TEACHERS' PROCESS IN DEVELOPING HOTS TEST TO ASSESS READING COMPREHENSION

THESIS

This Thesis is Submitted to Fulfill the Requirement for 'Sarjana' Degree in English Language Education

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Assalamu'alaikum Wr. Wb.

Setelah mengadakan pemeriksaan dan bimbingan serta perbaikan maka kami berpendapat skripsi mahasiswa bernama NIM**,** yang berjudul "**Teachers' process in Developing HOTS Test to Assess Reading Comprehension"** sudah dapat diajukan dalam sidang Munaqosah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, terima kasih.

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalamu'alaikum Warahmatullahi Wabarakatuh

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The researcher finished this thesis entitled **"Teachers' process in Developing HOTS Test to Assess Reading Comprehension"**. This thesis is presented in order to fulfill of the requirement for the degree of strata I in English study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the researcher would like to presents his deepest gratitude to:

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Curup, 9 September 2024

The Researcher

Rika Muslimah
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MOTTO

"Now it's not a matter of fast or slow, but whether we are willing to put in the effort"

It's Never Too Late To be Who You Might Have Been

George Elliot

Allah tidak membebani seseorang melainkan

sesuai dengan kesanggupannya

(QS.Al-Baqarah : 286)

DEDICATION

With determination and hard struggle finally, I script and reach my ideals and with sense of love I decide my thesis to

- ➢ I thankful **Allah SWT,** because without Allah either I nor my goal would have been possible.
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PREFACE

All of praises be to Allah SWT, help and support from all of lecturers, family and friends that the researcher had finally finished writing his thesis entitle **"*Teachers' Process in Developing HOTS Test to Assess Reading Comprehension*"**.

This thesis is submitted as a part of the completion for undergraduate degree of strata-1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The researcher realizes that this thesis is far from being perfect, therefore the researcher appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher does that this thesis will be useful to those who interested in this field of the research.

Curup, 9 September 2024

The Researcher

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ABSTRACT

	:	***Teachers' Process in Developing HOTS Test to Assess Reading Comprehension***
Advisor	:	Jumatul Hidayah, M. Pd
Co-Advisor	:	Henny Septia Utami, M. Pd

The objective of this research is to investigate the teachers' process in developing HOTS (Higher-Order Thinking Skills) tests and their implementation to assess reading comprehension at SMP Negeri 01 Rejang Lebong. This study employs a qualitative approach with interviews as research instruments. Interviews are used to gather data on the strategies employed by teachers in developing HOTS tests. The researcher used *purposive* sampling to select samples for this study. Three English teachers at different grade levels at SMP Negeri 01 Rejang Lebong were examined. The researcher selected these three teachers as representatives for creating HOTS test questions at each grade level, namely seventh-grade, eighth-grade, and ninth-grade. The results of the research confirmed that the teachers used three strategies: Measuring the Capability of High-Level Thinking Skills, Using Contextual-Based Problems, and Using Various Kinds of Questions. Furthermore, the English teachers have effectively implemented these strategies. It means that the English teachers at SMP Negeri 01 Rejang Lebong could develop HOTS test well.

Keywords: Teaching Process, Reading Comprehension, HOTS Test

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CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is the activity of acquiring factual and inferential information from written text. The more important thing in the reading activity is the activity of taking the essence and summary of the contents of the reading. Referring to the theory, according to Gorys Keraf, reading is a physical and mental process that gives meaning to visual symbols.[1] According to Tampubolon, reading is a reasoning process to understand ideas or thoughts contained in written language. Reading is the most basic activity in education and one of the most important skills and habits in daily life.[2] Through reading, people can find new ideas to acquire information, increase knowledge and broaden horizons. The researcher gives the focus on reading comprehension because it becomes important ability to achieve.

Reading comprehension is one of the important skills for every individual to live in the present moment. Through this ability, people can understand what the author meant. Then, people are able to build meaning and understanding of our own reading. Therefore, reading comprehension is very important for us to learn and understand because there are several benefits that one can get if mastering this skill, including: (1) the ability to

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[1] Keraf, G. (1996). Kosakata Bahasa Indonesia. *Jakarta: PT. Gramedia Pustaka Utama*.

[2] Tampubolon, D. P. (1987). *Kemampuan membaca: teknik membaca efektif dan efisien* [Reading ability: effective and efficient reading techniques]. Bandung: Angkasa.

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understand, analyze and respond to documents and written communications, (2) improve writing skills to make them clear and effective, (3) improve concentration for long reading sessions, (4) good reading comprehension can make us look professional, and (5) make reading activities more interesting.

In educational field, a lot of teachers use HOTS test as the assessment method for knowing students' reading comprehension ability. HOTS test is a high-order thinking ability related to a person's ability to think critically, creatively, solve problems, and make decision.[3] Higher-order thinking skills (HOTS) are the skills that students in the 2013 curriculum must have to face the global competition of the Industrial Revolution 4.0 in the 21st century. The purpose of this study was to develop a chemical equilibrium higher-order thinking skills (HOTS) test instrument and determine its validity and reliability levels. The HOTS test is a test that requires analysis of questions in doing it, which is commonly called a high-order thinking ability test. So, the HOTS test is a question that measures thinking skills that do not just remind, restate or answer without doing analysis.

HOTS Test is a little difficult to develop, because most students are used to LOTS-based lessons, so HOTS-based learning is considered more difficult. In the world of education HOTS can be applied, because students' higher-order thinking skills can increase alertness and

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[3] Mahendra, I. W. E., Jayantika, I. G. T., & Sulistyani, N. W. R. (2019). HOTS-Speed Test untuk Meningkatkan Kemampuan Penalaran Analisis Peserta didik. *AKSIOMA: Jurnal Matematika dan Pendidikan Matematika*, *10*(1), 93-101.

improvement. Teacher must have a good understanding of the cognitive processes in Low-Level Thinking Skills (LOTS) and Higher-Order Thinking Skills (HOTS). "Teacher play a role in influencing HOTS assessments, both in daily exams, end of semester assessments, and school exams. This is not intended to train and know the categories of students' higher-order thinking abilities. However, a research study by Schulz & Fitz Patrick found teacher showing developments about the concept of HOTS and they were not ready to teach or assess HOTS. Subsequent research by Retnawati demonstrates that there is still a deficiency in teacher awareness of HOTS, their capacity to raise students' HOTS, their ability to solve problems based on HOTS, and activities designed to gauge students' HOTS.

So that, in this research, researcher looked for the process in developing HOTS test. Additionally, teaching process in developing HOTS test is that teachers are required to manage learning that is able to develop students' potential. This is in line with Baharun, that teachers become special trainers for learning and as motivators for students. Teacher become role models to change student behavior.[4] Therefore, teacher must always improve their competence by following the changes that occur. teachers need to master learning process and the preparation of questions that stimulate students' ability to think at a higher level.

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[4] Baharun, H. (2018). Peningkatan kompetensi guru melalui sistem kepemimpinan kepala madrasah. *At-Tajdid: Jurnal Ilmu Tarbiyah*, 6(1), 1-26.

Merril explains there are 11 process for generating thoughts and develop HOTS, namely: (1) differentiate, (2) equate, (3) compare, (4) sort, (5) cause, (6) summarize, (7) categorize, (8) solve problems, (9) express opinions, (10) consider the variation of the selected solution, and (11) improve the method think.[5] Higher-order thinking skills help students to become them able to express his argumentative ideas logically and confidently, both written, oral, and actions.[6]

One of the processes used by teachers for student reading skills is the development of HOTS tests. Because the HOTS test developed is considered effective in measuring students' abilities. The opinion of the Shidiq, The Hots Test is a tool for assessing the following skills: (1) Transferring one notion to another; (2) Applying and processing knowledge; and (3) Searching for connections between different types of information., (4) using information to solve a problem, and (5) examine ideas critically.

According to the most recent curriculum, one of the main objectives of the learning process that students complete in class is the Higher Order Thinking Skill (HOTS) Test. Possessing higher-order thinking abilities will motivate pupils to reflect more deeply and broadly on the material they have been given. By using HOTS Test material, students will tend to answer questions more easily, because HOTS-based

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[5] Merril, M. T. (2012). *Pembelajaran Aktif yang Menginspirasi: Buku Pegangan Lengkap untuk Guru Masa Kini, Edisi 2*. Jakarta: PT. Indeks.
[6] Usmaedi. (2017). Menggagas Pembelajaran HOTS pada Anak Usia Sekolah Dasar. *Jurnal Pendidikan Sekolah Dasar, 3*(1), 82-95.

assessments provide an understanding of HOTS Test-based assessments in learning.

Previously there had been research on HOTS entitled "Students' Perceptions of Higher Order Thinking Skill (HOTS) in Learning English" this research was conducted at SMA Negeri I Rejang Lebong. Not only the high school level, but also the middle school level has carried out HOTS-based learning. Based on initial observations carried out by researchers in several junior high schools to see the specific methods used by teachers in teaching English starting from junior high school number one to five, a number of junior high schools implemented the HOTS-based method as a whole.

Based on the previous research entitled *"Students' Perceptions of Higher Order Thinking Skills (HOTS) in Learning English"* conducted at SMA Negeri 1 Rejang Lebong, it was found that the focus was primarily on students' perceptions at the high school level. While this research highlighted the implementation of HOTS-based learning from the students' point of view, it did not explore the process or methods used by teachers in designing and developing HOTS-based assessments, particularly in reading comprehension. At the middle school level, initial observations conducted by researchers across several junior high schools, including SMP Negeri 1 to SMP Negeri 5 in Rejang Lebong, revealed that many schools have also implemented HOTS-based methods as part of their teaching process. However, there remains a lack of research

investigating the specific process and approaches employed by teachers in creating HOTS-based tests to assess reading comprehension at the junior high school level. This creates a research gap regarding the teachers' role, challenges, and methods in aligning reading comprehension tests with HOTS principles, as encouraged by the *Kurikulum Merdeka.*

Thus, while previous studies focused on students' perspectives and high school settings, this research aims to bridge the gap by exploring teacher process in developing HOTS-oriented reading comprehension tests at the junior high school level, specifically at SMPN 1 Rejang Lebong. This focus is essential to understand how teachers design assessments that foster critical thinking skills and to identify any challenges they face during the process

SMPN 1 Rejang Lebong was chosen as the focus of this study because it is one of the leading junior high schools in the region with a strong academic reputation and commitment to improving the quality of education. The school actively implements various process to enhance students' cognitive abilities, including the application of Higher Order Thinking Skills (HOTS) in their teaching and assessment practices. Furthermore, the teachers at SMPN 1 have demonstrated a willingness to adapt innovative approaches to teaching, making it an ideal setting to investigate how teachers develop HOTS-based tests to assess reading comprehension.

Moreover, based on the scores after students completed the HOTS test provided by the teacher, it can be seen that students are able to think at a higher level. According to the score list obtained by the researcher, it is evident that the average student of SMP Negeri 1 Rejang Lebong were able to answer the entire test. This is closely related to the HOTS activities themselves. Therefore, the implementation of the HOTS Test at SMP Negeri 1 Rejang Lebong went well. The implementation of process for developing HOTS questions to assess reading comprehension at SMP Negeri 1 Curup works well due to several key factors. First, the teachers demonstrate a strong understanding of the Merdeka Curriculum and its emphasis on fostering critical thinking and problem-solving skills. They align their teaching and assessment methods with curriculum goals, ensuring that the questions are relevant and thought-provoking. Second, the teachers employ diverse process, such as integrating real-life contexts, using multiple question formats, and encouraging group discussions, which engage students and cater to different learning styles. These methods create an interactive and supportive learning environment that motivates students to think critically and explore ideas deeply.Lastly, the school's commitment to professional development and collaboration among teachers contributes to the successful implementation of these process. By sharing best practices and continuously refining their approaches, the teachers at SMP Negeri 1 Curup ensure that HOTS-based

assessments are both effective and impactful in improving students' reading comprehension and higher-order thinking skills.

Both teachers and students have adapted higher-order thinking skills into the lessons.

Based on the pre-obervation (interview to some teachers in some school in Curup) done by the reseracher, some schools in curup still using low order thinking skills (LOTS), Despite the introduction of *Kurikulum Merdeka*, which emphasizes the development of students' critical thinking and problem-solving abilities, many schools still rely on Lower Order Thinking Skills (LOTS) in designing reading comprehension tests. One major reason is the lack of teacher readiness and understanding in effectively implementing HOTS (Higher Order Thinking Skills)-based assessments. *Kurikulum Merdeka* encourages flexibility and a student-centered approach; however, many teachers are still transitioning from traditional practices and find it challenging to create questions that promote analysis, evaluation, and creativity. This is compounded by insufficient training and resources to help teachers design and assess HOTS-oriented reading comprehension tests.

Additionally, the implementation of *Kurikulum Merdeka* varies across schools, creating inconsistencies. While the curriculum promotes deeper learning and independence, some teachers are still adjusting to its framework and often fall back on LOTS as a "safe" approach. The pressure to achieve good test results also plays a role, as LOTS questions

are perceived to help students perform better on assessments, thereby meeting school evaluation standards. This combination of limited readiness, resource constraints, and concerns about student performance explains why many schools continue to rely on LOTS, despite *Kurikulum Merdeka*'s emphasis on fostering higher-order thinking skills in reading comprehension. In sum, SMPN 1 Rejang Lebong applied more HOTS question in reading test more than others school in Curup.

Process is crucial for developing HOTS tests to assess reading comprehension because they help create assessments that go beyond memorization and encourage critical thinking. By using clear process, teachers can design questions that challenge students to analyze, evaluate, and solve problems, aligning with the goals of the Merdeka Curriculum. These processes also allow for a variety of question types, like multiple-choice and descriptive questions, making assessments more effective and inclusive. Connecting questions to real-life situations makes learning more meaningful and relevant. Overall, applying process helps students build important cognitive skills and better prepares them for problem-solving in both academics and daily life

In curriculum framework, the higher order thinking skill has come to be a call for K-13 curriculum. Furthermore, SMPN 1 Rejnag Lebong has already enforced better order thinking talent in the coaching and studying manner. By applying HOTS Test learning, students understand and grasp the questions discussed more quickly. The teacher develops the

HOTS Test in assessing student's reading abilities. This attracts children's attention to be enthusiastic in learning, because the lessons brought by the teacher make learning active and fun. From the explanation above, SMP Negeri 1 Rejang Lebong developed the HOTS process to assess students' reading skills, where the teacher developed the HOTS Test to assess children's reading abilities.

From the explanation above and the phenomenon found by the researcher so that researcher is interested in conducting research with the title "**Teachers' Process in Developing HOTS Test to Assess Reading Comprehension**".

B. Research Questinos

Based on the background of these problems, the problems that will be formulated in this study are:

1. What is the process used in developing the HOTS Test to assess reading comprehension at SMPN 1 Rejang Lebong?

2. How is the implementation of the process in developing the HOTS test to assess reading comprehension at SMPN 1 Rejang Lebong?

C. Objectives of the Research

Based on the above research questions, the researcher concludes that the objectives of this study are as follows:

1. To find out the process used in developing the HOTS Test to assess reading comprehension at SMPN 1 Rejang Lebong

2. To find out the implementation of the process in developing the HOTS Test to assess reading comprehension at SMPN 1 Rejang Lebong.

D. Definition of Key Terms

To avoid a misunderstanding, the reseacher will explain key terms with the subject of this thesis is the following are:

1. Teacher process

    In the context of developing HOTS-based tests for reading comprehension, teacher process include the processes, methods, and creative approaches teachers use to design assessments that challenge students to think critically, analyze information, evaluate ideas, and create solutions, as opposed to simply recalling or understanding basic information.[7]

2. Higher Order Thinking Skill (HOTS)

    Higher Order Thinking Skills (HOTS) refer to the cognitive processes that go beyond basic memorization and understanding of information. HOTS involve the ability to analyze, evaluate, and create, as categorized in Bloom's Taxonomy[8].

3. HOTS Test

    A HOTS test refers to an assessment designed to measure Higher Order Thinking Skills (HOTS) in students. Unlike traditional

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[7] Venville, G., & Bay, P. (2000). *Higher Order Thinking Skills in Science Education. Research in Science Education*, 30(2), 205–221.

[8] Brookhart, S. M. (2010). *How to Assess Higher-Order Thinking Skills in Your Classroom*. Alexandria, VA: ASCD

tests that focus on lower-order thinking skills such as memorization and basic comprehension, HOTS tests require students to engage in critical thinking, analysis, evaluation, and creative problem-solving[9]

4. Reading comprehension Test

A reading comprehension test is an assessment tool designed to measure a student's ability to read a text, understand its meaning, and interpret information from it. The test typically evaluates the student's skill in extracting details, recognizing main ideas, making inferences, understanding vocabulary within context, and analyzing the text's structure and themes[10].

E. Significances of the Research

Each activity must have benefits or uses, whether it is useful for oneself or useful for others (students, teachers, further researchers and all readers).

1. For researcher

By doing this research, researcher can fulfill one of the requirements for the researcher to complete an undergraduate degree program at the English Tadris Study Program. Furthermore, the investigator might get further knowledge and details to recognize the reading comprehension HOTS Test. In addition, the writer will gain

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[9] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman
[10] Snow, C. E., & Sweet, A. P. (2003). *Reading comprehension and assessment*. In M. J. Snowling & C. Hulme (Eds.), *The Science of Reading: A Handbook* (pp. 284–297). Malden, MA: Blackwell

fresh insight and understanding for the future. Furthermore, the investigator might get further knowledge and details to recognize the reading comprehension HOTS Test. In addition, the writer will gain fresh insight and understanding for the future.

2. For students

  Students can increase their awareness in learning reading comprehension so that they can improve their abilities after knowing what things are in reading comprehension based on the HOTS Test.

3. For teachers

  Teachers can provide clear view of what process likely appropriate and proper in teaching reading assessment, alongside the anticipation toward the emerging problems related to reading skill, and improve their performance in the learning process.

4. For further researchers

  For future researchers, this research will be a good source for those who are researching in the same field, namely process in developing reading comprehension HOTS Test. So that, they can develop further research.

