

**THE USE OF HIGH ORDER THINKING SKILLS (HOTS) IN THE
READING COMPREHENSION QUESTION'S MADE BY ENGLISH
TEACHER AT GRADE THREE OF SMAN 1 SRAGEN**

THESIS

**Submitted as a Partial Requirements
for the Degree of Undergraduate in English Language Education**



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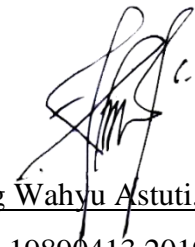
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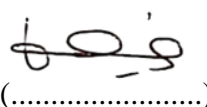
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DEDICATION

This thesis is dedicated to:

1. My beloved parents (*Mr Hadi Suyatno and Mrs Rohani*). Thanks for your love, praying, support, motivations. You are my processing control of breaking out the spirit and my dream
2. My beloved sister and brother (*Haya Nur and Riyan Bayu*)
3. Myself
4. All of my friends who always support me
5. English Language Education Study Program
6. My Almamater UIN Raden Mas Said Surakarta.

MOTTO

“Apapun yang menjadi takdirmu, akan mencari jalannya menemukanmu.”

-Ali Bin Abi Thalib-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Use of High Order Thinking Skills (HOTS) in the Reading Comprehension Question’s Made by English Teacher At Grade Three of SMAN 1 Sragen” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 22 December 2023

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ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “The Use of High Order Thinking Skills (HOTS) In the Reading Comprehension Question’s Made by English Teacher At Grade Three Of SMAN 1 Sragen”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

The researcher is sure that this thesis would not be completed without several sides' help, support, and suggestions. Thus, the researcher would like to express his most profound thanks to those who had helped, supported, and suggested his while writing this thesis. This goes to:

1. Prof. Dr. Toto Suharto, S.Ag., M.Ag, as the Rector of the Raden Mas Said State Islamic Univrsity of Surakarta
2. Prof. Dr. H. Imam Makruf, S.Ag., M.Ag, as the Dean of Cultures and Languages Faculty
3. Dr. Hj. Fitriyah Nurul Hidayati, M.Pd, as the Coordinator of English Language Education Study Program
4. Nuning Wahyu Astuti, M.TESOL, as the Advisor who has given guidance, deep attention, helps advices, and corrections to revise the mistakes during the entire process of writing the thesis.
5. Sukarno, S.Pd., M.Si, as the Head master of SMAN 1 Sragen
6. Anis Maryati, S.Pd, as the English teacher who support the researcher in doing research

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

Sukoharjo, 22 Desember 2023

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ABSTRACT

Risa Umimaqfiroh. 2023, *The Use of High Order Thinking Skills (HOTS) in the Reading Comprehension Question's Made by English Teacher At Grade Three of SMAN 1 Sragen*. Thesis. English Language Education Department. Cultures and Language Faculty

Advisor : Nuning Wahyu Astuti, M.TESOL

Keywords : High Order Thinking Skills (HOTS), Reading Comprehension
Barrett's Taxonomy

This research paper is intended to analyze High Order Thinking Skill In The Reading Comprehension Question's Made By English Teacher at Grade Three of SMAN 1 Sragen. The aim of this study is whether the reading comprehension question on final test made by English teacher reflect criteria of Barrett's taxonomy. In addition the teacher should design several question item that include HOTS, and it is recommended to design LOTS and HOTS with a balanced amount to be ideal as a criterion for good reading comprehension question on final test created by English teacher that reflected critical questions and in what dominant level were found

This research used descriptive qualitative with content analysis approach to analyze how teachers make HOTS questions about reading comprehension in the final test of English based on Barrett's taxonomy perspective. This means that the researcher only needs test and document collected from the teacher in designing the final test.

The study's findings are based on the validation data by the validator; from 60 reading comprehension questions classified from 3 units of the final test, there were 53 LOTS (88%) type questions and 7 HOTS (12%) types 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 thinking. Therefore, it is recommended that teachers design the final test by attaching higher-order thinking skills questions to trigger students to think critically.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language skills are something that is important for everyone to master and can make it easier to communicate with each other. According to Agustinus, 2020, language is a collection of sounds that have meaning based on the system that applies to the language. Language has a function because it is used by people for different purposes. Everyone born in this world is directly given the competence in using language. Language skills are the basis for everyone to express themselves, starting from each individual's feelings, desires, opinions, and needs. According to (Yousufi, 2020) Language skills include listening, speaking, reading, and writing skills. These for aspects of skills are interrelated with each other. Reading is one of the main aspects of language and literature teaching. Through reading a person gets knowledge and information from different parts of the world. Reading is important for the development of knowledge because the transfer of knowledge is mostly done through reading. Reading, one of the language skills that is carried out based on the cooperation of several skills and has many benefits to support reading comprehension

Understanding the meaning or intent of a reading, which includes the language used and the visual symbols used in writing to convey information through readings, is known as reading comprehension. (Ardhian et al., 2020). Reading comprehension is not a simple activity but in reading activities must

be measured by the ability to summarize and answer questions arranged following the text as an evaluation. The form of evaluation using the assessment constructed in the questions can provide a stimulus for students to think at a higher level. Evaluation is an assessment process carried out by the teacher to find out how far students have learned the material that has been taught. Evaluation can be interpreted as a process of collecting various information which will then be assessed using an instrument so that the next step can be carried out.

Until now, students' achievements in learning English are still measured by their ability to do the popular final exam called the national exam. In terms of teachers, reading is the most tested skill in the final exam. Similarly, Nur, In Kam, and Wong, in their research, showed that in its implementation, learning is more emphasized on the ability to read than listening, speaking, and writing, and the government designates even English as a foreign language provided for teaching junior high school and high school since 1967 (Kam & Wong, 2003). In connection with the reading test, the reading section consists of the reading text followed by the reading comprehension question. Giving questions or reading tests is considered a standard technique and plays a vital role in measuring students' understanding of what they have read in the final tests. According to Muslih, (2009), students' success in learning English is determined by their ability to answer questions that currently consist of two parts. Namely, the listening part is about 30%, and the reading comprehension part is about 70%. It is proven that reading is more widely used and

domineering than others. Therefore, English teachers should pay attention to questions designed for reading comprehension, so that students can pass their final exams with perfect grades. Students' ability to understand a text can be seen in their ability to answer reading comprehension questions correctly in the form of writing.

The study intends to find firsthand how teachers design reading questions on final tests. Then, problems related to the teacher's ability to design reading comprehension questions. The reading questions made by English teacher typically dominated by literal level. This is in line with (Vacca et al., 2010) who stated that " The questions asked are usually literal and require advanced questioning techniques". So, students can independently answer some questions related to reading and are more likely to copy answers from texts that use explicitly. However, if expressed implicitly, they often get the wrong answer associated with related to the English reading test. Meanwhile, students must be trained by providing reading comprehension questions that are literal and at a higher level to measure students' critical thinking.

In the 2013 curriculum, students are required to be productive, creative, and innovative to develop a way of thinking critically in students. This is to the characteristics of 21st century society according to the partnership of 21st century skills, which identifies that students in the 21st century must develop the competitive skills necessary in the 21st century focused on developing Higher Order Thinking Skill (HOTS). In addition to understanding the text,

reading comprehension questions are also considered a medium to stimulate students' thinking about things related to the text.

Furthermore, to support this function, there must be substantial evidence to measure the level of reading comprehension in students by analyzing questions about the student's reading comprehension level. Reading comprehension questions are categorized by taxonomy. This is in line with the opinion of Gunning, 2000, p.260 that taxonomy can help clarify the level of questions to be asked. Ideally, questions and answers should be well designed according to the order of the material discussed earlier. This agrees with (Sunggingwati, 2001) that the order of questions can make it easier for students to develop a connected understanding. Then, Heaton (2011) asserted that the design of questions to improve reading comprehension should be based on the information provided in the reading material and taxonomy.

In the national curriculum, there is two well-known taxonomy used for educational purposes, namely Bloom's and Barrett's Taxonomy. Bloom's taxonomy is applied to measure students cognitive level, not only in English learning but also in other subjects such as science, math, and others. Then, there is another way to test students' cognitive and affective levels of reading comprehension, namely by using Barrett's taxonomy which is intended as a parameter to construct questions with the aim of reading comprehension. Therefore, the study was a design intended to use Barrett's taxonomy created (Barret, 1968) and explicitly to understand the reading. Cited by Heilman et al., 1990, Barrett's Taxonomy is representative of comprehension, the taxonomy

that can be used when developing instructional activities, notifying questions, and specifying reading comprehension instruction. It consists of four levels of questions. Those questions are designed by asking various types of questions, and it is divided based on their difficulties.

Previous studies have been made by researchers who got the same topics toward analysis of reading comprehension based on High Order Thinking Skills. The first study was conducted by Pakpahan et al. (2021). This study is focused on students' ability to construct reading question items in 8th-grade junior high school in SMP Swasta Talitakum Medan. The questions were made based on HOTS and the cognitive level of Bloom's taxonomy perspective. The result was found that there were no increases or decreases in the fulfillment scores from the students and the average scores were balanced. It could be seen in the student's ability to catch on to the information in the text. Furthermore, some students could criticize the text by using their opinions. Some students were able to attack and criticized a text utilizing their logical idea opinion and could answer several questions to demand analytical, evaluating, and creating skills. In contrast, this current study is intended for teachers who teach at senior high school, not junior high school.

Then, previous studies were conducted by Beerwinkle & McKeown, (2021). The research aimed to identify the level of reading comprehension questions and were analyzed using Higher Order Thinking Skill category. The result showed that the level of questions found in those textbooks was mainly at the lower level. Some of the questions found in the textbooks have already in

the HOTS category. However, the number was still far below LOTS questions. Besides, it does not involve the teacher's role because the reading comprehension question is taken from an English textbook.

All previous above studies were on the topic of designing reading comprehension questions. For the first previous study, this research focus on teachers' ability to construct reading questions on the final test for senior high school and use Barrett's taxonomy as a guideline in creating questions for reading purposes. It shows that the prior and current studies have different theories. Meanwhile, what makes this research different from the second previous study is that this research concern with comprehension questions on the final test created by English Teacher, and it is not taken from an English textbook. This research involve the English Teacher and reading questions created in the final test. Besides, many researchers use theory from Bloom's taxonomy, meanwhile, this research used the approach of Barrett's taxonomy with four categories of questions. In this case, this taxonomy is more suitable for reading comprehension because it is explicitly designed to classify questions assessing understanding of written material..

Furthemore, the researcher choose to conduct this research at SMAN 1 Sragen because this school is one of favorites, has the title of Adiwiyata School, and has A accreditation. This school has three departments or specializations, namely science, social sciences, language, and culture. To support one of the subjects, namely English, this school provides extracurricular facilities, such as the English Conversation Club, which is held

once a week. This extracurricular is very useful for students to improve their English language skills outside of class hours at school, which is also an advantage compared to other state schools. The most teachers in this school are certified, and there is no doubt that most of the teachers are bachelor's or master's graduates and understand how to write questions.

Based on the explanation above, the researcher is interested to analyze the question's of reading comprehension based on Barrett's taxonomy level. This research is essential because, as an English Teacher, it is necessary to provide varying levels of learning in the composition of student tests. Besides, this study focused on documentation of English tests that aim to analyze questions made by the teacher. So, this study was conducted to evaluate the preparation of the English teacher in SMAN 1 Sragen to design questions to support students' reading ability by having various levels when viewed based on Barrett's taxonomy.

B. Identification of the Problems

According to the explanation in the background, there are several problems identified in dealing with construct HOTS questions; those are as follows:

1. The questions made by English teacher are in the level of literal
2. The teacher has applied HOTS questions but not optimally

C. Limitation of the Problems

In general, the English test question form is not only a listening type of question but also consists of reading questions. However, the researcher limits

the study to only focusing on the reading section. The researcher focus on reading comprehension questions made by English teacher. Then, the questions will be analyzed and categorized as types of comprehension questions based on Barrett's taxonomy that include literal, inferential, evaluation, and appreciation.

Then, the researcher was curious about the material made by English teachers in determining the type of reading comprehension question that given to third grade of SMAN 1 Sragen in academic year 2022/2023 in the form of tests. The third grade English final test was chosen because student in the class will face a National Exam, so they will encounter many types of questions especially reading comprehension questions. It means of practice and evaluation to measure students level of reading comprehension and high order thinking skill.

D. Formulation of the Problems

Based on the identification of the problems and the limitation of the problem above, the research question of this study is How does the English teacher construct the HOTS question in the final tests in the third grade of SMAN 1 Sragen?

E. Objective of the Study

Based on the formulation of the problem above, the research's objective is to analyze of the HOTS questions in the final test in the third grade of SMAN 1 Sragen.

F. Benefits of the Study

There are two kinds of benefits of the study, first the theoretical academic benefits that accommodate the knowledge, and practical benefits that deal with the study's importance which deal with the importance of the study to worldwide use and further analysis.

1. Theoretical Benefits

Here, theoretical or academic benefits, the researcher hopes that the result of this study is to develop knowledge and science and also give beneficial contribution especially to English knowledge about learning reading skills.

2. Practical benefits

a. English teacher

The teacher will gain new experience regarding techniques in teaching, especially in improving reading skills and high order thinking skill in students. In addition, the teacher will get the new convenience of knowing whether the learning target has been achieved or not.

b. Students

Students can improve their reading skills on their own. Reading can improve their ability to remember the content of the reading through a test of knowledge from the minor level to the most significant level so that it can support high order thinking skill.

c. The Researcher

This can enhance the reading experience and have a good understanding of English, especially in techniques to know students' understanding of reading.

G. Definition of Key Terms

The researcher needs to define the terms in this research. The definition is required to avoid misunderstanding or misinterpretation of the terms used in this research. The terms need to be defined as follows:

1. High Order Thinking Skills (HOTS)

High Order Thinking Skills (HOTS) are skills that involve the process of analyzing, evaluating, and creating (Brookhart, 2010). Thus, HOTS combines problem solving and critical and creative thinking skills, the teacher lets students active 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.

2. Reading Comprehension

According to Oakhill et al., (2015), Reading comprehension is important, not just understanding text, but for broader learning, success in education, and employment. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. Comprehension is a complex process, it needs multiple cognitive skills and stored memory. Therefore, some problem in comprehension must be overcome. This show that the readers are only required to understand

what they have read. One way to check a student's understanding is to ask a few question after the student is asked to read. So, question are need to direct students in understanding a reading text.

3. Barrett's Taxonomy

Barrett's taxonomy is designed for reading purposes and classifying question levels (Dupuis & Askov, 1982). Reading comprehension questions are categorized into four levels: Literal recognition or recall, inferential, evaluation, and appreciation. The four levels are divided based on their difficulty level. The first think low level, and the other regulates higher levels. Furthermore, in this study, Barrett's taxonomy is defined as a parameter in analyzing the reading comprehension question made by English teacher on the final test.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. The Nature of Reading

According to (Oakhill et al., 2015), Reading comprehension is important, not just understanding text, but for broader learning, success in education, and employment. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. Reading ability depends on the product of two components: Reading = Word Reading x Language Comprehension ($R = WR \times LC$), not just on the sum of two. This means that if one of the components (either word reading or language comprehension) is zero, overall reading ability is zero. Thus, if a child cannot read any words or if a child does not have any language comprehension skills, s/he cannot read.

Reading is part of the process of conveying thoughts that are in the writer's head. In addition, reading is claimed to be the ability to find meaning from written text. Many researchers research on 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. So that reading cannot be separated from understanding. A saying is that if we like to read, then we will have good knowledge and understanding. This means that reading can develop the reader's mind. To make the reader easier and

more confident in understanding the main point of the text, it must be supported by the question of reading comprehension.

The process of reading is the process of a student trying to understand written text. Meanwhile, the reading product is the communication of thoughts and emotions by the author to the reader. (Elleman & Oslund, 2019) It is known that reading is an essential skill in communication, but the process is very complex, and it is difficult to know the exact definition of the reading process. This is supported by (Somers, 2021), who states that reading is part of communication process in terms of the transfer of thoughts from the mind of author to the mind of the reader. 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 says reading is a construction of meaning from a printed or written message. From the above point of view, reading can be defined as the ability to understand the meaning and message of the author so that the reader will seek to know the author's intent. This has proven that good readers always think when reading.

2. Reading Comprehension

Teachers provide various activities that support students' reading comprehension in some schools. Just as students are given the task of reading part of the text, they are asked a question about the entire section's content. In general when viewed at the (Preparation, 2009) It stated that students facing the exam will be given four parts of reading comprehension,

and three or four questions usually accompany each section. The total number consists of 12 or 14 reading comprehension questions. (Elleman & Oslund, 2019) states that it is usually for younger readers to be given an item that tests literal comprehension, while tests items for older learners require inference outside the text.

According to (Ganie et al., 2019), students tend to understand what they read when they are asked questions about reading by the teacher. This statement proves that questions have an essential role supporting reading comprehension. In addition, students may find it difficult when they face inquiries related to the reading section. Students only read quickly without understanding. They will have difficulty answering. To support this, English teachers at SMAN 1 Sragen need parameters to design questions that increase the level of students in understanding of reading passages.

