HIGHER ORDER THINKING SKILL QUESTIONS IN READING COMPREHENSION TEST MADE BY ENGLISH TEACHER OF JUNIOR HIGH SCHOOL BASED ON THE IMPLEMENTATION OF MERDEKA CURRICULUM

(A Descriptive Research On SMPN 01 Rejang Lebong)

THESIS

This Thesis is submitted to fulfiil the requirement

For „ Sarjana „ degree in English Language Education

By :

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ENGLISH TADRIS STUDY PROGRAM
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Assalamu'alaikum Warahmatullahi Wabarakatuh.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi mahasiswa IAIN Curup Program Studi Tadris Bahasa Inggris yang bernama Rahmat Valentiyo NIM 19551071 yang berjudul: "Higher Order Thingking Skill Questions Test Made By English Teacher Of Junior High School Based On The Implementation Of Merdeka Curriculum" Sudah dapat diajukan dalam sidang Munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, sekian dan terima kasih.

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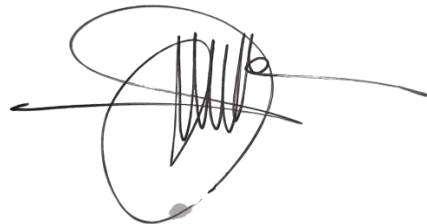
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PREFACE

In the Name of Allah, the Most Gracious and Most Merciful . all praise is due to Allah, the Lord of the worlds. Shalawat and greetings maybe poured out upon the Prophet Mahummad SAW, as a blessing for all nature. This foreword was prepared to describe the research entitled "Higher Order Thingking Skill Questions Test Made By English Teacher Of Junior High School Based On The Implementation Of Merdeka Curriculum". This research aims to explore the application of Higher Order Thingking Skill Questions Test Made By English Teacher Of Junior High School Based On The Implementation Of Merdeka Curriculum.

The aim of crafting this research thesis is to fulfill a prerequisite for the S-1 English Tadris Study Program at the Faculty of Tarbiyah and Teacher Training, The State Islamic Institute (IAIN) Curup. The researcher aspires that this thesis proves benefical fpr readers and stakeholders alike, serving as a valuable reference for forthcoming researchers.

Curup, Maret 2024

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Assalamu'alaikum Warahmatullahi Wabarakatuh,

All praises are due to Allah SWT, the Most Merciful and the Most Compassionate, who has bestowed mercy, blessings, and guidance upon the researcher, enabling the successful completion of this research. Peace and salutations be upon Prophet Muhammad SAW, as well as his family and followers, who have been a source of greatness for the entire Muslim ummah.This thesis, titled "Higher Order Thingking Skill Questions Test Made By English Teacher Of Junior High School Based On The Implementation Of Merdeka Curriculum". is presented as a partial fulfillment of the requirements for the Strata 1 degree in the English Study Program at IAIN Curup. Throughout the course of this thesis, the researcher has received invaluable contributions, guidance, support, and motivation from various individuals. On this occasion, the researcher wishes to express heartfelt gratitude to:

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3. **Jumatul Hidayah,M.Pd** as the Head of English Tadris Study Program and also my great Advisor, thanks for the guidance and helping.
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7. My Wife and My Daughter, thanks for being my motivation to complete my thesis and always give me encouragement.
8. My Dad, My Mom, and My Parents In Law, who have been pleased to give everything during the study and compile this thesis at IAIN Curup.
9. All of my friends of English Study Program of IAIN Curup.

In conclusion, the researcher greatly values constructive researcher in the future. It is hoped that the outcomes of this research will contribute positively to the development of education in the English Study Program and other educational institutions. The researcher expresses gratitude for the acknowledgments mentioned and those left unsaid. May Allah SWT reward all with multiplied blessings. Aamiin.

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Curup, Maret 2024

The Researcher,

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NIM. 19551071

MOTTO

"Ketahuilah, setiap kalian adalah pemimpin, dan setiap dari kalian bertanggung jawab atas yang ia pimpin. Seorang lelaki adalah pemimpin bagi keluarganya, dan ia bertanggung jawab atas keluarganya." -HR. Bukhari dan Muslim.

The Researcher : "Life is the art of drawing without an eraser."

DEDICATION:

1. I thankfull **Allah SWT.** Because without Allah, either I nor my goal would have been possible.
2. To My Wife **Winri Maulisa** and My Daughter **Qalesya Haura Soraya**, thank you for all the sacrifices, advice and prayers that you never stop giving me. Especially for My Wife that never stop supporting and helping me.
3. To My Parents, they were the ones who made everything possible so that I could reach the stage where this thesis was finished. My Dad **Amsori**, My Mom **Yosi Astriani**, My Parents In Law **Lailatul Fajri** and **Edwin Dastar**, May Allah always bestow rewards and sustenance on you.
4. To My Friend (**Dewa Ramadhan, Syamsul Hermansyah, Yudi Apri, Pramana Rio, Muhammad Neyo Akbar**). which motivated me to write this thesis. they are civilized people who taught me a lot about the meaning of friendship. I hope that Allah will give me good health so that I can live a more comfortable life.
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8. Lecturers of **English Tadris Study Program IAIN Curup** whom I love for their support, suggestions and advice.
9. All students of the **IAIN Curup English Language Study Program**
10. Lastly, to **My self** for the enthusiasm and loyalty to want to go this far, as well as the courage to learn new things.

ABSTRACK

Higher Order Thinking Skill Questions Test Made By English Teacher Of Junior High School Based On The Implementation Of Merdeka Curriculum

Rahmat Valentiyo

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Advisor	**: Jumatul Hidayah,M.Pd**
Co-advisor	**: Sarwo Edy, M.Pd**

The focus on reading as a foundational language skill in education is crucial, particularly in the Senior High School English curriculum outlined by the National Curriculum Board of Education. This curriculum emphasizes equipping students with the ability to comprehend various English text types, fostering knowledge acquisition through procedural, descriptive passages, narratives, and more. Teachers play a pivotal role in guiding students to engage deeply with texts by formulating thoughtful questions that stimulate critical thinking and active participation. The integration of Higher Order Thinking Skills (HOTS) questions within reading comprehension tests aligns with the "Merdeka Belajar" concept, aiming to enhance students' ability to analyze and evaluate information independently. This qualitative descriptive research investigates the implementation of HOTS questions in reading comprehension tests at SMPN 1 Rejang Lebong. The study aims to: 1. Determine the level of Higher Order Thinking Skills questions in reading comprehension tests created by English teachers at SMPN 1 Rejang Lebong. 2. Identify challenges faced by English teachers in crafting HOTS questions for reading comprehension tests at SMPN 1 Rejang Lebong. 3. Assess the extent to which HOTS questions in reading comprehension tests reflect Bloom's Taxonomy. Data collection involved analyzing reading comprehension tests administered by two English teachers at SMPN 1 Rejang Lebong, focusing on Grade 7. Findings reveal that the teachers incorporated six levels of HOTS—Recognizing, Interpreting, Executing, Differentiating, Critiquing, and Generating—in their test items, with emphasis on Understanding (Interpreting) and Creating (Generating) levels. Interviews with teachers highlighted challenges such as lack of competency in question creation, limited knowledge of HOTS concepts, and the use of negative statements in test questions. Analysis of test questions indicated a distribution across Bloom's Taxonomy levels, with a significant portion at the Analyzing (Differentiating), Evaluating (Critiquing), and Creating levels. These findings underscore the alignment of HOTS questions with Bloom's Taxonomy, emphasizing their role in stimulating critical thinking and preparing students for higher cognitive demands.

Keywords: Reading comprehension, Higher Order Thinking Skills (HOTS), Bloom's Taxonomy, English curriculum, SMPN 1 Rejang Lebong

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, purposes of the study, research questions, scope of the study, significance of the study, definitions of key terms, organization of the thesis, and thesis statement.

A. **Background of the Problem**

Reading is a fundamental language skill and has been a focal point in education, often receiving more attention than other language skills. Proficiency in reading is considered the cornerstone of educational success[1]. In the context of the English curriculum for Senior High School students set by the National Curriculum Board of Education[2], the focus is on equipping students with the ability to comprehend and engage with various types of written English texts at an informational level. This includes a wide range of text types such as procedures, descriptive passages, recounts, narratives, reports, news items, analytic expositions, hortatory expositions, spoofs, explanations, discussions, and reviews, all designed to facilitate knowledge acquisition.

Hence, in order to attain this level of proficiency, educators should encourage students to draw from their prior experiences, establish connections, assimilate new concepts, and draw broader conclusions from their reading material[3]. Teachers have the crucial role of guiding students to view questions

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[1] Gibson. 1975. Developing Questioning Skill. University of Texas
[2] Depdiknas. Permendiknas Nomor 16 Tahun 2007 Tentang Standar Kompetensi Guru. Jakarta: Depdiknas. 2007
[3] Brown, H. D. 2004. Language Assessment: Principles and Classroom Instructions. NY: Pearson Longman

not as tools to reveal their lack of knowledge but as tools to facilitate their effective exploration of the text[4]. It is important for teachers to be cognizant of the level of questions and their diverse applications. The success of the interaction between teachers and students can significantly hinge on how teachers pose questions.

Questioning serves as a means to foster communication between both teachers and students. Within a classroom setting, engaging students with questions can boost their active involvement in the learning process. According to Dunkin[5], questions posed by teachers make up a significant portion, ranging from one-sixth to one-tenth, of the overall classroom interaction time. This underscores the importance of teachers offering questions to their students.

Conversely, Arslan contends that questioning stands out as the most effective means to stimulate students' thinking processes[6]. Teachers employ questions to actively engage students and maintain an interactive learning style. This perspective underscores the vital role of questioning as the primary tool for teachers to manage the classroom effectively, involve students with the subject matter, promote participation, and enhance students' comprehension. To realize all the objectives of education, teachers must be skilled in formulating well-crafted questions for their students. Through such questions, educators can assess students' grasp of the material. Questions may be presented either in written or spoken form. For instance,

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[4] Nuttal, C. 2006. Teaching Reading Skills in a Foreign Language. London. Heinemann Education Books Ltd
[5] Dunkin. 2002. The Use of Questions in Teaching. Review of Educational Research, 40,707-721
[6] Arslan, M. 2006. The Role of Questionning in the Classroom. Gaziosmanpaşa: University Faculty of Education

teachers might evaluate their students by providing a text followed by a series of inquiries. This approach helps gauge students' understanding and their ability for critical analysis regarding the text[7].

Knowing the level of question are based on the reason that certain sorts of questions will likely trigger the students to respond in more complex answers. As an example, when a teacher uses more comprehension questions in classroom interaction, and the answer from student will be more in number of words used, more complex sentences uttered. In other words, by using comprehension questions, teacher shares more chances for students to proves a personal understanding of the material by being able to rephrase it, give a reason in his or her own words, and use it in making comparison, and the students will be able to give response.

An effective approach to enhancing students' depth of knowledge is to incorporate higher-order thinking skills questions within the text or learning material. These higher-order thinking skills questions are designed to encourage students to engage in more advanced cognitive processes when formulating their responses. This concept is similar to the use of such questions in interview tests, where interviewers may pose higher-order thinking skills questions to candidates in order to foster comprehension and cultivate their critical thinking abilities.

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[7] Tangsakul, Pornpimon.,Kijpoonphol, W., Linh, D.N., Kimura,L.N. 2017. Using Bloom's Revised Taxonomy to Analyze Reading Comprehension Questions in Team up in English 1-3 and Gr Tofade, T., Elsner, J., & Haines, S. T. 2013. Best practice strategies for effective use of questions as a teaching tool. American journal of pharmaceutical education, 77(7), 155 ade 9 English O-Net tests.International Journal of Research: Grantaalayah, Vol. 5(7), pp. 31-41

The concept of differentiating between lower and higher-order thinking skills questions is originally derived from Bloom's taxonomy[8], and it has been refined by Anderson and Krathwohl[9]. This theory serves as a valuable guide for educators when creating assessment questions. Anderson and Krathwohl categorize cognitive taxonomies into six key levels: remember, understand, apply, analyze, evaluate, and create. Questions that focus on remembering, understanding, and applying concepts are generally categorized as lower-level questions, whereas those centered on analyzing, evaluating, and creating ideas are considered higher-order thinking skills questions[10].

Because higher-order thinking skills questions are effective at stimulating students' critical thinking abilities, educators are strongly encouraged to incorporate these types of questions into their teaching. However, a challenge arises in the ability of teachers to construct reading comprehension questions that are often skewed towards the literal level. This aligns with Vacca's observation that questions posed by teachers typically tend to be quite literal, even though higher-level questioning techniques are also necessary. Consequently, when students are tasked with independently answering questions related to a reading passage, they are more likely to simply reproduce answers directly from the text when questions are explicit.

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[8] Bloom, B.S. (Ed.).Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. 1956. Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc
[9] Anderson, Lorin W, Krathwohl, David, R. (Eds). 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Addison Wesley: Longman
[10] Tofade, T., Elsner, J., & Haines, S. T. 2013. Best practice strategies for effective use of questions as a teaching tool. American journal of pharmaceutical education, 77(7), 155

However, when questions are implied or require a deeper level of understanding, students frequently provide incorrect answers in the context of English reading tests. To address this issue and to effectively prompt and assess senior high school students, it is essential to train them by providing reading comprehension questions that not only test their literal comprehension but also engage their higher-order thinking skills and critical thinking abilities.

The concept of "Merdeka Belajar" will transform the teaching system, which traditionally takes place within the classroom, into an outside-the-classroom approach. Students will have the opportunity to engage in more discussions with educators and learn from everything they observe, rather than solely relying on the teacher's explanations. This concept is aimed at nurturing the character of learners, making them even better individuals. It is hoped that through the "Merdeka Belajar" concept, children can become more independent, confident, socially adept, polite, cultured, and competent[11]. In addition to the teacher's role as the spearhead of implementation, the "Merdeka Belajar" concept requires appropriate learning resources to ensure that the curriculum functions optimally. To prepare for this, both teachers and students in the present day are required to possess Higher Order Thinking Skills (HOTS) abilities.

As previously explained, the "Merdeka Belajar" curriculum emphasizes students' ability to observe their surrounding environment in the learning process. This concept aligns well with the Higher Order Thinking Skills (HOTS) pattern,

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[11] Sanjaya, W. (2011). Kurikulum dan Pembelajaran. Jakarta: Kencana

which encourages learners to become adept at solving encountered problems and devising the best solutions based on their knowledge. The implementation of both systems can shape adaptable students. Adaptive skills enable students to explore various aspects more extensively, making them better equipped to handle diverse challenges. When students are trained to confront various types of distinct problems, they become accustomed to developing quick and accurate problem-solving strategies. This is crucial in the learning process as it enhances their self-capacity and serves as a stimulus for the development of Higher Order Thinking Skills in learners[12].