F. Organization of the Research

  This section describes how the study is structured from Chapter 1 to Chapter 5. The introduction is in Chapter I. It includes operational definitions, research relevance, and the study's background information,

objectives, issues, and limits. An overview of the relevant literature is given in Chapter II. There is a review of similar research as well as a review of related reviews. We cover the research approach in Chapter III. It covers research techniques, research questions, research tools, process for gathering data, and techniques for analyzing data. The results and discussion are presented in Chapter IV. The discussion and results present the research data. The conclusion is found in Chapter V, the concluding chapter.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Reading Comprehension Assessment

Assessing reading comprehension involves evaluating a person's understanding of a text they have read. This assessment may be done through various methods, such as quizzes, tests, or discussions.[11] When assessing reading comprehension, it is important to consider different aspects, such as follows:

a. The assessment should evaluate the reader's ability to understand the main ideas and key details of the text. This includes identifying the main topic, understanding the sequence of events, and recognizing supporting details.

b. The assessment should assess the reader's ability to make inferences and draw conclusions from the text. This involves understanding implicit meanings, making connections between different parts of the text, and identifying the author's purpose.

c. The assessment may examine the reader's ability to analyze and evaluate the text. This involves identifying the author's tone or perspective, recognizing persuasive techniques, and evaluating the effectiveness of the text's argument or message.

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[11] Klingner, J. K. (2004). *Assessing reading comprehension. Assessment for effective intervention*, 29(4), 59-70.

To assess reading comprehension, various process can be used. Multiple-choice questions can be effective in evaluating a reader's understanding of key details or main ideas. Short answer or essay questions can provide readers with an opportunity to demonstrate their ability to draw conclusions and analyze the text. Additionally, discussions or oral presentations can allow readers to showcase their comprehension and critical thinking skills by explaining and supporting their interpretations of the text. Overall, assessing reading comprehension is crucial for determining an individual's ability to comprehend and interpret written information. It helps educators identify areas of strength and areas that need improvement, allowing for targeted instruction and support.

2. HOTS Test

In order to lead to new knowledge and competence, reading abilities provide the foundation for recognizing and elaborating on a meaning that must be acquired in reading activities. Therefore, in order to teach students this talent, educators must create a solid plan to improve their critical thinking during the reading process. Using HOTS will be advantageous for both teachers and students. The process of thinking to find the facts or truth about the capacity for critical, rational, creative, and metacognitive thought is known as HOTS.[12] Furthermore, thinking at a higher level than recalling details or interacting with

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[12] Ghanizadeh, A., Al-Hoorie, A. H., & Jahedizadeh, S. (2020). Higher order thinking skills in the language classroom: A concise guide. Saudi Arabia: Springer Nature Switzerland.

people is referred to as Higher Order Thinking (HOT).[13] One could define HOTS as an individual's capacity for critical thought in order to locate specific information. In addition, HOTS is often used by teachers to test their students' abilities in a test, especially in the reading comprehension test.

Moreover, a test is a way to measure an outcome or quality that has been achieved by a person in the teaching and learning process.[14] So that, it can be said that the HOTS Test is a form of a test to examine students' critical thinking in the learning process and assessment. By assessing students with the HOTS Test, teachers examine cognitive skills through several questions. This skill is activated when students are faced with an unusual problem, uncertain question, or question that raises a question.

At school to get to know HOTS test questions is still very minimal. Even if not many students master it. So, the aim of the researcher is to study the HOTS test so that students can think at a higher level and be creative in mastering the questions. Students can also be broad-minded in working on the HOTS test. The test is a procedure used to measure or determine something in a way and rules that have been determined.

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[13] Nur, D. F. & Melati, S. U. (2019). Pre-service English teacher perception about Higher Order Thinking Skills (HOTS) in the 21st Century learning. International Journal of Indonesian Education and Teaching, 3(1), 41- 49.

[14] Adom, Dickson & Adu-Mensah, Jephtar & Dake, Dennis. (2020). Test, measurement, and evaluation: Understanding and use of the concepts in education. International Journal of Evaluation and Research in Education (IJERE). 9. 109-119. 10.11591/ijere.v9i1.20457.

Higher Order Thinking Skills (HOTS) are ways or techniques of students using the ability to analyze, plan, design, implement and evaluate all existing problems. According to Uno, HOTS questions have four indicators, namely: (1) The process of finding problems and how to solve problems based on real information, so that conclusions can be drawn; (2) Decision-making skills, namely one's skills in solving problems through collecting information/data to be able to make the best decisions in solving problems; (3) Critical thinking skills are efforts to find accurate/more reliable information that is used properly on a problem; and (4) Creative thinking skills, meaning generating lots of ideas, broad-minded to generate breakthroughs / decisions that have never existed to solve problems.[15]

According to Cottrell, there are some benefits of the critical thinking skills, such as:

1) Improved attention and observation

2) More focused reading

3) Improved ability to identify the key points in a text or other message rather than becoming distracted by less important material

4) Improved ability to respond to the appropriate points in a message

5) Knowledge of how to get your own point across more easily

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[15] Uno, Hamzah B. Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif. Jakarta: PT Bumi Aksara 2012.

6) Skills of analysis that the students can choose to apply in a variety situations.[16]

In Rejang Lebong, not many schools apply HOTS test-based questions. One of them is at SMP Negeri 1 Rejang Lebong which uses questions based on the HOTS Test. SMPN 1 Rejang Lebong was chosen as the focus of this study because it is one of the leading junior high schools in the region with a strong academic reputation and commitment to improving the quality of education. The school actively implements various process to enhance students' cognitive abilities, including the application of Higher Order Thinking Skills (HOTS) in their teaching and assessment practices. Furthermore, the teachers at SMPN 1 have demonstrated a willingness to adapt innovative approaches to teaching, making it an ideal setting to investigate how teachers develop HOTS-based tests to assess reading comprehension.

3. **Teacher Process and Implementation in Developing HOTS Test**

The assessment standards for the *Merdeka* curriculum are implemented using internationally standardized assessment models. One of these internationally standardized assessment models is higher-order thinking skills (HOTS). HOTS is a high-quality thinking skill that is conceptually based on Bloom's Taxonomy of Thinking. He believes that students need not only memory skills but also higher-order thinking skills to overcome increasingly complex problems and to be able to think

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[16] S. Cottrell. Critical Thinking Skills: Developing Effective Analysis and Argument. Palgrave Macmillan: New York. 2005

critically and rationally.[17] In school, it is not only necessary to remember concepts and knowledge, but also to analyze, evaluate and create problems.[18] Students need to be frequently exposed to exercises in solving interesting HOTS problems to improve students' potential. Using HOTS for assessment does not depart from Bloom's taxonomy, which states that human reasoning skills have six cognitive levels covering both lower- and higher-order thinking skills, namely: knowledge, comprehension, application, analysis, synthesis, and evaluation. However, the researchers used a revised Bloom's taxonomy by Anderson and Krasvols. Anderson and Krasvols state that Bloom's taxonomy has six levels, namely: remember, understand, apply, analyze, evaluate, and create.[19] Remember, understand, and apply are classified as "LOTS." Analysis, evaluation, and creation are classified as HOTS.

According to Heong, et al. Higher-order thinking uses a wide range of thinking to discover new challenges.[20] Higher-order thinking also requires someone to apply new information, knowledge to manipulate information to achieve the possibility of answers in new situations. Thus, someone is required to be able to find the right answer in a new situation both in terms of learning or outside learning.

[17] J. W. Mahoney and B. Harris-Reeves, The effects of collaborative testing on higher order thinking: Do the brightget brighter? Active Learning in Higher Education, vol. 20, no. 1, pp. 25-37, 2019.

[18] Y. M. Heong, et al., "The Level Marzano Higher Order Thinking Skills Among Technical Education Students," International Journal of Social Science and Humanity, vol. 1, no. 2, pp. 121-125, 2011.

[19] Anderson, L.W. & Krathwohl, D. R. (Eds.) (2001). A taxonomy for Learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Addison Wesley Longman.

[20] Y. M. Heong, et al., Op. Cit.,

Thus, the dimensions of the thinking process in Bloom's are perfected by Anderson & Krathwohl, they provide a useful framework for identifying and preparing instructional objectives, instructional activities, and assessment methods. [21] The revised taxonomy has cognitive process categories, increasing in complexity, and four knowledge categories. Based on Anderson & Krathwohl, there are six levels of cognitive process: (1) recall (remembering-C1) includes the ability to remember factual and conceptual knowledge; (2) understand (understanding-C2) a basic understanding capabilities, build their own meaning; (3) apply (aplying-C3) means the ability to execute or implement procedures to solve the problem, it is generally an application that has the best answer; (4) analysis (analyzing-C4) means the ability to break down information into parts that are more specific, to find a link parts information with one another, and overall information, and includes the ability to distinguish, organizing, and connecting; (5) evaluate (Evaluating-C5) include the ability to judge something (justification) criteria, involves the ability to examine and scrutinize; (6) creation (creating-C6) means putting different elements together to form a new unity or reorganization of existing elements to form a new structure, including the process of generating, planning, and producing.

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[21] Y. M. Heong, et al., Op. Cit.,

The updated Bloom Taxonomy by Anderson and Krathwohl has two dimensions. The following is a description of its operational verb classification and higher order thinking perspective:[22]

Table 1.
The dimensions perspective and classifications for higher order thinking skill

The Knowledge Dimension	The Cognitive Process Dimension		
	C4 analyze	C5 Evaluate	C6 create
Factual Knowledge	Making structure, classifying	comparing, correlating	Joining
Conceptual Knowledge	explain, analyze	examine, interpret	planning
Procedural Knowledge	distinguish	conclude, resume	arrange, formulate
Metacognitive Knowledge	create, find	make, assess	realization

According to Anderson and Krathwohl there are four types of knowledge dimension:[23]

a. **Factual Knowledge**

Factual knowledge is the basic level of study and basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or to solve a problem. The factual knowledge includes symbols, signs, the name of person and history. Furthermore, the conceptual knowledge refers to the interrelationship among basic elements within a larger structure and enables them to function together.

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[22] Anderson, L.W. & Krathwohl, D. R. Op. Cit.,
[23] Anderson, L.W. & Krathwohl, D. R. Op. Cit.,

b. Conceptual Knowledge

Classifications, principles, generalizations, theories, models, or structures relevant to a specific discipline are all considered to be part of conceptual knowledge. Understanding classification, categories, and their relationships are all part of conceptual knowledge. Schemas, mental models, and explicit or implicit theories are examples of how someone represents their understanding of the structure, differences, and purposes of a certain subject matter.

c. Procedural Knowledge

Knowledge or skills that assist students in performing tasks related to a discipline, subject, or field of study are referred to as procedural knowledge. Inquiry approaches, highly specialized or limited talents, algorithms, techniques, and specific methodologies are also included.

d. Metacognitive Knowledge

The awareness of one's own mind and certain cognitive processes is known as metacognitive knowledge. It is reflective or strategic knowledge about how to approach problem-solving, cognitive activities, including knowledge about oneself, knowledge about context, and knowledge of conditions.

Therefore, the higher order thinking skill test, which Anderson and Krathwohl performed as a process of dimension of

thought, is highly advised for usage in various classroom assessment formats. The following describes the process of creating a HOTS test, which should motivate teachers to create one at the educational unit:[24]

a. Measure the capability of the high-level thinking skills

Higher order thinking skills include evaluating, reflecting, reasoning, applying the idea in many contexts, organizing, and producing, according to the Australian Council for Educational Research (ACER). In addition, the HOTS questions cover the aptitude for reasoning, problem-solving, critical thinking, and creative thinking. The potential of HOTS inquiries. Every student needs to have the capacity for high-level thinking since it is one of the most significant competencies in the current world. Among the inventiveness used to address HOTS issues:

1) The ability to respond to inquiries that are unfamiliar.

2) The capacity to consider the approach taken in problem solving from a number of distinct angles.

3) The aptitude for identifying a fresh approach to problem-solving that differs from the old one.

b. Contextual Based Problem

The judgments in HOTS questions are derived from actual, everyday circumstances. It is anticipated that the HOTS

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[24] Anderson, L.W. & Krathwohl, D. R. Op. Cit.,

questions will be able to address difficulties by using the idea of classroom learning. In relationships, the students are also able to understand, comprehend, apply, and integrate the issue in a real-world setting. The following are the traits of a contextually based problem, namely as REACT:

1) Making connections with situations in real life.

2) The emphasis on experience is on invention, exploration, and discovery.

3) Applying, which requires students to apply what they learn in the classroom to real-world situations.

4) Communicating, which requires the pupils' capacity to match the problem context conclusion.

5) Transferring, This requires that students be able to apply the concepts they have learned in class to new circumstances or contexts.

c. Using the Various Kinds of Questions

In developing the HOTS Test, several forms of questions are also needed to stimulate the abilities of students, including several forms of questions, namely:

1) Multiple choice

The stimulus used in HOTS questions is typically taken from an actual scenario. There are choices and a stem in this multiple-choice question. These choices include the

distractions as well as the critical response, which is the correct response. Naturally, the answers to these distractions are erroneous, but if students don't grasp the content, they could fall into a trap. Usually, neither the stimulus nor the reading specifically express the intended answer or the crucial answer. Thus, the students are demanded to find the answer related to the stimulus using the concepts of the knowledge, logic and reasoning. Then, the correct answer will get 1 point, and the incorrect answer will get 0.

2) Complex-multiple choice (True/ False or Yes/No)

This kind of question aims to know the students' understanding towards the problems comprehensively between the statements of one another. The questions of complex-multiple choice also contain stimulus which come from the contextual situation. The students are provided some statements related to the stimulus/reading, then the students are demanded to choose true/false or yes/no. The statements given are related to one another. The arrangement of true statements and the wrong statements are put randomly and non-systematic following certain pattern. A well pattern arrangement will lead the students to choose the right answer. Thus, if the students answer correctly for all the statements

given, they will get 1 point, then if there is a mistake in a statement, they will get 0.

3) Short answer

The questions just require a brief response, such as a word or two that goes beyond the statement. Short response questions have the following characteristics:

a) Making use of the directive or order

b) A clear query and directive

c) The length of each response to each question is anticipated to be roughly the same

d) Don't use words, sentences, or phrases from the text book; this will force the pupils to just retain what is written there.

B. Review of Related Findings

Before conducting this research, the researcher first conducted a review of existing literature. Researcher found that there were several similar studies, including the following:

The first finding from Muawwinatul Laili, Nurul Aini, and Ana Christanti with the title "**High Order Thinking Skills (HOTS) in the English Language Assessment of High School Students**."[25] The findings indicated that English teachers' proficiency in formulating daily test

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[25] Muawwinatul Laili and Nurul Aini, "HIGH ORDER THINKING SKILLS (HOTS) DALAM PENILAIAN BAHASA INGGRIS SISWA SMA" 3, no. 1 (2020).

questions and exams does not yet meet the standards for HOTS assessment. Additionally, the researcher inferred from the interview results that the training on HOTS that the teachers participated in has not significantly influenced their ability to craft effective HOTS questions. There has been no change in the approach teachers take when creating exam questions, as there remains a lack of inquiries that incorporate Higher Order Thinking Skills. The majority of questions fell within the understanding category (C2) at 60.43%, followed by the application category (C3) at 25.22%, and the knowledge category (C1) at 14.35%. This data suggests that teachers require further "coaching" to enhance their skills in developing HOTS questions. For further research, it is recommended to look at the results of HOTS training which provides material on how to design HOTS-based learning, not just about creating questions.

The second finding from Naelatul Markhamah with the title **"Developing HOTS (Higher Order Thinking Skills) Based Questions in the 2013 Curriculum."**[26] The findings of the research indicate that higher order thinking skills (HOTS) encompass the abilities to think critically, logically, reflectively, metacognitively, and creatively. HOTS questions are characterized by their capacity to assess high-level thinking skills through the use of context-based problems and a variety of questions that are neither routine nor familiar, along with detailed descriptions.

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[26] Naelatul Markamah, "Pengembangan Soal Berbasis HOTS (Higer Order Thinking Skills) pada Kurikullum 2013," *Nusantara Jurnal Pendidikan Indonesia* 1, no 2 (may 31, 2021): 385-418, https://doi.org/10.14421/njpi.2021.vli2-8.

When formulating these questions, several steps must be followed: analyzing the Basic Competencies relevant to the questions, creating a question grid, selecting engaging and contextual stimuli, drafting question items that align with the question grid, and developing a rubric or answer key.

The last finding from Ummi Inayati with the title "**Teacher Process in Implementing Hots Learning Using the Problem Based Learning Model**". Research results revealed the teacher's process of implementing HOTS through the problem-based learning model to be fairly sufficient.[27] This can be seen from the indicators used through in-depth interviews with key informants and informants. Among the obstacles: variance in student comprehension, nature, and learning style as they study. Teachers are to inject creativity and innovativeness always in packaging this learning; on the other hand, there are also limited school facilities and infrastructure.

As aforementioned, the study findings indicated that no research is identical to the research the researcher intends to conduct, because the research that will be carried out by the researcher is regarding teacher's process in developing HOTS Test to assess reading comprehension. With the different results of the research studied, the results of the research will also be very different and there has never been any research that has raised this title so this research is worthy of scrutiny.

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[27] Ummi Inayati, "Strategi Guru Dalam Menerapkan Pembelajaran Hots Menggunakan Model Problem Based Learning," *Auladuna : Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah* 2, no. 2 (November 30, 2020): 27–34, https://doi.org/10.36835/au.v2i2.410.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

The type of the research design of this research was qualitative descriptive approach. According to Creswell, a qualitative approach is useful for expressing a problem and developing it in detail to understand the phenomenon of a problem.[28] Accurate description or description of the status or characteristics of a situation or phenomenon are the main goal of descriptive research.[29] Descriptive means analyzing and presenting facts systematically so that it is easier to understand and draw conclusions. Descriptive aims to systematically and accurately describe facts and characteristics related to a particular field. This research attempted to describe a situation or event.

