed or arranged by the teacher tend to have more cognitive aspects. Even though the 2013 curriculum has presented various materials that can engage students for active learning and to present various material concepts systematically.

In addition, many researchers use theories from Bloom's taxonomy as well as theories from Adreson and Krathwol's taxonomy, while this study uses a

Barret taxonomic approach because this taxonomy is suitable for reading comprehension because it is explicitly designed to classify questions assessing the comprehension of written material. This research also focuses on the documentation of English tests that aim to analyze questions made by teachers. So this study was conducted to design questions to support students' reading ability viewed based on Barret's taxonomy.

Based on pre-research at MAN 2 Surakarta, researchers conducted observation and interviews with English teachers. In this study the researcher found that teachers used the 2013 curriculum syllabus as a reference in making exam questions. The teacher categorizes questions in low, medium, and high levels. However, all of the twelfth grade final exam questions made by the teacher only contained multiple choice questions. This is done because it is easier for students of MAN 2 Surakarta to master questions in the form of reading questions.

By that pre-research, the researcher would like to do research entitled **"Teachers' Critical Questions in Reading Comprehension Assessment of the Twelfth Grade Students of MAN 2 Surakarta in the Academic Year 2022/2023"**

B. Identification of the Problem

Relate to the background of the study, there some problems. The writer identifies the problem as follows :

1. There is still a lack of understanding of the teacher in the application of critical thinking questions

2. The Teacher has applied critical thinking questions but not optimally

3. English test questions designed and compiled by teacher tend to be more testing about cognitive aspect.

C. Problem Limitation

Based on problem identification, the researcher focused on the analyzing English Teacher's critical questions in preparing questions for the final test in the twelfth grade of MAN 2 Surakarta academic year 2022/2023.

D. Problem Statement

Based on the identification of the above problems, formulation the problem in this research are " How is the critical questions in reading comprehension the final test in the twelfth grade of MAN 2 Surakarta academic year 2022/2023?"

E. The Objective of the Research

Related to the formulation of the above problems, the purpose of this study is to describe and find types of critical questions the final test in the twelfth grade of MAN 2 Surakarta academic year 2022/2023.

F. Benefits of the Study

There are two types of benefits from research. First, theoretical academic benefits that accommodate knowledge, and practical benefits that address study interests that address the importance of study for world use and further analysis. The benefits of this research are as follows:

1. Theoretical benefits

Theoretically the results of this research are expected to be useful for developing knowledge, science and also make a beneficial contribution, especially, to English knowledge about learning reading skills.

2. Practical benefits, this research can be useful as follows:

a. For Researcher

   Can add insight and hands-on experience of higher-order thinking skills learners according to Barrett's theory.

b. For educators

   Can increase knowledge and contribute thoughts about how big the ability level is Higher Order Thinking learners in solving problems.

c. For students

   It is expected that students see their ability to think. High level in linear program material, eventually learners can motivate yourself to improve their learning ability.

d. For schools

   As information material for the school about abilities higher-order thinking of learners according to Barrett's theory as an alternative in developing the learning process teach

G. Definition of the Key Terms

   This definition required researchers to determine the requirements to avoid misunderstanding or misinterpretation of the terms used in the study. The requirements need to be defined as follows:

1. Reading comprehension

Reading comprehension has a deeper meaning to elaborate. There are many definitions of reading comprehension accepted from some writers. According to Klingner (2007:2), reading comprehension is the process of constructing meaning by coordinating a number of complex process including word, understanding the meaning and relationships between ideas conveyed in a text.

2. Barrett's taxonomy

Barrett's taxonomy is designed to read objectives and classify question levels (Budiono, 2011). The former thinks low-level, and the other arranges higher-level. Furthermore, in this study Barrett's taxonomy was defined as a parameter in analyzing reading comprehension questions made by teachers on the final test. Researcher analyzed reading comprehension questions created by teachers based on Barrett's taxonomy to get the best difficulty in whether or not the question offered all levels of Barrett's taxonomy on the final test.

3. Critical questions

Critical questions ask how or why something happened. The questions put forward so that the person giving the answer can be involved in critical thinking. That is, students can use various facts and details in the process of answering questions, but they must go beyond various facts and details to develop a rationale for giving answers (Alan Chawford, 2023).

This suggests that when learning and improving higher-order thinking skills, the teacher lets students activate their thoughts and ideas. These processes encourage the thinking and reasoning of some ideas that lead to more significant information processing in the learning process.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Review

1. The Nature of Reading

a. Definition of Reading

Reading is part of the communication process regarding the thoughts of the author, Ngabut (2015, p.9). In addition, reading is claimed as the ability to find meaning from written texts. Reading is also a very complex process, because it involves physical and psychological processes. While reading, one must activate psychic components such as attention, association skill, ability to remember, learn and absorb all the reading material. It is also not uncommon for individuals to internalize reading material, many researchers study reading comprehension to measure text comprehension. This can be done through test questions, summaries, or interviews. Thus, what people remember about what they have read will be influenced by their ability to remember.

The process of reading is the process of students trying to understand written text. Meanwhile, the reading product is the communication of thoughts and emotions by the writer to the readers. almost all of the reading restrictions above mention comprehension as an element, even in a different language. Indeed, in essence the purpose of reading is to understand the contents of the reading. Elleman & Oslund, (2019) stated that reading is an important skill in communication, but the

process is very complex, and it is difficult to know the true definition of the process of reading. This is supported by Somers (2021), who states that reading is part of the communication process in terms of transferring thoughts from the writer mind to the reader's mind. Therefore, it can be said that reading is something that is difficult to do. This statement is in accordance with the opinion of Johnson (2008) that reading is the construction of meaning from printed or written messages.

While behaviorists like Skinner (Ruddell 2005:5) says that reading is an action/behavior/event between the reader and the text to understand some of the information contained in the text. Draft another about reading expressed by Ahuja (2010) reading is the ability to interpret and find meaning. The process of interpreting and finding functions as a mental tool or goal when the reader derives meaning from the material being read. Then it was also confirmed by (Ahuja, 2010) that reading involves understanding is not just coding and interpretation level literally from written symbols, because the task of understanding different reading. For cognitive reading each a symbol or sign is a signal that evokes an existing image or sign in the mind of the reader. It is the mental process that will make the sign or symbol be meaningful.

From the above point of view, it can be concluded that the main indicator of a reading activity is understanding the codes, signs, symbols expressed by the author and interpreted by the reader when reading activities, but what distinguishes all the processes of interpretation and

the meaning of inner codes, signs and symbols is the emergence of understanding about reading. Reading can be defined as the ability to understand the author's meaning and message so that the reader will try to find out the author's intent. It has been proven that good readers always think while reading

b. Reading Comprehension

Understanding the reading comprehension process is essential to the study of reading. According to William (2002) reading comprehension is the ability to understand or get information from a text. The reader is an active participant with the text and the reader perceives how the ideas based on the text relate to one another by the interpretive interaction between what the reader has discerned from the text and what the reader has read. From this statement, it is clearly understood that comprehension is the most important thing in reading. Because understanding the text is the ultimate goal in reading. A crucial factor affecting comprehension is the importance of the reader's background of experience. One important area of a student's background of experiences is that related to language development and growth. it means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language.

Level of comprehension refer to the degree in which a reader can be categorized as good as poor readers, proficiency or less proficiency readers.

According to Nurainun (2017) states there are four main level of comprehension:

a. Literal Comprehension: Understanding the ideas and information explicitly stated in the passage.

b. Interpretative Comprehension: Understanding of ideas and information not explicitly stated in the passage.

c. Critical Comprehension: Analyzing, evaluating and personally reacting to information presented in a passage.

d. Creative Comprehension: Understanding of ideas and information not explicitly stated in the passage.

c. Critical Reading

Critical reading is a reading process in which the aim is to comprehend in depth the information contained in the reading, both in the explicit information of the written message, as well as the hidden purpose behind the text. According to Ozdemir (2002), critical reading is a skill that should be used throughout life. Critical reading activities involve high- level cognitive processes. In this case, the reader is required to apply analytic, synthetic, and evaluative thinking processes. Critical reading is a more active way of reading. In this case a deeper and more complex involvement with the text. Critical reading also includes the level of reading skills that aim to understand the meaning of the text in depth by applying the process of critical thinking, as well as involving

the ability of analysis and evaluation to comprehend the meaning as a whole, both express and implied.

According to Jasim (2007), critical reading strategies shows that critical reading strategies should be an integral part of advanced reading courses for they have a positive impact on student's capability to differentiate facts from opinions, make inferences, recognize and prejudice, and identify various types of propaganda. Concluded the critical reading is a process of reading skill level which aims to understand the meaning of a text in depth by applying the process of critical thinking, and

involves the ability of analysis, synthesis, and evaluation to understand the

meaning of a reading that is read, either explicitly or implicitly.

2. Higher Order Thinking Skills on Reading Comprehension

The ability to read is an essential ability to support the ability to communicate in English. Reading competence is divided into 2 main components, namely reading aloud and reading comprehension. The ability to read comprehension is a fundamental ability to be used in every aspect of life such as comprehension in reading road instructions, drug use procedures and announcements written in English. The ability to read comprehension is needed by students in understanding various questions based on the discourse given because this ability is not only based on a person's skill in pronouncing word equivalents but also describes an understanding of what

is read. Westwood suggests that in general reading comprehension can be measured from 3 levels of comprehension and is usually used to assess the extent to which a reader understands reading as a whole. The three levels consist of literal, inferential and critical understanding (Westwood, 2008, p. 32)

The reader's efforts to understand the text and build meaning from the reading text. It can be concluded that efficient readers use reading strategies to understand texts and solve certain problems that arise such as the problem of failing to understand words or information while reading. According to Ganie et al. (2019), students tend to understand what they have read when they ask questions about reading by the teacher. This statement proves that questions have an important role in supporting reading comprehension. In addition, reading strategies show how readers understand assignments, the meaning of what they read, and what they do when they don't understand. Tests developed in reading consist of reading passages involving short or long passages followed by several questions.

However, the most popular form of question is a multiple choice question, in which there is only one correct answer. (Diniya & Puspitasari, 2020) states that the use of reading strategies is considered one of the important factors in producing successful language learners, this means that the reader does not only deal with text information, but rather discusses the author's literal or implicit meaning conveyed through the text, clear reading comprehension is so important in reading that they cannot be separated from

one another. This is supported by (Javed et al., 2015) discussing the nature of reading comprehension questions, it can be concluded that the appropriateness in designing questions for reading purposes in the final exam should be examined through the perspective of Barrett's taxonomy.

1. **Higher Order Thinking Skills (HOTS)**

English Language Education has an important role, one of which is in developing students to think critically where learners do not only learn at the level of memorization alone. A teacher must have the ability to develop higher-order thinking skills. According to Brookhart (2010, P.8), teachers can use hots theory as a guide in asking questions for assessment as well as in asking questions for assessment. HOTS questions are measurement instruments used to measure higher-order thinking skills, critical thinking skills are needed in solving problems and making decisions. Higher thinking skills (HOTS) will develop if individuals face unusual problems, challenging questions, or uncertainties. Meanwhile, according to (Javed et al., 2015) HOTS questions are instruments used to measure the ability to think at a high level in students, namely the ability to think that is not just remembering, restating or referring without carrying out processing. HOTS questions in the context of assessment measure the ability to:

a. transfer one concept to another,

d. processing and applying information,

e. looking for links from a variety of different information,

f. using information to solve problems,

g. critically examine ideas and information

The general principles for assessing High level thinking are as follows (Kemendikbud, 2019, P.3):

a. Determine exactly and clearly what will be assessed.

b. Planning tasks that require students to think at a high level demonstrate the knowledge or skills they possess.

c. Determine what steps should be considered evidence of the student's increased knowledge and student affairs that have been demonstrated in the process.

There are some characteristics of HOTS questions forward by Setiawati Wiwik, (2019) :

a. Transfer of one concept to another;

b. Process and apply information;

c. Looking for links from different kinds of information;

d. Use the information to solve problems;

e. Critically examine ideas and informationTransferring, an assessment that demands capability learners to transform concepts of knowledge in the classroom into new situations or contexts.

This is characterisctic HOTS important for teachers to pay attention to so that the assessment carried out can guarantee objective principles. the ability of learners according to the real situation. Based on the above, hots questions cause students' critical thinking, teachers are encouraged to ask questions in this discussion. The problem lies in the teacher's ability to

design reading comprehension questions. The literal level usually dominates the questions made by the teacher.

Based on The Center of Educational Assessment (2019: 6), as in the preparation of assessment instruments in general, the preparation of higherorder thinking skills assessments also involves three principles, namely:

1) Clearly defining what will be assessed,

2) Arrange assignments or test questions,

3) Determine the criteria for mastery of the thing being assessed. In the preparation of higher-order thinking assessments, three things need to be considered, namely:

    a) Using a stimulus,

    b) Use the new context,

    c) Distinguish between the level of difficulty and complexity of the thinking process.

According to Abdullah (2019, p.153), the procedures performed to compile hots questions are: a) analyze essential competencies, b) think about stimulus, c) compile a grid of questions, d) write questions. The last step is to write scoring guidelines, especially for the description (essay).

a. Analyze basic competencies

In general, the first step that needs to be done in compiling HOTS questions is to analyze the essential competencies (KD) contained in the syllabus. Formulation of basic competencies using verbs in the category of

higher-order thinking: analyze, distinguish, compare, conclude, evaluate, critique, problem solving, compiling, designing and creating. The cognitive level used in compiling the curriculum is based on bloom taxonomy (revision), so the cognitive level category for KD analysis uses C1 (Remembering), C2 (Understanding), C3 (Application), C4 (Analysis), C5 (Evaluation), C6 (Creation).

b. Stimulus

An easier step in compiling HOTS questions is to think of or find a stimulus that matches the subject matter before compiling the question grid. After the problem indicator is formulated, attempts to think about or search for stimulus can also be made. After reading the stimulus, the question maker needs to think about what information or data will be used to be able to answer the question. The use of stimulus includes:

1) understand and interpret data,

2) examine arguments or assumptions,

3) conduct deductions or inductions,

4) distinguish and compare information,

5) seek relationships between data or contexts

6) transfer data from one context to another context,

7) analyze relationships between information,

8) process and apply information,

9) critically analyze information,

10) evaluate information critically, and

11) use the information to solve problems.

c. Compiling a grid of questions

The question grid contains essential competencies, subject matter, question indicators, and problem shapes.

d. Writing questions

The next step is to make questions based on stimulus and indicators of the problem. The shape of the situation created is adjusted to the plan that has been written on the problem grid. (Setiawati, 2018, p. 47-51).

Based on the above, it can be concluded that HOTS questions give rise to students' critical thinking, therefore teachers are encouraged to ask questions in this domain. The problem lies in the teacher's ability to design reading comprehension questions. The literal level usually dominates the questions made by the teacher. This is in line with Vacca et al. (2010), who state that "usually the questions presented will be literal, indeed high-level questioning techniques are also required." So, students independently answer some questions related to the reading section.

2. **Barret's Taxonomy in Reading Comprehension Question**

The evaluation process considers the assessment of students' reading comprehension in observation records, form data, and participation in the learning process.. Therefore, questions of reading comprehension should be organized by taxonomy(Febrina et al., 2019) There are many taxonomies of understanding that are used for educational purposes. However, the famous ones are Bloom's taxonomy and Barrett's taxonomy.

Bloom's taxonomy can be implemented in all subjects according to functions and common items designed to measure low-level versus high-level skills, but differs from Barrett's taxonomy which is more detailed than Bloom's taxonomy. Support for questions about reading comprehension is organized by taxonomy. (Laili et al., 2020). Originally Barrett's taxonomy was designed to help teachers who teach reading skills to compile or develop questions related to the reader's understanding of the content of the text being read. As educator a teacher is required to know. The extent of his ability to prepare questions for students. This study applied five level skills taxonomy Barrett in analyzing reading comprehension questions.

In relation to this research, the researcher applies five Barrett taxonomy skill levels in the book Focus on Comprehension-Started and Introductory Teachers by Louis Fidge (2014:4) to analyze reading comprehension questions. The categories he suggest are :

1. Literal Comprehension

    This focuses on ideas and information explicitly stated in the text. The tasks may involve recognition or recall of details, main ideas, sequences, cause and effect, character traits and comparison.

2. Reorganisation

    This requires the child to analyse or reorganise ideas or information explicitly stated in the text. For exampie, tasks may involve classifying, outlining, summarizing

3. Inferential Comprehersion

   This requires the child to use information and ideas explicitly stated in the text, along with intuition and personal experiences as a basis for making deductions and hypotheses The child is required to use thinking and irmagination that go beyond the printed page.

4. Evaluation

   This requires the reader to evaluate a text, by comparing ideas presented with exterral criteria (such as other simitar sources) or internal criteria (such as by drawing on the reader's own experiences, knowledge or values). Evaluative compreherision deals with qualities of accuracy, acceptability, desirability, worth or probability of occurrence.

5. Appreciation

   This involves the subjective response of the impact of the text on the reader. It requires some sort of emotioral response to the contert, characters or incidents, author's use of language or imagery.

In summary categories of Barrett's taxonomy of comprehension skills are as follows:

   a) Read the lines (using literal comprehension)

   b) Read between the lines (using reorganization and inference)

   c) Read beyond the lines (using evaluative and appreciative

In addition, Barret also asserted that good reading comprehension questions on task had divided into 3 categories as follows:

1. Ideal

It means that the reading passage which followed by several reading comprehension questions of higher order thinking skill (HOTS) and lower thinking skill (LOTS) in balance number. Higher order thinking skill here consists of evaluation and appreciation level of Barret. Meanwhile, lower order thinking skill includes of literal and inference.

2. Moderate

If the reading comprehension passage is followed by reading comprehension question of HOTS (evaluation and appreciation) and LOTS (literal and inferential) however those are not in balance number. For example HOTS is higher than LOTS or LOTS is higher than HOTS

3. Bad

It is considered bad if the problem of understanding the reading section is not followed by a question understanding HOTS or LOTS questions.

B. Previous Studies

Some research relevant to higher thinking skills. The study is about the application of higher thinking skills to reading ability. First, the research conducted by (Laili et al., 2020). This study presents and describes data in the form of interviews, observations and points of English exam questions. The subjects of this study were English teachers from 3 (three) senior high schools (SMA); 2 (two) Islamic schools and 1 (one) public school, in Sidoarjo. On the

same side, the current research also investigates reading comprehension questions in daily questions and end-of-semester exams, but focuses more on the experience of teachers who have attended HOTS training and on the results of this study that the ability of English teachers has not had an impact on the skills of making good HOTS questions. English teachers have not changed the way they make exam questions that meet HOTS assessment standards.

