AN ANALYSIS OF QUESTIONS IN READING EXERCISE FOR THE NINTH GRADE STUDENTS OF SMP BATIK PK SURAKARTA IN ACADEMIC YEAR OF 2023/2024

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana*

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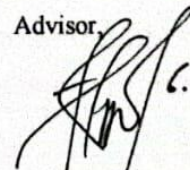
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Wasssalamu'alaikum Wr.Wb.

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DEDICATION

This thesis is dedicated to :

1. My beloved parents, Mr. Katemin and Mrs. Suharmi, who always give me love, support and pray for me, so I can finish this thesis.

2. My older brother, Lintang Permadhi, who always give support for me.

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5. My Almamater UIN Raden Mas Said Surakarta

MOTTO

"The future depends on what we do in the present"

(Mahatma Gandhi)

"It does not matter how slowly you go as long as you do not stop"

(Confucius)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "**An Analysis of Questions in Reading Exercise for the Ninth Grade Students of SMP Batik PK Surakarta in Academic Year of 2023/2024**" 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, 8ᵗʰ May 2024

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ABSTRACT

Rani Pramudita. 2024. *An Analysis of Questions in Reading Exercise for the Ninth Grade Students of SMP Batik PK Surakarta in Academic year of 2023/2024*. Thesis. English Education Departement, Cultures and Language Faculty.

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Keywords: *questions, questioning strategies, reading exercise, revised bloom taxonomy*

This research focuses on the utilization of reading exercise questions by the English teacher of SMP Batik PK Surakarta. The objectives of this research are (1) to find out the types of questions used by the teacher in reading exercise based on the theory from RBT at ninth grade students of SMP Batik PK Surakarta and (2) to find out the types questioning strategies used by the teacher in creating reading exercise questions at ninth grade students of SMP Batik PK Surakarta.

The research is designed as a descriptive qualitative study and categorized as content analysis. The subject comprises are the document of reading exercise and one English teacher teaching ninth grade students at SMP Batik PK Surakarta. Data collection for this study involved both documentation and interview. The researcher used analytical techniques included data condensation, data display, and conclusion drawing. Then, to enhance the credibility of the findings, investigator triangulation was utilized.

The result of this research revealed that not all six types of questions from the theory of revised Bloom taxonomy used by English teacher. From the 81 total of reading exercise questions, 15 of the questions fall into the category of remembering questions, 24 questions into understanding questions, 15 questions into applying questions, 15 questions into analyzing questions, 12 questions into evaluating questions, and 0 creating questions. With this number it can be concluded that LOTS questions dominate with a percentage of 66.67% while HOTS questions appear with a percentage of 33.33%. Therefore, understanding questions emerge as the most dominant type, whereas creating questions are encountered least frequently. While for the types of questioning strategies, teacher used the two types of strategies including convergent questioning strategies and divergent questioning strategies. Convergent questioning strategies deployed across procedural and narrative texts tailored to elicit responses focused on tangible elements such as "what," "who," and "when." While divergent questioning strategies come into play predominantly within the realm of narrative texts, where the emphasis shifts towards stimulating broader discussions and analytical thinking.

CHAPTER I
INTRODUCTION

A. Background of the Study

A teacher has a very important role in the classroom. Especially in terms of educating, teaching, guiding, giving direction, providing training, giving assessments, and conducting evaluations for students who are taking their education. A teacher also has a role to help students develop their skills and knowledge. Therefore, to encourage the learning process according to Harmer (2003) there are four roles of teachers in the teaching and learning process. Among other things they have a controlling role which means they have to determine what students should do when they should speak, and what form of language they should use. Then they are the leaders in the class. At this point, they are responsible for keeping students engaged and motivated to be smooth and effective in the learning process (Ernita & Apriliani, 2020).

In teaching and learning language, there are four skills that should be involved, like writing, listening, speaking, and reading. Those skills are connected to one another, speaking and writing are productive skills while listening and reading are receptive skills. Since reading as a window of knowledge, it is a good habit to be taught to all people to acquire the knowledge and considers as one of the most important language skills that must be mastered by students. Through

this activity, students can improve their own language and experience. They will get information and ideas they need to know (Sun, 2023).

According to Harmer (1988), reading serves multiple purposes, and any exposure to English, as long as students have a basic understanding, is beneficial for language learners. Even minimal comprehension leads to the retention of some language elements as part of the language acquisition process. Moreover, if the reading material is particularly captivating and engaging, the process of language acquisition is likely to be even more successful. In line with this, Bernhardt (2000) explains that reading is essentially about comprehending written text, encompassing the intricate processes of perception and cognition. Reading involves two interrelated activities: comprehension and word recognition. Word recognition pertains to the recognition of how written symbols correspond to spoken language, while comprehension involves making sense of words, sentences, and coherent text. Readers commonly draw upon background knowledge, vocabulary, grammatical understanding, experience with text, and various strategies to facilitate their understanding of written material. It's worth noting that most of our knowledge about reading is derived from studies conducted in the English language context (Nurdin & Malik, 2021).

In this context, the evaluation of reading is of paramount significance. To comprehend reading effectively, it's essential to employ probing questions that facilitate a more in-depth exploration of the content assimilated during the reading

process. Within the realm of education, these questions often take the form of reading exercises. These exercises play a pivotal role in the English learning journey as they enable students to put their skills into practice, ultimately yielding positive outcomes in the teaching and learning process. Exercise is the key mechanism through which language skills and knowledge are solidified and thoroughly mastered. It can be argued that this practice phase is the most critical among all the stages of learning. Consequently, exercises serve as valuable instruments for educators to gauge students' grasp of the instructional material and their proficiency in reading skills.

According to Astawa (2018) through exercise, teachers can determine the level of mastery of students' competencies, assist in problem solving, discover learning difficulties, diagnose tools or motivate them to progress in learning outcomes. If the teacher does not know the difficulties or weaknesses faced by students, how can he map out improvements to the learning process? So whatever the final result, teachers can react to the effectiveness of learning methods or provide feedback, either in the form of enrichment or remedial programs.

When a teacher formulates questions for exercises, it is crucial to employ a questioning strategy. This strategy is essential for ensuring that the test questions produced are of high quality and have the potential to enhance students' critical thinking. It is imperative that the questions crafted by the teacher incorporate elements of Higher Order Thinking Skills (HOTS) not only Lower

order thinking skill (LOTS). The role of questioning strategy in this context is significant, as it greatly influences the question creation process.

As an educator, it is vital to cultivate strong questioning skills to facilitate a seamless teaching and learning process.Questioning skills are the essential of contemporary strategies, specifically inquiry-based strategies (Al-Mutairi, 2021). The question is an interrogative sentence or a request that has another verb, and its objective is to achieve a verbal answer, which serves to another question or questions, to lead to retrieving answers or reactions, and the purpose behind all of this is the success of the investigation process, or any other strategy based on the structural approach, and from Then the students respond to everything that is being displayed, to call up their role in active participation in the lesson, to trigger and manage their understanding, to enhance the ability of higher order thinking skills.

Reading includes the abilities of higher order thinking. It is more complicated than just decoding particular words. For students to be able to think more critically using logical methods, higher order thinking abilities are helpful and it is helpful for students to solve problems they face in their daily lives. It also helps students in the learning process by using a scientific approach, as required by the Merdeka Curriculum. It might be helpful for students to do some questions or exercises that are provided to help their higher order thinking skills (Brookhart, 2010).

The higher order thinking abilities consist of three levels of cognitive abilities based on taxonomy based on Anderson and Krathwohl; analyzing, evaluating, and creating while the lower thinking abilities consist of three level there are remembering, understanding, and applying. The taxonomy of Anderson and Krathwohl itself first introduced in 1950 by Benjamin S. Bloom, is one of the most famous taxonomies in education. For more than 50 years, taxonomy has been used and is extremely important in education. Therefore the taxonomy of Anderson and Krathwohl is still considered today as a helpful teaching tool. Therefore, the students need to have higher order thinking skills because no matter the goals or circumstance, no matter the problems the students face and no matter where they are, it is better to have a high skill in thinking as a professional, a shopper, an employee, parents, a lover, a citizen and in every situation of life, a good skill in thinking is very helpful. This means that the higher order thinking skill not only provides students with benefits in academic matters, but also to express their views and make a logical decision in every part of their lives (Gambrill & Leonard, 2017).

One of the ways to test higher level thinking skills is by using the exercise system. The exercise questions are an important instrument for evaluating higher-level thinking. It implies that exercise items could enable students to build their logical answers that are more inhabited in their thinking and learning because students use their own words to answer questions from the exercises. In addition,

exercise items require students to relate their background knowledge and understanding of a subject in the text in evaluating higher order thinking level in reading exercise, showing their thinking then followed by written text. The exercise on reading comprehension questions therefore helps to check students" understanding and allows them to use their critical thinking, especially in reading exercises. In addition, the reading questions in the textbook can be categorized into abilities for higher order thinking and skills for low order thinking. The skills of low order thinking require students to recall their knowledge, while the skills of high order thinking require students to perform in the most complicated process (Apriani, 2019).

Based on prior studies that conducted by Dian Novita Rahma (2019) it showed that the reading comprehension question on final test that made by teacher are divided into different levels. Most of the question identified as literal and inferential levels if it was viewed of Barret's taxonomy. From 137 reading comprehension questions classified from 5 units of final English tests, there were 40 literal question types, 87 were inferential question types, 8 were evaluation and 2 were appreciation level of questions. That meant that LOTS question mostly found in the question.

This study differs from prior research conducted by Dina Helmi Fitriani (2021), which focused on the analysis of reading comprehension questions in English textbooks. The findings of this research reveal that the reading

comprehension questions within the English textbooks used in classroom instruction are primarily composed of 77% LOTS (Lower Order Thinking Skills) questions and 23% HOTS (Higher Order Thinking Skills) questions, in accordance with Bloom's Taxonomy. Furthermore, another journal authored by Muawwinatul Laili (2020) sheds light on the fact that teachers still struggle with formulating HOTS questions, as evidenced by the discovery that only 25.22% of their questions contain HOTS elements, with the remaining questions falling under LOTS categories.

Based on research mentioned earlier, it can be deduced that teachers still fall short of the desired standards when it comes to crafting Higher Order Thinking Skills (HOTS) questions. There is a clear need for additional training and a deeper understanding of how to formulate such questions and foster critical thinking in students. In relation to the questions at SMP Batik PK Surakarta, unique questions were also found which could possibly be studied further. SMP Batik PK Surakarta is a modern integrated Islamic-based school that places a strong emphasis on Islamic values and specializes in tahfidz (Quran memorization) and nurturing Islamic character. It offers segregated classes for boys and girls. Despite its focus on Islamic education, the school also provides comprehensive instruction in general subjects, including English. However, several issues have been identified in the English teaching process at this school.

According to the findings of preliminary research carried out by researchers at SMP Batik PK Surakarta, several issues have been identified, particularly regarding the utilization of questions in reading exercises. It appears that not all teachers grasp the application of HOTS (Higher Order Thinking Skills) questions in reading exercises such as explained from the previous study. Consequently, additional investigation is warranted to assess whether the questions that teacher used in SMP Batik PK Surakarta employed meet HOTS criteria or not. Additionally, it is imperative for teachers to ensure that the difficulty level of questions aligns with the students' abilities. There is a common concern among teachers that presenting more challenging questions may overwhelm students and result in incorrect responses.

The upcoming research to be conducted by the researchers is distinguished from the previous studies primarily by the choice of theory and the research subject. In the initial study, the researcher employed Barrett's Taxonomy as the theoretical framework, while the present study utilizes the theory derived from Revised Bloom's Taxonomy. Additionally, in the second study, textbooks served as the research subject, whereas this study focuses on the reading comprehension questions generated by teachers during the course of their teaching and learning activities.

Based on the study background above, the researcher would like to conduct a descriptive study of the reading exercise qusestions in eglish class at

SMP Batik PK Surakarta with the tittle "AN ANALYSIS OF QUESTION IN READIG EXERCISE AT NINTH GRADE OF SMP BATIK PK SURAKARTA IN ACADEMIC YEAR OF 2023/2024". This research aims to investigate the type of teacher question and teacher questioning strategy that teacher used when she create a reading exercise question.

B. Identification of the Problems

Based on the background of the study above, the problem of this research are identified as follows:

1. Not all teachers possess a comprehensive understanding of and proficiency in implementing Higher Order Thinking Skills (HOTS) when crafting exercise questions.

2. The questions devised by the teacher lack elements of HOTS.

3. Teachers face challenges in assessing both the students' capabilities and the quality of the test questions.

C. Limitation of the Problems

Based on the identification of the problem above, the researchers concentrated their study on the reading comprehension exercise questions used by teachers in teaching and learning activities. Researcher examine a reading exercise question used by teacher for grade XI of SMP Batik PK Surakarta from the previous midterm exam questions and also questions created by the teacher with references from the internet. This grade being chosen because ninth grade students are prepared to a new school environment that is senior high school which of course

involves new ways of learning and more critical thinking. Here the researcher wants to see how teachers develop students' critical thinking abilities through reading exercise questions that they create as teaching media in the classroom. The researcher limits the focus only on reading skills, especially questions and types of questions that made by teachers in the reading exercise based on the theory from Revised Blooms Taxonomy (2001) and questioning strategies based on the theory from Richard and Lockhart (1996).

D. Formulation of the Problems

Based on the background review above, the researcher formulates the following problems:

1. What are the types of questions used by the teacher in reading exercise based on the theory from RBT at ninth grade of SMP Batik PK Surakarta?

2. What are the types of questioning strategies used by teacher in creating reading exercise questions at ninth grade of SMP Batik PK Surakarta?

E. Objectives of the Study

The objectives of the research are:

1. To find out types of questions used by the teacher in reading exercise based on the theory from RBT at ninth grade of SMP Batik PK Surakarta.

2. To find out types of question strategies used by the teacher in creating reading exercise question at ninth grade of SMP Batik PK Surakarta.

F. Benefits of the Study

Researchers hope that this research will be useful theoretically and practically. The following are the benefits of this research:

1. For Teachers

   Teachers should ensure the appropriateness of questions, avoiding merely copying English test questions from the web without considering the depth and breadth of questions itself. This scrutiny can guide educators in devising the most effective methods to gauge student comprehension in reading exercise. Furthermore, the results can offer valuable feedback to English teachers about whether their questions truly embody advanced of reading comprehension question design.

2. For Other Researchers

   This study may also inspire other researchers to research issues which are related to implementation and development of reading comprehension exercise question in order to develop the quality of education field in the future. This study's findings can offer insight as a suitable framework for crafting quality questions for English reading comprehension exercise.

G. Definition of Key Terms

To avoid misunderstanding and confusion when reading this thesis, here are some terms related to this research:

1. Question

Gunawan (2021) states that questions are structured sentences or prompts that aim to solicit information by inviting answer. They typically have an interrogative form or function. Within the context of educational activities, a teacher's questions serve as instructional cues or stimuli. These cues act as signals, directing students toward what they need to learn. Furthermore, they provide guidance on both the objectives (what students are expected to achieve) and the approach (how they should go about it). A question is an interrogative sentence that the teachers give to get the information from students. In line with a question, teachers questions can be used to trigger students about the material teacher delivered in class and check their understanding about the material being taught (Cotton, 1988).

2. Questioning strategy

The concept of "questioning strategy" is derived from the combination of two words: "question" and "strategy". Starting with the word "question" it fundamentally means any sentence that embodies an interrogative form or function, a command or an interrogative expression utilized to obtain information, solicit a response, or gauge knowledge. Meanwhile, the term "strategy" refers to a planned approach or method to achieve a particular goal. When combined, the term "questioning strategy" are methodologies employed in the teaching and learning process to gauge students' knowledge and comprehension of the subject matter. By posing questions, educators can

assess students' grasp on the material and also stimulate student critical thinking. Using questions as a teaching tool thus serves a dual purpose: it evaluates understanding while also promoting engagement and active learning. (Sulistiani, 2022)

3. Teaching Reading

Brown (2000) states that teaching is an instructional activity where the teacher plays a guiding and facilitative role in the learning process, providing students with the opportunity to acquire knowledge and creating the conditions for learning. The teacher can aid students in gaining knowledge by assigning tasks that encourage independent study. In line with the definition mentioned above, teaching reading is a form of guidance offered by the teacher to help learners comprehend textual content using specific techniques. The teacher can lead learners to grasp the meaning of a text by employing various reading strategies (Pang, 2003).

4. Blooms Taxonomy

Bloom's Taxonomy is a hierarchical framework used for classifying educational objectives and learning outcomes. It was developed by Benjamin S. Bloom and his colleagues in the 1950s. The taxonomy categorizes educational goals into different levels of cognitive complexity, providing a structured way to design and assess learning experiences(Yulia & Budiharti, 2019). Bloom's Taxonomy is widely used by educators to plan, structure, and

assess learning experiences. It helps them ensure that their instruction covers a range of cognitive skills and promotes deeper understanding and critical thinking. It's important to note that this taxonomy has been revised over the years, with some variations in terminology and descriptions, but the basic structure and principles remain valuable in education.

CHAPTER II
REVIEW OF THE LITERATURE

A. Theoretical Review

1. Content Analysis

Content analysis is a systematic approach to examining various types of texts, focusing not only on the surface-level content but also on identifying underlying themes and key concepts within the text itself. Unlike quantitative methods, qualitative content analysis does not involve statistical analysis. This method shares similarities with other qualitative research techniques while maintaining its distinct characteristics. Gheyle & Jacobs (2017) define content analysis as a research methodology aimed at interpreting the unstructured content of messages, which may take the form of texts, images, symbols, or audio data. The primary objective is to extract meaning from the text, distinguishing it from other analyses such as conversational, rhetorical, or discourse analysis.