Therefore, this research design is suitable for this study because the purpose of this study is to find the process used by English teachers in SMP N 01 Rejang Lebong in developing the HOTS reading comprehension test. In addition, the researcher also wants to find out how effective the process used by English teachers in SMP N 01 Rejang Lebong in developing the HOTS test are in the reading comprehension test. Therefore, the data obtained are presented in the form of descriptions

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[28] Creswell W, John., & Creswell, J. David. (2017). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. London: SAGE Publication, Inc.
[29] Johnson, B. & Christensen, L. (2004). *Educational research. Quantitative, qualitative, and mixed approaches*. Boston: Pearson. P. 347

describing the development process and implementation of the HOTS test used to assess students' reading comprehension ability.

B. Subject of the Research

Research subjects are people who really understand what is being studied. Moleong stated that more rigorously that research subjects are persons who are used to provide information regarding the circumstances and context of the study. [30] Therefore the subject of this qualitative research is all parties who can provide information or data needed. In this study, researcher used purposive sampling research subjects. One of the most popular sampling processes is purposeful sampling, in which the researcher selects samples by defining unique qualities that are consistent with the goals of the study. [31] The reason the researcher chose this technique was because the data collected was able to provide satisfactory data.

Therefore, subjects of the research of this study are three English teachers of MSP N 1 Rejang Lebong who represented to develop reading comprehension at each grade. The researcher chose SMP N 1 Rejang Lebong because this school is one of favorite school in Rejang Lebong which in every test has obtained high score. So that, the researcher took grade 7, 8, and 9 as the research subjects, because the HOTS Test was taught at those grades. The researcher chose three teachers who got

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[30] Basrowi dan Suwandi. *Memahami penelitian kualitatif.* (Jakarta : PT. Rineka Cipta, 2008). Hlm. 188

[31] Creswell, J. W., & Creswell, J. D. Op. Cit.,

involved in constructing HOTS question for students' final test in each grade. Besides, the researcher saw that the students were very active in learning using HOTS and were very enthusiastic. When facing a HOTS-based reading comprehension test, the students admitted to understanding what was contained in the given questions. Thus, they are able to give their best answers. So, the researcher wanted to know the process used by the teachers in developing a HOTS-based Reading Comprehension test. Then observations, interview and documentation were carried out to strengthen the research data.

C. Technique of Data Collection

The objective of this study was to find out the English teacher's process in developing reading comprehension HOTS Test and its implementation at SMP N 1 Rejang Lebong. To achieve this, the researcher gathered data directly from the subjects under study. As stated by Sugiyono in Iryana and Kawasati, qualitative research relies on triangulation of data derived from three methods: observation, interviews, and documentation.[32]

1. Interview

Interviews are a qualitative research method in which researchers ask participants a series of questions to gather in-depth insights into their experiences, opinions, and feelings. Patton suggests that interviews can vary in structure—ranging from highly structured to

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[32] Iryana dan Risky Kawasati. (2020). *Teknik Pengumpulan Data Metode Kualitatif. Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong*, 4(1).

semi-structured or unstructured formats—based on the research objectives, allowing for flexibility in the phrasing of questions and the exploration of responses[33]. By directly engaging with participants, interviews facilitate a deep investigation into the research topic, providing a thorough understanding of the subject matter.

This research utilized semi-structured interviews, which are a qualitative research method that involves using a set of predetermined questions but allowing flexibility in how these questions are asked and responded to. This approach strikes a balance between structured and open-ended formats, enabling researchers to explore specific topics while also encouraging detailed responses based on participants' answers. According to DiCicco-Bloom and Crabtree, semi-structured interviews provide the flexibility to follow up on intriguing points and adjust questions as the conversation develops, facilitating a deeper comprehension of participants' experience[34].

2. Documentation

Documentation is a record of past events. Documentation can be in the form of writing, drawings, or the monumental works of a person. Research results from observations or interviews will be more credible if they are supported by the documents concerned.[35] Documentation is a data collection technique that is used to find data

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[33] Patton, M. Q. (2015). *Qualitative Research and Evaluation Methods* (4th ed.). SAGE
[34] DiCicco-Bloom, B., & Crabtree, B. F. (2006). *The qualitative research interview. Medical Education*, 40(4), 314-321
[35] Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2014), hal 33

about things or variables in the form of HOTS Test question text sheets and etcetera.

D. Instrument of the Research

The instruments used by the researcher in this research were the interview and narrative inquiry. The interview was carried out to find teachers' process on developing reading comprehension HOTS Test. Meanwhile, the narrative inquiry is used to find how the implementation of teacher's process in developing HOTS Test. The following is an explanation of the instruments that is used:

1. Interview I

According to Tracy SJ, Interview in qualitative is presents opportunities for invention, such as understanding, reflection, and explanation.[36] In other words that the researcher has several questions for the teachers about the process implementation in developing reading comprehension HOTS Test. The interviewees in this research were three English teachers currently teaching in the SMP N 1 Rejang Lebong who represented to develop reading comprehension question at seventh, eighth, and ninth grade which used K-13 Curriculum. The writer has prepared a list of questions as the guide and the interviewee has the flexibility regarding their answers. Semi-Structured interview was used to gather the data because the structured interview protocols ask specific objective questions in an arranged order.

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

In addition, the questions were well structured, planned and organized in line with the objective of the research. This section discusses in-depth the teachers' process used in developing reading comprehension HOTS Test. The researcher conducted an interview on July 30th, 2024. The following is the table of the interview blueprint for this research:

Table 3.1
The Interview Blueprint of the Teacher's Process Used in
Developing HOTS Test for Assessing Reading Comprehension

Aspect	Indicator	Sub-Indicator	English Questions	Indonesian Questions
Measure the capability of the high-level thinking skills	Providing questions that require answers that do not lead directly to the question or inexplicit answers.	Providing unfamiliar questions	How do you ensure the questions you provide in the HOTS tests are unfamiliar to the students to assess their reading comprehension?	Bagaimana Anda memastikan pertanyaan yang Anda berikan dalam tes HOTS tidak dikenal oleh siswa untuk menilai pemahaman membaca mereka?
		Providing answers from different perspectives	How do you encourage students to provide answers from different perspectives in the HOTS tests for reading comprehension?	Bagaimana Anda mendorong siswa untuk memberikan jawaban dari berbagai perspektif dalam tes HOTS untuk pemahaman membaca?
		Teaching problem-solving with different ways	Please describe the different ways you teach problem-solving skills in the context of developing	Mohon menjelaskan berbagai cara yang Anda gunakan untuk mengajarkan keterampilan

			HOTS tests for reading comprehension!	pemecahan masalah dalam konteks pengembangan tes HOTS untuk pemahaman membaca?
Using Contextual Based Problem	Relating questions that connect to real-life situations, such as the environment, health, earth and space, as well as the use of science and technology.	Providing questions related to students' lives	How do you create HOTS test questions that relate to students' daily lives to assess reading comprehension?	Bagaimana Anda membuat pertanyaan tes HOTS yang berkaitan dengan kehidupan sehari-hari siswa untuk menilai pemahaman membaca?
		Providing questions that train exploration skills	How do you incorporate questions in the HOTS tests that train students' exploration skills for reading comprehension?	Bagaimana Anda menyertakan pertanyaan dalam tes HOTS yang melatih keterampilan eksplorasi siswa untuk pemahaman membaca?
		Providing questions related to problem solving	How do you formulate HOTS test questions that focus on problem-solving in reading comprehension?	Bagaimana Anda merumuskan pertanyaan tes HOTS yang berfokus pada pemecahan masalah dalam pemahaman membaca?
		Giving questions related to concluding	How do you design HOTS test questions that require students to draw conclusions in reading	Bagaimana Anda merancang pertanyaan tes HOTS yang memerlukan siswa untuk menarik

			comprehension?	kesimpulan dalam pemahaman membaca?
		Providing questions related to students' opinions	How do you develop HOTS test questions that ask for students' opinions in reading comprehension?	Bagaimana Anda mengembangkan pertanyaan tes HOTS yang meminta pendapat siswa dalam pemahaman membaca?
Using the Various Kinds of Questions	Using different forms of questions to get more detailed information about students' abilities	Providing multiple-choice questions	How do you decide when to use multiple-choice questions in the HOTS tests for assessing reading comprehension?	Bagaimana Anda memutuskan kapan menggunakan pertanyaan pilihan ganda dalam tes HOTS untuk menilai pemahaman membaca?
		Providing questions with true/false answers	How do you determine the effectiveness of true/false questions in the HOTS tests for assessing reading comprehension?	Bagaimana Anda menentukan efektivitas pertanyaan benar/salah dalam tes HOTS untuk menilai pemahaman membaca?
		Giving questions in the form of descriptive answers	How do you structure descriptive questions in the HOTS tests to assess higher-order thinking skills in reading comprehension?	Bagaimana Anda menyusun pertanyaan deskriptif dalam tes HOTS untuk menilai keterampilan berpikir tingkat tinggi dalam pemahaman membaca?

2. **Interview 2**

In this research, the researcher also conducted an interview to answer the second research question about the implementation of process used by the teacher in developing HOTS in reading comprehension test at SMP N 1 Rejang Lebong. The researcher conducted an second interview to three teachers on July 31st, 2024. The researcher recorded the interview session and transcript it to analyze the data. a note by giving note to determine the implementation of process used by teacher to promote students reading comprehension HOTS Test.

The following is the table of the interview blueprint for this research:

Table 3.3
The Interview Blueprint of the Implementation Process Used by
Teacher's in Developing HOTS Test for Assessing Reading
Comprehension

Aspect	Sub-Indicator	English Questions	Indonesian Questions
Measure the capability of the high-level thinking skills	Providing unfamiliar questions	How do you design unfamiliar questions for the HOTS test? what criteria do you use to ensure they challenge students' understanding of the reading material?	Bagaimana Anda merancang pertanyaan yang tidak biasa untuk tes HOTS, dan kriteria apa yang Anda gunakan untuk memastikan bahwa pertanyaan tersebut menantang pemahaman siswa terhadap materi bacaan?
	Providing	How do you	Bagaimana Anda

	answers from different perspectives	incorporate questions that require students to consider different viewpoints or perspectives when assessing reading comprehension?	menyertakan pertanyaan yang menawarkan jawaban dari berbagai perspektif dalam penilaian pemahaman bacaan?
	Teaching problem-solving with different ways	In what ways do you integrate problem-solving exercises into the HOTS test at SMPN 1 Rejang Lebong, and how do you evaluate students' ability to apply these process to reading comprehension?	Dengan cara apa Anda mengintegrasikan latihan pemecahan masalah ke dalam tes HOTS di SMPN 1 Rejang Lebong, dan bagaimana Anda mengevaluasi kemampuan siswa untuk menerapkan strategi ini dalam pemahaman bacaan?
Using Contextual Based Problem	Providing questions related to students' lives	How do you design questions that connect to students' everyday lives in order to assess reading comprehension effectively?	Bagaimana Anda merancang pertanyaan yang menghubungkan dengan kehidupan sehari-hari siswa untuk menilai pemahaman bacaan secara efektif?
	Providing questions that train exploration skills	Can you describe how you develop questions that encourage students to explore the text more deeply during the reading comprehension assessment?	Bisa Anda jelaskan bagaimana Anda mengembangkan pertanyaan yang melatih siswa untuk menjelajahi teks lebih dalam selama penilaian pemahaman bacaan?
	Providing	How do you	Bagaimana Anda

	questions related to problem solving	integrate problem-solving scenarios into the reading comprehension test?	menyertakan skenario pemecahan masalah ke dalam tes pemahaman bacaan di SMPN 1 Rejang Lebong, dan jenis keterampilan apa yang ingin Anda kembangkan melalui pertanyaan-pertanyaan ini?
	Giving questions related to concluding	How do you frame questions that guide students towards drawing conclusions from the reading material in the HOTS test?	Bagaimana Anda merancang pertanyaan yang membimbing siswa untuk menarik kesimpulan dari materi bacaan?
	Providing questions related to students' opinions	How do you design questions that require students to express their opinions or viewpoints during the reading comprehension test?	Bagaimana Anda merancang pertanyaan yang membutuhkan siswa untuk mengungkapkan pendapat mereka di tes pemahaman bacaan?
Using the Various Kinds of Questions	Providing multiple-choice questions	How do you incorporate multiple-choice questions into the HOTS test?	Bagaimana Anda menyertakan pertanyaan pilihan ganda dalam tes HOTS?
	Providing questions with true/false answers	How do you develop true/false questions to assess reading comprehension?	Bagaimana Anda mengembangkan pertanyaan benar/salah untuk menilai pemahaman bacaan?
	Giving questions in the form of	Can you explain how you include descriptive	Bagaimana Anda menyertakan pertanyaan dalam

	descriptive answers	answer questions in the reading comprehension test?	bentuk jawaban deskriptif dalam tes pemahaman bacaan?

E. Technique of data analysis

Data analysis is the process of systematically searching for and organizing interview transcripts, field notes, and other materials that have been collected by the researcher. Analysis activities are carried out by examining data, organizing, dividing into units that can be managed, synthesizing, looking for patterns, finding what is meaningful, and what will be studied and reported systematically.

According to Imam Gunawan in his book entitled Method Qualitative Research Theory & Practice, says that: "In essence, data analysis is an activity to organize, sort, classify, code/mark, and categorize it so that a finding is obtained based on the focus or problem to be answered. In this series of activities, qualitative data which is usually scattered and piled up can be simplified so that it can be understood easily in the end".[37]

Based on the thoughts above, the data analysis techniques are the researcher used was the Milles and Huberman model noted by Sugiyono,

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[37] Imam Gunawan, *Metode Penelitian Kualitatif: Teori dan Praktik*, (Jakarta: Bumi Aksara, 2013), hal. 209

which includes three stages, including: data reduction, data presentation, and verification.[38]

1. Data Reduction

　　Data obtained from the field are quite a lot, for that it needs to be recorded carefully and in detail. Reducing data means choosing the main things, focusing on important things, looking for themes and patterns. Thus, the data that has been reduced will provide a clearer picture, and make it easier for researchers to collect further data, and look for it if needed.

2. Data Presentation

　　In the presentation of data, Milles and Huberman stated that the most often used to present data in qualitative research is with narrative text. By displaying data, it will make it easier to understand what is happening, planning further work and what has been understood.

3. Verification

　　The third step in qualitative data analysis according to Milles and Hubberman is the drawing of conclusions or verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found that supports the next stage of data collection. But if the conclusions put forward at the initial stage, supported by valid and consistent evidence when the researcher returns

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[38] Sugiyono, *Op. Cit.,* hal. 246.

to the field to collect data, then the conclusions put forward are credible conclusions.

According to Sugiyono, that "if the conclusion stated in the initial stage is supported by valid and consistent evidence when researchers to the field collect data, then the conclusions put forward are conclusions that can be accounted for". The data analysis technique in this study uses three stages, namely data reduction (data reduction), data display (data presentation), veryfication (drawing conclusions).

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

In this study, the researcher employed interviews and narrative inquiry as instruments for data collection. Interviews were utilized to gather information regarding the process employed by teacher in developing HOTS (Higher Order Thinking Skills) tests. Subsequently, narrative inquiry was used to obtain data on the implementation of these process by teacher in the development of HOTS test items at SMP N 01 Rejang Lebong.

1. The Process Used in Developing HOTS Test to Assess Reading Comprehension at SMPN 1 Rejang Lebong

To investigate the process employed by teacher in developing HOTS tests, the researcher conducted interviews with three teachers with different grade class from SMP N 01 Rejang Lebong who is involved in creating HOTS test items for reading comprehension in first-grade, second-grade, and third-grade. The interviews were conducted on July 30, 2024. The results of the interviews are presented below:

a. Measure the capability of the high-level thinking skills

Based on the results of the interviews above, it can be observed that the process employed by teacher to develop HOTS tests

involve measuring the students' capabilities in high-level thinking skills. The researcher found that teacher initially assess students' abilities by posing questions related to current issues, providing interactive questions, and forming groups to answer questions collaboratively. This is illustrated by the comments of the English teacher:

> **Teacher 3:** *I give the students several questions regarding today's issue, so I can see their response. Moreover, I try to invite the students in interactive question and I sometimes divide the students into several groups to make them discuss together regarding the questions I gave.*
> **Teacher 2:** *I give the students several questions regarding today's issue, so I can see their response. Moreover, I ask the students to do speed reading or scanning a word to the text and find the answer.*
> **Teacher 1:** *I give the students several questions about a dialog without any form question of "mention", so I can see their response. Moreover, I provide the reading text and allow students to find difficulty words.*

From the data, it can be conluded that The interview results from Teachers 1, 2, and 3 highlight diverse process used to develop the HOTS test for assessing reading comprehension. Teacher 3 focuses on interactive engagement by giving students questions related to current issues and encouraging group discussions. Teacher 2 employs a process that includes speed reading and scanning the text to identify answers, helping students improve their reading skills. Teacher 1 takes a different approach by providing students with questions about a dialogue without using specific "mention" prompts, and allows them to explore

challenging words in the reading text. Each teacher's process reflects an effort to enhance students' higher-order thinking skills and reading comprehension through different interactive and exploratory methods.

b.   **Using Contextual Based Problem**

The interview results reveal that teacher, in developing HOTS tests for reading comprehension; utilize a contextual-based problem process. Teacher designed questions based on students' daily activities. To assess this, teacher assigned tasks where students are divided into groups to solve problems. Additionally, teacher provides questions that emphasize students' opinions to gauge their thinking abilities. This is reflected in the remarks made by the teacher:

> **Teacher 3:** *I ask the students regarding their activity in daily live. Moreover, I sometimes divided the students to see their exploration skill and they solve the problem. I do that to see their response so that I can make the standard of question. Every question should be based on the material given.*
> **Teacher 2:** *I give the students some questions that related to their daily but still connected to the learning material.*
> **Teacher 1:** *I give the set of questions based on students understanding. Moreover, I prefer to give 5W+1H questions to help students' exploration skill.*

Furthermore, the teacher also mentioned that the questions created should support students' opinions. This was expressed by the teacher as follows:

> **Teacher 3:** *I ask the students to give their opinion regarding the material given so that I know if the students can build their creativity.*
> **Teacher 2:** *I ask the students to make conclusion about the text that they have read.*
> **Teacher 1:** *I ask the students to find the overall moral value from the text so the students could understand the value of the text.*

The interview results from Teachers 1, 2, and 3 demonstrate varied approaches to developing HOTS test items that assess reading comprehension. Teacher 3 emphasizes exploring students' daily lives to understand their perspectives and divides them into groups to evaluate their problem-solving and exploration skills. Teacher 2 integrates daily life contexts with learning material, using questions that are still relevant to the topic being studied. Teacher 1 focuses on a more analytical approach, using 5W+1H questions to help students develop exploration skills and asking them to derive moral values from the text. Each process aims to foster higher-order thinking skills by connecting reading material to students' personal experiences and encouraging deeper engagement with the text.

c. **Using the Various Kinds of Questions**

Furthermore, in the third process, "used various kinds of questions," the researcher found that there are two types of questions utilized by teachers in formulating HOTS test items. Among the three question formats—multiple choice, true/false,

and descriptive—the teachers employed both multiple choice and descriptive forms for creating the final test items. This is consistent with the results of the interviews conducted with the teacher, as follows:

> **Teacher 3:** *I used multiple choice questions for midterm and final examination. I thought multiple choices are good to check students HOTS, especially for reading comprehension.*
> **Teacher 2:** *I used multiple choices for students' assessment in reading comprehension. I used this for midterm and final term.*
> **Teacher 1:** *I used multiple choices for midterm and final term of reading comprehension.*

Moreover, the researcher found in the interview that the teacher used descriptive form of questions. It has been stated by the teacher:

> **Teacher 3:** *I made a question that need description from the students to see their thoughts and the way they solve the problem.*
> **Teacher 2:** *I ask student to explain the image that I gave based on their own opinion.*
> **Teacher 1:** *I ask students to create their own story based on their own experience and I ask the students regarding the story.*

In sum, the interview responses from Teachers 1, 2, and 3 reveal different process for assessing reading comprehension through multiple choice and descriptive questions. Teacher 3 uses multiple choice questions for midterm and final exams to evaluate students' higher-order thinking skills, particularly in reading comprehension. Additionally, Teacher 3 incorporates descriptive questions that require students to express their

thoughts and solve problems. Teacher 2 also uses multiple choice questions but emphasizes assessment through student explanations and opinions about images. Teacher 1 employs a similar process, using multiple choice for assessments but also asking students to create their own stories based on personal experiences. These varied approaches highlight a balanced use of both objective and subjective questions to assess students' reading comprehension and critical thinking skills.