Ehri in (Peng et al., 2019) mentioned that reading comprehension is considered a cognitive and constructive process. In other words, it relates to a higher level of reading activity in which students must process the meaning making of the text. Thus, this process aims to gain an overall understanding of what is described in the text rather than just partial reading. Therefore, understanding reading means reading with comprehension. Concerning reading, we need for different purposes. Sometimes, to get the main idea to find specific information often, we read the text to learn something, and then we need text inference.

Many experts give explanation about the concept of reading comprehension. According to Nadirah et al., (2020) reading comprehension is about constructing meaning by combining the reader's background knowledge with additional information from the text, showing what words mean, and connecting everything to create meaning. They further explained that this definition requires two main perspectives that help us understand the process of understanding, namely understanding as constructing meaning and knowledge as a strategic process. Understanding as creating sense is how readers build or establish meaning by interacting with text. In contrast, understanding as a strategic process is how readers tailor their reading to fit the purpose and type of the text they read. Both processes of constructing meaning and strategic adjustment work simultaneously.

Anderson, (2003) found that "the purpose of reading is basically understanding." That means reading activities that do not have a comprehension role will be more difficult because students will have difficulty understanding the information in the text. According to (Hasibuan et al., 2021) certain factors have an essential role in reading comprehension, such as understanding vocabulary and main ideas. When these factors are met, reading comprehension will develop smoothly where they will find no difficulty connecting new knowledge acquired with background knowledge.

Apart from such cases, reading comprehension is also believed to be a receptive skill in which it provides a means to be observed and explored (Klimova & Zamborova, 2020). According to (Tang et al., 2019) reading

comprehension is a complex process that involves interaction between readers and what they bring to the text, such as the knowledge and strategies used in reading and variables associated with it the text, such as interests and understanding. In addition, reading comprehension is also considered a process of making meaning out of the text.

Thus, the goal is to understand the whole described in the text section to obtain the meaning of isolated words or sentences. This means that the readers will not only deal with text information, but they will deal with the literal or implicit meaning of the author conveyed through the text. The teacher can observe how well students understand reading using cognitive use through reading comprehension. Obviously, understanding is so important in reading that they can not be separated from each other. This is supported by (Janks, 2019), who argue that understanding reading requires action on the part of the reader to avoid problems when making meaning out of the text. To solve the problem, the role of the question is necessary here.

To support that goal, designing reading comprehension questions should dig into the core of the reading section. A 2013 curriculum confirms that good questions can train and improve student's cognitive skills and trigger critical thinking. Therefore, students should not be asked simple questions as stated in the reading section, but question are hidden from the reading section, what it mean is implicit. Providing implicit answers shows

that teachers designing critical questions so that they will find a variety of answers from their student's creativity.

In general, the text in each section is presented in the order of difficulty level. Then, each text is accompanied by activities that lead students through three main stages in the reading process: at the beginning, temporarily, and after that. The reading comprehension question is given at the third stage in the reading process. This is to ascertain how much students understand (Dwiningtiyas et al., 2020). This is in accordance with (Cicillia, 2015) a statement in his research that if questions are given to students after the reading process, then they can be sure to examine their understanding of reading the text: the answers to some questions are explicitly stated in the reading text, and some questions require students to analyze, evaluate and make. In short, That means that it aimed to ascertain whether students have a basic understanding of the content before conducting text analysis.

Based on several definitions of reading comprehension by some theories, it can be concluded that reading comprehension is always involved between the reader and the text. This form of questioning is a technique for testing student learning outcomes (Duke et al., 2021). The purpose of the test is to adjust the differences in each technique. In terms of assessing reading, specific techniques will make it easier for a teacher to test their students. As mentioned earlier, this activity can support the level of reading comprehension, and one of them is to answer the questions asked in the reading section. Furthermore Day and Park in (Atiullah et al., 2019) also

states that the use of question in an integral aspect of activity, and in our experience, as a language teacher, we have seen that well designed comprehension question help students interact with the text to create or construct meaning.

Concerning the status of English in Indonesia as a foreign language, reading is a dominating thing in the teaching and learning process. Start from reading, students can learn about vocabulary, grammar, and pronunciation. In addition, the teacher usually tries some good teaching technique in reading even though they miss the conformity test. One of the measurement used by a teacher, in general, is the test. It aimed to guide students ability to handle the English section. However the test done by a teacher can sometimes be excellent and become terrible exams. In addition, designing reading comprehension question is part of the assessment. Thus, the teacher needs parameters or references in developing the question in the test, especially for reading purposes.

The reading section dominates related tests and summative or final tests. Based on the facts, the English teacher should consider several aspects before designing a reading comprehension question so that the question can assist the student in understanding the reading section as a whole. The reading aspect of comprehension questions will be viewed based on Barrett's taxonomy for this study. Each element is reviewed in the following sections below.

There are many affective question strategies that English teachers can implement. The form of question can be given at the beginning, last, and after reading (Anderson & Lyle, 2000, p.214). When the question is given initially, it can help students build background knowledge related to previous knowledge and make predictions about the reading section. Then, if the question is given during reading, it means monitoring the understanding. Furthermore, if the question is attached after reading, it not only monitors comprehension to make predictions but helps students summarize the reading section as a whole. According to (Anderson et al., 2001) asking question in reading increases student's understanding of where reading will be useless without assessment skills such as attaching questions. Most of the basis for asking is to look for key ideas so that reading requires complete understanding.

Dennis in (Ngabut, 2015) states that although students can read the text aloud accurately, they do not always understand the facts or principles expressed in the material. However, they can understand the reading section though the question form provided at the end. In conclusion, it has been shown that asking some questions can play a role in supporting student's thinking and solving, and it can be trigger for student's awareness of whether they understand what they are reading. This proves that the purpose of teaching is when students truly understand what they have learned.

According to (Brown & Lee, 2015) reading strategies are divided into explicit and direct instruction strategies, including summarizing,

questioning, predicting, and clarifying. However, the most helpful strategy is when the student verbally summarizes what he or she has read or answers questions about the reading section. This indicates that asking questions after reading the section is primarily implemented in school.

In school, the differences in each technique is due to the test's purposes and to know the student's results (Hughes, 2007). The tests developed primarily consisted of reading sections involving short or long sections followed by several questions. However, the most popular form of a question is the multiple-choice question, where there is only one correct answer. Thus, students only answer question by eliminating distractions with their logical (Anderson & Lyle, 2000). Dealing with the nature of reading comprehension , it can be assumed that conformity in designing questions for reading purposes in the final test should be thoroughly investigated through Barrett's perspective of taxonomy. Based on the theory described above, it can be concluded that reading comprehension is an ability that is possessed readers when carrying out the thinking process in understanding a text thoroughly by interpreting the information intended by the author and build meaning from what they have read.

3. High Order Thinking Skills (HOTS)

HOTS is a higher way of thinking than memorizing facts, bringing up facts or applying rules, formulas and procedures. According to (Sani, 2019) HOTS requires us to do something based on facts making connections between facts, categorizing them, manipulating them, placing them to find

new solutions to a problem. According to (Miswanto, 2022) HOTS also means cognitive skills such as analysis and evaluation that teachers can teach their students. According to (Muthoharoh, 2020) Such skills include thinking about something and making decisions about something, solving problems, thinking creatively, and thinking about the advantages (positive things) and disadvantages (negative things) of things.

According to Brookhart, (2010, p.8) teachers can use HOTS theory as a guideline in making questions for assessment. King et al. (2012) in Abdullah (2019, p.8) teachers can use HOTS theory as a guideline in making questions for assessment. Meanwhile, according to Arter and Salmon (1987) in Abdullah (2019, p.8) state that the ability needed in HOTS is the ability to solve problems (problem-solving) and make decisions (decision making). Based on the synthesis of several studies related to thinking skills, several skills can be distinguished, including low-level thinking skills (Lower Order Thinking Skills) and HOTS. Critical thinking skills are needed in solving problems and making decisions. Higher order thinking skills (HOTS) will develop if individuals face unfamiliar problems, challenging questions, or uncertainty.

Based on several studies related to thinking, several skills can be distinguished, including low-level thinking skills (lower-order thinking skills) and higher order thinking skills (HOTS). The following describes some of the basic skills distinguished in the LOTS and HOTS categories according to Miterianifa et al., (2021):

Table 2. 1 Differences between LOTS and HOTS

Lower order Thinking skills (LOTS)	Higher order Thinking skills (HOTS)
Remember Understand Classification Distinguishing Concept Using routine rules Applying cognitive strategies Simple analysis	Creative thinking Think critically Solve the problem Make decision Evaluate Synthesis Think logically Metacognitive thinking Reflective thinking Complex analysis System analysis

HOTS assessment cannot be separated from HOTS learning. The teacher's task is not only to conduct HOTS assessments, but teachers must also be able to carry out learning that can train students to have high level thinking skills. The main goal is to improve high level thinking skills more effectively. The general principle for assessing high level thinking is as follows (Kemendibud, 2019, p.3):

- a. Determine exactly and clearly what will be assessed.
- b. Planning tasks that require student to think at high level demonstrates the knowledge or skills they have.
- c. Determine what steps to take as evidence of the increased knowledge and proficiency of students that have been demonstrated in the process.

High level thinking assessment includes 3 principles, namely (Kemendibud, 2019, p.3):

- a. Presenting a stimulus for students to think about, usually in the form of text introductions, visual, scenarios, discourses, or problems (cases).
- b. Using new problems for students, not yet discussed in class, and not questions just for the proces of remembering.
- c. Distinguish between the difficulty level of the problem (easy, medium, or difficult) and the cognitive level (low-level thinking ang high-level thinking).

According to (Sani, 2019, p.153) the procedures performed to compile hots questions are: a) analyze basic 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 question related to subject is to analyze the essential competencies (KD) contained in the syllabus. HOTS problem should be made if basic competency formulations use verbs in high level thinking categories: analyzing, distinguishing, comparing, concluding, evaluating, critiquing, solving problem, compiling, designing, and creating. Each semester's analysis of KD for each subject needs to be done by identifying the cognitive level and scope of the material studied. Based on (Yusrizal, 2020) 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

A more straightforward step in compiling HOTS questions is to first think about or find a stimulus that matches the subject matter before compiling a grid of questions. The problem grid will be easier to formulate if the stimulus has been aimed or selected. After the problem indicator is formulated, efforts to think about or find a 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 questions. Components that need to be associated with stimulus are the use of stimulus, HOTS aspect, and thought processes. 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 relationship between data or contexts,
- 6) transfer data of 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 information to solve problems. While the HOTS aspect is related to the aspects of critical thinking, problem solving, creativity, and decision making.

c. Compiling a grid of questions

The question grid contains basic 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 problem made is adjusted to the plan that has been written on the problem grid (Setiawati, 2018, p.47-51).

Based on the above explanation, because HOTS question give rise to students critical thinking, teacher are encouraged to ask questions in this domain. The problem lies in the teacher's ability to design reading comprehension questions. Literal level usually dominate questions made by teachers. This is in line with Vacca et al. (2010), stating that "usually the question presented will be literal indeed higher-level question techniques are also required". So, students independently answer some questions related to the reading section. They were more likely to copy the answers from the text if using the questions explicitly. However, if expressed implicitly, they often get the wrong answer dealing with

English reading tests. To trigger and examine high school students must be trained by giving reading comprehension questions not only provide a literal level but higher to measure students' critical thinking.

4. Barrett's Taxonomy in Reading Comprehension

The evaluation process considers the assessment of student's reading comprehension in observation records, form data, and participation in the learning process. In addition, questions in written exams are also one way to assess student's reading comprehension. Therefore, support for the question of reading comprehension must be arranged based on taxonomy.

There are many taxonomy of understanding are employed in education, but Bloom's and Barrett's taxonomy are popular.. Blooms taxonomy can be implemented in all subject according to general functional and items designed to measure low-level skills versus higher level skills (Marzano, R. J., & Kendall, 2007, p.3). Thus, Bloom's taxonomy was inadvertently used for reading. Barrett's more specifically specific taxonomy is intended to classify questions of reading comprehension and is intentionally made for reading (Reeves, 2012, p.36). It is also supported by (Reeves, 2012, p.36) who states that Barrett's taxonomy is more detailed than Bloom's revised taxonomy because each level contains between four and eight subcategories.

According to Dupuis & Askov, (1982), Barret's taxonomy on reading comprehension provides a useful hierarchy of understanding because there are five level of reading comprehension: literal,

reorganization, inferential, evaluation and appreciation. Often these five levels are classified into four level only: literal, inferential, evaluation and appreciation. Then, they stated, “The reorganization level is included in the literal level. Literal understanding requires students to recognize or remember ideas, information, or events explicitly in selection. Remembering tasks are often performed more than other comprehension tasks, inferences and evaluations, as they are critical to student’s ability to deal with other types of understanding. It is clear that literal questions must be given any other level” (Dupuis & Askov, 1982).

In addition, Barrett’s taxonomy has been known as taxonomy which is primarily used for reading comprehension questions and is also used when developing instructional activities, identifying and determining reading comprehension instruction (Heilman et al, 1990, p.242). This proved to be a good parameter for classifying and designing reading comprehension questions. As an educator is required to know the extent of his ability to prepare questions for students. This is done using a taxonomy understanding that offers a classification of questions.

Hence, the researcher analyzes reading comprehension questions made by the teacher based on Barrett’s taxonomy to get the most appropriateness whether those questions offer all levels of Barrett’s taxonomy or not on a final test. Besides, it also indicates at what level categories of Barrett’s taxonomy were used and shown by a teacher in designing reading comprehension questions for a final test.

In connection with this study, the researcher applied four levels of Barrett's taxonomy in analyzing reading comprehension questions, as follows:

a. Literal

In the first level, this requires the introduction or recollection of ideas, information and events explicitly stated in the text read. It requires students to find and identify explicit statements from the text (Reves, 2012, p.36-49). Thus, questions relating to explicit informatics are expressed in the text. Commonly used questions for this type are: who, what, when, and where. However, this level also consists of 6 types of questions and descriptions in each type of question, namely as follows:

1) Recognition for detail

This type of question about text details such as 4W (who, where, when, what) refers to asking the name of the character, place and incident that occurred in the text.

Examples and patterns:

- a) Locate the name of
- b) Find the following information: date of flight, time in orbit, speed of the craft, and the height reached.
- c) Watch for details as you read.
- d) Find the story by using the Contents pages.
- e) Read and find out: If ___ thinks __; the time of day_____.

2) Recognition for main ideas

The student is asked to locate or identify an explicit statement in or from a selection which is a main idea of a paragraph or a larger portion of the selection. (At times caution and real discernment must be utilized to distinguish a main idea from a detail.)

Examples and patterns:

- a) Find out what___is going to do.
- b) What happened when or during__?
- c) What important thing did the character find out?
- d) What part did the character play in____?
- e) Underline the main ideas in this_.

3) Recall of Sequence

This type of question asks about the sequence of incidents that occur in the text.

Examples and patterns:

- a) Describe in correct sequence_____.
- b) Look at the illustrations and tell the story in sequence. (The illustrations aid the recall but are not sufficient).
- c) Number these_____in the order in which they took place in the selection.
- d) Make a chart that shows the___throughout the selection.
- e) Tell in correct order_____.
- f) What happened on the fourth day?

4) Recall of comparison

Types of questions asked about similarities or differences between characters, places or times that are explicitly stated in the selection.

Examples and patterns:

- a) Compare and contrast one journey with another journey as to: climate, terrain, natives, length of time, difficulties and successes.
- b) How was this ___ different from others?
- c) In what ways were ___ and ___ similar? Different?
- d) Compare and contrast each of the following pairs: (Each pair constitutes a question.
- e) Compare the size of ___ and ___.

5) Recall cause and effect relationship

The type of questions that ask about the cause and effect of the event occur.

Examples and patterns :

- a) Why did ___ do?
- b) Why was ___ so determined to ___?
- c) What was the purpose of ___?
- d) What caused ___?
- e) Why did ___ decide to ___?
- f) How did ___ accomplish ___? (This action in such instances causes an effect.)

g) What was the reaction of ___to___?

6) Recall of character traits

This type of question asks about character traits based on statements in the text.

Examples and patterns:

- a) Why are they well suited to_____?
- b) How did Stanley feel? (The story states that Stanley felt shy.)
- c) How had he shown he was_____?
- d) What was_____like?
- e) Summarize her attitude toward life. (In spite of the use of the word summarize, this question actually calls for no more than the recall of an explicit statement.

b. Inferential

Second level of taxonomy tends to ask about implicit statements based on text. Thus, students should involve personal knowledge and imagination as the basis of conjecture or hypothesis in the event (Dupuis & Askov, 1982). Thus, students are required to read and go beyond the information written in the text. In this inference level there are eight types of questions as follows:

1) Inferring supporting detail

This type of question asks about what is not written explicitly in the text.

Examples and patterns:

- a) Did he realize_____?
- b) Was the discovery planned or accidental? (The classification of this question at this level is another example of making a debatable decision in favor of the higher category. The statement in the text says, “He sailed west toward Greenland, but because of bad storms he went off course and came instead upon an unknown land.”)
- c) How did she converse with the natives?
- d) What was the weather like?

