

**DEVELOPING HIGHER ORDER THINKING SKILL
(HOTS)-BASED READING ASSESSMENT
INSTRUMENT OF ANALYTICAL EXPOSITION
TEXT USING GOOGLE FORM**

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of
Bachelor of Education in English Language Education



By:

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**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG
2020**



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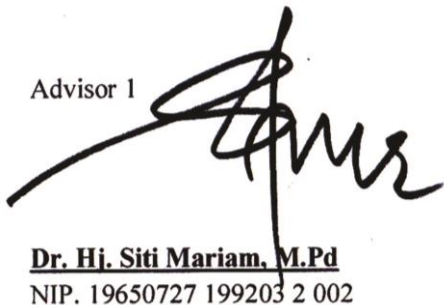
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ABSTRACT

Title : Developing Higher Order Thinking Skill (HOTS)-Based Reading Assessment Instrument of Analytical Exposition Text using Google Form
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This research was aimed to analyze the students' need analysis, to explain the development, to analyze the validity and reliability, and to explain the effectiveness of higher order thinking skill (HOTS)-Based Reading assessment instrument of analytical exposition text using Google form for the eleventh grade of senior high school. Research and Development (R&D) was used as a research design in this research. The subjects of this research were the eleventh grade students that consisted of 20 students as experimental class and 20 students as control class. The instruments used in this research were observation guideline, interview guideline, questionnaire, and test that consisted of pre-test and post-test. The data gathered were analyzed qualitatively and quantitatively. The HOTS of reading assessment instrument was designed for analytical exposition text and developed in the form of Google Form. The result of this research are explained as follow: 1) HOTS reading assessment instrument is needed since students need reading assessment instrument that can encourage their higher order thinking skills; 2) the development of the product was done through the design model proposed by Borg and Gall with the following procedures: need analysis, planning, designing preliminary form of product, preliminary field testing, main product revision, main field testing, and revision; 3) the effectiveness of the product is supported by the result of students' post-test score, that is 76.8 which has higher than the result of students' pre-test score, 60.6 and minimum criteria, 65; the total validation from validator I, II, and III was 83% which indicates that the product is valid. From the result, it can be concluded that HOTS of reading assessment instrument of analytical exposition text using Google Form is effective for encouraging students' higher order thinking skill and can be implemented.

Keywords : *Analytical Exposition Text, Assessment Instrument, Google Form, HOTS*

MOTTO

Man Jadda Wajada

When there is a will, there is a way

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

1. My beloved mother and father, Nur Rokhim and Muslikhah who always support me emotionally and materially with pray, guide, love, and patience.
2. My beloved old and young brother, Wifqi Hisyam Fatihi and Ahmad Farhan Bima Ata who always support me to reach my dream.
3. MA PIM Mujahidin Pati, may this product will be beneficial to support teaching and learning process.
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5. All students of MA PIM Mujahidin Pati, especially the eleventh grade students.

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As human being, the writer realizes that she would not be able to complete this final project without any help of others. Many people had helped the writer during writing this thesis and it would be impossible to mention all of them one by one. In this chance the writer would like to express deep appreciation to:

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Semarang, February 18, 2020

The Writer,

Novi Uhtia Zulfa

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CHAPTER I

INTRODUCTION

This chapter explains about the background of the research, question of the research, objective of the research, significance of the research, specification of the product, and assumption and limitation of the research.

A. Background of the Research

A benchmark to know the amount of students' success in the learning process is by assessment. The assessment information is needed by teachers to assist in determining appropriate program placements and instructional activities as well as in monitoring students' progress.¹ Information from assessment also may be used as the consideration to set the policy of teaching learning process.² Teacher must become knowledgeable regarding educational assessment. Assessment is needed by teacher for some reasons that have been treated by Professor Tumm; to diagnose students' strengths and weaknesses;

¹J. Michael O'Malley and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners; Practical Approaches for Teachers*, (United States of America. Addison-Wesley Publishing, 1996), page 2.

²Siti Tarwiyah, The Appropriacy of Assessment in the Junior High School English Textbook based on the 2013 Curriculum, *Vision Journal* Volume 2 Number 2, 2014, page 56.

to monitor students' progress; to assign grades; and to determine a teacher's own instructional effectiveness.³

According to minister education and culture's regulation (*Permendikbud*) no. 32, 2013 concerning changes to minister education and culture's regulation no. 19, 2005 concerning national education standards explained that the assessment of learning outcomes by educators is carried out continuously to observe the process, study progress of learning and improvement of student learning outcomes on an ongoing basis. This is also done as a source in preparing progress reports on learning outcomes, to assess student competency achievement, and improve the learning process.

In Islamic education, the evaluation or assessment system refers to the evaluation system outlined by Allah in the Qur'an as developed by the Prophet Muhammad. From what has been done by the Prophet in the process of fostering Islamic messages, one of them is explained in Surat al-Baqarah verse 155.

وَلَنَبْلُوَنَّكُمْ بِشَيْءٍ مِّنَ الْخَوْفِ وَالْجُوعِ وَنَقْصٍ مِّنَ الْأَمْوَالِ
وَالْأَنْفُسِ وَالْثَّمَرَاتِ ۗ وَبَشِيرِ الصَّابِرِينَ

³W. James Popham, *Classroom Assessment; What Teachers Need to Know Seventh Edition*. (Great Britain: Ashford Colour Press Ltd., 2014), page 10-14.

“And We will surely test you with something of fear and hunger and a loss of wealth and lives and fruits, but give good tidings to the patient.”

The verse shows that the test given by Allah to His servants is to test the ability of the human faithful to various kinds of life problems faced. Those problems are a little bit of fear, hunger, lack of property, soul and fruits. ⁴The verse is very related to the importance of the assessment carried out by teacher in education process. Likewise, the test given by Allah to His servants, assessment is also a test given by teacher to students to monitor students' progress during the learning process.

During the development of technology, education in Indonesia was faced various challenges that required curriculum development. Based on minister education and culture's regulation (*Permendikbud*) no. 59, 2014 concerning 2013 curriculum of high school in appendix 1 stated that one of the basic curriculum improvements is internal and external challenge. External challenges are related to the current of globalization and various issues related to the environmental issues, technological and information development, the development of creative

⁴Mulyadi, *Evaluasi Pendidikan; Model Evaluasi Pendidikan Pengembangan Model Evaluasi, Pendidikan Agama di Sekolah*, (Malang: UIN Maliki Press, 2010), page 5.

industries, culture, and the development of education at the international level.⁵

Regarding the issue of education development at the international level, 2013 curriculum was designed with various improvements. One of the improvements made to the assessment standard is by gradually adapting international standard assessment models. Assessment of learning outcomes is expected to help students to improve higher order thinking skills (HOTS), because higher level thinking can encourage students to think broadly and deeply about subject matter.

Based on the result of Programme for International Student Assessment (PISA) survey in 2018 which is reported by the Organization for Economic Co-Operation and Development (OECD) showed that Indonesian students rank in reading is 72th of 77 countries. The scores achieved by the Indonesian students is 371, while 555, the highest score is obtained by the students in China (Beijing, Shanghai, Jiangsu and Zheijang). Indonesia's rank is almost the lowest among countries year to year since firstly joined PISA in 2000.⁶

⁵Kemendikbud, 2017. *Modul Penyusunan Soal Higher Order Thinking Skill (HOTS)*: Direktorat Jenderal Pendidikan Dasar dan Menengah Departemen Pendidikan dan Kebudayaan, page 1.

⁶OECD, *PISA 2018 Results (Volume I) : What Students Know and Can Do*, PISA, OECD (Organisation for Economic Co-operation and Development), (Paris: OECD Publishing, 2019), page 301.

One of domain assessed by PISA is reading literacy. It does not focus on technical reading ability such as reading speed. However, PISA tries to find how much students can analyse the text given in relation with their daily life. PISA tries to assess students reading ability deals with these dimensions, “retrieve texts and access them, interpret and integrate texts, reflect and evaluate texts. Unfortunately, based on PISA reading literacy result, it is only 37% of students could answer the problem correctly, and the rest 63% of students had difficulties in answering the question including Indonesian students.⁷ It might because of several factors. First, the problem like what presented above does not only required students to read, but rather problem like what presented above does not only required students to read, but rather they have to think and analyse the problem, then draw a conclusion from it. Students are expected not only to read, but also to find information through analyzing and concluding what they have read from the data showed. Therefore, students’ higher order thinking skill is important and should be trained to students.

The above policy gives implication to the teachers to be more innovative in developing reading assessment instruments HOTS, both in daily assessments, a final assessment of the semester, and school examinations. The assessment developed by

⁷ OECD, *PISA 2018 Results (Volume I) : What Students Know and Can Do* page 301.

the teacher is expected to encourage the improvement of higher-order thinking skills, increase creativity, and build students' independence to solve problems.

Reading literacy should be taught beside all cognitive skills starting from recalling information, to comprehension, application, analysis, synthesis, and evaluation. Consequently, reading comprehension text should be provided with exercises that can develop these skills, that is higher order thinking skills (HOTS). It will become low achievers if students focus on lower order thinking skills (LOTS). In addition, to be good readers, students should use their higher order thinking skill strategies to think about, and control their reading before, during, and after reading a selection.⁸

Along with the development of technology, most teachers in some schools still use written test as a reading assessment. It is a conventional way that takes more papers. Nowadays, the development of technology has highly increased. The world of education changes indirectly. Nowadays the use of technological resources has become a great help to teach English. There are several kinds of these resources that can be used by the teachers in their classrooms. For example, technology offers different

⁸R. Marrier, *Reading Comprehension Techniques for Improving Students' Success in Extracting Useful Knowledge from Text*, (New Jersey: Pearson Education, Inc., 2002.

options to make teaching interesting and more productive because it has ability to catch the attention of language learners.

On 21st century skills, teachers also guided to apply learning processes that are integrated with technology. 21st Century Learning is learning that integrates literacy skills, knowledge skills, skills and attitudes, and mastery of technology. These skills can be developed through various activity-based learning models that are in accordance with the characteristics of competencies and learning materials.⁹

Web technologies are emerging everyday in spite the fact that there are already more than enough applications for people to use, such as Youtube, iTunes, Facebook, Instagram, Blogging, etc.¹⁰ To effectively engage and teach Z generation students, school systems must be outfitted with a prerequisite of ICT resources, and curricula must be designed to promote a collaborative learner-centered environment to which students will relate and respond. As ICT is integrated into classrooms, teachers must have professional development in utilizing social media

⁹Kementerian Pendidikan dan Budaya, *Panduan Implementasi Kecakapan Abad 21 Kurikulum 2013 di Sekolah Menengah Atas*, (Jakarta, 2017), page 4.