At SMPN 1 Rejang Lebong, teachers utilize a multifaceted approach in crafting HOTS-based tests to evaluate reading comprehension, incorporating diverse process tailored to stimulate students' higher-order thinking skills. These process include designing multiple-choice questions that assess not only comprehension but also the ability to analyze, evaluate, and infer information from the text. Additionally, open-ended descriptive questions are employed to prompt students to articulate their thoughts, justify their reasoning, and propose solutions to given problems. Teachers emphasize contextual relevance by relating questions to real-life issues and students' daily experiences, fostering deeper engagement with the material. Techniques such as using 5W+1H questions, problem-solving tasks, and moral-value extraction further encourage critical analysis and personal reflection. Through these process, the tests aim to move beyond

rote learning, prioritizing the cultivation of analytical, creative, and evaluative skills aligned with the Merdeka Curriculum.

2. The Implementation of the Process in Developing HOTS Test to Assess Reading Comprehension at SMPN 1 Rejang Lebong

For the second research question, the researcher used Interview with to address how the process are implemented at SMP N 01 Rejang Lebong. interview was conducted on July 31, 2024. Based on the results of the observations, the researcher found that the three teachers had nearly implemented all of the proposed process. In the process of measuring the capability of high-level thinking skills, the researcher discovered that the teacher provides unfamiliar question, different perspective answer, and problem-solving question in ninth-grade class include: (1) questions about the meaning of words, synonyms, and pronouns; (2) questions about the purpose of a text, the role of individuals in the text, finding sentences that align with the text, and identifying the text; and (3) questions involving identifying the role of a character, completing sentences, and identifying the type of text. These findings indicate that the implementation of this process has been effectively applied.

> *When I design unfamiliar questions for the HOTS test, I aim to challenge students by presenting them with material that requires deeper thinking and application of their knowledge. I carefully select questions that are not straightforward, so students must analyze the text more critically. I also consider different types of cognitive processes, such as inference and comparison, to ensure the questions require more than just basic recall of information.*

Moreover, based on the teacher in eighth-grade, the researcher found that (1) The teacher does not provide any question related to the meaning of a word, synonyms of a word, and pronouns; (2) The teacher provides set of questions about the job of writer, asking the character, location, and identifying the text; and (3) The teacher provides a set of questions about what is true, who is the character, and completing sentences. It indicates that the teacher has one type of question which does not apply.

> *I incorporate questions that offer answers from different perspectives to encourage students to consider multiple viewpoints. This helps them develop a more nuanced understanding of the material. By presenting different perspectives, I aim to promote critical thinking and debate among students, as they have to evaluate which viewpoint is more credible or aligns better with the text. This approach also helps them appreciate the diversity of ideas and arguments related to the topic*

Furthermore, based on the teacher in seventh-grade, the researcher found that (1) The teacher provides questions related to the meaning of a word, synonyms of a word, and pronouns; (2) The teacher provided a set of questions about the writer activity, identifying the text and finding sentences that align with the text; and (3) The teacher provided cloze sentences. It shows that the teacher had applied the process well. However, the teacher at seventh-grade used easier question than other level of classes.

Regarding the second process, using contextual-based problems, the observations revealed that the teacher at ninth-grade applied several

types of questions related to current issues in the HOTS test for reading comprehension. These include: (1) questions related to technology use, the benefits of drinking white tea, and methods of saving money in a bank; (2) questions involving identifying differences, paragraphs, and upcoming events; (3) cloze sentences, sentence rearrangement, and sentence structure modification; and (4) questions about the purpose of a reading text, asking for an appropriate title for the reading, and identifying the main idea of a paragraph.

> *I integrate problem-solving exercises into the HOTS test to teach students different ways of approaching a problem. I use scenarios that require them to apply their reading comprehension skills in practical situations. For instance, I might ask them to devise a solution to a real-world issue discussed in the text. This encourages them to use logical reasoning and creativity, which are crucial skills beyond the classroom*

Besides, the teacher at eighth-grade applied several types of questions related to current issues in the HOTS test for reading comprehension. These include: (1) The teacher provides set of questions about the price in online market, school activities, and city in Indonesia; (2) The teacher provides the question about identifying the true statement; (3) The teacher provides the cloze sentence with 5W+1H questions; and (4) The teacher provides a set of questions about identifying the text, and true statement. Based on the result of this observation, it shows that the

teacher has implemented as same as the indicator offered. However, the level of questions is not as hard as ninth-grade. It proves that the teacher made the set of questions based on students' level.

Moreover, the teacher at seventh-grade applied several types of questions related to current issues in the HOTS test for reading comprehension. These include: (1) The teacher provided a set of questions about pet, zoo, and kind of animals; (2) The teacher provided a set of questions about topic the story, main paragraph, and the purpose of the text; (3) The teacher provided the cloze sentences; and (4) The teacher provided a set of questions about identifying text and main paragraph.

> *I design questions that train students to explore the text more deeply. These questions often require them to go beyond the surface level and consider subtleties within the text. For instance, I might ask them to analyze character motivations or predict outcomes based on evidence in the text. This trains them to be inquisitive readers who can explore various angles of a story or article*

For the last process in developing HOTS test items, the three teachers who represented to make the set of questions for reading comprehension in each level of grade used two types of questions: multiple choice and descriptive form. The observations on ninth-grade revealed that: (1) the teacher used 35 multiple-choice questions, all related to reading texts. However, questions pertaining to reading

comprehension are numbered 1-5, 16-20, and 21-26. The remaining questions involve simpler texts, such as procedural texts, letters, advertisements, and short dialogues; and (2) the teacher provided 5 essay questions or questions requiring descriptive answers, which relate to the students' individual opinions.

> *I include problem-solving questions to help students develop critical thinking skills in reading comprehension. These questions require them to apply their knowledge to new contexts or scenarios, encouraging them to think creatively and logically. For example, I might present a hypothetical situation that they need to address using information from the text, helping them to practice decision-making and analytical thinking.*

Moreover, in the eighth-grade, the researcher found from the interview that (1) the teacher used 20 multiple-choice questions with related to reading comprehensions are in number 11, 12, 13-14, 16-20. The remaining questions just cloze sentences; and (2) The teacher provided 5 essay questions in completed sentences. Then, the researcher found that the teacher in the seventh-grade (1) the teacher used 20 multiple-choice questions with related to reading comprehensions are number in 1-3, 10-11, and 14-16. The remaining questions just cloze sentences; and (2) The teacher provided 5 essay questions with the need of scanning skill.

When incorporating multiple-choice questions, I aim to assess students' higher-order thinking skills by designing questions that require more than simple recall. I focus on creating questions that test their ability to analyze information, identify relationships, and draw conclusions. For instance, I might present a scenario and ask them to choose the best answer based on their understanding of the text. This helps them practice critical thinking even within a multiple-choice format.

From the Interview results, it could conclude that the teachers at SMP 01 Rejang Lebong who developed reading comprehension questions had implemented the process well. This is evidenced by the results obtained, where nearly all of the proposed indicators were implemented. However, the teachers did not use true/false questions, as this type of question was considered insufficient to support students' reading comprehension skills. Furthermore, the teachers also developed questions tailored to the level of each grade.

The implementation of these process is marked by a deliberate integration of innovative teaching practices and assessment methodologies. Teachers strategically align test content with curriculum objectives while adapting the format to suit diverse student needs. Multiple-choice questions are carefully crafted to challenge students' abilities to draw connections, identify underlying themes, and evaluate textual evidence, especially during midterm and final examinations. For

open-ended descriptive questions, teachers engage students in tasks that require narrative construction, image interpretation, or personal storytelling, allowing insights into their interpretative and problem-solving processes. Moreover, collaborative learning techniques, such as group discussions and peer evaluations, are incorporated to enhance students' exploration skills and foster a deeper understanding of the material. The focus on linking test questions to contemporary issues and students' lived experiences ensures that assessments are both meaningful and applicable, creating a robust framework for nurturing higher-order cognitive abilities. This systematic and reflective approach ensures the holistic development of students' critical thinking, creativity, and comprehension skills.

B. DISCUSSION

In this part, the researcher discusses about the process used by the teacher in developing HOTS test and its implementation for reading comprehension at SMP N 01 Rejang Lebong. HOTS is highly needed in order to be successful person in this era. HOTS includes critical thinking skill. Critical thinking is a competence to examine information in an objective way to construct reasoned judgment. In addition, Barak and Dori informed that numerous of countries around the world indicate a transformation in its education system; they switch their learning system from the use of Lower Order Thinking Skill (LOTS) to the use of HOTS.

[39] It means that HOTS in learning and teaching process at education field is a must. HOTS has the potential to enhance students' reading comprehension abilities. The use of HOTS in learning and teaching process could improve the students' reading comprehension. [40] Thus, teachers are also required to develop questions based on HOTS (Higher Order Thinking Skills). This is intended to support and enhance students' abilities in higher-order thinking skills. The role of higher order thinking skill in the reading comprehension questions in English textbook are very important in order to increase and to prove critical thinking that applied by the curriculum 2013. [41] In other words, the questions are not only measuring the capability in answering reading comprehension questions, but also the capability to analyze, evaluate, and create new ideas and knowledge. Thus, it builds the critical thinking through the questions.

Moreover, in developing HOTS tests for reading comprehension at SMP N 01 Rejang Lebong, several process are employed by the teachers who represented in question development for each grade, including measuring the capability of high-level thinking skills, using contextual-based problems, and incorporating various kinds of questions. As noted by Demanik and Zainil, the development of HOTS tests requires attention to

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[39] Barak, M., & Dori, Y. J. (2009). Enhancing higher order thinking skills among inservice science teachers via embedded assessment. *Journal of Science Teacher Education*, *20*(5), 459-474.

[40] Nourdad, Nava & Masoudi, Sanam & Rahimali, Parisa. (2018). The Effect of Higher Order Thinking Skill Instruction on EFL Reading Ability. *International Journal of Applied Linguistics and English Literature, 7*. 231. 10.7575/aiac.ijalel.v.7n.3p.231.

[41] Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives: complete edition*. Addison Wesley Longman, Inc...

several process: (1) assessing students' HOTS capabilities, (2) utilizing problem-based contexts, and (3) creating a variety of question formats.[42] Based on the interview results, the three English teachers at SMP N 01 Rejang Lebong employed all three process.

In the first process, the researcher found through observations that teachers expressed the practice of measuring high-level thinking skills by posing questions related to current issues to assess students' responses. This approach allows for the evaluation of students' levels of high-level thinking capacity. High-level thinking skills, including problem-solving, critical thinking, creative thinking, reasoning, and decision-making, are thus assessed. [43] Subsequently, in the application of HOTS test development, the researcher found that teacher provided questions involving synonyms, meanings of words, pronouns, purposes of the text, text identification, sentence completion, and character identification. This indicates that teachers design questions that require students to employ higher-order thinking skills. However, the teacher in eighth-grade did not create questions involving synonyms, meanings of words, and pronouns.

Furthermore, in developing HOTS tests for reading comprehension, teachers also employ the contextual-based problem process. According to the interview results, the researcher found that teachers design questions by observing students' daily activities, ensuring

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[42] Anderson, L. W., & Krathwohl, D. R. (2001). *Ibid*
[43] Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom*. Ascd.

that these activities align with what has been previously taught. Additionally, teachers use this process to create questions that focus on students' opinions in problem-solving contexts. In practice, teachers develop questions on topics such as the use of technology, the benefits of drinking white tea, methods of saving in a bank, zoo, animal, online market, identifying upcoming events, sentence rearrangement, sentence structure, and selecting a suitable title for the text. This approach aligns with Widana's assertion that HOTS typically incorporates stimuli in the form of cases (case-based). Such stimuli enable learners to connect knowledge across different situations (the ability to transfer concepts). These cases may be drawn from real-life situations (contextual), such as global issues related to information technology, science, economics, health, education, character, and infrastructure.[44]

Lastly, in developing HOTS tests for reading comprehension, the process involves utilizing a variety of question formats. This diversity in question types is intended to support students' higher-order thinking skills. The varied question formats within a test instrument (HOTS questions), similar to those used in PISA (Program for International Students Assessment), aim to provide more detailed and comprehensive information about the students' abilities.[45] The interview results revealed that teachers utilize two types of questions: multiple-choice and

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[44] Brookhart, S. M. (2010). Ibid.,
[45] Setiawati, W., Asmira, O., Ariyana, Y., Bestary, R., & Pudjiastuti, A. (2019). Buku penilaian berorientasi higher order thinking skills.

descriptive answer. These question formats can be employed in crafting HOTS items, including multiple-choice questions and descriptive responses.[46] Furthermore, Heaton distinguishes questions into two main types: subjective and objective. Objective test questions include multiple-choice, true/false, completion, and matching items.[47] In practice, the researcher found that the teacher in ninth-grade used 35 multiple-choice questions, with reading comprehension questions numbered 1-5, 16-20, and 21-26. The remaining questions involve simple texts, such as procedural texts, letters, advertisements, and short dialogues. Moreover, the teacher in eighth-grade used 20 multiple-choice questions with related to reading comprehensions are in number 11, 12, 13-14, 16-20. Then, the teacher in seventh-grade used 20 multiple-choice questions with related to reading comprehensions number in 1-3, 10-11, and 14-16. Additionally, the three teachers provided 5 essay questions or questions requiring descriptive answers, which relate to the students' individual opinions, for example completed sentences, cloze sentences, or rearrange the sentences. These two types of questions are commonly encountered during end-of-school examinations.

Thus, it can be said that the teacher at SMP N 01 Rejang Lebong employs the process of measuring high-level thinking skills, using contextual-based problems, and incorporating various kinds of questions

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[46] Setiawati, W., Asmira, O., Ariyana, Y., Bestary, R., & Pudjiastuti, A. (2019). Ibid. P.

[47] Heaton, J. B. (1991). Writing English Language Testing. New York: Longman

in developing HOTS tests for reading comprehension. However, in the process of using various kinds of questions, the teacher did not include true/false questions, as they were deemed insufficient for stimulating students' higher-order thinking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides a summary and validation of the findings presented in the previous chapter. The conclusions are derived from the results of the prior data analysis. This section directly addresses the research questions and offers suggestions for future researchers who wish to explore this field in greater depth.

A. CONCLUSION

1. Process used in developing the HOTS Test to assess reading comprehension at SMPN 1 Rejang Lebong

Based on the results of the interviews and observations described in the previous chapter, the researcher concludes that the process employed by the English teachers at SMP N 01 Rejang Lebong can be categorized into three main processes. These processes are: Measuring the Capability of High-Level Thinking Skills, Using Contextual-Based Problems, and Using Various Kinds of Questions.

2. Implementation of the process in developing the HOTS test to assess reading comprehension at SMPN 1 Rejang Lebong

The implementation of process in developing HOTS tests to assess reading comprehension at SMPN 1 Rejang Lebong reflects a structured and innovative approach by the teachers. They incorporate a

blend of multiple-choice and descriptive questions to assess various dimensions of higher-order thinking skills, such as analysis, evaluation, and creation. Teachers align the test content with the Merdeka Curriculum, ensuring that questions are contextually relevant and connected to students' real-life experiences. Group discussions, problem-solving tasks, and exploratory activities are integrated into the process to enhance critical thinking and collaboration. By fostering interactive and reflective learning environments, teachers create assessments that not only measure comprehension but also stimulate creativity, logical reasoning, and the ability to derive conclusions. This comprehensive approach underscores the school's commitment to developing students' cognitive abilities in line with contemporary educational standards.

B. SUGGESTION

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

1. To the school

    School had done well in preparing tools in developing HOTS Test. However, the school should make the class more comfortable while teaching, especially teaching English.

2. The Teachers

Teachers had provides all the needs of developing HOTS Test for reading comprehension. The teachers should use questions that triggered students' critical thinking by providing more complex essay questions.

3. The students

Students should focus on the material given by the teacher so they can answer all HOTS Test and understand the meaning of the questions.