SMP Negeri 1 Rejang Lebong is one of the junior high school which implemented "Merdeka Curriculum" fully 100% in teaching learning process based on the data that the researcher got from DIKNAS Rejang Lebong. The data shows that SMPN 1 Rejang Lebong is one of Merdeka Curriculum Pilot project to be an example for others schools. Reading comprehension is the main English topic to be taught in SMPN 1 Rejang Lebong with HOTS in the implementation. HOTS has significant connection to the purpose of the Merdeka Curriculum especially in teaching reading in SMPN 1 Rejang Lebong.

The result of pre-observation conducted by the researcher found that teacher in SMPN 1 Rejang Lebong used LKS (exercise worksheet) in assisting students to do kind of test in the process of teaching reading comprehension. In terms of needs, sometimes, the teacher make their own questions to take students score in formative

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[12] O'Neill, Geraldine, Murphy, Feargal. 2010. Assessment:Guide to Taxonomy Learning. Ucd Teaching and Learning

and summative assessment. They make the questions appropriate with what Merdeka Curriculum needs. It requires teachers make HOTS questions to ensure students thinking pole.

Therefore, the researcher is interested in conducting a research on weather the reading comprehension questions made by teaches reflect criteria of Bloom's Taxonomy or not and in what level dominant found it. Based on the implementation of *Merdeka* Curriculum. Because of that, the researcher wants to conduct the research entitled ***"Higher Order Thinking Skills Questions in Reading Comprehension Test made by English Teachers of SMPN 1 Rejang Lebong Based on the Implementation of Merdeka Curriculum"***

B. **Research Questions**

Based on the background of the research that the research problem of this research is formulated as the following research questions:

1. What is the level of higher order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong?

2. What is problem faced by the English teacher in making Higher Order Thinking Skill questions in reading comprehension test in SMPN 1 Rejang Lebong?

3. In what extent does higher order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong reflect Bloom's Taxonomy?

C. **Objective of the Research**

To attain the research goals, it is essential for the researcher to establish and organize the research in a manner that aligns with the specific problem. To successfully reach this objective of the research. The aim of the research are:

1. To know in what is the level of higher order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong

2. To know what problem faced by the English teacher in making Higher Order Thinking Skill questions in reading comprehension test in SMPN 1 Rejang Lebong.

3. To know in what extent does higher order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong reflect Bloom's Taxonomy

D. **Definition of Key Terms**

The researcher describes the essential topics employed in this research to prevent misunderstandings.

1. High Order Thinking Skills (HOTS)

   Higher order thinking means the ability to understand information by applying critical attitudes, evaluation, awareness and problem-solving skills. It requires a lot of cognitive processes[13]. It is concluded that higher order thinking skills encourages students to be able to synthesize, summarize, clarify, and summarize issues with active, critical, logical, creative, reflective, and meta-cognitive thinking.[14]

2. Bloom's TaxonomyThe explanation of Bloom's taxonomy is "the way of thinking, those are three domains are cognitive, affective, and

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[13] Hasan, A., & Pardjono. (2019). The correlation of higher order thinking skills and work readiness of vocational high school students. Jurnal Pendidikan Teknologi dan Kejuruan, 25 (1), 52–61. doi: https://doi.org/10.21831/jptk.v25i1.19118

[14] Darling-Hammond, L. (2017). Teacher Education around the World: What Can We Learn from International Practice? European Journal of Teacher Education, 40(3), 291-309.

psychomotor that are useful for assessing students' behavior in the teaching and learning process"[15]

3. Reading Comprehension Test

A reading comprehension test is an assessment designed to evaluate a person's understanding and interpretation of a written text. This test typically involves reading a passage or text and then answering questions that assess the reader's comprehension of the material, including their ability to extract information, make inferences, and analyze the content[16]. It is commonly used in education to gauge reading skills and comprehension abilities

4. *Merdeka* Curriculum

According to Jaja Jahari, "Independent Learning (Merdeka Belajar)" is the policy of the Minister of Education and Culture of the Republic of Indonesia as an evaluation of current education which has an implementation system to accelerate the achievement of educational goals mandated in the 2013 curriculum, curriculum and educational challenges in the 4.0 revolution era[17].

E. **Significance of the Research**

The researcher anticipates that this study will make meaningful advancements, both in terms of theory and practical application. The following items are explained about the significances of this research;

1. For Teachers

In finding the higher order thinking skill questions made by English teachers in reading comprehension test discussed in this research can be in

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[15] Bloom, B. S. (1956). Taxonomy of Educational Objectives. London: Longmans
[16] Syuqaira, E. N. (2017). The Correlation Between Students'Reading Speed And Their Reading Comprehension. Research in English and Education, 144.
[17] Jaja Jahari dan M. Sobry Sutikno. (2008). Manajemen Sumber Daya Manusia. Bandung:Prospect.P.50

the future assist teacher to be aware in getting knowledge about the how to make HOTS questions as connection to *Merdeka* Curriculum in reading comprehension test. The result of the study can also minimize difficulties faced by teacher in designing questions for reading comprehension test based on the implementation of Merdeka Curriculum.

2.For students

The results of this study can be useful for students because students find out what type of questions given by the teacher so they can prepare themselves better and it is also expected that students can understand the importance of understanding a text.

3.For others Researchers

The researcher hopes that this research will help other researchers, suchas it can be used as references material with the same topic. The next researcher can conduct a similar topic with a different perspective or in a different area, and also the result of teachers' strategies in this research could be practically used in another research for the next researcher in the future.

F. **Organization of the Research**

From chapter one through chapter three, the organization of the paper

is provided in this part. Introduction is in Chapter 1. It includes background

information, research questions, research aims, research limitations,

operational definitions, and research significance. Review of related

literature is in the Chapter II. Reviews of relevant reviews and reviews of

related studies are provided. Research Methodology is Chapter III. It covers

the research method, the research topic, the research tool, the data gathering

approach, and the data analysis technique.

CHAPTER II

LITERTURE REVIEW

A. Higher Order Thinking Skills (HOTS)

1. Definition of High Order Thinking Skills (HOTS)

Higher Order Thinking Skills (HOTS) in reading are regarded as more complex compared to the other four language skills due to the numerous specific abilities that readers are required to employ during the reading process. Higher-order thinking is equally valuable for fostering meaningful learning in the educational process. It offers a more comprehensive perspective on learning, encompassing not just the acquisition of knowledge but also the application of that knowledge in various real-life situations. This approach empowers students not only to retain and comprehend the information they acquire but also to employ it in increasingly intricate and diverse contexts. according to Brookhart (2010), "3 categories about definition of the high-order thinking, 1) those that define higher-order thinking in terms of Transfer, 2) those that define it in terms of critical thinking, and 3) those that define in terms of problem-solving"[18]. Critical Thinking consists of They are "analyze, evaluate, and create, according to Bloom's taxonomy". The first category is the higher-order thinking in "terms of transfer". That's mean; the purpose of teaching is equipping students to be able to do transfer. Here, HOST is conceived

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[18] Brookhart J (2010) Higher Order Thinking Skills in Reading Test Perception. Plenary Press. P.165

the students to be able to relate their learning to other elements the have learn before

The second category pertains to higher-order thinking, often referred to as "critical thinking." In this context, students are capable of exercising sound judgment and offering reasoned critiques. One hallmark of educated individuals is their ability to engage in reasoning, reflection, and independent decision-making. Furthermore, the capacity for judgment is particularly crucial in higher-order thinking tasks, such as evaluating the credibility of information sources.

The third category involves higher-order thinking as "problem-solving." This entails addressing issues or challenges that don't have ready-made, memorized solutions. Consequently, lower-order thinking that primarily involves recall may not be sufficient to assist students in resolving these problems. Problem-solving skills are vital not only for fostering critical thinking but also for effective communication. In this context, being a proficient thinker means that students can tackle problems by formulating their own solutions, both in their academic work and in real-life situations.

Additionally, to describe that HOTS is, "the process of intellectual discipline that actively and skillfully conceptualizing, applying, analyzing, synthesizing and evaluating. It is shown that critical thinking skill tends to be complex but important in today's world. In conclusion, the HOTS is the ability to thinking difficult process that

helping for transfer the knowledge in real life, think critically, and solve the problems. All the students own have Critical thinking should be able to examine assumptions and values, evaluate evidence, and present conclusions in their own words. This is also very important in the world today"

2. **The Higher Order Thinking by Bloom's Taxonomy**

Bloom's taxonomy offers an understanding of Higher Order Thinking Skills (HOTS) through three domains: cognitive, affective, and psychomotor. These domains are valuable for evaluating how students behave in the teaching and learning process. However, this study specifically centers on the cognitive aspect of Bloom's taxonomy dimension.

Table 2.1
Types of Cognitive Processes

Level of Taxonomy	Verbs of Related	General Overview
Knowledge	Remember, recall, identify, recognize	Memorizing facts
Comprehension	Translate, rephrase, restate, interpret, describe, explain	Explaining in one's own words
Application	Apply, execute, solve, implement	Solving new problems
Analysis	Break down, categorize, distinguish, compare	Breaking into parts and identifying relationship
Synthesis	Integrate, organize, relate, combine, construct, design	Combining elements into a whole
Evaluation	Judge, assess, value, appraise	Judging qualityor worth

In this context, "knowledge" refers to the act of remembering information, whether through recognition or recall. In a learning environment, students are required to retain specific information, and the subsequent behavior expected from them is the recollection of this information. This level of cognitive function entails recalling material without the need for any additional verbal explanation. Examples of such behaviors include listing, defining, describing, identifying, showing, labeling, collecting, examining, tabulating, quoting, naming, and so on."

According to the table, "comprehension" refers to the skill of understanding the meaning of information. At this level, it involves tasks like converting information from one form to another (e.g., words to numbers), explaining or summarizing the material, and foreseeing the potential outcomes or effects. Comprehension is essentially the stage after memorizing the material and represents the most basic level of understanding the content. Some action words associated with this level include summarizing, describing, explaining, contrasting, predicting, linking, differentiating, discussing, and extending.

The third level is "application," which involves using what you've learned in new and practical situations. This means applying rules, methods, concepts, principles, laws, and theories in appropriate real-world contexts. At this level, you should be able to demonstrate your understanding by using your knowledge in a hands-on way. Action words

often used include apply, demonstrate, calculate, classify, experiment, and discover.

Moving on to "analysis," this level requires understanding the structure of the material. It involves breaking down content into its constituent parts, examining the relationships between these parts, and recognizing the underlying organizational principles. Key action words for this level are analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer, break down, contrast, create diagrams, deconstruct, differentiate, discriminate, distinguish, identify, illustrate, relate, select, separate, investigate, discover, determine, observe, and examine.

As for "synthesis," it's about putting elements together to create something new. This could involve producing original content, devising a plan, or organizing information in a novel way. This level emphasizes creative thinking and the generation of new patterns or structures. Operational verbs commonly used include combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite, categorize, compile, devise, explain, generate, organize, plan, reconstruct, reorganize, revise, summarize, tell, write, synthesize, imagine, conceive, and conclude.

The higher level in the cognitive domain is Evaluation. It involves the ability to judge the value of material for given purpose, based on definite criteria determined by students or teachers. These criteria may be internal

organizational criteria, or evaluation involves thinking processes from all the previous ones and is therefore the highest in the hierarchy of thinking processes. The operational verb used include: "assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, appraise, contrast, criticize, critique, discriminate, evaluate, interpret, justify, relate, support, calculate, estimate, consult, critize, decide, discuss, and evaluate. All of statement based on "Bloom Taxonomy"[19] before revised as the Original Expert about "Higher-Order Thinking (HOTS).

a. The Dimension of Bloom's Taxonomy in Reading Questions

Based on revised Bloom's cognitive domain[20] the researcher needs to describe about six processes of cognitive with a view of how teachers use these cognitive process in classify level of questions and creating questions as their pedagogical competence. The levels of questions are divided into two parts; lower level, higher level. Lower levels of question consist of remembering, understanding, and applying. Meanwhile, higher order thinking skills question are questions in the level of analyzing, evaluating, and creating. Thus, teacher should have ability in creating questions to know students cognitive level.

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[19] Rafikah, Nurul. *Test of Literature Course and Their Relevance with Revised Taxonomy Bloom.* Jakarta: Universitas Negeri Jakarta, 2011

[20] Retno Utari, *Taxonomy Bloom: Apa dan Bagaimana Menggunakannya*? (Widyaswara Pusdiklat KNPK), p. 8

Remembering which is the act of recognizing and recalling information is considered the lowest order of cognitive processing and yet recall-type questions are the most frequently posed by educators[21]. Remembering question is divided into two types; recognizing and recalling information. Recognizing information is locating knowledge in students' long term memory that is consistent[22]. For instance, teachers may create questions or activity that makes student recognize dates of important event in Indonesia history. Then, remembering has recalling information. It is retrieving relevant knowledge from long term memory such as English teachers may create questions that make students recall important dates of Indonesia history.

Comprehension level shows that the students understand what they have read[23]. It occurs when they retell, infer, interpret, explain, predict, and outline knowledge. Questions aimed at eliciting a student's understanding of the material are those that ask the learner to interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining[24]. In this level, teachers may ask students the conclusion of video-tape that they have watched, or teachers ask students to compare historical event to contemporary situation.

[21] Tofade, T., Elsner, J., & Haines, S. T. 2013. Best practice strategies for effective use of questions as a teaching tool. American journal of pharmaceutical education, 77(7), 155.

[22] O'Neill, Geraldine, Murphy, Feargal. 2010. Assessment:Guide to Taxonomy Learning. Ucd Teaching and Learning.

[23] Tangsakul, Pornpimon.,Kijpoonphol, W., Linh, D.N., Kimura,L.N. 2017. Using Bloom's Revised Taxonomy to Analyze Reading Comprehension Questions in Team up in English 1-3 and Grade 9 English O-Net tests.International Journal of Research: Grantaalayah, Vol. 5(7), pp. 31-41.

[24] Anderson, Lorin W, Krathwohl, David, R. (Eds). 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Addison Wesley: Longman

Application questions require the learner to execute a procedure or process, mental or physical, to an unfamiliar situation or circumstance[25]. Application is the stage of making use of knowledge in a new situation. It occurs when the students demonstrate, implement, carry out, or describe a similar situation. For example, teachers may create question which ask students to use appropriate respond in specific situation

Analysis is the process of breaking information into small parts identifying motives or causes[26]. It happens when the students organize information and determine relationship between their previous knowledge and newly gained knowledge. Analysis questions may ask the learner to organize elements within a structure, distinguish relevant from irrelevant information, or deconstruct underlying values and biases[27]. In analyzing questions, it is also differentiating relevant from irrelevant parts or important from unimportant parts of presented materials[28]. For instance, teachers ask students to determine the point of view of the author of an essay in terms of their political perspective

Evaluation question requires the learner to critique a work or product, determine the appropriateness of a process or product for a

[25] Tofade, T., Elsner, J., & Haines, S. T. 2013. Best practice strategies for effective use of questions as a teaching tool. American journal of pharmaceutical education, 77(7), 155

[26] Bloom, B.S. (Ed.).Engelhart, M.D., Furst, E.J., Hill, W.H., Krathwohl, D.R. 1956. Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc.