On the other hand, according to Krippendorff (2004), content analysis is a research technique employed to derive replicable and valid inferences from texts or other meaningful materials within their contexts of use. It involves specific procedural steps and offers new perspectives, enhancing the understanding of complex phenomena or informing practical actions. From these definitions, it's evident that content analysis serves as a model or

technique for conducting research. Its application varies depending on the data being analyzed and the research objectives. Additionally, content analysis often involves the creation of codes by the researcher to facilitate the analysis process and uncover relevant data.

Content analysis offers significant advantages within the realm of education. It enables educators to evaluate curriculum effectiveness by assessing alignment with standards and learning goals. Additionally, educators can identify emerging trends and shifts in educational practices, ensuring they stay current. Through content analysis, the quality and relevance of learning materials can be evaluated, supporting informed decisions about resource selection. Understanding teaching methods is enhanced as insights into effective pedagogical approaches are gained. Moreover, educators can use content analysis to inform curriculum development, identifying areas for improvement and ensuring educational materials remain up-to-date. It also facilitates monitoring policy implementation, ensuring that educational policies translate effectively into practice. Content analysis promotes diversity and inclusion by assessing representation and challenging biases within educational materials. Lastly, it contributes to advancing educational research, providing valuable insights for evidence-based practices and scholarly understanding (Lucy et al., 2020).

2. **Question**
   a. **Definition of Teacher's Question**

In a broad sense, Cotton (1988) characterizes teachers' questions as instructional signals or stimuli that convey to students the subject matter to be taught and provide guidance on what to do and how to do it. These questions are regarded as fundamental units that underlie most classroom teaching methods (Wangru, 2016) Within the teaching-learning process, teachers' questions primarily serve the purposes of evaluation, motivation, and capturing students' attention in the lesson (Astrid et al., 2019). Utilizing questioning as a teaching strategy is recognized as a means to foster students' critical thinking. As suggested by (Ramadhani & Zainil, 2019), teachers' questioning can be an effective method to stimulate students' critical thinking in the classroom. However, the nature of each question determines the type of critical thinking students employ in responding (Walker, 2002). Nonetheless, the effectiveness of teachers' questions hinges on their quality, which in turn influences whether students can truly develop critical thinking skills in the classroom.

Indeed, questions in the educational context extend beyond verbal interactions and often manifest in written forms, commonly encountered in tests or exercises as integral components of the learning process. A test, defined as a written assignment comprising questions and/or problems posted by teacher, serves as an evaluative tool for students during the

teaching and learning activity. The primary aim of a test is to gauge students' comprehension of specific content, typically on an individual basis (Hartell & Strimel, 2019).

Within the classroom, not all students may be inclined to respond verbally to questions posed by the teacher. Hence, exercises and tests offer an alternative method for teachers to elicit responses from all students and assess the depth of their understanding in the class (Jiang, 2020).

b. Type of Question

One of the best-known classifications of question is based on Bloom's taxonomy. In 2001, Anderson et al. revised Bloom's taxonomy that provides six major categories of questions, the categories are knowledge, comprehension, application, analysis, synthesis and evaluation. In revised Bloom's taxonomy, it provides a list of questions that can be used to assess learning objectives. The questions are divides into six categories. Here are some examples of question for each category (Anderson, 2001).

1. **Remembering questions**

Remembering, in the context of Bloom's Taxonomy, refers to the ability to recall or retrieve previously learned information. It involves bringing to mind facts, concepts, or ideas that have been previously learned. This level of learning

is the most basic as it only requires the retrieval of information from memory. In essence, remembering is about recognizing, recalling, and retrieving knowledge from memory. Some question stems that are associated with this level include "What is...?", "How is...?", "Where is...?", "When did … happen?", and "How did … happen?".

2. **Understanding questions**

Understanding, in the context of Bloom's Taxonomy, involves demonstrating comprehension of facts and ideas by organizing, comparing, translating, interpreting, and giving descriptions. With understanding questions students go past simply recalling facts and instead has them understanding the information. The students be able to interpret the facts. At this level, the students answer the questions to measure their understanding about the meaning, of remembered material, ideas, and concept of the materials by using their own words. We hope that the students understand about the material and they can rephrase it into their own words. Some question stems associated with this level include "How would you generalize...?", "How would you express...?", "What information can you infer from...?", and "How would you explain what is meant... ".

3. **Applying questions**

   Applying, in the context of Bloom's Taxonomy, involves using acquired knowledge to solve problems in new situations. Applying information heard or read to new situations. Application questions are those where students have to actually apply, or use, the knowledge they have learned. At this level, the students are able to use information that they have got in a new context to solve the problem, answer a question, or perform another task. This level requires the students to apply knowledge, facts, techniques, and rules in a different way. They might be asked to solve a problem with the information they have gained in class being necessary to create a viable solution. Some question stems associated with this level include "How would you use...?", "What examples can you find to...?", and "How would you demonstrate...?" Tasks at the applying level often involve using learned concepts in different situations, conducting experiments, or executing procedures.

4. **Analyzing questions**

   Analyzing, in the context of Bloom's Taxonomy, involves breaking down information into parts, examining the relationships between the parts, and understanding their

interrelationships. It requires the ability to identify motives or causes, make inferences, and find evidence to support generalizations. This level of learning goes beyond simple comprehension and application and requires students to demonstrate their ability to analyze and evaluate information. The students hoped to make a conclusion from the information they have got critically. Analyzing is about breaking down complex information into smaller parts to better understand it. Some question stems associated with this level include "How can you sort the different parts...?", "What can you infer about...?", "How would you classify the type of...?", and "How would you compare...? Contrast...?"

5. **Evaluating questions**

Evaluating, in the context of Bloom's Taxonomy, is the ability to make judgments about information, ideas, or the quality of work according to pre-established criteria. At this level, students can reason, defend their arguments, explain, criticize, judge, test, persuade, deduce, and recommend, among other actions. This level of learning encourages critical thinking and the deeper understanding of the subject matter. Making judgment of good and bad, right or wrong, according to some set of criteria, and stating why. The students are

expected to assess information and come to a conclusion such as its value or the bias behind it. Some question stems associated with this level include "which would you consider…", "do you agree…", "which is more important…", and "which do you think about …".

6. **Creating questions**

Creating, in the context of Bloom's Taxonomy, is the highest level of cognitive learning. It involves generating, planning, modifying, and producing new ideas, concepts, or solutions. This level of learning encourages students to think creatively and innovatively, going beyond simply recalling or applying information. The students are required to use the given facts to create new theories or make predictions and solve the problem. They might have to pull in knowledge from multiple subjects and synthesize this information before coming to a conclusion. Some question stems associated with this level include "What changes would you make to solve...?", "How would you improve...?", "What would happen if...?", "How can you elaborate on the reason...?", "What alternative can you propose...?", and "How can you invent..."

c. **Questioning Strategy**

The concept of "questioning strategy" is derived from the combination of two words: "question" and "strategy". Starting with the word "question" it fundamentally means any sentence that embodies an interrogative form or function, a command or an interrogative expression utilized to obtain information, solicit a response, or gauge knowledge. Meanwhile, the term "strategy" refers to a planned approach or method to achieve a particular goal. When combined, the term "questioning strategy" are methodologies employed in the teaching and learning process to gauge students' knowledge and comprehension of the subject matter. By posing questions, educators can assess students' grasp on the material and also stimulate student critical thinking. Using questions as a teaching tool thus serves a dual purpose: it evaluates understanding while also promoting engagement and active learning. (Sulistiani, 2022)

Regarding to the exercise questions obviously the process of making the question need questioning strategy. The questions teachers give in reading can be classified according to the Revised Bloom Taxonomy in Cognitive Field as Remembering, Understanding, Applying, Analyzing, Evaluating and Creating (synthesizing). Remembering, understanding and applying steps are considered lower level, while analyzing, evaluating and creating steps are considered higher-level.

Teachers are expected to give higher-level questions for higher-level learning. However, most studies indicate that teachers generally ask lower level questions (Dhillon et al., 2020).

According to Richard and Lockhart (1996) there are three main classifications of questioning strategy, including procedural convergent, and divergent questioning strategies

1. **Procedural Questioning Strategies**

    Procedural questions given by the teachers to their students were in the form of students' classroom activities verbally. Teachers asked the questions that related to students' classroom activity in the process of teaching and learning activity. It is refers to the classroom procedures, classroom setting, or classroom management.

2. **Convergent Questioning Strategies**

    Convergent questioning strategies used by the teachers to their students were in the form of asking the questions that required short answers and yes/no answers. Convergent questions are questions with a single correct answer, short, and intended to recall acquired information. These questions are also referred to as closed-ended questions as students are not expected to contribute to an original idea. In the form of Revised Bloom's Taxonomy this questioning strategies

covers remembering question, understanding question, and applying question.

3. **Divergent Questioning Strategies**

Divergent questioning strategies used by the teachers to their students were in the form of asking questions which required open answers. Divergent questions are questions open-ended questions which students answer by analysis, synthesis, or evaluation using their related knowledge of a question, a problem or a situation. . In the form of Revised Bloom's Taxonomy this questioning strategies covers analyzing question, evaluating question, and creating question

According to McComas and Abraham (2005), if you want your students to recall and remember certain knowledge, use convergent questioning strategies; however, if you want to see if students understand and be able to transfer knowledge, then use divergent questioning strategies. (Bulent et al., 2016).

It can be inferred that questioning strategies are techniques used by educators during the teaching and learning process to assess students' understanding of the subject matter by presenting them with questions. Questioning strategies that can be used are procedural questioning strategies, convergent questioning strategies, and

divergent questioning strategies. Because this study uses non-verbal

questions and procedural questioning strategies refer to verbal

questions in class, the questioning strategies used is only convergent

questioning strategies and divergent questioning strategies. strategies.

3. Reading
a. The Definition of Reading

Reading is making meaning from printed and visual information. However, reading is not an easy task. Reading is an active process that necessitates a great deal of practice and skill. Reading is the outcome of the interaction between the perception of graphic symbols that constitute a language and general knowledge of the outside world. The reader attempts to synchronize their perception with the writer's perception during this process.

According to Walker (2000) reading is a functioning cycle wherein readers shift between wellsprings of data, elaborate significance. Reading can be regarded as an interactive process since, in order to grasp the author's intention, the reader uses preliminary analysis and vocabulary during the reading process. This indicates that in order to grasp written materials, readers utilize a variety of strategies including context knowledge, vocabulary, knowledge of grammar, experience with texts, and others. The reader must be able to recognize the main idea, any

supporting details, relevant facts, and word meanings in order to master this skill (Nurdin & Malik, 2021).

According to Patel (2008) reading is an active process which consists of recognition and comprehension skill. In addition to using print and illustrations, readers also incorporate their prior experiences and worldview into the reading process. Usually, by talking to other people and listening to radio or television, people can gain knowledge or information. Usually knowledge can gain from many other ways but the amount of information would not be as perfect as when someone reads. Through reading activities, readers can find reasons, explanations, summaries, and comments on the news they read.

From some of the definitions above, the researcher can conclude that reading is one of the actions that doing by somebody to get data or information from the text and through the ability of reading.

b. **Teaching Reading**

In the classroom, teaching reading is a way transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself. According to Harmer (2007) Teaching is a complex process it doesn't only give the information from the teacher to the students. Teaching is not an easy job, but it is a

necessary one and can be very rewarding when we see our student's progress and know that we have helped to make it happen. Teaching activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Reading is one of ways to make the students understanding the purpose of teaching – learning process (Fitriani & Kirana, 2022)

Based on Harmer (1998) reading is useful for other purposes too: any exposure to English provided students understand it more or less is a good thing for language students. In teaching reading, the teacher's responsibilities in helping learners achieve these goals is to motivate reading by selecting or creating appropriate texts, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading (Ariandika & Kartikawati, 2018).

In teaching reading teacher should prepare the material and one of the component is exercise or test. After learning the material student can answer some question related to the material so teacher know how far students understand the material have been taught in the class. When creating an exercise question teacher need to make a questioning strategy so the questions can emphasize the higher-order thinking skills of students.

c. Reading Exercise

Exercise is an alternative way to check the extent of students' understanding of the material being studied. In this context reading exercise question provide an important tool to assess higher-level thinking. Exercise questions items allow the students to develop a unique response that gives more understanding into their thinking and learning since in answering the questions, the students have to use their own words. In evaluating higher-order thinking levels reading exercises questions require the students to link their understanding of a subject within the content, make up their thinking, and show it through written text. The questions items are useful in checking understanding and allowing the students to utilize their thinking critically, mainly in the reading exercises (Rahma, 2019).

According Longman Dictionary of Contemporary English, exercise itself divided into two type, the first is essay test and also objective test. (Richards & Schmidt, 2013)

1. Essay Test

Essay test are a type of examination question that requires an answer in a sentence, paragraph, or short composition. They are commonly used to assess students' understanding of and ability to think with subject matter content, as well as their writing abilities.

When answering an essay question, it is important to understand exactly what is being asked and to pay attention to verbs such as analyze, compare, prove, illustrate, and apply.

2. **Objective Test**

   Objective tests are a type of test in which alternative or possible answers have been provided that can be selected by students. Objective tests require learners to choose the correct answer among the possible answers provided, give short answers, and complete imperfect questions or statements. Objective tests are suitable for assessing abilities that require less advanced mental processes, such as remembering, recognizing, understanding, and applying principles. The example of objective test are True-False or Yes-No, Multiple choice, Matching, and Short Answer and Completion.

4. **Bloom's Taxonomy**

Bloom's Taxonomy is a learning theory used in the field of education. Bloom's taxonomy comes from Bloom's own thoughts and is used as a reference for thinking that can be improved because it is easy to use and understand. According to Bloom (1956), the theoretical framework of taxonomy is best obtained through a system of classifying objectives in the educational process because educational objectives provide a basis for building curricula and tests that represent the broader objectives of what has been learned.(Yulia & Budiharti, 2019)

Taxonomy is derived from two words in Greek, namely "tassein," which means to classify, and "nomos," which means rule. Therefore, in translation, taxonomy means activities that classify a set of rules (Azizah, 2023). The original Bloom's Taxonomy was discovered in 1948 by Benjamin Bloom, an educational psychologist, and several colleagues . At the Conference of the American Psychological Association, Bloom and colleagues stated that most of the questions simply asked students to express their memorization. According to Bloom, memorization is the lowest level of thinking ability. In order for the learning process to produce students who are competent in their fields, there are still many higher levels that must be achieved (Krathwohl, 2002).

Benjamin S. Bloom introduced three kinds of thinking behaviors i.e. cognitive, affective, and psychomotor. Cognitive domain of thinking contains behaviors that emphasize intellectual elements such as knowledge and thinking ability. It has six levels from low to high namely knowledge, comprehension, application, analysis, synthesis, and evaluation (L. O. Wilson, 2001).
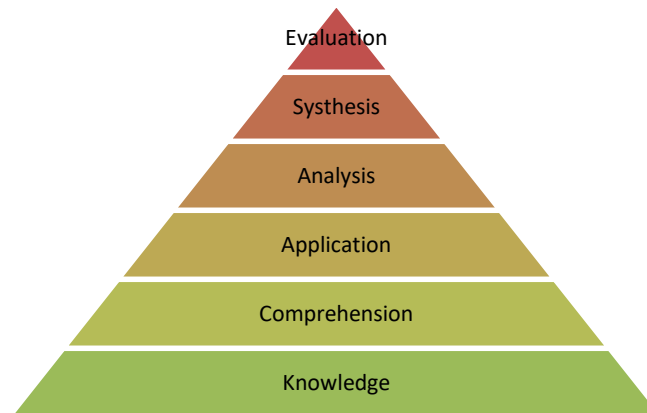
Chart 2. 1 Bloom's Taxonomy

The first three levels are Lower Order Thinking Skills (LOTS), while the three up levels are Higher Order Thinking Skills (HOTS). However, it does not mean that the lower levels are not necessary. Precisely, the students must first passed the lower levels in order to advance to the next level. This graph shows that the higher it is, the hardest it is to acquire. Bloom's Taxonomy was created because a lot of evaluation of learning outcomes made by school were only ask the students to mention what they memorize. Memorizing is the lowest level of thinking ability and there is a lot of higher thinking ability that must be acquired by the students.

In 1994, one of Bloom's students, Lorin Anderson Krathwohl and a psychologist improve Bloom's Taxonomy to match the era's development. The revised version published in 2001 under the name Revised Bloom's Taxonomy. Several changes occurred after the revision. The first change is in the keyword used in each level of cognitive dimension, from noun turned into

verb. The second change is on the arrangement of the cognitive dimension level, evaluate located before create.
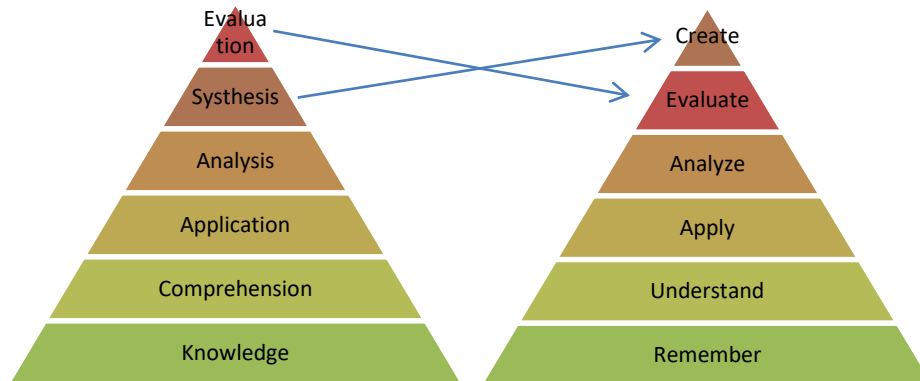
Chart 2. 2 Revised Bloom's taxonomy

Just like the old Bloom's Taxonomy, the Revised Bloom's Taxonomy classified into two categories namely Lower Order Thinking Skills (LOTS) i.e. Remember, Understand, Apply and on the other hand Higher Order Thinking Skills (HOTS) i.e. Analyze, Evaluate, Create. This revised version is often used in formulating learning objectives which mentioned as C1-C6.