Secondly, the study was conducted by (Pamungkas, 2019). Cycle 2 by adding some things like timing that should be more relevant to the learning process. Teachers pay more attention to the division of time for the implementation of learning so as not to lack time. The application of HOTS-based English learning can improve the ability of class X students to answer questions from a text that requires the ability to analyze, evaluate and create. This is evidenced by the results of the average value in cycle 1 of 54.4 and increased in cycle 2 to 60. The improvement of students' reading skills can also be seen from the ability to absorb information from a text. In addition, some students are able to criticize a text with logical opinions and can answer several questions that demand analysis, evaluation and creation skills.

The previous third study conducted by Desi Mutiara Natalini Allo (2022) focused on the use of pre-test and post-test. In pre-experimental research of one pre-test and post-test group, the first step is to provide a pre-test to measure the motivational condition of students before being given learning with higher thinking skills to understand with students' reading comprehension. At a later stage, the sample is given learning with a higher

order of thinking. Therefore, this study investigated the practice of asking teachers and reading teaching in junior high schools.

The next research was conducted by Fadhilla, Okta Maulida (2019) which aims to determine the category of Higher Order Thinking Skills (HOTS) used by English Teachers in daily tests based on Tasonomy Bloom revision of Adresond and krathwol. The documents used in this study were daily test questions taken from English teacher documents at SMA Negri 3 Padang using purposive sampling techniques. From the data found, 50% of HOTS questions. From the results of the study, it can be concluded that Higher Order Thinking Skills (HOTS) has been applied by teachers of SMA Negeri 3 Padang with the category of Higher Order Thinking Skills (HOTS) found to be analysis and creating.

Another study was conducted by Fetriani (2022) This study aims to Analyze the students' ability in answering HOTS reading questions at university level. The use of taxonomy blooms in analyzing test questions and taking five questions for each high er level of order thinking skills, 4 questions to analyze, 4 questions to evaluate, and 4 questions to create. This shows that students can understand the information conveyed with simple text, but the reader relies heavily on contextual text clues. They can easily understand familiar information, such as in weather reports or social announcements. The difference between previous research and current studies is that previous studies tend to analyze students' ability to answer test questions, whereas this

study analyzes final exam documents so that these researchers become non-practical observers.

Table 2.1 Research gap

No	Title	Similarities	Differences
1	High Order Thinking Skills (HOTS) in the assessment of high school students' English by Muawwiatul Laili (2020)	Research was conducted to design questions that support students' reading skills through High Order Thinking Skills.	This study there are different subjects and instruments and focuses more on the experience of teachers who have attended HOTS training.
2	Penerapan Higher Order Thinking Skills (HOTS) to improve reading skills of high school students by Nailul Restu Pamungkas (2019)	Research was conducted to design questions that support students' reading skills through High Order Thinking Skills and performed at the High School level.	This research was conducted at the high school level of grade X. In a learning model that was divided into 2 cycles and proved effective in improving the reading skills of test questions seen from the average final results of cycles I and cycles II.
3	The Implementation Of Higher Order Thinking Skills (HOTS) On Students' Reading Comprehension At SMA Negeri 18 Makassar by Desi Mutiara Natalini Allo (2022)	Analyzed reading comprehension questions	This study used data from pre-test and post-test in analyzing HOTS questions

4	Analisis Kategori Higher Order Thinking Skills (HOTS) used by English teacher at SMA Negeri Padang by Fadhilla, Okta Maulida (2019)	Analyzed reading comprehension questions	a) This study used the Revised Bloom taxonomy of Anderson and Krathwol b) Research describing HOTS questions contained in daily English tests.
5	Analysis of Students' Ability In Answering Higher Order Thinking Skill Questions In Reading For Intermediate Textbook by Fetriani, Andolah, Eki Saputra (2022)	This analysis used descriptive analysis with content analysis	a) This study used the Bloom taxonomy b) Analyze the students' ability in answering HOTS reading questions at university level of students.

The similarities and differences between this study and the research as a whole are the subject of the study, the location used, grade level, goals, and theory. Apart from previous research, the current research tends to analyze several reading comprehension on the final test of the twelfth grade made by English teachers at MAN 2 Surakarta, the underlying point is to use four categories of questions according to Barrett's perspective.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses descriptive-qualitative. Research design is a work plan carried out to be carried out with the goals to be achieved. The qualitative approach is based on the phenomenological paradigm, which states that the essence of meaning or truth can be obtained through interaction between people. Some designs used in social research are explanatory, i.e. testing hypothesized relationships, descriptive i.e. experiments to perform hypothesis tests under conditions where some variables can be controlled (Mulyadi, 2012). Research design always gives a clear picture of what will be done and gives an idea of the difficulties that will be faced by other researchers. Thus we can first overcome it (Nasuation 2002, 23).

The characteristics of the data are descriptive-qualitative because the sources are taken from documents, audio recordings, transcripts and interviews (Bogdan & Biklen, 2017). In addition, collecting information to improve understanding of the subject matter, the study uses a content analysis approach. The study analyzed how teachers made important questions about reading comprehension in the final test of English based on Barrett's taxonomic perspective. This means researchers only need documents as primary data. Furthermore, this document is in the form of tests and documents collected from teachers in designing English tests in the final exam used by third grade students of MAN 2 Surakarta. Researchers also identified critical levels of

teacher questions in designing reading assignments using Barrett's taxonomy and mostly at the level of reading comprehension levels presented by teachers on final English tests.

B. Research Setting

1. Place of the Research

   The research planning will carry out at MAN 2 Surakarta. MAN 2 Surakarta is a high school located in the city of Surakarta, to be precise, near the Sriwedari stadium. Lessons at MAN 2 Surakarta cover all compulsory subjects according to the applicable curriculum with the addition of a choice of school extracurricular activities such as dressmaking, scouting, PMR, etc. Various school facilities that support teaching and learning activities such as classrooms, libraries, sports fields, laboratories (language of science, language, computers and music), canteens, etc.

2. Time of the Research

   Research Time of the study from August 2022 until May 2023. This research planning includes activities to ask permission from the Principal of Man 2 Surakarta through the Administrative office, making preliminary observations, writing research proposals, conducting proposal seminars, collecting and analyzing data, writing theses, thesis exams, and submitting documents.

Table 3.1 Research Timeline

No	Activities	Aug 2022	Oct 2022	Jan 2023	Feb 2023	Marc 2023	April 2023	May 2023	Juni 2023
1	Title submision and approval	■							
2	Asked for permission to MAN 2 Surakarta		■	■					
3	Wrote research proposal				■	■			
4	Proposal seminar						■		
5	Collected and analyzed data						■	■	
6	Wrote the thesis						■	■	
7	Thesis Exam								■
8	Submitting the document								

C. Research Subject

This research is a non-participant observation because the research subject is a document. The researcher asked for three document tests created by an English teacher which focused only on reading comprehension questions in the final test. Then, the researcher analyzed questions about reading and used Barrett's new taxonomy as a research instrument. Data and Source of the Data

1. Data

Regarding content analysis, the data obtained by the researcher through the English exam question sheet. Then, researcher observed reading question items in the final English test. Researcher concerned with

analyzing teachers' ability to construct reading comprehension questions looked at Barret's taxonomic display. The questions asked by researchers can be answered using data in the form of English exam question sheets and interviews with teachers. Thus, in an attempt to classify the data based on Barret's taxonomy of comprehension, a question reading document designed by an English teacher is designated as primary data.

2. **Source of the data**

   The source of data in this study is test document with a Google form that has been designed by a twelfth grade English teacher MAN 2 Surakarta. Researchers analyzed 3 English final tests (A, B, and C) with specific criteria such as question requirements and section variants listed on the final test. If the total number of reading comprehension questions accumulates from each English test, there are 60 reading comprehension questions. Research documents are selected intentionally based on the same criteria and characteristics that are the requirements of the questions used by English teachers on the final test of English.

D. **Research Instrument**

   Regarding content analysis, according to Ary et al. (2010, p.498) the researcher is the primary key in the instrument by which the researcher must understand research methods for collecting and analyzing data. This means that valid and relevant data is indispensable in research and as a reference to use appropriate instruments, where researchers must understand research methods to collect and analyze data. In this study, the researcher was the main

instrument in collecting data and was proven by the student's exam question bank. Researchers also used check-list sheets in the form of an analytical format to categorize important questions based on aspects of Barrett's taxonomy.

Table 3.2 Rubric Analysis

No	Question	Types of Question					Explanation
		Literal	Reorganization	Inferential	Evaluation	Appreciation	

E. Techniques of Collecting Data

Data analysis is the process of systematically searching and preparing the data obtained from interviews, filed notes and documentation, by way of organizing data into categories, defining in units, synthesizing, organizing into a pattern, choosing what is important and what will be studied, and make a conclusion that is easily understood by themselves and others (Sugiyono, 2010:24). The techniques of data collection which used in this research were in the form of document analysis.

1. According Samsu (2017), Documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes and so on. Researcher use exam question documents as data used in the study. The documents are obtained from the final exam questions made by the teacher, then

researcher collect documents to answer research questions that address how English teachers handle critical questions. The documents used in this research are syllabi and question sheets made by English teachers and the type of test is multiple choice. Therefore, the study collected data in the form of English test items and the choice was limited only by taking a reading comprehension question test and analyzing three units namely A, B and C. Units were selected based on:

1. Only take the English test of the latest edition sometime in 2022 and 2023.

2. Have the same question type in multiple choice form.

3. Attached are different reading sections

4. Taken from the final test of third-grade English.

It can be concluded that in addition to the researcher documents are the main source of data collection techniques. Based on these four criteria, the researcher analyzed the results of reading the items used in the column list. The purpose of the checklist is to classify test items by type of reading comprehension questions. This means that the taxonomic framework is used as prior knowledge and guideline to determine where Barrett's level is listed in the question item. In addition, researchers began taking documents and analyzing reading comprehension questions on the final English test from March 2022 to March 2023

F. Trustworthiness of The Data

The researcher used triangulation to test validity, where results were retrieved from data through content analysis and the researcher observed the data directly. There are many techniques to ensure accurate data in qualitative data, such as triangulation, member checks and audits (Raco, 2010). Triangulation is used to compare data so that depth of knowledge and understanding will be obtained if there is much data and more than one theory and involve many researchers. Thus, different points of view make one problem solved appropriately and fast.

To test validity, triangulation was used to compare data and it clearly needed more than one theory and involved many researchers. For member checking meant the subject that interviewed by the researcher has role to re-check what the write on the result of interviewing session. Besides, member auditing showed the role of the experts to make data accurately such as lecturer or other experts in which they must evaluate research in order to make data more credible. That triangulation was checking the validity of the research with different data sources by examining evidence from the sources. There were four types of triangulation; they are triangulation by source, by the method, by observers and by theories (Creswell, 2018).

In this study, the researcher analyzed used source triangulation and obtained data from documents. In addition, in analyzing the item of reading comprehension questions researcher used Barrett's taxonomy theory to as certain the findings. Then, the analysis of the result found by the researcher

was confirmed and consulted by the English teacher, who is an expert in the field the validator. The two validators validated the analysis result of every unit found by the researcher. Validators were selected from two teachers from different schools. Based on their experience as a coordinator test in the school. The researcher and the validator analyzed the same parts of the unit. After analyzing the unit, there were found different results for several units. In this case, the valid result was decided based on the same answer from two participants.

For example, there was a different result in Unit A, which was question number 9. The researcher found that this question was included as the literal level of Barret's Taxonomy. However, two validators stated it was inferential. Accordinggly, the valid result was inferential level. The detailed information on the different result among the participants can be seen in the following table.

Table 3.3 Result of differences list

Unit	No	Item number	Researcher	Validator 1	Validator 2	Valid Result
A	1	9	Literal (recognition cause and effect relationship)	Inferential (Inferring cause and effect)	Inferential (Inferring cause and effect)	Inferential (Inferring cause and effect)
B	2	3	Inferential (Inferring main idea)	Inferential (supporting detail)	Inferential (supporting detail)	Inferential (supporting detail)
	3	6	Inferential (supporting detail)	Literal (recognition of detail)	Literal (recognition of detail)	Literal (recognition of detail)
C	4	19	Inferential (Inferring main idea)	Inferential (inferring predicting	Inferential (inferring predicting	Inferential (inferring predicting

				outcome)	outcome)	outcome)

The table shows that four items that were analyzed differently by the researcher and validator. The items were found in three-unit being analyzed. On unit A there is one different item that is item number 9. Meanwhile, on unit B, there are two different items covering items number 3 and 6. On the other hand, in unit C, there is one different item that is item number 19.

G. Data Analysis Techniques

Data analysis is the process of systematically searching and preparing the data obtained from interviews, filed notes, and documentation, by way of organizing data into categories, defining in units, synthesizing, organizing into a pattern, choosing what is important and what will be studied, and make a conclusion that is easily understood by themselves and others (Sugiyono, 2013: 24). The analysis of such data is concerned with the process of understanding data involving consolidation, subtraction, and interpreting what has been seen and read by the researche (Merriam, 2009). Next. The study analyzed the data based on the following steps:

1. Collecting data

The data collected was obtained from an English test created by a teacher in the third grade of senior high school. Researcher took only three of those units according to specific criteria.

2. Reading all the data

The role of the researcher in getting good information by reading about syllabi and reading question sheets made by English teachers and the type of test is multiple choice

3. **Coding the data**

Coding in this step means the researcher analyzes the data using a checklist form. categorized into five levels skills of Barrett's taxonomy. The researcher creates a tabular form for each main test document.

4. **Presents the analysis**

Results in the Table column Notes The researcher writes the data analysis results to the table column. Then researchers first analyze the questions by paying attention to Barrett's five taxonomic levels and then assessing them. It aims to know the degree of dominance presented before grouping these questions into questions about ideal, medium, or poor reading comprehension.

5. **The findings and drawing conclusions**

The final step is to link the data to Barrett's taxonomic theoretical framework and interpret the findings before concluding the overall research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings

The study was conducted in May 2023. Which is based on a research question, namely how English teachers build critical questions in the twelfth grade final exam of MAN 2 Surakarta in the academic year 2022/2023. Based on the data sources in the previous chapter, there are three final test units. This unit is intended to categorize three paper tests based on text, genre, and topic. The total number of teachers on reading comprehension in the last test unit was 100 questions.

Table 4.1 Total Question

Category	Genre Text	Total Question
Test document I	Offering help, Job application letter, job vacancy, caption	20
Test document II	Offering Help, Announcement, job vacancy, news item, giving suggestion, asking for suggestion, job application letter.	40
Test document III	Future plan, conditional sentence type, Procedure text, Announcement, job vacancy, news item, giving suggestion, asking for suggestion, job application letter.	40
Total		100

In the research instrument in the previous chapter, in interpreting and identifying questions based on the five levels of Barrett's taxonomy consisting

of literal understanding, reorganization, inference, evaluation, and appreciation used in the checklist as the main instrument. Each question has its own characteristics to determine the type of reading comprehension question. Which will then be discussed in the following sections:

1. Critical Questions in Reading Comprehension

Based on the research the researcher has described in the previous paragraph, the researcher provides the results of reading comprehension questions about the final semester assessment, the units of which are presented in the chart below
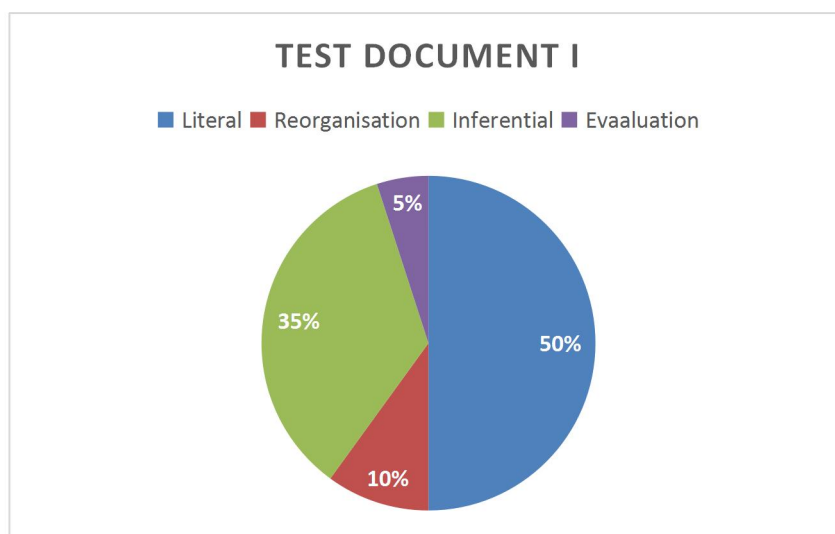
Chart 4.2 Reading comprehension questions on test document I

In respect to the chart 4.2 showed that there were 50% reading comprehension questions categorized into literal comprehension, 10% was reorganization, 35% was inference, 5% was evaluation and 0% was appreciation. So it can be concluded that the final semester assessment unit only includes three levels of reading comprehension questions, namely is

comprehension literal, reorganization and inferensial. In addition, in Barrett taxonomy comprehension literal, reorganization and inferensial included as many (Lightorder Thinking Skills), which predominates more than evaluation and appreciation as a level of heat (higher thinking skills)

a. Test document I

1) Literal

The results showed that test document I consisted of 16 questions, sixteen can be categorized into literal level comprehension questions. Of these, it is categorized into recognition of details the literal level attached numbers 2,3,4,7,8,9,11,13,14 and 25.

a. Recognition of detail

For number   2,3,4,7,8,9,11,13,14 and 25 were judged as literal because it was categorized into recognition of detail in which the question asked about identifying explicitly fact on reading passage such as the incident takes a place, asked the subject and time of the incident.

For example number 2,3,7, 11 and 13

Girl : Oh, if you don't mind, please <u>collect and arrange these photographs</u>. Later on, I will enclose them with the proposal.

*2. **What can the man do to help the woman?***
  a. Making cake
  b. Typing the proposal
  c. Meeting the principal
  d. Collecting and arranging photographs
  e. Enclose photographs with the proposal

Woman : Oh, you're right. I don't know what to do. I forget to bring the English assignment that I have done for the whole night.

3. What is the woman's problem?
   a. She forgot to bring her assignment to school
   b. She went to bed too late in the night
   c. She hasn't done her assignment
   d. She didn't know what to do
   e. She woke up a little late

I promise I will <u>teach you Math and Science</u> when I have returned home

7. What does the writer offer to do?
   a. Bring Math and Science books
   b. Accompany to the hospital
   c. Teach Math and Science
   d. Pick up the reciipient
   e. Call her free of charge

I am a Computer Science graduate of the University of the Philippines, Diliman, Quezon City

11. Which of the followings is true according to the text?
   a. Shinta Ramadhani has ever worked in Inara Lightings, Ltd.
   b. Shinta Ramadhani has a background education in Compuer Science.
   c. Shinta Ramadhani has ever worked in Nissan Motor Philippines, Inc.
   d. Inara Lightings, Ltd. is looking for a project manager.
   e. Inara Lightings, Ltd. is located in the Philippines.