4. The others researcher.

This study was carried with some limitations because it only investigated the teachers' process in developing and its implementation HOTS test in teaching reading skills. The study did not cover and explore the teachers' challenges in developing HOTS test in assessing reading comprehension. Further research on this field can include the teachers' challenges in in developing HOTS test in assessing reading comprehension and its solutions.

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APPENDIXES

Appendix 1   : 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   E-Mail :

Nomor : **46** Tahun 2024

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 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Permohonan Saudara Habib Hakim tanggal 29 April 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
		2.	Berita Acara Seminar Proposal Pada Hari Rabu, 06 Maret 2024

M E M U T U S K A N :

Menetapkan

| Pertama | : | 1. | Jumatul Hidayah, M.Pd | 19780224 200212 2 002 |
| | | 2. | Henny Septia Utami, M.Pd | 19890916 202321 2 047 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	Rika Muslimah
N I M	:	19551074
JUDUL SKRIPSI	:	Teachers' Strategies in Developing HOTS Test to Asess Reading Comprehension

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 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,
Tanggal 21 Mei 2024

Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup,
3. Kabag Akademik kemahasiswaan dan kerja sama.
4. Mahasiswa yang bersangkutan;

Appendix 2 : Izin Penelitian

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Basuki Rahmat No.10 ☎ Telp. (0732) 24622 Curup

S U R A T   I Z I N
Nomor : 503/307 /IP/DPMPTSP/VII/2024

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 :1275/In.34/FT/PP.00.9/07/2024 tanggal 16 Juli 2024 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	:	Rika Muslimah /Pelalo, 26 Juni 2001
NIM	:	19551074
Pekerjaan	:	Mahasiswa
Program Studi/Fakultas	:	Tadris Bahasa Inggris/Tarbiyah
Judul Proposal Penelitian	:	"Teachers Strategy In Developing HOTS Test To Assess Reading Comprehension"
Lokasi Penelitian	:	SMPN 1 Rejang Lebong
Waktu Penelitian	:	18 Juli 2024 s/d 16 Oktober 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 : 18 Juli 2024

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

ZULKARNAIN, SH
Pembina
NIP. 19751010 200704 1 001

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

Appendix 3 : Kartu Bimbingan Skripsi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan 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

KARTU BIMBINGAN SKRIPSI

NAMA	:	RIFA MUSLIMAH
NIM	:	19551074
PROGRAM STUDI	:	TADRIS BAHASA INGGRIS
FAKULTAS	:	TARBIAH
DOSEN PEMBIMBING I	:	JUMATUL HIDAYAH. M.Pd
DOSEN PEMBIMBING II	:	HENNY SEPTIA UTAMI, M.Pd
JUDUL SKRIPSI	:	Teacher strategy in Developing Hots Test to assess Reading comprehension
MULAI BIMBINGAN	:	31 Mei 2024
AKHIR BIMBINGAN	:	6 September 2024

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	31-5-24	ACC Judul	
2.	13-6-24	Revisi BAB I	
3.	24-6-24	Revisi BAB II	
4.	8-7-24	Revisi BAB III	
5.	16-7-24	Revisi instrument	
6.	24-7-24	ACC instrument	
7.	2-8-24	ACC Penelitian	
8.	8-8-24	Analisis Data	
9.	15-8-24	Revisi Bab IV	
10.	24-8-24	Revisi Bab V	
11.	4-9-24	ACC Bab IV & V	
12.	6/9 2024	ACC Sidang Munaqosah	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, 6 September 202

PEMBIMBING I,

PEMBIMBING II,

JUMMATUL HIDAYAH M.Pd
NIP. 1978 0224 200212 2002

HENNY SEPTIA UTAMI, M.Pd
NIP. 1988 0916 2023 21 2044

- Lembar **Depan** Kartu Biimbingan Pembimbing I
- Lembar **Belakang** Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan 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

KARTU BIMBINGAN SKRIPSI

NAMA	: RIFA MUSLIMAH
NIM	: 19551079
PROGRAM STUDI	: TADRIS BAHASA INGGRIS
FAKULTAS	: TARBIAH
PEMBIMBING I	: JUMATUL HIDAYAH, M.Pd
PEMBIMBING II	: HENNY SEPTIA UTAMI, M.Pd
JUDUL SKRIPSI	: Teacher Strategy in Developing HOTS Test to assess Reading Comprehension
MULAI BIMBINGAN0	: 31 MEI 2024
AKHIR BIMBINGAN	: 6 September 2024

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	31-5-2024	Acc Judul	
2.	13-6-2024	Revisi Bab I	
3.	24-6-2024	Revisi Bab II	
4.	8-7-2024	Revisi Bab III	
5.	16-7-2024	Revisi Instrument	
6.	29-7-2024	Acc Instrument	
7.	2-8-2024	Acc Penelitian	
8.	8-8-2024	Analisis Data	
9.	15-8-2024	Revisi Bab IV	
10.	29-8-2024	Revisi Bab V	
11.	4-9-2024	Acc Bab IV & V	
12.	6-9-2024	Acc Sidang Munaqosah	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, 6 September 2024

PEMBIMBING I,

Jumatul Hidayah, M.Pd
NIP.19780224 200212 2 002

PEMBIMBING II,

Henny Septia Utami, M.Pd
NIP.19890916 202321 2 097

Table 2. The Interview Blueprint of the Teachers' Process Used in Developing
HOTS Test for Assessing Reading Comprehension

Aspect	Indicator	Sub-Indicator	Statement
Measure the capability of the high-level thinking skills	Providing questions that require answers that do not lead directly to the question or ~~unexplicit~~ answers.	➤ Providing unfamiliar questions ➤ Providing answers from different perspectives ➤ Teaching problem-solving with different way	1. ~~Do you often give synonym questions? Explain!~~ 2. ~~Are the questions given in the HOTS test related to students' opinions? Explain!~~ 3. ~~Is there a form of question related to problem solving in giving HOTS Test questions? Explain!~~
Using Contextual Based Problem	Relating which connect to the real-life situation, such as the environment, health, earth and space, as well as the use of science and technology.	➤ Providing questions related to students' lives ➤ Providing questions that train exploration skills ➤ Provide questions related to problem solving ➤ Giving questions related to concluding ➤ Providing questions related to students' opinions	4. How do you relate real-life conditions to the HOTS Test questions? 5. What kind of HOTS Test questions do you provide to find students' exploration skills? 6. What kind of HOTS Test questions do you provide related to students' problem-solving skills? 7. ~~Does the HOTS Test question give students the opportunity to conclude with their own opinions? Explain!~~ 8. What is the form of the HOTS Test questions that you provide so that students can give their opinions?
Using the Various Kinds of Questions	Using different forms of questions to get more detailed information about students' abilities	➤ Providing multiple-choice questions ➤ Providing questions with true/false answers ➤ Giving	9. ~~How do you determine the form of a HOTS test question, is it multiple choice, true/false answers, or description?~~ 10. ~~What kind of HOTS test questions are able to provide more detailed~~

		questions in the form of descriptive answers	~~information~~ about students' abilities? Multiple choice, true/false question, or short answer.

Komentar Validator

1. Masih banyak pertanyaan yang peneliti buat dituturkan ke dalam bentuk pertanyaan "yes/no" questions. Karena ini penelitian kualitatif, hindari pertanyaan "yes/no questions" dalam wawancara karena pertanyaan model ini hanya akan memberikan jawaban yes atau no. Peneliti idealnya menuturkan daftar pertanyaan yang memicu jawaban panjang karena data utama adalah dari jawaban panjang tersebut.
2. Masih ditemukan beberapa pertanyaan yang susunan tuturannya belum efektif.
3. Silahkan perhatikan tabel berwana biru di bawah ini. Di bawah, validator membuatkan contoh list pertanyaan yang dapat memicu data ujaran yang cukup banyak sehingga peneliti nanti tidak kekurangan data. Peneliti boleh menggunakan contoh yang validator buat ini jika mau.

Table 2. The Interview Blueprint of the Teachers' Process Used in Developing HOTS Test for Assessing Reading Comprehension

Aspect	Indicator	Sub-Indicator	English Questions	Indonesian Questions
Measure the capability of the high-level thinking skills	Providing questions that require answers that do not lead directly to the question or inexplicit answers.	Providing unfamiliar questions	How do you ensure the questions you provide in the HOTS tests are unfamiliar to the students to assess their reading comprehension?	Bagaimana Anda memastikan pertanyaan yang Anda berikan dalam tes HOTS tidak dikenal oleh siswa untuk menilai pemahaman membaca mereka?
		Providing answers from	How do you encourage students to	Bagaimana Anda mendorong siswa untuk

		different perspectives	provide answers from different perspectives in the HOTS tests for reading comprehension?	memberikan jawaban dari berbagai perspektif dalam tes HOTS untuk pemahaman membaca?
		Teaching problem-solving with different ways	Please describe the different ways you teach problem-solving skills in the context of developing HOTS tests for reading comprehension!	Mohon menjelaskan berbagai cara yang Anda gunakan untuk mengajarkan keterampilan pemecahan masalah dalam konteks pengembangan tes HOTS untuk pemahaman membaca?
Using Contextual Based Problem	Relating questions that connect to real-life situations, such as the environment, health, earth and space, as well as the use of science and technology.	Providing questions related to students' lives	How do you create HOTS test questions that relate to students' daily lives to assess reading comprehension?	Bagaimana Anda membuat pertanyaan tes HOTS yang berkaitan dengan kehidupan sehari-hari siswa untuk menilai pemahaman membaca?
		Providing questions that train exploration skills	How do you incorporate questions in the HOTS tests that train students' exploration skills for reading comprehension?	Bagaimana Anda menyertakan pertanyaan dalam tes HOTS yang melatih keterampilan eksplorasi siswa untuk pemahaman membaca?
		Providing questions	How do you formulate HOTS	Bagaimana Anda merumuskan

		related to problem solving	test questions that focus on problem-solving in reading comprehension?	pertanyaan tes HOTS yang berfokus pada pemecahan masalah dalam pemahaman membaca?
		Giving questions related to concluding	How do you design HOTS test questions that require students to draw conclusions in reading comprehension?	Bagaimana Anda merancang pertanyaan tes HOTS yang memerlukan siswa untuk menarik kesimpulan dalam pemahaman membaca?
		Providing questions related to students' opinions	How do you develop HOTS test questions that ask for students' opinions in reading comprehension?	Bagaimana Anda mengembangkan pertanyaan tes HOTS yang meminta pendapat siswa dalam pemahaman membaca?
Using the Various Kinds of Questions	Using different forms of questions to get more detailed information about students' abilities	Providing multiple-choice questions	How do you decide when to use multiple-choice questions in the HOTS tests for assessing reading comprehension?	Bagaimana Anda memutuskan kapan menggunakan pertanyaan pilihan ganda dalam tes HOTS untuk menilai pemahaman membaca?
		Providing questions with true/false answers	How do you determine the effectiveness of true/false questions in the HOTS tests for assessing reading comprehension?	Bagaimana Anda menentukan efektivitas pertanyaan benar/salah dalam tes HOTS untuk menilai pemahaman membaca?
		Giving	How do you	Bagaimana Anda

		questions in the form of descriptive answers	structure descriptive questions in the HOTS tests to assess higher-order thinking skills in reading comprehension?	menyusun pertanyaan deskriptif dalam tes HOTS untuk menilai keterampilan berpikir tingkat tinggi dalam pemahaman membaca?

Table 3. The Interview Blueprint of the Implementation Process Used by Teachers' in Developing HOTS Test for Assessing Reading Comprehension

Aspect	Definition	Indicator	Statements
Measure the capability of the high-level thinking skills	Providing questions that require answers that do not lead directly to the question or unexplicit answers.	➢ Providing unfamiliar questions ➢ Providing answers from different perspectives ➢ Teaching problem-solving with different way	1. ~~The teacher uses synonym of word in developing questions~~ (levelnya bukan words) 2. ~~The teacher never uses the same word in the test to develop HOTS Test question~~ (levelnya bukan words) 3. The teacher develops HOTS Test in the form of a student's point of view 4. The teacher uses problem solving question in developing HOTS Test
Using Contextual Based Problem	Relating which connect to the real-life situation, such as the environment, health, earth and space, as well as the use of science and technology.	➢ Providing questions related to students' lives ➢ Providing questions that train exploration skills ➢ Provide questions related to problem solving ➢ Giving questions related to concluding	5. ~~The teacher develops HOTS Test question based on the student environment~~ 6. The teacher makes a question that allow the students to answer with the need of exploration skill (tuturan masih perlu revisi di area efektivitas) 7. The teacher gives ~~a question~~ that make students to solve the problem in the text

		➢ Providing questions related to students' opinions	8. The teacher gives a question in the form of students' conclusion regarding the text 9. Teachers develop HOTS Test questions by providing questions in the form of student opinions
Using the Various Kinds of Questions	Using different forms of questions to get more detailed information about students' abilities	➢ Providing multiple-choice questions ➢ Providing questions with true/false answers ➢ Giving questions in the form of descriptive answers	10. The teacher develops HOTS Test question in assessing reading comprehension by using the objective form of question 11. The teacher develops HOTS Test question in the form of multiple-choice question 12. The teacher develops HOTS Test question in the form of true/false question 13. The teacher develops HOTS Test question in the form of short-answer question 14. The teacher develops HOTS Test question in assessing reading comprehension by using the subjective form of question 15. The teacher develops HOTS Test question in the form of description question

Komentar Validator

1) Masih ada beberapa item observasi yang belum secara komprehensif merepresentasikan sub-indikator yang mendasarinya.
2) Masih ada berbagai item yang tuturannya belum efektif sehingga memungkinkan peneliti keliru dalam memaknai maksud indikator.

3) Di bawah ini, pada tabel berwarna biru, validator membuatkan contoh beluprint interview. Silahkan revisi Blueprint peneliti atau Silahkan gunakan contoh Blueprint yang validator buatkan ini.

Table 3. The Interview Blueprint of the Process Used by the Teachers in Developing HOTS Test for Assessing Reading Comprehension

Aspect	Definition	Indicator	Statements as the Orientation of Observation	Description of activities relevant to the statements
Measure the capability of the high-level thinking skills	Providing questions that require answers that do not lead directly to the question or inexplicit answers.	Providing unfamiliar questions	The teacher creates questions that are unfamiliar to students to challenge their reading comprehension skills.	(Describe the observed activities here)……………………..
		Providing answers from different perspectives	The teacher encourages students to answer questions from multiple perspectives in the HOTS tests.	(Describe the observed activities here)……………………..
		Teaching problem-solving with different ways	The teacher uses various methods to teach problem-solving skills and how these are reflected in the HOTS test questions.	(Describe the observed activities here)……………………..
Using Contextual Based Problem	Relating questions that connect to real-life situations, such as the environment, health, earth and space, as	Providing questions related to students' lives	The teacher integrates real-life context questions into the HOTS tests to make them relevant to students' lives.	(Describe the observed activities here)……………………..

	well as the use of science and technology.			
		Providing questions that train exploration skills	The teacher designs questions in the HOTS tests to train students' exploration skills.	(Describe the observed activities here)……………………..
		Providing questions related to problem solving	The teacher formulates problem-solving questions within the HOTS tests.	(Describe the observed activities here)……………………..
		Giving questions related to concluding	The teacher designs questions that require students to draw conclusions in the HOTS tests.	(Describe the observed activities here)……………………..
		Providing questions related to students' opinions	The teacher includes questions that solicit students' opinions and personal interpretations in the HOTS tests.	(Describe the observed activities here)……………………..
Using the Various Kinds of Questions	Using different forms of questions to get more detailed	Providing multiple-choice questions	The use of multiple-choice questions in the HOTS tests for assessing reading	(Describe the observed activities here)……………………..

		information about students' abilities		comprehension.	....
		Providing questions with true/false answers	The teacher uses true/false questions in the HOTS tests and their effectiveness in evaluating students' comprehension.	(Describe the observed activities here)…………………....... ....
		Giving questions in the form of descriptive answers	The teacher uses descriptive answer questions in the HOTS tests to assess higher-order thinking skills.	(Describe the observed activities here)…………………....... ....