B. Previous Studies

For the previous study, the researcher learn some thesis having similarities and differences with the researcher thesis. The first study is study entitled *An Analysis Of Reading Comprehension Questions Made By English Teacher At SMAN 2 Sidoarjo Based On Barret's Taxonomy*. The study was conducted by Dian Novita Rahma (2019). The aim of this research are to find the To describe analyze and find out types of questions which made by

teacher that mostly used in reading comprehension of English test items if it is viewed based on Barrett's taxonomy. This research was content analysis. The data of this research is final English test paper made by teacher at SMAN 2 Sidoarjo. The result show that most of the question identified as literal and inferential levels if it was viewed of Barret's taxonomy. That's mean the LOTS questions mostly find in the questions.

The second study is Study entitled *The Analysis Of Reading Comprehension Question Levels In The English Textbook For Senior High School.* The study was conducted by Dina Helmi Fitriani (2021). The purpose of this research are to find out the level of LOTS and HOTS exist in the reading comprehension questions of English textbook for senior high school. This research was descriptive quantitative research. The object of research is LOTS and HOTS exercise questions in the English Textbook for Senior High School. The findings of this research reveal that the reading comprehension questions within the English textbooks used in classroom instruction are primarily composed of 77% LOTS (Lower Order Thinking Skills) questions and 23% HOTS (Higher Order Thinking Skills) questions.

The third study is study entitled *Teacher's Questioning Strategies During The English Classroom Interaction At The Seventh Grade Of MTs Negeri Surakarta 2 In Academic Year 2019/2020* .The study was conducted by Rafika Yunion (2020). This research has the purpose to analyze teacher

questioning strategies and the teacher's reaction towards students respond by using questioning strategy of using questioning strategy in the classroom at the seventh grade of MTs N Surakarta 2. This research was classified as descriptive qualitative research with the design case study. The finding shows that the English teacher use managerial question, closed question, and divergent questions in teaching and learning activity.

The fourth is journal entitled *Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS)*. The journal was conducted by Febrina, Bustami Usman, and Asnawi Muslem (2019). This study using the descriptive qualitative method and content analysis, this study examined the questions in the reading comprehension tasks only to determine to what extent the reading comprehension questions emphasize on Higher Order Thinking. This research focused on analyzing the English textbook. The researcher collected and listed the questions in the reading comprehension tasks and then calculated the percentage and frequencies of each level of cognition. The results showed that the most dominant level in the textbook was higher order thinking skills (HOTS) with 66.8 % of 100 % while 33.4 % for lower order thinking skills LOTS). It indicated that this textbook concentrated more on higher –level thinking questions than lower lever thinking.

The last journal entitled *The Analysis of Reading Comprehension Questions in English Textbook by Using Higher Order Thinking Skill at Grade X Of SMAN 2 Padang.* The journal was conducted by Siti Nurul Hapizah Damanik and Yett Zainil (2019). This research was a descriptive research that aimed to identify, analyze and evaluate the reading comprehension questions in English textbook. The data used in this research is reading comprehension questions of English textbook. This study used instrument in the form of indicators from HOTS criteria and Bloom's criteria. The result of this research found that mostly-used HOTS criteria in the reading comprehension questions is analyzing category. The knowledge dimensions found in the questions are factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge.

Based on the explanation above here are some similarities and differences between the current study and the previous studies.

Table 2. 1 Previous Study

No	Title	Similarities	Differences
1	*An Analysis Of Reading Comprehension Questions Made By English Teacher At SMAN 2 Sidoarjo Based*	The thesis analyzed the reading comprehension question made by	The thesis used theory from Barret's Taxonomy.

	On Barret's Taxonomy. Dian Novita Rahma (2019)	teacher.	
2	*The Analysis Of Reading Comprehension Question Levels In The English Textbook For Senior High School.* Dina Helmi fitriani (2021)	The thesis analyzed use the same theory by the theory from Revised Bloom's Taxonomy.	The thesis used reading comprehension question from textbook.
3	*Teacher's Questioning Strategies During The English Classroom Interaction At The Seventh Grade Of MTs Negeri Surakarta 2 In Academic Year 2019/2020.* Rafika Younion (2020)	The thesis analyzed the same topic there is about questioning strategy that teacher used.	The thesis used verbal question that teacher asks in teaching and learning activity in the class.
4	*Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher*	The journal analyzed the same topic about reading comprehension	The journal used reading comprehension question from

	Order Thinking Skill (HOTS). Febrina et.al (2019)	question based on theory from Revised Bloom's Taxonomy.	English textbook.
5	*The Analysis of Reading Comprehension Questions in English Textbook at Grade X Of SMAN 2 Padang* Damanik et.al (2019)	The journal analyzed the same topic about reading comprehension question based on theory from Revised Bloom's Taxonomy.	The thesis used reading comprehension question from English textbook.

From the table above, it can be concluded that the similarities between this research and previous studies lie in both analyzing reading exercise questions. The third previous study focused on analyzing questioning strategies. The theory that researchers used is also the same as before, which is the theory from Revised Bloom's Taxonomy. However, this research differs in that it analyzes reading exercise questions based on those created by teachers, whereas most of the previous studies analyzed questions from textbooks. Thus, the difference can be seen in the source of this research. Speaking about questioning strategies, this research employs non-verbal questions (exercises), while the previous studies used verbal questions that teachers administered during teaching and learning activities in the classroom.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Based on the research problems and the objectives of the research, the research method is categorized as qualitative research. According to Creswell (2014) qualitative research is employed to delve into and comprehend the significance attributed by individuals or groups to social or human issues.. In line with definition above, Sugiyono (2009) defines qualitative research as a method focused on deriving meaning, employing an inductive approach, observing natural conditions, and utilizing words and sentences to convey data source.

Content Analysis was the design used in this research to analyze the reading exercise question made by teacher based on revised Bloom's taxonomy, so then the researcher merely needed documents as main data. Furthermore, the document was in the form of task/test paper used by ninth grade of SMP Batik PK Surakarta and the documents collected from the teacher who designed the reading exercise question used by ninth grade of SMP Batik PK Surakarta. Dealing with the aim of this research, the researcher identified the teacher's questions type in designing reading exercise using Revised Bloom's taxonomy and in what level was mostly presented by the teacher in designing reading exercise questions.

Since this research was a content analysis research, the analysis results were displayed through sentences, picture or chart, table which were appropriate with this research. As supported by Donald who argues that content analysis was analyzing and interpreting recorded material such as textbook or the other document to learn about human behavior. In addition, according to L. Cohen notes that content analysis also defined as an analysis of written or visual contents of a document, process summarizing and reporting written data.

B. Research Setting

    1. Place of Research

This research is was conducted at SMP Batik PK Surakarta Jl. Transito Suronalan Pajang Laweyan Surakarta (57146). In this school consists of 6 classroom, there are two classes of seventh grade, two classes of eighth grade and two classes of ninth grade. This school is categorized as a Special Program (PK) school that focuses on teaching tahfidz. Therefore, researcher examined this school to determine whether the teaching of other general subjects could be as optimal as the tahfidz lessons.

    2. Time of Research

Research Time of the study is during the 2023/2024 academic year from August 2023 until April 2024.

Table 3. 1 Research Timeline

No	Activity	Month					
		Nov	Des	Jan	Feb	Mar	Apr
1	Wrote the proposal	▓	▓				
2	Proposal Examination			▓			
3	Collected and analyzed the data				▓	▓	
4	Wrote the thesis					▓	
5	Thesis examination						▓

C. Research Subject

The subject of this research is the question itself or the document of exercise paper and also an English Teacher of SMP Batik PK Surakarta who teach ninth grade student and make the reading exercise questions. The researcher took document of exercise paper used by English teacher which only focused on reading exercise questions on teaching and learning activity and the final test. Researcher also took information about questioning strategy to teacher by interview. Then, the researcher analyzed the questions of reading passage due to the theory of Revised Bloom's taxonomy and the result of interview.

Researcher examine a reading exercise question made by teacher for ninth grade students of SMP Batik PK Surakarta. This grade being chosen because ninth grade students are prepare to a new school environment that is senior high school which of course involves new ways of learning and more critical thinking. Here the researcher wants to see how teachers develop

students' critical   thinking abilities through reading exercise questions that they create as teaching media in the classroom.

D. Data and Sources of the Data

Regarding with content analysis, the data obtained by the researcher through document from   reading exercise paper. Then, the researcher observed the reading question items in the test. The researcher concerned on analyzing the type of question and teacher's strategies in constructing reading exercise questions seeing at Revised Bloom's Taxonomy view when create the question. In this way, research questions can be answered well and data classified into several aspects of understanding based on Revised Bloom's theory can be described in detail.

The informant in this research, the English teacher, also serves as the primary source of data. The intention is to understand the strategies employed by teachers in crafting questions, necessitating the use of interviews. During these interviews, the goal is to delve deeper into the questioning strategies employed by the teacher, tracing the process from conception to the finalization of questions intended for students. The selected informant for this research is Mrs. Ninik Nur Fitriyani, S.Pd., the English teacher responsible for teaching the specific class under investigation, namely the ninth-grade class.

E. Research Instrument

Research instrument is a tool to collect the data in order to the make the works be easier and get good result Arikunto (2010). In this research the researcher as the key instrument. This is supported by statement from Zuriah (2009) in qualitative research the key instrument is the researcher. Meanwhile Research instrument is essentially used to get information or data about the object taken from subject of research.

For content analysis, the researcher was the first key of instrument in which the researcher must comprehend the research method. Due to this research, the research used checklist as an instrument. Checklist column was used to answer research question that attach on the previous chapter and to process of document analysis. The rubric was formulated from revised Bloom's taxonomy that specifically for reading comprehension question. It is used to categorized the type of reading exercise question.

Table 3. 2 Checklist

Questions	Type of Question						Validator	Note
	Remember	Understand	Apply	Analyze	Evaluate	Create		

The researcher also used interview guideline as instrument when conducted this research. The interview guideline is the instrument for ascertaining the possibilities that occur while creating the exercise question (Rosyidah, 2018). This instrument is used to interview the English teacher after reading the question that have been made. Before conducting the interviews, the researcher brings a general idea of the questions asked. The structure of the interview is developed prior to the interview.

Table 3. 3 Interview Guide

No	Question
1	What are your process for designing questions for exams?
2	What are the main considerations you take when formulating questions?
3	What goals do you have when creating questions?
4	Are there any worries when writing questions?
5	How do you ensure that the questions you create are suitable with students' abilities?
6	How do you determine the right level of difficulty for your exam questions?
7	How do you differentiate between LOTS and HOTS question?
8	What is the ratio between the number of LOTS and HOTS questions created in each chapter?
9	Are students always able to answer the questions they have created?

F. Techniques of Collecting the Data

In this research, the researcher used document set as primary data and the documents were collected to answer the first research question which discussed about type of question in reading exercise question items based on the revised Bloom's taxonomy. Document used by the researcher was paper test made by teacher and specifically for reading exercise. It meant that the research collected data by taking English exercise items for ninth grade student and it was limited to select the items by taking merely the reading questions test and analyze it. The reading questions used can be questions that students do in class, homework assignments, or those that students use during exams.

Beside document researcher also use interview as a techniques of collecting the data. Interview is a dialog used to acquire information from someone interviewed. Interview is used to appraise someone's condition (Arikunto, 2013). In this research, the aim of interview is to find out more in-depth information from the teacher about questioning strategies. The result of interview would be analyzed and the researcher took the conclusion. Interviewing aimed to get the addition of information in response by implemented teacher questioning strategy to enhance student critical thinking. The results obtained determined to extent doing of the application of teacher

questioning strategy when constructing the exercise question, whether the teacher already make HOTS question or LOTS question. Interview will recorded using smartphone android and convert into file audio and backup with transcript.

G. Trustworthiness of the Data

This kind of validity test are called external validation. To test validity, the researcher used triangulation in which the results were taken from gaining the data through content analysis and the researcher observed the data directly. In qualitative, there were many techniques to ensure the data accurately such as triangulation, member checking and auditing. Triangulation was used to compare data and it clearly needed more than one theory and involved many researchers.

For member checking meant the subject that interviewed by the researcher has role to re-check what the researcher writes on the result of interviewing session. Besides, member auditing showed the role of the experts to make data accurately such as lecturer or other experts in which they must evaluate research in order to make data more credible. It was in line with Creswell who stated that triangulation was checking the validity of the research with different data sources by examining evidence from the sources. According to Denzin (2017) there were four types of triangulation; they are

data triangulation, methodological triangulation, investigator triangulation and theoretical triangulation.

On this research, the researcher applies the investigator triangulation. To validate the data, the researcher involves the participation of another researchers/experts in the same study to provide multiple findings and conclusions. The researcher consulted the data that has been analyze to the expert related to the field of reading assessment. The researcher ask the expert to check the data that has collected by the researcher to make sure the validity so the conclusion can be made.

H. Techniques of Analyzing the Data

According to Miles and Huberman (2014) there are steps in data analysis. They are data reduction, data display, and conclusion drawing and verification. Generally, the steps are related to each other during or after collecting data so the model of Miles and Huberman is called as an interactive model:

1. Data Reduction

   Data reduction is a process of selecting, focusing, simplifying, abstracting, and transforming data that can be seen from written field notes, interview transcripts, and documents. The researcher makes some coding system, notes and summaries, then focuses on collecting data. After collecting data on the types of questions used by English teacher and the teacher

questioning strategies in teaching English, the researcher will continue the research by selecting and simplifying the data

2. Data Display

After selecting and simplifying the data, the researcher display the compiled data in the form of organized information that will lead to conclusions. The form of qualitative data display includes the type of data to be accessible, compressed, and organized. The researcher classifies the data about the types of questions used by English teachers in reading exercise by theory from revised bloom's taxonomy and its questioning strategies at SMP Batik PK Surakarta.

3. Conclusion drawing and verification

After the data is displayed in the table, the researcher able to interpret it, reach a conclusion, and verify it. The conclusion in qualitative research is the finding of answers to research problems. The researcher analyzed and concluded using theory from Revised Bloom's Taxonomy. After obtaining the data displayed in the table, the next step the researcher will take is to describe and interpret the data about the types of questions used by the English teachers and the teachers questioning strategies. So that verification and conclusions can be drawn.

CHAPTER IV
RESEARCH FINDINGS & DISCUSSIONS

This chapter presented the finding and discussion which explained how the data is analyzed. It consists of research finding and discussion.

A. Research Findings

This research was conducted over a span from February to March 2024 in SMP Batik PK Surakarta. This research focusing on two primary research questions: What are the types of questions used by the teacher in reading exercise based on the theory from RBT at ninth grade of SMP Batik PK Surakarta And What are the types of questioning strategies used by teacher in creating reading exercise questions at ninth grade of.

1. Type of Questions used by the Teacher in Reading Exercise Based on the Theory from RBT at Ninth Grade Students of SMP Batik PK Surakarta in Academic Year of 2023/2024

The first research inquiries is what are the types of questions used by the teacher in reading exercise based on the theory from RBT at ninth grade of SMP Batik PK Surakarta. To answer this problem, four documents are analyzed from student exercise in the class, comprising a combined total of 96 questions in the reading exercises of four English exercise. Of these 96 questions, 81 were scrutinized as part of the reading

exercise questions examined in this investigation, while the remaining 15 were incorporated into grammar exercise questions. Among the four documents, the predominant question types posed by teachers were those related to understanding questions. Frequencies and percentages of the data were computed and presented as follows:

Table 4. 1 Frequencies and percentages of Reading Exercise Questions based Revised Bloom's Taxonomy

No	Types of questions	Frequencies	Percentage
1	Remembering questions	15	18,52%
2	Understanding questions	24	29,63%
3	Applying questions	15	18,52%
4	Analyzing questions	15	18,52%
5	Evaluating questions	12	14,37%
6	Creating questions	0	0,00%
Total		81	100,00%

From the table above, it can be seen that out of a total of 81 reading exercise questions, 18,52% of the questions fall into the category of remembering questions, 29,63% into understanding questions, 18,52% into applying questions, 18,52% into analyzing questions, 14,37% into evaluating questions, and 0% into creating questions. Therefore,

understanding questions emerge as the most dominant type, whereas creating questions were not found at all.

The researcher employs a checklist derived from the revised Bloom's taxonomy to interpret and discern the six categories of questions, encompassing remembering, understanding, applying, analyzing, evaluating, and creating. Subsequently, these will be expounded upon in the ensuing sections of the discussion.

a. Remembering questions

Remembering questions refer to the capacity to recall or retrieve previously acquired information. In the analysis conducted, it was found that there were 15 (18,52%) instances of remembering question types out of a total of 81 (100,00%) data. These 15 instances occurred in questions numbered 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 21, and 28. Remembering question types commonly arise in reading materials such as procedural texts and narratives. Similarly, within narrative texts, these question types frequently inquire about characters, or the time and place of the story. The following presents the findings of remembering questions derived from the obtained data:

Table 4. 2 Findings of Remembering Question (1)

08/E1/C1	8. What are ingredients to make sandwich?

The above question is categorized as a remembering question because it pertains to the materials needed to make a sandwich, which are already explicitly stated in the reading passage. Therefore, students are only required to recall what they have read previously.

Table 4. 3 Findings of Remembering Question (2)

19/E2/C1	9. What should we first do with the steak?
	    A. Dab the steak with tower paper to remove its moisture.
	    B. Let the steak rest outside the package.
	    C. To spice it with compound butter.
	    D. To add the steak to the pan

Apart from querying ingredients, remembering questions are also employed for eliciting procedural steps. In this instance, a question is posed, "*What should we first do with the steak*?" Here, remembering proficiency is imperative as students must recollect prior textual engagements with procedural content to furnish an answer.