[27] Tangsakul, Pornpimon.,Kijpoonphol, W., Linh, D.N., Kimura,L.N. 2017. Using Bloom's Revised Taxonomy to Analyze Reading Comprehension Questions in Team up in English 1-3 and Grade 9 English O-Net tests.International Journal of Research: Grantaalayah, Vol. 5(7), pp. 31-41.

[28] Anderson, Lorin W, Krathwohl, David, R. (Eds). 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Addison Wesley: Longman.

given problem, or examine the inconsistencies in a theory. Evaluation is to develop reason to support decision[29]. It occurs when the students judge, choose, recommend, justify, critique about the text such as teacher asks students to judge what is the best way to solve specific problem

Creation is the highest level. Creating is considered as the most difficult task in terms of cognitive processing. Questions that address this cognitive domain may require learners to generate alternative hypotheses based on observed phenomena, devise a new procedure to accomplish a task, or conceptualize a new product. It occurs when the students design, construct, plan, and produce the new ideas. In level of creating, teacher may ask students to plan research paper on a given linguistic topic or teacher may ask students to generate hypotheses to account for an observed phenomenon.

B. Level of Higher Order Thinking Skills in Reading Questions Test

The increasing focus on instructing and evaluating students' higher-order thinking skills is a prevailing trend. According to Airasaian and Russell[30], many believe that analyzing the essay questions in reading assessments is an effective way to identify the presence of higher-order thinking skills. These questions often begin

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[29] Tangsakul, Pornpimon.,Kijpoonphol, W., Linh, D.N., Kimura,L.N. 2017. Using Bloom's Revised Taxonomy to Analyze Reading Comprehension Questions in Team up in English 1-3 and Grade 9 English O-Net tests.International Journal of Research: Grantaalayah, Vol. 5(7), pp. 31-41

[30] Airasian, Peter W. *Classroom Assessment*. New York: McGraw-Hill, 2008

with the 5W and 1H words (what, who, when, where, why, how). When it comes to evaluating higher-order thinking in reading assessments, essay questions require students to not only comprehend a topic in the text but also formulate their own thoughts and express them in written form. Essay questions are particularly useful for assessing student performance, especially in reading exercises.

Next, the question can classified into the higher or the lower levels of student's thinking. While lower thinking requires the students to recall, the higher level requires the students to perform on a more complicated process. It means that HOTS in the reading exercises. "The lower-order thinking question is more easy to be found in the test format or the exercise because they are familiar, the easiest to answer by the student, and much easier to make by the teachers, while the higher-level questions may be rarely found because they often require the teachers to wait a considerable amount of time for the students to answer those question". There explanations above about the higher order thinking skill reading exercise, the questions which contain the analyze, evaluate, and create skill. Those questions mostly contain words like distinguish, determine, relate, solve, and many other, which need students' critical thinking in answering those questions

Cognitive levels of Revised Bloom"s Taxonomy deal with students" thinking, these cognitive levels include low order thinking and high order thinking. The highest three levels are included in high

order thinking. It means the top three of cognitive processes in Revised Bloom"s Taxonomy are considered as higher order thinking skills (*analyzing, evaluating,* and *creating*). This also means that the low order thinking occupies the three lowest levels of Revised Bloom"s Taxonomy (*Remembering, Understanding,* and *Applying*). This Revised Bloom"s Taxonomy is often used in formulate the educational objective that we know as C1 until C6[31].

Table 2.2
C-1 Remembering

Categories & Cognitive Processes	Alternative Names	Definition
Remember		**Retrieve knowledge from long-term memory**
Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with presented material
Recalling	Retrieving	Retrieving relevant knowledge from long-term memory

Table 2.3
C-2 Understanding

Categories & Cognitive Processes	Alternative Names	Definition
Understand		**Construct meaning from instructional messages, including oral, written, and graphic communication**
Interpreting	Clarifying Paraphrasing Representing Translating	Changing from one form of representation to another
Exemplifying	Illustrating Instantiating	Finding a specific example or illustration of a concept or principle

[31] Retno Utari, *Taxonomy Bloom: Apa dan Bagaimana Menggunakannya*? (Widyaswara Pusdiklat KNPK), p. 8

Classifying	Categorizing	Determining that something
	Subsuming	belongs to a category
Summarizing	Abstracting Generalizing	Abstracting a general theme or major point(s)
Inferring	Concluding Extrapolating Interpolating Predicting	Drawing a logical conclusion from presented information
Comparing	Contrasting Mapping Matching	Detecting correspondences between two ideas, objects, and the like
Explaining	Constructing models	Constructing a cause and effect model of a system

Table 2.4
C-3 Applying

Categories & Cognitive Processes	Alternative Names	Definition
Apply		**Applying a procedure to a familiar task**
Executing	Carrying out	Applying a procedure to a familiar task
Implementing	Using	Applying a procedure to an unfamiliar task

Table 2.5
C-4 Analyzing

Analyze		Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose
Differentiating	Discriminating	Distinguishing relevant from
	Distinguishing Focusing Selecting	irrelevant parts or important from unimportant parts of presented material

Organizing	Finding coherence Integrating Outlining Parsing Structuring	Determining how elements fit or function within a structure
Attributing	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material

Table 2.6
C-5 Evaluating

Evaluate		Make judgments based on criteria and standards
Checking	Coordinating Detecting Monitoring Testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented
Critiquing	Judging	Detecting inconsistencies between a product and external criteria; determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem

Table 2.7
C-6 Creating

Categories & Cognitive Processes	Alternative Names	Definition
Creating		Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure

Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria
Planning	Designing	Devising a procedure for accomplishing some task
Producing	Constructing	Inventing a product

Potential activities; instructional verbs and questioning stems that includes of each categories are:

No.	Cognitive Dimension	Instructional Verbs [32]		Questioning Stems
1	Remembering	Memorize Relate Show Give example Reproduce Repeat Label Group Read Write Outline	Group Choose Recite Review Record Match Select Underline Cite Listen	• What happened after...? • How many...? • What is...? • Who was it that...? • Name ... • Find the definition of… • Describe what happened after… • Who spoke to...? • Which is true or false...?
2.	Understanding	Restate	Describe	• Explain why…
		Identify Discuss Retell Research Translate Give	Report Recognize Review Observe Interpret Give main idea	• Write in your own words… • How would you explain…? • Write a brief outline... • What do you think

[32] Denise Tarlinton, Bloom's Revised Taxonomy, Presented in Pupil Free Day, 2003, (www.qacps.schoolwires.net).

		examples of Paraphrase Reorganize Associate Summarizes		• could have happened next...? • Who do you think...? • What was the main idea...? • Clarify… • Illustrate…
3	Applying	Interpret Make Practice Apply Operate Interview Discover	Change Sequence Show Solve Collect Demon-strate Use Draw	• Explain another instance where… • Group by characteristics such as… • Which factors would you change if…? • What questions would you ask of…? • From the information given, develop a set of instructions about…
4.	Analyzing	Distinguish Question Separate Inquire Arrange	Compare Contrast Survey Detect Group	• Which events could not have happened? • If ... happened, what might the ending have been?
		Investigate Research Calculate Criticize Discrimi-nate	Order Sequence Test Debate Analyse Diagram Relate Categorise	• How is...similar to...? • What do you see as other possible outcomes? • Why did...changes occur? • Explain what must have happened when... • What are some or the problems of...? • Distinguish between... • What were some of the motives behind..? • What was the turning point? • What was the problem with...?
5.	Evaluating	Judge Rate Predict Assess Score	Choose Conclude Deduce Justify Recom-mend Discrimi- nate	• Judge the value of... • What do you think about...? • Defend your

		Revise Infer Appraise Probe Determine Argue Decide Tell why Criticize Compare Evaluate Measure	position about... • Do you think...is a good or bad thing? • How would you have handled...? • What changes to… would you recommend? • Do you believe...? How would you feel if...? • How effective are...? • What are the
			Consequences...? • What influence will ...have on our lives? • What are the pros and cons of. ..? • Why is... of value? • What are the alternatives? • Who will gain & who will lose?

6.	Creating	Compose	Imagine	• Design a...to...
		Organize	Generate	• Devise a possible solution to...
		Compile	Predict	• If you had access to all resources, how would you deal with...?
		Improve Invent	Devise	• Devise your own way to...
		Produce	Design	• What would happen if...?
		Construct Plan	Revise	• How many ways can you...?
		Prepare		• Create new and unusual uses for...
		Develop		• Develop a proposal which would...
		Formulate		

C. Problem Faced by Teacher in Making Higher Order Thinking Skills Questions

According to Haladyna there are at least six common problem faced by English teachers in making HOTS questions: The first problem faced by English teachers in constructing HOTS questions is English teachers generally have lack competency in creating questions which based on students' level proficiency. In one side, HOTS question is a question that asks students to think critically. To get the critical thinking, students should pass the cognitive process of remembering and understanding the text. But, students' situation is some of them should try hard to understand the concept of the material which it is in the lower level of critical thinking. In this case, students

should give extra efforts to understand story or information in the text. With this current situation, students' proficiency is in the level of lower order thinking skill; teachers are difficult to give HOTS question to students.

The second problem faced by English teachers in constructing HOTS questions is there are some of English teacher who do not know HOTS questions itself. This difficulty are caused by they got less training about implementing concept of HOTS in creating questions. The researcher believes that this difficulty can be overcome after they got more training about implementing concept of HOTS in teaching learning process.

The next problem faced by English teachers is they like to use negative statement for the questions. They thought that a question with negative language could make students read carefully about the text. But their belief do not supported with theory of editorial guideline in constructing test items. negative terms in test items have negative effect on student answer. However, if teacher must use 'not' or some other negation, teacher need to make sure that it appears in capital letters, and even boldface. That way, a student is unlikely to be confused

The fourth problem faced by English teachers is teacher do not like to devise the questions which could be effected to the ambiguity of questions. Based on the result of English teacher test in constructed

questions, it was found that English teachers in Padang Pariaman Regency have good capability in creating test items with less ambiguity. However, in the result of the research, it was still founded an ambiguous question.

The fifth problem is teachers sometimes do not realize that the questions are too complex and unwell structured. It is related to indicator of relevancy of test items. Relevancy of test items here means the linguistic complexity of items should be appropriate for the students being tested. Based on the result of English teacher competency test in constructing questions, it was found that English teachers have not reached good capability in creating test items with relevant information of test items.

The last problem faced by English teachers is they have anxiety in creating independent questions. Independent question means one item does not provide the answer for another item. Although in this research the researcher did not find dependent questions, in interview section, teacher stated that they have seen dependent question in some exercise or examination[33].

D. Reading

This part will be divided into some parts as follows: the definition of reading, reading comprehension, the objectives of reading, the types of reading skill, and the types of reading exercises

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[33] Haladyna, T. M. 2018. Developing Test Items for Course Examinations. IDEA Paper# 70.IDEA Center, Inc

1. **Definition of Reading**

   According to Bojovic, he states that reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. Reading is rapid, which means that readers should maintain flow of information at a sufficient rate to make connections and inferences vital to comprehension[34]. The reader has a purpose for reading, whether it is for entertainment, information, or research. Козак claims that reading is a skill which enables us to get a message, recognizing the written words (written symbols), getting (understanding) the meaning, used to teach pronunciation, grasping information from texts. Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Ari argues that reading is a crucial skill that takes us to choose wisely from piles of information presented in several forms in an information society, using other information acquired by utilizing different types of literacy (visual, media, academic, graphical, financial, cultural, etc[35]. literacy) when learning new information and producing information based on the reading is based on association (word groups, sentences, inter-sentence relationships, inter-paragraph connections, comparison between the whole text and preliminary

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[34] Bojovic, M. (2010). Reading skills and reading comprehension in english for specific purposes. The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures

[35] Ari, G. (2017). Basic concepts of reading instruction. International Journal of Languages Education, 5(4), 484-503.

knowledge, etc.) and meaning-making as well as the perception of visual elements (recognition of letters and forms, and words). In conclusion, reading is a skill that relates to a message or text and the readers need to comprehend the written words to get information. Reading involves perception and thought to connect one idea with another idea.

2. **Reading Comprehension**

Grabe clarifies that reading is a central of comprehending process[36]. We read to understand what the author expecting to convey in writing, though we also do more. Comprehension happens when the reader interprets the meaning of the text and combines it with the reader's background knowledge.

Linse adds that reading comprehension refers to reading for meaning, understanding, and entertainment. It clearly said that reading comprehension is not only reading for meaning and understanding, but moreover for entertainment[37]. Additionally, Grellet points out that reading comprehension implies extracting the required information from it as efficiently as possible[38]. It means that when comprehending the text, the reader has to extract the information that they got from the text as proper as possible. According to those explanations, reading comprehension is really more complex than commonly expected. It focuses on thinking and

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[36] Grabe, W., & Stoller, F. L. (2019). Teaching and researching reading. Routledge
[37] Linse, C. T. (2006). Practical english language teaching: Young learners. McGraw-Hill.
[38] Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehension exercises. Cambridge University Press.

presenting the meaning of the text. It involves the interaction between the written form of the text with the reader's eyes and mind

3. The Objective of Reading

Students may be inquired to examine a lot with different aims (Murcia et al., Hence, different readers may have diverse purposes and those purposes are varied. People usually read something because they have a desire to do so and some purpose to achieve[39]. Furthermore, they generally have some expectations about what they are going to read before they actually read the text. It means that the varied purposes of reading may come from the desire before the reading activity. Additionally, Harmer points out that the reader might read to get the common picture of the text, to extract the specific information of the text, to perform the text, or to confirm the expectation they have about the text[40]. In line with that statement, the writer thinks that the reader may have different aims because they have different expectations in reading. On the other hand, Crawley and Merritt (1996) think that the main purpose of reading is to understand or comprehend the communication between the author and the reader[41]. Moreover, according to Carbo (2007), he states the ultimate goal of all reading instruction is text comprehension. From these two

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[39] Murcia, M., C., Brinton, D., M., & Snow, M., A. (2014). Teaching english as a second foreign language. National Geographic Learning.
[40] Harmer, J. (2007). How to teach english. Pearson Education.
[41] Crawley, S. J., & Merritt, K. (1996). Remediating reading difficulties (2nd ed.). Brown & Benchmark Publishers

explanations, it clearly tells that mostly the aim of reading is for understanding or comprehending the text.