2) Inferring main idea

Ask about the main ideas, themes, moral values that are not explicitly in the text.

Examples and patterns:

- a) What is the main idea of this ___?
- b) Discuss the significance of_____?
- c) Read these short workbook selections and then select or write the best title for each. (This question goes beyond synthesis and requires inference.)
- d) What is the poem or story saying?
- e) Answer this riddle. (Where more than mere word meaning is required.)
- f) Read these paragraphs and then write or select the main idea of each.
- g) Write a sentence summarizing the main idea of_.

3) Inferring sequence

Ask about the sequence of events that have occurred.

Examples and patterns:

- a) Many days from _____ through _____ are omitted in her report.

Suggest the events that happened in those days.

- b) What will happen next?
 c) What happened between _____ and _____?
 d) Place these _____ in logical order.

4) Inferring comparison

It asks about similarities and differences in characters that are not explained as explicitly as in the text.

Examples and patterns:

- a) Compare: effectiveness and value to future explorers.
 b) Compare _____ as to completeness and importance or detail.
 c) How does _____ resemble _____?
 d) Compare _____ with _____.
 e) Are _____ and _____ related?
 f) Complete the following similes or metaphors. (If based on ideas in the selection.)

5) Inferring cause and effect relationship

Ask about what motivates characters and why they interact with others.

Examples and patterns:

- a) Why did Marco Polo say, “Take this book and cause it to be read to you?” (The answer requires inferring why people would have to have the book read to them.)
- b) Why was it necessary to_____?
- c) Why would_____?
- d) How did_____know___?
- e) Why did they _____?
- f) Why did the author include___?
- g) What is the result of_____?
- h) What might have happened if_?
- i) What makes this_____a_____?
- j) What makes you think?
- k) Did_____because_____?
- l) How could_____?
- m) Why is it helpful to have a_____?

6) Inferring character traits

It asks about characters that are not explicitly stated in the text.

Examples and patterns

- a) List their character traits.
- b) What did_____prove about their attitudes toward___?
- c) What does ___tell us about her?
- d) Is__very wise?
- e) What kind of person is_____?

- f) What words will describe?
- g) What was _____'s attitude about _____?

7) Inferring predicting outcome

It asks about the possible results from the beginning of the text.

Examples and patterns:

- a) Do you think _____ will _____?
- b) What do you think will happen?
- c) Will he help them?
- d) Someone may predict _____?
- e) Read _____ and guess what will happen.

8) Inferring figurative language

It asks about the literal meaning or allusion of the language used by the author.

Examples and patterns:

- a) What is meant by the phrase, "continue unrolling the map"?
- b) Interpret the following figurative expressions: ...

c. Evaluation or Critical

At this level of evaluation students are required to make an assessment of the content of their readings. This is more difficult than the previous level because when making judgments regarding the reading content students compare with external information received from outside their own text, experience, and background (Brassell & Rasinski, 2008). This level consists of 5 questions, as follows:

1) Judgement of reality of fantasy

This type of question requires judgment by the reader based on personal experience.

Example and patterns:

- a) Is ___ imaginary?
- b) How many unreal things can you find?
- c) Did ___ really happen?
- d) Is ___ fact or fiction?
- e) Is ___ possible?

2) Judgement of factor opinion

Does the author provide adequate support for his or her conclusions? Is the author attempting to sway your thinking? Questions of this type require the student to analyze and evaluate the writing on the basis of the knowledge he or she has on the subject as well as to analyze and evaluate the intent of the author.

Examples and patterns:

- a) Do you think ___ had anything to do with ___?
- b) Which_ seem to be correct?
- c) What strange ideas did _____ have?
- d) Which_ are fact? Opinion?
- e) Based on the facts that are given, does _____ seem reasonable?

3) Judgement of adequacy

Is the information presented here in keeping with what you have read the subject in other sources? Questions of this nature call for the reader to compare written sources of information with an eye toward agreement and disagreement and completeness and incompleteness.

Examples and patterns:

- a) Did _____ ever actually _____?
- b) Continue to check on _____.
- c) Why was _____ true? Not true?
- d) Is adequate information given about _____?
- e) Is _____ really _____?
- f) Which ideas are still accepted and which ones are no longer believed?
- g) Label each _____ true or false.
- h) Find proof from other sources that _____?

4) Judgement of appropriateness

What part of the story best describes the main character? Such a question requires the reader to make a judgment about the relative adequacy of different parts of the selection to answer the question. (It is believed that this level should not be limited to the main character, nor should it be limited to just narrative text. One can judge the appropriateness of text support to prove a subject or topic.)

5) Judgement of desirability

Was the character right or wrong in what he or she did? Was his or her behavior good or bad? Questions of this nature call for judgments based on the reader's moral code or his or her value system. The same holds true for judging the moral character of a political, social, or economic policy in informational or expository text as well as evaluating an author's proposal.

Examples and patterns:

- a) Do you like this character?
- b) How do you feel about this character?
- c) Is _____ the right thing to do?
- d) Is _____ acting fairly?
- e) Why was it wrong for _____ to _____?
- f) What do you think of _____'s attitude?
- g) Is a high degree of _____ a good quality to have?

d. Appreciation

At this level of appreciation it deals with student's awareness of the literature, techniques, forms, styles and structures used by writers to stimulate the reader's emotional response. It consists of four types of questions:

1) Emotional response

Students are asked to express their feelings about boredom, fear, entertainment, and others. Thus, it relates to the emotional impact

of the reader and the student is asked to determine the plot or theme on the author's text whether eliciting emotional responses such as happiness or fear.

Examples and patterns:

- a) Are you surprised?
- b) Why did you like or dislike this selection?
- c) Was this selection interesting? Funny?
- d) What part of the story did you find most exciting?
- e) Select your favorite story or passage.
- f) Questions requiring the pupil to respond to the plot.
- g) Did the story have a happy ending?
- h) Which did you enjoy the most?

2) Identification with character

This question will elicit a response from the reader who shows sympathy and empathy with the characters and ideas portrayed by the author.

Examples and patterns:

- a) What words will describe the feelings of _____ ?
- b) How did they feel when _____?
- c) Will _____ be difficult for _____?
- d) Would you _____?
- e) Encourage pupils to identify with _____.
- f) Do you think he will follow the advice?

3) Reaction

It refers to the word choice response used by the author that affects the student's feelings.

Examples and patterns:

- a) Questions requiring recognition or discussion of qualifiers.
- b) Why is a good term?
- c) Demonstrate how _____'s voice sounded when he spoke _____.
- d) What personifications, allegory, puns, malapropisms did the author use?

4) Imagery

It asks students about the techniques used by the author, with the aim of allowing students to see, smell, feel things through reading.

Examples and patterns:

- a) In a mind's-eye picture, how did the look?
- b) Reenact the _____ scene.
- c) How does make you feel?
- d) Take the role of _____. (This goes beyond identification)
- e) Questions requiring appreciation of dialogue may require utilization of this level.
- f) What _____ has the author created?
- g) How did the author cause you to ?

According to (Reves, 2012, p.41) Umalusi's home language instrument based on Barret's taxonomy is instrument which was developed for the comparative analysis of Home Language papers in 2011, includes the finer categorizations of easy, moderate, and difficult. The examples and explanations for each level had to be adjusted and adapted to allign with Barrett's reading comprehension taxonomy levels.

According to (Dupuis, 1982, p.29) Barrett also asserted that the question of understanding good reading on assignments into the following three categories:

1) Ideal

This means that reading comprehension questions are followed by Higher Order Thinking Skills (HOTS) and Low Order Thinking Skills (LOTS) in balanced amounts. HOTS here consists of barrett's level of evaluation and appreciation. Meanwhile, low-level thinking skills include literal and inferential.

2) Moderate

It is said to be moderate when it comes to reading comprehension followed by HOTS (evaluation and appreciation) and LOTS (literal and inferential) but the numbers are not balanced. For example HOTS are 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

There have been several previous studies related to this research on reading comprehension. The first previous study conducted by Wahyuni (2021) this study aimed to analyze the level of questions used in English textbooks based on Barrett's taxonomy. Later, precentage results showed that literal understanding (7.45%), reorganization (0%), Inference (39.36%), evaluation (36.17%), and appreciation (17.02%). This shows that the HOTS questions is dominant over LOTS questions, which is this textbook helpful for teachers as a guide in learning English reading comprehension. On the same side, current research is also investigating reading comprehension questions but focusing on reading comprehension questions on the final test.

The second conducted by (Dewi & Sukarni, 2020) this study aimed to identify the composition of the cognitive level of HOTS and LOTS questions on final tests using Bloom's taxonomy. Based on The results of the study as many as 55 items of questions analyzed showed a comparison between LOTS problem items amounting to 49 as much as (89%) while 6 HOTS questions as much as (10.9%). Thus, it can be said that the final test of the English semester is still dominated by LOTS questions. This research was conducted in elementary school and tends to analyze reading comprehension questions on

final tests designed by teachers. In addition, current research used a different theory to the previous one.

The third previous study conducted by Alif (2019) only focused on the contribution of teacher questions in reading in reading classes. Therefore, the study investigated the practice of asking teachers and teaching reading in junior high school. For findings show that teachers rely on asking strategies. Subsequent findings, the analysis showed that all teachers used Lower Order Thinking Skills (LOTS) level of Bloom's Taxonomy. Thus, teachers should increase the student's level of thinking and asking strategies in the context of a foreign language. The difference between previous studies and current studies is that previous studies tended to analyze classroom teaching practices, whereas these studies analyzed final exam documents so that these researcher became non participant observers.

Another study was conducted by Ali et al. (2017), this study aimed to assess the reading comprehension of 5th grade elementary school students studying in private schools and randomly selected sampling. The theory used is a combination of Barrett's taxonomy and Park's taxonomy of reading comprehension. The results showed that ESL students were relatively better at identifying key ideas that were sub-skills of literal reading comprehension and showed relatively poor student performance in answering reorganization questions than answering literal and inferential comprehension questions in previous research. Researcher combined two theories and tended to compare student's performance in reading comprehension. Meanwhile, the study used

only one theory and analyzed reading comprehension questions on final tests made by teacher.

The next research was done by Umami (2016). Her study was focussing on student's ability to constructing reading question items in english Education Department and student's ability in that question made based on cognitive level of Bloom's taxonomy perspective. Besides, it was conducted at UIN Surabaya. The result showed that the student's ability in constructing reading question items based on cognitive level of Bloom's taxonomy was fair. From the percentage of the test showed that remembering level (11,38%), understanding (15,44%), applying (22,76%), and only 2,43% questions was in creating level, 18,69% in eveluating level, and 29,26% in analyzing level. In contrast, this current research conducted on elementary school and it tended to analyze reading comprehension questions on final test that designed by teacher who teaches at elementary school not teacher's candidate. Moreover, this current research used different theory with the previous one.

For the next research was conducted by Wardana (2014). The research is aimed to know the tendency of questions used in examinations of reading course which is for university students. The result of the study shows that from 100% comprehension questions used in the reading examinations, 46% is literal, 50% is inference, 4% is evaluation and 0% is appreciation and all forms of questions found in the Reading examinations such as Multiple Choice, True or False and Wh- questions. Meanwhile, this research used data

from final test, multiple choices as form and used barret with 4 categories of questions not 5 categories like the previous study.

Furthermore, the thesis of Humos (2014) the study was conducted to explain the importance of comprehension questions in the EFL and to reveal compatibility between comprehension questions in 8th grade textbooks using 5 levels of Barrett's taxonomy thinking skills. Results from the study showed that there was a noticeable difference between higher levels of thinking skills in student's textbook questions and the linguistic phrases used. In contrast, the current study used four levels of Barrett's taxonomy.

Table 2. 2 Research gap

No	Title	Similarities	Differences
1	The Levels Of Questions Used In The English Textbook Entitled "Stop Bullying Now" For The XI Grade Of Senior High School by Ketut Budi and Wahyuni (2021)	<p>The similarities are related to:</p> <ul style="list-style-type: none"> • Used theory of Barret's Taxonomy. • This analysis used descriptive analysis with content analysis. • Focused on all reading comprehension questions. 	<p>The differences are:</p> <ul style="list-style-type: none"> • Used theory of Barret's taxonomy but with four levels such as literal, inferential, evaluation, and appreciation. • This research investigating reading comprehension questions in final test.
2	Higher Order Thinking Questions in English Test of Senior High School by Oktaviana Mayang Dewi and Sukarni (2020)	<ul style="list-style-type: none"> • This research was conducted in senior high school. • The data were sourced from 	<ul style="list-style-type: none"> • This research was tends to analyze reading comprehension questions on final tests designed by

		<p>the final test.</p> <ul style="list-style-type: none"> • The type of research is qualitative. • The technique of collecting data was documentation. 	<p>teachers.</p> <ul style="list-style-type: none"> • Current research used a different theory to the previous one. This research used Barret taxonomy not Bloom's taxonomy.
3	<p>Teacher's Questioning Strategies To Engage Students' Reading Comprehension by Alif and Wening Nur Habibah (2019)</p>	<ul style="list-style-type: none"> • Used qualitative research 	<ul style="list-style-type: none"> • This research was conducted at senior high school not junior high school. • Previous studies tended to analyzed classroom teaching practices, whereas current studies analyzed final exam documents so that became nonparticipant observers. • The theory used Barret's taxonomy with 4 categories not Bloom's taxonomy.
4	<p>Assessing ESL Students' Literal, Reorganization and Inferential Reading Comprehension Abilities by Akhtar Ali, Muhammad Javed, and Ghulam Shabbir (2017)</p>	<ul style="list-style-type: none"> • Analyzed reading comprehension questions 	<ul style="list-style-type: none"> • The previous study aimed to assess the reading comprehension of third grade senior high school and used randomly selected sampling. Where as current

			<p>studies analyzed reading comprehension questions on final test documents so that became nonparticipant observers.</p> <ul style="list-style-type: none"> • The previous study was used to collect the quantitative data. But, current research used content analysis or qualitative research. • The theory of previous study used is a combination of Barrett's taxonomy and Park's taxonomy of reading comprehension. But, current research used only one theory of Barrett's taxonomy with four categories.
5	Student's ability in constructing reading comprehension question items in critical reading class by Risalati Umami (2016)	<ul style="list-style-type: none"> • Used descriptive qualitative method 	<ul style="list-style-type: none"> • The theory of previous study is used Bloom's taxonomy. But, current research used only one theory of Barrett's taxonomy with four categories.

6	Categories of Questions Used in Reading Examinations at the English Department of Widya Mandala Surabaya Catholic University by Selvin Priscilla Wardana (2014)	<ul style="list-style-type: none"> ● This research used data from reading examinations and multiple choices as form. 	<ul style="list-style-type: none"> ● This research was conducted in senior high school. ● This research used data from final test, multiple choices as form and used Barret with 4 categories not 5 categories like the previous study.
7	Eleventh grade comprehension questions in a Palestinian context: a textbook analysis of linguistic phrases by Abu Humos (2014)	<ul style="list-style-type: none"> ● Previous study used Barrett's taxonomy. ● Analyzed reading comprehension questions ● Used qualitative research. 	<ul style="list-style-type: none"> ● Previous studies tended to analyzed HOTS in 8th grade textbook, whereas current studies analyzed final test document in senior high school. ● In contrast, the current study used four levels of Barrett's taxonomy not five levelL.

In brief, what shows the difference between this study and the researcher as a whole is the subject of the study, the purposes, and the theory. Apart from previous research, the novelty of current research tends to analyze multiple choice reading comprehension tests made by teacher in third grade of senior high school and the underlying point is to used four categories of questions according to Barrett's perspective. In short, this study focused on documentation of final tests and English teacher at SMAN 1 Sragen.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research study was used descriptive-qualitative. The characteristics of descriptive data was qualitative because the source was taken from documents, audio recordings, transcriptions, words, etc (Ningi, 2022). Besides, to collect and analyze information to increase the understanding of a topic issue this research used content analysis approach. The content of the analysis focused on analyzing and interpreting recorded material to learn about human behaviour (Creswell, 2013, p.22). So that this study which analyzed how teacher make HOTS questions about reading comprehension in the final test of English based on Barrett's taxonomy perspective. This means that the researcher only need document as the main data. Furthermore, the document is in the form of test and documents collected from teacher in designing the final English test used by students of third grade SMAN 1 Sragen.

B. Research Setting

1. Place Of The Research

The research was carried out in SMAN 1 Sragen. This school located in the Sragen regency. The lesson included all compulsory subjects according to applicable curriculum with addition of choice of school extracurriculum such as PMR, Scout, English conversation club, qira'ah, theater, basketball club, music, and others. Various school facilities that

support teaching and learning activities such as comfortable classrooms, library, sport field, laboratory and etc.