Moreover, beyond procedural discourse, remembering queries are also harnessed to navigate inquiries stemming from narrative text, encompassing character attributes, story settings, or plot dynamics. Presented below is an exemplar from the findings concerning understanding interrogatives within narrative text:

Table 4. 4 Findings of Remembering Question (3)

28/E3/C1	11. How did the mouse deer trick the crocodile?
	    A. He step on the crocodile's head and jumped.
	    B. He asked the crocodile to swim over the river.

	C. He pretended to count the number of the crocodile D. He asked the crocodiles to attend the party invitation

In the question identified in Exercise 3, question number 11 poses, "*How did the mouse deer trick the crocodile*?" This query can be addressed based on the narrative text provided in the exercise. Students are required to recall their prior reading and seek an answer that aligns with their recollection.

b. **Understanding questions**

In understanding questions, students move beyond mere recall of facts and delve into comprehending the information. This involves demonstrating comprehension of facts and ideas through organization, comparison, translation, interpretation, and description. In the findings, understanding emerges as the most dominant type among a total of 81 (100,00%) data, with 24 (29,63%) occurrences, constituting the highest number. These question types appear in questions numbered 1, 2, 6, 25, 26, 27, 37, 39, 41, 43, 45, 46, 49, 50, 52, 55, 56, 57, 58, 60, 67, 68, 74, 75, and 80. This prevalence is attributed to the abundance of questions requiring comprehension to ascertain their answers. Several findings that can be highlighted include the following:

Table 4. 5 Findings of Understanding Question (1)

02/E1/C2	2. The text describes?
	    A. How to get a hand phone.
	    B. How to activate a hand phone.
	    C. The materials of a hand phone.
	    D. How to put a sim card.

In the findings, the researcher discovered in Exercise 1, question number 2 presents a query phrased as "*The text describes*?" To address this type of question, students must comprehend the content of the reading they have engaged with. Subsequently, they can restate and select the appropriate and fitting answer for the question.

Table 4. 6 Findings of Understanding Question (2)

75/E4/C2	40. " When I am down and ,oh my soul, so weary" "When troubles come and my heart burdened me"
	From the lyric we know that the writer ... .
	    A. is sad
	    B. is doubting her or himself
	    C. feels so frustrated about his life
	    D. is so pessimistic about his or her life

In the provided question, student comprehension holds significant importance as it revolves around understanding the meaning of an attached song lyric. This task entails deciphering each lyric meticulously and discerning the emotions the author intended to convey while composing the lyrics. Students are tasked with grasping the essence and intended message encapsulated within the lyrics.

Table 4. 7 Findings of Understanding Question (3)

52/E4/C2	16. " .... that on this Saturday **we** will hold a reviewing........ The underlined word refers to ... .

	A. The chairman of the literature club B. The chairman including the members of the literature club C. The chairman, the members of the club and a book writer D. The members of the literature Club and a book writer

The subsequent finding from Exercise 4, question number 16, addresses the usage of a pronoun "*we*" within a sentence fragment. To answer this question type, students must comprehend the preceding context of the sentence containing the word "*we*." Consequently, students can discern the characters or individuals being referred to within the sentence.

c. Applying questions

Applying questions require students to utilize the knowledge they have acquired to solve a problem or complete a task. In the findings, applying questions appeared 15 (18,52%) times out of a total of 81 (100,00%) data. This question type emerged in questions numbered 3, 29, 30, 31, 32, 33, 34, 35, 36, 63, 64, 66, 72, 78, and 81. Applying questions often feature in test formats where students are required to fill in the blanks within a sentence, as evidenced by Exercise 3, question number 17, as follows:

Table 4. 8 Findings of Applying Question (1)

29/E3/C3	Fill the blanks in passive voice for number 17-19 People usually think that rice (17) ... in China.

	A. grow
	B. are grown
	C. grew
	D. is grown

In this question, there is an instruction to "*Fill the blanks in passive voice for number 17-19.*" In this context, students are tasked with applying the most appropriate words to fill in the blanks within the sentences provided in the question. Similar questions of this nature appeared a total of 8 times across 2 reading texts in Exercise 3. The first text is utilized to answer questions numbered 17-19, as mentioned above, while the second text is utilized to answer questions numbered 21-25.

Similarly to the previous findings, an applying question was also identified in Exercise 4, specifically in question number 43.

Table 4. 9 Findings of Applying Question (2)

78/E4/C3	43. Complete the following functional text with the suitable words provided in the box.

In this question, there is an instruction to complete a functional text with provided answer options. This type of question falls under applying questions because students must apply the appropriate words to complete the attached text, thereby forming a coherent paragraph.

In addition to completing fill-in-the-blank sentences, applying questions were also found in the following question:

Table 4. 10 Findings of Applying Question (3)

64/E4/C3	28. The correct word to complete step 7 is ... .
	    A. After that
	    B. Firstly
	    C. Next
	    D. Finally

The question was found in Exercise 4, number 28. Based on the instruction, " *The correct word to complete step 7 is..."* students are required to select the appropriate word to complete a procedural text. In this case, students need to apply their knowledge to ensure that the chosen words are suitable and contribute to creating a procedural text with clear steps. Given that the purpose of a procedural text is to facilitate readers' understanding of a step-by-step process, students must also ensure the accuracy and clarity of the language applied.

d. **Analyzing questions**

Analyzing questions entail breaking down information into constituent parts, scrutinizing the relationships among these parts, and comprehending their interconnectedness. In the findings, analyzing questions appeared 15 (18,52%) times out of a total of 81 (100,00%) data. This question type emerged in questions numbered 7, 18, 22, 24, 38, 42, 44, 48, 61, 62, 65, 70, 71, 76, and 79. With analyzing questions, students aim to draw conclusions from the information they

have acquired. The findings pertinent to this question type are as follows:

Table 4. 11 Findings of Analyzing Question (1)

44/E4/C4	8. What can we infer from the text?

	A. Many people suffered from serious illness because of the haze
	    B. Only children have been hospitalized from severe respiratory illness
	    C. The main cause of haze in Riau came from the slashing and burning of forest areas
	    D. Companies could convert active forest and deep peat into monoculture plantation

The question was found in Exercise 4, number 8. In this question, students are required to draw conclusions from a given text they have read. Therefore, students need to analyze the content of the text more deeply and convey the information they have gathered. This aligns with the concept of analyzing questions, where students engage in critical examination to draw conclusions from the provided information.

Table 4. 12 Findings of Analyzing Question (2)

48/E4/C4	12. Why was the card written ?

	A. To warn him about his future
	    B. To congratulate him on his success
	    C. To remind him of achieving brighter opportunities
	    D. To encourage him to be optimistic in facing his future

The next finding is still from Exercise 4, question number 12. In Exercise 4, analyzing questions appeared more frequently compared

to other exercises. In this finding, students are asked to explain the purpose of creating the text/card provided in the question attachment. Students are required to analyze and draw conclusions from the information provided in the exercise question.

Additionally, the following question is also categorized as an analyzing question:

Table 4. 13 Findings of Analyzing Question (3)

65/E4/C4	29. Why do you think we use turmeric powder in making fried bananas ?
	       A. To make our fried bananas taste delicious
	       B. To make our fried bananas easy to cook
	       C. We use it as the substitute of salt
	       D. We use it because it is cheap and available everywhere.

This question was found in Exercise 4, question number 29. In this question, students are asked, "*Why do you think we use turmeric powder in making fried bananas*?" The question requires students to explain the benefits of using turmeric powder in the procedural text provided in the question, even though the text itself does not specify the benefits of using the powder. Therefore, students are tasked with understanding the relationship between the procedural text on making fried bananas and the use of turmeric powder in the process. This analysis is characteristic of an analyzing question.

e. **Evaluating questions**

Evaluating involves the capacity to assess information, ideas, or the quality of work based on predetermined criteria. In the findings, evaluating questions appeared 12 (14,37%) times out of a total of 81 (100,00%) data. This question type emerged in questions numbered 17, 23, 39, 40, 47,51, 53, 54, 59, 69, 73, and 77. Evaluating questions often arise in question types where individuals are prompted to select statements as true or false. The researcher's findings are as follows:

Table 4. 14 Findings of Evaluating Question (1)

17/E2/C5	7. Which information is correct?
	A. The writer had to wait for three hours before the airplane took off.
	B. The writer visited seven tourist objects in the trip.
	C. The writer bought souvenirs at Dora Observatory
	D. The writer went to Seoul with his/her family

The question above was found in Exercise 2, question number 7. In this question, there is an instruction, "*which information is correct*?" This instruction signifies that students must differentiate between the four answer options to determine which is correct and which is incorrect. Such a skill falls within the category of Higher Order Thinking Skills (HOTS) because students need to thoroughly understand the text content and answer choices to ensure accuracy in selecting the correct answer.

In addition to the findings mentioned above, similar questions were also identified in Exercise 2, question number 13:

Table 4. 15 Findings of Evaluating Question (2)

23/E2/C5	13. Which of the following statements is true according to the text?
	A. The owl showed the way how to get the right seed. B. The tree couldn't bear rich golden fruit. C. The gardener got nothing from the king. D. The king was disappointed with the tree

Similarly to the preceding question, in this instance, students are tasked with selecting the accurate answer from four provided options (A, B, C, D). Among these options, one is correct, while the remaining three are incorrect. However, the statements are formulated using language that closely mirrors the original statements in the reading text, potentially causing confusion for students. Consequently, students are compelled to meticulously grasp the content conveyed in the text, rendering this question type occasionally deceptive and necessitating the application of higher-order thinking skills.

Table 4. 16 Findings of Evaluating Question (3)

59/E4/C5	23. What can we learn after we have read the story ?
	A. Stealing is forbidden B. Singing is a dangerous thing to do C. Be careful before you pick watermelons from other people's field. D. We have to think very carefully before doing / deciding something.

The next finding is identified in Exercise 4, question number 23. In this question, students are tasked with deriving lessons from the story or reading text provided in the question. This question falls into the category of evaluating questions because students are prompted to

make judgments or assess what valuable lessons can be learned from the story for everyday life.

2. Type of Questioning Strategies Used by the Teacher in Creating Reading Exercise question at Ninth Grade Students of SMP Batik PK Surakarta in Academic Year of 2023/2024

The second inquiry concerns the questioning strategies employed by the teacher in devising reading exercise questions for ninth-grade students at SMP Batik PK Surakarta. To address this issue, the researcher conducted interviews regarding questioning strategies with the English teacher who teaches ninth-grade students at SMP Batik PK Surakarta. The interview took place on Friday, March 22, 2024. During the interview, the teacher acknowledged using questioning strategies in crafting reading comprehension questions for several purposes. Additionally, in the process of question creation, the teacher also considers the proportion of questions generated for each reading passage in the exercise, ensuring a balance between students' abilities and question types.

From the interview, it is evident that the teacher utilizes questioning strategies to assist students in acquiring a broader vocabulary. Based on the interview conducted, the teacher mentioned employing several steps in designing exam questions, including determining the material to be taught, selecting the type of reading material, and formulating suitable questions.

However, questions cannot be created arbitrarily, as the teacher must also consider various factors, as illustrated in the following interview excerpt:

"*Kalau pertimbangannya mungkin dari itu tadi, apa jenis materinya ya lingkup materinya. Sama kemungkinan adalah dari jenis teks. Kan ada perbedaanya misalnya kalimat yang digunakan familiar atau tidak, seperti itu. Jadi difokuskan pada teks dengan kosakata yang mudah dipahami oleh siswa.*"

The interview results indicate that the teacher takes into account students' abilities in comprehending a reading passage. Additionally, apart from the essential aspects of creating reading exercise questions, careful consideration of the reading material itself is crucial. Therefore, the selection of appropriate reading materials is vital in this process. With the proper selection of texts, the questions created will align with the objectives of the questions themselves, namely the students.

However, even though the teacher adjusts to students' abilities, it does not mean that the reading passages and questions become easy, leading to lower-order thinking skills (LOTS) questions. There are still some parts that undoubtedly require deeper understanding from students, thereby allowing the development of higher-order thinking skills (HOTS). When the teacher utilizes texts with difficulty levels above students' normal abilities, students are permitted to use a dictionary and search for the

meanings of each word online, as indicated in the following interview excerpt:

"Namun biasanya kita memfasilitasi untuk membawa kamus. Jadi solusiny adalah missal tidak tahu dengan artinya taau kosakatanya itu nanti anak-anak diizinkan untuk membuka kamus. Baik itu kamus yang cetak atau online."

Furthermore, the teacher elaborated on questioning strategies as follows:

a. Convergent Questioning Strategies

Convergent questioning strategies utilized by teachers with their students often take the form of posing questions that necessitate short answers and yes/no responses. Convergent questions entail queries that have a single correct answer, are brief in nature, and are intended to recall information already learned. In the creation of reading exercise questions, the selection of this strategy proves apt as typical texts generally present all information, and most questions merely reiterate what has been conveyed in the text. Hence, short-answer questions represent a suitable option within questioning strategies.

Upon analyzing the questions devised by the teacher, it was observed that this type of question is prevalent in procedural texts.

"iya itu memang banyak ditempatkan disitu. Kalau teks prosedur kan memang bahasa yang digunakan bahasa sehari-hari ya paling Cuma menuangkan, menambahkan dan sebagainya. Ya itu berarti kembali ke tipe teksnya. Nah kalau yang teks prosedur itu kan memang mungkin karena jenis teks dan juga jenis bahasanya kan simple jadi penempatannya sering disitu"

Questions arising from such texts typically inquire about the materials used or the steps to be taken. This information is already present within the text, requiring students only to recall what they have read. These questions, often termed closed-ended questions, do not demand students to contribute original ideas. In answering these questions, students require minimal time and varied skills, thereby categorizing these questions as lower-order thinking skills (LOTS). The utilization of this question type within questioning strategies falls under convergent questioning strategies.

Convergent questioning strategies used by the teachers to their students were in the form of asking the questions that required short answers and yes/no answers. Convergent questions are questions with a single correct answer, short, and intended to recall acquired information.

b. Divergent Questioning Strategies

Unlike convergent questioning strategies, divergent questioning strategies employed by teachers involve asking questions that necessitate open-ended answers. Divergent questions are inquiries that prompt

students to analyze, synthesize, or evaluate using their knowledge related to a question, problem, or situation. In the process of creating questions, particularly for reading strategies texts, this aspect is crucial in fostering students' critical thinking skills. While questions in reading texts may seem to merely repeat existing information, there is also the possibility of presenting questions that require students to think further and engage in problem-solving within a given scenario. This sentiment aligns with the following interview excerpt:

"*2-4 soal, biasanya satu teks untuk 2-4 soal. untuk membedakannya biasanya presentasinya ya paling 40:60. Yang lots 40% yang hots 60%. Tapi ya nggak jadi patokan juga sih tergantung dari bacaan juga.*"

In the above interview excerpt, the teacher mentioned that in one reading question, there are typically 2-4 questions with a distribution of 40% lower-order thinking skills (LOTS) and 60% higher-order thinking skills (HOTS). This distribution is implemented to ensure that students genuinely comprehend the content of the previously read text. The teacher always strives to provide more HOTS questions when crafting questions to further train students' critical thinking abilities. However, this isn't a fixed guideline, as the type of text used is also a determining factor in how supporting questions are crafted. HOTS questions fall into the category of questions with open-ended answers, where students must analyze a text

and question to provide answers or new ideas that can serve as solutions to a problem.

Reading texts are a crucial aspect of question creation. Therefore, the selection of texts must be carefully considered. Teachers often assign reading exercise questions to students to enhance their reading skills. The ability to read and comprehend a reading text is excellent for developing critical thinking. This is also the goal intended by teachers when assigning reading exercise questions to students. This statement resonates with the following interview excerpt:

"*tujuannya agar siswa terbiasa untuk mengerjakan soal apalagi mereka sudah kelas 9 yang akan melakukan tryout dan ujian kelulusan. Dan dalam bahas inggris sendirikan kita perlu drilling ya dan juga tadi yang saya katakana missal ada kosakata yang siswa tidak tahu diperkenankan untuk buka kamus kecuali kalau ujian. Itu tidak diperbolehkan tapi hari biasa atau ketika exercise itu boleh buka. Jadi engan begitu siswa dapat menambah kosakata baru. selian itu ya siswa jadi terbiasa dengan soal dengan bacaan yang panjang. Jadi kebiasaan readingnya bisa terlatih. Karenakan waktu menjawab soal pas ujian itu tidak banyak ya jadi kalau bacaan panjang dan siswa masih harus menganalisis soal satu persatu butuh waktu juga ya. Jadi kalau anak-anaka tidak terbiasa membaca kemudian menganalissinya lama kan nanti mereka kehabisan waktu. Kalau mereka sudah terbiasa dengan bacaan panjang maka otak mereka*

juga cepat mencerna materi dan semakin sering itu dilatih lama kelamaan

itu juga apa menghasilkan pemikiran yang kritis dari siswa"

B. Discussions

Regarding with the objective of this research, the researcher attempted to analyze reading exercise question types found on the exercise documents at the ninth grade students of SMP Batik PK Surakarta through some criteria of Revised Bloom's Taxonomy (2001) and the questioning strategies from the teacher there based on the theory from Richard and Lockhart (1996). The discussion was supported by the theories in order to identify the differences and similarity of this current research with the theories and previous study.