Moreover, Linse points out the two fundamental purposes that people read are for pleasure and for information. While reading for pleasure provides enjoyment and entertainment, reading for information can be as simple as reading a menu at a restaurant[42]. Reading for pleasure can be a bedtime story before going to bed or read a novel that you liked. Besides, McDonough and Shaw explain that the purposes of reading are for getting information because the readers are curious about some topics, getting instruction on how to perform some tasks, knowing what is happening, and getting enjoyment or excitement[43]. It means that the purposes of reading are not only for getting pleasure and information from the text, but also for getting instruction

Further, Grabe and Stoller (2019) add that there are 7 purposes of reading as follows:

1. Reading to search for simple information,

2. Reading to skim quickly,

3. Reading to learn from texts,

 4. Reading to integrate information,

5. Reading to write,

6. Reading to critique texts, and

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[42] Linse, C. T. (2006). Practical english language teaching: Young learners. McGraw-Hill.
[43] McDonough, J., & Shaw, C. (2012). Materials and methods in ELT. John Wiley & Sons.

7. Reading for general comprehension.

Therefore, the writer considers that the main aim of reading is to comprehend the meaning of the text. In reading, the reader needs to know the writer's purpose in writing the text. If the reader comprehends the text, whatever their expectation in reading, they would know it and they would be successful in the reading activity

E. Teaching Reading

Teaching reading is a fundamental aspect of education, focusing on the development of a crucial life skill. It involves guiding students to decode written language, comprehend text, and engage critically with written material. Effective reading instruction encompasses various strategies, from phonics and vocabulary development to comprehension techniques and critical thinking. Teachers employ a range of activities, including read-aloud sessions, guided reading, and independent reading, to cater to diverse learning needs. The goal is not just to impart reading skills but also to nurture a lifelong love for reading and the ability to extract meaning from written texts, empowering students to access knowledge, express ideas, and think critically in various aspects of their academic and personal lives.

Teaching reading is a multifaceted educational endeavor that encompasses a wide array of skills and strategies aimed at helping students become proficient readers. At its core, it involves the systematic instruction of decoding, which enables students to translate written symbols into spoken

language. This foundational skill is often taught through phonics, which teaches the relationship between sounds and letters. However, teaching reading goes beyond mere decoding; it also includes vocabulary development, comprehension strategies, and critical thinking skills. Teachers employ various methods, such as read-aloud sessions, guided reading, and shared reading experiences, to scaffold students' understanding of increasingly complex texts. Moreover, they foster a deep appreciation for literature and information, encouraging independent reading and exploration. Effective reading instruction equips students with the ability to extract meaning from texts, analyze content, evaluate information, and synthesize knowledge, making it a cornerstone of academic success and lifelong learning.

F. Previous Study

There are three relevants studies that the researcher had read in order to help her writing this reaseach proposal. The first one is the study with the title "An Analysis on Reading Exercises in the second Grade SMU Textbooks Based on Bloom"s Taxonomy of Cognitive Domain", which is written by Siti Muslimah, a student of English Department, Faculty of Languages and Arts, State University of Jakarta.24 This study focused to the reading exercises in the second grade SMU textbook in order to be classified based on cognitive Bloom Taxonomy. Textbooks that were analyzed are „Window on the World Book" (book I) and English for Senior high School Book" (book II). The result of this study is comprehension is being the most dominant aspect in book 1

and knowledge is being the most dominant aspect in the book 2. It has implication for teacher and authors about the importance of designing exercises based on cognitive Bloom Taxonomy which touch the whole difficulty levels, not only the low levels but also the high levels.

Mursyid and Kurniawati (2019) explored the practice of HOTS by English teachers in the EFL classroom in the Indonesian context. The focus of the study was teachers' perspectives towards HOTS, its application, assessment of HOTS, and the constraints in the EFL classroom. Six senior high school English teachers from three different generations who have entered the workforce as English teachers were recruited as the participants of the study. The data were collected using a questionnaire, document analysis, and classroom observation. The results revealed that teachers from the three generations were cognizant of HOTS and they did apply it in their instruction. However, the teachers faced some obstacles in incorporating HOTS into their classrooms. In a similar context, Fakhomah and Utami (2019) investigate the perceptions and difficulties faced by pre-service teachers in implementing HOTS in English language teaching. The data were collected from 5 pre-service English teachers of the Professional Teacher Program from different universities using a sequential explanatory mixed-methods design. The results of the study indicated that although the participants had positive perceptions of HOTS implementation in the classroom, they had several problems in its implementation, especially those related to time management and students' ability. Armala, Fauzia, and Asib (2019) conducted a study with

15 pre-service English teachers to investigate their perceptions of HOTS in English language teaching. Using questionnaires to collect the data, the findings demonstrated that the participants had their own perspectives and were aware of HOTS in their teaching, and have also applied several activities to develop students' critical thinking.

To ensure the authenticity of the ideas in this study, the researcher presents several relevant inspired by some foregoing researchers. The first the material should be appropriate to curriculum and HOTS, research conducted by Nur Pratiwi (2014) graduated of "State Islamic University Jakarta", The title is "an analysis of reading exercise in the pathway to English Textbook for the Eleventh Grade of Senior High School Students".that was found the distribution of the higher-order thinking level is lower than the lower order thinking level. The second, study used with curriculum KTSP, research was conducted by Rusda Ayu Syafniar(2014) graduation from "State Islamic University Jakarta" entitled "The Analysis of the Reading Materials in English Alive Textbook Based on School-Based Curriculum for second Grade Students of Senior High school". Which was found the most of the material in textbook very good as the criteria of the conformity level". Hence, it was found there are some discrepancies between textbooks from many published on the curriculum. Example from the first research using erlangga english textbook but not relevant with critical thinking. Based on the previous studies, this skripsi is intended to do the research focused on Higher Order Thinking Skills Questions

Made by English Teachers in Reading Comprehension Test at SMP 1 Rejang

Lebong. It analyze by using Revised Bloom Taxonomy.

CHAPTER III

RESEARCH METHODOLOGY

A.   Research Design

This research was a descriptive qualitative research. It described about Higher Order Thinking Skills Questions Made by English Teachers in Reading Comprehension Test. Gay states qualitative research is used to seek probe deeply into the research setting in order to obtain understanding about the way things are, why they are that way, how the participants in the context perceive them[44]. In line with Brown states that qualitative research is the study intending to understand the phenomenon of what is experienced by the subject of the research such behavior, perception, motivation, action, etc[45], This research takes a comprehensive and descriptive approach, focusing on the natural methods employed to address the challenges faced by teachers when constructing HOTS questions in reading comprehension test in junior high school within the context of the Merdeka curriculum implementation.

B.   Subject of the research

A subject of the research is the individual or entity from which data is obtained Brown states that informants are the people who know the background of the research[46]. According to Gay, subject is chosen based on whom she or he

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[44] Airasian, P and L. R. Gay. 2000. Educational Research: Competencies for Analysis and Application Sixth Edition. New Jersey: Prentice Hall Inc.
[45] Brown. 2010. Qualitative Research: Plentary Press. P.129
[46] *ibid P.*

judge to be thoughtful and who have information, perspectives, and experience related to the topic of the research[47]. For participant selection in this research, the researcher employed purposive sampling. As John W. Creswell has elucidated, purposive sampling, also referred to as purposeful sampling, is a technique used to deliberately select individuals or locations with the specific aim of gaining insights or comprehending the main phenomenon under investigation.

The subject in this research is English teacher who teach in SMPN 1 Rejang Lebong Regency. The teachers also selected by school that implemented *Merdeka* Curriculum. The teachers are two teaching English in this school. The selection also based on the pre-observation made by the researcher who found that the teachers sometimes create their own questions in giving reading comprehension test. The total of the subject is 2 teachers. The researcher's goal is to obtain more in-depth information and gain a better understanding of the phenomenon, as well as to assess whether the gathered information is connected to the insights provided by the teachers.

C. Technique of Data Collection

Based on the characteristics of qualitative research, the technique of data collection was carried out by observation, interview, and questionnaire. In line with W. Laurence Neuman, stated that when gathering qualitative data, the researcher provides comprehensive descriptions of individuals, activities, and

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[47] *Ibid.P*

societal events[48]. The following is the explanation of those instruments used for this research.

   a. **Document Analysis**

   Content or document analysis was used in this study. Content or document analysis is applied to written visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspaper, web pages, speeches, television programs, advertisement, musical composition, or any of a host of other types of document. Content analysis is widely used in education.[49] In this research, the document are HOTS questions constructed by the English teacher in mid-term test and post-test reading comprehension exams.

   This technique will answer the first research questions about What is the level of higher order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong

   b. **Interview**

   Interviews were used to gather primary data, which means information collected during this specific research. The researcher conducted face-to-face interviews with prepared questions in a structured format. The interviewees were two English teachers teaching at SMPN 01 Rejang Lebong, and the interview was conducted on January 17, 2024. In this type of interview, the

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[48] W. Lawrence Neuman. 2003. Social Research Methods: Qualitative and Quantitative Approaches. P.21Boston : Allyn and Bacon
[49] Donald Ary,Introduction of Research in Education Eight Edition: Wadsworth, 2006.P. 457

questions are clear, specific, and organized in a way that helps the participants provide accurate responses. This approach aimed to ensure that the data collected served the research objectives effectively.

In this research interview would answer the second questions about what are problem faced by the English teacher in constructing HOTS questions in reading comprehension test.

D. Research Instrument

In this research, the key instrument was the researcher himself as it is explained by Gay[50], The researcher considers themselves to be the primary tool for collecting data. Additionally, the researcher employed a document analysis checklist and interview Guidance.

a. Document Analysis Checklist

The researcher used document analysis to answer the first and the third questions connected to Bloom's Taxonomy revised theory. The researcher used document checklist to gain the data about what the level of higher order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong and In what extent does higher order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong reflect Bloom's Taxonomy. The

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[50] *Ibid.P*

document analysis checklist is constructed by using Revised Bloom's Taxonomy. The blueprint of document checklist as follows;

Tabel 3.1

Blueprint of Document Analysis Checklist

No.	Activities (Instructional Verbs or Questioning Stems)	Cognitive Level						Level
		C1	C2	C3	C4	C5	C6	
The number of the test item	*Instructional verbs or questioning stems stated on the reading comprehension test given by the teacher.*	*The appropriate cognitive level of the instructional item based on Revised Bloom's Taxonomy*						

b. **Interview Guidance**

According to Tracy SJ, Interview in qualitative is presents opportunities for invention, such as understanding, reflection, and explanation[51] The interviewees in this research were two English teachers currently teaching in SMPN 1 Rejang Lebong Regency based on Merdeka Curriculum Implementation. There are two parts in the interview. The first part is the identification part. This section is to identify the academic background of the teachers such as how long has the teacher been teaching, the university where the teacher completed her bachelor degree, and whether the teacher graduated from the faculty of English education or the faculty of English literature. The second part is the main section of the interview. The

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[51] Tracy, S.J. (2013) Qualitative Research Methods. Wiley-Black Well, West Sussex.

essence of this main section is to outline questions from the topic about problem faced by the English teacher in constructing HOTS questions in reading comprehension test.

Tabel 3.2

Blueprint of Interview based on Halaydyna Theory

No	Teachers' Difficulties	Description	Questions
1	lack competency in creating questions	To get the critical thinking, students should pass the cognitive process of remembering and understanding the text. But, students' situation is some of them should try hard to understand the concept of the material which it is in the lower level of critical thinking. In this area, teacher get problem in competencies to analyze the right questions for students	How do you make reading questions that make students think deeply about the text?? Have you faced any challenges when creating these questions?
2	Lack of knowledge about HOTS questions itself	less training about implementing concept of HOTS in creating questions	How familiar are you with the concept of Higher Order Thinking Skills (HOTS) questions in reading comprehension? Can you explain what HOTS questions are and why they are important in reading comprehension assessments? Have you received any training or professional development on

			creating HOTS questions, and if so, can you share what you learned from it?
3	Using negative statement in questions	The Teachers thought that a question with negative language could make students read carefully about the text. But their belief do not supported with theory of editorial guideline in constructing test items	How do you incorporate negative statements in your HOTS questions for reading comprehension tests, and what is your reasoning behind using this approach? Have you noticed any specific benefits or challenges associated with including negative statements in HOTS questions, and how do you address these in your assessments??
4	Teacher do not like to devise the questions which could be effected to the ambiguity of questions	Teachers often prefer to avoid creating questions that could lead to ambiguity. Ambiguity in questions means that the questions are unclear, open to multiple interpretations, or may cause confusion for students. When teachers steer clear of ambiguous questions, they aim to ensure that their assessments are fair, valid, and accurately measure students' understanding and knowledge	How do you view the importance of creating clear and unambiguous questions in your assessments? Do you think carefully when you create HOTS questions to ensure no ambiguity questions? Can you share your experience in this case?
5	Teachers sometimes do not realize that the questions are too complex and unwell structured	Relevancy of test items here means the linguistic complexity of items should be appropriate for the students being tested	How do you make sure that the questions you create are easy for your students to understand?

			Can you recall a time when you realized that a question you made was too hard or unclear, and how did you handle it? Is it problem for you?
6	English teachers have anxiety in creating independent questions	.	How do you feel when you have to come up with your own questions for English lessons or assessments? What are some specific challenges you face in catering to individual student needs when teaching speaking skills?

E. Data Triangulation

In qualitative research, triangulation is a crucial and powerful method used to enhance the reliability, validity, and credibility of a research study. Brown defines triangulation as a technique for assessing the trustworthiness of data by using external sources for verification or comparison with the collected data[52]. In this particular research, the researcher employed source triangulation, which involves comparing and cross-referencing information obtained from different sources at different times and through different methods. This approach enables the researcher to compare one interview with another. If the data obtained from different sources align and remain consistent, it suggests that the informants are reliable and consistent in providing information. The step involved in comparing

[52] *Ibid. p.21*

data across different days includes comparing the results of one interview with those of the subsequent interview.

F. Technique of Data Analysis

In this study, the data is examined by analyzing the outcomes of interviews. The analysis of interview results is conducted following a three-step process recommended by Miles and Huberman.. They are:

    a. Data Collecting

Data collection is a critical step, as the quality of the data collected directly impacts the validity and credibility of the research findings. In this phase, the researcher collect the data based on two instrument used in this research; document checklist and interview.

    b. Data Reduction

In this point data is interpreted as a process of choice, interest, focus, simplication, abstraction, and data transformation that exist from written notes in the field.in this point the researcher do some step: a) making transcription, b) coding the transcription, c) numbering each item based on research finding.

    c. Data display

Data display is test from set of information that arranges to give possibility to take a conclusion a ride treatment. In this research researcher displayed the data of Teacher's difficulties in teaching speaking.

d. Conclusion and verification of the data

After reducing and displaying the data, the researcher had drawn conclusion and verification of data. This activity has a goal for concluding what are the Teacher's difficulties in teaching speaking based on interview[53].

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[53] Huberman, Micheles dan Miles Matthew. 1992. Analisis Data Kualitatif. UI Press. Jakarta

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter validated the findings and discussions derived from document analysis and interview. During data collection, the researcher utilized and document analysis checklist and interview guide. The data from both instruments corroborated the research conclusions.