2. Time Of The Research

The researcher conducted the research from October 2022 until December 2023. At that time of the research, many activities included asking for permission to SMAN 1 Sragen, doing the preliminary observation, writing a research proposal, doing seminar proposal, collecting and analysing data, writing the thesis, thesis exam, and submitting the document. There is the schedule of the research:

Table 3. 1 Research Timeline

No	Activites	Oct 2022	Feb 2023	Mar 2022	Apr 2023	Sep 2023	Oct 2023	Dec 2023
1	Title submission and approval							
2	Asked for permission to and Pre Observation							
3	Wrote research proposal							
4	Proposal seminar							
	Colected and analyzed data							
5	Wrote the thesis							
6	Thesis exam							
7	Submitting the document							

C. Research Subject

This study was a non-participant observation because the researcher's subject was just a document. The researcher asked for three document tests created by an English teacher that focused only on reading comprehension

questions on the final test. Then, the researcher analyzed questions about reading and used Barrett's subsequent taxonomy theory as a research instrument

D. Data and Source of the Data

1. Data

Regarding content analysis, the researcher obtained by the researcher through the English exam question sheet. The researcher concern with analyzing teacher ability to construct reading comprehension questions looked at Barrett's taxonomy display. The question asked by the researcher can be answers using data in the form of English exam question sheet. Thus ,in an attemp to classify the data based on Barrett's taxonomy of comprehension, a question reading document designed by English teacher is designed as primary data.

2. Source of the data

The source of data in this study is final test document that has been designed by third grade English teacher SMAN 1 Sragen. The researcher analyzed three unit English final tests (A, B, C) with specific criteria such as question terms and reading section variants listed on the final test. Thus, if the total number of reading comprehension questions accumulated from each English test, there are 60 reading comprehension questions.

In addition, the research document was selected intentionally based on the same criteria and characteristics that represent the question terms used by English teacher on the English final test.

E. 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 required to use suitable instruments. In this study, researchers are the main instrument in collecting data. The Researcher is also equipped with a "check-list" instrument in the form of an analysis format to categorize HOTS questions based on aspects of Barrett's taxonomy. The format of the instrument for the analysis can be seen in the table below:

Table 3. 2 Rubric Analysis

NO	Question	Type of questions				Explanation
		Literal	Inferential	Evaluation n	Appreciation n	

F. Techniques of Collecting the Data

In this study, researcher used established documents as key data. The documents are obtained from the final tests questions made by the teacher. Then, the researcher collected documents to answer research questions that addressed how English teacher structure HOTS questions in students to measure teachers' ability to construct reading question items whether their abilities as low, medium, or high based on Barrett's taxonomy cognitive level.

The document used by the researcher are tests created by English teacher and types of tests in the form of multiple choice. Therefore, the study

collected data in the form of taking English test items for senior high school and selected items only limited by taking reading comprehension tests and analyzing three units document. Those units were selected based on specific criteria:

1. Only take the English test from the latest editions around 2023.
2. Have the same type of questions in the form of multiple choice.
3. Present some questions.
4. Taken from the final test of third grade English

It can be concluded that documentation is the primary source of data collection techniques. Based on these four criteria, researcher analyzed reading question items used checklists in column form. The purpose of a checklist is to classify test items based on the type of reading comprehension question. This means that taxonomy frameworks are used as prior knowledge and guidelines to determine where Barrett's level are listed in question items.

G. Trustworthiness of the Data

The researcher used triangulation to test validity, where results were retrieved from data through content analysis, and the researcher observe the data directly. There are many techniques to ensure accurate data in qualitative data, such as triangulation, member checks, and audits (Raco, 2010, p.134). Triangulation is used to compare data so that the depth of knowledge and understanding will be obtained if there is much data and more than one theory and involves many researchers. Thus, different points of view make one problem solved appropriately and fast.

Member examination means the subject interviewed by the researcher has a role in re-examining what the researcher has a role in re-examining what the researcher wrote about the results of the interview session. In addition, member audits demonstrate the role of experts to accurately create data, such as lecturers or other experts, who must evaluate the research to make the data more credible. That triangulation was checking the validity of research with different data sources by examining evidence from sources. There were four types of triangulation; they are triangulation by sources, by method, by observer and by theories (Creswell 2018, p. 262).

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 ascertain the findings. Then, the analysis of the result found by the researcher was confirmed and consulted to the two validator (lecture and teacher), who is an expert in the field as the validator. The validators validated the analysis result of every reading comprehension questions found by the researcher.

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 12. The researcher found that this question was included as the literal level of Barret's taxonomy. However, two validators stated it was Inferential. Accordingly, the valid result was inferential level. The detailed

information on the different results 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	12	Literal (recognition for detail)	Inferential (Inferring main idea)	Inferential (Inferring main idea)	Inferential (Inferring main idea)
B	2	7	Evaluation (judgement of appropriateness)	Inferential (Inferring main idea)	Inferential (Inferring main idea)	Inferential (Inferring main idea)
	3	18	Inferential (Inferring supporting detail)	Evaluation (judgement of factor opinion)	Evaluation (judgement of factor opinion)	Evaluation (judgement of factor opinion)
C	4	4	Literal (recognition for main idea)	Inferential (Inferring main idea)	Inferential (Inferring main idea)	Inferential (Inferring main idea)

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 12. Meanwhile, on unit B, there are two different items covering items number 7 and 18. On the other hand, in unit C, there is one different item that is item number 4.

H. Data Analysis Techniques

In content analysis, the researcher analyzes data descriptively. 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 researcher using Barrett's taxonomy. Next, the study analyzed the data based on the following steps:

1. Collecting Data

In this step, the data collected is obtained from an English test created by a teacher in the third grade of senior high school. The researcher only took three units it fits specific criteria.

2. Reading all the data

The role of the researcher in getting good information by reading these types of reading questions on the final test of English. Next, the researcher provides a record of the data.

3. Coding the data

Coding in this step means that the researcher analyzes the data using a checklist form. The researcher provides which code is categorized into four levels of Barrett's taxonomy by highlighting sentences and giving colors. The researcher creates table shapes for each English test document. Thus, tables that number four are designed deliberately to summarize and ascertain the researcher in analyzing the data.

4. Presenting the result of analyze of table note

The researcher writes the results of the data analysis into table columns. After that, the researcher first analyzed the questions by paying attention to the four levels of Barrett's taxonomy and then assessed them at their respective levels. Next, the researcher totaled each level presented at each level on the English test unit. It aimed to know the level of dominance presented before grouping these questions into questions of ideal, moderate, or bad reading comprehension.

5. Interpreting the findings and Drawing the conclusion

The last step is to connect the data to the theoretical framework of Barrett's taxonomy and interpret the findings found before concluding the overall study.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

This study was conducted from September 2022 to December 2023. The description of this study is based on the research question, namely, How does the English teacher construct HOTS questions in the final test of the third grade of SMAN 1 Sragen. Based on the source of the data in the previous chapter, there were three final document test that the researcher called unit . The unit is intended to categorize three papers test based on the genre text and topic. The total number of teacher questions about reading comprehension on the last English test units amounted to 60 questions.

Table 4. 1 Total Question

Category	Genre text	Total Question
Test document 1 (Unit A)	Caption text, Letters, Songs lyrics	15
Test document 2 (Unit B)	Discussion text, Giving & Asking opinion	20
Test document 3 (Unit C)	Discussion text	25
Total		60

Based on the research instruments in the previous chapter, in interpret and identify questions based on four of Barrett's taxonomy levels consisting of literal, inferential, evaluation, and appreciation researcher used checklists as the main instruments. On the other hand, each question window has its characteristics to determine the reading comprehension question type. Next, it will be discussed in the following sections:

1. HOTS Questions in Reading Comprehension

Based on the research questions researcher provides the results of reading comprehension questions on the final English test unit A, presented in the graph below.

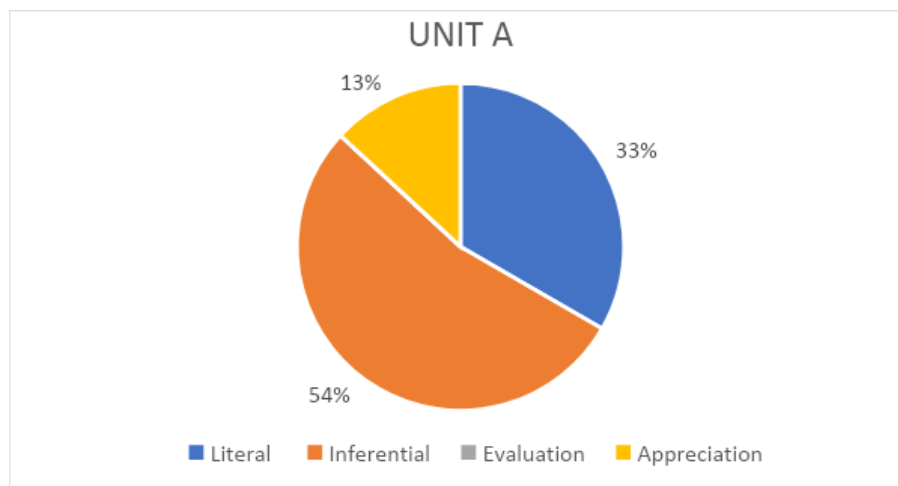


Chart 4. 1 Reading comprehension question on Unit A

Based on the results of the chart above, there are 33% of reading comprehension questions categorized as literal understanding, 54% inferential, 0% are evaluation, and 13% are appreciation. So it can be concluded that the final test unit A only included three levels of reading comprehension questions, namely literal, inferential, and appreciation. In addition, in Barrett's taxonomy, literal and inferential are included as LOTS (lower-order thinking skills), which is more domineering than evaluation and appreciation as a HOTS level (high-order thinking skill).

a. Unit A

1) Literal

The results showed that Unit A consisted of 15 questions, five questions could be categorized into literal level comprehension question. Of these, it is categorized into recognition for details. The literal level attached to numbers 2, 3, 4, 5, 11

a) Recognition for details

Numbers 2, 3, 4, 5, 11 were judged as a literal level because it is categorized into recognition of detail. Recognition of detail means asking the students about explicitly identifying facts in the reading section, such as the character's names, the time of the incident, or the place of the incident.

For example, number 2



What is being offered?

- a. The airport*
- b. The local flight*
- c. A tourism agent*
- d. The district ticket*
- e. An aeroplane ticket*

For example number 3



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For example number 4



Much safer and comfortable if you use it.
 We give you the best quality.



Which one not the feature offered in the ad?

- The quality*
- The safe*
- The comfort*
- The use*
- The shape*

2) Inferential

Unit A found 8 points as the main reason these questions can be assessed to an inferential level. They inferred the inferring supporting detail, inferring main idea, inferring predicting outcome.

Unit A inferential level found 8 inferential level questions and consisted of numbers 1, 6, 7, 8, 9, 10, 12, 13

a) Inferring supporting detail

Questions number 13 were judged as inferring because it was categorized into inferring supporting detail. It meant the question asked about guessing additional facts from the incident in the reading passage.

For example number 13

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments.

The use of seat belt has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars.

The research shows that most car accidents will cause an injury to the head. Frequently, drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since the seat belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belts will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about the safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

What part of the text is the last paragraph?

- a. *Coda*
- b. *Re-orientation*
- c. *Conclusion*
- d. *Reiteration*
- e. *Orientation*

b) Inferring main idea

Then questions number 1, 6, 7, 8, 9, 12 were judged inferring because it was categorized as a poin of inferring main idea in which student ask question to summarize or paraphrase the statement of the reading section.

For example number 1



What can we infer from the brochure?

- a. *The Black bird gives a special price*
- b. *The Black bird doesn't go to Sulawesi*
- c. *The Black bird is located in Surabaya*
- d. *The Black bird offeres luxurious cars*
- e. *The Black bird is the name of the bus*

For example number 6



What is the topic of the text?

- a. *Evaluating the need of new widgets*
- b. *Fulfilling the lack of production team*
- c. *Promoting the product of the company*
- d. *Giving overview about campani, Inc.*
- e. *Discussing the product of pet supply provider*

c) Inferring predicting outcome

Then numbers 10 was judged as inferring because the questions were categorized into inferring predicting outcome. It meant the questions asked, the student must predict the outcome of some information explicitly stated in the text. As presented in number 10 unit A

For example number 10

Anna, I'm leaving. Don't forget to make up your bed and take breakfast. I have prepared it for you.

What will Anna do after reading the message?

- a. *Leave the house*
- b. *Prepare breakfast*
- c. *Prepare a meal*
- d. *Forget everthing and leave*
- e. *Make up her bed and take breakfast*

3) Evaluation

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

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

4) Appreciation

This unit found 2 point as the main reason type could be judged into appreciation level. It was reaction and imagery. It consisted of number 14, 15

a) Reaction

Number 14 was judged as appreciation because the question were categorized into reaction. It meant the question asked student about the word choice response used by the author that affect the student's feelings.

For example number 14

Here some songs for you (: <https://youtu.be/Cfv8d080h4g>)

Trouble is a Friend
 Lenka
 Trouble will find you no mater where you go, oh oh
 No Matter if you're fast no matter if you're slow, oh oh
 The eye of the storm and the cry in the morn, oh oh
 Your fine for a while but then start to loose control

 He's there in the dark
 He's there in my heart
 He waits in the winds
 He's gotta play a part
 Trouble is a friend
 Yeah trouble is a friend of mine, oh oh

 Trouble is a friend but trouble is a foe, oh oh
 And no matter what I feed him he always seems to grow, oh oh
 He sees what I see and he knows what I know, oh oh
 So don't forget as you ease on down the road

 So don't be alarmed if he takes you by the arm
 I won't let him win, but I'm a sucker for his charm
 Trouble is a friend
 Yeah trouble is a friend of mine, oh oh

The metaphor used in this song is ...

- a. *He waits in the winds.*
- b. *Trouble is a friend.*
- c. *He takes you by the arm.*
- d. *He's there in my heart.*
- e. *All of the above*

b) Imagery

Number 15 was judged as appreciation because the questions were categorized into judgments of imagery. It meant the question asked students about the techniques used by the author to allow students to see, smell, and feel things through reading.

For example number 15

The writer of this song want the reader's feel that this song teach us to be a/an

- a. *Selfish*
- b. *Weak*
- c. *Wise*
- d. *Upset*
- e. *Bad*

b. Unit B

The result of reading comprehension questions on the final English test of unit B is presented on the chart below.

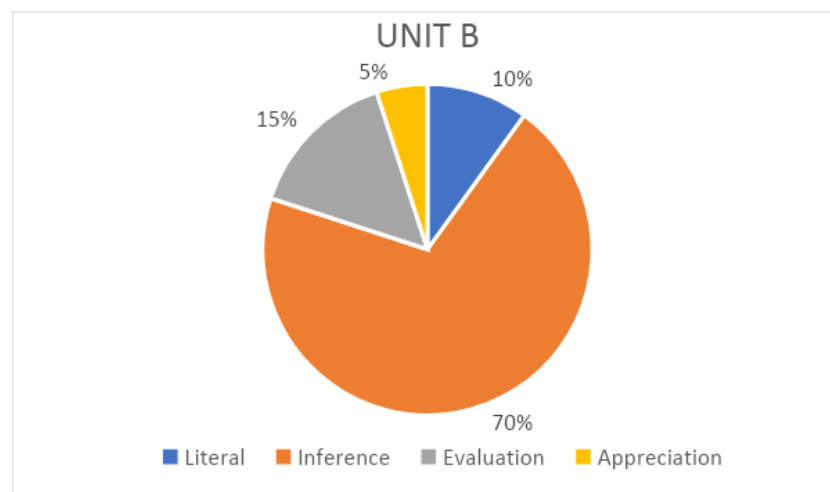


Chart 4. 2 Reading comprehension questions on unit B

The chart showed that 10% of reading comprehension questions were categorized into literal comprehension, 70% were inferential, 15% were evaluation, and 5% were appreciation. Hence, it could be concluded that the final English test on unit B merely covered four levels of reading comprehension questions based on Barret's taxonomy. 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 in unit B, which consisted of 20 questions, two questions could be categorized into literal level comprehension questions. Of these, it is categorized into recognition for details. The literal level attached to numbers 5, 9

a) Recognition for detail

Number 5, 9 were judges as literal because it was categorized into recognition of detail. Recognition of detail means asking the students about explicitly identifying facts in the reading section, such as the names of characters, the time of the incident, or the place of the incident.

For example number 5

The religious group feels objected to birth control because they.....

- a. *Think it's not the government's project*
- b. *Believe it's an immoral practice*
- c. *Suppose it's not a natural practice*
- d. *Are very conservatives*
- e. *Are naïve*

For example number 9

What are Louis and Eva doing? They are...

- a. *Describing infotainment programmes on TV*
- b. *Making people believe in infotainment on TV*
- c. *Reporting the programmes on TV in from if infotainment*
- d. *Presenting good sides dan bad ones of infotainment on TV*
- e. *Showing the steps of making infotainment progrannes on TV*

2) Inferential

In the unit B found 4 points as the main reason these type of questions can be assessed to an inferential level. They were inferring supporting detail, inferring main idea, inferring comparison, inferring figurative language. Besides, inferential level on unit B found 14 questions belonged to inferential level and it consisted of number 1, 2, 3, 4, 6, 7, 8, 11, 13, 14, 15, 17, 19, 20

a) Inferring supporting detail

Number 19, 20 were judged as inferring because the questions were categorized into inferring supporting detail. It meant the questions asked about guessing additional facts from an incident in the reading passage.