1. Type of Questions used by the Teacher in Reading Exercise Based on the Theory from RBT at Ninth Grade Students of SMP Batik PK Surakarta in Academic Year of 2023/2024

The findings reveal that the reading exercise questions created by the teacher for ninth-grade students of SMP Batik PK Surakarta do not cover all types of questions outlined in the Revised Bloom's Taxonomy (2001) theory. From the total data obtained, it's evident that the teacher primarily employs understanding questions, which fall under the lower-order thinking skills (LOTS) category followed by remembering question and applying questions. These three types of questions have the highest average occurrences, with each question type appearing as follows: 24 (29,64%) for understanding questions, 15 (18,52%) for remembering

questions, and 15 (18,52%) for applying questions. Out of the total 81 questions, it was found that 54 questions, or 66,67%, belong to the LOTS category, which is more than half of the total.

Table 4. 17 Frequencies and percentages of LOTS and HOTS Questions

No	Category	Types of questions	Frequencies	Total	Percentage
1	Lower Order Thinking Skill (LOTS)	Remembering questions	15	54	66,67%
		Understanding questions	24		
		Applying questions	15		
2	Higher Order Thinking skill (HOTS)	Analyzing questions	15	27	33,33%
		Evaluating questions	12		
		Creating questions	0		
Total				81	100,00%

On the other hand, questions requiring higher-order thinking skills (HOTS) from the three levels: analyzing, evaluating, and creating, have fewer occurrences. In the analysis results, it was found that there are 15 (18.52%) analyzing questions, which is the highest number among the HOTS question categories. The next highest number is evaluating questions, with 12 (14,37%) occurrences. Meanwhile, creating questions

was not found in the data that had been collected. Based on these findings, the total number of HOTS questions overall is 27 (33,33%).

Among the four reading exercises analyzed, remembering questions most frequently occur in exercise 2. In this exercise, remembering questions appear 8 times out of a total of 15 questions, meaning they constitute half of the total questions. In exercise 2, the text types include narrative and procedural texts. However, remembering questions also appear at least once in the other exercises. Procedural texts utilize this type of question because the vocabulary used is generally easier for students to understand, and the text tends to be concise, making it easier to remember. Additionally, this type of question also appears in narrative texts, particularly regarding questions containing 'what,' 'who,' 'when,' etc.

Understanding questions are the most frequently occurring type. Across the four exercises and a total of 81 reading exercise questions, understanding questions appear 24 times. Understanding the meaning of the text itself is the most basic aspect of reading comprehension. Therefore, questions of this type often appear to assess the extent to which students understand the previously read text. In this finding, understanding questions are found in almost all types of texts, thus reaching the highest presentation.

Next, applying questions, this type of question is relatively challenging to analyze based on the total data obtained, as the majority are objective tests, making it difficult to identify applying questions. However, in exercise 3, there are two texts with missing sentences. In these questions, students are asked to apply the correct vocabulary choices to complete the text. This type of question falls under applying questions as students need to apply the knowledge they have learned to solve a problem.

Moving on to the HOTS category, analyzing questions are present. This type of question is somewhat challenging to analyze due to its similarity to understanding questions. Analyzing questions successfully analyzed are found in exercise 4, with 11 out of 15 questions discovered in exercise 4. While in exercise 3 didn't contain any of analyzing questions. Although the number is small, analyzing questions are the most frequently occurring type of HOTS question compared to other types of HOTS questions. According to its level, analyzing questions are the lowest level of HOTS questions, and the level of difficulty for students in answering these questions is not too high. This leads teachers to choose to use more of these types of questions for HOTS questions than other types.

According to the theory of Revised Bloom's Taxonomy, evaluating questions in the reading exercises analyzed in this study appear 12 times. The appearance of evaluating questions is found in exercises 2

and 4. Evaluating questions arise to inquire about the truthfulness of existing statements. This suggests that these questions are designed to help students make judgments based on certain principles, emphasizing the development of higher-order thinking skills.

The last types is the highest level of question in the Revised Bloom's Taxonomy (2001) theory, creating questions. In the analysis results of this study, creating questions do not found at all. Due to the predominance of objective tests or multiple-choice formats in the collected exercise questions, it's challenging to categorize their quality as High-Order Thinking Skills (HOTS) questions, particularly those falling under the category of Creating Questions. In the context of reading exercises, the creating questions closely linked to the development of writing skills, which may explain the absence of the creating questions. Apart from the fact that teachers use objective tests, this research also only focuses on the scope of reading.

2. **Type of Questioning Strategies Used by the Teacher in Creating Reading Exercise question at Ninth Grade Students of SMP Batik PK Surakarta in Academic Year of 2023/2024**

The second research question explores the types of questioning strategies utilized by teachers in creating reading exercise questions for ninth-grade students of SMP Batik PK Surakarta. Through interviews with

the English teacher, it was revealed that two types of questioning strategies are employed based on Richard and Lockhart's theory (1996): convergent questioning strategies and divergent questioning strategies.

The English teacher at SMP Batik PK Surakarta stated that she employs convergent questioning strategies and divergent questioning strategies by posing questions based on these two categories, with a presentation ratio of 40% to 60%. Thus, 40% of the questions created by the English teacher utilize closed questions, identified as remembering questions, understanding questions, and applying questions. The remaining 60% of questions are open-ended, categorized as analyzing questions, evaluating questions, and creating questions. However, the teacher also mentioned that this distribution is not set in stone. During the process, the teacher must also consider the type of text and the language used within a reading passage.

In the analysis results, it was found that the use of closed questions outweighed that of open-ended questions. This indicates that the strategies devised by the teacher may not be fully implemented due to various supporting factors hindering the process.

Despite not aligning with the initial intended presentation ratio, the teacher still implements questioning strategies in her own way.

Convergent questioning strategies, strategically deployed across procedural and narrative texts, are tailored to elicit responses focused on tangible elements such as "what," "who," and "when." By directing students' attention towards specific details and factual comprehension, these inquiries serve as foundational building blocks for deeper exploration of textual content.

In contrast, divergent questioning strategies come into play predominantly within the realm of narrative texts, where the emphasis shifts towards stimulating broader discussions and analytical thinking. Here, students are encouraged to explore the underlying themes, dissect sentence structures, and navigate through problem-solving scenarios encountered by characters. Through such inquiries, educators aim to cultivate students' ability to think critically, infer meaning, and draw connections beyond the surface level of the text. Furthermore, the adaptability of divergent questioning strategies extends beyond narrative texts to encompass diverse genres such as reports or warnings. This versatility underscores the utility of these strategies in facilitating comprehensive comprehension and insightful analysis across varied textual formats.

Overall, the deliberate integration of convergent and divergent questioning strategies reflects a pedagogical approach geared towards

scaffolding students' cognitive development, from basic comprehension to higher-order thinking skills. By strategically deploying these strategies in tandem with text types and instructional objectives, educators endeavor to nurture a holistic understanding of textual content while nurturing students' analytical prowess and critical thinking abilities.

The teacher distinguishes the use of convergent questioning strategies for text types such as procedural texts and narrative texts, especially for questions asking about "what," "who," "when," etc. Divergent questioning strategies are employed for narrative text types, particularly for questions regarding the main idea, analyzing a sentence, and finding solutions to problems experienced by characters in the story. Additionally, divergent questioning strategies are also used for text types such as reports or warning.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

The main goal of the research was to find out the types of reading exercise questions for the ninth grade students of SMP Batik PK Surakarta based on revised Bloom's Taxonomy (2001) theory and types of questioning strategies that teacher used when creating the questions based on Richard and Lockhart theory (1996). From the analysis of the data, conclusions can be drawn from the following.

Based on the findings presented in the preceding chapter, it can be deduced that the reading exercise questions utilized for ninth-grade students do not cover all categories outlined in Revised Bloom's Taxonomy. Despite variations in frequency across the six types of questions, understanding questions emerged as the most prevalent among them. Subsequent to remembering questions, applying question and analyzing questions with the same amount, and then followed by evaluating questions. Conversely, creating questions do not appear at all. This pattern suggests that the reading exercise questions employed by educators for ninth-grade students predominantly align with LOTS questions.

Aligned with the theoretical framework articulated by Richard and Lockhart, educators employ a nuanced blend of questioning strategies to

foster comprehensive understanding and critical engagement among students. Convergent questioning strategies, strategically deployed across procedural and narrative texts, are tailored to elicit responses focused on tangible elements such as "what," "who," and "when," thereby laying the groundwork for deeper exploration of textual content. In contrast, divergent questioning strategies come into play predominantly within the realm of narrative texts, where the emphasis shifts towards stimulating broader discussions and analytical thinking. Here, students are encouraged to explore the underlying themes, dissect sentence structures, and navigate through problem-solving scenarios encountered by characters. Through such inquiries, educators aim to cultivate students' ability to think critically, infer meaning, and draw connections beyond the surface level of the text.

Furthermore, the adaptability of divergent questioning strategies extends beyond narrative texts to encompass diverse genres such as reports or warnings, underscoring their utility in facilitating comprehensive comprehension and insightful analysis across varied textual formats. Overall, the deliberate integration of convergent and divergent questioning strategies reflects a pedagogical approach geared towards scaffolding students' cognitive development, from basic comprehension to higher-order thinking skills, while nurturing a holistic understanding of textual content.

B. Suggestions

    1. For Teachers

Teachers should meticulously assess the suitability of questions, refraining from simply replicating English test questions found online without evaluating their depth and scope. This scrutiny is crucial for guiding educators in crafting effective approaches to assess student comprehension during reading exercises. Moreover, such scrutiny can provide valuable insights to English teachers regarding the alignment of their questions with advanced reading comprehension standards. By taking this approach, educators can ensure that their questioning techniques effectively stimulate critical thinking and foster deeper understanding among students.

    2. For Other Researchers

This study's implications extend beyond its immediate findings, potentially motivating other researchers to delve into related issues concerning the implementation and evolution of reading comprehension exercise questions, thereby contributing to the ongoing enhancement of the education field. Furthermore, the insights garnered from this study can serve as a guiding framework for the formulation of high-quality questions tailored to English reading comprehension exercises. By leveraging these findings, educators and curriculum developers can refine their instructional practices, ultimately fostering deeper engagement and

improved learning outcomes among students. Moving forward, it is recommended that future research endeavors build upon these insights to explore additional dimensions of question design and pedagogical approaches aimed at enhancing literacy instruction and student comprehension skills.

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APPENDICES

Appendix 1 Coding of data condensation

1. The data number

   The numeral 01, 02, 03, … are used for data number. Such as: 01 is used for the data number one, 02 for the data number two, and so on.

2. The code for the exercise file

   E1 : for the exercise 1

   E2 : for the exercise 2

   E3 : for the exercise 3

   E4 : for the exercise 4

3. The code for the question types

   C1 : for the remembering

   C2 : for the understanding

   C3 : for the applying

   C4 : for the analyzing

   C5 : for the evaluating

   C6 : for the creating

Those code were put together, for example the data analysis is written 01/E1/C1 means that the data contains data question number one from the first exercise and the types of question is remembering. By giving code to each data, it simplified and ease to classify, analyze, and display the data.

Appendix 2 Exercise 1

<u>Latihan Soal Procedure Text</u>

Read carefully and choose the best answer between A, B, C, or E

<u>The table below is for question nuber 1-5</u>

<u>**The ways to activate the handphone**</u>

1. First, open the cover of the hand phone
2. Secondly, open the battery part of the phone and you can find sim card slot inside
3. Third, insert the sim card to the sim card slot and put back the battery.
4. Fourth, close the battery with a cover of the hand phone.
5. Fifth, connect the cable of charger to the hole in the bottom of the hand phone. Charging the battery may take four up to six hours.
6. Sixth, when the battery is fully charged, the bar will stop scrolling.
7. Seventh, we can activate the hand phone with pushing the button on the side of it.
8. Finally we are ready to use our hand phone.

1. What kind of text is the text above?
    A. Narrative text
    B. Recount text
    C. Procedure text
    D. Spoof
    E. Descriptive text

2. The text describes?
    A. How to get a hand phone.
    B. How to activate a hand phone.
    C. The materials of a hand phone.
    D. How to put a sim card.

3. What should we do after inserting the sim card?
    A. Open the cover of the hand phone.
    B. Disconnect the charger.
    C. Close the battery with the cover of hand phone.
    D. Insert the battery inside.

4. "The <u>ways</u> to activate the handphone"
    The synonym of the underlined word is...
    A. Ingredients   C. Steps
    B. Performances   D. Devices

5. "Fifth, connect the cable of charger to the hole in <u>the bottom</u> of the hand phone."
   The antonym of the underlined word is...
   A. The height.   C. The length.
   B. The case.   D. The upper.

Read the text carefully and answer the questions

<u>**HOW TO MAKE SANDWICH**</u>

Materials:
- Two slices of bread
- Fried egg
- Cheddar cheese
- Sliced Tomato
- Tomato sauce
- Lettuce leaves
- Mayonnaise

Steps:
1. Firstly, place a slice of bread on the plate
2. Second, put the tomato sauce.
3. Then add fried egg, cheddar cheese, and tomato sauce on it.
4. Next add lettuce leave
5. After that , put a slice of bread on the top to cover them
6. Finally sandwich is ready to serve.

Questions:
1. What kind of text is this called?
2. What is the text tells you about?
3. What are ingredients to make sandwich?
4. What does you add in the top of the first bread?
5. What is the next step after you add lettuce leave?

Appendix 3 Exercise 2

<div align="center">

SOAL PERSIAPAN TRYOUT
KELAS 9

</div>

The following text is for number 1 - 3

Hello! My name is Rob Fellow. I come from Dundee. A town on the east coast of Scotland, but I'm a student at Durham University, in the north of England. I'm studying French and German, and I can speak the languages quite well. I also know little Spanish, so I can speak four languages. I'm enjoying the course a lot, but it's very hard work!

I live in Durham Castle, because the Castle is part of the University, with about thirty other students. The course started two years ago, and I'm in my third year. After the course, I'm going to work in France, but I don't know where yet.

1. Where does Rob come from?
   A. Dundee.
   B. Durham.
   C. England.
   D. Scotland.
2. How old is Rob probably?
   A. 17 years old.
   B. 19 years old.
   C. 21 years old.
   D. 23 years old.
3. The language Rob cannot speak is …
   A. German.
   B. Spanish.
   C. English.
   D. Dutch.

The following text is for number 4 - 8

I spent my last summer in Seoul, South Korea. I went there by myself for a four-day solo trip.

On the first day, I landed at Incheon Airport around 7 AM after a six-hour long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food and went around the neighbourhood. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.

On the third day, I went to the Korean Demilitarized Zone or DMZ. DMZ is a border barrier that divides South Korea and North Korea. I also went to Dora Observatory. From here, we can see how North Korea look like through binoculars.I spent the fourth day walking around Myeondong and bought some stuff and souvenirs for my family and friends. I went to the airport at 3 PM since my flight was at 5 PM.

I had a fantastic experience in South Korea, especially getting to see directly how the Korean Peninsula is. It was a great trip!

   A. How long did the writer stay in Seoul? Two days
   B. Three days
   C. Four days
   D. Five days
4. Where did he/she go to enjoy the scenery of Seoul?
   A. At Hongdae
   B. At the Seoul Tower
   C. At Gyeongbokgung

D. At Korean Demilitarized Zone
5. "At night, I went to Hongdae, a **famous** district in South Korea." The underlined word is the synonym of …
   A. hidden
   B. private
   C. important
   D. well-known
6. Which information is correct?
   A. The writer had to wait for three hours before the airplane took off.
   B. The writer visited seven tourist objects in the trip.
   C. The writer bought souvenirs at Dora Observatory.
   D. The writer went to Seoul with his/her family.
7. What would the writer probably arrive at his/her country?
   A. At 9.00 PM
   B. At 10.00 PM
   C. At 11.00 PM
   D. At 12.00 PM

The following dialogue is for number 9 – 11
Steps to make Restaurant Quality Pan Cooked Steak:

Step 1: Let the steaks rest outside the package on the counter for about 30 minutes. This brings the steak up to temperature to save some cooking time. The less heat you have to use, the more tender your steak.
Step 2: Dab your steak with a paper towel to remove excess moisture. This will help caramelize it. After that, coat the steak on both sides with salt and pepper.
Step 3: Put together some compound butter. You can do this during the 30 minutes your steak sits out so you don't lose any time. Butter, parsley, garlic, salt and pepper. Mash it up and that's it!
Step 4: Heat the pan on medium high, and add 2 tablespoons of plain butter.
Step 5: Once the butter have melted and started sizzling, add steaks to the pan and sear on each side for 2-4 minutes, or until the steak reaches your desired doneness and internal temperature. While your steak is cooking, spoon butter on it to keep it moist and delicious. Then, slice up that compound butter, put it on top of your steak to melt and dinner is done!

8. What should we first do with the steak?
   A. Dab the steak with tower paper to remove its moisture.
   B. Let the steak rest outside the package.
   C. To spice it with compound butter.
   D. To add the steak to the pan.
9. What is compound butter actually?
   A. It is plain butter.
   B. It is used to make steak tender.
   C. It keeps the steak moist and delicious.
   D. It is the mixture of butter, parsley, garlic, salt and pepper.
10. When we put the steak to the pan?
    A. After we put compound butter on top of the steak.
    B. After we coat the steak with salt and pepper.
    C. After the pan heat at desired temperature.
    D. After the butter melts and sizzles.

The following text is for number 12 – 15

The Golden Tree

Once upon a time, on a hill outside a little village there was a big palace lived by a king. The king wanted to be rich.

One day the king promised one of his gardeners three million gold coins if he could grow a tree all year round which bore rich golden fruit. The gardener searched all over the countryside but he could not find the right seed to grow a tree, which would bear golden fruit. At last he went to see the wise old owl who lived deep in the forest and knew all about many things. The wise old owl told him what to do and where to go to get the right seed to plant.

The gardener went exactly where he was told and did the exactly what he was told. He planted the seed and gave it some water, some fertilizer and he waited. Suddenly the tree sprang up so quickly that it made the gardener jump. The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the king to see the tree. When the king had stood there for a long time, staring at it open mouthed, he gardener asked for his three million gold coins.