A. Findings

The researcher showed the findings from document analysis checklist and interview to answer both research questions. The data lead the researcher to investigate Higher Order Thinking Skills Questions in Reading Comprehension Test made by English Teachers of SMPN 1 Rejang Lebong Based on the Implementation of Merdeka Curriculum. The research used descriptive approach, which described by qualitative method.

1. **The level of higher order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong.**

    The researcher was done the analysis of test made by the English teacher in reading comprehension test at SMP Negeri 01 Rejang Lebong. The researcher took the final test as the main data in this research. It is in reading class taught by the teacher during the learning process. The data from document analysis answered the first question. During the document analysis checklist, the researcher got the data from what level of higher

order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong.

There are two teachers who teach English in SMPN 01 Reajng Lebong being investigated. The two teachers teach in the same grades in the school; Grade 7 The researcher took the data from test that teachers gave to the students in reading comprehension test. The researcher got the final test using by both teacher in reading test. The teachers used the same test because they are teaching in the same grade. The test was made by the teachers based on discussion result after teaching learning process.

The researcher confirmed the data during document analysis process in reading test in the class. Both Teachers taught several genre texts in teaching reading. Teacher A taught the 7th Grade of SMPN 01 Rejang Lebong. the result of document analysis can be seen in the table below;

Tabel 4.1
The Conclusion of Hots Level in Reading Comprehension Test
made by Teachers in Reading Comprehension Test

No	Cognitive Level	Number of Questions
1	C-1 Remembering Recognizing	15 Questions
2	C-2 Understanding Interpreting	17 Questions
3	C-3 Applying Executing	12 Questions
4	C-4 Analyzing Differentiating	8 Questions
5	C-5 Evaluating Critiquing	16 Questions
6	C-5 Creating Generating	-

From the table above it can be concluded that the teachers used six level of HOTS in creating test for reading comprehension. There are recognizing, interpreting, executing, differentiating, critiquing, generating as the part of HOTS level which is include in reading comprehension test. The questions consist of 68 questions during the learning process test. The highest-Level frequency used by the teacher is C-2 Understanding (interpreting) and C-5 Creating (generating).

2. **Problem faced by the English teacher in making Higher Order Thinking Skill questions in reading comprehension test in SMPN 1 Rejang Lebong**.

In this section, the researcher interviewed both teachers to confirm the second research questions about the problem faced by the English teachers in creating HOTs questions in reading Comprehension test in SMPN 1 Rejang Lebong. The researcher conducted the interview to the teachers on January 23rd, 2022. The interview result is based on the indicators of the instrument blueprint in chapter III. The result proceeds in the Explanation below:

a) **Teacher A**
The result of Teacher A was very clear that there are some problems occurred during creating the HOTs questions in reading comprehension test. The problem can be seen in the table below;

Table 4.2
The Problem Faced by Teachers in Making Questions in
Reading Comprehension Test in SMPN 1 Rejang Lebong

No	Problems	Teachers' Statement
1	lack competency in creating questions	1. *As a teacher, creating Higher Order Thinking Skills (HOTS) questions can be quite challenging, especially if you feel you lack the necessary competency. One major issue is ensuring that questions are designed to promote critical and creative thinking rather than just testing memory. This requires a deep understanding of how to frame questions that align with higher levels of Bloom's Taxonomy. Additionally, there's the challenge of balancing difficulty—making questions challenging enough to stimulate deep thinking without being too hard. Writing clear and unambiguous questions is another hurdle; any confusion in wording can prevent students from showing their true understanding. Moreover, without enough experience, it can be difficult to create relevant and engaging real-world scenarios that effectively test these skills. Finally, providing meaningful feedback on HOTS questions is complex and time-consuming, as it often involves subjective judgment and detailed evaluation. This can be overwhelming if you're not confident in your ability to assess higher-order thinking effectively.*
2	Lack of knowledge about HOTS questions itself	1. *As a teacher, creating Higher Order Thinking Skills (HOTS) questions can be particularly challenging if you lack knowledge about what these questions entail. Without a solid understanding of HOTS, it's difficult to design questions that truly assess students' abilities to analyze, evaluate, and create. This often leads to questions that unintentionally focus on lower-order thinking skills, such as remembering and understanding, rather than promoting deeper cognitive processes. Another issue is knowing how to structure these questions to encourage*

		critical and creative thinking. Without proper training or resources, it's challenging to frame questions that push students to go beyond rote learning. Additionally, evaluating responses to HOTS questions requires a different approach, one that you might not feel equipped to handle if you are not familiar with the criteria for assessing higher-order thinking. *Overall, without adequate knowledge and understanding of HOTS, the process of creating effective and meaningful questions becomes a significant hurdle, impacting both the quality of assessments and the development of students' advanced thinking skills.*
3	Using negative statement in questions	1. *As a teacher, using negative statements in Higher Order Thinking Skills (HOTS) questions can present several challenges. Negative statements can often lead to confusion and misinterpretation, making it difficult for students to understand what is being asked. For example, questions like "Which of the following is not an example of X?" can be tricky because students need to mentally negate the options, which can complicate the cognitive process*
4	Teachers sometimes do not realize that the questions are too complex and unwell structured	1. *Poorly structured questions can also arise from a lack of clear guidelines or insufficient experience in crafting HOTS questions. If the questions are not straightforward and well-organized, students may struggle to follow the logic or determine what is expected in their responses. This can lead to frustration and may not accurately reflect their true understanding or abilities.*
5	English teachers have anxiety in creating independent questions	1. *NO Problem*

b) Teacher B

The result of Teacher B was very clear that there are some problems

occurred during creating the HOTs questions in reading

comprehension test. The problem can be seen in the table below;

Table 4.3
The Problem Faced by Teachers in Making Questions in
Reading Comprehension Test in SMPN 1 Rejang Lebong

No	Problems	Teachers' Statement
1	lack competency in creating questions	1. *As a teacher, creating Higher Order Thinking Skills (HOTS) questions can be quite challenging, especially if you feel you lack the necessary competency. One major issue is ensuring that questions are designed to promote critical and creative thinking rather than just testing memory. This requires a deep understanding of how to frame questions that align with higher levels of Bloom's Taxonomy. Additionally, there's the challenge of balancing difficulty—making questions challenging enough to stimulate deep thinking without being too hard. Writing clear and unambiguous questions is another hurdle; any confusion in wording can prevent students from showing their true understanding. Moreover, without enough experience, it can be difficult to create relevant and engaging real-world scenarios that effectively test these skills. Finally, providing meaningful feedback on HOTS questions is complex and time-consuming, as it often involves subjective judgment and detailed evaluation. This can be overwhelming if you're not confident in your ability to assess higher-order thinking effectively.*
2	Lack of knowledge about HOTS questions itself	1. *As a teacher, creating Higher Order Thinking Skills (HOTS) questions can be particularly challenging if you lack knowledge about what these questions entail. Without a solid understanding of HOTS, it's difficult to design questions*

			that truly assess students' abilities to analyze, evaluate, and create. This often leads to questions that unintentionally focus on lower-order thinking skills, such as remembering and understanding, rather than promoting deeper cognitive processes. Another issue is knowing how to structure these questions to encourage critical and creative thinking. Without proper training or resources, it's challenging to frame questions that push students to go beyond rote learning. Additionally, evaluating responses to HOTS questions requires a different approach, one that you might not feel equipped to handle if you are not familiar with the criteria for assessing higher-order thinking.
			Overall, without adequate knowledge and understanding of HOTS, the process of creating effective and meaningful questions becomes a significant hurdle, impacting both the quality of assessments and the development of students' advanced thinking skills.
3	Using negative statement in questions	1.	*As a teacher, using negative statements in Higher Order Thinking Skills (HOTS) questions can present several challenges. Negative statements can often lead to confusion and misinterpretation, making it difficult for students to understand what is being asked. For example, questions like "Which of the following is not an example of X?" can be tricky because students need to mentally negate the options, which can complicate the cognitive process*
4	Teachers sometimes do not realize that the questions are too complex and unwell structured	1.	*Poorly structured questions can also arise from a lack of clear guidelines or insufficient experience in crafting HOTS questions. If the questions are not straightforward and well-organized, students may struggle to follow the logic or determine what is expected in their responses. This can lead to frustration and may not accurately reflect their true understanding or abilities.*

5	English teachers have anxiety in creating independent questions	2. *NO Problem*

From the interview data, it can be seen that there are several problems occurred during the teachers set the questions for students in reading comprehension test in term of HOTS implementation. The problems can be seen in the explanation below:

a. **lack competency in creating questions**
Both of the teacher has problem in this term, Teachers often find it hard to create reading comprehension tests for several reasons. Picking texts that match students' reading levels while being challenging is tough. Writing questions that test deeper thinking, like analysis, is also difficult. Making sure these questions align with educational standards adds to the challenge.

b. **Lack of knowledge about HOTS questions itself**
Teachers often struggle to create reading comprehension tests with Higher Order Thinking Skills (HOTS) questions due to limited training and the complexity of designing such questions, which involve skills like analysis and evaluation. The focus on basic skills for standardized tests means teachers may not practice HOTS question creation regularly. Additionally, there is a lack of available resources and examples to guide them. Writing HOTS questions is time-consuming, and teachers are already busy. Moreover, evaluating HOTS questions is subjective and complex, making consistent and fair grading difficult. These factors

combined make it challenging for teachers to effectively incorporate HOTS questions into reading comprehension tests.

c. **Using negative statement in questions**

Teachers face problems using negative statements in reading comprehension test questions because these questions can be confusing for students. Negative statements require students to mentally flip the question, which adds an extra layer of complexity and can lead to misunderstandings. This confusion can prevent students from demonstrating their true comprehension skills. Additionally, poorly worded negative questions can be ambiguous and unclear, making it hard for students to know exactly what is being asked. As a result, negative statements can hinder the effectiveness of reading comprehension assessments.

d. **Teachers sometimes do not realize that the questions are too complex and unwell structured**

Teachers sometimes do not realize that their reading comprehension test questions are too complex and poorly structured because they might be focused on challenging students without recognizing the potential for confusion. They may assume that higher difficulty equates to better assessment of comprehension, overlooking clarity and simplicity. Additionally, without feedback or a fresh perspective, it's easy to miss issues in their own questions. The lack of time and resources to review and refine questions thoroughly can also contribute to this problem,

resulting in tests that are harder for students to understand and answer effectively.

3. **In what extent higher order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong reflect Bloom's Taxonomy**

The data gathered by the teacher by investigating test made by teacher in terms of HOTS implementation. The researcher saw which test covered HOTS perspective to see what questions reflect the Bloom's Taxonomy. The result can be seen in the explanation below;

Tabel 4.4
The Conclusion of Hots Level in Reading Comprehension Test made by Teachers in Reading Comprehension Test

No	Cognitive Level (Taxonomy Bloom)	Number of Questions	Reflection
1	C-1 Remembering Recognizing	15 Questions	Low Order Thinking Skill
2	C-2 Understanding Interpreting	17 Questions	Low Order Thinking Skill
3	C-3 Applying Executing	12 Questions	Low Order Thinking Skill
4	C-4 Analyzing Differentiating	8 Questions	High Order Thinking Skill
5	C-5 Evaluating Critiquing	16 Questions	High Order Thinking Skill
6	C-6 Creating Generating	-	High Order Thinking Skill

From the table above, it can be concluded that there are 44 questions represented lower order thinking skills in reading comprehension test. From those questions, 15 questions covered C-1 remembering by giving students to recognizing based the questions given (reading comprehension passage), while 17 questions covered C-2 Understanding

which giving questions instruction interpreting passage in reading comprehension test. Next, there are 12 questions represented C-3 Applying. Here, the questions command students to executing questions from passage given.

In the other hand, there are 24 questions in reading comprehension test reflect higher order thinking skill. There are 8 questions in C-4 level (analyzing) which is ask students to Differentiating based on the questions existed in the passage. Next more questions represented cognitive level in C-5 Bloom Taxonomy level namely Evaluating (16 questions), here the prompt point is students asked to Critiquing the passage in the questions., Here, students asked to generating ideas through questions in passage based on reading comprehension test made by the teachers.

B. Discussion

1. **The level of higher order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong**

   Based on the Document Analysis, all of the teachers used the test because they have discussion time before conducting the reading comprehension test. The teachers used the same test to avoid different result during the assessment. The result of the level of higher order thinking skill made by the teacher showed that there are 24 questions from 68 questions delivered by the teacher in level of HOTS during the test. The level are as follows;

a. Analyzing Questions

In this level of HOTS teacher give more portion to Differentiating in reading comprehension test (8 Questions) according to Tangsakul et.al that Analyzing question may ask the learner to organize elements within a structure, distinguish relevant from irrelevant information, or deconstruct underlying values and biases[54]. This occurs when students organize information and identify the connections between their prior knowledge and new information. Some analysis questions were included in the test items created by English teachers at SMP Negeri 1 Curup. An example of an analysis question is described below.

Example:

What is a specific example from the story that showcases Alex's critical thinking skills? Explain why it is considered critical thinking.

Based on the example above, it can be said as analyzing questions since the question stimulate students' cognitive process in analyzing possible example from the story of Alex's critical thinking skills. Related to the keyword of analyzing question, the researcher and evaluator indicate the keyword of the question is contrast. The questions above give adding information about the specific example of Critical thinking and that adding information was conducted to the

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[54] Tangsakul, Pornpimon.,Kijpoonphol, W., Linh, D.N., Kimura,L.N. 2017. Using Bloom's Revised Taxonomy to Analyze Reading Comprehension Questions in Team up in English 1-3 and Grade 9 English O-Net tests.International Journal of Research: Grantaalayah, Vol. 5(7), pp. 31-41

main question which asked the possible reason why it is considered as critical thinking.

b. Evaluating Questions

In this level of HOTS teacher give more portion to Critiquing in reading comprehension test made by the teacher (16 questions). According to Tangsakul stated that evaluating level was a replacement of synthesis level. Evaluation question requires the learner to critique a work or product, determine the appropriateness of a process or product for a given problem, or examine the inconsistencies in a theory. Evaluation is to develop reason to support decision[55]. This happens when students assess, select, recommend, justify, or critique information from the text, such as when a teacher asks students to evaluate the best solution to a particular problem. Some evaluation questions were included in the test items created by English teachers at SMP Negeri 1 Rejang Lebong. An example of an evaluating question is described below

Example:

Imagine you are Alex's friend. How would you contribute to the investigation of the hidden treasure using your critical thinking skills?
The question mentioned is categorized as an evaluation question because it asks for students' opinions about someone's personality

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[55] *Ibid P.*

based on evidence in the the text. In line with the evaluating question's keyword, researchers and evaluators identify "judging" as the keyword in the question. Consequently, this question falls under the evaluating question category.

c. **Creating Questions**

In this level of HOTS teacher give more portion to Critiquing in reading comprehension test made by the teacher (16 questions). According to Tangsakul et.al that Creating question is considered as the most difficult task in terms of cognitive processing. Questions that address this cognitive domain may require learners to generate alternative hypotheses based on observed phenomena, devise a new procedure to accomplish a task, or conceptualize a new product. It occurs when the students design, construct, plan, and produce the new ideas[56]. In the highest level of cognitive demand, teachers might prompt students to develop a research paper on a specific linguistic topic or encourage them to formulate hypotheses to explain a observed phenomenon. A selection of creating questions was evident in the test items crafted by English Teachers at SMP Negeri 1 Rejang Lebong. An example of a creating question is elaborated upon below. Example:

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[56] Tangsakul, Pornpimon.,Kijpoonphol, W., Linh, D.N., Kimura,L.N. 2017. Using Bloom's Revised Taxonomy to Analyze Reading Comprehension Questions in Team up in English 1-3 and Grade 9 English O-Net tests.International Journal of Research: Grantaalayah, Vol. 5(7), pp. 31-41

If you were a character in the story, describe how you would

approach reading the enchanted book to make the most out of its

magical adventures

The question mentioned is categorized as a creating question because

it encourages students to think critically and come up with their own

ending to the story. In line with the creating question's keyword,

researchers and evaluators identify "plan" as the indicator in this

question. Consequently, this question is classified as a creating

question.