For example number 19

Those who disagree with the issue state that smoking is...

- a. *A bad habit*
- b. *A civil right*
- c. *Good for health*
- d. *Killing the smoker*
- e. *Risky for the health*

For example number 20

*It added that the call for a ban “directly violates the harm principle that assumes a person has a autonomy over their own life and body as long they do not hurt other people” (paragraph 4). **This sentence shows... to the issue***

- a. *Agreement*
- b. *Disagreement*
- c. *Approval*
- d. *Good feeling*
- e. *Supportive evident*

b) Inferring main idea

For number 2, 4, 7, 8, 17 were judged as inferring because the point of inferring was mentioned as the inferring main idea. The questions asked the student to summarize or paraphrase a statement from the reading passage.

For example number 2

The main idea of paragraph three is.....

- a. *Younger children are always favorites*
- b. *First borns are expected to be more trouble*
- c. *First borns are always held responsible for thing*
- d. *I was the one always getting punished for causing trouble*
- e. *My parent always had point that I would lead my brother into trouble*

For example number 4

What does the text discuss?

- a. *Family planning*
- b. *The disagreement whit birth control*
- c. *Reason to support family limitation*
- d. *Two different opinions on birth control*
- e. *The religious group which disagrees with birtg control*

c) Inferring comparison

Number 3 were judged as inferring because the question were categorized into inferring comparison. It meant the question asked about similarity implicitly from the selection word used the author on the reading passage. The clue of the question type often found asking synonym and antonym.

For example number 3

I am first born and have a younger brother so I am eligible to answer his question. The synonym of the underlined word is....

- a. Likable
- b. Suitable
- c. Understandable
- d. Available
- e. Single

d) Inferring figurative language

Number 1, 6, 11, 13, 14, 15 were judged as inferring because the questions were categorized into inferring figurative language. Those questions asked about the literal meaning of the selection words used by the author.

For example number 1

What is meant by first born?

- a. The first to be born
- b. The one in the family
- c. The number one in a group
- d. The only child in a family
- e. The one who was born

For example number 11

So far the programmes have become a dilemma for some viewers. Dilemma means..

- a. Duel
- b. Problem
- c. Duo
- d. Choice
- e. Thesis

3) Evaluation

This unit found 2 points as the main reason the question type could be judged into evaluation level. They were a judgement of

factor opinion, judgement of appropriateness. It consist of number 12, 16, 18

a) Judgement of factor opinion

Number 12, 16, 18 were judged as an evaluation because the question type was categorized points into the judgement of factor opinion. Questions of this type require the student to analyze and evaluate the writing on the basis of knowledge he/she has on the subject as well as to analyze and evaluate the intent of the author.

For example number 12

Which one of these sentences is expressing an opinion?

- a. *I need your opinion about infotainment programmes on TV*
- b. *Do you like news that reveals the personal lives of celebrities?*
- c. *To tell you the truth, sometimes I find the gossip interesting*
- d. *Oops I iy's almost nine*
- e. *Do you enjoy it?*

4) Appreciation

This unit found 1 poin as the main reason the question type could be judge into appreciaion level. It was identification with the character. It consist of number 10. It meant the question asked a response from the reader who shows symphaty and emphaty with the character and deas portrayed by the author.

For example number 10

How's Eva feeling about infotainment?

- a. *She rejects it*
- b. *She hates it*

- c. *She's fond of it*
- d. *She disagrees with it*
- e. *She's arguing whit louis*

c. Unit C

The result of reading comprehension questions on the final English test of unit C is presented on the chart below.

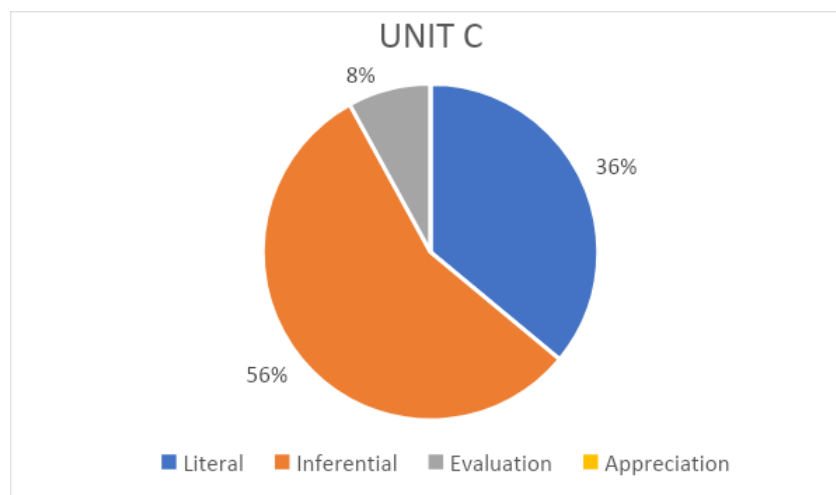


Chart 4. 3 Reading comprehension question on unit C

The chart showed that 36% of reading comprehension questions were categorized into literal comprehension, 56% were inferential, 8% were evaluation, and 0% were appreciation. Hence, it could be concluded that the final English test on Unit C did not cover four level of reading comprehension question based on Barret's taxonomy. Final english test on unit C marelly cover three level of reading comprehension questions namely literal, inferential, and evaluation. In addition, in Barrett's taxonomy literal and inferential are included as LOTS (low order thinking skills), whis is more domineering than evaluation and appreciaion as a HOTS (high order thinking skill)

1) Literal

The result showed that unit C consisted of 25 questions, nine question can be categorized into literal level comprehension question. Of these, it is categorized recognition for detail. The level literal is attached to number 2, 9, 11, 13, 15, 16, 17, 21, 23.

a) Recognition for detail

Number 2, 9, 11, 13, 15, 16, 17, 21, 23 were judged as literal level because it is categorized into recognition for detail. Recognition for detail means asking the students about explicitly identifying facts in the reading section, such as the names of characters, the time of the incident, or the place of the incident.

For example number 2

According to the text, below is not the purpose of campaigning electric transportation to urban people. It is...

- a. *To get better quality of life*
- b. *To have less quality of urban air*
- c. *Reduce carbon emissions*
- d. *To improve mobility*
- e. *Produce healthier air*

For example number 11

Which of one word from the text whose meaning as the process of converting information or data into a code, especially to prevent unauthorized access...

- a. *counterparts*
- b. *tokenization*
- c. *encryption*
- d. *security*
- e. *hassle*

2) Inferential

Unit c found 2 points as the main reason these question can be assessed to an inferential level. They inferred the main idea, inferring figurative language. Unit c inferential level found 14 inferential level questions and consisted of number 1, 3, 4, 5, 7, 8, 10, 12, 18, 19, 20, 22, 24, 25

a) Inferring main idea

Question number 1, 4, 5, 10, 18, 19, 20, 22, 24 were judge as inferring because it was categorized as a point of inferring mentioned inferring main ideas in which students ask questions to summarize or paraphrase the statement of the reading section.

For example number 1

From the text we know that...

- a. *Oil fueled transportation is much better than electric transportation*
- b. *Electric transportation is surely appropriate for rural areas*
- c. *Electric transportation is the only solution for better life in urban areas*
- d. *Electric transportation has to much affordable price than oil-fueled transportation*
- e. *Electric transportation uses safer energy since it can reduce carbon emission.*

For example number 10

What is the main idea of paragraph one?

- a. *E-payment can be understood as payment mechanism using electroic media that does not involve cash B.*
- b. *E-payment system is said as better alternative to cash*
- c. *The Era of Information and Communication Technology (ICT) and digital innnovation lead to dynamic changes in the business environment*
- d. *E-payment transaction dominates todays transaction*

- e. *The E-payment system was introduced to replace cash*

For example number 18

What is the text mainly about?

- a. *The drawback of using the internet*
- b. *The negative impact of using social media*
- c. *A recommendation not to use social media*
- d. *The controversy over sharing problems on social media*
- e. *The negative side of sharing problems on social media*

b) Inferring figurative language

Number 3, 7, 8, 12, 25 were judged inferring because the questions are categorized as figurative. That meant the question asked about the literal meaning of the selection words used by the author.

For example number 3

Electric transportation has potential capacity to reduce carbon emission and improve air quality in urban areas."

What is the closest meaning word?

- a. *Minimize*
- b. *Expand*
- c. *Recycle*
- d. *Decrease*
- e. *Produce*

For example number 7

What is the closest meaning of the word "obsolete" taken from the paragraph above?

- a. *Pay*
- b. *Out of date*
- c. *Increase*
- d. *Add*
- e. *Substitute*

3) Evaluation

For number 6, 14 was judged as an evaluation because the question was categorized points into the judgment of factor opinion. It meant the questions asked students to analyze and evaluate the writing on the basis of the knowledge he/she has on the subject

For example number 6

According to the text below is not the writer's opinion about cashless society

- a. *Cashless transaction is difficult to apply in remote areas of Indonesia*
- b. *Cashless transaction is more convenient since people do not need carry cash*
- c. *The crime rate of cashless transaction is lower since people do not carry cash*
- d. *When system fail, merchant are unable to take payments*
- e. *Cashless is thought to be more than just handy compared to cash which need to print bills and maintain coins*

For example number 14

We identify the existence of modal auxiliary in an argumentative text. Which of modal auxiliary found in the sentence above?

- a. *Be*
- b. *As*
- c. *Does*
- d. *Can*
- e. *That*

4) Appreciation

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

Data obtained from the checklist showed that the inferential level dominates units A, B, and C, and 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 60 questions (Units A, B, C) presented in the chart below.

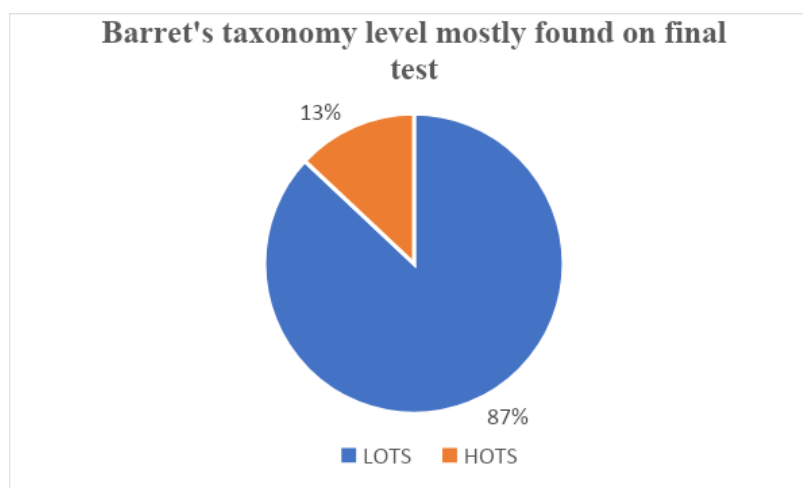


Chart 4. 4 LOTS and HOTS questions

B. Discussion

Regarding with the objective of this study, the researcher attempted to analyze the type of reading comprehension question found on the final English test through several question criteria of Barrett's taxonomy. This discussion is supported by theory to identify differences and similarities of current research with previous theories and research.

This study result show that of the 60 reading comprehension questions consisting of Units A, B, and C, there were 52 LOTS type questions and 8 HOTS type questions, so the percentage obtained is 87% off LOTS and 13% 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 high order thinking skill. This is reaffirmed in the Indonesian curriculum no. 81a 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 to help improve students' understanding in terms of reading.

The findings from the current study are similar to previous studies conducted by (Dewi & Sukarni, 2020). However, the difference is to identify

the composition of HOTS and LOTS question level used another theory that is Bloom taxonomy in the final test, current study is also investigating reading comprehension but focus on reading comprehension on final English test. Based on the final result, there were 55 question item analyzed, showing comparison between LOTS item amount 49 while HOTS item amount 6. It can be concluded that LOTS is still dominates. Although this study used a different theory from previous studies, it has the same result that LOTS rather than HOTS dominate the questions of reading comprehension.

Furthermore, the researcher assumed that the possible causes of reading comprehension questions in the final test were unbalanced or did not yet fully reflect the four levels of Barrett's taxonomy. Perhaps, the teacher wants to provide the type of questions where students can face questions started from the LOTS level then gradually to the HOTS level. This indicates that teachers want to provide opportunities for students to understand literacy techniques to be trained to seek explicit information to understand the part on the test. The statement was corroborated by the number of evaluation levels of 5 items and the appreciation level of 3 items from 60 reading comprehension questions.

In addition, the researcher also assumed that the possible cause of the teacher did not design critical-level questions in the final test is the limitation of the teacher's creativity in developing reading comprehension questions. The teacher was asked to know good understanding questions, so it was not an easy task. Another reason is expressed by (Day & Park, 2005), which argues that if teacher test students through multiple-choice questions, then it is only used to

measure literal and inferential levels. Thus, the use of multiple-choice questions in reading comprehension questions does not provide a place to measure students' ability in evaluation and appreciation.

Based on the entire findings, it can be concluded that the reading comprehension question on the final test did not include four Barrett taxonomic levels in a balanced number, so the three units were classified as "moderate" reading comprehension questions. This is by Barrett, who asserts that the question of reading comprehension is considered "moderate" if the reading comprehension section is followed by LOTS of reading comprehension questions (literal and inferential) and HOTS (evaluation and appreciation) in unbalanced amounts because the findings on each unit prove that LOTS is higher than HOTS.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on findings on the previous chapter, it could be inferred all units of final test presented with the criteria of level on Barrett's taxonomy. Even though, each of unit had different result, for unit A merely reflected 3 level of Barrett's taxonomy such as literal, inferential, and appreciation. In contrast, unit B merely reflected 4 level with Barrett's taxonomy that consisted of literal, inferential, evaluation, appreciation. For unit C reflected 3 levels of Barrett's taxonomy that consisted literal, inferential, and evaluation.

In relation with the result, there were LOTS dominant to be presented on final English test if it was viewed of Barrett's taxonomy. From 60 reading comprehension question classified from 3 unit of final English test, there were 52 LOTS type questions and 8 HOTS type question. So that the percentage obtained is 87% of LOTS and 13% of HOTS character issues on the final test of the third grade students of SMAN 1 Sragen in 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 questions presented on the final test between HOTS (evaluation and appreciation) and LOTS (literal and appreciation) is not in a balanced amount. As well as showed that LOTS was the main concern on the final test.

The researcher assumed that the possible causes of reading comprehension questions in the final test were unbalanced or did not yet fully reflect the four levels of Barrett's taxonomy. Perhaps, the teacher wants to provide the type of questions where students can face questions ranging from the LOTS level then gradually to the HOTS level. This indicates that teachers want to provide opportunities for students to understand literacy techniques to be trained to seek explicit information to understand the part on the test. The statement was corroborated by the number of evaluation levels of 5 items and the appreciation level of 3 items from 60 reading comprehension questions. In Addition teacher can used essai question to increase the students ability in evaluation and appreciation because of the multiple choice questions in reading comprehension does not provide a place to measure students ability ini evaluation and appreciation..

B. Suggestions

Based on the result of the study, the researcher offer some suggestions as follows:

1. For the teacher

It is suggested that teachers should notice the following aspects in designing reading comprehension questions. They can also be concerned about the appropriateness of questions, so the teacher does not merely copy and paste questions for English tests from the internet without noticing the proportion of all levels of questions.

In preparing students to face national examination, teachers could help students understand reading passages 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 Barrett's taxonomy, literal recognition or recall, inference, evaluation, and appreciation of teacher's made tests.

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

2. For School

It is suggested that school should notice to improve the quality of education in accordance with curriculum used so that implementation can be carried out optimally. Besides school also can provide evaluation to the teacher in making questions so that the quality of the questions created can improve students ability

3. For further researcher

The researcher realizes that this reaserch is not perfect. There are still many weakness related to the theory or methods due to limited research capabilities and for subsequent researchers interested in researching reading comprehension questions 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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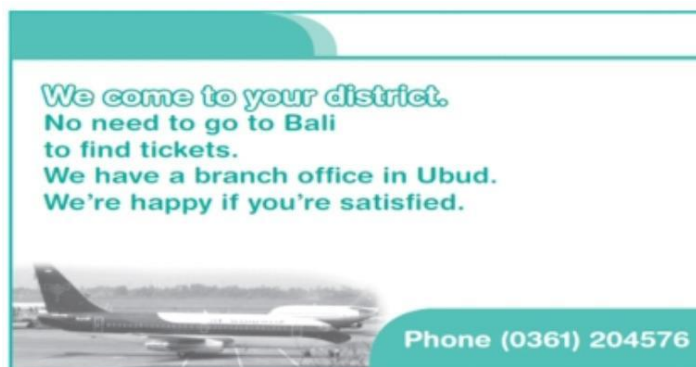
APPENDICES

Appendix 1 Reading comprehension question on final test unit A, B and C

Unit A



1. What can we infer from the brochure?
 - A. The Black bird gives a special price
 - B. The Black Bird doesn't go to Sulawesi
 - C. The Black Bird is located in Surabaya
 - D. The Black Bird offers luxurious cars
 - E. The Black Bird is the name of the bus



- B. The local flight
- C. A tourist agent
- D. The district ticket
- E. An Aeroplane ticket

2. What is being offered?

- A. The airport



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OPEN HOUSE & SCIENCE FAIR MARCH 29, 2008

3. The Delima school offers...?
- International curriculum
 - Ballet class
 - Local degree
 - Cooking class
 - Expensive cost



Much **safer** and **comfortable** if you use it.
 We give you the **best quality**.