The king then agreed to the request, and the gardener took his money and went home. He lived happily ever after.

11. What is the main idea of the second paragraph?
    A. How the tree bore rich golden fruit.
    B. The way how the king became richer.
    C. The reason why the gardener searched the seed.
    D. The way how the gardener got the right seed to plant.

12. Which of the following statements is true according to the text?
    E. The owl showed the way how to get the right seed.
    F. The tree couldn't bear rich golden fruit.
    G. The gardener got nothing from the king.
    H. The king was disappointed with the tree.

13. "When the king had stood there for a long time, staring at it open mouthed, ..."
    The sentence implies that the king felt … to see the golden tree.
    A. happy
    B. afraid
    C. surprised
    D. excited

14. The gardener watched as the tree began to bear rich golden fruit. (Paragraph 2).
    The underlined word has the closest meaning to ….
    A. grow
    B. plant
    C. harvest
    D. produce

Appendix 4 Exercise 3

UJIAN BLOK
TAHUN PELAJARAN 2023/2024

Mata pelajaran	**: Bahasa Inggris**	**Hari, tanggal**	**:**
Kelas	**: IX (Sembilan)**	**Waktu**	**: 07.45 – 08.30**

Choose the correct answer, A, B, C or D

1. The animals ... every morning by him
   A. is fed
   B. are fed
   C. was fed
   D. are being fed
2. The cake ... with a soon by the girl.
   A. ate
   B. eaten
   C. is eaten
   D. are eaten

This following text is for questions 3-5

Steps to make Restaurant Quality Pan Cooked Steak:

Step 1: Let the steaks rest outside the package on the counter for about 30 minutes. This brings the steak up to temperature to save some cooking time. The less heat you have to use, the more tender your steak.

Step 2: Dab your steak with a paper towel to remove excess moisture. This will help caramelize it. After that, coat the steak on both sides with salt and pepper.

Step 3: Put together some compound butter. You can do this during the 30 minutes your steak sits out so you don't lose any time. Butter, parsley, garlic, salt and pepper. Mash it up and that's it!

Step 4: Heat the pan on medium high, and add 2 tablespoons of plain butter.

Step 5: Once the butter have melted and started sizzling, add steaks to the pan and sear on each side for 2-4 minutes, or until the steak reaches your desired doneness and internal temperature. While your steak is cooking, spoon butter on it to keep it moist and delicious. Then, slice up that compound butter, put it on top of your steak to melt and dinner is done!

3. What should we first do with the steak?
   E. Dab the steak with tower paper to remove its moisture.
   F. Let the steak rest outside the package.
   G. To spice it with compound butter.

H. To add the steak to the pan.

4. What is compound butter actually?

E. It is plain butter.

F. It is used to make steak tender.

G. It keeps the steak moist and delicious.

H. It is the mixture of butter, parsley, garlic, salt and pepper.

5. When we put the steak to the pan?

E. After we put compound butter on top of the steak.

F. After we coat the steak with salt and pepper.

G. After the pan heat at desired temperature.

H. After the butter melts and sizzles.

6. Your house ... by Sahlan yesterday.

A. was painted

B. is painted

C. will be painted

D. has been painted

7. Fatimah ... by Janan next week.

A. is visited

B. will be visited

C. was visited

D. has been visited

8. Rona has read my book last time.

The passive voice is ...

A. My book has read by Rona last time

B. My book will be read by Rona last time.

C. My book has been read by Rona last time.

D. My book is read by Rona last time.

This following text is for questions 9-11

Long time ago time there were a smart mouse deer. He lived near a river. The mouse deer used to go to the river to drink.

One day, the mouse deer was thirsty. He wanted to drink in the river but he knew that crocodiles were staying and waiting underwater to eat him. He thought hard and got bright idea. He said out loudly. "I will put in my leg and find out whether the water is warm or not" Of course the mouse deer did not do what he said. He did not put his leg but the mouse deer took a wood stick and put one end into the water. Blurrr…! Surely a crocodile grabbed the wood stick and pulled it underwater. Seeing that, the mouse deer laughed and said "Stupid crocodile! Can't you see the difference between a wood stick and a leg?" Then the mouse deer ran to another side of the river and drink some water.

On the following day, the mouse deer was hungry. He wanted to eat some grass on the side of the river so he had to to cross the dangerous river which was full of crocodiles. Again he thought hard and found another smart idea and said loudly

"Crocodiles come up!" then some crocodiles rose from the water. They looked happy and saw their sharp teeth and said "Hello, Mouse Deer. Do you come to be my lunch? We are hungry" The mouse deer just smiled and replied. "Sorry, Crocodiles, not today, I come to you to bring an invitation from the king. You are invited to the party. The king ordered me to count all crocodiles in this river so he knew how to prepare enough meal for you."All the crocodiles felt happy and said "Really…? Tell us what to do," said a crocodile. "You have to line up from this side of the river to the other side," said the mouse deer. Not long after that the crocodile got all his friends and family. He ordered to line up across the river.

The mouse deer then jumped on the Crocodile's back. "One," the mouse deer counted. He jumped onto the next crocodile, "Two." And he jumped again on the next crocodile, "Three." he kept jumping until he arrived on the other side of the river. "Just enough," said the mouse deer. "I have counted all of you" He laughed and ran to the field of grass.

Source:
http://www.belajarbahasainggris.us

9. What does the text tell us about?
  A. The difficult way to find food
  B. The most intelligent animal in the jungle.
  C. A friendship of mouse deer and the crocodile.
  D. An interesting story about mouse deer and crocodile.
10. Based on the story, we know that the mouse deer was a/an ... animal.
  A. canny
  B. foolish
  C. helpful
  D. diligent
11. How did the mouse deer trick the crocodile?
  A. He step on the crocodile's head and jumped.
  B. He asked the crocodile to swim over the river.
  C. He pretended to count the number of the crocodile
  D. He asked the crocodiles to attend the party invitation

This following text is for questions 12-14
The Golden Tree
Once upon a time, on a hill outside a little village there was a big palace lived by a king. The king wanted to be rich.

One day the king promised one of his gardeners three million gold coins if he could grow a tree all year round which bore rich golden fruit. The gardener searched all over the countryside but he could not find the right seed to grow a tree, which would bear golden fruit. At last he went to see the wise old owl who lived deep in the forest and knew all about many things. The wise old owl told him what to do and where to go to get the right seed to plant.

The gardener went exactly where he was told and did the exactly what he was told. He planted the seed and gave it some water, some fertilizer and he waited.

Suddenly the tree sprang up so quickly that it made the gardener jump. The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the king to see the tree. When the king had stood there for a long time, staring at it open mouthed, he gardener asked for his three million gold coins.

The king then agreed to the request, and the gardener took his money and went home. He lived happily ever after.

12. What is the main idea of the second paragraph?
   A. How the tree bore rich golden fruit.
   B. The way how the king became richer.
   C. The reason why the gardener searched the seed.
   D. The way how the gardener got the right seed to plant.

13. Which of the following statements is true according to the text?
   A. The owl showed the way how to get the right seed.
   B. The tree couldn't bear rich golden fruit.
   C. The gardener got nothing from the king.
   D. The king was disappointed with the tree.

14. "When the king had stood there for a long time, staring at it open mouthed, ..."
   The sentence implies that the king felt … to see the golden tree.
   A. happy
   B. afraid
   C. surprised
   D. excited

15. The gardener watched as the tree began to <u>bear</u> rich golden fruit. (Paragraph 2).
   The underlined word has the closest meaning to ….
   A. grow
   B. plant
   C. harvest
   D. produce

16. the poetry ... by a famous artist
   A. is written
   B. are written
   C. write
   D. wrote

   Fill the blanks in passive voice for number 17- 19

People usually think that rice (17) ... in China. But did you know that there's a place in Spain full of rice fields? They (18) ... in north – eastern Spain on the banks of the Ebro Delta at the Riet Vell nature reserve 300 tons of rice (19) ... each year by the people there.A. grow
   B. are grown
   C. grew
   D. is grown

17. A. Located
    B. is located
    C. are located
    D. was located

18. A. Produced
    B. is produced
    C. are produced
    D. produce
19. *Hanifah has taken an English course.*
    The passive voice is:
A. An English course taken by Hanifah.

B. An English course has been taken by Hanifah.

C. English courses have taken by Hanifah.

D. English course will be taken by Hanifah

Fill the blanks with suitable words for number 21-25

Dinosaour were a type of lizards. In 1842, Sir Richard Owen (21) ... the word dinosaur. It came from Greek words denios, meaning terrible and sauros meaning lizard. Dinosaurs (22) ... on earth for about 140 million years.

There were many (23)... of dinosaurs. Some of them were very big and some others were small. Some dinosaurs (24)... leaves and some others ate meat. Some dinosaurs could fly. What happened to dinosaurs? Dinosaurs became (25)... because there was a large comet hitting the earth. The comet caused fire and it killed the trees. Dinosaurs couldn't eat because there were no trees on earth and finally they died and o longer exiting on earth.

20. A. named
    b. caused
    c. found
    d. lived
21. a. grew
    B. lived
    C. found
    D. seek
22. a. treatments
    b. kinds
    c. same
    d. leaves
23. a. eat
    b. ate

c. eaten

d is eaten

24. a. famous

    B. familiar

    C. unknown

    D. extinct

Appendix 5 Exercise 4

UJIAN SEKOLAH TINGKAT SMP TAHUN PELAJARAN 2022/2023

LEMBAR SOAL

Mata Uji	:	**Bahasa Inggris**
Satuan Pendidikan	:	SMP
Hari/Tanggal	:	
Waktu	:	120 Menit
Kurikulum Acuan	:	Kurikulum 2013

I. PILIHAN GANDA PETUNJUK KHUSUS:

Untuk soal nomor 1 sampai dengan 40, pilihlah jawaban yang paling tepat dengan menghitamkan bulatan (□) pada huruf A, B, C atau D pada lembar jawaban!

Read the reading text 1 to answer questions numbers 1 up to 3.

THE CHEETAH

The cheetah is the fastest animal on land. It can run 100 kilometers an hour. It is now rare and is one of the animals which is in danger of extinction.

The cheetah has a small head and ears, and long, powerful legs. It always hunts and chases its prey on open ground.

This is a different way of hunting from the other "big cats." They like to stay in and near trees to catch their prey. The cheetah is also different from other cats because it cannot draw in its claws.

(Source: Abbs, Brian, et.al. Take Off. Student Book 2, p. 52)

1. Paragraph two tells us about ... .
   A. Physical Description of a Cheetah.
   B. The way how a cheetah hunts its prey.
   C. What makes a cheetah different from other animals.
   D. The reason why cheetah belongs to rare animals.
2. "It is now rare and is one of the animals which is in danger of extinction." (Paragraph 1). The information's implies that ..We can still see so many cheetahs roaming in thick forest nowadays.

A. People must prevent cheetahs from extinction due to irresponsible people's activities.

B. Cheetah can be exploited to be a domestic animal.

C. Cheetah can run very fast therefore it can avoid any harmful predators.

3. What is the purpose of writing the above text ?
   A. To persuade people not to hunt cheetahs
   B. To describe cheetah in general
   C. To amuse readers with a story of a cheetah
   D. To tell people the right way to protect the rare cheetahs.

Read the reading text 2 to answer questions numbers 4 up to 6.

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

4. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
   A. Princess Segara will have married with Raden Begawan
   B. Sang Prabu will not hold strength competition
   C. Raden Begawan will not die
   D. Wicked Fairy will not take Raden Begawan's li

5. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word **her** in the sentence refers to…
   A. The wicked fairy   B. The nice fairy   C. Princess Nirmala   D.The prince of Blambangan

6. Why did the wicked fairy use her magic to make Raden Begawan unconscious?
   A. She didn't like Raden Begawan
   B. She didn't want Raden Prabu marry the princess
   C. She wanted Teja Nirmala to forget about her wedding
   D. She didn't want the prince of Blambangan marry the princess

Reading text 3 for questions numbers 7 up to 10.

The forest and peat land fires and smog, billed the worst in Indonesian history, still dominated media headlines this week, with thousands of hot spots covering Sumatra and Kalimantan. At least 19 people in Sumatra and Kalimantan have died, and mostly children, have been hospitalized because of severe respiratory illness cause by the haze. According to the National Disaster Mitigation Agency (BNPB), the ongoing haze crisis has resulted in more than 500,000 people in six provinces – Riau, Jambi, South Sumatra, West Kalimantan, Central Kalimantan, and South Kalimantan – suffering from respiratory infections.

As evidence indicates that most hot spots are related to oil and palm and pulpwood plantations, President has instructed the Forestry and Environment Ministry to stop issuing new permits for peat land cultivation for monoculture restore damage peat land and review all peat land licenses that have been issued. Put bluntly, companies can no longer convert active forests and deep peat or any peat area into monoculture plantations, such as acacia for pulp and oil palm plantations.

Recent research by forest scientists at the Bogor, West Java-based Center for International Forestry Research (CIFOR) found that peat swamps in their natural state are resistant to fire because they are wet underground, but they can be highly flammable when they dry out and are degraded.

7. What is the text about ?
    A. The forest fire and the effect in Indonesia

    B. The worst condition of forest fire in Indonesia.
    C. The victims of the forest fire in Sumatra and Kalimantan.
    D. The research evidence that peat swamps in nature is resistant to fire.

8. What can we infer from the text?
    A. Many people suffered from serious illness because of the haze
    B. Only children have been hospitalized from severe respiratory illness
    C. The main cause of haze in Riau came from the slashing and burning of forest areas
    D. Companies could convert active forest and deep peat into monoculture plantation

9. "companies can no longer <u>convert</u> active forests and deep peat or any peat area into monoculture plantations...."(paragraph 2, line 4). The

underlined word is closest in meaning to ... .

    A. Make   B. Change   C. Utilize   D. Destroy

10. ´... are resistant to fire because **they** are wet underground,. .." (Paragraph 2,line 7)

The bold-typed word in the sentence refers to ... .

    A. Peat land licenses   C. Active forests

    B. Peat swamps   D. Foreign companies.

Reading text 4 to answer questions numbers 11 to 13

11. The card above is best given in ... .

    A. A marriage event   C. A house warming
       celebration

    B. A graduation occasion   D. A thanksgiving day

12. Why was the card written ?

    C. To warn him about his future

    D. To congratulate him on his success

    E. To remind him of achieving brighter opportunities

    F. To encourage him to be optimistic in facing his future

13. "... wishing that brighter opportunities light up your way ..... ".

The underlined word is similar in meaning to ... .

    G. Chances   B. Ambitions   C. Troubles D. dreams

Reading text 5 to answer questions numbers 14 - 17

To : All members of Literature Club From
                               : Chairman
of Literature Club Date   : May, 27th
2020

Subject: Reviewing book

I would like to inform all members of Literature club that on this Saturday we will hold a reviewing *Konspirasi Alam Semesta*, a book by Fiersa Besari. I expect your participation in this occasion. This Occasion will be held at 09:00 AM in Auditorium.

14. What is the writer's purpose in writing the message ?
    a. To get permission from all students to join the project
    b. To invite all members of Literature Club to review a best selling book
    c. To tell all students that he is interested in reviewing books
    d. To inform all students about the cancellation of a meeting

15. From the message above we can infer that ... .
    A. Fiersa Besari is an author
    B. The participants of the event will be introduced to a tip of business
    C. The chairman of the literature club is a great book writer
    D. The event will be carried out at 09.00 in the evening.

16. " .... that on this Saturday **we** will hold a reviewing   "
The underlined word refers to ... .
    A. The chairman of the literature club
    B. The chairman including the members of the literature club
    C. The chairman, the members of the club and a book writer
    D. The members of the literature Club and a book writer

17. What will the students probably do after reading the message? They will ... .
    A. Come to the book reviewing occasion
    B. Come to the event and get some books
    C. Tell their friends to review their own favorite books
    D. Soon gather at school to organize a books fair.

Reading text 6 for answering questions numbers 18 to 21.

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizards. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belong to the most ancient group of lizards still alive.

It is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, ora, or buaya darat (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, colored scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red mouth, it shows row of teeth like the edge of a saw. Komodo dragons are good swimmers and may swim the long

distance from one island to another. Like other lizards, they swim with their undulating tails, and their legs held against their body.

The Komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodos have to be content with eggs, other lizards, snakes and rodents. Komodo dragons are cannibals. The adult will prey on the young one as well as the old and sick dragons.

18. The writer's purpose in writing the text above is ... .
    A. To retell what has happened in Komodo Island
    B. To describe Komodo Dragon in general
    C. To amuse readers with the story of Komodo Dragon
    D. To persuade people to keep and breed Komodo Dragon.

19. Komodo dragons are cannibals because ... .
    A. they hunt wild pigs, deer, water buffaloes and even horses
    B. they feed on eggs, lizards, snakes and rodents.
    C. they prey on the young ones as well as old and sick dragons
    D. they eat anything when they are starving

20. " It is found **mainly** in the island of Komodo and on other small islands, Rinca, Padar, and Flores."

    The underlined word is equal in meaning to ... .
    A. Mostly   C. Totally
    B. Scarcely   D. Severely

21. "Komodo dragons actively hunt their praise during the day."
From the underlined phrase we can say that Komodo dragon belongs to
.... anim als.
    A. Nocturnal B. diurnal C. domestic D. tame

Reading the text for answering questions numbers 23 to 26.

A RECKLESS DONKEY

A donkey and a rabbit were good friends. One evening, they were looking for some food. After walking for some time, they finally found a watermelon field .After making sure that there was nobody around, they went into the field. The donkey directly ate a juicy watermelon. He finished it quickly. Then, he recklessly went to another watermelon, and ate it. He ate a lot of watermelons until he felt full.

"Oh, I feel like I want to sing a song, "said the donkey merrily. "No! You are going to wake the farmer ,"warned the rabbit.