¹⁰Y. Liu, Social Media Tools as a Learning Resource, *Journal of Educational Technology Development and Exchange*, Vol. 3, 2010, page 101-104.

instruction.¹¹ In this digital era, the use of ICT in the classroom is important for giving students opportunities to learn and apply the requires 21st century skills.¹²

In connection with this, Google, which has long been in the world of technology, has contributed greatly to the world of education. One of the features that can be used to facilitate learning assessment activity is Google Form. By using google form, learning assessment can be used easily because it just needs internet networking and student can do it wherever and whenever. It is also economical because it doesn't waste a lot of papers and the results or student's responses can be showed automatically and can be seen on Google spreadsheets. It will be more value and be a creation of new assessment without paper. It is also certainly economical and environmentally friendly.

Knowing challenges of education in Indonesia, especially in 21st century, it is important for teachers to equip students with adequate life skills. Problem solving skills are closely related to higher order thinking skills (HOTS). So that teacher should be more innovative in developing assessment instruments. Type of assessment instrument given to students is very influential on the

¹¹Helen B. Boholano, Smart Social Networking; 21st Century Teaching and Learning Skills, *Cebu Normal University, Original Scientific Paper, Research in Pedagogy*, Vol 7, Issue 1, 2017, page 21-29.

¹²Simin Ghavifekr, Thanusha Kunjappan, Logeswary Ramasamy, Annnreetha Anthony, Teaching and Learning with ICT Tools; Issues and Challenges from Teacher's Perceptions. *MOJET (Malaysian Online Journal of Educational Technology)*, Malaysia, Vol 4, Issue 2, 2016, page 38.

development of students' skills. Yet in reality, it is found that the problem in school is the questions that train students' HOTS are not quite available. Teachers have lack of ability in developing assessment instrument. The assessment instrument used by teacher to test students result on cognitive aspects are usually taken from LKS, book, or collection of exam questions, or even searching on the internet that is still dominated with lower order thinking skills (LOTS) questions.

Researcher conducted a preliminary study in the form of need analysis at MA PIM Mujahidin Pati. Based on the observation and interview with English teacher, it was found that the school has provided learning sources such as teaching materials, namely textbooks and student worksheets. But the textbooks and worksheets used only contain material, sample questions, and ordinary questions that do not involve the process of active and creative thinking maximally. The teacher has also made an assessment instrument used to measure student learning outcomes that are usually taken from various sources, textbooks, worksheets or a collection of exam questions. Learning resources used are still dominated by indicators of remembering, understanding and application only. One of them was on exposition text, material used by researcher. The questions used are ordinary questions (routine) and low-level questions, so students are accustomed to the same questions with the example

given by the teacher. When students are given a slightly different problem from the example, students will tend to have difficulty working on the problem.

It was also found that learning activities in this school have not utilized technology maximally. Facilities and infrastructure such as computer labs, computers, wifi are also available in this school. But the utilization of those facilities for learning activities is not maximal. In fact, learning technology both as a science, study program, and profession continues to rapid development. One of the examples is in assessment activities, especially in assessing reading. Most teachers still used old method, using paper-based assessment systems. To assess reading skill, the teacher gives a written test to the students that take more papers. It will take much time for teachers to correct students' answer manually one by one.

Based on the explanation above, researcher conducted a research entitled "Developing Higher Order Thinking Skill (HOTS)-Based Reading Assessment Instrument of Analytical Exposition Text using Google Form". It is hoped by developing HOTS-based reading assessment instrument using google form in this research can trigger and encourage students' critical thinking skills, creativity, confidence (mastering self-reliance) and ICT literacy.

B. Questions of the Research

The problem of this research is focused on:

1. How is the teacher and students need analysis of higher order thinking skill (HOTS)-based reading assessment instrument of analytical exposition text using google form for the eleventh grade of MA PIM Mujahidin Pati?
2. How is the development of higher order thinking skill (HOTS)-based reading assessment instrument of analytical exposition text using google form for the eleventh grade of MA PIM Mujahidin Pati?
3. How are the validity and reliability of higher order thinking skill (HOTS)-based reading assessment instrument of analytical exposition text using google form for the eleventh grade of MA PIM Mujahidin Pati?
4. How is the effectiveness of higher order thinking skill (HOTS)-based reading assessment instrument of analytical exposition text using google form for the eleventh grade of MA PIM Mujahidin Pati?

C. Objectives of the Research

The objectives of this research are:

1. To analyze the students' need analysis of higher order thinking skill (HOTS)-based reading assessment instrument

of analytical exposition text using google form for the eleventh grade of MA PIM Mujahidin Pati.

2. To explain the development of higher order thinking skill (HOTS)-based reading assessment instrument of analytical exposition text using google form for the eleventh grade of MA PIM Mujahidin Pati.
3. To analyze the validity and reliability of higher order thinking skill (HOTS)-based reading assessment instrument of analytical exposition text using google form for the eleventh grade of MA PIM Mujahidin Pati.
4. To explain the effectiveness of higher order thinking skill (HOTS)-based reading assessment instrument of analytical exposition text using google form for the eleventh grade of MA PIM Mujahidin Pati.

D. Significance of the Research

This study is important for these following areas:

a. Theoritically

The results of this research are expected to enrich the knowledge of developing higher order thinking skill of reading assessment instrument of analytical exposition text using google form.

b. Practically

The results of this research are expected to help the readers to take consideration before choosing reading assessment instrument. In addition, this research can be used by the next researchers to get information and reference in conducting relevant studies.

c. Pedagogically

1. Researcher

- a. Providing insight and experience for researchers as prospective educators regarding HOTS assessment tools that can be applied when becoming a teacher.

2. English Teacher

- a. Giving positive contribution for English teachers to increase the quality of learning process by using higher order thinking skills (HOTS) items and utilizing technology.
- b. The product of this research will give new reference for the English teachers to assess higher order thinking skills (HOTS)-based reading.

3. Students

- a. Increasing students' motivation to learn using technology in the learning process.
- b. Increasing students' higher order thinking skills
- c. Students will be easier in carry out the test using the product of this research.

4. School

- a. To give new innovation for developing a higher order thinking skills (HOTS) assessment instrument of reading assessment by utilizing technology.

E. Reason for Choosing the Topic

1. Higher order thinking skills (HOTS)-based reading assessment instruments are still not widely applied in the school
2. Reading assessment instruments used in the school measured lower order thinking skills and have not measured higher order thinking skills
3. The school has completed facilities and infrastructure, but the utilization is not maximal.
4. The application of learning process that are integrated with technology on 21st century skill.
5. Google form is a paperless tools because teacher does not need to print out paper for teaching process.
6. Google form is a practice tools because students' score will be showed automatically.

F. Specification of the Product

1. Assessment instrument is designed based on items that can trigger and encourage students' higher order thinking skills (HOTS)
2. Higher order thinking skill (HOTS)-based reading assessment instrument is designed for the eleventh grade of senior high school
3. Higher order thinking skill (HOTS)-based reading assessment instrument is designed for analytical exposition text
4. The higher order thinking skill (HOTS)-based reading assessment instrument of analytical exposition text will be developed in the form of google form
5. The assessment instrument is based on the 2013 curriculum using Bloom's Taxonomy of the cognitive domain, consists of applying (C4), analyzing (C5), and creating (C6).
6. The result of HOTS of reading assessment instrument will be collected automatically and can be seen in the Spreadsheet, which is an application like Ms. Office Excel.
7. The content of the google form will be divided into three parts; the first part is description and instruction, the second part is students' identity which is containing name, class, and absent number, and the third part is question items.

8. The eligibility criteria of this instrument of reading assessment includes the components of materials, constructions and language.

G. Limitation of the Research

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. The limitations of this research are as follows:

1. Higher order thinking skill (HOTS)-Based Reading assessment instrument is designed for analytical exposition text.
2. The assessment instrument is based on the 2013 curriculum using Bloom's Taxonomy of the cognitive domain, consists of applying (C4), analyzing (C5), and creating (C6).
3. This media will be responded by students.
4. This instrument of reading assessment will be reviewed and assessed by language expert and material expert to give suggestion and respond to the product. Material expert is English teacher of MA PIM Mujahidin Pati. Language expert is the lecturer who has knowledge of higher order thinking skill (HOTS)-Based Reading and assessment instrument.
5. The eligibility criteria of this instrument of reading assessment includes the components of materials, constructions and language.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains about previous researches, theoretical review, and conceptual framework.

A. Previous Research

1. The first is a research written by Syukrul Hamdi, Iin Aulia Suganda, Nila Hayati (2018) entitled “*Developing Higher Order Thinking Skill (HOTS) Test Instrument Using Lombok Local Cultures as Contexts for Junior Secondary School Mathematics*”.¹³ The study was aimed at producing a valid and reliable higher-order thinking skill (HOTS) test instrument using Lombok local cultures as contexts in the junior secondary school mathematics subject matter. The study is developmental research which applied the seven steps of gathering initial information, planning, development of first draft and expert validation, limited-scale try out/readability, revision of the first draft, field try out, and revision of the final product.

The field try-out was conducted in two grade VIII classes in two junior secondary schools. These schools were

¹³Syukrul Hamdi, Iin Aulia Suganda, Nila Hayati, “Developing Higher Order Thinking Skill (HOTS) Test Instrument using Lombok Local Cultures as Contexts for Junior Secondary School Mathematics”, *REID (Research and Evaluation in Education)*, (Vol. 4 (2), 2018) page 126-135.

MTs. Muallimin NW Pancor and MTs. NW Pancor. This tryout involved 75 students. The resulting data were analyzed using classical test theories of difficulty levels, discriminating powers, and functioning distractors. The test validity is assessed using the Aiken formula and reliability is estimated by Cronbach Alpha.

The final product of the study was a HOTS test instrument using Lombok local cultures as contexts for junior secondary school mathematics consisting 15 multiple choice test items with four options.

Findings show that the 15 multiple choice test items were valid and reliable and had the characteristics of good test items with a medium-rated difficulty level average of 0.28, a good-rated discriminating power of 0.31), a good-rated reliability coefficient of 0.79, and all distractors well-functioning.

After analyzing this research, the writer found that the product developed was very good. It had a strength that the product using Lombok local cultures in developing higher order thinking skills test instruments. This product is suitable to be used in the learning process after passing the validation test by several experts.

The similarity found from this research to the writer's research is focused on developing higher order thinking skills

(HOTS) assessment instrument by using the same research design. It is Research and Development (R&D).

The differences found from this research are: the subject, object, location, material of HOTS assessment developed in this research. In this research the subjects were the students of grade VIII of MTs. Muallimin NW Pancor and MTs. NW Pancor and the object was developing higher order thinking skills (HOTS) test instrument using Lombok local culture, while my subject will be the students of the eleventh grade of MA PIM Mujahidin in Pati and the object will be developing a higher order thinking skill (HOTS)-Based Reading assessment instrument of analytical exposition text using google form. The developed product in the research was printed in paper. Meanwhile, product developed by the researcher will be less paper and will be in the form of google form.