Please <u>send an application letter in English</u>, a copy of current curriculum vitae, a photocopy of identification card, a photocopy of diploma, a photocopy of TOEFL score, a sample of writing in English, and a recent passport-sized photograph

13. What should applicants do to apply for the job? They must ....
   a. have a TOEFL test
   b. have an interesting performance
   c. write an application letter in English
   d. study in a university majoring in computer sciences
   e. send an application letter together with all the requirements

b. Recognition of main idea

For number 14 were judged as literal because it was categorized into recognition of main idea in which the question asked about identifying and finding express or explicit statements in the reading in the form of the main idea. The main idea the core of the conversation expressed by the author in the form of a sentence that is the core of the conversation in a particular paraghraph

For example number 14:

The Jakarta Post, a leading English-language daily newspaper, requires <u>a qualified reporter</u>

14. What is the social function of the text?
   a. To find a good reporter.
   b. To inform the vacant position in Jakarta Post.
   c. To get reporter from Indonesia.
   d. To advertise the requirement about reporter.
   e. To advertise the application letter.

2) Reorganisation

Unit A found 2 points as the main reason these questions can be assessed to an reorganisation level. They reorganisation clasifying, reorganization outlining, reorganization summarizing and reorganization sintesising. Besides, the reorganisation unit A found two questions belonged to the reorganization level and it consisted of numbers 1 and 5

a. Reorganisation Summarizing

Number 1 were judged as reorganisation because it was categorized point of reorganisation mentioned as reorganization summarizing in which the questions asked student to summarize or arrange the word in the text into an answer.

For example number 1

Girl : Yes, I must meet the principal at 10 for this <u>proposal,</u> and I haven't <u>finished</u> it yet.
Boy : Are you still typing it? What can I do to help you?
Girl : Oh, if you don't mind, please collect and arrange these photographs. Later on, I will enclose them with the <u>proposal.</u>

b. Reorganisation Syntesising

Number 5 were judged as reorganisation because it was categorized point of reorganisation mentioned as reorganization syntesising in which the questions asked student to combine to form a coherent sentence.

For Example number 5:

Woman : Oh, that would be very helpful. I'd rather print it again.
Man : Okay. Let me accompany you to go the staff's room to ask permission to print your assignment.

5. What does the man offer to help the woman?
 a. Accompany her to tell the teacher
 b. Do the assignment again at school
 c. Ask for the teacher's permission to go home
 d. Help her print the assignment in the staff's room
 e. Accompany her to take the assignment from her house

3) Inferring

Unit A found 7 points as the main reason these questions can be assessed to an inferential level. They inferred the main idea,

inferring figurative language, inferring supporting detail and inferring cause and effect.

Unit A inferential level found 7 inferential level questions and consided of numbers 6,10,12,16,18,19 and 20

a. Inferring main idea

Questions number 6,10,12,16,18,19 and 20 were judged as inferring because it was categorized as a point of inferring mentioned inferring main ideas in which students ask questions to summarize or pharaphrase the statement of the reading section.

For example number 6
6. *What is the purpose of the text?*
a. To inform the recipient about her return
b. To invite the recipient to Andika's house
c. To tell of sender's health
d. To offer valuable help to recipient
e. To ask the recipient for help

For example number 10
10.*The second paragraph is mainly about the writer's ....*
a. intention
b. hope to get the job
c. working experience
d. reason why she deserves the job
e. background education

For Example number 16
16. *What is the caption about?*
a. Solicitude
b. A competition
c. Education
d. An encouragement
e. The beauty of nature

For example number 19
19. *The writer's purpose of writing the text is to* _____
a. motivate us in life

b. describe success
c. persuade people to succeed
d. inform the benefit of dream
e. explain the impacts of fear

b. Inferring Comparison

Questions number 12 were judged as inferring because it was categorized as a point of inferring mentioned inferring comparison in which students ask questions to compare the word.

For example number 12

12. "... of **leading** companies that include ..." (Paragraph 1). The underlined word means ....
a. reliable
b. important
c. profitable
d. demanding
e. following

4) Evaluation

For number 17 was judged as an evaluation because the question was categorized points into the judgment of appropriateness. It meant the questions asked students to judge the appropriateness of the text in which it supports to prove a subject or topic in the reading passage

For example number 17

How are the words used in the caption?
a. Elusively
b. Lengthily
c. Inappropriately
d. Succinctly
e. Meaninglessly

5) Appreciation

A did not attach to this unit for appreciation level on the unit.
Thus, there was no question type belonging to the appreciation.

b. Test document II

The result of reading comprehension questions on the final English test of test document II is presented on the chart below.
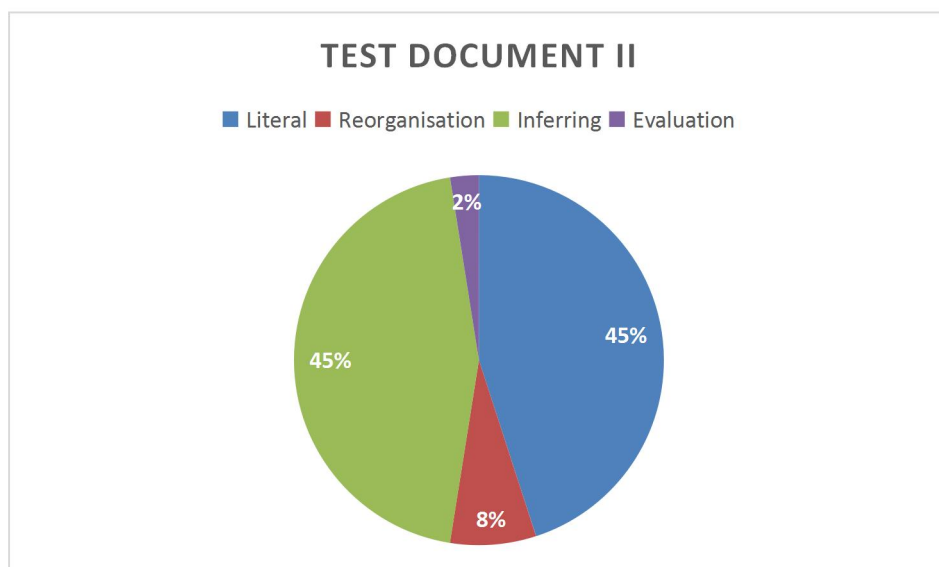
Chart 4.3 Reading comprehension questions on test document II

The chart showed that 45% of reading comprehension questions were categorized into literal comprehension, 7% were reorganization, 45% were inferential, 1% were evaluation and 0% were appreciation. Hence, it could be concluded that the final English test on test document II did not cover five levels of reading comprehension questions based on Barret's taxonomy. Unit B merely covered three reading comprehension questions levels literal, inferential and evaluation. Moreover, literal and inferential as LOTS *(Low Order Thinking Skill)* were dominant rather

than evaluation and appreciation as HOTS *(High Order Thinking Skill)* level in Barret's taxonomy.

1) Literal

The results showed that test document II consisted of 18 questions, eighteen can be categorized into literal level comprehension questions. Of these, it is categorized into recognition of details the literal level attached numbers 1,2,7,8,12,13,18,19,30,31,32,34,35,36,38,39 and 40.

b) Recognition of detail

Number 1,2,7,8,12,13,18,19,30,31,34,35,36,38,39 and 40 were judged as literal because it was categorized into recognition of detail in which the question asked about identifying explicitly fact on reading passage such as the incident takes a place, asked the subject and time of the incident.

For example:

Woman   : I don't know. Suddenly the machine stopped.
Man   : Let me <u>check the engine</u>.

1. *What does the man offer?*
    a. To drive the woman's car
    b. To clean the woman's car
    c. To find the nearest workshop
    d. To check the woman's car
    e. To call a repairman to fix the car

 Woman : Oh, if you don't mind, please <u>collect and arrange</u>
                <u>these photographs</u>. Later on, I will enclose them
                with the proposal.

What can the man do to help the woman?
 a. Making cake
 b. Typing the proposal
 c. Meeting the headmaster

d. Collecting and arranging photographs
e. Enclose photographs with the proposal

I think I could be <u>a good flight attendant</u> for Universe Airlines because I'm a very friendly person and I really love travelling

For example number 12

What is the writer's intention in writing the text?
a. To explain about her experience
*b. **To apply for the job of flight attendant***
c. To tell about her interest and competence
d. To apply for the job of a tour guide
e. To advertise a tour package

The sail race has given <u>positive and social impact on society</u>. FNOB, the organizer of the race, have made the Catalonian capital city the reference centre of the sport.

For example number 19

Why is sailing important for Barcelona?
a. It has a positive impact.on society.
b. It hosts many sailing; athletes.
c. It is the reference centre.
d. It is situated can the sea.
e. It is the base of FNOB.

c) Recognition of main idea

For number 32 were judged as literal because it was categorized into recognition of main idea in which the question asked about identifying and finding express or explicit statements in the reading in the form of the main idea. The main idea the core of the conversation expressed by the author in the form of a sentence that is the core of the conversation in a particular paraghraph

For example number 32:

What is the text about?
a. *A terror that attacks Jakarta*
b. *The busy streets in Jakarta*
c. *The Sarinah shopping complex*
d. *The cheap Indonesian knickknacks*
e. *The batik shirts in Sarinah shopping complex*

2) Reorganisation

Test document II found 3 points as the main reason these questions can be assessed to an reorganisation level. They reorganisation clasifying, reorganization outlining, reorganization summarizing and reorganization sintesising. Besides, the reorganisation unit A found two questions belonged to the reorganization level and it consisted of numbers 15, 26 and 27.

a. Reorganisation Summarizing

Number 26 and 27 were judged as reorganisation because it was categorized point of reorganisation mentioned as reorganization summarizing in which the questions asked student to summarize or arrange the word in the text into an answer.

For example number 26
What is the text about?
a. *Tourism Minister of Indonesia program*
b. *Good Indonesia tourist's attraction*
c. *Tourism in Indonesia and Middle East*
d. *The promotion of Indonesia tourist attractions to the Middle East*
e. *The amount of money gained from tourism in Indonesia*

For example number 27
From the text, we know that …
a. *There are only few tourists from the Middle East in Indonesia*
b. *The tourists usually come to Indonesia in groups*
c. *The tourists spend a little bit of money in Indonesia*
d. *Arief Yahya is one of the tourists visiting Indonesia*

e. Visitors from the Middle East do not contribute much to Indonesian Tourism

b. Reorganisation Syntesising

Number 15 were judged as reorganisation because it was categorized point of reorganisation mentioned as reorganization syntesising in which the questions asked student to combine to form a coherent sentence.

For Example number 15:

What should applicants do to apply for the job? They must ....
a. have a TOEFL test
b. have an interesting performance
c. write an application letter in English
d. study in a university majoring in computer sciences
e. send an application letter together with all the requirements

3) Inferring

Test document II found 18 points as the main reason these questions can be assessed to an inferential level. They inferred the main idea, inferring figurative language, inferring supporting detail and inferring cause and effect. Unit A inferential level found 7 inferential level questions and consided of numbers 3,4,5,9,10,11,14,16,17,20,21,22,23,25,28,29,33 and 37

a. Inferring main idea

Questions number 3,4,5,9,10,16,20,21,23,25 and 29 were judged as inferring because it was categorized as a point of inferring mentioned inferring main ideas in which students ask

questions to summarize or pharaphrase the statement of the reading section.

For example number 3

What is the woman's problem?
b. She forgot to bring her assignment to school
c. She went to bed too late in the night
d. She hasn't done her assignment
e. She didn't know what to do
f. She woke up a little late

For example number 4
Why didn't the woman bring her assignment?
a. She forgot to print it
b. She hasn't finished doing it
c. She thought she has put it in her bag
d. She didn't put it in her bag the night before
e. She forgot that the day was the due date to submit it

For example number 10

The second paragraph is mainly about the writer's ....
a. intention
b. hope to get the job
c. working experience
d. reason why she deserves the job
e. background education

b. Inferring comparison

Then number 11,28 and 33 was judged as inferring because the questions were categorized into inferring comparison because the questions asked it similarity implicity from the selection word used by the author on the reading passage. The clue of the question type often found asking the synonym or antonym.

For example number 11

"I enclose my curriculum vitae for your **inspection**" (Paragraph 3).
What is the synonym of the underlined word?

a. *Superintendent*
b. *Investigator*
c. *Supervision*
d. *Instruction*
e. *Review*

For example number 28

The word "**draw**" in "Arief Yahya said in a bid to draw more visitors from the Middle East, .."The synonym of **draw is ….**
a. Paint
b. color
c. sketch
d. make
e. attract

c. Inferring figurative language

Then number 14, 22 and 37 was judged as inferring because the questions were categorized into inferring figurative language. it meant the questions asked about literal meaning from the selection of words used by the author.

For example number 14

14. **" *I'm looking forward to having your invitation for an interview*"**
    What does the above sentence mean?
a. I*'m going to be interviewed*
b. *I'm expecting you for an interview*
c. *I'm waiting for an interview invitation*
d. *I'm going to be invited for an interview*
e. *I'm going to invite you for an interview*

For example number 22

22. **"... and work hard to achieve it."**
    What does 'it' refer to?
a. *Succeess*
b. *Hard work*
c. *Waking up*
d. *Dreaming*
e. *Winning*

d. Inferring supporting detail

The numbers 17 were judged as inferring because the questions were categorized into inferring supporting detail. It meant the questions asked about guessing additional facts from the incident in the reading passage

For example number 17

17.*Which of the followings is true according to the text?*
a. Applicants must be more than 26 years old.
b. Applicants must have graduated from the University of Indonesia.
c. Applicants are willing to take a series of tests from the Jakarta Post.
d. The position advertised in the job vacancy is an editor in the Jakarta Post.
e. Applicants must have good English and a TOEFL score of not more than 550.

4) Evaluation

For number 24 was judged as an evaluation because the question was categorized points into the judgment of appropriateness. It meant the questions asked students to judge the appropriateness of the text in which it supports to prove a subject or topic in the reading passage

For example number 24

20.*What is the relationship between the picture and the caption?*
a. The forest represents what people need for their life.
b. The pathway represents the people's way to go back home.
c. The man-made pathway represents people's effort for their life.
d. The green leaves and big trees in the forests represents the nature.
e. The curved pathway represents difficulty that people should overcome.

5) Appreciation

A did not attach to this unit for appreciation level on the unit.

Thus, there was no question type belonging to the appreciation.

c. Test Document III

The result of reading comprehension questions on the final English test of test document III is presented on the chart below.
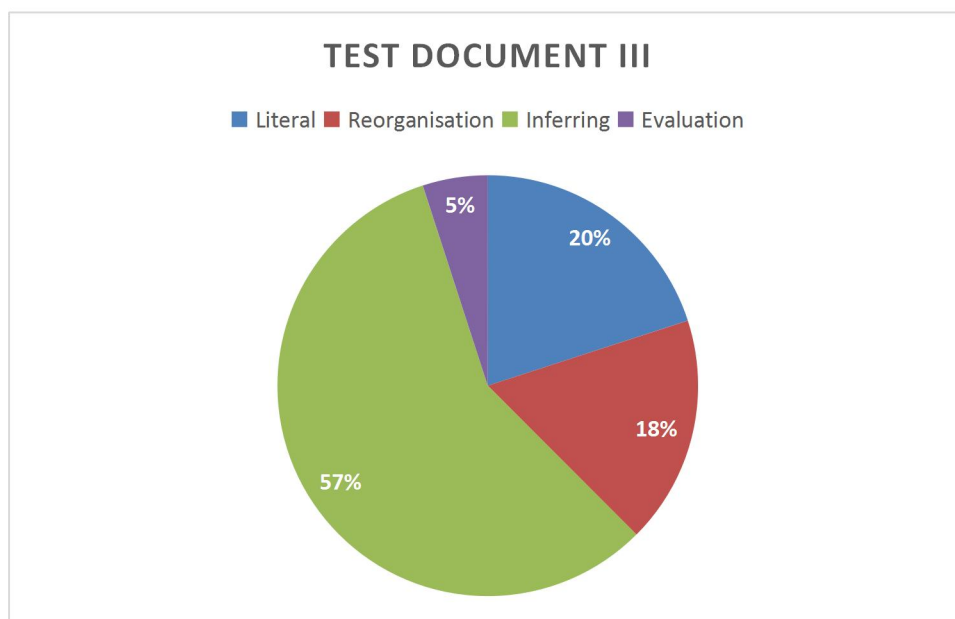
Chart 4.4 Reading comprehension questions on test document III

The chart showed that 20% of reading comprehension questions were categorized into literal comprehension, 18% were reorganization, 58% were inferential, 5% were evaluation and 0% were appreciation. Hence, it could be concluded that the final English test on test document III did not cover five levels of reading comprehension questions based on Barret's taxonomy. Test document III merely covered three reading comprehension questions levels literal, inferential and evaluation. Moreover, literal and inferential as LOTS *(Low Order Thinking Skill)* were dominant rather than evaluation and appreciation as HOTS *(High Order Thinking Skill)* level in Barret's taxonomy.

1) Literal

The results showed that Test document III consisted of 8 questions, eight can be categorized into literal level comprehension questions. Of these, it is categorized into recognition of details the literal level attached numbers 2,5,16,19,27,29,35 and 36

a. Recognition of detail

For number 2,5,19,28,35 and 36 were judged as literal because it was categorized into recognition of detail in which the question asked about identifying explicitly fact on reading passage such as the incident takes a place, asked the subject and time of the incident.

For example number 2

Ely   :   Oh, I almost forget. _Congratulation on your new job_. I'm sure you'll enjoy it.

Eka   :   Thanks.

For example number 2

   a. Why did Ely congratulate Eka?
A. Because she has a new job.
B. *Because her new office is great.*
C. *Because she has good personality.*
D. *So that she will enjoy her new job.*
E. *So that she will like her new office.*

b. Recognition of main idea

For number 14 were judged as literal because it was categorized into recognition of main idea in which the question asked about identifying and finding express or explicit statements in the reading

in the form of the main idea. The main idea the core of the conversation expressed by the author in the form of a sentence that is the core of the conversation in a particular paraghraph

For example number 16:

1. *. What is the main idea of the first paragraph?*

A. The park is very wide.
B. Baluran Park is a forest area.
C. The park is located in Situbondo.
D. The park is the habitat of protected animals.
E. Visitors enjoy the panorama of Baluran Park.

c. Recognition cause and effect

For number 27 were judged as literal because it was categorized into recognition of cause and effect in which the question asked to find the reason or causal relationship of an event or action that is expressly stated in the reading by the author.