Catatan Validator

1) Indikator dan sub-indikator yang disajikan oleh peneliti sudah sesuai dengan teori yang ada di bab 2
2) Masih ada berbagai item pertanyaan wawancara yang belum tepat sasaran dan belum efektif
3) Validator mengarahkan dengan memberi contoh bentuk tuturan pertanyaan wawancara yang cukup ideal.
4) Jika peneliti merevisi item seperti contoh, menurut validator instrument ini akan valid secara konten.
5) Silahkan peneliti juga bisa menggunakan contoh yang validator buat, jika mau

Curup, 19 Juli 2024

Validator

Ruly Morganna

Appendix 5 **:** The Interview Blueprint of the Teachers' Process Used in Developing HOTS Test for Assessing Reading Comprehension

Table 2. The Interview Blueprint of the Teachers' Process Used in Developing HOTS Test for Assessing Reading Comprehension

Aspect	Indicator	Sub-Indicator	English Questions	Indonesian Questions	Answer
Measure the capability of the high-level thinking skills	Providing questions that require answers that do not lead directly to the question or inexplicit answers.	Providing unfamiliar questions	How do you ensure the questions you provide in the HOTS tests are unfamiliar to the students to assess their reading comprehension?	Bagaimana Anda memastikan pertanyaan yang Anda berikan dalam tes HOTS tidak dikenal oleh siswa untuk menilai pemahaman membaca mereka?	Based on the students' responses to the questions provided. I will provide the question with today's issue
		Providing answers from different perspectives	How do you encourage students to provide answers from different perspectives in the HOTS tests for reading comprehension?	Bagaimana Anda mendorong siswa untuk memberikan jawaban dari berbagai perspektif dalam tes HOTS untuk pemahaman membaca?	By providing interactive questions to the students and repeating the questions that have been given
		Teaching problem-solving with different ways	Please describe the different ways you teach problem-solving skills in the context of developing HOTS tests for reading comprehension!	Mohon menjelaskan berbagai cara yang Anda gunakan untuk mengajarkan keterampilan pemecahan masalah dalam konteks pengembangan tes HOTS untuk pemahaman membaca?	I divided the students into several groups, then each group is given a question and asked to provide an answer
Using Contextual Based Problem	Relating questions that connect to real-life	Providing questions related to students'	How do you create HOTS test questions that relate to students'	Bagaimana Anda membuat pertanyaan tes HOTS yang	Assigning students the task of recounting

	situations, such as the environment, health, earth and space, as well as the use of science and technology.	lives	daily lives to assess reading comprehension?	berkaitan dengan kehidupan sehari-hari siswa untuk menilai pemahaman membaca?	the activities they engage in each day.
		Providing questions that train exploration skills	How do you incorporate questions in the HOTS tests that train students' exploration skills for reading comprehension?	Bagaimana Anda menyertakan pertanyaan dalam tes HOTS yang melatih keterampilan eksplorasi siswa untuk pemahaman membaca?	By dividing students into groups, and then assigning each group a problem to solve.
		Providing questions related to problem solving	How do you formulate HOTS test questions that focus on problem-solving in reading comprehension?	Bagaimana Anda merumuskan pertanyaan tes HOTS yang berfokus pada pemecahan masalah dalam pemahaman membaca?	Creating questions based on the material that has been taught.
		Giving questions related to concluding	How do you design HOTS test questions that require students to draw conclusions in reading comprehension?	Bagaimana Anda merancang pertanyaan tes HOTS yang memerlukan siswa untuk menarik kesimpulan dalam pemahaman membaca?	Students are given a passage related to a specific theme, and then asked to explain what they have understood from the passage they have read.
		Providing questions related to students' opinions	How do you develop HOTS test questions that ask for students' opinions in	Bagaimana Anda mengembangkan pertanyaan tes HOTS yang meminta pendapat siswa dalam	Questions that align with the material provided are given, and

			reading comprehension?	pemahaman membaca?	students are allotted time to express their opinions regarding the answers to these questions.
Using the Various Kinds of Questions	Using different forms of questions to get more detailed information about students' abilities	Providing multiple-choice questions	How do you decide when to use multiple-choice questions in the HOTS tests for assessing reading comprehension?	Bagaimana Anda memutuskan kapan menggunakan pertanyaan pilihan ganda dalam tes HOTS untuk menilai pemahaman membaca?	This type of question is administered during midterm or final exams.
		Providing questions with true/false answers	How do you determine the effectiveness of true/false questions in the HOTS tests for assessing reading comprehension?	Bagaimana Anda menentukan efektivitas pertanyaan benar/salah dalam tes HOTS untuk menilai pemahaman membaca?	True/false questions are not used as they are less effective in developing HOTS tests.
		Giving questions in the form of descriptive answers	How do you structure descriptive questions in the HOTS tests to assess higher-order thinking skills in reading comprehension?	Bagaimana Anda menyusun pertanyaan deskriptif dalam tes HOTS untuk menilai keterampilan berpikir tingkat tinggi dalam pemahaman membaca?	Questions in the form of images with a specific theme, where students are then asked to explain the image they see or students should describe based on the text.

Table 3. The Interview Blueprint of the Implementation Process Used by Teachers' in Developing HOTS Test for Assessing Reading Comprehension

Aspect	Definition	Indicator	Statements as the Orientation of Observation	Description of activities relevant to the statements
Measure the capability of the high-level thinking skills	Providing questions that require answers that do not lead directly to the question or inexplicit answers.	Providing unfamiliar questions	The teacher creates questions that are unfamiliar to students to challenge their reading comprehension skills.	The teacher provides questions related to the meaning of a word, synonyms of a word, and pronouns.
		Providing answers from different perspectives	The teacher encourages students to answer questions from multiple perspectives in the HOTS tests.	The teacher provides questions in the form of queries, such as the purpose of a text, the job of someone in the text, finding sentences that align with the text, and identifying the text.
		Teaching problem-solving with different ways	The teacher uses various methods to teach problem-solving skills and how these are reflected in the HOTS test questions.	The teacher provides questions that involve identifying the role of a character, filling in or completing sentences, and identifying the type of text.
Using Contextual Based Problem	Relating questions that connect to real-life situations, such as the environment, health, earth and space, as well as the use of science and	Providing questions related to students' lives	The teacher integrates real-life context questions into the HOTS tests to make them relevant to students' lives.	The teacher provides questions related to the use of technology, the benefits of drinking white tea, and methods of saving money in a bank.

		technology.		
		Providing questions that train exploration skills	The teacher designs questions in the HOTS tests to train students' exploration skills.	The teacher provides questions that require students to explore answers, such as identifying differences, identifying paragraphs, and identifying upcoming events.
		Providing questions related to problem solving	The teacher formulates problem-solving questions within the HOTS tests.	The teacher provides questions in the form of cloze sentences, sentence rearrangement, and sentence structure modification.
		Giving questions related to concluding	The teacher designs questions that require students to draw conclusions in the HOTS tests.	The teacher creates questions regarding the purpose of a reading text, asking for an appropriate title for the reading, and identifying the main idea of a paragraph.
		Providing questions related to students' opinions	The teacher includes questions that solicit students' opinions and personal interpretations in the HOTS tests.	In the questions, the teacher includes questions related to identifying the next occurring event and provides questions in the form of synonyms.
Using the Various Kinds of Questions	Using different forms of questions to get more detailed information about students' abilities	Providing multiple-choice questions	The use of multiple-choice questions in the HOTS tests for assessing reading comprehension.	The teacher uses 35 multiple-choice questions. All questions are related to reading texts. However, those related to reading comprehension are in numbers 1-5, 16-20, and 21-26. The remaining questions involve simple texts, such as procedure texts, letters, advertisements, and short dialogues.
		Providing questions with true/false answers	The teacher uses true/false questions in the HOTS tests and their	The teacher does not use true/false questions when creating HOTS tests related to reading comprehension.

			effectiveness in evaluating students' comprehension.	
		Giving questions in the form of descriptive answers	The teacher uses descriptive answer questions in the HOTS tests to assess higher-order thinking skills.	The teacher provides 5 essay questions or questions requiring descriptive answers. The questions relate to the individual opinions of the students.

Appendix 7 **:** Interview Results of the Teachers' Process Used in Developing HOTS Test for Assessing Reading Comprehension at SMP Negeri 01 Rejang Lebong

Aspect	Questions	Answer		
		Teacher 1	Teacher 2	Teacher 3
Measure the capability of the high-level thinking skills	How do you ensure the questions you provide in the HOTS tests are unfamiliar to the students to assess their reading comprehension?	By creating questions in the form of a dialogue without using the prompt "mention" and simultaneously observing the students' responses.	Based on the students' responses to the questions I provided.	Based on the students' responses to the questions provided. I will provide the question with today's issue
	How do you encourage students to provide answers from different perspectives in the HOTS tests for reading comprehension?	Exploring the student's understanding of the provided material.	Students are usually directed to find the words mentioned in the questions directly in the reading text, such as by using scanning techniques.	By providing interactive questions to the students and repeating the questions that have been given
	Please describe the different ways you teach problem-solving skills in the context of developing HOTS tests for reading comprehension!	A reading text is provided, and students are asked to find difficult words within the text	I ask students to use speed reading techniques or scanning techniques	I divided the students into several groups, then each group is given a question and asked to provide an answer
Using Contextual Based Problem	How do you create HOTS test questions that relate to students' daily lives to assess reading	By providing questions that focus on the students' understanding of the given text.	By using questions related to daily activities that are still connected to the learning material	Assigning students the task of recounting the activities they engage in each day.

	comprehension ?			
	How do you incorporate questions in the HOTS tests that train students' exploration skills for reading comprehension ?	By asking questions that require students to explore their thoughts by describing images.	Asking students to find words in the reading text	By dividing students into groups, and then assigning each group a problem to solve.
	How do you formulate HOTS test questions that focus on problem-solving in reading comprehension ?	I provide 5W+1H questions based on the given text.	Creating questions based on the material that has been taught.	Creating questions based on the material that has been taught.
	How do you design HOTS test questions that require students to draw conclusions in reading comprehension ?	The form of the questions given is related to the moral values present in the text	Providing questions that ask students to summarize what they have gathered from the text.	Students are given a passage related to a specific theme, and then asked to explain what they have understood from the passage they have read.
	How do you develop HOTS test questions that ask for students' opinions in reading comprehension ?	Questions that align with the material provided are given, and students are allotted time to express their opinions regarding the answers to these questions.	Questions that align with the material provided are given, and students are allotted time to express their opinions regarding the answers to these questions.	Questions that align with the material provided are given, and students are allotted time to express their opinions regarding the answers to these questions.
Using the Various	How do you decide when to use multiple-	This type of question is administered	This type of question is administered	This type of question is administered during

Kinds of Questions	choice questions in the HOTS tests for assessing reading comprehension ?	during midterm or final exams.	during midterm or final exams.	midterm or final exams.
	How do you determine the effectiveness of true/false questions in the HOTS tests for assessing reading comprehension ?	True/false questions are not used as they are less effective in developing HOTS tests.	True/false questions are not used as they are less effective in developing HOTS tests.	True/false questions are not used as they are less effective in developing HOTS tests.
	How do you structure descriptive questions in the HOTS tests to assess higher-order thinking skills in reading comprehension ?	Describing a story and then asking questions related to the story provided	Asking students to explain by using specific images	Questions in the form of images with a specific theme, where students are then asked to explain the image they see or students should describe based on the text.

Appendix 8 : The implementation of the Implementation Process Used by Teachers' in Developing HOTS Test for Assessing Reading Comprehension at SMP Negeri 01 Rejang Lebong

Aspect	Statements as the Orientation of Observation	Description of activities relevant to the statements		
		Teacher 1	**Teacher 2**	**Teacher 3**
Measure the capability of the high-level thinking skills	The teacher creates questions that are unfamiliar to students to challenge their reading comprehension skills.	The teacher provides questions related to the meaning of a word, synonyms of a word, and pronouns.	The teacher does not provide any question related to the meaning of a word, synonyms of a word, and pronouns.	The teacher provides questions related to the meaning of a word, synonyms of a word, and pronouns.
	The teacher encourages students to answer questions from multiple perspectives in the HOTS tests.	The teacher provided a set of questions about the writer activity, identifying the text and finding sentences that align with the text.	The teacher provides set of questions about the job of writer, asking the character, location, and identifying the text	The teacher provides questions in the form of queries, such as the purpose of a text, the job of someone in the text, finding sentences that align with the text, and identifying the text.
	The teacher uses various methods to teach problem-solving skills and how these are reflected in the HOTS test questions.	The teacher provided cloze sentences	The teacher provides a set of questions about what is true, who is the character, and completing sentences.	The teacher provides questions that involve identifying the role of a character, filling in or completing sentences, and identifying the type of text.
Using Contextual Based Problem	The teacher integrates real-life context questions into the HOTS tests to make	The teacher provided a set of questions about pet, zoo, and kind of animals.	The teacher provides set of questions about the price in online market, school	The teacher provides questions related to the use of technology, the

	them relevant to students' lives.		activities, and city in Indonesia.	benefits of drinking white tea, and methods of saving money in a bank.
	The teacher designs questions in the HOTS tests to train students' exploration skills.	The teacher provided a set of questions about topic the story, main paragraph, and the purpose of the text.	The teacher provides the question about identifying the true statement	The teacher provides questions that require students to explore answers, such as identifying differences, identifying paragraphs, and identifying upcoming events.
	The teacher formulates problem-solving questions within the HOTS tests.	The teacher provided the cloze sentences	The teacher provides the cloze sentence with 5W+1H questions	The teacher provides questions in the form of cloze sentences, sentence rearrangement, and sentence structure modification.
	The teacher designs questions that require students to draw conclusions in the HOTS tests.	The teacher provided a set of questions about identifying text and main paragraph.	The teacher provides a set of questions about identifying the text, and true statement.	The teacher creates questions regarding the purpose of a reading text, asking for an appropriate title for the reading, and identifying the main idea of a paragraph.
	The teacher includes questions that solicit students' opinions and personal interpretations in the HOTS tests.	The teacher provided a question about purpose of the text.	The teacher only provided the correct statement of the text	In the questions, the teacher includes questions related to identifying the next occurring event and provides

				questions in the form of synonyms.
Using the Various Kinds of Questions	The use of multiple-choice questions in the HOTS tests for assessing reading comprehension.	The teacher used 20 multiple-choice questions with related to reading comprehensions are number in 1-3, 10-11, and 14-16. The remaining questions just cloze sentences.	The teacher used 20 multiple-choice questions with related to reading comprehensions are in number 11, 12, 13-14, 16-20. The remaining questions just cloze sentences.	The teacher uses 35 multiple-choice questions. All questions are related to reading texts. However, those related to reading comprehension are in numbers 1-5, 16-20, and 21-26. The remaining questions involve simple texts, such as procedure texts, letters, advertisements, and short dialogues.
	The teacher uses true/false questions in the HOTS tests and their effectiveness in evaluating students' comprehension.	The teacher does not use true/false questions when creating HOTS tests related to reading comprehension.	The teacher does not use true/false questions when creating HOTS tests related to reading comprehension.	The teacher does not use true/false questions when creating HOTS tests related to reading comprehension.
	The teacher uses descriptive answer questions in the HOTS tests to assess higher-order thinking skills.	The teacher provided 5 essay questions with the need of scanning skill.	The teacher provided 5 essay questions in completed sentences.	The teacher provides 5 essay questions or questions requiring descriptive answers. The questions relate to the individual opinions of the students.

Appendix 9 : Surat Keterangan Izin Penelitian

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 : 1275 /In.34/FT/PP.00.9/07/2024   16 Juli 2024
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 : Rika Muslimah

NIM : 19551074

Fakultas/Prodi : Tarbiyah / TBI

Judul Skripsi : Teachers Strategy in Developing HOTS Test to Assess Reading Comprehension

Waktu Penelitian : 16 Juli 2024 s.d 16 Oktober 2024

Lokasi Penelitian : SMPN 1 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. 198110202 200604 1 002

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

Appendix 10 : Surat Keterangan 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 : 421.3/058/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	: Rika Muslimah
NIM	: 19551074
Jurusan	: Tadris Bahasa Inggris/Tarbiyah
Universitas	: IAIN CURUP

Benar bahwasanya yang bersangkutan telah aktif dan telah selesai melaksanakan Penelitian di SMPN 1 Rejang Lebong tanggal 18 Juli 2024 – 03 September 2024, dengan judul **"Teachers Strategy in Develoving HOTS Test To Assess Reading Comprehension".** Demikian Surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Curup, 03 September 2024
Kepala Sekolah

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

Appendix 11 : Transkrip Wawancara

INTERVIEW TEACHER 1

A : assalamualaikum warohmatullahi wabarokatuh

B : waalaikumsalam warohmatullahi wabarokatuh

A : maaf mengganggu waktunya mam, perkenalkan saya Rika dari IAIN Curup ingin mewawancarai mam, sebelumnya terimakasih sudah meluangkan waktu nya untuk di interview mam.

B : Iya nggak apa apa, pertanyaan nya mana ka?

A : Ini mam, langsung aja ya mam

B : Oh iya ka…

A : Bagaimana mam memastikan pertanyaan yang mam berikan dalam tes HOTS tidak dikenal oleh siswa untuk menilai pemahaman membaca mereka mam?

B : Dimasukkan di dalam percakapan, kemudian tidak menggunakan kata-kata sebutkan, apakah, pertanyaan lebih ke soal cerita, sambil kita cerita sambil kita memahami disitu kita masukkan pertanyaan nya di situ sambil memahami nanti bisa menjawab pertanyaan yang kita sampaikan.

A : Bagaimana mam mendorong siswa untuk menerikan jawaban dari berbagai perspektif salam tes HOTS untuk pemahaman membaca mereka mam?

B : Dengan menggali terlebih dahulu pemahaman anak tentang materi yang kita berikan, baru kita bisa melihat sejauh mana pemahaman anak tentang materi yang tadi.

A : Selanjutnya, mohon mam jelaskan berbagai cara yang mam gunakan untuk mengajarkan keterampilan pemecahan masalah dalam konteks pengembangan teks HOTS untuk pemahaman membaca mam?

B : Oh reading comprehension berarti ya

A : Iya mam

B : Aaa .. berarti anak-anak dituntut untuk membaca. Memahami seperti itu ya… berarti anak kita sediakan teks bacaan atau paragraf kemudian kita bimbing mereka untuk mncari kata-kata sulit aa.. dalam teks tersebut baru kita bisa menterjemahkan secara bersama dengan anak untuk memahami pemahaman membaca mereka.

A : Bagaimana mam membuat pertanyaan tes HOTS tersebut yang berkaitan dengan kehidupan sehari-hari siswa untuk menilai pemahaman membaca mereka mam?

B : Aa… Siswa bersama guru memahami teks bacaan kemudian mengembangkannya menjadi sebuah cerita, jika ada siswa yang belum paham maka kita setidaknya menjelaskan atau memberi bantuan mentranslite ke bahasa indonesia. Kemudian jelaskan apa saja yang kamu pahami dari teks yang sudah kita pelajari tadi. Apa yang kamu pahami dari teks tersebut.

A : Bagaimana mam menyertakan pertanyaan dalam test HITS yang melatih keterampilan eksplorasisi siswa untuk pemahaman membaca?

B : Dengan memberikan pertanyaan yang fokus pada pemahaman siswa terhadap teks yang diberikan. Jadi siswa diminta untuk mengembangkan ide mereka, sebelumnya guru memberikan gambar beserta teks nya, nahh jika siswa membaca teks tersebut dan mereka menemukan kesulitan mereka bisa lihat dari gambar, nah disitulah nanti siswa itu akan bereksplorasi akan mengembangkan ide fikiran mereka sesuai gambar tadi begini…

A : Selanjutnya mam bagaimana mam merumuskan pertanyaan tes HOTS yang berfokus pada pemecahan masalah dalam pemahaman membaca?

B : Dengan memberikan pertanyaan dari cerita tersebut dan apa saja permasalahan yang kamu temui di cerita tadi, setelah itu baru kita meminta siswa untuk mengembangkan cerita dan menjawab pertanyaan yang ada di cerita tersebut.

A : Bagaimana mam merancang pertanyaan tes HOTS yang memerlukan siswa untuk menarik kesimpulan dalam pemahaman membaca?