4. Which one **NOT** the feature offered in the ad?
- The quality
 - The safe
 - The comfort
 - The use
 - The shape

Woman : Are you waiting for someone?
 Man : Yes. The repairperson told me that he would be here by 3 o'clock, but it is 3:30 already and no one is here.
 Woman : But didn't they say they'd send someone over on Wednesday?
 Man : Yes, they did, and today's Oh, no! You're right. Tomorrow is Wednesday. I've been waiting here for nothing.
 Narrator : What day is this conversation take place?

5. What day is this conversation take place?

- A. Monday
- B. Tuesday
- C. Thursday
- D. Friday
- E. Saturday

Company, Inc.
 123 Alphabet Drive
 Los Angeles, California 90002

15 November 2017

Ms. Jennifer Luke
 Supervisor of Product Development
 Pet Supply Provider, Inc.
 472 Canine Road
 Los Angeles, California 90002

Dear Ms. Luke:

It was a pleasure meeting you at the conference last week. As we discussed, I sincerely believe that the widget gizmo produced by Company, Inc. can greatly streamline your production process. If you are still willing, I would like to bring some of the key members of my team along with me to meet with you at Pet Supply Provider, Inc. We would like to give you an overview of our services and discuss with you the best plan to suit your needs.

Meeting in person would allow us to fully evaluate your wants and needs. Our team is available to meet at time this week or next. Please let me know, at your earliest convenience, when you would be available.

Cordially,
 Harry Williams

6. What is the topic of the text?

- A. Evaluating the need of new widgets
- B. Fulfilling the lack of production team
- C. Promoting the product of the company
- D. Giving overview about campani, Inc.
- E. Discussing the product of pet supply provider

7. Why Mr. Williams and his team suggest Ms. Luke to meet personally
- To value her company's best demand
 - To increase her company's profile
 - To satisfy their company's effort
 - To evaluate their team correctly
 - To gather her team properly

Bio-engineering which is a process in which a set of genes from one plant is a hot topic for debate days.

Those who are in favor of bio-engineering say that bio-engineering could lead to bigger crop yields and 'new and improve' fruit and make it possible to grow the most desirable crops. In addition, they look at bio-engineering as a high-tech version of cross pollination, which happens naturally with certain type of plants.

However, those who are against bio-engineering say that there may be dangers of genetically altered food. There is no telling what the long-term effects of bio-engineering. Furthermore, they add that because it is difficult to control cross-pollination when genetically modified crop inter breed with conventional crops. There is also the risk that some of native or non-modified species would be extinct. We have no idea how bioengineering would impact not only the people who eats the crops, but also the wildlife that feeds on them and the environment as a whole.

8. The text is about
- Process of bio-engineering
 - The risks of modifying species
 - The advantages of bio-engineering
 - Pro and contra about bio-engineering
 - The negative of bioengineering
9. We can conclude from the text that...
- Bio-engineering is a very safe way infa farming
 - There are many risks in bio-engineering products
 - All products of bio-engineering are genetically altered food
 - Bioengineering would impact the wildlife that feeds on them and the environment as a whole
 - Bio-engineering could lead to bigger crop yields, however, there mar be dangers of genetically altered food.

Anna, I'm leaving. Don't forget to make up your bed and take breakfast. I have prepared it for you.

10. What will Anna do after reading the message?

- A. Leave the house
- B. Prepare breakfast
- C. Prepare a meal
- D. Forget everything and leave
- E. Make up her bed and take breakfast

Man : I advise you to eat less and exercise more.
 Woman : First you change my diet; now you want me to exercise.
 Narrator : Who is giving advice?

11. Who is giving advice?

- A. Mother
- B. Teacher
- C. Doctor
- D. Friend
- E. Dentist

Nowadays, the police have been applying the new regulation concerning the use of seat belts. In European countries, this regulation has been applied for a long time. However, this new regulation has become controversial and is an interesting topic to discuss. Here are some of the arguments.

The use of seat belt has been proven to reduce the risk of injury or death in an accident. Seat belt has become a standard component in cars.

The research shows that most car accidents will cause an injury to the head. Frequently, drivers or the passengers driving without seat belts die because of this. By wearing the seat belts, the injury will not happen since the seat belts restrain our body on the car seat when the accident happens.

Unfortunately, many cars, especially the old ones, don't have seat belts. This is because the traffic conditions in the past were unlike the recent traffic conditions. The designer of old cars didn't consider a seat belt as an important part. Besides, the drivers wearing the seat belts will think that they are completely safe, so they may drive carelessly. They are safe, indeed, but how about the safety of others?

The seat belt is only one of the ways to reduce the risk of car accidents. It doesn't mean that we are completely safe. In short, our safety depends on ourselves.

12. What is the writer's intention?

- A. To describe the use of seat belt

- B. To present two points of view about the seat belt
- C. To persuade the readers to use the seat belt
- D. To tell the readers about the use of seat belts
- E. To explain about the use of the seat belt

13. What part of the text is the last paragraph?

- A. Coda
- B. Re-orientation
- C. Conclusion
- D. Reiteration
- E. Orientation

Here some songs for you (: <https://youtu.be/Cfv6d080h4g>)

Trouble is a Friend
Lenka

Trouble will find you no matter where you go, oh oh
No Matter if you're fast no matter if you're slow, oh oh
The eye of the storm and the cry in the morn, oh oh
Your fine for a while but then start to loose control

He's there in the dark
He's there in my heart
He waits in the winds
He's gotta play a part
Trouble is a friend
Yeah trouble is a friend of mine. oh oh

Trouble is a friend but trouble is a foe, oh oh
And no matter what I feed him he always seems to grow, oh oh
He sees what I see and he knows what I know, oh oh
So don't forget as you ease on down the road

So don't be alarmed if he takes you by the arm
I won't let him win, but I'm a sucker for his charm
Trouble is a friend
Yeah trouble is a friend of mine, oh oh

14. The metaphor used in this song is ...

- A. He waits in the winds.
- B. Trouble is a friend.
- C. He takes you by the arm.
- D. He's there in my heart.

E. All of the above

15. The writer of this song want the reader's feel that this song teach us to be

a/an person

A. selfish

B. weak

C. wise

D. upset

E. bad

Unit B

Text 1

What are the advantages and disadvantages of being the first-born child or oldest child?

I am first born and have a younger brother so I am eligible to answer this question. Let's start with pro's that usually new parents are more excited for the first born as it is an entirely new experience for them. Therefore, parents want everything good for the child and want to spend more time and energy with the baby. First borns are pampered a lot, get everything nice be it clothes, toys etc.

However, fame of being first is short lived and crashes as younger one is born giving rise to jealousy. I was told by my parents I wanted my mom to throw my baby brother out of the hospital window a few hours after he was born.

First-borns are always held responsible for things, I was the one always getting punished for causing trouble, my parents always had a point that I would lead my brother into trouble (it was right most of the time). Even later as adults, firstborns are expected to be more responsible. Younger children are always favorites. First borns are expected to take care of younger ones.

Taken from: <https://www.quora.com/What-are-the-advantages-and-disadvantages-of-being-the-first-born-child-or-oldest-child-What-can-one-do-to-make-their-life-better-as-an-older-sibling>

1. What is meant by first born?
 - A. The first to be born
 - B. The one in the family
 - C. The number one in a group
 - D. The only child in a family
 - E. The one who was born
2. The main idea of paragraph three is
 - A. younger children are always favorites
 - B. first borns are expected to be more trouble
 - C. first borns are always held responsible for things
 - D. I was the one always getting punished for causing trouble
 - E. my parents always had point that I would lead my brother into trouble
3. I am first born and have a younger brother so I am eligible to answer this question. The synonym of the underlined word is

A. likable	C. understandable	E. single
B. suitable	D. available	

Text 2

Birth Control

Most people agree that some form of family limitation or spacing is desirable for the good of the family and society. But individuals and groups—especially religious groups—differ sharply on the methods of birth control that they consider moral and acceptable.

Couples that practice birth control do so for various reasons. They may want to limit or space their children or to have no children at all. Young couples often postpone having children so that both partners can work full-time. Other couples space their children so they can give each child as much attention as possible. Some women are advised by their doctors to avoid pregnancy for health reasons. In many countries with rapidly growing populations, the government encourages couples to limit the size of their families.

Even though birth control has gained in acceptance, opposition to the practice is continuous. Some people fear that birth control encourages sexual relations outside marriage or that the government might impose birth control. Some religious groups oppose birth control on moral grounds.

Some religious groups teach that artificial methods of birth control are immoral because they separate the two purposes of intercourse in marriage—conjugal love and the procreation of children. Although they oppose all artificial birth control, they consider natural family planning acceptable.

Taken from: <https://grammar.co.id/discussion-text/>

4. What does the text discuss?
- Family planning.
 - The disagreement with birth control.
 - Reason to support family limitation.
 - Two different opinions on birth control.
 - The religious group which disagrees with birth control.
5. The religious group feels objected to birth control because they....
- think it's not the government's project
 - believe it's an immoral practice
 - suppose it's not a natural practice
 - are very conservatives
 - are naive
6. "Some religious groups teach that artificial methods of birth control are...." The underlined word is similar to...
- artful
 - realistic
 - sincere
 - natural
 - non natural

Text 3

Drinking coffee in the morning while having bread and jam is really enjoyable. However, drinking too much coffee is not good for our health. You may become addicted and, in the long run, the coffee may cause adrenal exhaustion.

7. What is the topic of the text?
- Drinking coffee
 - Drinking coffee is not good
 - Coffee is not good for our health
 - Coffee may cause adrenal exhaustion
 - Drinking in the morning while having bread
8. The conclusion of the text would be....
- coffee is not good for our health
 - people only drinks coffee in the morning
 - some people love drinking coffee but others don't
 - coffee has no positive effects while the negatives are many
 - drinking coffee can be done anytime you want to

Text 4

Louis : Eva. I need your opinion about infotainment programmes on TV.
 Eva : Infotainment programmes? What's the problem?
 Louis : Do you like news that reveals the personal lives of celebrities?
 Eva : Well, I watch it when I have nothing to do.
 Louis : Do you enjoy it?
 Eva : To tell you the truth, sometimes I find the gossip interesting.
 Louis : I think so, too. But many people condemn the content of the infotainment programmes. The programmes sometimes go too far into the personal lives of people.
 Eva : I can understand that. People who are fond of infotainment programmes believe that the information is based on fact.
 Louis : Right. But I also think that the programs can encourage celebrities to act positively in public.
 Eva : So far the programmes have become a dilemma for some viewers. On the one hand, the programmes run stories on how celebrities build their career. On the other hand, they can also bring terrible consequences.
 Louis : Oops! It's almost nine. I have something important to do. Thanks for your opinion. It will help me with my article. See you.
 Eva : See you and good luck.

9. What are Louis and Eva doing? They are...
- describing infotainment programmes on TV
 - making people believe in infotainment on TV
 - reporting the programmes on TV in form of infotainment
 - presenting good sides dan bad ones of infotainment on TV
 - showing the steps of making infotainment programmes on TV
10. How's Eva feeling about infotainment?
- She rejects it.
 - She hates it.
 - She's fond of it.
 - She disagrees with it.
 - She's arguing with Louis.
11. So far the programmes have become a dilemma for some viewers. Dilemma means....
- duel
 - problem
 - duo
 - choice
 - thesis
12. Which one of these sentences is expressing an opinion?
- I need your opinion about infotainment programmes on TV.
 - Do you like news that reveals the personal lives of celebrities?
 - To tell you the truth, sometimes I find the gossip interesting.
 - Oops! It's almost nine.
 - Do you enjoy it?
13. Even if solar energy is cheaper than fossil fuels, the equipment for converting sunlight into electricity is very expensive to buy and many people can't afford it. The underlined word is similar to....
- so
 - despite
 - and
 - then
 - though
14. Nuclear power costs about the same as coal, so it's not expensive to make. On the other hand, nuclear power is very dangerous and can cause major disasters. The underlined word is similar to....
- therefore
 - in addition
 - despite
 - on contrast
 - similarly
15. Mobile phones are very convenient because you can make calls from nearly anywhere even in emergency situations. Mobile phones make communication easier, but making calls while driving a car or motorcycle is dangerous and against the law. The underlined word is similar to....
- when
 - in spite of
 - however
 - in short
 - despite
16. "... the lack of support from the team leader, we achieved this year's selling target." What is the correct answer?
- In spite of
 - Although
 - Though
 - However
 - But

Text 5

Smoking is harmful and should be stopped. Almost six million people in England smoke, and tobacco remains the single biggest cause of preventable illness and death. Tobacco smoke can cause cancer, stroke and heart disease, with smoking-related illnesses costing the NHS £17 billion a year, according to campaign group Action on Smoking and Health (ASH).

An independent government-commissioned review, which last year recommended proposals similar to those announced by Sunak, argued that tackling tobacco use and supporting smokers to quit would help prevent 15 types of cancer – including lung cancer, throat cancer and acute myeloid leukemia. Recent data showed that one in four deaths from all cancers were estimated to be from smoking.

However, smokers and the groups who advocate on their behalf argue that their habit is a civil right, even if it kills the smoker. In a report published in 2019, the smokers' group Forest argued that "smokers are the canaries for civil liberties".

It added that the call for a ban "directly violates the harm principle that assumes a person has autonomy over their own life and body as long as they do not hurt other people".

As The Spectator editor Fraser Nelson pointed out on Twitter, plans to phase out the sale of cigarettes could lead to the absurd situation where pensioners will have to produce ID to prove which side of the ever-moving line of legality they are on.

17. The best title for the text is....
- good side of smoking
 - effects of banning smoking
 - negative impacts of smoking
 - pros and cons of a smoking ban
 - smokers agree to stop smoking

18. The arguments supporting the issues are in paragraph....
- A. one and two
 - B. three and four
 - C. one and three
 - D. four
 - E. five
19. Those who disagree with the issue state that smoking is....
- A. a bad habit
 - B. a civil right
 - C. good for health
 - D. killing the smoker
 - E. risky for the health
20. It added that the call for a ban "directly violates the harm principle that assumes a person has autonomy over their own life and body as long as they do not hurt other people" (paragraph 4). This sentence shows... to the issue.
- A. agreement
 - B. disagreement
 - C. approval
 - D. good feeling
 - E. supportive evident

Unit C

TEXT 1

ELECTRIC TRANSPORTATION

Electric transportation can be a sustainable solution to reduce carbon emissions and improve mobility in urban areas. Electric transportation has potential capacity to reduce carbon emissions and improve air quality in urban areas. By adopting electric transportation, it is also expected to improve the quality of life. Below are the arguments.

First, electric transportation is a promising solution to address climate change and urban mobility challenges. It has the potential to reduce carbon emissions, improve air quality, and enhance the quality of life in urban areas.

Second, electric transportation is not only environmentally friendly but also has more advanced technology than oil-fueled transportation.

From the arguments above, it is definitely true that electric transportation can be a sustainable solution to reduce carbon emissions and improve mobility in urban areas.

1. From the text, we know that ...
 - A. Oil-fueled transportation is much better than electric transportation.
 - B. Electric transportation is surely appropriate for rural areas.
 - C. Electric transportation is the only solution for better life in urban areas.
 - D. Electric transportation has much affordable price than oil-fueled transportation.
 - E. Electric transportation uses safer energy since it can reduce carbon emission.
2. According to the text, below is not the purpose of campaigning electric transportation to urban people. It is ...
 - A. to get better quality of life
 - B. to have less quality of urban air
 - C. reduce carbon emissions
 - D. to improve mobility
 - E. produce healthier air
3. "Electric transportation has potential capacity to reduce carbon emissions and improve air quality in urban areas." (See paragraph one)
 What is the closest meaning of the underlined word?

A. Minimize	D. Decrease
B. Expand	E. Produce
C. Recycle	

TEXT 2

Cashless Society

A cashless society is one in which financial transactions are conducted without the usage of cash. Many modern financial processes and transactions are now taking place without the use of currency. Instead, all transactions are conducted electronically, with debit or credit cards or payment services. Like two sides of a coin, a cashless society has its own advantages and weaknesses.

The advantage of cashless society is convenience. People do not need to carry cash when they want to make a transaction. Another advantage is that crime rates are lower. Carrying cash makes people a high-value target for thieves. It will be impossible to track their money or show that it is theirs once it has been removed from their wallet and placed in a criminal's wallet.

Similarly, in a cashless society, financial crime should disappear. Cash is commonly used in unlawful activities, such as illegal gambling or drug trafficking, because there is no record of the transaction and the money is easier to launder. Furthermore, going cashless is thought to be more than just handy. Printing bills and minting coins both cost money. Businesses must store money, obtain more when they run out, deposit cash when they have an excess of it, and in some situations, pay firms to transfer cash safely. To defend their branches from physical bank robberies, banks hire massive security teams. In a cashless future, wasting time and energy moving money around and protecting big sums of cash may become obsolete.