For example number 27

I would like to <u>apply</u> for your Audit Intern position, as posted on wholelotjobs.com on the 7th of September

27 What is the writer's intention in writing the text?

a. To explain about his motivation to work in the company.
b. To tell about his education and working experiences.
c. To tell that he has very good professional skills.
d. To explain about his curriculum vitae.
e. To apply for a job in the company.

2) Reorganisation

Test document III found 7 points as the main reason these questions can be assessed to an reorganisation level. They reorganisation clasifying, reorganization outlining, reorganization

summarizing and reorganization sintesising. Besides, the reorganisation unit A found two questions belonged to the reorganization level and it consisted of numbers 10,11,12,13,14,15 and 24.

a. Reorganisation Classifying

Then number 24 was judged as reorganization because the questions were categorized into reorganization classifying because the questions asked to classification structure is not intended to result in reorganizations.

For example number 24

24 Which of the following substances is important to take care of our skin?
a. foliate
b. lycopene
c. Potassium
d. Antioxidants
e. Phytochemicals

b. Reorganisation Syntesising

Number 10,11,12,13,14 and 15 were judged as reorganisation because it was categorized point of reorganisation mentioned as reorganization syntesising in which the questions asked student to combine to form a coherent sentence.

For Example number 10

10. Which of the following words can best complete the sentence numbered (10)?
a. because of
b. therefore
c. because
d. so that

e. due to

For example number 12

12 Which of the following words can best complete the sentence numbered (12)?
a. What do you want?
b. Which one do you want?
c. Is there anything I can do for you?
d. What are you looking for, Ma'am?
e. Have you found the shoes you want to buy?

3) Inferring

Test document III found 23 points as the main reason these questions can be assessed to an inferential level. They inferred the main idea, inferring figurative language, inferring supporting detail and inferring cause and effect. Test document III inferential level found 23 inferential level questions and consided of numbers 1,3,6,7,8,9,17,18,20,21,22,23,25,26,30,31,32,33,34,37,38,39 and 40

a. Inferring main idea

Questions number 1,3,8,20,21,22,26,30,34 and 37 were judged as inferring because it was categorized as a point of inferring mentioned inferring main ideas in which students ask questions to summarize or pharaphrase the statement of the reading section.

For example number 1

What were Meisya and Salwa talking about?
A. Salwa's photograph.
B. Members of Salwa's big family.
C. Salwa's parents and grandparents.
D. Salwa's aunts, uncles, and cousins.
E. Meisya's comment on Salwa's photograph.

For example number 3

What can we infer from the dialogue?
A. Anisa and Rozaq are classmates.
B. Anisa and Rozaq are schoolmates.
C. Anisa and Rozaq are high school students.
D. Anisa and Rozaq will study in the same university.
E. Anisa and Rozaq have graduated from high school.

b. Inferring figurative language

Then number 6,7,9 and 40 was judged as inferring because the questions were categorized into inferring figurative because the questions ask abourt literal meaning which the author's figurative use of language.

For example number 6

What does the underlined sentence mean?
a. Nano doesn't have a day off from work, so he will not go the beach.
b. Nano doesn't have a day off from work, but he will still go to the beach.
c. Nano doesn't plan to go to the beach because Nisa doesn't agree with the idea.
d. Nano is not very sure that he will have a day off from work, so he doesn't have a plan.
e. It is possible that Nano has a day off from work, and when it happens, he will go to the beach.

For example number 9

"The cover has already been made" (Nadzif's statement). In other words, we can say ….
a. Nadzif doesn't know who mad ethe cover.
b. Someone has already made the cover.
c. Nadzif has already made the cover.
d. Tuti has already made the cover.
e. Nadzif hasn't made the cover.

c. Inferring supporting detail

Then number 17 Were judged as inferring because the questions were categorized into inferring supporting detail. It meant the questions asked about guessing additional facts from the incident in the reading passage.

For example number 17

2. . *How can you relate paragraphs 2 and 3?*
a. *Both paragraphs describe the beauty of Baluran Park.*
b. *Paragraph 3 is contrasting the description in paragraph 2.*
c. *Paragraph 2 is the cause for the fact presented in paragraph 3.*
d. *Paragraph 3 details the place that is mentioned in paragraph 2.*
e. *Both paragraphs describe what visitors can do in Baluran Park.*

d. Inferring comparison

Then number 18,23,25,31,32,38 and 39 was judged as inferring because the questions were categorized into inferring comparison because the questions asked it similarity implicity from the selection word used by the author on the reading passage. The clue of the question type often found asking the synonym or antonym.

For example number 18

17. *"You can enjoy the amazing scenery of the forest and do the **safari** activities in the wild life ..." (Paragraph 2). The word "safari" in the sentence can be replaced with ....*
a. *discovery*
b. *field trip*
c. *animals*
d. *picnic*
e. *sport*

For example number 31

How can you relate paragraphs 1 and 2?
a. *Paragraph 2 details the phenomenon stated in paragraph 1.*

b. *Paragraph 1 is about the cause of the phenomenon stated in paragraph 2.*

c. *Paragraph 2 is about the effect of the phenomenon mentioned in paragraph 1.*

d. *Both paragraphs explain the causes of the phenomenon of flood in Central Java.*

e. *Paragraph 2 describes the examples of phenomenon mentioned in paragraph 1.*

e. Inferring cause and effect

Then number 33 was judged as inferring because the questions were categorized into inferring cause and effect because the questions ask about what motivates the character have and why they interact with others.

For example number 33

What is the reason for most people to home-school their children?
a. *They are dissatisfied with the lessons of conventional school.*
b. *They are afraid of the environment of conventional school.*
c. *They want to provide more moral lessons for their children.*
d. *Their children have physical or mental health problem.*
e. *Their children have special needs*

4) Evaluation

For number 4 and 29 was judged as an evaluation because the question was categorized points into the judgment of appropriateness. It meant the questions asked students to judge the appropriateness of the text in which it supports to prove a subject or topic in the reading passage

For example number 24

Which of the followings can be the best main idea of the NEXT paragraph?

a. *The writer expresses his availability for a job interview.*

b. The writer tells where he read the job advertisement.
c. The writer describes his intention to write the letter.
d. The writer describes the job that he is applying.
e. The writer describes his working experiences.

Data obtained from the checklist showed that the inferential level dominates test document I, II and III the literal level dominates the second. Furthermore, after analyzing the questions on the reading test, the researcher classified them into good reading comprehension questions. This is to Barrett's statement that the question of good reading comprehension is classified into three categories, namely ideal, moderate, and bad. In short, of the three units above, most of the reading comprehension questions are still in the middle level (inferential). Nevertheless, the inference level is considered part of the LOTS in Barrett taxonomy. This is supported by the results of all units that do not show a balanced number between LOTS and HOTS. So that all units in the final test are categorized into moderate reading comprehension questions. Next, the researcher summarized the analysis results of reading comprehension questions on the final test, which consisted of 100 questions (Test document I, II and III) presented in the chart below.

BARRET'S TAXONOMY LEVEL MOSTLY FOUND ON FINAL TEST

LOTS HOTS

4%

96%
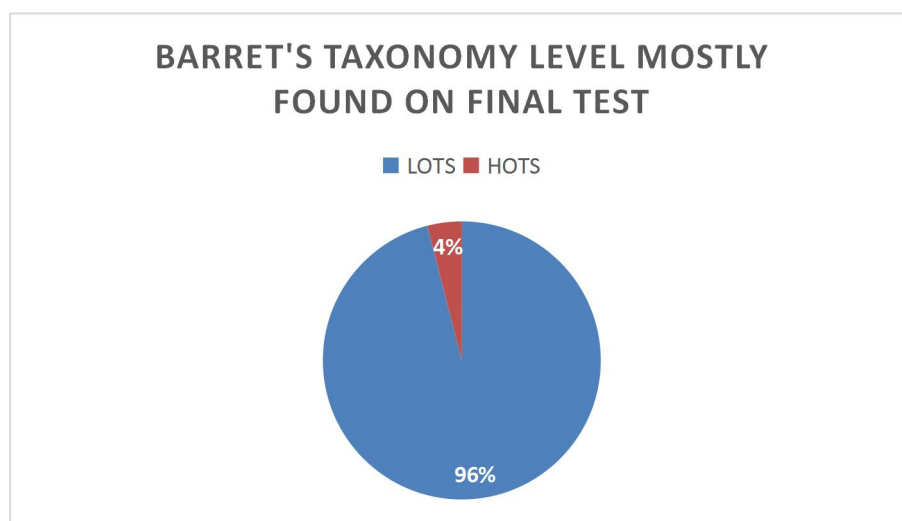
B. Discussion

People who have competence and expertise in their field of teachers (educated and highly trained) are called professional teacher (educated and highly trained) are called professional teacher (Ada, 2016). The ability of the teacher includes knowledge, skills and attitude must be owned, internalized and controlled by the teacher in order to be able to carry out professional duties (Shabir, 2015). Based on the law of the Republic of Indonesia No. 14 of 2005 one of the competencies that the teacher must have is pedagogic competence, where the teacher must be able evaluate learning to find out how far students are understand the learning that has taken place.

Regarding with the objective of this research, the researcher attempted to analyze reading comprehension question types found on final English test through some criteria of Barret taxonomy and the domination level presented on the final test. The discussion was supported by the theories in order to identify the differences and similarity of this current research with the theories and previous study.

The study results showed that of the 100 reading comprehension questions consisting of Units A, B, and C, there were 96 LOTS type questions and 4 HOTS type questions, so the percentage obtained is 96 % off LOTS and 4% of HOTS on the final test. In this case, it indicated that the reading comprehension question created by the teacher is relatively dominated by literal questions where the student is facilitated by the answers explicitly stated in the reading section. In addition, the final percentage results in the final test refuted the

regulation of the Minister of Education and Culture of the Republic of Indonesia Number 69 of 2013, which asserted that teachers must attach and measure HOTS questions to facilitate students in critical thinking. This is reaffirmed in the Indonesian curriculum no, 8la 2013, which requires students to think logically, systematically, think inductively, and think deductively using the information they have. Based on the description, the teacher is required to provide learning activities related to HOTS o help improve students' understanding in terms of reading.

The findings from the current study are similar to previous studies conducted by (Dian Novita Rahma, 2019). However, the difference is to identify the composition of HOTS and LOTS question levels that used another theory (Barret taxonomy) in the final test. Based on the study results, there were question items analyzed, showing a comparison between LOTS items of 53 as many as 7 HOTS questions. It can be concluded that LOTS sill dominates the final test.

CHAPTER V

CONCLUSION AND SUGGESTIONS

a. Conclusions

Based on the findings on the previous chapter, it could be infered all units of final test presented with the criteria of levels on Barret's taxonomy. Even though, each of unit had different result, for test document I merely reflected 3 level of Barret taxonomy such as literal, reorganisation and inferential. In contrast, test document II merely reflected 3 with barret taxonomy that consis ted of literal, inferential and evaluation. For test document III reflected 3 levels of Baret that consisted of literal, reorganisation and inferential.

In relation to the result, there were LOTS dominant to be presented on final English test if it was viewed of Barret's taxonomy. From 100 reading comprehension questions classified from 3 units of final English test, there were 96 LOTS type questions and 4 HOTS type questions. So that the precentage obtained is 96 % of LOTS and 4 % of HOTS character issues on the final test of the third grade students of the MAN 2 Surakarta in the academic year 2022/2023. Thus, it can be concluded that the reading comprehension questions made by the English teacher on the final test can be categorized into "moderate reading comprehension questions". It meant that the critical questions presented on the final test between HOTS (evaluation and

appreciation) and LOTS (iteral and appreciation) is not in a balanced amount. As well as showed that LOTS was the main concern on the final test.

b. Suggestions

Based on the research findings and discussion the researcher offers some suggestions.

1. For the Teacher

It is suggested the teachers should notice the following aspects in designing reading comprehension questions and they can concern well about the appropriateness questions so then teacher does not merely copy and paste questions for English test from internet without noticing its proportion of all level of questions.

In preparing students to face national emanation, teacher could help students in understanding reading passage on the test and have appropriate numbers of reading comprehension questions that cover all levels of questions is needed. Based on that reason, it is suggested that the English Teachers notice all levels of reading comprehension questions based on Barret's taxonomy, literal recognition or recall, reorganization, inference, evaluation and appreciation of teacher's made tests.

Related with the result of this research, the English teachers were also suggested to prepare more reading comprehension questions covering the other levels of questions such as evaluation and appreciation levels of questions.

2. For Further Researcher

The researcher realizes that this is not perfect. There are still many weaknesses related to theory or methods due to limited research capabilities and for subsequent researches interested in researching reading comprehension question in their research, it is advisable to develop research on linking and comparing other theories based on the ministry of education regulations, such as the 2013 curriculum that may not have been discussed in detail in this study.

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Undang-Undang Republik Indonesia No 14 Tahun 2005, 12 Suppl 11 (2005)

Appendix 1

Reading comprehension questions on Final test unit A, B and C

Unit A

The following dialog is for questions 1 and 2.
Boy : You look so in a hurry, Vina.
Girl   :   Yes, I must meet the principal at 10 for this proposal, and I haven't finished it yet.
Boy : Are you still typing it? What can I do to help you?
Girl   :   Oh, if you don't mind, please collect and arrange these photographs. Later on, I will enclose them with the proposal.
Boy :   Okay, it's a piece of cake.
Girl   :   Thanks.

1. What are the man and woman talking about?
    A. Why Vina is in a hurry
    B. Arranging photographs
    C. Helping vina in making cake
    D. Collecting Vina's photographs
    E. Helping Vina to finish her proposal soon

2. What can the man do to help the woman?
    f.   Making cake
    g. Typing the proposal
    h. Meeting the principal
    i.   Collecting and arranging photographs
    j.   Enclose photographs with the proposal

The following dialog is for questions 3 to 5.
 Man   : You look so confuse, Maria. What's the problem?
Woman : Oh, you're right. I don't know what to do. I forget to bring the English assignment that I have done for the whole night.
Man   : How come? Why can you forget it after you did it for the whole night?
Woman : Last night, after I printed the assignment, I didn't put in my bag because want it to be folded. This morning, I woke up a little late so I was very much in a hurry. And, I forget to put the assignment in my bag.
Man   : Do you want me to accompany you to take the assignment from your home, or do you prefer printing it again?
Woman : Oh, that would be very helpful. I'd rather print it again.
Man   : Okay. Let me accompany you to go the staff's room to ask permission to print your assignment.
Woman : That's great. Thanks for your help.

3. What is the woman's problem?
   f. She forgot to bring her assignment to school
   g. She went to bed too late in the night
   h. She hasn't done her assignment
   i. She didn't know what to do
   j. She woke up a little late

4. Why didn't the woman bring her assignment?
   f. She forgot to print it
   g. She hasn't finished doing it
   h. She thought she has put it in her bag
   i. She didn't put it in her bag the night before
   j. She forgot that the day was the due date to submit it

5. What does the man offer to help the woman?
   f. Accompany her to tell the teacher
   g. Do the assignment again at school
   h. Ask for the teacher's permission to go home
   i. Help her print the assignment in the staff's room
   j. Accompany her to take the assignment from her house

The following text is for question 6 to 8.

Thank you for accompanying me during the medical treatment. I need you to help me to do things on these days. I promise I will teach you Math and Science when I have returned home. So, please call me when you are ready to pick me up.

Regards

Andika

6. What is the purpose of the text?
   f. To inform the recipient about her return
   g. To invite the recipient to Andika's house
   h. To tell of sender's health
   i. To offer valuable help to recipient
   j. To ask the recipient for help

7. What does the writer offer to do?
   f. Bring Math and Science books
   g. Accompany to the hospital
   h. Teach Math and Science
   i. Pick up the reciipient
   j. Call her free of charge

8. What should the recipient do after reading this message?
   A. Call Andika
   B. Call the hospital
   C. Come to Andika's house
   D. Pick him up from the hospital
   E. Bring Math and Science book to Andika

The following text is for question 9 to 12.

May 28, 2010
THE HUMAN RESOURCES & ADMINISTRATION HEAD

Inara Lightings, Ltd.
Abu Dhabi
United Arab Emirates

Dear Sir or Madam:
 I am writing to explore the possibility of employment as Document Controller in your reputable firm. I am a Computer Science graduate of the University of the Philippines, Diliman, Quezon City. I have several years of experience as information systems analyst of leading companies that include Nissan Motor Philippines, Inc.
 My strong computer skills, knowledge of modern word processing software, and project management tools are but some of the things that make me an asset to your company.
 Attached is my resume for your perusal. Should you require any further information, I can be reached at 632-555-1234 (during regular business hours), or at 632-555-6789 (during regular business hours).

Sincerely,

Shinta Ramadhani

9. The job advertised in the text is ....
   A. Project Manager
   B. Information Systems Analyst
   C. Document Controller
   D. Employer in Nissan Motor Philippines, Inc.
   E. Computer Science Lecturer

10. The second paragraph is mainly about the writer's ....
   f. intention
   g. hope to get the job
   h. working experience
   i. reason why she deserves the job
   j. background education

11. Which of the followings is true according to the text?
    f. Shinta Ramadhani has ever worked in Inara Lightings, Ltd.
    g. Shinta Ramadhani has a background education in Compuer Science.
    h. Shinta Ramadhani has ever worked in Nissan Motor Philippines, Inc.
    i. Inara Lightings, Ltd. is looking for a project manager.
    j. Inara Lightings, Ltd. is located in the Philippines.

12. "... of **leading** companies that include ..." (Paragraph 1). The underlined word means ....
    f. reliable
    g. important
    h. profitable
    i. demanding
    j. following

The following text is for question 16 to 18.

The Jakarta Post, a leading English-language daily newspaper, requires a qualified reporter.
The following qualifications are required:
   1. Indonesian citizen.
   2. University degree.
   3. Good understanding of English. TOEFL score of at least 550.
   4. Able to operate a computer.
   5. Not more than 26 years old.
   6. Pleasing personality, highly motivated and dynamic.
   7. Willing to take a series of tests.

   Please send an application letter in English, a copy of current curriculum vitae, a photocopy of identification card, a photocopy of diploma, a photocopy of TOEFL score, a sample of writing in English, and a recent passport-sized photograph, to
   Human Resources Manager
   The Jakarta Post
   P.O. BOX Palmerah, Jakarta, 11001.

13. What should applicants do to apply for the job? They must ....
    f. have a TOEFL test
    g. have an interesting performance
    h. write an application letter in English
    i. study in a university majoring in computer sciences
    j. send an application letter together with all the requirements

14. What is the social function of the text?
    f. To find a good reporter.
    g. To inform the vacant position in Jakarta Post.

    h.   To get reporter from Indonesia.
    i.   To advertise the requirement about reporter.
    j.   To advertise the application letter.