After analyzing this research, the writer conducts a better research by developing HOTS of reading assessment instrument in the form of google form and asking some experts to give judgements to the product developed. Beside that, the writer also will test the developed product to students by doing small scale trial and big scale trial to know the effectiveness of the product.

This research is very useful for me since the research has the same method and data collection techniques. It will help the writer to arrange the better research.

2. The second is a research written by Rifki Nurlaili Hidayat, Dwi Rukmini, Dwi Anggani Linggar Bharati (2019) entitled “*Developing Problem-Solving Based Assessment to Stimulate Critical Thinking and Creativity of Students’ Writing Skill*”.¹⁴ This research was designed in the form of Research and Development (R&D) based on Borg and Gall (1983) theory. The steps of research and development in this study were simplified into three main stages, and every stage has some main activities. The first stage was Define and Design Stage. This stage consists of two main activities; (a) research and collecting information, (b) planning to design writing assessment. The second stage was Development Stage. This stage also consists of two main activities; (a) developing of preliminary form of writing assessment, (b) try out of developed product. And the third stage was Final Stage; producing final product in the form of a set of assessment (module) to develop problem solving writing assessment to stimulate the students’ critical thinking and creativity.

¹⁴Rifki Nurlaili Hidayat, Dwi Rukmini & Dwi Anggani Linggar Bharati, “Developing Problem-Solving Based Assessment to Stimulate Critical Thinking and Creativity of Students’ Writing Skill”, *English Education Journal*, Universitas Negeri Semarang, Indonesia, EEJ 9 (2) (2019) 164-171.

The subjects of this study were the English teacher and tenth grade students of SMA Sultan Agung 1 Semarang in the academic year 2017/2018. The researcher used observation checklist, questionnaires, test and interview as the instruments in collecting the data. To get the information about the existing assessment used by the teacher in order to analyze the students' need, researchers conducted preliminary research by observing the documents relating to the writing assessment. Besides using the observation, the researchers also collected the information through interview and questionnaire towards the English teacher and the students.

Validation process in this research was carried out by two experts judgment. The validation was carried out in two stages; the validation of lesson plan and the validation of assessment product. The results of the test showed that the problem-solving writing assessment had positive effect toward the students' critical thinking and creativity. It can be seen from the students' mean score in pre-test and post-test. The results of the statistical tests showed a significance value lower than the significance level $\alpha = 0.05$, so it could be concluded that the developing problem-solving based assessment module was effective to stimulate the students' critical thinking and creativity especially in writing skill.

The product from this research became very useful since it has some similarities. Those similarities are the researcher used same research design, Research and Development (R&D) and same method of collecting data; observation, questionnaires, test and interview.

On the other hand, some differences were also found in this research. The developed product from this research is problem solving based assessment to stimulate critical thinking and creativity of students' writing skill, while my research will be higher order thinking skills (HOTS)-Based Reading assessment instrument of analytical exposition text using google form. The skill focus of this research is writing skill while in my research will be reading skill. The product in this research was printed out in papers, while my research will be in the form of google form. It is more paperless because it does not need to print out the instrument, but students can do it online.

3. The third thesis is written by Fricilia Dermawati Naarendra (2019), entitled "*Pengembangan Instrumen Penilaian Berbasis HOTS pada Kompetensi Dasar Menerapkan Buku Jurnal Kelas X Akuntansi SMK*".¹⁵ The research aimed to find out how to develop assessment instrument based on HOTS in

¹⁵Fricilia Dermawati Naarendra, "*Pengembangan Instrumen Penilaian Berbasis HOTS pada Kompetensi Dasar Menerapkan Buku Jurnal Kelas X Akuntansi SMK*", Universitas Sanata Dharma, (Yogyakarta; 2019).

the basic competency by applying journal book at the tenth grade of accounting class of vocational high school. This research is a Research and Development (R&D) that used 8 steps of Suryabrata model development. Those are: (1) specification development test, (2) writing test items, (3) analyzing test items, (4) assembling test items, (5) trying out test items, (6) analyzing test items, (7) selecting and assembling test items, and (8) printing test items. The result of the try out test items was analyzed by using QUEST program.

The result of the research showed that mean of INFIT MSQ is 1,0 and SD is 0,15. From the analysis obtain an information which the most difficult items are item number 12, 19, 33 and the easiest items are 2, 24, 35, 40 items are stated fit and match with Rasch model with the acceptance limit. Therefore, all of the items about applying journal book is worthy to become an instrument for all teachers to reveal the mastering basic competition of the journal book.

According to this research, there are similarities and differences with my own research. The similarity is the researcher used same research design, Research and Development (R&D), but the model used is different. This research used Suryabrata model development, while my own research will use Borg and Gall model.

The other differences also was found. The product from this research is assessment instrument based on HOTS in the basic competency by applying journal book and the product was printed out in papers. While my research will be higher order thinking skills (HOTS) reading assessment instrument of analytical exposition text using google form.

The product from this research becomes very useful since the assessment instrument is not only measured low order thinking skill, but also higher order thinking skill that consisted of analyzing (C4), evaluating (C5), and creating (C6). The assessment of instrument in this research consists of 40 questions with 5 alternative answers. It is also found from this research that the researcher prints out 100 assessment instruments and 260 answer sheets to be used as try out in some schools. It takes a lot of papers and not economical. So, the writer intends to conduct a better research by developing an assessment instrument in the form of google form. It is to make the developed product becomes more paperless and economical.

4. The fourth is a research written by Merta Dhewa Kusuma, Undang Rosidin, Abdurrahman, and Agus Suyatna (2017) entitled "*The Development of Higher Order Thinking Skill*

(HOTS) Instrument Assessment in Physics Study”.¹⁶ This research adopted Research and Development with the research design used is the model proposed by Borg and Gall which consists of 10 development steps. However in this research is used 7 steps only, which consist of 1) research and collect the information, 2) planning, 3) the development of early product, 4) limited try out, 5) the revision of early product, 6) field try out, and 7) the revision of final product.

The purpose of this research is to determine the indicators and the effectiveness of the HOTS assessment instrument as assessment for learning for a high school students. The developed product in this research is instrument assessment to train student’s higher order thinking (HOTS) that was developed based on HOTS indicators. It consists the ability to analyze (C4), evaluate (C5), and create (C6).

The conclusions of this research showed that there had been developed an instrument assessment of HOTS with HOTS indicators in static fluid material based on cognitive dimension process in form of analyzing ability (C4), evaluating (C5), and creating (C6), as well as knowledge

¹⁶Martha Dhewa Kusuma, Undang Rosidin, Abdurrahman, Agus Suyatna, “The Development of Higher Order Thinking Skill (HOTS) Instrument Assessment in Physics Study”, *IOSR Journal of Research & Method in Education (IOSR-JRME)* e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 7, Issue 1 Ver. V (Jan. - Feb. 2017), PP 26-32 (Lampung: Lampung University Indonesia, 2017).

dimensions in form of factual knowledge, conceptual procedure, and metacognitive. The result also showed that instrument assessment of HOTS as assessment for learning is effective to train student's HOTS as well as effective in measuring student's thinking ability based on each student's HOTS level.

The similarity found from this research to the writer's research is focused on developing higher order thinking skills (HOTS) assessment instrument by using the same research design. It is Research and Development (R&D).

The differences found from this research are: the subject, object, location, material of HOTS assessment developed in this research. In this research the subjects were the students of 3 schools in Lampung; SMA Negeri 1 Kotabumi, MA Muhammadiyah Abung Kunang Kotabumi, SMA Al-Anshor Way Bayas Gadingrejo Pringsewu and the object was developing higher order thinking skills (HOTS) test instrument in physics study, while my subject will be the students of the eleventh grade of MA PIM Mujahidin in Pati and the object will be developing a higher order thinking skill (HOTS)-Based Reading assessment instrument of analytical exposition text using google form.

After reviewing this research, the writer found that this research is very good since the research is conducted in

some schools. It makes the result of the research becomes more valid. The developed product in the research was printed in paper. Meanwhile, product developed by the researcher will be less paper and will be in the form of google form.

5. The last is a research written by Siti Mariam, Saleh M., Warsono, & Mujiyanto, J. (2018) entitled “*Using the Rasch Model for the Affective Assessment of EFL Learners*”¹⁷ This research was an educational reserach and development. In this research, the researchers developed a Rasch Model to assess students’ affective. The aims of this research were to (1) explain the way in which affective aspects improve students’ English achievement, (2) explain the formulation of an affective assessment for EFL learners using the Rasch Model.

This research and development approach was employed as the basis to develop rating scale model as an instruments measuring the students’ affective aspects in EFL classroom. The data were analyzed using the Rasch Model. The validity and reliability, in the small-scale field tryout were item reliability 1.00 and person reliability 0.93. Meanwhile, item validity was 0.90 and person validity 0.87 was used in the large-scale field one.

¹⁷Siti Mariam, Saleh M., Warsono, & Mujiyanto, J., “Using the Rasch Model for the Affective Assessment of EFL Learners”, *Arab World English Journal*, (Vol 9 (2): 2018), page 441-445.

The result of this study shows that: (1) there are five affective dimensions or variables developed in this study. They are attitude, motivation, interest, self-concept, and personal value. The five dimensions consist of 24 aspects or sub variables and 35 indicators that became the basis of constructing the 120 item instrument, and as inventory rating scale model. It can be inferred that the affective measuring instrument with the 120 items of statement has a model fit with the data. It means that the model is able to estimate population covariance matrix which is not different from the sample covariance matrix so that the estimation result becomes a basis for generalization.

The similarity found from this research is the writer used the same research method (R&D). The differences found from this research are in the research focus, research subject, research instrument, and data analysis technique. The focus of this research was developing a Rasch Model to assess students' affective. The subjects of this research were the students of Education and Teacher Training Faculty, Walisongo State Islamic University. The instruments used in this research were inventory, self report or affective scale. The technique of data analysis was then analyzed by using descriptive qualitative and quantitative.

B. Literature Review

1. Development of Assessment Instrument

a. Definition of Assessment Instrument

Assessment instrument or also called an evaluation tool is something that can be used to carry out tasks or carry out goals more effectively and efficiently. In the evaluation process, the function of the tool also to obtain better results in accordance with the reality evaluated.¹⁸

An assessment can be done by test or non-test methods. The test method is chosen if the responses collected can be categorized as true or false (KD-KD in KI-3 and KI-4). If the responses collected cannot be categorized as true or false, the non-test method is used (KD-KD in KI-1 and KI-2).¹⁹

A test was an instrument used to obtain the information about students' competence development should have a good quality and be developed in accordance with the procedures of instrument development.

From the explanation above, it can be concluded that assessment instrument is an evaluation tool used to

¹⁸Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2002), page 26.