2. **Problem faced by the English teacher in making Higher Order Thinking Skill questions in reading comprehension test in SMPN 1 Rejang Lebong**

Based on the interview to the teachers, the researcher got the data about

problem faced by the English teacher in making HOTs questions in

reading comprehension. Both of the teachers stated the same answer, the

answer can be seen in the explanation below;

a. **lack competency in creating questions**

The primary challenge faced by English teachers at SMP Negeri 1

Rejang Lebong is their lack of proficiency in creating HOTS

questions tailored to students' proficiency levels. HOTS questions aim

to foster critical thinking, which requires students to go beyond basic

comprehension. However, many students struggle to grasp the

material at hand, hindering their ability to engage in higher-order

thinking. As a result, teachers find it challenging to formulate HOTS

questions that align with students' current proficiency, as they are primarily focused on grasping the basic concepts presented in the text.

b. Lack of knowledge about HOTS questions itself

Teachers often struggle to create reading comprehension tests with Higher Order Thinking Skills (HOTS) questions due to limited training and the complexity of designing such questions, which involve skills like analysis and evaluation. Another challenge encountered by English teachers in crafting HOTS questions is their lack of familiarity with the concept itself. This issue arises from insufficient training on integrating HOTS concepts into question construction. The researcher suggests that this challenge can be addressed through additional training on incorporating HOTS concepts into the teaching and learning process

c. Using negative statement in questions

Another issue confronted by English teachers is their tendency to utilize negative statements in questions. They believe that negatively phrased questions encourage students to read the text carefully. However, this belief contradicts the principles outlined in editorial guidelines for constructing test items. The next problem faced by English teachers is they like to use negative statement for the questions. They thought that a question with negative language could make students read carefully about the text. But their belief do not supported with theory of editorial guideline in constructing test items.

According to Haladyna, negative terms in test items have negative effect on student answer. However, if teacher must use 'not' or some other negation, teacher need to make sure that it appears in capital letters, and even boldface. That way, a student is unlikely to be confused[57].

d. Teachers sometimes do not realize that the questions are too complex and unwell structured

Teachers sometimes do not realize that their reading comprehension test questions are too complex and poorly structured because they might be focused on challenging students without recognizing the potential for confusion. They may assume that higher difficulty equates to better assessment of comprehension, overlooking clarity and simplicity. Additionally, without feedback or a fresh perspective, it's easy to miss issues in their own questions. The lack of time and resources to review and refine questions thoroughly can also contribute to this problem, resulting in tests that are harder for students to understand and answer effectively.

3. In what extent higher order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong reflect Bloom's Taxonomy

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[57] Haladyna, T. M. 2018. Developing Test Items for Course Examinations. IDEA Paper# 70.IDEA Center, Inc.

There are 44 questions represented lower order thinking skills in reading comprehension test. From those questions, 15 questions covered C-1 remembering by giving students to recognizing based the questions given (reading comprehension passage), while 17 questions covered C-2 Understanding which giving questions instruction interpreting passage in reading comprehension test. Next, there are 12 questions represented C-3 Applying. Here, the questions command students to executing questions from passage given.

In the other hand, there are 41 questions in reading comprehension test reflect higher order thinking skill. There are 8 questions in C-4 level (analyzing) which is ask students to Differentiating based on the questions existed in the passage. Next more questions represented cognitive level in C-5 Bloom Taxonomy level namely Evaluating (16 questions), here the prompt point is students asked to Critiquing the passage in the questions., the last, there are 17 questions covered C-6 cognitive level of Bloom Taxonomy namely Creating. Here, students asked to generating ideas through questions in passage based on reading comprehension test made by the teachers.

Higher Order Thinking Skills (HOTS) align closely with Bloom's Taxonomy, a hierarchical framework categorizing cognitive skills into six levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. HOTS questions are designed to engage students in the

higher levels of Bloom's Taxonomy, particularly focusing on Analyzing, Evaluating, and Creating.

Analyzing involves breaking down information into parts, examining relationships, and understanding the organizational structure. HOTS questions at this level prompt students to identify patterns, connections, and discrepancies within the text, encouraging critical examination and interpretation.

Evaluating requires students to make judgments, assess the validity of information, and defend their opinions. HOTS questions in this category challenge students to appraise the quality of arguments, interpretations, and evidence presented in the text, fostering a deeper understanding of content and encouraging independent thinking.

Creating involves generating new ideas, designs, or solutions based on existing knowledge. HOTS questions at this pinnacle of Bloom's Taxonomy inspire students to synthesize information, formulate hypotheses, and devise innovative responses, fostering creativity, originality, and higher-order thinking skills[58].

In essence, HOTS questions serve as a practical application of Bloom's Taxonomy, guiding educators in crafting assessments that stimulate critical thinking, encourage deep understanding, and promote creative problem-solving among students. Through this alignment, HOTS

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[58] Tofade, T., Elsner, J., & Haines, S. T. 2013. Best practice strategies for effective use of questions as a teaching tool. American journal of pharmaceutical education, 77(7), 155

questions play a crucial role in cultivating advanced cognitive abilities and preparing students for success in higher education and the workforce.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher provides a condensed overview and validation of the findings discussed in the preceding chapter. The conclusions are derived from the results of the data analysis performed earlier. This part of the study addresses the research inquiries and provides suggestions for prospective researchers looking to explore this area more extensively in the future

A. **Conclusion**
1. **The level of higher order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong**.

    Based on the findings, the researcher categorized Higher Order Thinking Skills (HOTS) questions created by English teachers into three level: analyzing, evaluating, and creating. The findings indicate that a majority of the questions fell into the Creating category, with fewer questions in the analyzing and evaluating categories. This suggests that English teachers may be more comfortable crafting Creating questions compared to the other two levels. The research highlights that Creating questions were the most prevalent among the three levels of HOTS questions, with Analyzing and Evaluating questions following behind in terms of frequency.

2. **Problem faced by the English teacher in making Higher Order Thinking Skill questions in reading comprehension test in SMPN 1 Rejang Lebong**

    There are four problems faced by English Teacher in making HOTs questions in reading comprehension test; first, lack competency in creating questions,

the second, Lack of knowledge about HOTS questions itself, third, Using negative statement in questions, fourth, Teachers sometimes do not realize that the questions are too complex and unwell structured.

3. **In what extent higher order thinking skills questions in the reading comprehension test made by English teacher of SMPN 01 Rejang Lebong reflect Bloom's Taxonomy**

The questions reflect Analyzing involves breaking down information into parts, examining relationships, and understanding the organizational structure. HOTS questions at this level prompt students to identify patterns, connections, and discrepancies within the text, encouraging critical examination and interpretation. Evaluating requires students to make judgments, assess the validity of information, and defend their opinions. HOTS questions in this category challenge students to appraise the quality of arguments, interpretations, and evidence presented in the text, fostering a deeper understanding of content and encouraging independent thinking. Creating involves generating new ideas, designs, or solutions based on existing knowledge. HOTS questions at this pinnacle of Bloom's Taxonomy inspire students to synthesize information, formulate hypotheses, and devise innovative responses, fostering creativity, originality, and higher-order thinking skills

B. **Suggestion**

Finally, the suggestion for better research in the future is proposed by the researcher. The suggestion are;

1. To the school

    It is recommended to provide teachers with training and resources specifically focused on creating HOTS questions. This training can help teachers understand how to design questions that encourage critical thinking, analysis, and creativity among students. Additionally, schools can encourage collaboration among teachers to share best practices and develop a bank of HOTS questions that align with the curriculum. Finally, schools can implement regular assessments and feedback mechanisms to monitor the effectiveness of HOTS questions and make necessary adjustments to support student learning and growth.

2. The Teachers

    For teachers incorporating Higher Order Thinking Skills (HOTS) into reading comprehension tests, it's recommended to start by familiarizing themselves with the concept of HOTS and its application in assessments. They can seek professional development opportunities or access resources that provide guidance on crafting HOTS questions

3. The students

    For students through this research, it can be suggested that preparing for reading comprehension tests with Higher Order Thinking Skills (HOTS) questions, it's helpful to practice active reading strategies such as annotating the text, asking questions, and summarizing key points.

4. The others researcher.

For researchers interested in exploring Higher Order Thinking Skills (HOTS) in reading comprehension tests, it's advisable to conduct further studies focusing on the effectiveness of different types of HOTS questions and strategies for integrating them into assessments.

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APPENDIX
SK PEMBIMBING

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id

Nomor : 672 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184 U 2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558 B.II 3 2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 Oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34 R KP.07.6 09 2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup

Memperhatikan
1. Permohonan Saudara Mona Safitri tanggal 6 November 2023 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Senin, 16 Oktober 2023

MEMUTUSKAN:

Menetapkan

Pertama

Junatul Hidayah, M.Pd   19780224 200212 2 002
Sarwo Edy, M.Pd   19810607 202321 1 011

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
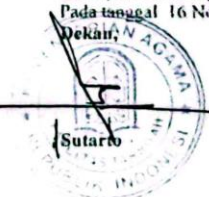
NAMA : **Rahmat Valentiyo**
NIM : 19551071
JUDUL SKRIPSI : **Higher Order Thingking Skill Questions in Reading Comprehension Test Made By English Teacher of Junior High School Based on The Implementation of Merdeka Curriculum**

Kedua
Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga
Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat
Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima
Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam
Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh
Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 16 November 2023
Dekan,

Sutarto

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor	: 255 7 /In 34/FT/PP.00.9/11/2023	27 November 2023
Lampiran	: Proposal dan Instrumen	
Hal	: Permohonan Izin Penelitian	

Kepada Yth. Kepala Dinas Penanaman Modal dan

Pelayanan Terpadu Satu Pintu (PTSP)

Kab. Rejang Lebong

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Rahmat Valentiyo
NIM	: 19551071
Fakultas/Prodi	: Tarbiyah / TBI
Judul Skripsi	: Higher Order Thinking Skill Questions in Reading Comprehension Test Made By English Teacher of Junior High School Based on The Implementation of Merdeka Curriculum
Waktu Penelitian	: 27 November s.d 27 Februari 2023
Lokasi Penelitian	: SMPN 01 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ,
1 Rektor
2 Warek 1
3 Ka Biro AUAK
4 Arsip

77

APPENDIX 3

SURAT IZIN PENELITIAN PTSP

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ☎ Telp. (0732) 24622 Curup

S U R A T   I Z I N
Nomor : 503/ 484 /IP/DPMPTSP/XII/2023

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 2557/In.34/FT/PP.00.9/11/2023 tanggal 27 November 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	:	Rahmat Valentiyo/ Curup, 27 Februari 2002
NIM	:	19551071
Pekerjaan	:	Mahasiswa
Program Studi/Fakultas	:	Tadris Bahasa Inggris (TBI) / Tarbiyah
Judul Proposal Penelitian	:	Higher Order Thinking Skill Questions in Reading Comprehension Test Made By English Teacher of Junior High School Based on the Implementation of Merdeka Curriculum
Lokasi Penelitian	:	SMPN 01 Rejang Lebong
Waktu Penelitian	:	07 Desember 2023 s/d 30 Februari 2024
Penanggung Jawab	:	Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :
a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 07 Desember 2023

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
Kabupaten Rejang Lebong

ZULKARNAIN, SH
Penata / IV.a
NIP. 200704 1 001

Tembusan :
1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMPN 01 Rejang Lebong
4. Yang Bersangkutan
5. Arsip

APPENDIX 4

SURAT SELESAI PENELITIAN

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 REJANG LEBONG
Jalan Basuki Rahmat No. 06 Curup ☎ (0732)-21974, 23095 Fax. 0732-23095
E-mail smpn1curupkota@yahoo.co.id,Kode Pos 39112,

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 421.3/265/PL/SMPN 1/RL/2024

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Rejang Lebong :

Nama	: EKA SUSANTI, S.Pd
NIP	: 1950703 200312 2 002
Pangkat/Gol	: Pembina / IV. b
Jabatan	: Kepala SMPN 1 Rejang Lebong
Alamat	: Jl. Basuki Rahmat Kel. Dwi Tunggal

Menerangkan dengan sesungguhnya bahwa saudara :

Nama	: Rahmat Valentiyo
NIM	: 19551071
Jurusan	: TADRIS BAHASA INGGRIS
Universitas	: IAIN CURUP

Benar bahwasanya yang bersangkutan telah aktif dan telah selesai melaksanakan Penelitian di SMPN 1 Rejang Lebong tanggal 15 Januari 2024 – 29 Januari 2024, dengan judul **"Higher Order Thinking Skills Question in Reading Comprehension Test Made By English Teacher of Junior High School Based on the Implementation of Merdeka Curricullum"**.