But, the reckless donkey did not listen to the rabbit. It started to sing a song loudly. Knowing that he could not stop the donkey, the rabbit left him alone in the watermelon field.

The donkey kept singing and singing until the farmer came up to him, and ...,"Wham!" the farmer caught the donkey and tied him to the fence. The rabbit was hiding behind a big tree, he saw what was happening. When the farmer left the field, the rabbit released the donkey. The donkey realized his mistake and thanked the rabbit.

23. "Then he <u>recklessly</u> went into the watermelon field..." The underlined word is closest in meaning to ... .
    A. Carefully   C. Responsibly
    B. Proudly   D. Thoughtlessly
24. What can we learn after we have read the story ?
    A. Stealing is forbidden
    B. Singing is a dangerous thing to do
    C. Be careful before you pick watermelons from other people's field.
    D. We have to think very carefully before doing / deciding something.
25. "When the farmer left the field, the rabbit **released** the donkey." The bold - typed word is similar in meaning to ... .
    A. Escape   C. Reported
    B. Set free   D. Supported

26. What is the purpose of writing the text ?
    A. To give detailed information to customers
    B. To persuade people to appreciate fables
    C. To describe a donkey in general
    D. To entertain people with fables

Reading the text for answering questions no. 27 to 30

HOW TO MAKE FRIED BANANAS

Ingredients:

1. *750 grams banana*   5. *1 teaspoon salt*
2. *200 grams whole wheat flour* 6. *450 ml water*

3. *1/2 teaspoon turmeric powder*
4. *2 tablespoon palm sugar*

7. *125 grams rice flour*
8. *Cooking oil*

Steps:

1. *First cut bananas into square small pieces about 1 centimeter*
2. *Mix all flour, turmeric powder, salt, palm sugar, water*
3. *Then stir until mixture*
4. *Add banana into flour dough*
5. *Using a table spoon make spoon full balls*
6. *After that drop them into the saucepan*
7. *... fry them for about 4 minutes or until lightly brown*

27. The text is written to ... .
    A. Share ideas about bananas
    B. Tell about the ingredients needed to make fried bananas
    C. Tell about the way of how to make fried bananas
    D. Promote fried bananas as alternative food.

28. What should we do after we cut bananas into square small pieces?
    A. Fry them until they are done
    B. Add bananas to flour dough
    C. Stir them until they are mixed evenly
    D. Mix all flour, turmeric powder, salt, palm sugar and water.

29. The correct word to complete step 7 is ... .
    A. After that   C. Next
    B. Firstly   D. Finally

30. Why do you think we use turmeric powder in making fried bananas ?
    A. To make our fried bananas taste delicious
    B. To make our fried bananas easy to cook
    C. We use it as the substitute of salt
    D. We use it because it is cheap and available everywhere.

Reading the text for answering questions numbers 31 to 33

Green Miles West

The substitution of "West" in our name replacing "California" is the result of an agreement we reached with California Gardening Association, following a protest over the original use of "California" in our name.

We hope this does not create any confusion among our loyal customers. While this represent a change from our initial name introduction, it does not change the quality of products we offer our customers

31. The company assures its customers that they will always maintain the ... of their products.
    A. Quality   C. Price
    B. Quantity   D. Sale

32. The name "Green Miles West" is ... .
    A. A new name that is given to Green Miles California
    B. A new name that is given to the share holders
    C. A new name that deals with California Gardening Association
    D. A new product being advertised by California Association.

33. The announcement is written to ... .
    A. Introduce a new manager of a company.
    B. Avoid any confusion among its loyal customers
    C. Inform publicly about its budget report
    D. Inform publicly about growth level a company has achieved

Reading text for answering questions no. 34 to 36

On last Wednesday, I've got unforgettable experience. The day before, I played game on-line until 00.00 am. Because of that I woke up late.

It was about 7.30 am and the class would be started at 8.00 am. I ran to bathroom to take a bath. I used to have breakfast before leaving home, but on that day It was impossible.

I always rode motorcycle to go. But what an amazing thing happened, I forgot where I put the key. So, I went to campus by public transportation. Of course, it took longer time. I arrived at 8.15 am, I hurried to get to class but I saw my lecturer standing in front of the class to teach. I entered my classroom and you know what, he was angry to me and didn't let me join his material. It was my bad experience and I hoped I would not do that again.

34. What can we learn from the text ?
    A. We have to have breakfast every morning
    B. We have to obey our lecturer's regulation

C. We have to be able to manage our time properly

D. We have to play game on- line with friends.

35. Why did the lecturer not let the writer get into the classroom? Because ... .

A. The lecturer had just finished his teaching materials

B. The writer came late to attend the lecture on that day

C. The lecturer was so disappointed with the writer

D. The writer forgot where he put his motorbike

36. What should the writer do to avoid being late again to his campus?

A. He should not play games too often

B. He should go to bed earlier and get focused with his study

C. He should ensure that his motorbike is in a good condition.

37. lmknjlecturer – The writer's – angry – because – was – late – he –
came – classroom – the –   to

1   2   3   4   5   6   7   8   9   10   11

The best arrangement of the words to make a a good and meaningful sentence is
... .

A. 2-1-5-3-4-7-8-11-10-9-6

B. 7-5-3-4-2-1-8-11-10-9-6

C. 4-2-1-8-11-10-9-6-7-5-3

D. 7-5-3-4-2-8-1-10-11-6-9

38. look at the warning bellow

What do you think we should do after reading the warning ?

A. We should obey the warning in whatever condition we are

B. We should pay no attention to such a warning

C. We should share our cigarettes with other guys

D. We should enjoy our cigarettes in public places.

Reading the text for answering questions no. 39 and 40

"You Raise Me Up" Singer : Josh Groban

When I am down and, oh my soul, so weary

When troubles come and my heart burdened me

Then, I am still and wait here in the silence

Until you come and sit awhile with me

You raise me up, so I can stand on mountains

You raise me up, to walk on stormy seas

I am strong,

when I am on your shoulders

You raise me up ... to more than I can be.

38.

39. What is the theme of the song ?
   A. A social life
   B. A love story
   C. A motivation
   D. A nature lover

40. " When I am down and ,oh
   my soul, so weary" "When
   troubles come and my
   heart burdened me"

   From the lyric we know that the writer ... .
   A. is sad
   B. is doubting her or himself
   C. feels so frustrated about his life
   D. is so pessimistic about his or her life