¹⁹Permendikbud RI No. 81A tahun 2013 tentang Implementasi Kurikulum Pedoman Umum Pembelajaran Lampiran IV, page 30.

carry out tasks and to obtain information about students' competence.

b. Rules for Writing Test Instruments

There are several assessment techniques and tools that can be used by teachers as a means to obtain an information about the learning conditions of students. Assessment techniques are methods of assessment that can be used by the teachers to obtain information. The use of those techniques and tools must be adapted to the objectives of the assessment, the time available, the nature of the tasks performed by the students, and the amount of learning material that has been delivered to the students.

In the 2013 curriculum, assessment can be done by tests. The test method can be a written test or performance test. A written test is a test with questions and answers are presented in writing to measure or obtain information about the abilities of the students.²⁰ Based on Minister Education and Culture's Regulation (*Permendikbud*) no. 81A, 2013 there are two forms of written tests: 1) questions by selecting the answer (selected response), including: multiple choice, true-false, and matching; and 2) questions with supplying answers (supply response),

²⁰Depdiknas. *Panduan Penilaian oleh Pendidik dan Satuan Pendidikan untuk Sekolah Menengah Atas*. (Jakarta: 2017), page 24.

including: filling or completing, objective description, and non-objective description.²¹

In developing a written test instrument, especially developing higher order thinking skills (HOTS) questions, test maker must follow the steps as follows:

- 1) Analyze basic competence (KD) that can be used as HOTS questions

Before making the questions, teacher should analyze KD that can be used as HOTS questions. Not all KD can be made into model of HOTS. So, teacher should choose KD that involve operational verb (KKO) at the cognitive domain of C4 (analyzing), C5 (evaluating), and C6 (creating).

- 2) Arrange blueprint of the questions

Blueprint is the specification used as a guidance or reference for making questions. Blueprint is needed to help teacher in: a) determine the minimum ability of demands in KD that can be used as HOTS question, b) choose subject matter related to basic competence to be tested, c) formulate indicators of questions, d) determine cognitive levels.

- 3) Formulate interesting and contextual stimulus

²¹Permendikbud RI No. 81A tahun 2013 tentang Implementasi Kurikulum Pedoman Umum Pembelajaran Lampiran IV, page. 30

The stimulus used must be attractive. It means that the stimulus must be able to push students to read stimulus. Interesting stimuli are generally new, not yet read by students, or issues that are being raised. While contextual stimulus means stimulus that is in accordance with reality daily life, and encourage students to read.

There are some things that need to be considered to arrange stimulus about HOTS:

- Choose some information in the form of pictures, graphs, tables, discourses, etc. that have interrelationship in a case;
 - Stimulus should demand ability of interpret, look for relationships, analyze, conclude, or create;
 - Choose contextual and interesting cases / problems which motivates students to read (except for subjects language, history may not be contextual); and
 - Directly related to questions (subject matter), and function.
- 4) Write the questions based on blueprint and rules for writing test instruments. In writing test instruments, there are 3 aspects of the study; material aspect,

construction aspect, language aspect, and one additional rule.²²

a. Material

- Problem in accordance with the indicator
- Problem using an interesting stimulus (new, encouraging learners to read)
- Problem using contextual stimuli (pictures/graphics, text, visualization, etc., in accordance with the real world)
- Problem measure the level of cognitive reasoning (analyze, evaluate, create)
- The answer is implied in the stimulus
- Problem is not routine
- Homogeneous and logical answer choices
- Each question there is only one correct answer.

b. Construction

- The subject matter defined by a short, clear, and unequivocal
- The formulation of the subject matter and response options are statements that needed it

²²Kementerian Pendidikan dan Kebudayaan, “*Modul Penyusunan Soal Keterampilan Berpikir Tingkat Tinggi (Higher Order Thinking Skill) Bahasa Inggris SMA*”, (Jakarta; Direktorat Jenderal Pendidikan Dasar dan Menengah Departemen Pendidikan dan Kebudayaan, 2019), page 49.

- The subject matter did not give instructions to the answer key
- The subject matter is free from double negative statement
- Pictures, graphs, tables, diagrams, or the like is clear and functioning
- The length of the answer choices are relatively the same
- Choice answers do not use the expression “all the answers to the above one” or “all the answers to the above are true” and the like
- Answer choices that shaped figure/time arranged in order of size numbers or chronology
- Those items are not dependent or another item.

c. Language

- Using appropriate language to Indonesian rule, for regional languages and foreign languages according to the rule
- Do not use the language of the applicable local/taboo
- Problem using a communicative sentence

- Answer choices does not repeat the word/group said the same, except one unified understanding.²³

d. Additional rule

- Problem does not contain elements SARAP3K (tribe, religion, race, intergroup, pornography, politics, propaganda, and violence)
- 5) Compile the scoring guidelines according to the type of question used.²⁴

In arranging multiple choice test items, test makers must pay attention to the levels of questions in the cognitive domain, such as those developed by Benjamin S. Bloom. For teachers and practitioners of education, the word cognitive level is often abbreviated as "C" (from cognitive words).

The levels in the Bloom Taxonomy have been used almost half a century as a basis for the preparation of educational goals, preparation of tests, and curricula around the world. However, in 2001 a book entitled *A Taxonomy for Learning, Teaching, and Assessment: A Revision of Bloom's Taxonomy of Educational Objectives*

²³Depdiknas Panduan Penilaian oleh Pendidik dan Satuan Pendidikan untuk Sekolah Menengah Atas....., page 25-26

²⁴Kementerian Pendidikan dan Kebudayaan, *Modul Penyusunan Soal Keterampilan Berpikir Tingkat Tinggi*....., page 14.

compiled by Lorin W. Anderson and David R. Krathwohl.²⁵ Bloom's Taxonomy of the cognitive domain that was revised by Anderson and Krathwohl namely: remembering, understanding, applying, analyzing, evaluating and creating.²⁶

c. Written Test of Multiple Choice

Higher order thinking skills (HOTS) can be assessed through assignments and tests arranged based on aspects and indicators provided on HOTS. Sugrue (1994, 1995) collected information from several studies in the model of problem solving, and identified the three formats used to measure HOTS, those are: choosing answers (multiple choice questions, matched questions), generating (questions with short answer, essays, and performance), and explaining (giving reasons for a choice or answer to a question).

The focus of this study is developing HOTS assessment instrument to assess reading skills in English subjects especially exposition text in the form of google form. The developed instrument will be multiple choice or

²⁵Widodo, A. Revisi Taksonomi Bloom dan Pengembangan Butir Soal, *Buletin Puspendik*. 2006, 3(2): 18-19.

²⁶Lorin W. Anderson and David E. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, (New York: Addison Wesley Longman, Inc., 2001), page 63-87.

called an objective test. Referring to the 2013 curriculum, this objective test is called a test of selected response. This test consists of multiple choice tests in the form of google form.

Multiple choice items are made up of an item stem, or the main part of the item at the top, a correct answer, which is obviously the choice (usually, a., b., c., d., or e.) that will be counted correct, and the distractors, which are those choices that will be counted as incorrect. These incorrect choices are called distractors because they should distract, or divert, the students' attention away from the correct answer. There are five potential pitfalls for multiple choice items:²⁷

- 1) Teachers should avoid unintentional clues (grammatical, phonological, morphological, and so forth) that help students to answer an item without having the knowledge or skill being tested.
- 2) Teachers should also make sure that all the distractors are plausible. If one distractor is ridiculous, that distractor is not helping to test the students.
- 3) In order to make a test reasonably efficient, teachers should double-check that items contain no needless redundancy.

²⁷James Dean Brown, *Testing in Language Programs*, (Upper Saddle River, NJ: Prentice Hall Regents, 1996), page 54-57.

- 4) Any test writer may unconsciously introduce a pattern into the test that will help the students who are guessing to increase the probability of answering an item correctly.

In addition, every form of test are good and there is no the best one among them. Both multiple choice or essay has its advantages and disadvantages. According to Nitko & Brookhart, there are the advantages of multiple choice test:²⁸

- 1) Multiple choice tests can be used to assess many of learning objectives than other form of test
- 2) Multiple choice tests do not require students to write and elaborate their answers, so it can reduce the possibility of students who have less knowledge to accomplish their answers, because according to some people this is a weakness
- 3) Multiple choice tests focus on reading and thinking skills
- 4) By using multiple choice tests, students have a small chance to guess the correct answer than true or false tests

²⁸Nitko & Brookhart, *Educational Assessment of Student*, (Boston MA: Pearson Education, 2011), page 169.

- 5) Distractors chosen by students might be able to provide information that on those competencies students still found difficulties.

Based on the explanations above, the researcher chooses multiple choice test than other form of tests. There are many advantages that can be obtained than other forms of tests. The teacher is also easier in compiling scoring rubrics and does not require much time in checking students' answers, unlike essay test. Especially in this research, students' answers will be showed automatically in the Google form.

2. Higher Order Thinking Skills (HOTS)

a. Definition of Higher Order Thinking Skills

Students in the 21st century are faced with an era of globalization that requires adequate life skills. Life skills are needed in dealing with problems until solutions are found. Problem solving skills are closely related to higher order thinking skills (HOTS). In the current 2013 curriculum revision, it is also emphasized to integrate higher order thinking skills in teaching and learning process.

Related to the definition of higher order thinking skills, King FJ, Ludwika Goodson., & Faranak R. defines that higher order thinking skills (HOTS) is a critical

thinking skills, logical, reflective, metacognitive, and creative.²⁹ These abilities will increase when people face problems that are not familiar, uncertainties, or a new phenomenon in difficult situation of difficult decision.

Furthermore, Heong stated that : *“Higher order thinking is using the thinking widely to find new challenge. Higher order thinking demands someone to apply new information or knowledge that he has got and manipulates the information to reach possibility of answer in new situation.”*³⁰

According to Krathwol indicators to measure the high level thinking skills include: analyzing, evaluating, creating. Thus, HOTS is a thinking skills that not only requires the ability to remember, but also other higher capabilities include the ability to analyze, evaluate and create.

Based on the definitions above, it can be concluded that higher order thinking skills is critical thinking abilities that occurs when student obtains new knowledge, stores to their memory, then their knowledge is corelated, organized and evaluated to solve a specific purpose in a new

²⁹King, Ludwika Goodson, and Faranak Rohani, *Higher Order Thinking Skills: Definition, Teaching Strategies, Assessment*. (2012), page 1.