15. Which of the followings is true according to the text?
    A.   Applicants must be more than 26 years old.
    B.   Applicants must have graduated from the University of Indonesia.
    C.   Applicants are willing to take a series of tests from the Jakarta Post.
    D.   The position advertised in the job vacancy is an editor in the Jakarta Post.
    E.   Applicants must have good English and a TOEFL score of not more than 550.

The following text is for questions 16 to 18.

> **Don't stop when**
> **You are tired.**
> **STOP**
> **When you are**
> **DONE**

16. What is the caption about?
    f.   Solicitude
    g.   A competition
    h.   Education
    i.   An encouragement
    j.   The beauty of nature

17. How are the words used in the caption?
    f.   Elusively
    g.   Lengthily
    h.   Inappropriately
    i.   Succinctly
    j.   Meaninglessly

18. What is the message of the caption?
    A.   We should care for people around us
    B.   There is no success without failure
    C.   Let yourself develop your creativity for better future
    D.   Never think that you can't do anything successfully
    E.   Never give up before completing what we have begun

The following text is for questions 19 and 20.

> **Let your dreams soar
> higher and bigger than
> your fears, to achieve
> utmost success in
> your hands.**

19. The writer's purpose of writing the text is to _____
    f. motivate us in life
    g. describe success
    h. persuade people to succeed
    i. inform the benefit of dream
    j. explain the impacts of fear

20. What is the text about?
    A. Successful hands
    B. Dreams against fear
    C. The utmost success
    D. A type successful people
    E. Ways to achieve succeess

Unit B (PAS Senin, 12 Desember 2022)

The following text is for question 1.
1. Man   : What happened to your car, Ma'am?
   Woman   : I don't know. Suddenly the machine stopped.
   Man   : Let me check the engine.
   Woman   : Thanks
   What does the man offer?
   f. To drive the woman's car
   g. To clean the woman's car
   h. To find the nearest workshop
   i. To check the woman's car
   j. To call a repairman to fix the car

The following text is for question 2.
2. Boy   : What are you looking for, Mom?
   Woman   : My cell phone.
   Boy   : I'll help you . Let me dial your mobile number to hear the ringtone.
   Woman   : Good idea! Thanks.

What is the boy going to do?
A. Make a call
B. Search for his mother's cell phone
C. Buy a new cell phone for his mother
D. Ask his father about his mother's cell phone
E. Change the ringtone of his mother's cell phone

The following text is for question 3.
3. Man   : You look very tired. Is there anything I can do for you?
    Woman   : O, certainly, Ahmad. Some teachers give us so many
                 assignments to do. Will you check this paper and tell me if there is
                 something I should revise, please?
    Man   : Sure, Layla. Anything for you. Meanwhile, you should take a
                 rest.
    Woman   : Thanks. I think I need something to drink.
    What does the man offer for the woman?
    A. A place for her to take a rest
    B. Doing her assignment
    C. Something to drink
    D. Revising her work
    E. A help for her

The text is for questions 4 and 5.
Woman   : Good evening, Sir. Is there anything I can do for you?
Man   : Good evening, Oh, yes, please. We want to eat here. Can you bring
               us the menu book?
Woman   : Certainly, Sir. Here is the menu book. Please read it.
Man   : (After some minutes) I have decided what to order
Woman   : What do you order, Sir?
Man   : Yes. I want two coffee latte's, cold, two portions of rice, two
               tenderloin steaks and two corn soup, and two vegetables salads.
Woman   : All right, Sir. Please wait.
Man   : Okay
Woman   : (After some minutes) Anything else I can do for you, Sir?
Man   : No, Thanks.
Woman   : All right, Sir. Please enjoy your meal

4. What does the woman offer to the man?
    A. The menu book
    B. Drinks and meals
    C. Bring him his meal
    D. Services in a restaurant
    E. Write an order for him

5. What can we infer from the conversation?
    A. The man wants to take the meal out

B. The woman is a waiter in the restaurant
C. The man is the manager of the restaurant
D. The meal in the restaurant is delicious
E. The services in the restaurant is good

The following text is for questions 6.

Man : Good morning, Madam. What can I do for you?
Woman : Good morning. Can I see the principal, please? I need to ask for signature.
Man : I'm sorry, he's in an important meeting at the moment.
Woman : Oh, well, never mind. Do you want me to make an appointment for you tomorrow?
Man : Oh, yes please. For 10 a.m. if possible
Woman : Wait a minute Mam .. Um .. Okay. He is free tomorrow at 10.

6. What does the man offer to the woman?
    A. Service for her in his office
    B. Service for the woman to attend the meeting
    C. A help to ask for the principal' signature
    D. A help to make an appointment for the woman
    E. A help for the woman to wait for the principal

The following text is for questions 7 and 8.

Man : You look so in a hurry, Dina
Woman : Yes, I must meet the headmaster at 10 for this proposal, and I haven't finished yet
Man : Are you still typing it? What can I do to help you?
Woman : Oh, if you don't mind, please collect and arrange these photographs.
         Later on, I will enclose them with the proposal.
Man : Okay, it's piece of cake.
Woman : Thanks

7. What are the man and the woman talking about?
    A. Why Dina is in a hurry
    B. Arranging photographs
    C. Helping Dina in making cake
    D. Collecting Dina's photographs
    E. Helping Dina to finish the proposal soon

8. What can the man do to help the woman?
    f. Making cake
    g. Typing the proposal
    h. Meeting the headmaster
    i. Collecting and arranging photographs
    j. Enclose photographs with the proposal

The following text is for questions 9 to 11

Sakura A1 Street, Nagasaki

15 July 2020

Nagaya Karo
Human Resource Manager
Kina Vocational Education Training
15 Skylift Avenue, Tokyo

Dear Sir/Madam,

I would like to apply for the teaching position advertised in the Nippon Daily.

I graduated from Nagasaki University as Bachelor of Economy and planned to take the Licensure Examination for Teachers this August. I have experience in handling different levels of elementary students, and applying varied teaching strategies and techniques. I am confident that I can make significant improvement in your company.

I enclose my curriculum vitae for your inspection. I would be very grateful for an interview to discuss my qualifications. Please, feel free to call me at 3310 0044 or email at fujitamaeda@hotmail.com.

I look forward to hearing from you. Thank you for your kind attention and consideration.

Yours faithfully,
Fujita Maeda

9. What is the writer's purpose of writing the letter?
   A. To describe the procedure to apply for a job.
   B. To ask for information about teaching in the Nippon Daily.
   C. To apply for vacant position in Vocational Education Training.
   D. To apply for a teaching position in Nagasaki University.
   E. To tell the applicant about teaching position.

10. The topic of the second paragraph is the writer's ....
   A. hope that he will get the job
   B. background knowledge and experience
   C. reason why he is interested in the job
   D. intention
   E. identity

11. "I enclose my curriculum vitae for your **inspection**" (Paragraph 3).
    What is the synonym of the underlined word?
    f. Superintendent
    g. Investigator
    h. Supervision
    i. Instruction
    j. Review

The following text is for questions 12 to 14.

From   : Ika @gmail .com
To   : Mr. Fariandy Ilham
                universe airlines@gmail.com
Sent   : Thursday, 23rd February 2018 10 a.ma
Subject: Application letter
Attention: Mr. Fariandy Ilham
                   Personnel Director, universe Airlines

Dear Sir,

I am responding to your recent advertisement in the **Indonesia Post** for a bilingual international flight attendant. I think I could be a good flight attendant for Universe Airlines because I'm a very friendly person and I really love travelling. I also enjoy meeting people.

As you can see from my resume and references, I've had a lot of experiences working with tourists. I used to work at a prominent multinational travel agent as a tourist guide for about one year, and another two years as a tour consultant at the same company.

I would be really very glad if you would take me into your consideration.

I 'm looking forward to having your invitation for an interview.

Yours truly

Ika Kurniawati

12. What is the writer's intention in writing the text?
    f.   To explain about her experience
    g.   To apply for the job of flight attendant
    h.   To tell about her interest and competence
    i.   To apply for the job of a tour guide
    j.   To advertise a tour package

13. Which of the following is **NOT** a reason why Mr. Fariandy Ilham should employ Ika?
    A. She enjoys meeting people
    B. She has experiences working with tourists
    C. She has experiences being a flight attendant
    D. She loves travelling
    E. She is friendly

14. " **I'm looking forward to having your invitation for an interview**"
    What does the above sentence mean?
    f.   I'm going to be interviewed

g. I'm expecting you for an interview
h. I'm waiting for an interview invitation
i. I'm going to be invited for an interview
j. I'm going to invite you for an interview

The following text is for question 15 to 17.

The Jakarta Post, a leading English-language daily newspaper, requires a qualified reporter.
The following qualifications are required:
1. Indonesian citizen.
2. University degree.
3. Good understanding of English. TOEFL score of at least 550.
4. Able to operate a computer.
5. Not more than 26 years old.
6. Pleasing personality, highly motivated and dynamic.
7. Willing to take a series of tests.

Please send an application letter in English, a copy of current curriculum vitae, a photocopy of identification card, a photocopy of diploma, a photocopy of TOEFL score, a sample of writing in English, and a recent passport-sized photograph, to

Human Resources Manager
The Jakarta Post
P.O. BOX Palmerah, Jakarta, 11001.
Application should reach us before October, 2020

15. What should applicants do to apply for the job? They must ....
    A. have a TOEFL test
    B. have an interesting performance
    C. write an application letter in English
    D. study in a university majoring in computer sciences
    E. send an application letter together with all the requirements

16. What is the social function of the text?
    A. To find a good reporter.
    B. To inform the vacant position in Jakarta Post.
    C. To get reporter from Indonesia.
    D. To advertise the requirement about reporter.
    E. To advertise the application letter.

17. Which of the followings is true according to the text?
    f. Applicants must be more than 26 years old.
    g. Applicants must have graduated from the University of Indonesia.
    h. Applicants are willing to take a series of tests from the Jakarta Post.
    i. The position advertised in the job vacancy is an editor in the Jakarta Post.

j.   Applicants must have good English and a TOEFL score of not more than 550.

The following text is for questions 18 and 19

Great Sail Race. Spain's and Holland's teams are competing against each other during the Barcelona World Race on 20 March. The race is a key event in the ocean racing calendar. The sail race has given positive and social impact on society. FNOB, the organizer of the race, have made the Catalonian capital city the reference centre of the sport.

18. What is **TRUE** about Barcelona?.
    A. It is an oceanic cite.
    B. It is the capital of Catalonia.
    C. The cite was founded by PNOB.
    D. The first ocean race: started in the city.
    E. The race is not beneficial to Barcelona society.

19. Why is sailing important for Barcelona?
    A. It has a positive impact.on society.
    B. It hosts many sailing; athletes.
    C. It is the reference centre.
    D. It is situated can the sea.
    E. It is the base of FNOB.

The following text is for questions 20 to 22.

> **While most are dreaming of success, winner wake up and work hard to achieve it.**

20. What is the purpose of the caption?
    A. To describe the benefit of hard work
    B. To encourage people to work hard

C. To ask people to stop dreaming
D. To describe what a dreamer is like
E. To motivate people to win any competition

21. According to the caption, who will succeed?
    A. Those who wake up
    B. Those who have dreams
    C. Those who struggle for it
    D. Those who are destined to succeed
    E. Those who achieve the top rank

22. "... and work hard to achieve it."
    What does 'it' refer to?
    f. Succeess
    g. Hard work
    h. Waking up
    i. Dreaming
    j. Winning

The following text is for questions 23 and 24.
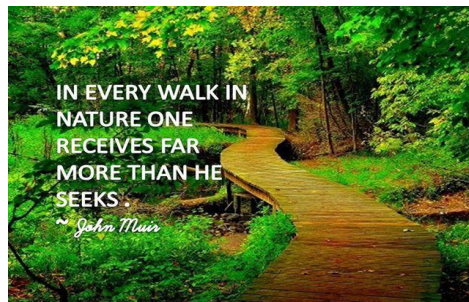
23. What is the message of the caption?
    A. People should walk to forests.
    B. People should keep the environment in forests.
    C. People should seek more in nature than before.
    D. People should consider every step to the nature.
    E. People should go back to nature and do natural life.

24. What is the relationship between the picture and the caption?
    f. The forest represents what people need for their life.
    g. The pathway represents the people's way to go back home.
    h. The man-made pathway represents people's effort for their life.
    i. The green leaves and big trees in the forests represents the nature.
    j. The curved pathway represents difficulty that people should overcome.

The following text is for question 25.

> "Success seems to be connected with action. Successful people keep moving. They make mistakes but they don't quit"

25. What is the message of the caption above?
   A. Without action, we will reach our success
   B. With action we can reach our success even if we made some mistakes
   C. To gain success people must have done mistakes
   D. Without action we can reach what we want even we do some mistakes
   E. We will reach our success although we don't do anything

The following text is for questions 26 to 28.
Jakarta post , Jakarta / Business / Wed, June 03 2019, 12:48 PM

Tourism Minister Arief Yahya says Indonesian tourist attractions will be promoted in the   Middle East to attract more visitors from that region. Arief said the number of Mideast visitors to the country had increased significantly. Last year, the number of visitors from the middle East increased by 26 percent to 170,000, he said.

He said generally visitors from the Middle East came in family groups and stayed relatively longer than other tourists.

"They are also generous, spending from US$1,400 to $1,700 per visit per person as against around $1,140 per visit each by visitors from other regions, "Arief said quoted by Antara news agency.

Arief Yahya said in a bid to draw more visitors from the Middle East, the country played an active part in international tourism events, such as the Arabian Travel Market (ATM) in Dubai earlier this month.

26. What is the text about?
   f. Tourism Minister of Indonesia program
   g. Good Indonesia tourist's attraction
   h. Tourism in Indonesia and Middle East
   i. The promotion of Indonesia tourist attractions to the Middle East
   j. The amount of money gained from tourism in Indonesia

27. From the text, we know that …
   f. There are only few tourists from the Middle East in Indonesia
   g. The tourists usually come to Indonesia in groups

h. The tourists spend a little bit of money in Indonesia
i. Arief Yahya is one of the tourists visiting Indonesia
j. Visitors from the Middle East do not contribute much to Indonesian Tourism

28. The word "**draw**" in "Arief Yahya said in a bid to draw more visitors from the Middle East, .."
The synonym of **draw** is …
f. paint
g. color
h. sketch
i. make
j. attract

The following text is for questions 29 to 31.

Illegal Medicine Destroyed

JP. Hundreds of packages of medicine and traditional herbs of various brands were confiscated and destroyed by Yogyakarta's Food and Drugs Control Officers during its joint operation with the City's Health officers starting on Monday.

The joint operation was conducted by seven personals at several shops and drugs stores in several parts of the city.

"In the fight against unregistered medicine we'll continue the raids," said the head of Yogyakarta City's Health Officer, Chairul Anwar on Tuesday. Shop owners found setting the registered medicines would first be warned as they probably did not know they were selling illegal products.

29. The news tells us about …
A. the joint operation conducted by the head of Yogyakarta City's Health officers
B. illegal medicines which were confiscated and destroyed by the officers
C. unregistered medicines which do not harm people
D. illegal medicines which were not prohibited
E. Yogyakarta's Food and Drugs Control officers

30. Who has given the information about the joint operation?
A. The City's Health officers
B. Drugs users and sellers
C. Shop owners and manufactures
D. Yogyakarta's Food and Drugs Control officers
E. The Head of Yogyakarta City's Health officers

31. Why were the medicines destroyed?
Because they were …

A. illegal
B. harmless
C. abundant
D. registered
E. licensed

The following text is for questions 32 to 34.

JAKARTA : The terror attack that rocked Jakarta and killed at least seven on Thursday happened on a busy street in front of the Sarinah shopping complex, an aging mall was once popular with tourists looking for batik shirts or cheap Indonesian knickknacks.

In the late morning, a man exploded a bomb in front of Starbucks café. The explosive device killed the bomber and caused panic among the consumers. Two gunmen outside the Starbucks opened fire, and a Canadian man was struck and killed, police said. His identity was not known.

Shortly after, two more suicide bombers exploded devices at a small police traffic post on Thamrin and Wahid Hasyim streets, police said. The bombers killed themselves and at least one officer was injured, police said.

"I heard the first explosion at around 10:30. A few minutes later, I heard a second explosion in the police post," Mega Silviyanti, a student, said. "I heard a total of six explosions."

32. What is the text about?
f.   A terror that attacks Jakarta
g.   The busy streets in Jakarta
h.   The Sarinah shopping complex
i.   The cheap Indonesian knickknacks
j.   The batik shirts in Sarinah shopping complex

33. "In the late morning, a man **exploded** a bomb …" (paragraph 2)
The underlined word is means …
A. destroyed
B. attacked
C. blasted
D. threw
E. tried

34. We know from the text …
A. Three gunmen outside the Starbucks killed a Canadian man
B. Sarinah shopping complex was destroyed by the terrorists
C. There are at least bombers in the terror attack in Jakarta
D. An eye-witness said that she heard six explosions
E. The Canadian man who was killed was known

The following text is for questions 35 to 37
Woman   : Do you mind helping me send some money to my friend?

Man	: Sure. Do you have a bank account?
Woman	: No, I don't. What should I do?
Man	: If you don't have an account, you must create one. After that you will get a bank account and apassword.Then you can do any transaction.
Woman	: Alright! Thanks. I'll try.

35. What does the woman ask the man to do?
   A. Bring her into the bank
   B. Do a transaction in the bank
   C. Create a bank account for her
   D. Show her how to make a bank account
   E. Help her transfer money from the bank

36. What should the woman do if she doesn't have a bank account?
   A. Apply for a loan
   B. Ask the bank officer
   C. Cancel sending some money
   D. Create an account at the bank
   E. Do transaction another way

37. "if you don't have an account, you must create **one** ." (Line 4)
   What does the underlined word refer to?
   A. Bank account
   B. Transaction
   C. Password
   D. Money
   E. Bank

The following text is for questions 38 t0 40.
Woman   : Are you OK? You look so pale
Man   : Yes. I have a fever and I feel giddy
Woman   : Have you seen a doctor?
Man   : Not yet. But, I have bought some pills
Woman : You mean you buy drugs without prescription? If you feel bad, you should see the doctor to examine your symptoms. You'll also get meditacion for your problem.
Man   : You are right. Thanks for your suggestion.