Going cashless, on the other hand, may be more difficult than useful. First of all, electronic payments do not have the same level of privacy as cash payments. Hackers are the electronic equivalents of bank robbers and muggers. People are more vulnerable to hackers in a cashless culture.

Secondly, glitches, outages, and unintentional errors can all cause issues, leaving buyers unable to purchase items needed. Similarly, when systems fail, merchants are unable to take payments. Finally, negative interest rates may have a more direct impact on consumers once all money is electronic. Customers can easily withdraw their cash from the bank if they do not like the fees, therefore banks are constrained in their capacity to pass on those expenses. Customers may have to accept any additional fees if they are unable to withdraw cash from the bank in the future.

According to the arguments above, it is true that a cashless society has its own advantages and weaknesses.

4. The thesis of the text above can be found in paragraph ...
 - A. 1
 - B. 2
 - C. 3
 - D. 4
 - E. 5
5. From the text, we know that ...
 - A. All transactions are conducted electronically if only they are more than one million.
 - B. Cashless transactions trigger consumerism.
 - C. People feel convenient to have cashless transaction since they do not need to carry cash.
 - D. People mostly choose cash-based transaction to save time and energy.
 - E. Carrying cash can now be easier than cashless.
6. According to the text, below is not the writer's opinion about cashless society.
 - A. Cashless transaction is difficult to apply in remote areas of Indonesia.
 - B. Cashless transaction is more convenient since people do not need to carry cash.
 - C. The crime rate of cashless transaction is lower since people do not carry cash.
 - D. When system fail, merchants are unable to take payments.
 - E. Cashless is thought to be more than just handy compared to cash which needs to print bills and mint coins.
7. What is the closest meaning of the word "obsolete" taken from the paragraph above?
 - A. Pay
 - B. Out of date
 - C. Increase
 - D. Add
 - E. Substitute
8. Below is the meaning of "e-payment".
 - A. A type of electronic card which is used for transactions made online through a computer or a smartphone.
 - B. A machine-readable code consisting of an array of black and white squares, typically used for storing URLs.
 - C. Investment
 - D. The process of transmitting funds and data.
 - E. Electronic payments for transactions made on the internet.

TEXT 3

E-payment System

The Era of Information and Communication Technology (ICT) and digital innovation lead to dynamic changes in the business environment, where business transactions continue to shift from cash-based transactions to electronic-based transactions. The e-payment system was not introduced to replace cash but as a better alternative to cash and trade barter. E-payment can be understood as a payment mechanism using electronic media that does not involve cash. Why e-payment system said as better alternative to cash is based on the following arguments.

Firstly, e-payment system reduces transaction cost. Paper-based payments are a hassle for both businesses and suppliers. Not only are paper-based payment methods expensive, but they are also slow. It can take upwards of two weeks for a check to clear. By contrast, accepting a paperless process with electronic payments is relatively simple. Digital payment methods have the advantage of being faster, safer, easier to collect, and less expensive to the business. By incorporating electronic payment methods into your business's account payable process, your Accounts Payable (AP) department can realize saving on every invoice.

Secondly, e-payments are much more efficient and safer than their traditional, paper-based counterparts. E-payment methods and systems offer multiple ways of securing your payments, such as payment tokenization, encryption, Secure Sockets Layer (SSL), and more. Although digital solutions are not immune to hackers and security breaches, most e-payment providers also have a host of data experts and engineers working to keep your payment information safe. Since e-payments are made digitally, funds are transferred much faster relative to traditional payment methods like checks. E-payments allow users to make payments online at any time, from anywhere in the world, and also remove the need to go to banks. Faster electronic payments, like virtual cards, empower businesses to improve security, visibility, and efficiency all while lowering costs and saving time on manual processes.

From the arguments above, it can be said that e-payment system is better alternative to cash for its speed, convenience, and effectiveness.

9. According to the writer, e-payment system ...
 - A. Cost more expensive since it needs a host of data experts and engineers.
 - B. Is relatively difficult for business's account payable process.
 - C. Has complicated method in collecting the data.
 - D. Is much efficient, safer and cheaper.
 - E. Needs much transaction cost.
10. What is the main idea of paragraph one?
 - A. E-payment can be understood as a payment mechanism using electronic media that does not involve cash.
 - B. E-payment system is said as better alternative to cash.
 - C. The Era of Information and Communication Technology (ICT) and digital innovation lead to dynamic changes in the business environment.
 - D. E-payment transactions dominates today's transaction.
 - E. The e-payment system was introduced to replace cash.
11. Which of one word from the text whose meaning as the process of converting information or data into a code, especially to prevent unauthorized access?

A. counterparts	C. encryption	E. hassle
B. tokenization	D. security	
12. The word they on the sentence below refers to ...

"Not only are paper-based payment methods expensive, but they are also slow." (See paragraph 2)

A. transaction cost	D. <u>Digital payment methods</u>
B. Paper-based payments	E. paper-based payment methods
C. businesses and suppliers	
13. Below is not the supporting detail found in paragraph three.
 - A. E-payment methods and systems offer multiple ways of securing your payments.
 - B. Most e-payment providers also have a host of data experts and engineers working to keep your payment information safe.
 - C. Funds are transferred much faster relative to traditional payment methods like checks.
 - D. E-payments allow users to make payments online at any time, from anywhere in the world, and also remove the need to go to banks.
 - E. E-payments are much more efficient and safer than their traditional, paper-based counterparts.
14. E-payment can be understood as a payment mechanism using electronic media that does not involve cash. (see paragraph one)

We identify the existence of modal auxiliary in an argumentative text. Which of modal auxiliary found in the sentence above?

- | | | |
|-------|---------|---------|
| A. Be | C. Does | E. That |
| B. As | D. Can | |

15. Below is not the technical term found in paragraph two of the text.
- | | |
|-------------------------|---------------------------------------|
| A. department | D. <u>Digital payment methods</u> |
| B. e-payment system | E. business's account payable process |
| C. Paper-based payments | |
16. Below is not the abstract noun found in paragraph three of the text.
- | | | |
|--------------|----------------|---------------|
| A. solutions | C. information | E. efficiency |
| B. experts | D. visibility | |
17. Below is the action verb found in paragraph three of the text.
- | | | |
|------------|----------------|-----------|
| A. offer | C. traditional | E. accept |
| B. methods | D. withdraw | |

TEXT 4

Nowadays people use the internet to communicate with others. Many of them share their feelings, ideas, opinions, and problems in social media. In fact, sharing problems on social media embarrasses themselves and really annoys others.

Those who share their problems on social media networks really irritate other people. Social networks are not the place for sharing personal problems. Reading someone's personal problems on internet is really a nuisance.

Besides, one who shares problems on social media only shames himself. Other people who read about them will think that he has a miserable life. It will be bad if those who read his statues are his boss or coworkers.

In my opinion, netizens should not share their problems on social networks. It is better for them to write their feelings in a diary or have a private talk with friends. Personal problems shared on the social media only show their negative side.

18. What is the text mainly about?
- The drawbacks of using the internet.
 - The negative impact of using social media.
 - A recommendation not to use social media.
 - The controversy over sharing problems on social media.
 - The negative side of sharing problems on social media.
19. As stated in the second paragraph, sharing problems on social media make other people ...
- | | | |
|------------|------------|---------------|
| A. Puzzled | C. Annoyed | E. interested |
| B. Worried | D. Shocked | |

TEXT 5

Nowadays, the system of payment gradually changes. Most people use debit cards instead of cash to make payment. They think it is more effective, efficient, easier, and simpler. However, there are still arguments about the use of debit cards as a method of payment.

Well, if we use the card, we will say that the card is so practical. We don't need to count how much we should pay. When paying in cash, people are afraid of making mistakes in counting the banknote for both the payment and the change. With debit cards, the mistakes made is smaller.

Moreover, we should know that the debit cards are safer than money. Suppose we bring a lot of money when travelling. If it is lost or stolen, we might be left with nothing in our hands. However, if we bring a debit card, we can just phone the bank which issues the card to block it. On the other hand, people who disagree on the use of debit card will say that its use is so limited. When we buy something in a traditional market, or a vendor, for example, we cannot pay using a credit card.

Another thing is that, if we want to use the card, we should make a purchase at minimum amount. If we make less than the minimum transaction, we cannot make use of the card.

For those reasons we think that credit cards are not fully effective as a means of payment. We should trace the incoming and ongoing money in our account. Besides, we have to control our habit of buying first, paying later habit. Otherwise, without being realized we are charged a lot. We don't have to use credit cards if not necessary.

(Taken from Strategi Khusus Menghadapi Ujian Nasional SMA/MA)

20. What is the text about?
- | | |
|--|---|
| A. How to do a cashless-transaction. | D. The advantages of using debit cards. |
| B. The disadvantages of paying in cash. | E. Different payment systems. |
| C. The advantages of using credit cards. | |
21. According to the text, one advantage of using debit card is ...
- | | |
|---|--|
| A. It cannot be stolen. | D. The possibility of mistakes in counting is smaller. |
| B. It is as practical as using cash. | E. We can make a purchase at minimum amount. |
| C. We can use it everywhere for shopping. | |
22. What is paragraph 3 about?
- | | |
|--|-----------------------------------|
| A. Debit cards for travelling. | D. What to do when you lose cash. |
| B. The advantage of debit cards over cash. | E. How to bring a debit card. |
| C. The safety system of debit cards. | |

TEXT 6

Many people say that extracurricular activities keep students busy beyond the school hours. But, extracurricular activities show great benefits for the students. The following are some reasons that extracurricular activities are beneficial.

First, when a student participates in groups that or on teams for an extended time, she shows that she is committed to the activity. The activity she chooses shows a college admission department, or hiring company for the future. The student must learn to balance both academics and outside activities. It shows responsibility and specific skills.

In addition, the extracurricular involvement allows students to make new friends, build relationships, and develop social networks that make school easier to navigate. Students in a particular group or on a team share at least one common interest. They may spend a lot of time together, especially participants of a team with regular practices.

Moreover, the focused nature of extracurricular activities allows students to explore their interests while still in school. Obvious choices for extracurriculars are those that match current skills or passions. A student with a strong singing voice may naturally lean toward the show choir, for example. These groups and activities also give students a chance to test out potential interests.

From the reasons, it can be concluded that regular participation in an extracurricular activity builds a variety of skills in students and build specific skills related to the focus of the group.

23. According to the third paragraph, participating in extracurricular activities may help students to....

- A. decide what college department they are going to take
- B. develop their specific skills
- C. build relationship and social networks
- D. explore their interests
- E. focus on their academic and outside activities

24. It can be inferred that...

- A. students with extracurricular activities are more experienced
- B. most students cannot balance their academic and outside activities
- C. students get nothing when they participate in extracurricular activities
- D. students can explore their interests without supervision
- E. students have to compete with others in groups or teams

25. "Obvious choices for extracurriculars are those that match current skills or passions." (See paragraph 4)

The underlined word is closest in meaning to ...

- A. fuzzy
- B. doubtful
- C. visible
- D. unknown
- E. clear

Appendix 2 Data Validation

Data Validation

UNIT A

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
1	<p>What can we infer from the brochure?</p> <p>A. The Black bird gives a special price</p> <p>B. The Black Bird doesn't go to Sulawesi</p> <p>C. The Black Bird is located in Surabaya</p> <p>D. The Black Brid offers luxurious cars</p> <p>E. .The Black Bird is the name of the bus</p>		√			This question belongs to inferring main idea , because it asked students to summarize statements from reading section.	√	√
2	<p>What is being offered</p> <p>A. The airport</p> <p>B. The local flight</p> <p>C. A tourist agent</p> <p>D. The district ticket</p> <p>E. An Aeroplane ticket</p>	√				It was categorized into recognition for detail in which the question asked about	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
						identifying explicitly fact on reading passage.		
3	The Delima school offers...? A. International curriculum B. Ballet class C. Local degree D. Cooking class E. Expensive cost	√				This question belongs to recognition for detail , because it asked students about identifying explicitly fact on reading passage.	√	√
4	Which one NOT the feature offered in the ad? A. The quality B. The safe C. The comfort D. The use E. The shape	√				This question belongs to recognition for detail , because it asked students about identifying explicitly fact on reading passage.	√	√
5	What day is this conversation take place? A. Monday B. Tuesday C. Thursday	√				It was categorized into recognition for detail . It meant the questions	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
	D. Friday E. Saturday					ask about text detail that occurred in the text		
6	What is the topic of the text? A. Evaluating the need of new widgets B. Fulfilling the lack of production team C. Promoting the product of the company D. Giving overview about campani, Inc. E. Discussing the product of pet supply provider		√			It was categorized into inferring main idea because in which the question asked student summarize from the reading passage.	√	√
7	Why Mr. Williams and his team suggest Ms. Luke to meet personally A. To value her company's best		√			It was categorized into inferring main idea in which the question asked	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
	<p>demand</p> <p>B. To increase her company's profile</p> <p>C. To satisfy their company's effort</p> <p>D. To evaluate their team correctly</p> <p>E. To gather her team properly</p>					student summarize from the reading passage..		
8	<p>The text is about</p> <p>A. A.Process of bio-engineering</p> <p>B. The risks of modifying species</p> <p>C. C.The advantages of bio-engineering</p> <p>D. Pro and contra about bio-engineering</p> <p>E. E.The negative of bioengineering</p>		√			It was categorized into inferring main idea in which the question asked student summarize from the reading passage..		
9	<p>We can conclude from the text that...</p> <p>A. Bio-engineering is a very safe way infa</p>		√			It was categorized into inferring main idea . It meant	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
	farming B. There are many risks in bio-engineering products C. All products of bio-engineering are genetically altered food D. Bioengineering would impact the wildlife that feeds on them and the environment as a whole E. Bio-engineering could lead to bigger crop yields, however, there may be dangers of genetically altered food.					the questions ask about the main ideas that are not explicitly in the text.		
10	What will Anna do after reading the message? A. Leave the house B. Prepare breakfast		√			This question belongs to inferring predicting	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
	C. Prepare a meal D. Forget everything and leave E. Make up her bed and take breakfast					outcome , because it asked about possible results from the beginning of the text.		
11	Who is giving advice? A. Mother B. Teacher C. Doctor D. Friend E. Dentist	√				It was categorized into recognition for detail . It meant the question asked about explicitly fact on the reading passage.	√	√
12	What is the writer's intention ? A. To describe the use of seat belt B. To present two points of view about the seat belt C. To persuade the readers to use the		√			It was categorized into inferring main idea . It is meant the questions ask about the main idea that are not explicit in the text	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
	seat belt D. To tell the readers about the use of seat belts E. To explain about the use of the seat belt							
13	What part of the text is the last paragraph? A. Coda B. Re-orientation C. Conclusion D. Reiteration E. Orientation		√			It was categorized into inferring supporting detail because those questions asked about what is not written explicitly in the text	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
14	The metaphor used in this song is ... A. He waits in the winds B. Trouble is a friend C. He takes you by the arm D. He's there in my heart E. All of the above				√	It was categorized into point of reaction because it refers to the word choice response used by the author that affect the student's feelings.	√	√
15	The writer of this song want the reader's feel that this song teach us to be a/an person. A. selfish B. weak C. wise D. upset E. bad				√	The question belong to imagery because it asked the student about the techniques used by the author , with the aim of allowing student to see, smell, feel thigs through reading.	√	√

UNIT B

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Litera l	Inferential	Evaluatio n	Appreciation			
1	What is meant by first born? A. The first to be born B. The one in the family C. The number one in a group D. The only child in a family E. The one who was born		√			It was judged as inferring because it was categorized point of inferring mentioned This question belongs to inferring figurative language , because it asked students about the literal meaning.	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Litera l	Inferential	Evaluatio n	Appreciation			
2	<p>The main idea of paragraph three is.....</p> <p>A. Younger children are always favorites</p> <p>B. First borns are expected to be more trouble</p> <p>C. First borns are always held responsible for thing</p> <p>D. I was the one always getting punished for causing trouble</p> <p>E. My parent always had point that I would lead my brother into trouble</p>		√			It was judged as inferring because it was categorized point of inferring mentioned This question belongs to inferring main idea , because it asked students to summarize statements from reading section.	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Litera l	Inferential	Evaluatio n	Appreciation			
3	I am first born and have a younger brother so I am <u>eligible</u> to answer this question. The synonym of the underlined word is.... A. Likable B. Suitable C. Understandable D. Available E. .Single		√			It was categorized into inferring comparison in which the questions asked its similarity or differences implicitly from the selection word used by the author on the reading passage.	√	√
4	What does the text discuss? A. Family planning B. The disagreement with birth control C. Reason to support family limitation D. Two different opinions on birth control E. The religious group which disagrees with birth control		√			It was categorized into inferring main idea in which the question asked student summarize from the reading passage..	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Litera l	Inferential	Evaluatio n	Appreciation			
5	The religious group feels objected to birth control because they..... A. Think it's not the government's project B. Believe it's an immoral practice C. Suppose it's not a natural practice D. Are very conservatives E. Are naïve	√				It was categorized into recognition for detail in which the question asked about identifying explicitly fact on reading passage.	√	√
6	“some religious groups teach that <u>artificial</u> methods of birth control are.... “the underlined word is similar to.... A. Artful B. Realistic C. Sincere D. Natural E. Non natural		√			It was judged as inferring because it was categorized point of inferring mentioned This question belongs to inferring figurative language , because it asked students about the literal meaning.	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Litera l	Inferential	Evaluatio n	Appreciation			
7	What is the topic of the text? A. Drinking coffe B. Drinking caffe is not good C. Caffee is not god for our health D. Coffe may cause adrenal exhaustion E. Drinking in the morning while having bread		√			It was categorized into i.nferring main idea in which the questions aksed student to summarize or paraphrase statement from the reading passage	√	√
8	The conclusion of the text would be...		√			It was judged as inferring because it	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literar l	Inferential	Evaluatio n	Appreciation			
	<p>A. Coffe is not good for our health</p> <p>B. People only drinks coffe in the morning</p> <p>C. Some people love drinking coffe but others don't</p> <p>D. Cooffe has no positive effect ts while the negatives are many</p> <p>E. Drinking coffe can be done anytime you want to</p>					<p>was categorized point of inferring mentioned inferring main idea in which the questions asked student to summarize or paraphrased stament from the reading passage.</p>		