Demikian Surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya

Curup, 18 Mei 2024
Kepala Sekolah

EKA SUSANTI, S.Pd
NIP. 19750703 200312 2 002

APPENDIX 5

KARTU BIMBINGAN SKRIPSI

APPENDIX 6

Instrument document checklist

Document Checklist of the Cognitive Level of Higher Order Thinking Skills Questions in the Reading Comprehension Test

(VALIDATED)

No.	Activities (Instructional Verbs or Questioning Stems)	Cognitive Level C-1 (Remembering)	
		Recognizing	Recalling
6.	What is the main character's name in the story, and what is he known for in Imaginationville?	✓	
7.	How did Alex feel upon receiving the mysterious letter?	✓	
16.	What is the special quality of the book in the magical library?	✓	
26.	What did Emily find in the attic of her old house, and what unique quality did it possess?	✓	
31.	Describe a scenario from the story where Emily's critical thinking skills are put to the test in solving a time-related puzzle	✓	
36.	What did the team of young space explorers discover in the galaxy of Puzzion, and what was unique about it?	✓	
41.	Describe a scenario from the story where the space explorers encounter a critical obstacle that requires them to apply their critical thinking skills	✓	

No.	Activities (Instructional Verbs or Questioning Stems)	Cognitive Level C-2 (Understanding)						
		Interpreting	Exemplifying	Classifying	Summarizing	Inferring	Comparing	Explaining
46.	What is the main goal of Maya's quest in the mystical realm of Wisdomia?				✓			
51.	Describe a scenario from the story where Maya faces a critical decision that requires her to apply her critical thinking skills.				✓			
56.	What did Ethan discover in the futuristic city of Quantumopolis, and what unique feature did the device possess?				✓			
61.	Describe a scenario from the story where Ethan encounters a critical challenge that requires him to apply his critical thinking skills.				✓			
66.	What did Kai discover in Starhaven, and what is the uniqueness of the cipher?				✓			
71.	Describe a moment in the story where Kai encounters a critical challenge that requires him to apply his critical thinking skills.				✓			
76.	What did Lily discover in the Whimsical Forest, and what unique feature did the talking tree possess?				✓			
81.	Describe a scenario from the story where Lily faces a critical decision that requires her to apply her critical thinking skills.				✓			

No.	Question							
1.	What are the roles of Max and Lily in solving the mysterious puzzle? How do their thinking styles differ?	✓						
4.	Explain why it is essential for Max and Lily to collaborate and utilize both critical and creative thinking to solve the puzzle successfully.	✓						
10.	Why is it important for Alex to balance both critical and creative thinking in solving the mystery of the hidden treasure?	✓						
17.	How does the enchanted book require readers to use both critical and creative thinking?					✓		
20.	Explain why critical and creative thinking are important skills for anyone who wishes to fully enjoy the magic of the enchanted book.	✓						
27.	Explain how the time-traveling journal in the story demands both critical and creative thinking from its reader.	✓						
30.	Why is it crucial for Emily to balance critical and creative thinking when attempting to unlock the secrets of time travel?	✓						

37.	Explain how the cosmic puzzle in the story requires a combination of critical and creative thinking to unravel its secrets.	✓					
40.	Why is it important for the team of space explorers to collaborate and balance critical and creative thinking in solving the cosmic puzzle?	✓					
47.	Explain how the ancient Book of Wisdom demands Maya to utilize both critical thinking and creative problem-solving in her quest.	✓					
50.	Why is it vital for Maya to strike a balance between critical thinking and creative problem-solving in her journey to uncover the ancient Book of Wisdom?	✓					
57.	Explain how the mysterious device challenges Ethan to use both critical thinking and creative problem-solving in his exploration of alternate dimensions.	✓					
60.	Why is it essential for Ethan to balance critical thinking and creative problem-solving when dealing with the mysteries of alternate dimensions?	✓					

67.	How does the cipher require Kai to use both critical and creative thinking to unlock celestial powers?	✓						
70.	Why is it important for Kai to balance both critical and creative thinking when facing the mystery of the cipher?	✓						
77.	Explain how the talking tree challenges Lily to use both critical and creative thinking to understand the secrets of the enchanted realm.	✓						
80.	Why is it essential for Lily to balance both critical and creative thinking when delving into the mysteries of the enchanted realm?	✓						

No.	Activities (Instructional Verbs or Questioning Stems)	Cognitive Level	
		Executing	Implementing
		C-3 (Applying)	
2.	Provide an example from the story that showcases Max's critical thinking skills. Explain why it is considered critical thinking	✓	
3.	How does Lily's creative thinking contribute to the solving of the puzzle? Give a specific instance from the story that highlights her creative approach.	✓	
8.	As an inventor, what critical thinking skills might Alex use to decipher the clues mentioned in the letter?	✓	
9.	If Alex were to apply creative thinking to uncover the hidden treasure, what imaginative approaches could he take?	✓	
18.	If a reader were to apply critical thinking while reading the book, what aspects of the story might they analyze and question?	✓	
19.	Provide an example from the text that illustrates a situation where creative thinking is necessary to navigate through the enchanted world within the book.	✓	
29.	Provide an example from the text that illustrates a situation where Emily needs to employ creative thinking to navigate through a time-traveling adventure.	✓	
39.	Provide an example from the text that illustrates a situation where creative thinking is essential for the space explorers to interpret a cosmic symbol within the puzzle.	✓	

No.	Activities (Instructional Verbs or Questioning Stems)	Cognitive Level C-4 (Analyzing) Differentiating	Organizing	Attributing
49.	Provide an example from the text that illustrates a situation where creative problem-solving is crucial for Maya to overcome an obstacle in her quest.	✓		
59.	Provide an example from the text that illustrates a situation where Ethan's creative problem-solving skills are crucial for navigating through a parallel world using the mysterious device.	✓		
69.	Provide an example from the text that illustrates a situation where Kai needs to use creative thinking to harness the celestial powers revealed by the cipher.	✓		
79.	Provide an example from the text that illustrates a situation where Lily needs to use creative thinking to unlock the secrets revealed by the talking tree.		✓	✓

No.	Activities (Instructional Verbs or Questioning Stems)	Cognitive Level C-4 (Analyzing) Differentiating	Organizing	Attributing
5.	If you were in Max and Lily's shoes, describe a situation where you might apply both critical and creative thinking to overcome a challenge.	✓		
11.	What is a specific example from the story that showcases Alex's critical thinking skills? Explain why it is considered critical thinking.	✓		
28.	If Emily were to use critical thinking to decipher the clues in the journal, what specific aspects of the information might she analyze?	✓		

No.	Activities (Instructional Verbs or Questioning Stems)	Cognitive Level C-5 (Evaluating)	
		Checking	Critiquing
38	If one of the space explorers were to use critical thinking to approach the cosmic puzzle, what specific elements of the puzzle might they analyze?	✓	
48.	If Maya were to employ critical thinking to decipher the messages within the Book of Wisdom, what specific elements of the text might she analyze?	✓	
58.	If Ethan were to apply critical thinking to understand the mechanics of the device, what specific aspects might he analyze?	✓	
68.	If Kai were to use critical thinking to understand the cipher, what elements might he analyze?	✓	
78.	If Lily were to apply critical thinking to comprehend the secrets of the enchanted realm, what specific aspects might she analyze?	✓	
12.	Imagine you are Alex's friend. How would you contribute to the investigation of the hidden treasure using your critical thinking skills?		✓

14.	What lessons can readers learn from Alex's character about the importance of thinking critically and creatively in problem-solving?		✓
21.	What is a specific scenario from the story that highlights the importance of using critical thinking when faced with challenges in the enchanted world?		✓
24	How might the lessons learned from the enchanted book be applied to real-life situations, emphasizing the importance of both critical and creative thinking?		✓
32	If you were a friend of Emily, how would you contribute to decoding the messages in the time-traveling journal using your critical thinking skills?		✓
34.	How might the lessons learned from Emily's experiences with the time-traveling journal be applied to real-life situations, emphasizing the importance of both critical and creative thinking?		✓
42.	If you were a member of the space exploration team, how would you use your critical thinking skills to decode a complex sequence within the cosmic puzzle?		✓
44.	How might the lessons learned from the space explorers' experiences with the cosmic puzzle be applied to real-life situations, emphasizing the importance of both critical and creative thinking?		✓
52.	If you were a companion on Maya's quest, how would you contribute to solving a complex riddle from the Book of Wisdom using your critical thinking skills?		✓
54.	How might the lessons learned from Maya's experiences with the Book of Wisdom be applied to real-life situations, emphasizing the importance of both critical thinking and creative problem-solving?		✓

No.	Question			
62.	If you were a colleague of Ethan, how would you contribute to deciphering the functions of the mysterious device using your critical thinking skills?			✓
64.	How might the lessons learned from Ethan's experiences with the mysterious device be applied to real-life situations, emphasizing the importance of both critical thinking and creative problem-solving?			✓
72.	As a friend of Kai, how would you contribute to his efforts in unlocking celestial powers using your own critical thinking skills?			✓
74.	How might the lessons learned from Kai's experiences with the cipher be applied to real-life situations, emphasizing the importance of both critical and creative thinking?			✓
82.	If you were an ally of Lily, how would you contribute to understanding the secrets of the enchanted realm using your critical thinking skills?			✓
84.	How might the lessons learned from Lily's experiences with the talking tree be applied to real-life situations, emphasizing the importance of both critical and creative thinking?			✓

83.	*In the context of the story, propose a creative twist or unexpected challenge that could arise as Lily seeks to unveil the secrets of the enchanted realm.*	✓		
85.	*If the story were to continue, suggest an intriguing climax or resolution that showcases Lily's mastery of both critical and creative thinking in dealing with the mysteries of the enchanted realm.*		✓	

Validation Notes:

1. In the modified (validated) content of the blueprint, each cognitive level (C-1 to C-6) is associated with specific instructional verbs or questioning stems that reflect the types of cognitive skills being assessed in the reading comprehension test.

2. The modified (validated) content of the blueprint retains the core information about the cognitive levels and instructional verbs or questioning stems, as well as presents it in a more organized and structured format.

Validator,

Rizki Indra Guci, M.Pd.

APPENDIX 7

INSTRUMENT INTERVIEW

Interview Blueprint of Teachers' Problems in Making Higher Order Thinking Skill Questions in Reading Comprehension Test
(VALIDATED)

No	Aspect	Indicators	Questions
1	Teachers' Problems in Making Higher Order Thinking Skill Questions (Haladyna, 2018)	1. The lack of competency	1. Could you tell me about your experience in creating higher order thinking skill (HOTS) questions for reading comprehension tests?
			2. Based on your experience, what were the most significant factors contributing to the lack of competency in creating HOTS questions?
		2. The lack of knowledge about HOTS questions	3. Have you received any training on implementing the concept of HOTS in creating questions? If not, how do you acquire knowledge about HOTS questions?
			4. What strategies or resources did you find helpful in improving your capability to create effective HOTS questions?
		3. The use of negative statement in questions	5. Did you tend to use negative statements in your HOTS questions? If so, what was your reasoning behind it?
			6. Are you aware of any guidelines or theories regarding the use of negative terms in test items? If so, how did you involve them in creating HOTS questions in reading tests?
		4. The use of ambiguous questions	7. Have you encountered any issues with ambiguous questions in your reading comprehension tests? And how did you ensure clarity in your questions?
		5. The use of complex and unstructured questions	8. How did you determine the complexity and structure of your HOTS questions? Were there any guidelines or considerations you followed?

No	Aspect	Indicators	Questions
			9. Have you noticed any instances where your questions were too complex or poorly structured for the students? If so, how did you address such issues?
		6. The anxiety in creating independent questions	10. When creating independent questions, did you feel any anxiety or pressure? Could you elaborate on your experience with independent questions?
			11. Have you come across any dependent questions in exercises or examinations? If so, how did you ensure those questions were adjusted into the independent questions?

Validation Notes:

1. The validated version of the instrument blueprint has an improvement in its structure by replacing the original table format with a new format that has clear columns labeled "Aspect," "Indicators," and "Questions." This change makes the document easier to navigate and understand.

2. Overall, the validated version of the interview blueprint improves the structure, language clarity, and includes specific indicators and question items.

Validator,

Rizki Indra Guci, M.Pd.

INTERVIEW GURU BAHASA INGGRIS 1

NAMA   **: DAMAI TIORIA SARAGIH, S.Pd**

NIP   **: 19660527 198703 2 005**

Peneliti   : "Selamat Pagi Mam, perkenalkan nama saya Rahmat Valentiyo, saya berasal dari IAIN Curup. Disini saya mau meminta waktunya sebentar mam, untuk wawancara bahan penelitian saya, apakah mam bersedia?"

Mam Damai   : "Selamat Pagi, baik, boleh Silahkan"

Peneliti   : "Terima kasih sudah memberi waktunya dan bersedia untuk di wawancarai mam, baik disini ada enam point yang akan saya wawancai kepada mam."

Mam Damai   : "Iya baik, silahkan"

Peneliti   : "Baik, saya akan menanyakan point pertama yaitu kurangnya kompetensi, dengan dua pertanyaan. Pertayaan pertama Bisakah Anda ceritakan tentang pengalaman anda dalam menciptakan pertanyaan pemikiran yang lebih tinggi (hots) untuk tes pemahaman membaca?"

Mam Damai   : "Bisa. Pertama, Lihat tema apa yang kita ajarkan, lalu kita buat pertanyaan secara spontan sesuai dengan situasi kelas, karena masing-masing kelas daya tanggap anak itu berbeda-beda. Jadi kita ciptakan pertanyaan seperti itu."

Peneliti   : "Pertanyaan kedua, berdasarkan pengalaman anda, apa faktor yang paling signifikan yang berkontribusi terhadap kurangnya kompetensi dalam menciptakan pertanyaan hots?"

Mam Damai   : "Faktor nya tidak bermasalah, tetapi bisa kita melihat situasinya"

Peneliti   : "Baik, Point kedua kurangnya pengetahuan tentang pertanyaan hots, dengan pertanyaan sudahkah anda menerima pelatihan untuk menerapkan konsep hots dalam menciptakan pertanyaan? Jika tidak, apa alasan anda dibaliknya?"

Mam Damai   : "Kalau tentang pertanyaan hots sudah pernah ditepati"

Peneliti : "Pertanyaan selanjutnya, strategi atau sumber daya apa yang menurut anda membantu dalam meningkatkan kemampuan anda untuk membuat pertanyaan hots yang efektif?"

Mam Damai : "Kita bisa lihat situasi murid itu yang berkaitan dengan materi, kalau kira-kira agak susah untuk di jawab tinggal rubah lagi sesuai dengan topik nya."

Peneliti : "Lalu, untuk point ketiga penggunaan pertanyaan negatif dalam pertanyaan, dengan pertanyaan apakah anda cenderung menggunakan pertanyaan negative dalam pertanyaan hots anda? Jika demikian, apa alasan anda dibaliknya?"

Mam Damai : "Alasan nya, saya tidak pernah nemakai pertanyaan negatif karena saya selalu memakai pertanyaan positif supaya bisa memotifasi murid itu, kalau kita memakai pertanyaan negatif otomatis murid itu tidak bersemangat lagi, apa lagi bahasa inggris ini kan sulit, jangan sampai murid itu tidak bersemangat dan tidak menyukai pelajaran ini"

Peneliti : "Okey baik, pertanyaan selanjutnya apakah anda mengetahui adanya panduan atau teori mengenai penggunaan istilah negative dalam item uji? Jika demikian, bagaimana anda melibatkan mereka dalam menciptakan pertanyaan hots dalam tes membaca?"

Mam Damai : "Maka dari itu ketika saya mengajar di kelas 7, setiap saya mengajar selalu nanya pertanyaannya menggunakan bahasa inggris kemudian di terjemahkan ke bahasa Indonesia supaya bisa dan mudah mengerti."

Peneliti : "Baik, untuk point keempat penggunaan pertanyaan ambigu, dengan pertanyaan apakah anda pernah mengalami masalah dengan pertanyaan ambigu dalam tes pemahaman bacaan anda? Dan bagaimana anda memastikan kejelasan dalam pertanyaan anda?"