³⁰M. Y. Heong, Othman, dkk. The Level of Marzano Higher Order Thinking Skills Among Technical Education Studens. *International Journal of Social and Humanity*, Vol. I, No. 2, July 2011, page 121-125.

situation. It also can be said that higher order thinking skill is not only ability to remember, but also abilities to analyze, evaluate and create.

b. Characteristics of Higher Order Thinking Skills (HOTS) Questions

HOTS questions are assessment instruments used to assess higher-order thinking skills. It consists the ability to think that is not just a recall, restate, or refer without doing processing (recite). HOTS questions in the context of the assessment assess the ability of: 1) transferring one concept to another, 2) processing and applying information, 3) looking for links from different kinds of information, 4) using information to solve problems, and 5) analyzing ideas and information critically.³¹

While Susan M. Brookhart defines three categories of assessment capabilities HOTS as follows: (1) the ability to transfer the concept to another concept, a high-level thinking skills as a form of knowledge possessed the ability to connect with others who are not familiar situations; (2) critical thinking skills (critical thinking skills), is the ability to understand the problems of logic, reflective thinking skills, the ability to argue that can be focused to take a decision or do something; and (3) the ability of problem

³¹I Wayan Widana, *Penulisan Soal HOTS untuk Ujian Sekolah*.(Jakarta: Direktorat Pembinaan SMA, 2016), page 3.

solving (problem solving), namely the ability to find a new way, a solution that is not common, defining the problem creatively.³²

In addition, based on *Modul Penyusunan Soal HOTS* published by *Direktorat Pembinaan SMA Ditjen Pendidikan Dasar dan Menengah*, characteristics of HOTS questions are as follow:³³

1) Measure the ability of a high level

Higher order thinking ability includes the ability of problem solving, critical thinking, creative thinking, reasoning, and decision making. The ability to think at a higher level is one of the important competencies in the modern world, so every student should have this competencies.

HOTS questions are often considered same as difficult questions. Difficult question is not same as higher order thinking. For example, to know the meaning of an unfamiliar or uncommon word might have a very high of difficulty level, but the ability to answer that problem does not include higher order

³² Susan M. Bookhart, *How to Assess Higher Order Thinking Skills in Your Classroom*, (Alexandria, VA: ASCD, 2010).

³³Direktorat Pembinaan SMA Ditjen Pendidikan Dasar dan Menengah, *Modul Penyusunan Soal Higher Order Thinking Skills (HOTS)*, (Direktorat Pembinaan SMA Direktorat Jenderal Pendidikan Dasar dan Menengah Departemen Pendidikan dan Kebudayaan: Jakarta, 2017), page 4 – 5.

thinking skills. Thus it can be concluded that HOTS questions are not necessarily questions that have high difficulty level.

Creativity to solve problems in HOTS consists of:

- a. Ability to solve unfamiliar problems;
- b. Ability to evaluate the strategies used to solve problems from different perspectives;
- c. Ability to find new solving problem models that are different from previous ways.

2) Based on contextual issues

HOTS questions are assessment based on real situations in daily life or it can be said that HOTS questions loads stimulus in the form of case (based on case). Case can be removed from the real situation in everyday life (contextual), such as the issue faced by the world today like information technology, science, economics, health, education, character, and infrastructure. This definition also includes how students' skills to relate, interpret, apply and integrate knowledge in learning process to solve problems in real contexts.

Here are five characteristics of contextual assessment, which is abbreviated REACT.

1. Relating, assessment is directly related to the context of real life experiences.
 2. Experiencing, assessment emphasized on exploration, discovery and creation.
 3. Applying, an assessment that demands the ability of students to apply knowledge gained in the classroom to solve real problems.
 4. Communicating, an assessment that demands the ability of students to be able to communicate conclusions models at the conclusion context of the problem.
 5. Transferring, assessment that demands the ability of students to transform concepts of knowledge in the classroom into new situations or contexts.
- 3) Using various forms of tests

The use of various forms of tests aims to provide more detail and comprehensive information about the ability of test takers. This is important to ensure the principle of assessment, objective. It means that the results of assessments conducted by teachers can describe the ability of students according to actual situation.

There are several alternative forms of tests that can be used to arrange HOTS questions, such as those used

in the PISA test model; 1) multiple choice; 2) complex multiple choice (true / false, or yes / no); 3) short or complete entries; 4) short answers and 5) essays.

For assessments conducted by schools, it is recommended to use a multiple choice test or essay test. This is based on the large number of students in the school, meanwhile scoring must be done as soon as possible. However, the selection of form of test must also be arranged based on the purpose of assessment.

c. Cognitive Level of Higher Order Thinking Skills (HOTS)

Anderson and Krathwohl classifies Bloom's thinking skill into two categories that is Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS). Lower Order Thinking Skills (LOTS) consists of remembering, understanding and applying. Meanwhile Higher Order Thinking Skills (HOTS) consists analyzing evaluating, and creating.

The table below explains the description and keyword of Bloom's Taxonomy:³⁴

³⁴ Lorin W. Anderson and David E. Krathwol, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, (New York: Addison Wesley Longman, Inc.), page 67-68.

Category	Key Words	
Remembering: can the student recall or remember the information?	Mention the definition, imitate the pronunciation, state the structure, pronounce, repeat, state	LOTS – Lower Order Thinking Skill
Understanding: can the students explain the concept, principle, law or procedure?	Classify, describe, explain the identification, placed, report, explain, translate, paraphrased.	
Applying: can students apply their understanding in new situation?	Choosing, demonstrating, acting, using, illustrating, interpreting, arranging schedule, making sketch, solving problem, writing	
Analyzing: can students classify the sections based on their difference and similarity?	Examining, comparing, contrasting, distinguish, doing discrimination, separating, test, doing experiment, asking	HOTS – Higher Order Thinking Skill
Evaluating: can students state either good or bad towards a phenomenon or certain object?	Giving argumentation, defending, stating, choosing, giving support, giving assessment, doing evaluation	
Creating: can students create a thing or opinion?	Assemble, change, build, create, design, establish, formulate, write.	

Table 1.1 Description and keyword of Bloom's Taxonomy

Based on the table, there are several similar operational verbs (KKO), but in different domains. This difference often appears when the teacher determines the realm of KKO to be used in writing indicator problems. To minimize these problems, *Puspendik* classifies it into 3 cognitive levels, namely: 1) level 1 (knowledge and understanding), 2) level 2 (application), and 3) level 3 (reasoning).³⁵

The following is a brief explanation of each level:³⁶

1. Level 1 (Knowledge and Understanding)

The cognitive level of knowledge and understanding includes the cognitive dimensions of remembering (C1) and understanding (C2). The characteristic of questions at first level is measuring factual knowledge, concepts, and procedural. Questions item at this level may be a difficult category problem, because to answer the question students should remember some formulas or events, memorize definitions, or mention the steps (procedures) to do something. But question at this level is not a HOTS question. Examples of frequent KKO

³⁵Kementerian Pendidikan dan Kebudayaan, *Modul Penyusunan Soal Keterampilan Berpikir Tingkat Tinggi (Higher Order Thinking Skills) Bahasa Inggris SMA*, (Jakarta: Direktorat Pembinaan Sekolah Menengah Atas, 2019), page 7.

³⁶Kementerian Pendidikan dan Kebudayaan, “*Modul Penyusunan Soal Keterampilan Berpikir Tingkat Tinggi*”, page 7-10.

used are: mention, explain, differentiate, count, register, declare, and others.

2. Level 2 (Application)

Questions at the cognitive level of application require higher abilities than the level of knowledge and understanding. The cognitive level of application includes cognitive dimension of applying (C3). The characteristics of the problem at this level are measuring ability: a) using certain factual, conceptual, and procedural knowledge to other concepts in subject matter, similar subject, or other; or b) applying certain factual, conceptual, and procedural knowledge to solve routine problems. Students should be able to remember some formulas or events, memorize definitions/concepts, or mention the steps (procedures) to do something to answer questions in this level. Then the knowledge is used for other concepts or to solve contextual problems. But the questions at level 2 are not HOTS questions. Examples of KKO that are often used are: apply, use, determine, calculate, prove, etc.

3. Level 3 (Reasoning)

The level of reasoning is the highest level of higher order thinking skills, because to answer questions at this level, students should be able to remember, understand,

and apply factual, conceptual, and procedural knowledge and should have high logic and reasoning to solve contextual problems (real situations that are not routine). The level of reasoning includes cognitive dimension of analyzing (C4), evaluating (C5), and creating (C6).

a. Analyzing (C4)

Analyzing involves breaking material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose.³⁷ Cognitive dimension of analyzing (C4) requires students' ability to specify aspects / elements, describe, organize, compare, and find implied meaning.

b. Evaluating (C5)

Evaluating involves making judgments based on criteria and standards.³⁸ Cognitive dimension of evaluating (C5) demands students' ability to form hypotheses, criticize, predict, judge, test, justify or blame.

³⁷ Lorin W. Anderson and David E. Krathwol, *A Taxonomy for Learning*..... page 79-78.

³⁸Lorin W. Anderson and David E. Krathwol, *A Taxonomy for Learning*..... page 83-84.

c. Creating (C6)

Creating involves putting elements together to form a coherent or functional whole and reorganizing elements into a new pattern or structure.³⁹ Cognitive dimension of creating (C6) requires students' ability to design, build, plan, produce, find, renew, perfect, strengthen, beautify, and compose. Problems at the level of reasoning are not always difficult questions. Characteristics of questions at this level are demanding students' ability to use reasoning and logic in making decisions (evaluating), predicting & reflecting, and the ability to devise new strategies to solve non-routine problems. Operational verbs (KKO) often used are: describe, organize, compare, arrange hypotheses, criticize, predict, assess, test, conclude, design, build, plan, produce, find, renew, perfecting, strengthening, beautifying, and composing.

3. Reading

a. Definition of Reading

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Reading is really important to be taught because students can get much information. Reading is also important for

³⁹Lorin W. Anderson and David E. Krathwol, *A Taxonomy for Learning*..... page 85-88.

students in their daily activities, such as read the instruction, direction, or advertisement. According to Grabe, “reading...may be quite demanding in educational, professional, and occupational settings.”⁴⁰

Another definition about reading comes from Nunan, He said that “reading is a set of skill that involves making sense and deriving meaning from the printed word”.⁴¹ It explained there are some skills in reading to understand the meaning of text, such as recognizing the symbol of language. Nuttal defined reading into groups of words: 1) understand, interpret, meaning, sense, etc., 2) decode, decipher, identify, etc., and 3) articulate, speak, pronounce, etc.⁴²

It can be concluded that reading is an activity that is usually done by people in the academic or occupational context to achieve its objectives. Reading is also an activity needed to build the meaning of a book in order to understand the context. To find the information, the reader should have some skills, such as recognizing the symbol of language that the reader wants to read.

⁴⁰William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), page 5.

⁴¹David Nunan, *Practical English Language Teaching Young Learner*, (New York: McGraw Hill Companies, Inc., 2005), page 68.

⁴²Christine Nuttal, *Teaching Reading Skills in a Foreign Language*, (Oxford: Heinemann, 1989), page 2.

b. The Objectives of Reading

In reading a text, many people thought that reading tends to focus primarily on the purpose of the activity, even if reading is done for pleasure it is still purposeful. Williams (1984) usefully classifies reading into (a) getting general information from the text, (b) getting specific information from a text, and (c) for pleasure or for interest.