B : Nah di sini lebih ke..minta pendapat siswa, berarti kita memberikan pertanyaan, setelah kita melihat dan memahami bacaan dari teks yang kita pelajari tadi kira kira apa aa… moral value yang dapat di ambil dari bacaan tersebut gitu.

A : Bagaimana mam mengembangkan pertanyaan tes HOTS yang meminta pendapat siswa dalam pemahaman membaca mam?

B : Aa.. dengan memberikan soal-soal yang sesuai dengan materi yang diberikan diberikan, dan siswa diberikan waktu untuk mengutarakan pendapatnya mengenai jawaban soal-soal tersebut.

A : Bagaimana mam memutuskan kapan menggunakan pertanyaan pilihan ganda dalam tes HOTS untuk menilai pemahaman membaca?

B : Kalo pilihan ganda ini kita lebih ke aktor misalnya siapa saja yang ada dalam cerita, kemudian kalo dalam pertanyaan lrosesur kita bikin masak masak gitu kita bertanya siapa yang masak tadi misalkan. Bisa kita gunakan pilihan ganda karena hanya menanyakan orang orang saja.

A : Bagaimana mam menentukan efektifitas pertanyaan benar/salah dalam tes HOTS untuk menilai pemahaman membaca?

B : Untuk menentukan efektifitas pertanyaan benar atau salah dalam tes tadi berarti kita harus melihat hasil dari jawaban tadi, jika hasilnya lebih banyak salah berarti siswa belum terlalu memahami, kalau hasilnya lebih banyak salah berarti siswa sudah sebagian atau lebih banyak memahami tentang materi yang sudah di jelaskan.

A : Terakhir mam, bagaimana mam menyusun pertanyaan deskriptif dalam tes HOTS untuk menilai keterampilan berfikir tingkat tinggi dalam pemahaman membaca?

B : Deskriptif tu…berarti siswa bersama guru diminta untuk mendeskripsikan sebuah cerita ehm.. kemudian aa.. di akhirnya nanti akan diberikan pertanyaan yang berkaitan dengan cerita tersebut untuk mengecek seberapa paham siswa terhadap aa… Deskripsi atau

deskriptif yang diberikan .

A : Baik mam terimakasih sudah berkenan di wawancarai mam

B : Iya sama-sama, maaf kalo ada jawaban yang kurang pas ya ka

A : Iya mam nggak apa-apa, assalamualaikum mam.

B : Iya waalaikumsalam wr.wb

INTERVIEW TEACHER 2

A : assalamualaikum warohmatullahi wabarokatuh

B : waalaikumsalam warohmatullahi wabarokatuh

A : maaf mengganggu waktunya mam, saya Rika dari IAIN Curup ingin mewawancarai mam. Terimakasih kepada mam telah bersedia di interview dan meluangkan waktunya untuk rika mam.

B : Iya nggak apa-apa, langsung aja ya rika

A : Bagaimana mam memastikan pertanyaan yang mam berikan dalam tes HOTS tidak dikenal oleh siswa untuk menilaipemahaman membaca mereka mam?

B : Biasanya itu dari jawaban siswa, karerna rata-rata siswa kesulitan untuk menjawab. Biasanya banyak yang menjawab salah, Karen sulit bagi mereka memahami. Jadi paling beberapa orang yang bisa menjawab itu. Tapi di sinikan rata-rata mereka bisa menjawab.

A : Bagaimana mam mendorong siswa untuk menerikan jawaban dari berbagai perspektif dalam tes HOTS tersebut dalam pemahaman membaca mereka mam?

B : Berarti ini menjawab reding ya? Biasanya diarahkan siswa itu mencari kata-kata yang ada disoal itu cari di bacaan kalau untuk menjawab cepat ya, kalau untuk membacakan mereka butuh waktu tu, jadi lihat dari soal kalau ada kalimat atau kata-kata yang sama di bacaan nah disitulah mereka harus mencari jawaban yang pasti.

A : Iya mam, brarti dengan membaca soal nya ya mam

B : Iya, membaca scanning cepat ya. Lihat di soal misalnya ada kata-kata epertisement atau notice kan. misalnya reading, repotr kan

A : Report text

B : Iya, misalnya kata-kata weekend, holiday, atau piknik kan. Nah cari di teks itu misalnya last week my family…, last holiday, nah awalnya seperti itu. Mengarahkan siswa membaca scanning

A : Mohon mam menjelaskan berbagai cara yang mam gunakan untuk mengajarkan keterampilan pemecahan masalah dalam konteks pengembangan tes HOTS untuk pemahaman membaca?

B : Ini maksudnya gimana? Cara yang digunakan untuk mengajarkan keterampilan pemecahan masalah. Kalau keterampilan itu kan skill ya

A : Seandainya siswa tersebut tidak bisa atau tidak paham dalam pelajaran hots itu mam, cara mam memecahkan masalahnya gimana mam?

B : Kurang paham teks nyo, oh dengan mencari kata-kata sulit dahulu, mereka mencari kata-kata sulit, biasanya anak-anak tidak boleh buka kamus kalau test. Kalau ujian kan. Kalau di sini sih Alhamdulillah anak-anak nya itu tingkat pemahaman bahasa inggris nya sudah paling ada beberapa siswa yang memang benar-benar nggak bisa.

A : Bagaimana mam buat pertanyaan test HOTS tersebut yang berkaitan dengan kehidupan sehari-hari siswa untuk menilai pemahaman membaca Mereka mam?

B : Kitakan mengajarkan anak modalnya teks kelas 8 kemarin temanya indenpendents day jadi kita bisa bertanya kepada anak-anak dalam merayakan indenpendens day mereka seperti apa seperti itu. Menanyakan kepada siswa dengan memberikan pertanyaan yang berkaitan dengan keseharian namun masih dalam topik reading yang sama.

A : Bagaimana mam menyertakan pertanyaan dalam tes HOTS yang melatih keterampilan eksplorasi siswa untuk pemahaman membaca?

B : Dengan mencari kata-kata sulit, membaca cepat, baru mereka bisa menentukan soal ini ada di paragraf pertama atau paragraf ke dua ya seperti itu.

A : Bagaimana mam merumuskan pertanyaan test hots yang berfokus pada pemecahan masalah dalam pemahamam membaca?

B : Karena jawaban nya sudah pasti ada di teks kan, reading tu biasanya tingkat hots nya itu tergantung bacaan. Kalau bacaan nya udah tinggi atau panjang tuh jadi susah anak-anak tu, apalagi teks dan pertanyaan di

lembar yang berbeda

A : Bagaimana mam merancang pertanyaan test HOTS yang memerlukan siswa untuk menarik kesimpulan dalam pemahamam membaca?

B : Dalam soal latihan?

A : Dalam ujan akhir mam

B : Dalam mid semester, ujan akhir. Iya ujian mid semster dan tengah semester Karna itu kan soalnya di minta pilihan aganda sekian essai sekian biasanya

A : Bagaimana mam mengembangkan pertanyaan test HOTS yang meminta pendapat siswa dalam pemahaman membaca mereka mam?

B : Mengambil pertanyaan dari teks tentang itu dan juga mencari pertanyaan yang sesuai dengan tema teks yang di ajarkan

A : Bagaimana mam memutuskan kapan menggunakan pertanyaan pilihan ganda dalam test HOTS untuk menilai pemahanan membaca?

B : Ini kan true fals kan, biasanyakan di dalam teks itu ada true fals. Ya sesuai di teks itu lah kalau di soal sama dengan yang ada di teks brarti mereka jawab true kalau tidak ada brarti fals ya dalam test HOTS. Biasanya kalau benar salah itu pertanyaannya kalau menurut mam tidak termasuk hots karna kan jawaban nya udah ada di soal tinggal pilih aja tinggal sesuaikan jaeaban dengan teks kan kalau jwaban tidak ada di teks brati salah kan

A : Bagaimana mam menyusun pertanyaan deskriptif dalam tes Hots Untuk menilai keterampilan berfikir tingkat tinggi dalam pemahaman membaca?

B : Ini deskriptif ya, sudah ada teks nya apa belum ni, kalau belum ada teks kan berarti guru harus menjelaskanteks deskriptif dulu, setelah mereka paham bentuk deskriptif tersebut seperti apa, sudah kita kasih jeneric structure nya seperti apa kan, mereka paham apa itu tes deskriptif barukita kasih pertanyaan. Pertanyaannya pun yabg sederhana dulu, terus setelah mereka bisa menjawab baru guru bisa meminta mereka

untuk membuat kalimat sederhana yang sederhana aja dulu.

A   :   Kalau cara mam menyusun pertanyaan deskriptif nya mam?

B   :   Dengan menanyakan hal-hal yang berkaitan dengan teks deskriptif, misalnya kan deskriptif itu kan karakteristik secara khusus ya, kalau dia orang itu ciri-ciri orang itu seperti apa kan. Kalau bisa juga kita kasih gambar misalnya gambar kucing nah kita tunjukkan apa ciri-ciri khcing, apa ciri-ciri yang ada di gambar ini, baru mereka bisa menjawab, kita memberikan gambaran dulu ke anak, apa ciri-ciri benda tersebut misalnya nanti mereka bisa membuat kalimat menjawab pertanyaan itu dalam bentuk deskriptif.

B   :   Sudah habis soal nya ya?

A   :   Iya mam. Terimakasih sudah meluangkan waktu nya ya mam, assalamualaikum mam

B   :   Iya sama-sama rika semoga cepat selesai ya ka waalaikumsalam.

INTERVIEW TEACHER 3

A : assalamualaikum warohmatullahi wabarokatuh

B : waalaikumsalam warohmatullahi wabarokatuh

A : Maaf mengganggu waktu nya mam, Perkenalkan nama saya Rika dari IAIN Curup ingin mewawancarai mam. Sebelumnya Rika berterimakasih karena mam sudah meluangkan waktu nya mam..

B : Iya sama-sama rika. Jadi apa yang mau di tanya ka?

A : Ini teks interview nya mam, langsung aja ya mam..

B : Iya ka

A : Pertama mam, Bagaimana mam memastikan pertanyaan yang mam berikan dalam tes HOTS tidak dikenal oleh siswa untuk menilai pemahaman membaca mereka mam?

B : Dilihat dari jawaban anak nyambung atau tidak dengan pertanyaan yang kita berikan

A : Bagaimana mam mendorong siswa untuk menerikan jawaban dari berbagai perspektif salam tes HOTS untuk pemahaman membaca mereka mam?

B : Umpamanya kita bertanya kan, tanya jawab di ulangi lagi pertanyaan itu misalnya nyambung lagi kan itu. Yaitu dengan mengulang pertanyaan yang sama secara berulang.

A : Mohon mam menjelaskan berbagai cara yang mam gunakan untuk mengajarkan keterampilan pemecahan masalah dalam konteks pengembangan tes HOTS untuk pemahaman membacamam?

B : Dengan membuat grup. Anak-anak dibagi dalam beberapa grup itu kan terus di berikan pertanyaan dan silahkan cari jawabannya gitu.

A : Bagaimana mam membuat pertanyaan tes HOTS yang berkaitan dengan kehidupan sehari-hari siswa untuk menilai pemahaman membaca

B : Aa.. dengan memberikan tugas pada anak didik untuk menceritakan

kembali apa yang sudah dikerjakan dalam kehidupan sehari-harinya gitu.

A : Bagaimana mam menyertakan pertanyaan dalam tes HOTS yang melatih keterampilan kesplorasi siswa untuk pemahaman membaca?

B : Kasih pertanyaan aa.. pecahkan masalah nya seperti itu. Jadi buat grup kadih kasusnya pecahkan bersama.

A : Oh jadi sama dengan yang ini ya mam, dengan membuat grup

B : Iyaa

A : Bagaimana mam merumuskan pertanyaan tes HOTS yang berfokus pada pemecahan masalah dalam pemahaman membaca?

B : Dengan membuat pertanyaan berdasarkan materi yang diajarkan terus bisa dikerjakan oleh anak-anak dengan sendiri-sendiri atau biasanya dengan grup, itu biasanya anak-anak.

A : Bagaimana mam merancang pertanyaan tes HOTS yang memerlukan siswa untuk menarik kesimpulan dalam pemahaman membaca?

B : Memberikan beberapa pertanyaan atau memberikan sebuah kasus terus anak-anak menjawab pertanyaan berdasarkan kadus tersebut kemudian menyimpulkan.menyimpulkan aa.. isi dari wacana tersebut agar anak-anak bisa menarik kesimpulan, bisa menarik inti sari dari pertanyaan tersebut.

A : Bagaimana mam mengembangkan pertanyaan tes HOTS yang meminta pendapat siswa dalam pemahaman membaca?

B : Lebih menitik beratkan pendapat anak secara pribadi atau secara umum, memberikan pertanyaan terkait materi ya tentang pendapat anak. Menggunakan beberapa macam pertanyaan.

A : Bagaimana mam memutuskan kapan menggunakan pertanyaan pilihan ganda dalam tes HOTS untuk menilai pemahaman membaca mam?

B : Biasanya pertanyaan pilihan ganda ini diberikan pada saat sumatif tengah semester atau akhir semester. Kalau kita bilangnya PTS, PAS nah itu biasanya digunakan pilihan ganda.

A : Bagaimana mam menentukan efektivitas pertanyaan benar/salah dalam tes HOTS untuk menilai pemahaman membaca?

B : Kami jarang pake true fals karena di anggap tidak HOTS,yang agak HOTS itu kalo essay itu HOTS itu kan kalo pilihan ganda di bilangin hots nantikan itu jawaban udah ada tinggal di pilih kan. Kalo benar salah jarang di pake karena it so easy.. anak-anak tinggal pilih true or fals, jadi gitu.. jarang di pakai karrena tidak terlalu efektif untuk soal HOTS.

A : Bagaimana mam mrnyusun pertanyaan deskriptif dalam tes HOTS untuk menilai keterampilan berfikir tingkat tinggi dalam pemahaman membaca?

B : Oh ini di dalam recoun teks biasanya, aa.. kita kasih gambar misalnya sekarang ini bekantan, monyet yang asli Kalimantan itu, kita kasih gambar and describe…

A : Oh jadi suruh mendeskripsikan satu persatu

B : Iya.. suruh mereka mendeskripsikan, karena ada yang bilang bekantan tu ini ini ada yang beda kan.. jadi berdasarkan pemahaman mereka masing masing. Suruh anak membuat ulasan tentang gambar tersebut.

A : Iya baik mam, udah selesai pertanyaannya mam…

B : Okeh.. udah ya

A : Iya mam terimakasih mam

B : Iya ka, sukses selalu ya semoga cepat selesai skripsinya.

A : Aaminnn mam … assalamualaikum warahmatullahi wabarokatuh.

B : Iya waalaikumsalam warahmatullahi wabarokatuh.

Appendix 12 : Soal Sumatif Akhir Semester

SUMATIF AKHIR SEMESTER GENAP
TAHUN AJARAN 2023/ 2024

Mata Pelajaran	: **Bahasa Inggris**
Kelas/ Semester	: **VII/ 2**
Waktu	:

A. Choose and cross (x) the correct answer.
The following text is for questions 1- 3

I have a pet. It is a dog and I call it snowy. Snowy is a chinese breed. It is small fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice fish or bread. Everymorning I give her milk and bread. When I am at school, snowy plays with my cat. They get along well and never fight; maybe because snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities; playing balls, hide and seek, or racing in thre back yard. In the afternoon, I usually take him for a walk. people love to see Snowy. Snowy is really a sweet and friendly pet.

1. What is the topic of the story?
   a. A friendship between a cat and a dog
   b. Spending time with a pet inside and outside the house
   c. A friendly and sweet dog
   d. A friendship between a pet and its owner
2. Where does the writer usually spend the time with his pet?
   a. In the neighborhood   c. at school
   b. On the street   d. at home
3. The main topic of paragraph two is...
   a. The writer's activities with his/ her pet
   b. Everybody loves to walk with Snowy
   c. Snowy is a cute and friendly dog
   d. Snowy always plays with the cat

B. Complete the blanks with " have got" or "has got".
4. Tony and I are drummers. We....drums at home.
   a. Has got   c. Hasn't got
   b. Have got   d. Haven't got
5. ....Sandra....a camera? Yes,...
   a. Hasn't got, she hasn't got   c. Has got, She has got
   b. Has got, she hasn't got   d. Hasn't got, she has got
6. " She always brings a bottle of ....to the gym".
   a. Milk   c. Apples

    b. Pens   d. Chairs

7. There is too much....in my coffee.
    a. Computers   c. Sugar
    b. Tables   d,Pens

8. Snake is wild animal. It is...
    a. Fly   c. Big
    b. Poisonous   d. Strong

9. How many legs does a bird have?
    a. Four   c. Three
    b. Six   d. Two

C. The following text is for questions 10 – 11

    This giraffe is the tallest animals. I saw in Ragunan zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two shorts horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

10. The purpose of the text above...
    a. To tell about cute animals   c. to discribe about giraffe
    b. To tell about tall animal   d. to describe Ragunan zoo

11. " Its tail is long with thick hair"....the antonym of the word " long" is...
    a. Thin   c. Beauty
    b. Short   d. Strong

12. He uses his nose to.... The food.
    a. Eat   c. Smell
    b. take   d, Listen

13. She uses her.... To take a glass of orange juice.
    c. Eyes   c. Stomach
    d. Hand   d. Nose

D. The following text is for questions 14 -16

    When I went to the Surabaya zoo. I saw an owl. This owl is unique and amazing bird. It is a heavy bird and has a large head and an oval face. The owl has around eyes. Its eyes are large and are locked in the skull. It means the eyes can not rotate independently. They are typically solitary. Though the owl is typically solitary, it also lives in a group. The owl hunts mostly small mammals, insects and other birds.