Mam Damai : "begitu pertanyaannya di lakukan atau ditanyakan ke siswa atau siswa nya bingung untuk menjawab di coba menerjemahkan ke bahasa indonesia pertanyaan itu ternyata masih tidak bisa jawab juga, kita ganti pertanyaannya tetapi yang mengarah kesana tetapi ambil yang pasti, terkadang kan tidak tersengaja pertanyaan ambigu itu muncul, ganti kata-kata nya atau pemahamannya cari yang mudah di pahami anak."

Peneliti : "Selanjutnya untuk point kelima penggunaan pertanyaan kompleks dan tidak berstruktur, dengan pertanyaan bagaimana anda menentukan

kompleksitas dan struktur pertanyaan hots anda? Apakah pedoman atau pertimbangan yang anda ikuti?"

Mam Damai : "Untuk pertanyaan kompleks biasa nya ada pedomannya dan kita berikan pada anak, tapi karena kelas 7 itu tetap dipandu, pertanyaan itu masih tetap dalam bahasa inggris masih tetap di bantu dalam bahasa indonesia, tapi cara nya begitu pertanyaan secara bahasa inggris itu dikasih saya tanya dulu ada yang sudah mengerti belum, kalau ada anak yang sudah mengerti pertanyaan itu saya suruh ia sebut berarti pas. Biasanya hanya ada 1 atau 2 anak yang mengerti kan."

Peneliti : "Untuk petanyaan selanjutnya, sudahkah anda melihat ada kemungkinan pertanyaan anda terlalu rumit atau terstruktur dengan buruk bagi siswa? Jika demikian, bagaimana anda mengatasi masalah seperti itu?"

Mam Damai : "Itu kadang beda kelas, ada kelas yang merasa itu tidak sulit terus ada kelas yang merasa itu sulit, otomatis begitu diajukan sama sekali tidak mengerti ya kita ganti kalimat pertanyaannya, atau bisa di sederhanakan"

Peneliti : "Baik, untuk point terakhir kecemasan dalam menciptakan pertanyaan independen, dengan pertanyaan saat membuat pertanyaan independent, apakah anda merasakan kegelisahan atau tekanan? Bisakah anda menjelaskan tentang pengalaman anda dengan pertanyaan independent?"

Mam Damai : "selama ini, selama saya mengajar tidak pernah cemas yang penting prinsip ajukan dulu, kalau kira-kira dia tidak bisa kita atur yang lain. istilahnya bukan cemas tetapi was-was aja, ngerti nggak kira-kira dia dikasih pertanyaan ini, itu pasti ada yang ngerti nggak ya, tapi saya coba kasih dulu mana tau dia mengerti, kalau dia tiba-tiba tidak mengerti tukar, biasanya kalau guru sebelum masuk kelas dia pasti sudah mempersiapkan diri"

Peneliti : "Baik mam ini pertanyaan terakhir pernakah anda menemukan pertanyaan bergantung pada Latihan atau pemeriksaan? Jika demikian, bagaimana anda memastikan pertanyaan tersebut disesuaikan dengan pertanyaan independent?"

Mam Damai : "kita mengganti kalimatnya, ganti pertanyaan umpamanya kan pertanyaan itu sudah ada di buku itu, terus kita mau tukar lagi menjadi independen, berarti kita ganti pertanyaannya umpamanya kalau yang

sudah tertulis dibuku itu When untuk menanyakan waktu, nah bisa kita tukar ke independen kita pakai Where bisa, ganti sedikit-sedikit pertanyaan nya."

Peneliti   : "Baik mam, terima kasih atas waktunya maaf jika sudah mengganggu aktivitas mam seperti biasanya, saya pamit mam, mari selamat pagi"

Mam Damai : "Iya sama-sama, tidak apa-apa nak, iyaa mari selamat pagi"

INTERVIEW GURU BAHASA INGGRIS 2

NAMA   : **DEWI SINTHA, S.PD**

NIP   : **19810629 201407 2 004**

Peneliti   : "Assalamualaikum Mam, saya Rahmat Valentiyo, saya Mahasiswa dari IAIN Curup. Disini saya mau meminta waktunya sebentar mam, untuk wawancara Sebagai bahan penelitian saya, apakah mam bersedia?"

Mam Dewi   : "Waalaikumussalam, boleh Silahkan"

Peneliti   : "Terima kasih sudah memberi waktunya dan bersedia untuk di wawancarai mam, baik disini ada enam point yang akan saya wawancai kepada mam."

Mam Dewi   : "Iya baik, silahkan"

Peneliti   : "Baik, saya akan menanyakan point pertama yaitu kurangnya kompetensi, dengan dua pertanyaan. Pertayaan pertama Bisakah Anda ceritakan tentang pengalaman anda dalam menciptakan pertanyaan pemikiran yang lebih tinggi (hots) untuk tes pemahaman membaca?"

Mam dewi   : Jadi ini kan tergantung materi ya kalau materi itu kan di kelas 7 seperti yang di bilang ibu Damai itu ada Descriptive teks, semester 2 nya itu juga sudah masuk ke Family Trees, terus kalau pemahaman membaca sebenarnya kesulitan pertama saat kita membuat pertanyaan itu kita harus mentraslate kan ulang pertantaan itu ke bahasa indonesia gitukan, itu aja sudah hots ya, pertanyaan sulit pun sudah hots gitu, jadi kalau saya, saya perlihatkan dulu materinya hari ini seperti Family Trees itu ya diperlihatkan dulu terus buatkan pertanyaan mengenai materi tersebut, dengan kosa kata yang gampang, jangan pakai kosakata yang jarang mereka dengar, kendalanya memang harus translate ulang jadi kita dua kali kerja yang pertama menggunakan bahasa inggris dan yang kedua menggunakam bahasa indonesia nah itu udah hots sebenarnya untuk anak sekarang gitu ya.

Peneliti	: "Pertanyaan kedua, berdasarkan pengalaman anda, apa faktor yang paling signifikan yang berkontribusi terhadap kurangnya kompetensi dalam menciptakan pertanyaan hots?"
Mam dewi	: kalau faktor signifikan nya vocab ya, vocabularies, terus kita mencari kata-kata yang memang anak-anak paham terus mudah anak memahami, karena memang anak-anak yang sekarang ini jauh berbeda dengan yang tahun kemaren itu ya, faktor-faktor zonasi dan lain sebagainya memang kami di tuntut menyelesaikan tujuan pembelajaran cuma di satu sisi saat dikelas kita semua nya mulai dari 0 gitu jadi memang harus ekstra kerja apa lagi kalau bahasa inggris saat kita membuat pertanyaan hots itu dengan menggunakan bahasa inggris saja dengan kalimat yang sama yang biasa saja seperti menanyakan kabar itu aja udah hots bagi mereka karena merekan tidak tau arti gitu, seperti itu, jadi vocab itu lebih dominan
Peneliti	: "Baik, Point kedua kurangnya pengetahuan tentang pertanyaan hots, dengan pertanyaan sudahkah anda menerima pelatihan untuk menerapkan konsep hots dalam menciptakan pertanyaan? Jika tidak, apa alasan anda dibaliknya?"
Mam dewi	: sudah pernah, beberapa tahun yang lalu itu pas masih K13 tapi, kalau sekarang sudah tidak ada lagi tu
Peneliti	: "Pertanyaan selanjutnya, strategi atau sumber daya apa yang menurut anda membantu dalam meningkatkan kemampuan anda untuk membuat pertanyaan hots yang efektif?"
Mam dewi	: lebih banyak searching, searching tentang materi yang akan diajarkan gitu kan, kemudian cari tau bentuk untuk materi ini, pertanyaan bagaimana yang efektif buat anak-anak itu
Peneliti	: "Lalu, untuk point ketiga penggunaan pertanyaan negatif dalam pertanyaan, dengan pertanyaan apakah anda cenderung menggunakan pertanyaan negative dalam pertanyaan hots anda? Jika demikian, apa alasan anda dibaliknya?"
Mam dewi	: tidak pernah, baru sekali mendengar pertanyaan itu masalahnya
Peneliti	: "Okey baik, pertanyaan selanjutnya apakah anda mengetahui adanya panduan atau teori mengenai penggunaan istilah negative dalam item uji? Jika demikian, bagaimana anda melibatkan mereka dalam menciptakan pertanyaan hots dalam tes membaca?"

Mam dewi   : belum tau, baru sekali ini juga dengarnya

Peneliti   : "Baik, untuk point keempat penggunaan pertanyaan ambigu, dengan pertanyaan apakah anda pernah mengalami masalah dengan pertanyaan ambigu dalam tes pemahaman bacaan anda? Dan bagaimana anda memastikan kejelasan dalam pertanyaan anda?"

Mam dewi   : ada beberapa masalah Cuma kan kalau saya menjelaskannya memastikan kejelasannya ini dengan mencari kepadanan kata yang sesuai yang mirip dengan yang ditanyakan, seperti itu biasanya

Peneliti   : "Selanjutnya untuk point kelima penggunaan pertanyaan kompleks dan tidak berstruktur, dengan pertanyaan bagaimana anda menentukan kompleksitas dan struktur pertanyaan hots anda? Apakah pedoman atau pertimbangan yang anda ikuti?"

Mam dewi   : nah kalau pertanyaan hots itu kan ada taksonomi, yang memakai foto-foto dan menganalisa seperti itukan dan lain-lain sampai c6 kalau saya pakai itu, Cuma kan tergantung materinya apa gitu ya jadi semua tidak materi mulai dari c1, ada materi sudah bisa memakai yang paling tinggi

Peneliti   : "Untuk petanyaan selanjutnya, sudahkah anda melihat ada kemungkinan pertanyaan anda terlalu rumit atau terstruktur dengan buruk bagi siswa? Jika demikian, bagaimana anda mengatasi masalah seperti itu?"

Mam dewi   : kalau pertanyaan yang rumit kadang ada kita memakai pertanyaan seperti itu anak tidak paham karena kan dua bahasa gitu ya dan terus mencari kepadanan kata seperti tadi yang kita maksud kan seperti itu

Peneliti   : "Baik, untuk point terakhir kecemasan dalam menciptakan pertanyaan independen, dengan pertanyaan saat membuat pertanyaan independent, apakah anda merasakan kegelisahan atau tekanan? Bisakah anda menjelaskan tentang pengalaman anda dengan pertanyaan independent?"

Mam dewi   : kalau merasakan kecemasan tidak juga karena sudah terbiasa , Cuma dibawa ini saja kadangan harus kita selipkan pertanyaan kita buat sendiri maksudnya ya kalau tekanan misalnya tidak sih, cuman kan memang butuh usaha yang keras misalnya kita membuat pertanyaan independen misalnya anaknya tidak paham nih seperti itu tadi kan, percuma membuat pertanyaan Cuma anak tidak paham apa yang kita maksud gitu kan, nah ini kita kerja dua kali seperti itu, pakai bahasa

indonesia pakai bahasa inggris seperti itu, jadi yang saya cari yang lebih gampang atau setengah saya buat bahasa indonesia, selipkan bahasa inggris nya, biasanya seperti itu

Peneliti : "Baik mam ini pertanyaan terakhir pernakah anda menemukan pertanyaan bergantung pada Latihan atau pemeriksaan? Jika demikian, bagaimana anda memastikan pertanyaan tersebut disesuaikan dengan pertanyaan independent?"

Mam dewi : biasanya digunakan itu lagi, dibuku kan sudah ada pertanyaan kan biasanya disediakan menggunakan itu saja sih seperti itu, jarang membuat pertanyaan independen lagi, kita menggunakan pertanyaan yang sudah ada di buku gitu, paling pertanyaan independen itu digunakan saat persepsi gitukan pindah haluan rangsang mereka seperti itu biasanya

Peneliti : "Baik mam, terima kasih banyak atas kebaikannya telah meluangkan waktunya untuk di interview, saya pamit mam, assalamualaikum"

Mam dewi : "Iya sama-sama, tidak apa-apa nak, waalaikumussalam"

APPENDIX 8

SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

     Nama   : Damai Tioria Saragih, S.Pd

     NIP   : 19660527 198703 2 005

Menerangkan dengan sebenarnya bahwa :

     Nama   : Rahmat Valentiyo

     Nim   : 19551071

     Fakultas   :Tarbiyah

     Prodi   : Tadris Bahasa Inggris

     Telah melakukan wawancara dalam penyusunan skripsi yang berjudul

"HIGHER ORDER THINKING SKILL QUESTIONS IN READING COMPREHENSION TEST MADE BY ENGLISH TEACHER OF JUNIOR HIGH SCHOOL BASED ON THE IMPLEMENTATION OF MERDEKA CURRICULUM (Descriptive Research On SMPN 01 Rejang Lebong)"

     Dengan demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang diwawancara   Sumber karya, 17 Januari 2024

Guru SMPN 01 Rejang Lebong   Pewawancara

(Damai Tioria Saragih, S.Pd)   (Rahmat Valentiyo)

Nip. 19660527 198703 2 005   Nim. 19551071

SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini :

    Nama   : Dewi Sintha, S.Pd

    NIP   : 19810629 201407 2 004

Menerangkan dengan sebenarnya bahwa :

    Nama   : Rahmat Valentiyo

    Nim   : 19551071

    Fakultas   :Tarbiyah

    Prodi   : Tadris Bahasa Inggris

    Telah melakukan wawancara dalam penyusunan skripsi yang berjudul

"HIGHER ORDER THINKING SKILL QUESTIONS IN READING COMPREHENSION TEST MADE BY ENGLISH TEACHER OF JUNIOR HIGH SCHOOL BASED ON THE IMPLEMENTATION OF MERDEKA CURRICULUM (Descriptive Research On SMPN 01 Rejang Lebong)"

    Dengan demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang diwawancara   Sumber karya, 17 Januari 2024

Guru SMPN 01 Rejang Lebong   Pewawancara

(Dewi Sintha, S.Pd)   (Rahmat Valentiyo)

Nip. 19810629 201407 2 004   Nim. 19551071

APPENDIX 9

DOCUMENTATION

BIOGRAPHY

A. PERSONAL DATA

Name	: Rahmat Valentiyo
Nim	: 19551071
Date Of Birth	: Curup, 27 February 2002
Address	: Jln. Merdeka. Gang Setia IV No 95 D. RT 04, RW 02. Kel. Pasar Baru. Kec. Curup
Study Program	: Tadris Bahasa Inggris (TBI)
Faculty	: Tarbiyah
Hobby	: Replacing motorcycle oil regularly every month
No Handphone	: 085758771080
Email	: rahmatvalentiyo270202@gmail.com

B. Educational Background

SD	: MIN 03 KEPAHIANG
SMP	: MTsN 01 KEPAHIANG
SMA	: MAN REJANG LEBONG
Universitas	: INSTITUT AGAMA ISLAM NEGERI CURUP