Rivers and Temperely (1978: 187) list the following examples of some of the reasons that L₂ students may need or want to read:⁴³

- 1) To obtain information for some purpose or because we are curious about some topic
- 2) To obtain instructions on how to perform some tasks for our work or daily life
- 3) To keep in touch with friends by correspondence or to understand business letters
- 4) To know when or where something will take place or what is available
- 5) To know what is happening or has happened (as reported in newspapers, magazines, reports)
- 6) For enjoyment or excitement

⁴³Jo McDonough and Christopher Shaw, *Materials and Methods in ELT; A Teacher's Guide, Second Edition*, (United Kingdom: Blackwell Publishing Ltd, 2003), page 90.

In addition, it is explained in a book entitled “Teaching and Researching Reading” by William Grabe & Fredricka L. Stoller that reading purposes can be classified under seven main headings: reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write (or search for information needed for writing), reading to critique texts and reading for general comprehension.⁴⁴

Furthermore, there are also some objectives in reading cited from Nunan. He stated that there are two objectives why people read, those are; reading for pleasure and reading for information.⁴⁵ Reading for pleasure is a joyful activity when the text that people read is not a hard text to be comprehended such as a story. People usually read some stories in the form of short stories, novel, comic, or something else. People also may read for information. They will read the text if they need information as like a student who want to know about the content of a book to fulfill his task at school.

From those objectives mentioned above, it means that reading is very important in daily life. People need to

⁴⁴ William Grabe & Fredricka L. Stoller, *Teaching and Researching Reading*, (Essex: Pearson Education, 2002), page 6.

⁴⁵David Nunan, *Practical English Language Teaching Young Learner....*, page 68.

read to get information that they need. It can be from any sources such as book, newspaper, magazines, journals, articles, etc. Reading can also be an interesting activity since it can loss the readers' stress by reading a nice story, comic or some jokes.

c. Assessing Reading

In the process of assessing reading, there are several aspects of the assessment carried out that become a consideration for teacher. Those aspects are as follows: a) responds to graphics symbols in writing, such as punctuation, capitalization, italics; b) understanding the elements of language in written discourse, such as the structure of more words / words, sentences, the relation of words in sentences, the relation of sentences and paragraphs; c) understanding the meaning of words and sentences according to the context of written discourse; and d) understanding the main thoughts, supporters, and detailed information in written discourse. From those aspects, teacher can make a test or give a reading text to students.

In addition, there are also other aspects of assessment used by teachers in assessing reading. It is reading aloud. Reading aloud is an activity of reading using correct pronunciation and intonation in order the

listener can understand the contents and get information in the form of thoughts, feelings and attitudes of the writer. There are several aspects assessed in reading loud, there are; fluency, accuracy, pronunciation and intonation.

d. Assessing Higher Order Thinking Skill (HOTS) in Reading

In arranging HOTS-based reading assessment instrument in this research, there will be 3 scopes of material used that covers cognitive level of C4, C5, and C6. It is based on the clue stated in a book entitled '*Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*'. Those are social function, generic structure, and language features.⁴⁶

1. Social function

Students should be able to conclude, find detail differences or similarities, and analyze aspects of social function:

- a) topic / issue / problem
- b) purpose / function / message
- c) background / reason
- d) effect / impact / benefit
- e) figure / value

⁴⁶Cicik Kurniawati and Yuniarti Dwi Arini, *Detik Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018), page 162.

- f) the role and function of the writer
- g) the role and function of the reader

2. Generic structure

Students should be able to conclude, find detail differences or similarities, and analyze the interrelationships of meaning between parts in the text:

- a) Point of views, intentions, or opinions that being the main ideas
- b) argumentation details, steps, events, descriptions
- c) plot

3. Language features

Students should be able to conclude, find detail differences or similarities, and analyze language features related to the contents of the text as follows:

- a) Word order
- b) Article, demonstrative , possessive pronoun
- c) Agreement and number.

In addition, PISA 2018 defined reading as understanding, using, evaluating, reflecting on and engaging with texts in order to achieve goals, to develop one's knowledge and potential, and to participate in society. To engage with what they read, readers must understand the text and integrate this with their pre-existing knowledge. They must examine the author's (or

authors') point of view and decide whether the text is reliable and truthful, and whether it is relevant to their goals or purpose.⁴⁷

4. Concept of Analytical Exposition Text

a. Definition of Analytical Exposition Text

According to Gordon, exposition or expository text is written to inform the readers about a specific subject.⁴⁸ Generally, expository text consists of explicit or implicit topic sentence with the main idea and the supporting ideas. There are two kinds of expository text, those are analytical exposition text and hortatory exposition text. Hortatory exposition text is a text used to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of argumentation.

Meanwhile, analytical exposition text is a text that proposes or suggests a certain topic which may only be pro or contra, not both.⁴⁹ An analytical exposition text evaluates a topic critically but focuses only on one side of

⁴⁷Bråten, I., H. Strømsø and M. Britt, "Trust Matters: Examining the Role of Source Evaluation in Students' Construction of Meaning Within and Across Multiple Texts", *Reading Research Quarterly*, 2009, Vol. 44/1, page 6-28, <http://dx.doi.org/10.1598/rrq.44.1.1>.

⁴⁸Gordon, Modelling an Expository Text Structure Strategy in Think Alouds, *Reading Horizons*, 31 (2), 1990, page 150.

⁴⁹Priyana, Riandi and Mumpuni, *Interlanguage: English for Senior High School Students XI Science and Social Study Programme; SMA/MA Kelas XI IPA/IPS*, (Jakarta: ID Pusat Perbukuan Departemen Pendidikan Nasional, 2008), page 132.

an argument. The argument and point of view have to be supported by facts and relevant information.⁵⁰

From the definition above, it can be concluded that analytical exposition text evaluates a topic critically but focuses only on one side of an argument. The argument and point of view have to be supported by facts and relevant information. Examples of analytical exposition texts are editorials, newspaper articles, essays, political leaflets, letters, legal defenses, speeches/lectures, etc.

b. Social Function of Analytical Exposition

Social function of analytical exposition is to persuade the reader that the idea is important matter. The other purpose of an analytical exposition text is to persuade the audience to look at an issue with their perspective.

c. Generic Structure of Analytical Exposition

1. Thesis

This is the starting point of an analytical exposition essay. Here the writer states the topic and establishes the point of view (thesis statement). Introductory statement should be an emotional statement or a question that is an attention grabber.

⁵⁰Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris Edisi Revisi 2017 SMA/MA/SMK/MAK Kelas XI*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), page 47.

2. Arguments

Arguments explain arguments to support the writer's position. Each paragraph starts with a new argument that has a main point, reason for the main point and evidence to support the main point. Each paragraph also has to be logically linked to the previous paragraph and to the thesis statement.

3. Reiteration

Reiterating or restating the statement and summarizing what has been stated.

d. Language Features of Analytical Exposition

1. Use descriptive persuasive words with emotive connotations to emphasize writer's viewpoint. These words can either be positive or negative. Use thesaurus to find an appropriate word. For example:

- Instead of using "bad", USE appalling, unfavorable, ghastly, terrible;
- Instead of using "good", USE fantastic, incredible, momentous, remarkable;
- Instead of using "persuading", USE convincing, urging, enticing, realistic;
- Instead of using "persuasive", USE credible, realistic, rational, sane, coherent.

- b. Use the present tense such as lions live; I eat; cheetahs run.
- c. Use mental verbs such as I believe; I prefer; I agree; I doubt; I disagree.
- d. Use saying verbs to support the argument such as people say; it is said; research indicates, etc.

- e. Use connecting words to link to arguments so that the flow of the arguments is logical and fluent.

Some examples are: additionally, furthermore, not only, also, in addition, moreover, likewise, firstly, secondly, etc.

- f. Use causal conjunctions to indicate a cause or reason of what is being stated.

For example: because, consequently, despite, due to, for that reason, in that case, eventhough, yet, otherwise, etc.

- g. Use words that express the author's attitude – to qualify or confirm.

For example: will, frequently, may, must, usually, typically, habitually, commonly, doubtless, characteristically, in all probability, etc.

- h. **Use persuasive techniques:**

- Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general statements.

- Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies or quotes.
- Use exaggerations to make things or issues appear better or worse than they actually are.⁵¹

5. Google Form

a. Definition of Google Form

Google Forms is one of the most widely used google application in schools. It has been used to make assignment, quiz, or test to assess students' knowledge since it has many advantages. Related to the definition, Google Forms is a survey administration app that is included in the [Google Drive office suite](#) along with [Google Docs](#), [Google Sheets](#), and [Google Slides](#).⁵²

Moreover, Google Forms is a tool that allows collecting information from users via a personalized survey or quiz. The information is then collected and automatically connected to a spreadsheet. The spreadsheet is populated with the survey and quiz responses. James Lerman & Ronique Hicks also explained that user can even receive e-mail updates when he gets new responses. This

⁵¹Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris Edisi Revisi 2017 SMA/MA/SMK/MAK Kelas XI*, (Jakarta: Kementerian Pendidikan dan Kebudayaan), page 49.

⁵²Retrieved from https://en.wikipedia.org/wiki/Google_Forms

makes quick work of giving students a self-coring homework assignment, quiz, or test.⁵³

From the explanation above, it can be concluded that Google Form is one part of the Google Drive application that allows users to make a survey, assignment, quiz or test and the result are automatically collected and can be seen in a spreadsheet.

b. Google Form for Education

On 21st century skills, teachers are guided to apply learning processes that are integrated with technology. Through technology means that the teacher has innovated in the world of education, which is called learning technology. Learning technology is theory and practice in the design, development, utilization, management, and evaluation of processes and sources for learning.⁵⁴ One of learning technology that can be implemented in learning processes is google form. Google Form has been very useful in the world of education since it has easy and practical access.

⁵³James Lerman & Ronique Hicks, *Retool Your School: The Educator's Essential Guide to Google's Free Power Apps*. (United States of America; International Society for Technology in Education (ISTE), 2010), page 71.

⁵⁴Barbara B. Seels and Rita C. Richey, *Instructional Technology: The Definition of the Field*, (Washington D.C. ;Association for Educational Technology, 1994), page 25.

Barbara B. Seels and Rita C. Richey explained some functions of google form for the world of education are: 1) provide online quiz/questionnaire through the website page, 2) collect someone's opinion through the website page, 3) collect various data from teacher/students through website page, 4) make an online registration form for schools, and 5) share online questionnaires for people.⁵⁵

Moreover, there are also many advantages of google form service:

- (a) The appearance of the form is interesting

This application provides facilities for users to add and use their own photos or logos in the survey. This application also has many templates that make online quizzes more interesting and alive.

- (b) It has various types of tests that can be chosen for free

This application provides a choice of test facilities that are free to use based on the needs. For example multiple choice answers, checklist, drop down, linear scale, etc. YouTube pictures and videos can also be added to the quiz.

- (c) It can be used for various electronic devices

⁵⁵Workshop Penggunaan Google Form sebagai Media Evaluasi Pembelajaran pada Dosen-Dosen Fakultas Studi Islam, *Jurnal Al-Ikhlâs* Volume 2 Nomor 1, Oktober 2016, page 40.