38. What happened to the man?
   A. He had trouble in selecting medicine
   B. He had a headache and stomach-ache
   C. He has a fever and a headache
   D. He failed to see a doctor
   E. He bought the wrong medicine

39. What has the man done to lose his pains?
    A. He has received medical treatment
    B. He has consulted pharmacists
    C. He has consulted the doctors
    D. He has bought some medicine
    E. He has taken a rest

40. What does the woman suggest the man do?
    A. See the doctor to check his symptoms
    B. Get medical treatment from a nurse
    C. Drink a lot of water for recovery
    D. Buy appropriate medicine
    E. Examine his disease

Unit C (ASSESMENT MADRASAH 18 Maret 2023)

Part I: Dialogue

This dialogue is for question number 1

Meisya	:	Salwa, is this the photograph of your big family?
Salwa	:	Yes, it is. My grandparents have many children, so we a are a very, very big family.
Meisya	:	(Point at the photo of a woman) Is this your mom, Salwa?
Salwa	:	Yes, she is my mom, and of course, the man beside her is my dad, and this is my little brother, Hafidz, while this one is my little sister Anisa.
Meisya	:	Who is the man beside your dad?
Salwa	:	He is my uncle, and the woman beside him is my aunt. They have two sons and one daughter.

1. What were Meisya and Salwa talking about?
    F. Salwa's photograph.
    G. Members of Salwa's big family.
    H. Salwa's parents and grandparents.
    I. Salwa's aunts, uncles, and cousins.
    J. Meisya's comment on Salwa's photograph.

This dialogue is for question number 2

Eka	:	How do you think about my new office here?
Ely	:	I think it's just great. The blue colour of the wall represents your personality.
Eka	:	Thanks. I hope I can enjoy my new job here.
Ely	:	Oh, I almost forget. *Congratulation on your new job*. I'm sure you'll enjoy it.
Eka	:	Thanks.

2. Why did Ely congratulate Eka?
    F. Because she has a new job.

G. Because her new office is great.

H. Because she has good personality.

I. So that she will enjoy her new job.

J. So that she will like her new office.

This dialogue is for question number 3

Anisa : Rozaq, what will you do after graduating from high school?

Rozaq : Well, I want to continue my study in Sunan Kalijaga Islamic University in Jogjakarta.

Anisa : What subject will you take as your major?

Rozaq : I want to take Arabic as my major study in the university. What about you?

Anisa : I also want to continue my study in Jogjakarta, but I want to continue my study in Gadjah Mada University majoring in Psychology.

Rozaq : Great. I hope we can get what we wish.

Anisa : Aamiin.

3. What can we infer from the dialogue?

    F. Anisa and Rozaq are classmates.

    G. Anisa and Rozaq are schoolmates.

    H. Anisa and Rozaq are high school students.

    I. Anisa and Rozaq will study in the same university.

    J. Anisa and Rozaq have graduated from high school.

This dialogue is for questions number 4 and 5

Sonia : Do you like the Choco chips cookies, Tom?

Tom : Yes, of course. I like them very much. They're delicious. Did you cook them yourself?

Sonia : Yes, I did.

Tom : Wow! You're so talented.

Sonia : Thanks. Do you want some more cookies?

Tom : If you don't mind, yes, please. I'll share them with my friends. They'll be very happy.

Sonia : Okay. Never mind at all. I suggest you bring them in a handy container so it will be easier for you to bring them.

Tom : Good idea.

4. What is the relationship between Sonia and Tom?

    A. Brother and sister.   D. Mom and son.

    B. Husband and wife.   E. Classmates.

    C. They are friends.

5. What did Sonia offer to Tom?

    A. Choco chips cookies.   D. To teach him to make cookies.

    B. A help to wrap the cookies.   E. A help to bring the cookies.

C. A container to bring cookies.

This dialogue is for question number 6

Uni   : Hey, tomorrow we'll be free. It's a national holiday. Do you have a plan?
Nano   : **If I have a day off from work, I will go to the beach.** What about you?
Uni   : I agree with you, but I'm afraid Nisa won't agree with us.
Nano   : If I'm not wrong, Nisa will go to mountains if she has holidays.

6. What does the underlined sentence mean?
    f. Nano doesn't have a day off from work, so he will not go the beach.
    g. Nano doesn't have a day off from work, but he will still go to the beach.
    h. Nano doesn't plan to go to the beach because Nisa doesn't agree with the idea.
    i. Nano is not very sure that he will have a day off from work, so he doesn't have a plan.
    j. It is possible that Nano has a day off from work, and when it happens, he will go to the beach.

This dialogue is for question number 7

Ari   : Bagas, can you help me lift this box, please?
Bagas   : **If I didn't have a sore in my back, I would help you, Ari.** I'm sorry.
Ari   : O, it's okay. What happened to your back?
Bagas   : Yesterday I played football, and other player hit my back.

7. What does the underlined sentence mean?
    A. Bagas has a sore in his back, but he helps Ari.
    B. Bagas has a sore in his back, so he doesn't help Ari.
    C. Bagas doesn't have a sore in his back, so he helps Ari.
    D. Bagas doesn't have a sore in his back, but he doesn't help Ari.
    E. It is possible that Bagas has a sore in his back, and when it happens, he will not help Ari.

This dialogue is for questions number 8 and 9
Tuti   : Has our group assignment been finished? Let me help you if it hasn't been finished.
Nadzif : No worries. It has been finished.
Tuti   : What about the cover? Let me help with making the cover.
Nadzif : It's okay. The cover has already been made.
Tuti   : O, who made it?
Nadzif : Nina made it.
Tuti   : O, really? So, what can I do to help?
Nadzif : No problem. The assignment has already been completed, and we just need to submit it to Mrs. Rianti.
Tuti   : Okay.

8. What can we infer from the dialogue?
   A. Tuti helped Nadzif to do the assignment.
   B. Tuti has made the cover but Nina also made it.
   C. Nadzif asked Tuti to submit the assignment to Mrs. Rianti.
   D. The other members of the group have finished the assignment.
   E. Tuti hoped that she will be given a chance to do the assignment.

9. "The cover has already been made" (Nadzif's statement). In other words, we can say ….
   f. Nadzif doesn't know who mad ethe cover.
   g. Someone has already made the cover.
   h. Nadzif has already made the cover.
   i. Tuti has already made the cover.
   j. Nadzif hasn't made the cover.

This dialogue is for questions number 10 and 11
Student   :   I'm sorry for coming late to class, Ma'am.
Teacher   :   You came late again? What would be your reason this time?
Student   :   I'm sorry, but, really, I came late this morning … (10) I got a trouble this morning. I don't tell a lie, Ma'am. I tell the truth.
Teacher   :   Okay, what was your problem?
Student   :   It's … (11) a small incident in the way to school.
Teacher   :   And what was the incident?
Student   :   My motorcycle got a flat tyre.

10. Which of the following words can best complete the sentence numbered (10)?
    f. because of   D. so that
    g. therefore   E. due to
    h. because

11. Which of the followings can best complete the sentence numbered (11)?
    A. since   D. so that
    B. therefore   E. due to
    C. for that reason

This dialogue is for questions number 12 and 13
Shop Assistant   :   Good afternoon. … (12)?
Mrs. Sania   :   Sure. I'm looking for a pair of shoes.
Shop Assistant   :   Have you found the model you like, Ma'am?
Mrs. Sania   :   I haven't, but I need a pair of shoes for working. My job requires me to stand up and to walk a lot.
Shop Assistant   :   I think you need shoes which are not flat but also do not have high heels.

Mrs. Sania   : That's exactly what I need.
Shop   : Okay. … (13)
Assistant
Mrs. Sania   : Thank you.

12. Which of the following words can best complete the sentence numbered (12)?
    f. What do you want?
    g. Which one do you want?
    h. Is there anything I can do for you?
    i. What are you looking for, Ma'am?
    j. Have you found the shoes you want to buy?

13. Which of the following sentences can best complete the sentence numbered (13)?
    A. I'm sure there is a model that suits you.
    B. Is there anything else I can do for you?
    C. I think you need flat shoes.
    D. Let me find them for you.
    E. What can I do for you?

This dialogue is for questions number 14 and 15
Nabila   : Look at this painting! How do you think about this painting?
Riza   : … (14)
Nabila   : Really? Why do you think so?
Riza   : The colour is so vivid, the view that it figures out is so natural. … (15)
Nabila   : I think you are right. The painting is wonderful.
Riza   : Did I say so?
Nabila   : Yeah.

14. Which of the following sentences can best complete the sentence numbered (14)?
    A. I don't like paintings.   D. I think it's amazing.
    B. It's not very beautiful.   E. It's out of the box.
    C. I don't understand paintings.

15. Which of the following sentences can best complete the sentence numbered (15)?
    A. How do you think?   D. How do you like paintings?
    B. I believe you are right.   E. How do you understand paintings?
    C. I know you like paintings.

Part II: Reading

This text is for question number 16 to 18

This park is a forest preservation area that extends about 25.000 hectares on the north coast of East Java. The location is in Sumberwaru village, Banyuwangi district, Situbondo (on the east border of Java Island). You can enjoy the panorama of savannah and mount Baluran (inactive volcano) in the center of area that becomes habitat of many exotic and protected animals in the area.

You can enjoy the amazing scenery of the forest and do the safari activities in the wild life and feel the magic of the forest. This park is so unique because 15 km from the main entrance, you can find a beautiful white beach called Bama Beach, here in the habitat of coral reef, fish and mangrove.

You also can observe hundreds species of birds such as hornbills, peacocks and bulbuls. If you like to observe the tropical forest vegetation, the park is a heaven for many species of trees, plants and flowers such as pecan nut trees, Maja, Gadung, Java tamarind trees and mount Widara.

There are several activities that you can do in this park such as Safari Forest, forest adventure, diving and snorkeling, mountain hiking and mount climbing, hill walking, beach adventure to watch the fishermen's daily activities, also canoeing, rowing or boating until you get the Fresh Water Gulf, Sejile Gulf and Bilik Beach. (Taken from: http://indonesia-tourism.com/east-java/tourism/situbondo/baluran.html)

16. What is the main idea of the first paragraph?
    F. The park is very wide.
    G. Baluran Park is a forest area.
    H. The park is located in Situbondo.
    I. The park is the habitat of protected animals.
    J. Visitors enjoy the panorama of Baluran Park.

17. How can you relate paragraphs 2 and 3?
    f. Both paragraphs describe the beauty of Baluran Park.
    g. Paragraph 3 is contrasting the description in paragraph 2.
    h. Paragraph 2 is the cause for the fact presented in paragraph 3.
    i. Paragraph 3 details the place that is mentioned in paragraph 2.
    j. Both paragraphs describe what visitors can do in Baluran Park.

18. "You can enjoy the amazing scenery of the forest and do the **safari** activities in the wild life …" (Paragraph 2). The word "safari" in the sentence can be replaced with ….
    f. discovery   D. picnic
    g. field trip   E. sport
    h. animals

This text is for question number 19 to 20.
Asia English Competition 2023: Story Telling Competition
Asia English Competition 2023 is COMING SOON!

We are Open Registration. Everyone can join the competition, open for all Indonesian!! (with age regulations).

Timeline : Story Telling Competition
- Registration : 22 Oct – 1 Jan 2023
- Elimination : 7 January 2023
- Final : 12 January 2023

Total prize up to Rp. 5.000.000
Registration Links : http://bit.ly/3U2bUJm
So, what are you waiting for? Go challenge yourself by joining this competition! Stay tuned and don't miss the info. Please follow our Instagram (@afos.official_) for up coming information.

More Information :
- Hotlines : 0853 3915 8391; Hotline 2 : 0821 3964 0853

Instagram : afos.official_

19. When will the final of the competition be held?
    A. 22 October 2022   D. 12 January 2023
    B. 1 Jan 2023   E. 22 October 2023
    C. 7 January 2023
20. "Everyone can join the competition, open for all Indonesian!! (with age regulations)". What can we infer from this sentence?
    A. Only students can join the competition.
    B. Students are recommended to join the competition.
    C. There is a limitation of age who can join the competition.
    D. All Indonesians can join the competition without age limitation.
    E. Only those who are between 12 to 20 years old can join the competition.

This text is for question number 21 to 23

    Paderi war is a war waged between 1803 - 1837 in West Sumatra.

    The Paderis, or the Muslims wants to impose Syariah Law in West Sumatra but denied by the Adat, or the people who still uphold the tradition. The Paderis want to ban the un-islamic tradition including cockfighting and gambling.

    Around 1820s, the Adat, who was cornered by the Paderis, sought allegiance with the Dutch colonial, which also begin to enter the Sumatra region.

    In 1833, the Padris and Adat begin to reconcile and fight the Dutch together. Guerrilla tactic is used against the Dutch. This war is lead by Tuanku Imam Bonjol. He had a very strong fortress uphill that was very difficult for the Dutch to breach.

    The Dutch tried to take over the fort from 1835 to 1837. On their last attack, they manage to breach the fort and forced Tuanku Imam Bonjol to fled.October 1837, the Dutch invited Tuanku Imam Bonjol for a negotiation. But this is a trick and he was arrested when he attend the negotiation. However, the arrest did not stop the war. Not until the last fortress are compromised in 1838.

(https://www.quora.com/What-do-you-know-about-Padri-War-in-Sumatra)

21. What is the topic of the text?
   A. The historical facts about the Paderi war.
   B. The causes and effects of the Paderi war.
   C. The dispute between the Paderis and the Adat people.
   D. The reconciliation between the Paderis and Adat people
   E. The allegiance of the Adat people with the Dutch colonial

22. We understand from the text that …
   A. the padris surrendered to the Dutch in 1837
   B. Tuanku Imam Bonjol won he negotiation with the Dutch
   C. the padris and the adat people joined to fight againts the Ducth
   D. at the end, the padris accepted the adat people's tradition
   E. the padri war never ended

23. "In 1833, the *Padris* and *Adat* begin to **reconcile** and ...." (Paragraph 3).
   The underlined word can be replaced with ....
   A. maintain
   B. reunite
   C. resolve
   D. square
   E. work

This text is for questions number 24 to 26
The Importance of Consuming Vegetables
   A diet rich in vegetables can help our body healthy. There are a lot of reasons that nutrition experts are always telling people to eat more veggies. Here's more about why this food group is so good for you.
   Firstly, veggies help to fight inflammation. Veggies are one of the best foods to eat to help you fend off inflammation. They are rich in antioxidants and phytochemicals to help your body.
   Secondly, vegetables improve your skin's health. You can help take care of your skin by staying hydrated and getting quality sleep, but what you eat can help too. Tomatoes deliver lycopene, which can actually help protect your skin from sunburn (sunscreen is important too). Kale and avocados can help keep your skin more elastic. Many vegetables, like cucumbers and celery, also have a high-water content to help you meet your hydration goals for glowing skin.
   Thirdly, vegetables can reduce the risk of cancer. No diet choice is guaranteed to keep you cancer-free, but vegetables are full of cancer-fighting nutrients and antioxidants that may reduce your risk of certain types of cancers. Cruciferous vegetables, like Brussels sprouts and cauliflower, have been studied for their cancer-fighting power. They deliver potassium, foliate, vitamin C and phytochemicals, as well as sulforaphane (highest in broccoli) which may protect your cells from carcinogens. Variety is the key here, as all veggies have different nutrients and protective effects.

(Adapted from: https://www.eatingwell.com/article/7902170/10-health-benefits-of-eating-vegetables-according-to-a-dietitian/)

24. Which of the following substances is important to take care of our skin?
    f. foliate   D. antioxidants
    g. lycopene   E. phytochemicals
    h. Potassium

25. Which of the followings shows the difference between paragraph 3 and paragraph 4?

	Paragraph 3	Paragraph 4
A	The nutrients contained in vegetables	The reasons why we should eat vegetables
B	The reasons why we should eat vegetables	The nutrients contained in vegetables
C	The importance of vegetables for the skin	The importance of vegetables to reduce the risk of cancer
D	The substances contained in vegetables	The recommendation to eat vegetables
E	The types of vegetables which contain high water content	The substances contained in vegetables

26. Which of the followings can best be the main idea of the NEXT paragraph of the text?
    A. Vegetables is very important for our body.
    B. The importance of vegetables for our skin.
    C. The types of vegetables which contain high vitamins.
    D. The importance of vegetables to reduce inflammation.
    E. The importance of vegetables to reduce the risk of cancer.

The following text is for questions 27 to 29
September 12, 2021

Caleb Archer
HR Manager
AlphaTech Industrial Cleaners
14 Rocky Road
Bayville, CA 91444
Dear Mr. Archer,

    I would like to apply for your Audit Intern position, as posted on wholelotjobs.com on the 7th of September. Please see the resume attached herewith for details of my qualifications and experience.

    As you will see from my resume, I was an intern at InterCorp, where I gained valuable experience and training in relation to sales. This experience shall be a great advantage for an Audit intern position. I also have four years of experience as an Audit intern trainer and was praised for my exceptional customer relation skills. I was once named Salesman of the Month in one of my previous jobs.

I would appreciate an opportunity to further discuss the job with you. Please contact me at any time this coming week at (555) 555-2491 or through the email as contained herein if you have any questions.
Sincerely.
George Willard

27. What is the writer's intention in writing the text?
    f. To explain about his motivation to work in the company.
    g. To tell about his education and working experiences.
    h. To tell that he has very good professional skills.
    i. To explain about his curriculum vitae.
    j. To apply for a job in the company.

28. What does the second paragraph mostly tell us about?
    A. The writer's intention.
    B. The writer's personalities.
    C. The writer's professional skills.
    D. The writer's working experiences.
    E. The writer's background education.

29. Which of the followings can be the best main idea of the NEXT paragraph?
    f. The writer expresses his availability for a job interview.
    g. The writer tells where he read the job advertisement.
    h. The writer describes his intention to write the letter.
    i. The writer describes the job that he is applying.
    j. The writer describes his working experiences.

This text is for questions number 30 and 32
Central Java rainy season to peak in January, February
A. Muh. Ibnu Aqil (The Jakarta Post) Jakarta   ● Fri, January 6, 2023

As floods hit regions in the northern coast of Central Java, Meteorology, Climatology and Geophysics Agency (BMKG) forecast the rainy season in the province would reach its peak in January and February. Agency head Dwikorita Karnawati said the region could also potentially face high tides and strong winds.

The north coast of Central Java has been hit with floods over the start of the new year. According to Central Java Disaster Mitigation Agency (BPBD), heavy rainfall from Friday to Saturday battered north coasts of Central Java, causing inundation reaching up to 50 to 75 centimeters deep in several areas of Tegal, Pekalongan, Kendal, Kudus, Demak, Pati and Grobogan regencies as well as Pekalongan and Semarang municipalities. Tawang Station in Semarang was also inundated from the halting train operations at the station.
(https://www.thejakartapost.com/indonesia/2023/01/05/central-java-rainy-season-)

30. What is the main idea of the first paragraph?
    A. There would be strong winds and high tides in central java.

B. It is predicted that rainy season in Central Java would reach the peak.
C. The northern coast of Central Java will be flooded in January and February.
D. Dwikora Karnawati is the head of Meteorologi, Climatology, and Geophysics Agency.
E. Meteorology, Climatology, and Geophysics have a responsibility to forecast seasons.