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Litera l	Inferential	Evaluatio n	Appreciation			
9	<p>What are louis and Eva doing? They are</p> <p>A. Describing infotainment programmes on TV</p> <p>B. Making people believe in infotainment on TV</p> <p>C. Reporting the programmes on TV in from if infotainment</p> <p>D. Presenting good sides dan bad ones of infotainment on TV</p> <p>E. Showing the steps of making infotainment progrannes on TV</p>	√				It was categorized into recognition for detail in which the question asked about identifying explicitly fact on reading passage.	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Litera l	Inferential	Evaluatio n	Appreciation			
10	<p>How's Eva feeling about infotainment?</p> <p>A. She rejects it B. She hates it C. She's fond of it D. She disagrees with it E. She's arguing whit louis</p>				√	It was categorized into identification with character in which the question will elicit a response from the reader who show symphaty and emphaty with the character nd idea portrayed by the author	√	√
11	<p>So far the programmes have become a dilemma for some viewers. Dilemma means..</p> <p>A. Duel B. Proble, C. Duo D. Choice E. Thesis</p>		√			It was judged as inferring because it was categorized point of inferring mentioned This question belongs to inferring figurative language , because it asked student about the literal meaning.	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Litera l	Inferential	Evaluatio n	Appreciation			
12	<p>Which one of these sentences is expressing an opinion?</p> <p>A. I need your opinion about infotainment programmes on TV</p> <p>B. Do you like news that reveals the personal lives of celebrities?</p> <p>C. To tell you the truth, sometimes I find the gossip interesting</p> <p>D. Oops I iy's almost nine</p> <p>E. Do you enjoy it?</p>			√		It was categorized into judgemnt of factor opinion because this type require the student analyze evaluate the writing on the basis of the knowledge.	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Litera l	Inferential	Evaluatio n	Appreciation			
13	<p><u>Even if</u> solar energy is cheaper than fossil fuels, the equipment for converting sunlight into electricity is very expensive to buy and amny people can't afford it. The underlined word is similar to...</p> <p>A. So B. Despite C. And D. Then E. Though</p>		√			It was judged as inferring because this question belongs to inferring figurative language , because it asked students about the literal meaning.	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Litera l	Inferential	Evaluatio n	Appreciation			
14	<p>Nuclear power costs about the same as coal, so it's not expensive to make. <u>On the other hand</u> nuclear power is very dangerous and can cause major disasters. The underlined word is similar to...</p> <p>A. Therefore B. In addition C. Despite D. On contrast E. Similarly</p>		√			It was judged as inferring because this question belongs to inferring figurative language , because it asked students about the literal meaning or allusion of the language use the author .	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Litera l	Inferential	Evaluatio n	Appreciation			
15	<p>Mobile phone are very convenient because you can make calls from nearlt anywhere even in emergency situations. Mobile phones make communication easier, <u>but</u> making calls while driving a car or motorcycle is dangerous and against the law. The underlined word is similar to...</p> <p>A. When B. In spite of C. However D. In short E. Despite</p>		√			It was judged as inferring because this question belongs to inferring figurative language , because it asked students about the literal meaning or allusion of the language use the author .	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Litera l	Inferential	Evaluatio n	Appreciation			
16	<p>“..... the lack of support from the team leader, we achieves this year’s selling targer. “what is the correct answer?</p> <p>A. In spite of B. Although C. Though D. However E. But</p>			√		It was categorized into judgemnt of factor opinion because this type require the student analyze evaluate the writing on the basis of the knowledge.	√	√
17	<p>The best title for the text is.....</p> <p>A. Good side of smoking B. Effect of banning smoking C. Negative impact of smoking D. Pros and cons of a smoking ban E. Smokers agree to stop smoking</p>		√			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 paraphrased stament from the reading passage..	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literat l	Inferential	Evaluatio n	Appreciation			
18	The argument supporting the issues are in paragraphs A. One and two B. Three and four C. One and three D. Four E. Five			√		It was categorized into inferring supporting detail because those questions asked about what is not written explicitly in the text	√	√
19	Those who disagree with the issue state that smoking is... A. A bad habit B. A civil right C. Good for health D. Killing the smoker E. Risky for the health		√			It was categorized into inferring supporting detail because those questions asked about what is not written explicitly in the text	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Litera l	Inferential	Evaluatio n	Appreciation			
20	It added that the call for a ban “directly violates the harm principle that assumes a person has a autonomy over their own life and body as long as they do not hurt other people” (paragraph 4). This sentence shows ... to the issue A. Agreement B. Disagreement C. Approval D. Good feeling E. Supportive evident		√			It was categorized into inferring supporting detail because those questions asked about what is not written explicitly in the text	√	√

UNIT C

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
1	<p>From the text we know that...</p> <p>A. Oil fueled transportation is much better than electric transportation</p> <p>B. Electronic transportation is surely appropriate for rural areas</p> <p>C. Electronic transportation is the only solution for better life in urban areas</p> <p>D. Electronic transportation has much affordable price than oil fueled transportation</p> <p>E. Electronic transportation uses safer energy since it can reduce carbon emission</p>		√			It was categorized into inferring main idea in which the question asked student summarize from the reading passage..	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
2	<p>According to the text, below is not the purpose of campaigning electric transportation to urban people. It is...</p> <p>A. To get better quality of life</p> <p>B. To have less quality of urban air</p> <p>C. reduce carbon emission</p> <p>D. to improve mobility</p> <p>E. reduce healthier air</p>	√				It was categorized into recognition for detail in which the question asked about identifying explicitly fact on reading passage.	√	√
3	<p>“ Electric transportation has potential capacity to <u>reduce</u> carbon emission and improve air quality in urban areas.”</p> <p>What is the closest meaning word?</p> <p>A. Minimize</p> <p>B. Expand</p> <p>C. Recycle</p> <p>D. Decrease</p> <p>E. C</p>		√			It was judged as inferring because it was categorized point of inferring mentioned This question belongs to inferring figurative language , because it asked students about the literal meaning..	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Liter al	Inferentia l	Evaluatio n	Appreciation			
4	The thesis of the text above can be found in paragraph A. 1 B. 2 C. 3 D. 4 E. 5		√			It was categorized into inferring main ideas in which the question asked student summarized from the reading passage.	√	√
5	"from the text , we know that.. A. All transactions are conducted electronically if only they are more that one miliion B. Cshless transactions trigger consumerism C. People feel convenient to have chasless transaction since they do not need to carry cash D. People mostly choose cashl-based transaction to save time and enegry E. Carrying cash can now be easier than cashlees		√			It was categorized into inferring main idea in which the question asked student summarize from the reading passage..	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Liter al	Inferentia l	Evaluatio n	Appreciation			
6	<p>According to the text, below is not the writer's opinion about cashless society.</p> <p>A. Cashless transaction is difficult to apply in remote areas of indonesia</p> <p>B. Cashless transaction is more convenient since people do not need to carry cash</p> <p>C. The crime rate of cashless transaction is lower since people do not carry cash</p> <p>D. When system fail, merchants are unable to take payments</p> <p>E. Cashless is thought to be more than just handy compared to cash which needs to print bills and maintain coins</p>			√		It was categorized into judgement of factor opinion because this type requires the student to analyze and evaluate the writing on the basis of their knowledge.	√	√
7	What is the closest meaning		√			It was judged as	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Liter al	Inferentia l	Evaluatio n	Appreciation			
	of the word “ obsolete” taken from the paragraph above? A. Pay B. Out of date C. Increase D. Add E. Substitute					inferring because it was categorized point of inferring mentioned This question belongs to inferring figurative language , because it asked students about the literal meaning.		
8	Below is meaning of “e-payment”. A. A type of electronic card which is used for transactions made onlien through a computer or a smartphone B. A machine-readable code consisting of an array of black and white squares, typically used for storing URLs C. Invesment D. The process of trasmiting funds and data		√			It was judged as inferring because it was categorized point of inferring mentioned This question belongs to inferring figurative language , because it asked studentsabout the literal meaning.	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
	E. Electronic payments for transactions made on the internet							
9	<p>According to the writer e-payment system..</p> <p>A. Cost more expensive since it needs a host of data experts and engineers</p> <p>B. Is relatively difficult for business's account payable process</p> <p>C. Has complicated method in collecting the data</p> <p>D. Is much efficient, safer, and cheaper</p> <p>E. Need much transaction cost</p>	√				it was categorized point of literal mentioned recognition for main ideas in which the questions asked student to identify an explicit statement which is main idea of a paragraph	√	√
10	<p>What is the main idea of paragraph one?</p> <p>A. E-payment can be understood as payment mechanism using</p>		√			It was judged as inferring because it was categorized point of inferring mentioned inferring	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
	<p>electronic media that does not involve cash</p> <p>B. E-payment system is said as better alternative to cash</p> <p>C. The Era of Information and Communication Technology (ICT) and digital innovation lead to dynamic changes in the business environment</p> <p>D. E-payment transaction dominates today's transaction</p> <p>E. The E-payment system was introduced to replace cash</p>					<p>main idea in which the questions asked student to summarize or paraphrase statement from the reading passage.</p>		
11	<p>Which of one word from the text whose meaning as the process of converting information or data into a code, especially to prevent unauthorized access?</p> <p>A. Counterparts</p>	√				<p>It was categorized into recognition for detail in which the question asked about identifying explicitly fact on reading passage.</p>	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
	B. Tokenization C. Encryption D. Security E. Hassle							
12	The word they on the sentence below refers to... “Not only are paper-based payment methods expensive, but they are also slow.”(See paragraph 2) A. Transaction cost B. Paper-based payment C. Businesses and suppliers D. Digital payment methods E. Paper-based payment methods		√			It was categorized into inferring figurative language because those questions asked about the literal meaning from the selection words used by author.	√	√
13	Below is not supporting detail found in paragraph three A. E-payment method and system offer multiple ways of securing your payment B. Most e-payment provider	√				It was judged as inferring because the questions were categorized recognition for detail in which the question asked about	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Liter al	Inferentia l	Evaluatio n	Appreciation			
	<p>also have a host of data experts and engineers working to keep your payment information safe.</p> <p>C. Funds are tranfered must faster relative to traditional methods like checks</p> <p>D. E-payment allow user to make payment online at any tme from anywhere in the world, and also remove the need to go to banks</p> <p>E. E-payment are much more efficient and safer than their traditional,paper based counterparts</p>					identifying explicitly fact n reading passage		

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Liter al	Inferentia l	Evaluatio n	Appreciation			
14	E-payment can be understood as a payment mechanism using electronic media that does not involve cash. (See paragraph one) We identify the existence of modal auxiliary in an argumentative text. Which of modal auxiliary found in the sentence above? A. Be B. As C. Does D. Can E. That			√		it was categorized point of evaluation mentioned judgement of factor opinion in which the questions asked student to analyze evaluate the writing on the basis of knowledge	√	√
15	Below is not the technical term found in paragraph two of the text . A. Department B. E-payment system C. Paper-based payments D. Digital payment methods E. Business's account	√				It was judged as inferring because the questions were categorized recognition for detail in which the question asked about identifying explicitly	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
	payable process					fact n reading passage		
16	Below is not the abstract noun found in the paragraph three of the text A. Solution B. Experts C. Information D. Visibility E. Efficiency	√				It was judged as inferring because the questions were categorized recognition of detail in which the question asked about identifying explicitly fact n reading passage.	√	√
17	Below is the action verb found in the paragraph three of the text A. Offer B. Method C. Traditional D. Withdraw E. Accept	√				It was judged as inferring because the questions were categorized recognition of detail in which the question asked about identifying explicitly fact n reading passage	√	√
18	What is the text mainly about ? A. The drawback of using the		√			It was judged as inferring because it	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Liter al	Inferentia l	Evaluatio n	Appreciation			
	<p>internet</p> <p>B. The negtive impact of using social media</p> <p>C. Arecommendation not to use socal media</p> <p>D. The controversy over sharing problems on social media</p> <p>E. The negative side of sharing problems on social media</p>					was categorized point of inferring mentioned inferring main idea in which the questions asked student to summarize or paraphrased stament from the reading passage.		
19	<p>As stated in the second paragraph ,sharing problems on social media make other people...</p> <p>A. Puzzled</p> <p>B. Worried</p> <p>C. Annoyed</p> <p>D. Shocked</p> <p>E. Interested</p>		√			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 paraphrased stament from the reading passage.	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
20	<p>What is the text about?</p> <p>A. How to do a cashless-transaction</p> <p>B. The disadvantages of paying cash</p> <p>C. The advantages of using credit card</p> <p>D. The advantages of using debit cards</p> <p>E. Different payment system</p>		√			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 paraphrased stament from the reading passage.	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Liter al	Inferentia l	Evaluatio n	Appreciation			
21	<p>According to the text,one advantage of using debit card is...</p> <p>A. It cannot be stolen</p> <p>B. It is as practical as using cash</p> <p>C. We can use it evetywhere for shopping</p> <p>D. The possibilty of mistakes in counting is smaller</p> <p>E. We can make a purchase at minimum amount</p>	√				It was judged as evaluation because the question was categorized points into recognition for detail in which the question sked about identifying explicitly fact on reading passage	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Liter al	Inferentia l	Evaluatio n	Appreciation			
22	<p>What is paragraph 3 about...</p> <p>A. Debit cards for travelling</p> <p>B. The advantage of debit card over cash</p> <p>C. The safety system of debit cards</p> <p>D. What to do when you lose cash</p> <p>E. How to bring debit card</p>		√			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 paraphrased stament from the reading passage.	√	√
23	<p>According to the third paragraph,participating in extracurricular activities may help students to...</p> <p>A. Decide what college department they are going to take</p> <p>B. Develop their specific skills</p> <p>C. Build relationship and social networks</p> <p>D. Explore their interests</p> <p>E. Focus on their academic</p>	√				It was judged as inferring because the questions were categorized recognition for detail in which the question asked about identifying explicitly fact on reading passage	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Liter al	Inferentia l	Evaluatio n	Appreciation			
	and outside activities							
24	It can be inferred that... A. Students with extracurricular are more experienced B. Most student cannot balance their academic and outside activities C. Student get nothing when they participate in extracurricular activities D. Student can explore their interests without supervision E. Student have to complete with others in groups or terms		√			It was categorized into Inferring main idea. in which the question asked student to summarize or paraphased statment from the reading passage.	√	√
25	“Obvious choices for extracurriculars are those that match current skills or passions.” (See paragrap 4) The underlined words is		√			It was judged as inferring because it was categorized point of inferring mentioned This	√	√

No	Question	Types of questions				Explanation	Validator 1	Validator 2
		Literal	Inferential	Evaluation	Appreciation			
	<p>closest meaning to</p> <p>A. Fuzzy</p> <p>B. Doubtful</p> <p>C. Visible</p> <p>D. Unknown</p> <p>E. Clear</p>					question belongs to inferring figurative language , because it asked students about the literal meaning.		

Appendix 3 Validation Sheet

VALIDATION SHEET**VALIDATION SHEET**

The thesis data titled "The Use Of High Order Thinking Skills (HOTS) In The Reading Comprehension Question's Made By English Teacher At Grade Third Of SMAN 1 Sragen has been validated by:

Name : Arkin Haris, M.Hum

Day : Saturday

Date : 9 December 2023

Sukoharjo, 9/12/ 2023

Validator 1



Arkin Haris, M.Hum.

NIP. 198910222020121004

VALIDATION SHEET

The thesis data titled **“The Use Of High Order Thinking Skills (HOTS) In The Reading Comprehension Question’s Made By English Teacher At Grade Third Of SMAN 1 Sragen** has been validated by:

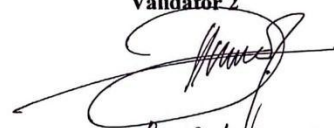
Name : *Randi Cistiyanto, M.Pd.*

Day : *Monday*

Date : *December 11, 2023*

Sukoharjo, 11 Dec 2023

Validator 2



Randi Cistiyanto, M.Pd

NIP. -