This application can be used to make an online quiz or questionnaire using an internet-connected laptop or smartphone whenever and wherever.

(d) Quizzes or questionnaires can be responded quickly

With this application, the respondents can give their responses wherever and whenever by clicking on the web address or link shared using a computer or smartphone connected to the internet. All people's responses and answers will be automatically accommodated, compiled, analyzed and stored by the google form application quickly and safely.

(e) Get answers quickly

This application is website-based so that everyone can provide responses or answers to quizzes or questionnaires quickly using an internet-connected laptop or smartphone. Therefore, by using this application, a teacher does not need paper anymore to print a quiz. The time needed will also be more efficient in distributing, reassembling and analyzing quiz results.

(f) The results are immediately arranged and analyzed automatically

Responses or answers will be collected in the form automatically, along with real-time responses and

graphs of response results. Users can also go further with the results of the data by looking at everything in the spreadsheet, which is an application like Ms. Office Excel.

(g) Google form used for free

This application is free for everyone. This application is immediately used by simply registering for free on a Google account.

(h) It does not need to have website

A questionnaire or online quiz can be made by everyone without having a website or blog page. This application can be displayed on an e-mail message, and on the Google sub domain when the address is visited.⁵⁶

Based on the explanation above, it is known that google form is very useful for education. It is one of learning technology that can be implemented in a learning process that are integrated with technology to fulfill demands in 21st century.

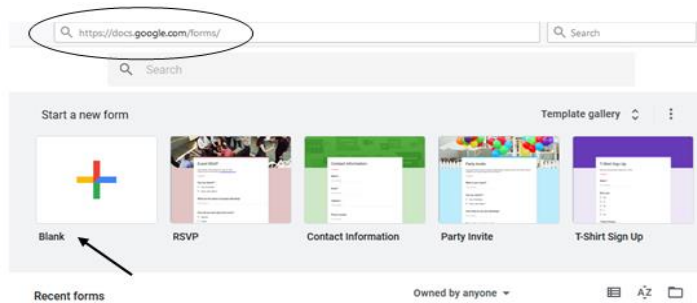
⁵⁶Workshop Penggunaan Google Form sebagai Media Evaluasi Pembelajaran pada Dosen-Dosen Fakultas Studi Islam, *Jurnal Al-Ikhlash* Volume 2 Nomor 1, Oktober 2016, page 40-41.

c. Using Google Form

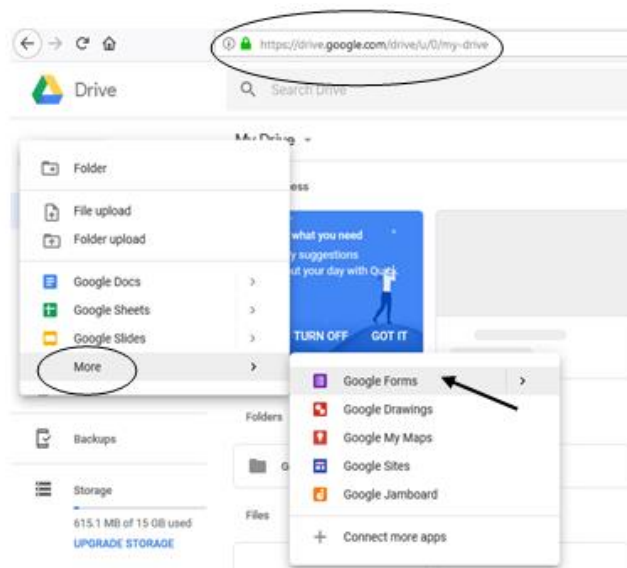
(a) Opening Google Forms

Step 1. Before creating a google form, we have to make sure that we have an account in google. There are two ways to open google form:

First, open web <https://docs.google.com/forms/> then select Blank or Choose Template. Second, we can access google drive by opening web <https://drive.google.com/>

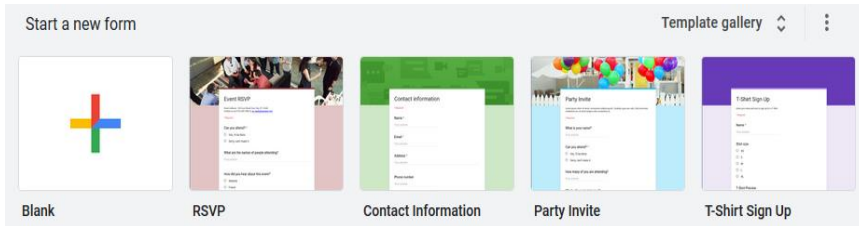


Step 2. Select New> More> Google Forms from the available menu.

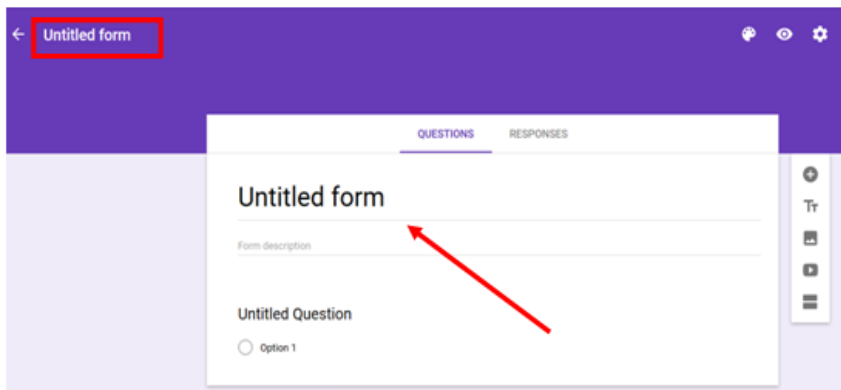


(b) Editing Google Forms

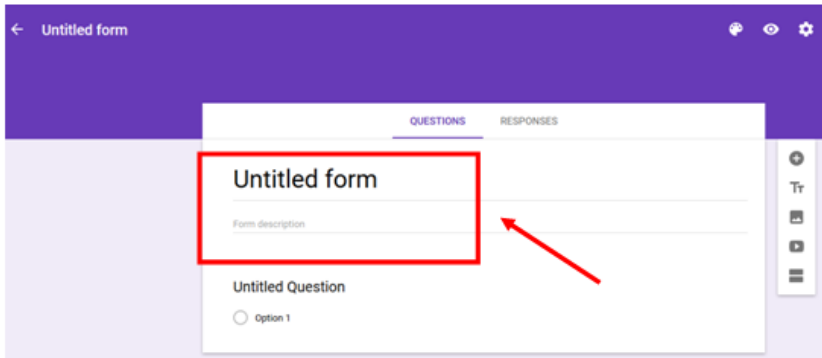
Step 1. To create a new form, select the type of form to create. We can create a blank form, a blank quiz, or select from a number of form templates.



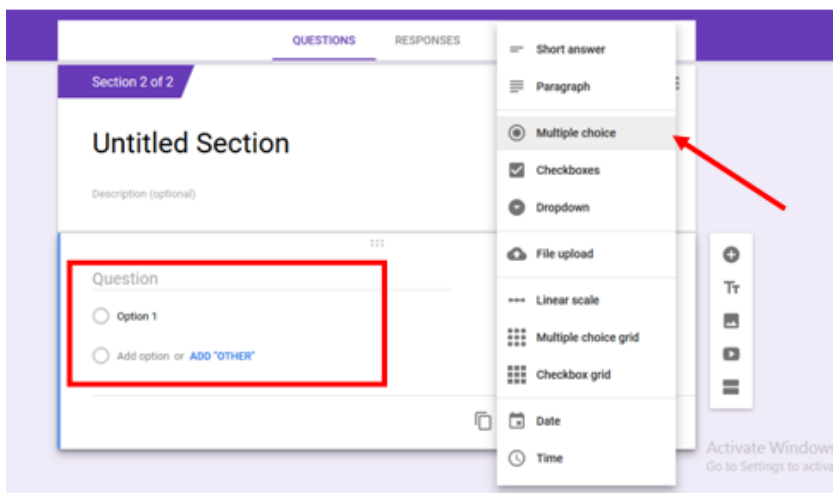
Step 2. To give a name to the form, click “Untitled Form” name in the upper left of the screen, then enter.



Step 3. To give a title and description to the form, click on the “Untitled form” and “Form description”.

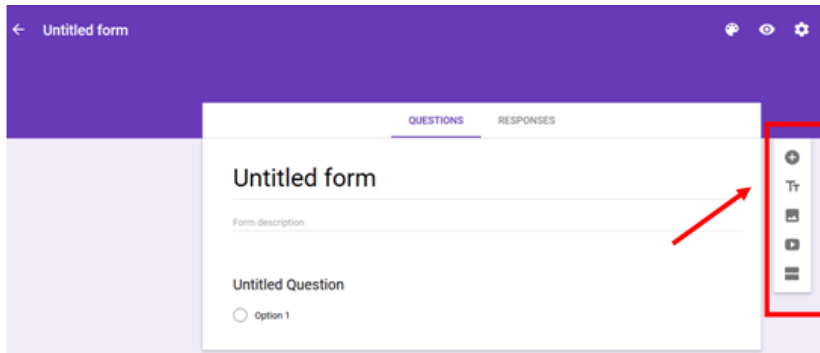


Step 4. To edit questions, select “Question” and use the dropdown to the right of the question to select the question type. At this time, Google Form offers 9 types of questions (short answer, paragraph, multiple choice, checkboxes, dropdown, file upload, linear scale, multiple choice grid, checkbox grid, date and time).



Step 5. Select each option to add option text, and click “Add other” link to add other option to our list.

Step 6. Use the question toolbar to the right to add a new question, insert a new title and description, insert a picture, insert a video, or add a new section.

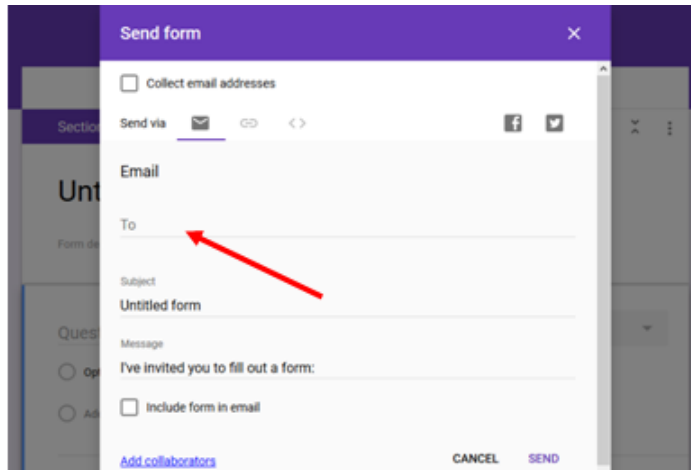


Step 7. Follow the steps above to edit the new question.