31. How can you relate paragraphs 1 and 2?
    f. Paragraph 2 details the phenomenon stated in paragraph 1.
    g. Paragraph 1 is about the cause of the phenomenon stated in paragraph 2.
    h. Paragraph 2 is about the effect of the phenomenon mentioned in paragraph 1.
    i. Both paragraphs explain the causes of the phenomenon of flood in Central Java.
    j. Paragraph 2 describes the examples of phenomenon mentioned in paragraph 1.

32. "…, Meteorology, Climatology and Geophysics Agency (BMKG) **forecast** the rainy season in the province …." (Paragraph 1. The underlined word can be replaced with ….
    A. predict   D. detail
    B. explain   E. guess
    C. describe

This text is for questions number 33 and 34

Reasons that Parents Gave for Homeschooling
Data from the National Household Education Surveys Program, 2016

Reason	Percentage
A concern about environment of other schools	80%
A dissatisfaction with academic instruction	61%
A desire to provide moral instruction	67%
A desire to promote religious instruction	51%
A desire to provide a nontraditional approach	39%
Child has a physical or mental health problem	14%
Child has other special needs	20%
Child has a temporary illness	4%
Other reasons	22%

Percentage   0 10 20 30 40 50 60 70 80

https://responsiblehomeschooling.org/homeschooling-101/reasons-parents-homeschool/

33. What is the reason for most people to home-school their children?
    f. They are dissatisfied with the lessons of conventional school.
    g. They are afraid of the environment of conventional school.

h. They want to provide more moral lessons for their children.
i. Their children have physical or mental health problem.
j. Their children have special needs.

34. What can we infer from the graphic?
   A. Parents want to introduce non-traditional lessons.
   B. Parents are more afraid of their children's religious life.
   C. Parents are afraid of their children's academic achievements.
   D. Parents of diffable children should not home-school their children.
   E. Parents are more afraid of the environment of conventional schools

This text is for questions number 35 and 36
Table 2. The Presentation of Students' Writing Scores of All Indicators

Range Score	Ability Level	Quality	Number of Students	Percentage
85 - 100	Excellent	4	2	8.7%
70 - 84	Good	3	16	69.6%
55 - 69	Fair	2	5	21.7%
50 - 54	Poor	1	0	0%
0 - 49	Very poor	0	0	0%
Total			**23**	**100%**

(https://www.semanticscholar.org/paper/A-Study-on-the-Students%E2%80%99-Writing-Skill)

35. Which of the followings is TRUE according to the table?
   A. There about 70% students who have fair writing scores.
   B. There are no students who have very poor writing scores.
   C. There are about 9% students who have good writing scores.
   D. There are about 30% students who have poor writing scores.
   E. There are about 2% students who have very good writing scores.

36. It can be concluded from the table that most students ….
   A. have fair writing scores between 85 to 100
   B. have good writing ability
   C. have scores between 55 to 69
   D. have scores
   E. do not have good writing ability

This text is for questions number 37 and 38
Using a Toaster Oven

When you're ready to start using your toaster oven, begin by making sure it's in a safe spot where it won't make anything near it too hot. The outside of a toaster oven can get warm, so be sure that there aren't any nearby plastic utensils, food or anything else that could burn or melt.

Then, put your food into the toaster oven using one of the provided trays or pans. Using a toaster oven is quite similar to using a bigger oven, right down to

the settings. Most models allow you to control the temperature, and some have helpful settings including broil, convection bake, toast or defrost.

Finally, allow the food to cook according to your preferences or the recipes you've used. Make sure to turn the toaster oven off and unplug it as soon as the food is done to avoid overheating. When you're ready to clean up, take care to clean both the pan you used as well as the inside of the toaster oven. Small splashes or crumbs of food can build up over time, becoming fire hazards for the next time you use your device or creating breeding grounds for unwanted bacteria or household pests.

(Taken from: https://www.hunker.com/13409292/how-to-use-a-toaster-oven)

37. "Then, put your food into the toaster oven using one of the provided trays or pans" (Paragraph 2). This sentence means that ….
   A. The toaster oven is equipped with one tray.
   B. We may use the toaster oven without trays or pans.
   C. The toaster oven is equipped with some trays and pans.
   D. Users must buy trays or pans to be used in the toaster oven separately.
   E. Buyers must provide trays and pans if they want to use the oven toaster.

38. How can you relate paragraphs 1 and 3?
   A. Paragraph 1 is about the instruction before usage; paragraph 3 is about the instruction whilst usage.
   B. Paragraph 1 is about the instruction before usage; paragraph 3 is about the instruction after usage.
   C. Both paragraphs explain about the warning and prohibitions when using the toaster oven.
   D. Paragraph 1 is concerning about the place; paragraph 3 is concerning about the food.
   E. Paragraph 3 details the instruction mentioned in paragraph

This text is for questions number 39 and 40
Gather 'round now look at me (هايا، هايا)
Respect the love the only way (هايا، هايا)
If you wanna come, come with me (هايا، هايا)
The door is open now every day (هايا، هايا)
This one plus two, rendez-vous, all invited
This what we do, how we do
Look who we are, we are the dreamers
We make it happen 'cause we believe it
Look who we are, we are the dreamers
We make it happen 'cause we can see it
Here's to the ones that keep the passion
Respect, oh, yeah
Here's to the ones that can imagine
Respect, oh, yeah

39. What is the song about?
   A. It's about believers who have passion and respect to others.
   B. It's about people who can see that their dreams will come true.
   C. It is about people's dream that the world will be peaceful someday.
   D. It's about the singer's imagination that people will gather around him.
   E. Support to people who believe they can make their dreams come true.

40. "If you wanna come, come with me - The door is open now every day" (Verse 1) What do these lines mean?
   A. The singers invite all the people to be dreamers like them.
   B. The singers ask the viewers if they want to come to their house.
   C. The singers invite everyone to join them at anytime, to be optimistic.
   D. The singers open the doors of their house for everyone who comes.
   E. The singers ask if the viewers want to join them watching the World Champion

Data Validation

Test document I

No	Question	Types of question					Explanation	Validator 1 & 2
		Literal	Reorganization	Inference	Evaluation	Appreciation		
1	What are the man and woman talking about? F. Why Vina is in a hurry G. Arranging photographs H. Helping vina in making cake I. Collecting Vina's photographs J. Helping Vina to finish her proposal soon		✔				Summarising	✔
2	What can the man do to help the woman? a. Making cake b. Typing the proposal c. Meeting the principal d. Collecting and arranging photographs e. Enclose photographs with the proposal	✔					Recognition of details	✔
3	What is the woman's problem?	✔					**Literal recognition of detail**	✔

	k. She forgot to bring her assignment to school l. She went to bed too late in the night m. She hasn't done her assignment n. She didn't know what to do o. She woke up a little late							
4	Why didn't the woman bring her assignment? a. She forgot to print it b. She hasn't finished doing it c. She thought she has put it in her bag d. She didn't put it in her bag the night before e. She forgot that the day was the due date to submit it	✔					Literal recognition of detail	✔
5	What does the man offer to help the woman? k. Accompany her to tell the teacher l. Do the assignment again at school m. Ask for the teacher's		✔				Sintesising	✔

	permission to go home n. Help her print the assignment in the staff's room o. Accompany her to take the assignment from her house							
6	What is the purpose of the text? k. To inform the recipient about her return l. To invite the recipient to Andika's house m. To tell of sender's health n. To offer valuable help to recipient o. To ask the recipient for help			✔			inferring main idea	✔
7	What does the writer offer to do? k. Bring Math and Science books l. Accompany to the hospital m. Teach Math and Science n. Pick up the reciipient	✔					recognition of detail	✔

	o. Call her free of charge							
8	What should the recipient do after reading this message? F. Call Andika G. Call the hospital H. Come to Andika's house I. Pick him up from the hospital J. Bring Math and Science book to Andika	✓					recognition of detail	✓
9	The job advertised in the text is .... F. Project Manager G. Information Systems Analyst H. Document Controller I. Employer in Nissan Motor Philippines, Inc. J. Computer Science Lecturer	✓					recognition of detail	✓
10	The second paragraph is mainly about the writer's .... k. intention l. hope to get the job			✓			inferring main idea	✓

	m. working experienc n. reason why she deserves the job o. background education							
11	Which of the followings is true according to the text? k. Shinta Ramadhani has ever worked I n Inara Lightings, Ltd. l. Shinta Ramadhani has a background education in Compuer Science. m. Shinta Ramadhani has ever worked in Nissan Motor Philippines, Inc. n. Inara Lightings, Ltd. is looking for a project manager. o. Inara Lightings, Ltd. is located in the Philippines.	✔					recognition of detail	✔
12	"... of **leading** companies that include ..." (Paragraph 1). The underlined word means			✔			Inference comparison	✔

		✔						✔
	k. reliable l. important m. profitable n. demanding o. following							
13	What should applicants do to apply for the job? They must .... k. have a TOEFL test l. have an interesting performance m. write an application letter in English n. study in a university majoring in computer sciences o. send an application letter together with all the requirements	✔					Literal recognition of detail	✔
14	What is the social function of the text? k. To find a good reporter. l. To inform the vacant position in Jakarta Post. m. To get reporter from Indonesia. n. To advertise the	✔					**Recognition of main idea**	✔

	requirement about reporter. o. To advertise the application letter.							
15	Which of the followings is true according to the text? F. Applicants must be more than 26 years old. G. Applicants must have graduated from the University of Indonesia. H. Applicants are willing to take a series of tests from the Jakarta Post. I. The position advertised in the job vacancy is an editor in the Jakarta Post. J. Applicants must have good English and a TOEFL score of not more than 550.	✓					It was categorized into **recognition of detail** in which the question asked about identifying explicitly fact on reading passage	✓
16	What is the caption about? k. Solicitude l. A competition			✓			It was judge as inferring because it was categorized point of inferring metioned **inferring main idea** in	✓

No	Question						Explanation	
	m. Education n. An encouragement o. The beauty of nature						which the questions asked student to summarize or pharaphrased stamen from the reading passage	
17	How are the words used in the caption? k. Elusively l. Lengthily m. Inappropriately n. Succinctly o. Meaninglessly				✔		**Judgement of appropriateness**	✔
18	What is the message of the caption? F. We should care for people around us G. There is no success without failure H. Let yourself develop your creativity for better future I. Never think that you can't do anything successfully J. Never give up before completing what we have begun			✔			It was judged as inferring because it was categorized point of inferring mentioned **inferring main idea** in which the questions asked student to summarize or pharaphrased statement from the reading passage	✔
19	The writer's purpose of			✔			It was judged as	✔

No	Question						Explanation	Validator
	writing the text is to....... k. motivate us in life l. describe success m. persuade people to succeed n. inform the benefit of dream o. explain the impacts of fear						inferring because it was categorized point of inferring mentioned **inferring main idea** in which the questions asked student to summarize or pharaphrased statement from the reading passage	
20	What is the text about? F. Successful hands G. Dreams against fear H. The utmost success I. A type successful people J. Ways to achieve succeess			✔			It was judge as inferring because it was categorized point of inferring mentioned **inferring main idea** in which the questions asked student to summarize or pharaphrased stamen from the reading passage	✔

Test document II

No	Question	Types of question					Explanation	Validator 1 & 2
		Literal	Reorganization	Inference	Evaluation	Appreciation		
1	What does the man offer? k. To drive the woman's	✔					It was categorized into **recognition of detail** in which the question	✔

No	Question						Description	
	car l. To clean the woman's car m. To find the nearest workshop n. To check the woman's car o. To call a repairman to fix the car						asked about identifying	
2	What is the boy going to do? F. Make a call G. Search for his mother's cell phone H. Buy a new cell phone for his mother I. Ask his father about his mother's cell phone J. Change the ringtone of his mother's cell phone	✔					It was categorized into **recognition of detail** in which the question asked about identifying	✔
3	What does the man offer for the woman? F. A place for her to take a rest G. Doing her assignment H. Something to drink			✔			**Inferring main idea**	✔

	I. Revising her work J. A help for her							
4	What does the woman offer to the man? F. The menu book G. Drinks and meals H. Bring him his meal I. Services in a restaurant J. Write an order for him			✔			**Inferring main idea**	✔
5	What can we infer from the conversation? F. The man wants to take the meal out G. The woman is a waiter in the restaurant H. The man is the manager of the restaurant I. The meal in the restaurant is delicious J. The services in the restaurant is good			✔			It was judge as inferring because it was categorized point of inferring metioned **inferring main idea** in which the questions asked student to summarize or pharaphrased stamen from the reading passage	✔
6	What does the man offer to the woman? F. Service for her in his office	✔					It was categorized into **recognition of detail** in which the question asked about identifying	✔

#	Question						Category	
	G. Service for the woman to attend the meeting H. A help to ask for the principal' signature I. A help to make an appointment for the woman J. A help for the woman to wait for the principal						explicitly fact on reading passage	
7	What are the man and the woman talking about? F. Why Dina is in a hurry G. Arranging photographs H. Helping Dina in making cake I. Collecting Dina's photographs J. Helping Dina to finish the proposal soon	✓					**Summarizing**	✓
8	What can the man do to help the woman? k. Making cake l. Typing the proposal m. Meeting the headmaster	✓					It was categorized into **recognition of detail** in which the question asked about identifying explicitly fact on reading passage	✓

	n. Collecting and arranging photographs o. Enclose photographs with the proposal							
9	What is the writer's purpose of writing the letter? F. To describe the procedure to apply for a job. G. To ask for information about teaching in the Nippon Daily. H. To apply for vacant position in Vocational Education Training. I. To apply for a teaching position in Nagasaki University. J. To tell the applicant about teaching position.			✔			It was judge as inferring because it was categorized point of inferring metioned **inferring main idea** in which the questions asked student to summarize or pharaphrased stamen from the reading passage	✔
10	The topic of the second paragraph is the writer's .... F. hope that he will get			✔			**Inferring main idea**	✔

	the job G. background knowledge and experience H. reason why he is interested in the job I. intention J. identity							
11	"I enclose my curriculum vitae for your **inspection**" (Paragraph 3). What is the synonym of the underlined word? a. Superintendent b. Investigator c. Supervision d. Instruction e. Review			✓			It was categorized into **inferring comparison** because the questions asked its similarity implicitly from the selection word used by the author on the reading passage. The clue of the question type often found asking synonym or antonym.	✓
12	What is the writer's intention in writing the text? k. To explain about her experience l. To apply for the job of flight attendant m. To tell about her interest and competence n. To apply for the job of a tour guide	✓					**Recognition of detail**	✓

	o. To advertise a tour package							
13	Which of the following is **NOT** a reason why Mr. Fariandy Ilham should employ Ika? F. She enjoys meeting people G. She has experiences working with tourists H. She has experiences being a flight attendant I. She loves travelling J. She is friendly	✓					**Recognition of detail**	✓
14	" **I'm looking forward to having your invitation for an interview**" What does the above sentence mean? k. I'm going to be interviewed l. I'm expecting you for an interview m. I'm waiting for an interview invitation n. I'm going to be invited for an interview o. I'm going to invite you for an interview			✓			It was categorized into **inferring figurative language** because those questions asked about the literal meaning from the selection words used by author	✓

15	What should applicants do to apply for the job? They must .... F. have a TOEFL test G. have an interesting performance H. write an application letter in English I. study in a university majoring in computer sciences J. send an application letter together with all the requirements		✓				**Reorganisation Syntesising**	✓
16	What is the social function of the text? F. To find a good reporter. G. To inform the vacant position in Jakarta Post. H. To get reporter from Indonesia. I. To advertise the requirement about reporter. J. To advertise the application letter.			✓			It was judge as inferring because it was categorized point of inferring metioned **inferring main idea** in which the questions asked student to summarize or pharaphrased stamen from the readin g passage	✓
17	Which of the followings			✓			It was categorized into	✓

	is true according to the text? k. Applicants must be more than 26 years old. l. Applicants must have graduated from the University of Indonesia. m. Applicants are willing to take a series of tests from the Jakarta Post. n. The position advertised in the job vacancy is an editor in the Jakarta Post. o. Applicants must have good English and a TOEFL score of not more than 550.						**inferring supporting detail.** It meant the questions ask about guessing additional fact from incident on the reading passage	
18	What is **TRUE** about Barcelona?. a. It is an oceanic cite. b. It is the capital of Catalonia. c. The cite was founded by PNOB. d. The first ocean race: started in the city. e. The race is not	✔					It was categorized into **recognition of detail** in which the question asked about identifying explicitly fact on reading passage	✔

No.	Question							Category	
	beneficial to Barcelona society.								
19	Why is sailing important for Barcelona? a. It has a positive impact.on society. b. It hosts many sailing; athletes. c. It is the reference centre. d. It is situated can the sea. e. It is the base of FNOB.	✔						**Recognition of detail**	✔
20	What is the purpose of the caption? F. To describe the benefit of hard work G. To encourage people to work hard H. To ask people to stop dreaming I. To describe what a dreamer is like J. To motivate people to win any competition			✔				It was judged as inferring because it was categorized point of inferring mentioned **inferring main idea** in which the questions asked student to summarize or pharaphrase statement from the reading passage	✔
21	According to the caption, who will succeed?			✔				**Inferring main idea**	✔

	F. Those who wake up G. Those who have dreams H. Those who struggle for it I. Those who are destined to succeed J. Those who achieve the top rank							
22	"... and work hard to achieve it." What does 'it' refer to? k. Succeess l. Hard work m. Waking up n. Dreaming o. Winning			✔			It was categorized into **inferring figurative language** because those questions asked about the literal meaning from the selection words used by author.	
23	What is the message of the caption? F. People should walk to forests. G. People should keep the environment in forests. H. People should seek more in nature than before. I. People should consider every step to the nature.			✔			It was judged as inferring because it was categorized point of inferring mentioned **inferring main idea** in which the questions asked student to summarize or pharaphrased statement from the reading passage	✔

	J. People should go back to nature and do natural life.							
24	What is the relationship between the picture and the caption? k. The forest represents what people need for their life. l. The pathway represents the people's way to go back home. m. The man-made pathway represents people's effort for their life. n. The green leaves and big trees in the forests represents the nature. o. The curved pathway represents difficulty that people should overcome				✔		It was judged as evaluation because the question was categorized **points into judgement of worth, desirability or acceptanility.** It meant the questions tended to call for judgment based on the reader's perspective toward the content of the reading passage.	✔
25	What is the message of the caption above? F. Without action, we will reach our success G. With action we can reach our success even if we made			✔			It was judged as inferring because it was categorized point of inferring mentioned **inferring main idea** in which the questions asked student to	✔

	some mistakes H. To gain success people must have done mistakes I. Without action we can reach what we want even we do some mistakes J. We will reach our success although we don't do anything						summarize or pharaphrased statement from the reading passage	
26	What is the text about? k. Tourism Minister of Indonesia program l. Good Indonesia tourist's attraction m. Tourism in Indonesia and Middle East n. The promotion of Indonesia tourist attractions to the Middle East o. The amount of money gained from tourism in Indonesia		✔				**Summarizing**	✔
27	From the text, we know that … k. There are only few tourists from the Middle East in		✔				Reorganisation Summarising	✔