II. URAIAN

Read the message below to answer questions numbers 41 and 42.

```
To : Basketball Club Member


There will be no basketball practice this week

 because Mr Dinar is still attending a seminar in Cirebon.

Regards,


Yeni Mulyani Agustin
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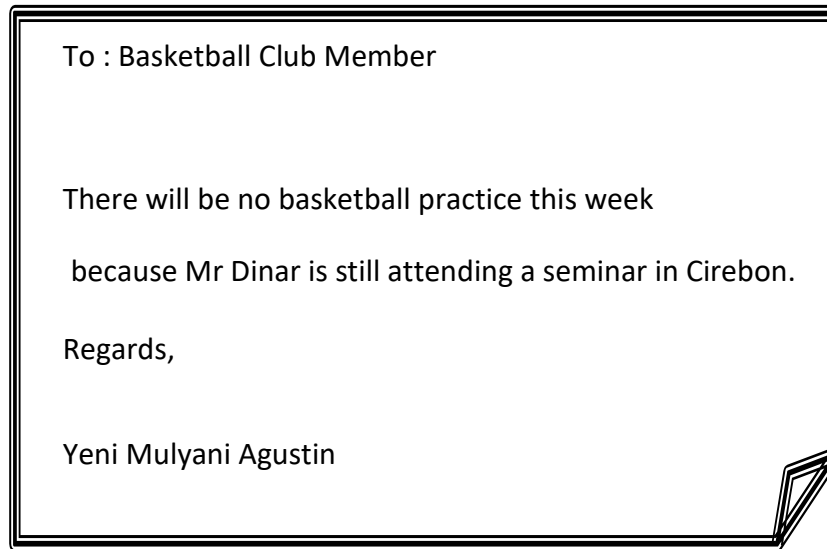
41. What is the message about ?

42. What will the basketball Club members probably do after reading the message ?

43. Complete the following functional text with the suitable words provided bellow

- participant   - held   - prize
- at   - congratulate   - proud
- Performance   - but also

Dear Mawar,

I must *(a)* ... you on winning the first *(b)* ... in the English debate competition *(c)* ... by The British Council and The British Embassy at City hall yesterday. I am so *(d)* ... of you as you are the youngest

(e) ... but your English skills are well above average. All the guests at the city hall at that time were amazed by your *(f)* ... .

You were not only good *(g)* ... spoken English with good pronunciation and no grammar mistakes

(h) ...had self confidence, knowledge, open mindedness and critical thought.

Cheers stevani

Read the text below to answer question number 44.

44. a) Why is Nisa so happy ?

b) What do the following words refer to ?

The word (s)	Line ...	Refers to ...
Me	2	... .
We	1	... .

45. Rearrange the following sentences into good orders so as to become a good and coherent procedural text.

HOW TO COOK RICE

1. Close the outer lid tightly until it "clicks"
2. Then, press the "cook" or "power" button and wait for about 15 minutes. When the rice is cooked, the indicator lamp will turn green
3. Before putting the inner pan into the body of the rice cooker, wipe dry the outside of the inner pan. Place the inner pan into the body. Turn it slightly to the right and left until it fits and sits properly.
4. Wash the rice twice in a bowl.
5. Pour water to the inner pan. Adjust the amount depending on your preference by following the markings inside the inner pan. It shows the amount of water required.
6. Then, put the cleaned rice into the inner pan.

*** Good Luck ***

Appendix 6 Interview transcript of the English Teacher

Date : Friday, 22 March 2024

Researcher : bagaimana cara miss ninik mendesain exercise question? Step-stepnya apa saja?

Teacher : step-stepnya ya, jadi pertama ditentukan dulu dari materi yang telah diajarkan di siswa, di sesuaikan dengan materinya. Kemudian dicari bacaan yang tepat lalu di design pertanyaan pendukung untuk teks nya.

Researcher : lalu ada pertimbangan tidak miss dalam membuat soa? mungkin dari siswa , bacaan atau kategori soalnya.

Teacher : kalau pertimbangannya mungkin dari itu tadi, apa jenis materinya ya lingkup materinya. Sama kemungkinan adalah dari jenis teks. Kan ada perbedaanya misalnya kalimat yang digunakan familiar atau tidak, seperti itu.

Researcher : berarti kategori bacaanya itu dari penggunaan kalimat yang mudah dipahami gitu ya miss,

Teacher : iya dari kosakata atau vocab nya

Researcher : terus kalau kekhawatiransendiri dalam membuat soal itu seperti apa ya miss? Ketika membuat soal

Teacher : kalau kekhawatrannya apa namanya kalau di reading itu kan yang jadi problem kaan dari kosakata jadi emang dipilihkan kosakata yang anak-anak sudah biasa tau atau familiar, jadi untuk kekhawatiran biasanya nanti anak-anak tau artinya atau tidak dari teks yang digunakan. Namun biasanya kita memfasilitasi untuk membawa kamus. Jadi solusiny adalah missal tidak tahu dengan artinya taau

kosakatanya itu nanti anak-anak diizinkan untuk membuka kamus. Baik itu kamus yang cetak atau online.

Researcher : lalu untuk tiap satu teks gitu biasanya soalnya ada berapa soal miss?

Teacher : 2-4 soal, biasanya satu teks untuk 2-4 soal

Researcher : nah itu untukmembedakan yang lots dengan yang hots bagaimana miss?

Teacher : untuk membedakannya biasanya presentasinya ya paling 40:60. Yang lots 40% yang hots 60%. Tapi ya nggak jadi patokan juga sih tergantung dari bacaan juga.

Researcher : berarti menyesuaikan jenis bacaan dan bahasa yang digunakan juga ya miss

Teacher : iya mbak.

Researcher : kalua buat soal-soal gitu biasanya sumbernya dari mana saja miss?

Teacher : sumbernya biasanya ya itu tadi dari soal ujian tahun yang sudah berlalu atau dari internet

Researcher : kemarin kan saya sudah analisis miss bebrapa soal yang miss berikan. Nah itu saya menemukan banyak soal lots itu di prosedur teks. Itu memang triknya begitu atau bagaimana miss untuk penempatannya?

Teacher : iya itu memang banyak ditempatkan disitu. Kalau teks prosedur kan memang bahasa yang digunakan bahasa sehari-hari ya paling Cuma menuangkan menambahkan dan sebagainya. Ya itu berarti kembali ke tipe teksnya. Kalau hots kan seringnya muncul di narrative atau teks report. Itu banyak keluar soal yang hots. Nah kalau yang teks prosedur itu kan memang mungkin karena jenis teks dan juga jenis bahasanya kan simple jadi penempatannya sering disitu.

Researcher : ketika miss ninik membuat soal itu apakah siswa selalu bisa menjawab soal?

Teacher : tidak selalu bisa. Ya bisa tapi ya belum tepat. Tidak selalu betul semua misal dari sepuluh soal ya itu ada yang salah.

Researcher : nah itu biasanya kesalaahannya di soal-soal yang bagaimana miss

Teacher : yang hots pasti, biasanay itu kebanyakan di soal yang harus menganalisis gitu lo mbak. Jadi missal harus mencari padanan. Kan yang biasanya bahasa inggrisnya dari bacaan ada tapi di soal ada padanan katanya nah itu kadang siswa sering salah disitu.

Researcher : kalo missal nyari ide pokok gitu siswa kesulitan tidak miss?

Teacher : ya itu juga termasuk yang susah dijawab.

Researcher : kalau tujuan miss ninik buat soal sendiri itu untuk apa miss?

Teacher : tujuannya agar siswa terbiasa untuk mengerjakan soal apalagi mereka sudah kelas 9 yang akan melakukan tryout dan ujian kelulusan. Dan dalam bahas inggris sendirikan kita perlu drilling ya dan juga tadi yang saya katakana missal ada kosakata yang siswa tidak tahu diperkenankan untuk buka kamus kecuali kalau ujian. Itu tidak diperbolehkan tapi hari biasa atau ketika exercise itu boleh buka. Jadi engan begitu siswa dapat menambah kosakata baru.

Researcher : selain itu mungkin ada tujuan lainnya miss?

Teacher : ya siswa jadi terbiasa dengan soal dengan bacaan yang panjang. Jadi kebiasaan readingnya bisa terlatih. Karenakan waktu menjawab soal pas ujian itu tidak banyak ya jadi kalau bacaan panjang dan siswa masih harus menganalisis soal satu persatu butuh waktu juga ya. Jadi kalau anak-anaka tidak terbiasa membaca kemudian menganalissinya lama kan nanti mereka kehabisan waktu. Kalau mereka

sudah terbiasa dengan bacaan panjang maka otak mereka juga cepat mencerna materi dan semakin sering itu dilatih lama kelamaan itu juga apa menghasilkan pemikiran yang kritis dari siswa

Researcher : kalau dari data yang sudah dikumpulkan kan kemarin soalnya banyak yang ABC an ya miss, nah itu kenapa miss ninik lebihmemilih soal ABC an miss daripada Essay ?

Teacher : kalau saya pilih abc an karena lebih ini ya memmudahkan siswa ya dalam menjawab jadi mereka tinggal memilih jawaban a b atau c yang tepat. Tapi tidak menutup kemungkinan untuk ada essaynya juga sii. Tapi kalau essay kan lebih apa ya siswa harus merangkai kalimat kan, jadi mereka akan lebih kesulitan disitu. Biasanya kalau essay siswa hanya menjawab sdengan singkat jadi tidak dengan kalimat yang lengkap dan jawabannya kurang sempurna.

Researcher : tapi kan missal soal abc itu kan gurunya lebih pry a miss dalam proses pembuatannya

Teacher : iya itu betul. Gurunya harus lebih kreatif dalam membuat soal dan pilihan jawaban apalagi harus pake jebakan-jebakan gitu. Iya memang lebih susah di guru tapi siswanya diuntungkan. Dan juga jenis soal seperti ini memudahkan guru dalam proses pengkoreksian.

Researcher : oh berarti memilih repot diawal tapi diakhirnya gampang gitu ya miss dan dilain sisi siswa juga lebih gampang dalam mengerjakan.Lknjhgfrrt6y7u8i

Appendix 7 Data Validation Sheet

VALIDATION SHEET

No	Code	Questions	Type of Questions							Note
			Remem bering	Underst anding	Apply ing	Analy zing	Evalu ating	Crea ting	Validator	
1	01/E 1/C2	6. What kind of text is the text above? A. Narrative text B. Recount text C. Procedure text D. Spoof E. Descriptive text		√						
2	02/E 1/C2	7. The text describes? A. How to get a hand phone. B. How to activate a hand phone. C. The materials of a hand phone. D. How to put a sim card.		√						
3	03/E 1/C3	8. What should we do after inserting the sim card? A. Open the cover of the hand phone. B. Disconnect the charger. C. Close the battery with the cover of hand phone. D. Insert the battery inside.			√					
4	04/E 1/C1	9. "The ways to activate the handphone" The synonym of the underlined word is...	√							

No	Code	Question	C1	C2		C4					
		A. Ingredients C. Steps B. Performances D. Devices									
5	05/E 1/C1	10. "Fifth, connect the cable of charger to the hole in <u>the bottom</u> of the hand phone." The antonym of the underlined word is... A. The height. C. The length. B. The case. D. The upper.	√								
6	06/E 1/C2	11. What kind of text is this called?		√							
7	07/E 1/C4	12. What is the text tells you about?				√					
8	08/E 1/C1	13. What are ingredients to make sandwich?	√								
9	09/E 1/C1	14. What does you add in the top of the first bread?	√								
10	10/E 1/C1	15. What is the next step after you add lettuce leave?	√								
11	11/E 2/C1	1. Where does Rob come from? A. Dundee. B. Durham. C. England. D. Scotland.	√								
12	12/E 2/C1	2. How old is Rob probably? A. 17 years old. B. 19 years old. C. 21 years old. D. 23 Years old.	√								

13	13/E 2/C1	3. The language Rob cannot speak is …
		    A. German.
		    B. Spanish.
		    C. English.
		    D. Dutch
			√							

14	14/E 2/C1	4. How long did the writer stay in Seoul?
		    A. Two days
		    B. Three days
		    C. Four days
		    D. Five days
			√							

15	15/E 2/C1	5. Where did he/she go to enjoy the scenery of Seoul?
		    E. At Hongdae
		    F. At the Seoul Tower
		    G. At Gyeongbokgung
		    H. At Korean Demilitarized zone
			√							

16	16/E 2/C1	6. "At night, I went to Hongdae, a **famous** district in South Korea." The underlined word is the synonym of …
		    A. hidden
		    B. private
		    C. important
		    D. well-known
			√							

17	17/E 2/C5	7. Which information is correct?
		    A. The writer had to wait for three hours before the airplane took off.
		    B. The writer visited seven tourist objects in the trip.
		    C. The writer bought souvenirs at Dora Observatory
		    D. The writer went to Seoul with his/her family
							√			

No	Code	Question								
18	18/E 2/C4	8. What would the writer probably arrive at his/her country? E. At 9.00 PM F. At 10.00 PM G. At 11.00 PM H. At 12.00 PM				√				
19	19/E 2/C1	9. What should we first do with the steak? I. Dab the steak with tower paper to remove its moisture. J. Let the steak rest outside the package. K. To spice it with compound butter. L. To add the steak to the pan	√							
20	20/E 2/C1	10. What is compound butter actually? I. It is plain butter. J. It is used to make steak tender. K. It keeps the steak moist and delicious. L. It is the mixture of butter, parsley, garlic, salt and pepper	√							
21	21/E 2/C1	11. When we put the steak to the pan? I. After we put compound butter on top of the steak. J. After we coat the steak with salt and pepper. K. After the pan heat at desired temperature. L. After the butter melts and sizzles	√							
22	22/E 2/C4	12. What is the main idea of the second paragraph? E. How the tree bore rich golden fruit. F. The way how the king became				√				

No	Code	Question	C1	C2	C3	C4	C5	C6		
		richer. G. The reason why the gardener searched the seed. H. The way how the gardener got the right seed to plant.								
23	23/E 2/C5	13. Which of the following statements is true according to the text? () A. The owl showed the way how to get the right seed. B. The tree couldn't bear rich golden fruit. C. The gardener got nothing from the king. D. The king was disappointed with the tree					√			
24	24/E 2/C4	14. When the king had stood there for a long time, staring at it open mouthed, ..." The sentence implies that the king felt … to see the golden tree. A. happy B. afraid C. surprised D. excited				√				
25	25/E 2/C2	15. The gardener watched as the tree began to <u>bear</u> rich golden fruit. (Paragraph 2). The underlined word has the closest meaning to …. E. grow F. plant G. harvest H. produce		√						

26	26/E 3/C2	9. What does the text tell us about?
		
		    E. The difficult way to find food
		
		    F. The most intelligent animal in the jungle.
		
		    G. A friendship of mouse deer and the crocodile.
		
		    H. An interesting story about mouse deer and crocodile.
				√						

27	27/E 3/C2	10. Based on the story, we know that the mouse deer was a/an ... animal.
		    A. canny
		
		    B. foolish
		
		    C. helpful
		
		    D. diligent
				√						

28	28/E 3/C1	11. How did the mouse deer trick the crocodile?
		
		    E. He step on the crocodile's head and jumped.
		
		    F. He asked the crocodile to swim over the river.
		
		    G. He pretended to count the number of the crocodile
			√							

		H. He asked the crocodiles to attend the party invitation								
29	29/E 3/C3	Fill the blanks in passive voice for number 17-19 People usually think that rice (17) ... in China A. grow B. are grown C. grew D. isgrown			√					
30	30/E 3/C3	But did you know that there's a place in Spain full of rice fields? They (18) ... in north – eastern Spain on the banks of the Ebro Delta at the Riet Vell A. Located B. is located C. are located D. was located			√					
31	31/E 3/C3	nature reserve 300 tons of rice (19) ... each year by the people there. A. produced B. is produced C. are produced D. produce			√					

32	32/E 3/C3	Fill the blanks with suitable words for number 21-25
		
		Dinosaour were a type of lizards. In 1842, Sir Richard Owen (21) ... the word dinosaur.
		
		    A. named
		
		    B. b. caused
		
		    C. c. found
		
		    D. d. Lived
					√					

33	33/E 3/C3	It came from Greek words denios, meaning terrible and sauros meaning lizard. Dinosaurs (22) ... on earth for about 140 million years.
		    A. grew
		
		    B. lived
		
		    C. found
		
		    D. seek
					√					

34	34/E 3/C3	There were many (23)... of dinosaurs. Some of them were very big and some others were small.
		    A. treatments
		
		    B. kinds
		
		    C. same
		
		    D. leaves
					√					

35	35/E 3/C3	Some dinosaurs (24)... leaves and some others ate meat. Some dinosaurs could fly.			√					

		A. eat B. ate C. eaten D. is eaten								
36	36/E 3/C3	What happened to dinosaurs? Dinosaurs became (25)... because there was a large comet hitting the earth A. famous B. familiar C. unknown D. extinct			√					
37	37/E 4/C2	1. Paragraph two tells us about ... . 　A. Physical Description of a 　　Cheetah. 　B. The way how a cheetah hunts its 　　prey. 　C. What makes a cheetah different 　　from other animals. 　D. The reason why cheetah belongs 　　to rare animals.		√						
38	38/E 4/C4	2. "It is now rare and is one of the animals which is in danger of extinction." Paragraph 1). The information's implies that ... 　A. We can still see so many 　　cheetahs roaming in thick forest 　　nowadays. 　B. People must prevent cheetahs				√				

No	Code	Question								
		from extinction due to irresponsible people's activities. C. Cheetah can be exploited to be a domestic animal. D. Cheetah can run very fast therefore it can avoid any harmful predators								

39	39/E4/C5	3. What is the purpose of writing the above text ?
		   A. To persuade people not to hunt cheetahs
		   B. To describe cheetah in general
		   C. To amuse readers with a story of a cheetah
		   D. To tell people the right way to protect the rare cheetahs
							√			

40	40/E4/C5	4. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
		   A. Princess Segara will have married with Raden Begawan
		   B. Sang Prabu will not hold strength competition
		   C. Raden Begawan will not die
		   D. Wicked Fairy will not take Raden Begawan's life
							√			

41	41/E4/C2	5. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word **her** in the sentence refers to…
		   A. the wicked fairy
		   B. the nice fairy
				√						

							√				
		C. princess nirmala D. the prince of blambangan									

42	42/E 4/C4	6. Why did the wicked fairy use her magic to make Raden Begawan unconscious?
		    A. She didn't like Raden Begawan
		    B. She didn't want Raden Prabu marry the princess
		    C. She wanted Teja Nirmala to forget about her wedding
		    D. She didn't want the prince of Blambangan marry the princess
						√					

43	43/E 4/C2	7. What is the text about ?
		    A. The worst condition of forest fire in Indonesia.
		    B. The forest fire and the effect in Indonesia
		    C. The victims of the forest fire in Sumatra and Kalimantan.
		    D. The research evidence that peat swamps in nature is resistant to fire.
				√							

44	44/E 4/C4	8. What can we infer from the text?
		    A. Many people suffered from serious illness because of the haze
		    B. Only children have been hospitalized from severe respiratory illness
		    C. The main cause of haze in Riau came from the slashing and
						√					

				√							
		burning of forest areas D. Companies could convert active forest and deep peat into monoculture plantation									
45	45/E 4/C2	9. "companies can no longer <u>convert</u> active forests and deep peat or any peat area into monoculture plantations...."(paragraph 2, line 4). The underlined word is closest in meaning to ... . A. Make B. Change C. Utilize D. Destroy		√							
46	46/E 4/C2	10. ´... are resistant to fire because **they** are wet underground,. .... The bold-typed word in the sentence refers to ... . A. Peat land licenses B. Peat swamps C. Active forests D. Foreign companies		√							
47	47/E 4/C5	11. The card above is best given in ... . A. A marriage event B. A graduation occasion C. A house warming celebration D. A thanksgiving day					√				
48	48/E 4/C4	12. Why was the card written ? A. To warn him about his future B. To congratulate him on his				√					

		success C. To remind him of achieving brighter opportunities D. To encourage him to be optimistic in facing his future								
49	49/E4/C2	13. "... wishing that brighter <u>opportunities</u> light up your way .... The underlined word is similar in meaning to ... . A. Chances B. Ambitions C. Troubles D. dreams		√						

50	50/E4/C2	14. What is the writer's purpose in writing the message ?
		   A. To get permission from all students to join the project
		   B. To invite all members of Literature Club to review a best selling book
		   C. To tell all students that he is interested in reviewing books
		   D. To inform all students about the cancellation of a meeting
				√						

51	51/E4/C5	15. From the message above we can infer that ... .
		   A. Fiersa Besari is an author
		   B. The participants of the event will be introduced to a tip of business
							√			

		C. The chairman of the literature club is a great book writer D. The event will be carried out at 09.00 in the evening.								
52	52/E 4/C2	16. " .... that on this Saturday **we** will hold a reviewing .... The underlined word refers to ... . A. The chairman of the literature club B. The chairman including the members of the literature club C. The chairman, the members of the club and a book writer D. The members of the literature Club and a book writer		√						
53	53/E 4/C6	17. What will the students probably do after reading the message ? They will ... . A. Come to the book reviewing occasion B. Come to the event and get some books C. Tell their friends to review their own favorite books D. Soon gather at school to organize a books fair.							√		
54	54/E 4/C5	18. The writer's purpose in writing the text above is .... A. To retell what has happened in Komodo Island B. To describe Komodo Dragon in general						√			

					√							
		C. To amuse readers with the story of Komodo Dragon D. To persuade people to keep and breed Komodo Dragon.										
55	55/E4/C2	19. Komodo dragons are cannibals because ... . A. they hunt wild pigs, deer, water buffaloes and even horses B. they feed on eggs, lizards, snakes and rodents. C. they prey on the young ones as well as old and sick dragons D. they eat anything when they are starving		√								
56	56/E4/C2	20. " It is found **mainly** in the island of Komodo and on other small islands, Rinca, Padar, and Flores." The underlined word is equal in meaning to ... . A. Mostly B. Scarcely C. Totally D. Severely		√								
57	57/E4/C2	21. "Komodo dragons actively hunt their praise during the day." From the underlined phrase we can say that Komodo dragon belongs to…animals. A. Nocturnal B. Diurnal		√								

				√							
		C. Domestic D. Tame									

58	58/E 4/C2	22. "Then he <u>recklessly</u> went into the watermelon field..." The underlined word is closest in meaning to…
		    A. Carefully
		    B. Proudly
		    C. Responsibly
		    D. Thoughtlessly
				√							

59	59/E 4/C5	23. What can we learn after we have read the story ?
		    A. Stealing is forbidden
		    B. Singing is a dangerous thing to do
		    C. Be careful before you pick watermelons from other people's field.
		    D. We have to think very carefully before doing / deciding something.
							√				

60	60/E 4/C2	24. "When the farmer left the field, the rabbit **released** the donkey." The bold - typed word is similar in meaning to … .
		    A. Escape C. Reported
		    B. Set free D. Supported
				√							

61	61/E 4/C4	25. What is the purpose of writing the text ?
		    A. To give detailed information to customers
		    B. To persuade people to appreciate fables
						√					

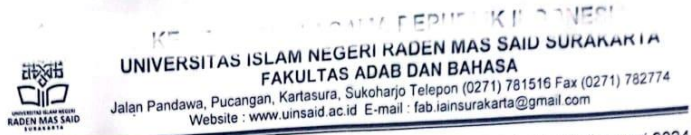| No	Code	Question				√				
		C. To describe a donkey in general D. To entertain people with fables								

62	62/E4/C4	26. The text is written to ... .
		    A. Share ideas about bananas
		    B. Tell about the ingredients needed to make fried bananas
		    C. Tell about the way of how to make fried bananas
		    D. Promote fried bananas as alternative food.
						√				

63	63/E4/C3	27. What should we do after we cut bananas into square small pieces?
		    A. Fry them until they are done
		    B. Add bananas to flour dough
		    C. Stir them until they are mixed evenly
		    D. Mix all flour, turmeric powder, salt, palm sugar and water.
					√					

64	64/E4/C3	28. The correct word to complete step 7 is ... .
		    A. After that
		    B. Firstly
		    C. Next
		    D. Finally
					√					

65	65/E4/C4	29. Why do you think we use turmeric powder in making fried bananas ?
		    A. To make our fried bananas taste delicious
		    B. To make our fried bananas easy to cook
						√				

					√						
		C. We use it as the substitute of salt D. We use it because it is cheap and available everywhere.									

66	66/E 4/C3	30. The company assures its customers that they will always maintain the ... of their products.
		    A. Quality
		    B. Quantity
		    C. Price
		    D. Sale
					√						

67	67/E 4/C2	31. The name "Green Miles West" is ... .
		    A. A new name that is given to Green Miles California
		    B. A new name that is given to the share holders
		    C. A new name that deals with California Gardening Association
		    D. A new product being advertised by California Association.
				√							

68	68/E 4/C2	32. The announcement is written to ... .
		    A. Introduce a new manager of a company.
		    B. Avoid any confusion among its loyal customers
		    C. Inform publicly about its budget report
		    D. Inform publicly about growth level a company has achieved
				√							

69	69/E4/C5	33. What can we learn from the text ?
		     A. We have to have breakfast every morning
		     B. We have to obey our lecturer's regulation
		     C. We have to be able to manage our time properly
		     D. We have to play game on- line with friends.
							√			

70	70/E4/C4	34. Why did the lecturer not let the writer get into the classroom? Because ... .
		     A. The lecturer had just finished his teaching materials
		     B. The writer came late to attend the lecture on that day
		     C. The lecturer was so disappointed with the writer
		     D. The writer forgot where he put his motorbike
						√				

71	71/E4/C4	35. What should the writer do to avoid being late again to his campus?
		     A. He should not play games too often
		     B. He should go to bed earlier and get focused with his study
		     C. He should ensure that his motorbike is in a good condition.
		     D. He should set an alarm before he gets to bed.
						√				

72	72/E 4/C6	36. lecturer(1) – The writer's(2) – angry (3)– because(4) – was(5) – late(6) – he(7) –came(8) – classroom(9) – the (10) – to (11) The best arrangement of the words to make a a good and meaningful sentence is ... A. 2-1-5-3-4-7-8-11-10-9-6 B. 7-5-3-4-2-1-8-11-10-9-6 C. 4-2-1-8-11-10-9-6-7-5-3 D. 7-5-3-4-2-8-1-10-11-6-9						√		
73	73/E 4/C6	37. What do you think we should do after reading the warning ? A. We should obey the warning in whatever condition we are B. We should pay no attention to such a warning C. We should share our cigarettes with other guys D. We should enjoy our cigarettes in public places.						√		
74	74/E 4/C2	39. What is the theme of the song ? A. A social life B. A love story		√						

			C1	C2	C3	C4	C5	C6	
		C. A motivation D. A nature lover							

75	75/E 4/C2	40. " When I am down and ,oh my soul, so weary" "When troubles come and my heart burdened me"
		From the lyric we know that the writer ... .
		   E. is sad
		   F. is doubting her or himself
		   G. feels so frustrated about his life
		   H. is so pessimistic about his or her life
				√					

76	76/E 4/C4	41. What is the message about ?				√			
77	77/E 4/C6	42. What will the basketball Club members probably do after reading the message ?						√	
78	78/E 4/C3	43. Complete the following functional text with the suitable words provided in the box.			√				
79	79/E 4/C4	44. a) Why is Nisa so happy ?				√			
80	80/E 4/C2	b) What do the following words refer to ? 	The word (s)	Line ...	Refers to ...
---	---	---
Me	2	... .
We	1	... .			√					
81	81/E 4/C6	45. Rearrange the following sentences into good orders so as to become a good and coherent procedural text.						√	

Appendix 8 the letter of research permission

UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

Sukoharjo, 21 Februari 2024

Nomor : B-741/Un.20/F.V/PP.00.9/02/2024

Lamp. : -

Perihal : *Permohonan Izin Penelitian*

Kepada Yth.

Kepala SMP Batik PK Surakarta

di

Tempat

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : RANI PRAMUDITA

: 2091 ....

Program Studi : Pendidikan Bahasa Inggris

Semester : 8

Judul Skripsi : AN ANALYSIS OF QUESTIONS IN READING EXERCISE FOR THE NINTH GRADE STUDENTS OF SMP BATIK PK SURAKARTA IN ACADEMIC YEAR OF 2023/2024

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.

Adapun waktu penelitian pada tanggal 26 Februari 2024 sampai tanggal 31 Maret 2024.

Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Dekan

Prof. Dr. H. Imam Makruf, S.Ag., M.Pd.
NIP. 19710801 199903 1 003

Appendix 9 data validation approval sheet

DATA VALIDATION APPROVAL SHEET

Title : An Analysis of Questions in the Reading Exercise for the Ninth Grade Students of SMP
Batik PK Surakarta in Academic Year of 2023/2024

Name : Rani Pramudita

SRN : 206121096

Date : 27 March 2024

The undersign below hereby declares that the data contained in this research has been validated
and reviewed. Moreover, necessary advices to enhanced the quality of this research have been
provided to the researcher.

Sukoharjo, 27 March 2024

Validated by,

Validator

Dr. Yusti Arini, M.Pd
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Acknowledged by,

Advisor

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Appendix 10 Documentation