14. What is the purpose of the text? It is to...
    a. Show the steps to catchan owl
    b. Entertain the reader about the owl's head
    c. Describe specific animal namely an owl in the zoo.
    d. Tell the story about an owl that spreading in society

15. What is owl's food?
    a. Fishes   c. Plant
    b. Insects   d. Big mammals

16. " it is a heavy bird and has large heads". The word "it"refers to...
    a. Eyes   c. Owl
    b. Bird   d. Head

17. Azizi is watching YouTube with her...
   a. Legs
   b. Wrist
   c. Fingers
   d. Eyes
18. Ronaldo : Sir, <u>Would you like me to close the window for you</u>?
   Mr. Adi : Yes, please. It's very cold inside.
   The underlined sentence express...
   a. Offering help
   b. Refusing something
   c. Accepting an offer
   d Suggestion
19. May : Ah, these books are so heavy.
   Eta : ....
   a. Let me help you throwing the away.
   b. Let me help you sorting them.
   c. let me help you carrying them.
   d. let me help you opening them
20. Uti : You look so busy...
   Ali : No, thank you. I can handle.
   The suitable expression to complete the dialogue is...
   a. I will leave you alone.
   b. Would you like some help
   c. Yes, please
   d. Do you want to help me?

E. **Essay**
A. **The text below is for question number 1-3**

   I want to tell you about my lovely pet. I call him Pompom. Because it is a Pomerania breed dog.

   It is a small dog, only 3 kg. Pompom's fur color is brownish yellow. It has four legs. Its eyes are black. It has white short tail. It has cute paws. I got Pompom a pet shop when he is one month old. Now he is 2 years old.

   Pompom like to eat sausage. We rarely give him dog's food. It is also likes to drink milk. My pet is very cute. It always wait for me at the front door when I come home it will run and jump to me excitedly. We build him a house, but he likes to sleep on the chair instead. I love my pet vey much. I always play with Pompom everyday.
1. A. What is the text about?
   B.What is the pet's color?
2. A. How old is the pet?
   B.What is the meaning of the "pet" in Indonesian?
3. A. What's Pompom's favorite food?
   B.What kind of animal is Pompom?

B. **The text below is for question number 4 – 5**

   Hello everybody! My name is Deah. I live in a small village. I have a pet. His name is White. It is a rabbit. His fur is white and has black spots. It has long ears and a short tail. He also has big eyes. My rabbit like to eat carrot and other vegetables. I bring white to a veterinarian when he does not look well. I love white very much.
4. A. How does White's eyes look like?
   B.What does 'White' eat?
5. A.When does the writer take 'White' to the veterinarian?
   B.Is White's fur grey?

SOAL SUMATIF AKHIR SEMESTER (SAS)

Mata Pelajaran   : Bahasa Inggris
Kelas / Semester : VIII (Delapan) / II (Dua)
Hari / Tanggal   :   /   Juni 2024
Alokasi waktu   : 60 menit

Choose the correct answer from a, b, c and d !

1...did you eat ? I ate banana

    a. What   c. When
    b. Where   d. Why

2. …. Did you see? I saw a cat

    a.why   c.where
    b.what   d.when

3....countries did you visit? Morrocoy and Japan

    a.who   c.where
    b.why   d.what

4. … are they ? they are fifty years old

    a.how much   c.how old
    b.what   d.where

5. … cat does she have ? she has two cats

    a.What   c.how many
    b.Why   d. how much

6. Talita is the … student in my class. She nevercomes late to school

    a. diligent   c. more diligently
    b.diligently   d. most ~~difficulty~~ diligently

7. Almost all students think that mathematics is the … subject in the school

    a. more difficult   c. more difficulty
    b. most difficult   d.difficult

8. I have checked the price of this jacket online.

The price of this jacket in the shop is …than in the online shop

  a. As cheap   c.the cheapest

  b. Cheap   d.cheaper

9. Some people think that dolphin is… aschimpanzee

  a.Intelligent   c.most intelligent

  b.more intelligent   d.as intelligent

10. Jakarta is the … city in Indonesia

  a. crowded   c.most crowd

  b. crowd   d.most crowded

11.Look the table and choose the correct statement !

Spectacles	Shoes	Trousers
Rp.500.000,-	Rp. 350.000,-	Rp.410.000,-

  a. A pair of shoes is the most expensive of all

  b. A pair of spectacles is the cheapest

  c. A pair of spectacles is cheaper than a pair oif trousers

  d. A pair of trousers is more expensive than a pair of shoes

12. Look at the data below !
from the data about we com can conclyoadt concludi da that

Data A	Data B
Name : Mrs.Laila	Name : Mr.Umar
Age : 35	Age : 34
Job: doctor	Job : teacher
Children: I son, 3 daughters	Children : 2 sons, I daughter

  a. Older   c. as old

  b. Younger   d. as young

Complete the following text for questions number 13 and 14 !

Maudy : Hey ! look at this bag. This bag is (13) …..my sister's

Grace : you are right ! But I think this one is cuter than that one .

Maudy : how about the price ?

Grace : it's the cheapest bag here. I think so .

Maudy : let's buy the cheaper one . Will you buy this ?

Grace : No, I won't, I just want to buy the cute bag but the price is(14)…Than the most expensive

one

Maudy : okay, let's ask to the seller .

13. a.cute   c. cuter

    b. as cute as   d. cutest

14. a.cheapest   c.more expensive

    b.cheaper   d.most expensive

15. Bram : which is more interesting ,the safari park or Ragunan zoo ?

    Arief :I think Ragunan is …. As Safari park, both of them have many good things to see.

    a.   The most interesting   c.more interesting
    b.   As interesting   d. less interesting

    The following text is for questions 16 to 20

We are having a fantastic holiday at Parangtritis beach. It is a popular tourist beach and village area on the southern coast of Java in Bantul Regency. I'm sitting on the beach and eating a roasted corn. Johan and Andi are swimming in the sea . Reza is playing sand with Bono . Boby is listening to music and reading a novel .

16. Where are the writer and his friends having holiday ?

    a. in the Bantul Regency   c. at Parangtritis beach

    b. At kuta beach   d Near Parangtritis beach

17. What is the writer doing ?

    a. He is sitting on the beach   c. He is sitting on the beach and eating a roasted

    b. He is eating a roasted corn   d. He is listening to music

18. Who is swimming in the sea ?

    a. The writer and Johan   c. Johan and Andi

    b. Boby and Reza   d.Andi and the writer

19.Which sentence is true ?

    a. Reza is eating a roasted corn   c.The writer is listening to music

    b.Johan and Andi are playing sand   d. Boby is reading novel

20. We are having a fantastic holiday at Parangtritis beach (1st Sentence)

    a.The writer,Andi, Reza, Bono, and Boby

    b.The writer,Reza,Bono and Boby

    c. The writer, Johan, Andi and Reza

    d.The writer,Johan, Andi, Reza, Bono, and Boby

ESSAY

Arrange the sentences below into a paragraph . Put the topic sentence first!

1. So Nora wrote down a list of questions that she would ask him ,

    She wanted to be sure she didn't forget any questions ,

    As a junior journalist, Alita was scheduled to interview our principal ,

    Then she was ready to talk to the principal,

    Next, she made copies of the list .

Fill in the senteces below with the positive, comparative,or superlative form of the adjective !

2.Robert is............... than toni (fat)

3.Johan is …..…...……..In the family (handsome)

4.Mr.Roni is the …………Teacher in our school. He Never gets angry to us (patient)

5.Febian is ………………… than the Aldio(popular)

PENILAIAN SUMATIF AKHIR SEMESTER GENAP
TAHUN PELAJARAN 2023/2024
SUBJECT : ENGLISH
CLASS / SEMESTER : IX / 2

A.Multiple choice.
This text is for questions no 1 to 5.

Lions belong to cat family. They are large strong fresh eating animals. A group of lions consist of 2 or 13 adult females and young lions. All of the females are related as sisters, mothers, aunts, and cousins. A female will stay in for life although a large group may split into smaller ones.

Female lions care for young lions for together, hunt and eat together. They also aggressively defend from other group. Equally important, a group of females must often defend young lions group of males.

Unlike females, young lions are driven from group lions when they are between two and four years old. If they are lucky, they leave with brothers and cousins, if not, they work together with unrelated males. These groups of two to six males are coalition.

1. Which paragraph tells us about the difference of young from female lions?
    a. Paragraph 1   b. paragraph 2   c. paragraph 3   d. paragraph 1 and 2

2. How do the female lions defend themselves?
    a. They defend themselves together
    b. Each female defend itself
    c. They asked a help male lions to defend
    d. They defend themselves with male lions

3. Why do lions live in group? To make ....
    a. other groups defeat
    b. separate from other group
    c. their group safe
    d. their group bigger than other group

4. "........ although a large may <u>split</u> into smaller ones." Underlined word has synonym with ......
    a. divide   b. break   d. collect   d. fall

5. The purpose of the text above is ....
    a. To entertain the reader about the group of lions
    b. To inform the readers about the lions and their lives
    c. To describe the lions look like
    d. To tell how the lions defend theirs

This text for qs no 6 to 8
To: Uncle M.Ikhsan
Congratulations on your new job! Finally you
got the right job just as you desired. May every
day of your new job be rewarding and may you
    have a great career ahead
Regard
Risa Diana

6. What is the purpose of the text?
    a. To congratulate someone on his success
    b. To inform someone that he passed a job interview
    c. To congratulate on his new job
    d. To describe someone's new job

7. From the text, we know that Risa Diana is M.Ikhsan's ....
    a. friend   b.niece   c.cousin   d.sister

8. What does Risa Diana hope for uncle M.Ikhsan?
    a. Her uncle likes his job
    b. Her uncle has a good career in the future
    c. Her unle gives her a reward
    d. Her uncle gets a job he desired

This text is for qs 9 to 11
Pain Killer
To relieve fever and headache
Dosage : Children under 12, 1 tablet , twice a day
    Adults : Two tablets three times a day
Cough Syrup
Shake well before use to relieve fever, flu, and coughs.
Dosage: Children under 12: One teaspoonful after meal.
    Three times a day.
    Adults: Two teaspoonful after meal, three times a day

9. Which statement is not correct based on the text?
   a. Pain Killer can be used by kids   c. Cough Syrup can be taken after meal
   b. Both medicines are in the form of liquid d. Both medicines can be used to relieve fever

10. Ima's mother has got a severe headache
    She has taken Pain Killer for a week
    How many tablets has she consumed?
    a. four tables b. twenty-eight tablets c. twenty-one tablets d. fourty-two tablets

11. I am 14 years old. My sister is 4 years older than me.
    How many tablets must she consume when she suffers from headache?
    a. 1 tsp three times a day   c. 2 tsp three times a day
    b. 1 tablet twice a day   d. 2 tablets three times a day

This text is for qs 12 to 15
1. Make sure that the power cord is firmly connected to the back of the CPU and connected to
   The electricity source
2. Connect the monitor cable to the back of the CPU
3. Connect the keyboard and mouse cords to the back panel of the CPU, too
4. Press the power button located on the front panel of the CPU. The desktop will start a
   booting process in your computer
5. When you finish using the computer, click "start" button and choose the " turn off computer"
   This will display the options to "stand by", "restart", or "turn off" the computer.

12. The text tells you about..........a computer
    a. building   b. operating   c. turning off   d. using keyboard on

13. What should you do before connecting the mouse cord to the CPU?
    a. connect the monitor cable to the back of the CPU
    b. press the power button located on the front panel
    c. connect the power cord to the electricity source
    d. click "start" button or restart the computer

14. ".....the power cord is <u>firmly</u> connected....."
    The underlined word has the same meaning as the word............
    a. fairly   b. tightly   c. faithfully   d. steadily

15. "<u>This</u> will display the options ...."(step 5), the underlined word refers to ......
    a. connecting monitor b. pressing the power c. clicking "start" d. connecting cable

This text is for questions 16 to 20
  In ancient times, a king placed a boulder on a roadway. Then he hid and watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers
Came by and simply walked around it.
  Many loudly blamed the king for not keeping the roads clear, but none did anything to get the big stone out of the way. Then a farmer came along carrying a load of vegetables. On approaching the boulder, the farmer laid down his burden and tried to move the stone to the side of the road. After lots of pushing and straining, he finally succeeded. As the farmer picked up his load of vegetables, he noticed a purse lying on the road where the boulder had been.
  The purse contained a lot of gold coins and a note from the king indicating that the gold was for the person who removed the boulder from the roadway. The farmer learned what many others never understand.

16. The name of the text above is ....
    a. Procedure text b. Narrative text   c. Report text   d. Recount text

17. What did many people blame the king?
    a. He didn't make good roads for them c. He loved to hide behind the rock
    b. He showed no care on their roads   d. He did not keep the road clear

18. What does the last paragraph tell us?
    a. The roads that people built with the king c. The person who liked keeping the roads well
    b. The way the farmer removed the boulder d. The purpose of putting the boulder and purse

19. From the story, we know that........
    a. many people liked the farmer   c. the farmer was a good man
    b. the boulder was really small   d. the king was very stingy

20. What can we learn from the story ?
    a. We have to avoid any problem in our life
    b. A problem may be a blessing in disguise
    c. There are so many problems in life
    d. An obstacle may make us stronger

This text is for questions no 21 to 26

Spiders are predatory invertebrate animals. They aren't classified in the class of insect. A spider has eight legs while an insect never has more than six legs. Spiders have a body with two main divisions, four legs and two other pairs of abdominal spinnerets for spinning threads of silk. This silk can be used to aid in climbing, build egg, and catch pray.

Spiders kill so many insects, but they never do the least harm to man's belonging. Spiders are busy for at least half of the year killing insects. It is impossible to find out how many insects they kill, since they are hungry creature which can't be content with only three meals a day.

21. What's the purpose of the text above?
    a. to explain about spiders
    b. to describe body of spiders in general
    c. to describe an insect in general
    d. to tell a particular spiders in chronological order

22. Why can't spider be classified in the class of insect?
    a. Because spiders have more than six legs
    b. Because they have walking legs
    c. Because their bodies have two main divisions
    d. Because they kill many insects

23. Which sentences doesn't the behavior of spiders?
    a. A spider has eight legs
    b. A spider's body with 2 main divisions
    c. It kills so many insects
    d. It has 4 pairs walking legs and 4 pairs of abdominal spinnerets

24." They never do the least <u>harm</u> to man's belonging." (paragraph 2).
    What's the same meaning of the underlined word?
    a. useless   b. damage   c. bothering   d. intervention

25." Spiders <u>kill</u> so many insect." (paragraph 2). What does the underlined word mean ?
    a. Warm - blooded egg- laying vertebrates characterized by feathers
    b. Any cold-blooded vertebrate
    c. Small air breathing arthropod
    d. The meat of a bird or fowl (wild or domestic) used as food

26. "<u>They</u> are not classified in the class of insect". What does the underlined word refer to?
    a. animals   b. predators   c. invertebrates   d. spiders

The following text is for question no 27 to 29.
Using best teaching method by qualified teachers
You have found the right place to learn English
We are
Join us right now!
Let's speaking English!
100 % money back if you can't speak English
Find us on : Gajah mada Street 47, Air Rambai, Curup.
For more detais visit us on : www.i Tapuih.Com

27. What is the focus of study at the course?
    a. teaching   b. speaking   c. reading   d. writing

28. What does the advertisement offer?
    a. we'll get our money back if we can't speak English
    b. we'll learn the best method to teach English
    c. we'll find Sukowati Street as the right place
    d. We would be a qualified English teacher in this place top of form

29. If you have interested with the ads, what will you do after you read this ads ?
    a. visit on their website
    b. find the location of the company
    c. call the company holder
    d. register by fax

The following text is for questions no 30 to 31.
White Tea
Here are the benefits of drinking white tea, as follow.
1.Lose up to 25 pounds in 25 days
2.3x more antioxidant than green tea

3. Fight fatigue and increase energy level
4. Reduce every fine lines and wrinkles
5. Enhance immune system

30. What's the benefit of drinking White Tea? To ....
   a. reduce antioxidant   c. decrease anergy level
   b. enhance immune system   d. gain up to 3 pounds in a day

31. " Fight <u>fatigue</u> and increase energy level." The underlined word means..........
   a. The pleasure felt when having good time
   b. Act of receiving pleasure from something
   c. Having a strong physiological or chemical effect
   d. Temporary loss of strength and energy resulting from hard physical or mental work

32. My father, together with mother, ... In the garden all day yesterday
      a. is working   b. was working   c. were working   d. has been working

33. At 10 o'clock tomorrow morning, we ...... here to talk about the issues
      a. is sitting   b. sitting   c. will be sitting   d. will sitting

34. My father .. .... A glass of hot tea now
      a. drink   b. to drink   c. is drinking   d. was drinking

35. A : "What are looking for ?
      B : " My wallet, I don't know where I .... It."
      a. have been putting   b. am putting   c. have put   d. was putting

B. ESSAY
This text is for questions no 36 to 37
How to save the Money at the Bank
1. First go to the slip counter
2. Take a deposit slip
3. Fill out the deposit slip by writing your account number, the address and the amount of Money to be saved
4. Bring it at the teller window
5. Endorse by signing at the back
6. Give the teller the money and wait for her to count and print it in your deposit book
7. Take the deposit book back

36.   a. The name of the text above is . . .
      b. Which is done when filling out the deposit sleep ?

37. What is the purpose of the text above ?

38. Change the sentence into passive voice!
    The monkey steals my bananas

Change the sentence into active voice!

39. The battery is being bought by Tono in Ima's shop

40. Complete the sentence using future continuous tense!
    Mrs. Ani .... the flood victims tomorrow at 9 o'clock (visit)

Appendix 13 : Dokumentasi

AUTHOR'S BIO

Rika Muslimah, usually called Rika, was born in Pelalo Village, Sindang Kelingi sub-district, Rejang Lebong district, on June 26, 2001. The youngest daughter of four siblings namely, Wahyudi, Heni, Arif, and Rika. We were born from parents who were very extraordinary and great for us, namely Mr. Salani and the late Mrs. Siti Rukayah. The author first studied at SD Negeri 06 Sindang Kelingi in 2007-2013. Then continued his education at SMP Negeri 3 Sindang Kelingi in 2013-2016. Furthermore, he continued his education at SMA Negeri 9 Rejang Lebong in 2016-2019. After taking secondary education, the author continued his undergraduate education at the State Islamic Institute (IAIN) Curup, Faculty of Tarbiyah, Tadris English Study Program, with perseverance and high motivation to learn, and prayers from parents and relatives to complete his undergraduate education, the author successfully completed in 2024. Hopefully, the writing of this final thesis is able to make a positive contribution to the world of education and add to the treasures of science and is useful for users and others.