No	Question						Explanation	
	Indonesia l. The tourists usually come to Indonesia in groups m. The tourists spend a little bit of money in Indonesia n. Arief Yahya is one of the tourists visiting Indonesia o. Visitors from the Middle East do not contribute much to Indonesian Tourism							
28	The word "**draw**" in "Arief Yahya said in a bid to draw more visitors from the Middle East, .." The synonym of **draw** is … k. paint l. color m. sketch n. make o. attract			✔			It was categorized into **inferring comparison,** because the questions asked its similarity implicitly from the selection word used by the author on the reading passage. The clue of the question type often found asking synonym or antonym.	✔
29	The news tells us about … F.　the joint operation conducted by the head of Yogyakarta City's Health officers			✔			It was judged as inferring because it was categorized point of inferring mentioned **inferring main idea** in which the questions	✔

	G. illegal medicines which were confiscated and destroyed by the officers H. unregistered medicines which do not harm people I. illegal medicines which were not prohibited J. Yogyakarta's Food and Drugs Control officers						asked student to summarize or pharaphrased statement from the reading passage	
30	Who has given the information about the joint operation? F. The City's Health officers G. Drugs users and sellers H. Shop owners and manufactures I. Yogyakarta's Food and Drugs Control officers J. The Head of Yogyakarta City's Health officers	✔					Recognition of details	✔
31	Why were the medicines destroyed? Because they were …	✔					**Recognition of details**	✔

No	Question						Category	
	F. illegal G. harmless H. abundant I. registered J. licensed							
32	What is the text about? k. A terror that attacks Jakarta l. The busy streets in Jakarta m. The Sarinah shopping complex n. The cheap Indonesian knickknacks o. The batik shirts in Sarinah shopping complex	✔					**Recognition of main idea**	✔
33	"In the late morning, a man **exploded** a bomb …" (paragraph 2) The underlined word is means … F. destroyed G. attacked H. blasted I. threw J. tried			✔			**Inferring comparison**	✔
34	We know from the	✔					**Recognition of detail**	✔

	text … F. Three gunmen outside the Starbucks killed a Canadian man G. Sarinah shopping complex was destroyed by the terrorists H. There are at least bombers in the terror attack in Jakarta I. An eye-witness said that she heard six explosions J. The Canadian man who was killed was known							
35	What does the woman ask the man to do? F. Bring her into the bank G. Do a transaction in the bank H. Create a bank account for her I. Show her how to make a bank account J. Help her transfer money from the bank	✓					It was categorized into **recognition of detail** in which the question asked about identifying explicitly fact on reading passage	✓

36	What should the woman do if she doesn't have a bank account? F. Apply for a loan G. Ask the bank officer H. Cancel sending some money I. Create an account at the bank J. Do transaction another way	✓					It was categorized into **recognition of detail** in which the question asked about identifying explicitly fact on reading passage	✓
37	"if you don't have an account, you must create **one** ." (Line 4) What does the underlined word refer to? a. Bank account b. Transaction c. Password d. Money e. Bank			✓			It was categorized into **inferring figurative** language because those questions asked about the literal meaning from the selection words used by author	✓
38	What happened to the man? F. He had trouble in selecting medicine G. He had a headache and stomach-ache H. He has a fever and a headache	✓					It was categorized into **recognition of detail** in which the question asked about identifying explicitly fact on reading passage	✓

	I. He failed to see a doctor J. He bought the wrong medicine							
39	What has the man done to lose his pains? F. He has received medical treatment G. He has consulted pharmacists H. He has consulted the doctors I. He has bought some medicine J. He has taken a rest	✓					It was categorized into **recognition of detail** in which the question asked about identifying explicitly fact on reading passage	✓
40	What does the woman suggest the man do? F. See the doctor to check his symptoms G. Get medical treatment from a nurse H. Drink a lot of water for recovery I. Buy appropriate medicine J. Examine his disease	✓					**Literal recognition of details**	✓

Test document III

No	Question	Types of question					Explanation	Validator 1&2
		Literal	Reorganization	Inference	Evaluation	Appreciation		
1	What were Meisya and Salwa talking about? K. Salwa's photograph. L. Members of Salwa's big family. M. Salwa's parents and grandparents. N. Salwa's aunts, uncles, and cousins. O. Meisya's comment on Salwa's photograph.			✓			This question belongs to the **inferring main idea,** because it asked students to summarize statements from the reading section	✓
2	Why did Ely congratulate Eka? K. Because she has a new job. L. Because her new office is great. M. Because she has good personality. N. So that she will enjoy her new job. O. So that she will like her new office.	✓					Recognition of details	✓

No	Question						Description	
3	What can we infer from the dialogue? K. Anisa and Rozaq are classmates. L. Anisa and Rozaq are schoolmates. M. Anisa and Rozaq are high school students. N. Anisa and Rozaq will study in the same university. O. Anisa and Rozaq have graduated from high school.			✔			This question belongs to the **inferring main idea,** because it asked students to summarize statements from the reading section	✔
4	What is the relationship between Sonia and Tom? D. Brother and sister. E. Husband and wife. F. They are friends. G. Mom and son. H. Classmates.				✔		It was judged as evaluation because the question was categorized **points into judgement of worth, desirability or acceptanility.** It meant the questions tended to call for judgment based on the reader's perspective toward the content of the reading passage.	✔
5	What did Sonia offer to Tom? D. Choco chips cookies.	✔					It was categorized into **recognition of detail** in which the question	✔

				✓				
	E. A help to wrap the cookies. F. A container to bring cookies. G. To teach him to make cookies. H. A help to bring the cookies.						asked about identifying explicitly fact on reading passage	
6	What does the underlined sentence mean? k. Nano doesn't have a day off from work, so he will not go the beach. l. Nano doesn't have a day off from work, but he will still go to the beach. m. Nano doesn't plan to go to the beach because Nisa doesn't agree with the idea. n. Nano is not very sure that he will have a day off from work, so he doesn't have a plan. o. It is possible that Nano has a day off from work, and when it happens, he will go to the beach.			✓			It was categorized into **inferring figurative** language. It meant the questions ask about literal meaning from the selection words that used by the author	

| 7 | What does the underlined sentence mean?
 F. Bagas has a sore in his back, but he helps Ari.
 G. Bagas has a sore in his back, so he doesn't help Ari.
 H. Bagas doesn't have a sore in his back, so he helps Ari.
 I. Bagas doesn't have a sore in his back, but he doesn't help Ari.
 J. It is possible that Bagas has a sore in his back, and when it happens, he will not help Ari. | | | ✓ | | | It was categorized into **inferring figurative** language. It meant the questions ask about literal meaning from the selection words that used by the author | ✓ |
| 8 | What can we infer from the dialogue?
 F. Tuti helped Nadzif to do the assignment.
 G. Tuti has made the cover but Nina also made it.
 H. Nadzif asked Tuti to submit the assignment to Mrs. Rianti.
 I. The other members of the group have finished the | | | ✓ | | | It was judge as inferring because it was categorized point of inferring metioned **inferring main idea** in which the questions asked student to summarize or pharaphrased stamen from the reading passage | ✓ |

	assignment. J. Tuti hoped that she will be given a chance to do the assignment.							
9	"The cover has already been made" (Nadzif's statement). In other words, we can say …. k. Nadzif doesn't know who mad ethe cover. l. Someone has already made the cover. m. Nadzif has already made the cover. n. Tuti has already made the cover. o. Nadzif hasn't made the cover.			✔			It was categorized into **inferring figurative** language because those questions asked about the literal meaning from the selection words used by author	✔
10	Which of the following words can best complete the sentence numbered (10)? i. because of j. therefore k. because l. so that m. due to		✔				**Syntesising**	✔
11	Which of the followings can		✔				**Syntesising**	✔

	best complete the sentence numbered (11)? D. since E. therefore F. for that reason G. so that H. due to							
12	Which of the following words can best complete the sentence numbered (12)? k. What do you want? l. Which one do you want? m.　Is there anything I can do for you? n. What are you looking for, Ma'am? o. Have you found the shoes you want to buy?		✔				**Syntesising**	✔
13	Which of the following sentences can best complete the sentence numbered (13)? F.　I'm sure there is a model that suits you. G.　Is there anything else I can do for you? H.　I think you need flat shoes. I.　Let me find them for you.		✔				**Syntesising**	✔

No	Question						Category	
	J. What can I do for you?							
14	Which of the following sentences can best complete the sentence numbered (14)? D. I don't like paintings. E. It's not very beautiful. F. I don't understand paintings. G. I think it's amazing. H. It's out of the box.		✓				**Syntesising**	✓
15	Which of the following sentences can best complete the sentence numbered (15)? a. How do you think? b. I believe you are right. c. I know you like paintings. d. How do you like paintings? e. How do you understand		✓				**Syntesising**	✓
16	What is the main idea of the first paragraph? K. The park is very wide. L. Baluran Park is a forest area. M. The park is located in Situbondo. N. The park is the habitat of	✓					Literal of main idea	✓

	protected animals. O. Visitors enjoy the panorama of Baluran Park.								
17	How can you relate paragraphs 2 and 3? k. Both paragraphs describe the beauty of Baluran Park. l. Paragraph 3 is contrasting the description in paragraph 2. m. Paragraph 2 is the cause for the fact presented in paragraph 3. n. Paragraph 3 details the place that is mentioned in paragraph 2. o. Both paragraphs describe what visitors can do in Baluran Park.			✓			It was categorized into **inferring supporting detail.** It meant the questions ask about guessing additional fact from incident on the reading passage	✓
18	"You can enjoy the amazing scenery of the forest and do the **safari** activities in the wild life …" (Paragraph 2). The word "safari" in the sentence can be replaced with …. i. discovery j. field trip k. animals l. picnic			✓			**Inferring comparison**	✓

	m. sport							
19	When will the final of the competition be held? D. 22 October 2022 **E.** 1 Jan 2023 F. 7 January 2023 **G.** 12 January 2023 **H.** 22 October 2023	✓					It was categorized into **recognition of detail** in which the question asked about identifying explicitly fact on reading passage	✓
20	"Everyone can join the competition, open for all Indonesian!! (with age regulations)". What can we infer from this sentence? F. Only students can join the competition. G. Students are recommended to join the competition. H. There is a limitation of age who can join the competition. I. All Indonesians can join the competition without age limitation. J. Only those who are between 12 to 20 years old can join the competition.			✓			It was judged as inferring because it was categorized point of inferring mentioned **inferring main idea** in which the questions asked student to summarize or pharaphrased statement from the reading passage	✓
21	What is the topic of the text? F. The historical facts about the Paderi war.			✓			Inferring main idea	✓

	G. The causes and effects of the Paderi war. H. The dispute between the Paderis and the Adat people. I. The reconciliation between the Paderis and Adat people J. The allegiance of the Adat people with the Dutch colonial							
22	We understand from the text that … F. the padris surrendered to the Dutch in 1837 G. Tuanku Imam Bonjol won he negotiation with the Dutch H. the padris and the adat people joined to fight againts the Ducth I. at the end, the padris accepted the adat people's tradition J. the padri war never ended			✔			It was judge as inferring because it was categorized point of inferring metioned **inferring main idea** in which the questions asked student to summarize or pharaphrased stamen from the reading passage	✔
23	"In 1833, the *Padris* and *Adat* begin to **reconcile** and ...." (Paragraph 3). The underlined word can be replaced with .... F. maintain			✔			**Inferring comparison**	✔

No	Question							
	G. reunite H. resolve I. square J. work							
24	Which of the following substances is important to take care of our skin? i. foliate j. lycopene k. Potassium l. Antioxidants m. phytochemicals		✔				**Reorganization classsitlying**	✔
25	Which of the followings shows the difference between paragraph 3 and paragraph 4?			✔			**Infererring comparison**	✔

Paragraph 3	Paragraph 4
The nutrients contained in vegetables	The reasons why we should eat vegetables
The reasons why we should eat vegetables	The nutrients contained in vegetables
The importance of vegetables for the skin	The importance of vegetables to reduce the risk of cancer
The substances contained in	The recommenda

	vegetables	tion to eat vegetables							
	The types of vegetables which contain high water content	The substances contained in vegetables							
26	Which of the followings can best be the main idea of the NEXT paragraph of the text? F. Vegetables is very important for our body. G. The importance of vegetables for our skin. H. The types of vegetables which contain high vitamins. I. The importance of vegetables to reduce inflammation. J. The importance of vegetables to reduce the risk of cancer.				✔			This question belongs to the **inferring main idea,** because it asked students to summarize statements from the reading section	✔
27	What is the writer's intention in writing the text? k. To explain about his motivation to work in the company. l. To tell about his education and working experiences. m. To tell that he has very good professional skills. n. To explain about his	✔						**Recall cause and effect**	✔

No	Question							Category	
	curriculum vitae. o. To apply for a job in the company.								
28	What does the second paragraph mostly tell us about? F. The writer's intention. G. The writer's personalities. H. The writer's professional skills. I. The writer's working experiences. J. The writer's background education.	✓						Literal main idea	✓
29	Which of the followings can be the best main idea of the NEXT paragraph? k. The writer expresses his availability for a job interview. l. The writer tells where he read the job advertisement. m. The writer describes his intention to write the letter. n. The writer describes the job that he is applying. o. The writer describes his working experiences.				✓			**Judgements of appropiatenes**	✓

| 30 | What is the main idea of the first paragraph?
F. There would be strong winds and high tides in central java.
G. It is predicted that rainy season in Central Java would reach the peak.
H. The northern coast of Central Java will be flooded in January and February.
I. Dwikora Karnawati is the head of Meteorologi, Climatology, and Geophysics Agency.
J. Meteorology, Climatology, and Geophysics have a responsibility to forecast seasons. | | | ✔ | | | This question belongs to the **inferring main idea,** because it asked students to summarize statements from the reading section | ✔ |
| 31 | How can you relate paragraphs 1 and 2?
k. Paragraph 2 details the phenomenon stated in paragraph 1.
l. Paragraph 1 is about the cause of the phenomenon stated in paragraph 2.
m.   Paragraph 2 is about the effect of the phenomenon mentioned in | | | ✔ | | | **Inferring comparison** | ✔ |

	paragraph 1. n. Both paragraphs explain the causes of the phenomenon of flood in Central Java. o. Paragraph 2 describes the examples of phenomenon mentioned in paragraph 1.							
32	"…, Meteorology, Climatology and Geophysics Agency (BMKG) **forecast** the rainy season in the province …." (Paragraph 1. The underlined word can be replaced with …. D. predict E. explain F. describe G. detail H. guess			✔			**Inferring comparison**	✔
33	What is the reason for most people to home-school their children? k. They are dissatisfied with the lessons of conventional school. l. They are afraid of the environment of conventional school. m. They want to provide more moral lessons for			✔			It was judged as inferring because the questions were categorized **cause and effect relationship** because the question asked about the reason of the author in including the certain idea and the clue of this questions type	✔

No	Question						Description	
	their children. n. Their children have physical or mental health problem. o. Their children have special needs						was why and because	
34	What can we infer from the graphic? F. Parents want to introduce non-traditional lessons. G. Parents are more afraid of their children's religious life. H. Parents are afraid of their children's academic achievements. I. Parents of diffable children should not home-school their children. J. Parents are more afraid of the environment of conventional schools			✓			It was judge as inferring because it was categorized point of inferring metioned **inferring main idea** in which the questions asked student to summarize or pharaphrased stamen from the reading passage	✓
35	Which of the followings is TRUE according to the table? F. There about 70% students who have fair writing scores. G. There are no students who have very poor writing scores. H. There are about 9%	✓					It was categorized into **recognition of detail** in which the question asked about identifying explicitly fact on reading passage	✓

	students who have good writing scores. I. There are about 30% students who have poor writing scores. J. There are about 2% students who have very good writing scores.							
36	It can be concluded from the table that most students …. D. have fair writing scores E. have good writing ability F. have scores between 55 to 69 G. have scores between 85 to 100 H. do not have good writing ability	✓					Literal of main idea	✓
37	"Then, put your food into the toaster oven using one of the provided trays or pans" (Paragraph 2). This sentence means that …. F. The toaster oven is equipped with one tray. G. We may use the toaster oven without trays or pans. H. The toaster oven is equipped with some trays and pans.			✓			**Inferring main idea**	✓

	I. Users must buy trays or pans to be used in the toaster oven separately. J. Buyers must provide trays and pans if they want to use the oven toaster.							
38	How can you relate paragraphs 1 and 3? F. Paragraph 1 is about the instruction before usage; paragraph 3 is about the instruction whilst usage. G. Paragraph 1 is about the instruction before usage; paragraph 3 is about the instruction after usage. H. Both paragraphs explain about the warning and prohibitions when using the toaster oven. I. Paragraph 1 is concerning about the place; paragraph 3 is concerning about the food. J. Paragraph 3 details the instruction mentioned in paragraph			✓			It was categorized into **inferring comparison**	✓
39	What is the song about? F. It's about believers who have passion and respect to others.			✓			It was judged as inferring because it was categorized point of inferring mentioned	✓

				✓				
	G. It's about people who can see that their dreams will come true. H. It is about people's dream that the world will be peaceful someday. I. It's about the singer's imagination that people will gather around him. J. Support to people who believe they can make their dreams come true.							**inferring main idea** in which the questions asked student to summarize or paraphrased statement from the reading passage	
40	"If you wanna come, come with me - The door is open now every day" (Verse 1) What do these lines mean? F. The singers invite all the people to be dreamers like them. G. The singers ask the viewers if they want to come to their house. H. The singers invite everyone to join them at anytime, to be optimistic. I. The singers open the doors of their house for everyone who comes. J. The singers ask if the viewers want to join them watching the World			✓				It was categorized into **inferring figurative** language. it meant the questions ask about literal meaning from the selection words that used by the author.	✓

	Champion							

VALIDATION SHEET

The thesis data titled **"Teachers' Critical Questions in Reading Comprehension Assessment of the Twelfth Grade Students of Man 2 Surakarta in The Academic Year 2022/2023"** has been validated by Sri Haryanti, S.S. in:

Day   : Monday

Date   : May 29, 2023

Sukoharjo, May 29. 2023

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