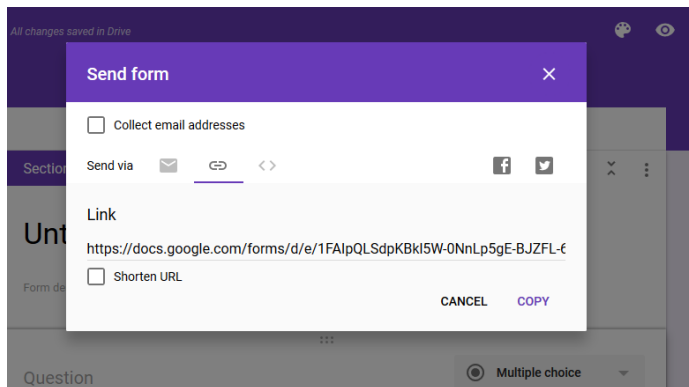
(c) Sending Google Form

To send google form, click the “Send” button. There are some options to distribute the google form quiz; via email, copy and paste the link in a chat or email message, embed it on a website, or share a link on social media.

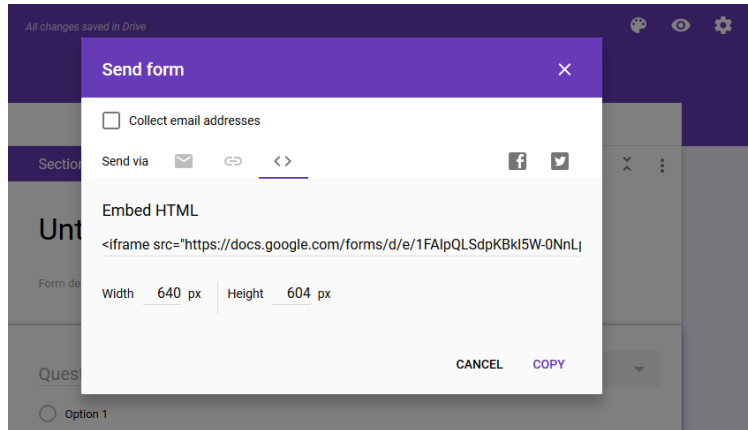
First, sending the form via email by adding the e-mail address in the “To” column. We can also adjust subject and message content. After done, click “Send”.



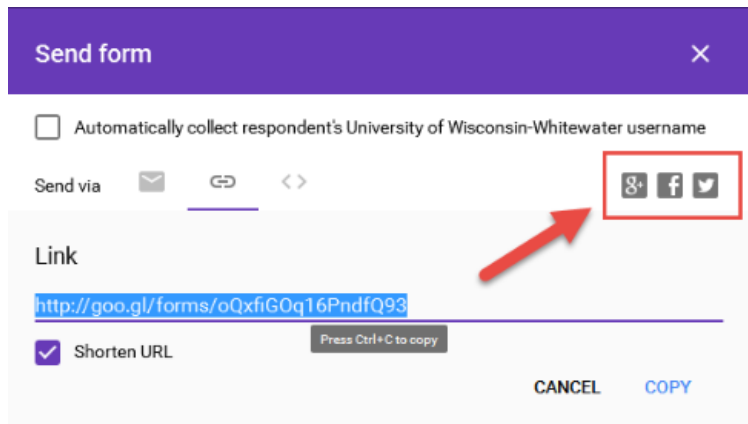
Second, copying *form* link. We can copy form link by clicking the “link” icon to display the Form’s URL link. Select the “Shorten URL” option to display a short link option. .



Third, website content by click the Embed code. We can specify inline frame dimensions. Click Copy and paste HTML into website or blog.

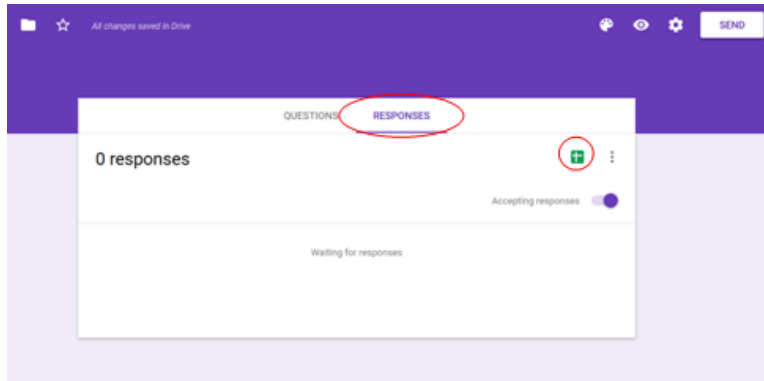


Fourth, via social media. To send form to the social media just click on one of the social media icons.



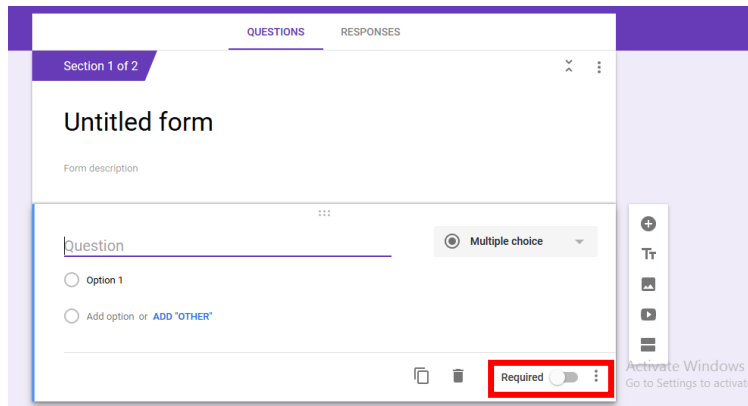
(d) Viewing Responses

To see the responses, click “Responses” and then click  “create spreadsheet”. The responses will be showed in Google Spreadsheet.

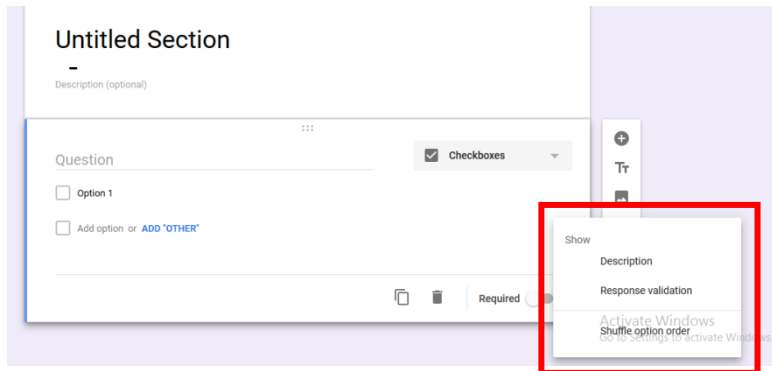


There are also some features in google forms :

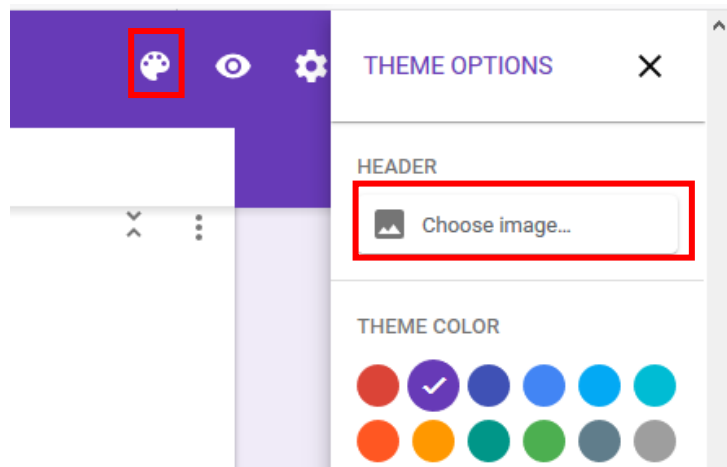
- Duplicate button. It allows us to quickly add a new question with the same format as our current question.
- Delete button is used to delete the selected question and options from the list.
- Required button is used to make a question required. It makes the students must answer the question.



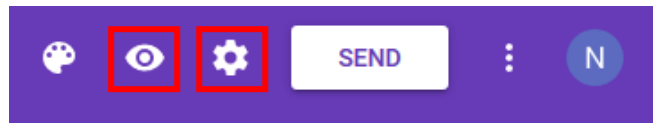
- The  (More) button is used to shuffle the order of questions and go to a new section based on a question answer.



- Forms colors/themes. We can change the form color or theme by clicking the  (Color Palate) button in the top right corner of the page, or by clicking the  choose image to select a picture theme or upload our own background theme picture.



- Preview form. This button  is used to open a new browser tab with a final view of our form. Just close out of that tab to return to the “Edit Form” view to make changes.
- Advanced form settings. Click the  (Settings) button to customize our form.



C. Conceptual Framework

In every research, a conceptual framework is needed as a guideline in determining the direction of the research. This is needed so research remains focused on the studies that will be studied. Research and development is product development and validation process. So that, this higher order thinking skill (HOTS)-based reading assessment instrument using Google form needs a conceptual framework for more effective development.

There are some steps used in this research. These steps are preliminary research, research planning, and product development. To make it easier to see the thinking flow of higher order thinking skill (HOTS)-based reading assessment instrument using Google form development, can be seen in this figure:

Teaching and learning process in MA PIM Mujahidin

Identifying Problem:

1. Higher order thinking skills (HOTS) reading assessment instruments are still not widely applied in the school
2. Reading assessment instruments used in the school measured lower order thinking skills and have not measured higher order thinking skills
3. The school has complete facilities and infrastructure, but the utilization is not maximal.
4. Teacher still used paper-based assessment systems that take much time to correct students' answer.

- Students have difficulty when they are given a reading test that measured higher order thinking skills
- Teachers need more time to correct the results of students' answer because they have to correct manually one by one

Developing Higher Order Thinking Skill (HOTS)-Based Reading Assessment Instrument using Google Form

Higher Order Thinking Skill (HOTS)-Based Reading Assessment Instrument using Google Form is developed

Product validation
by material expert
and language expert

Higher Order Thinking Skill
(HOTS)-Based Reading
Assessment Instrument
using Google Form revised
as suggested

Ready to
be used

Figure 2.1 Conceptual Framework of HOTS Reading Assessment Instrument Development

Higher order thinking skills (HOTS)-based reading assessment instruments are still not widely applied in the school; reading assessment instruments used in the school measured lower order thinking skills and have not measured higher order thinking skills; the school has complete facilities and infrastructure, but the utilization is not maximal. Those three factors make students find a difficulty when they are given a reading test that measured higher order thinking skills. Teacher still used paper-based assessment systems that take much time to correct students' answer. This factor also makes teachers need more time to correct the results of students' answer because they have to correct manually one by one.

Therefore, Higher Order Thinking Skill (HOTS)-based reading assessment instrument using google form is developed. It helps students to increase their critical thinking skills and creativity and helps teacher in correcting the result of students' answer. This medium is tested and validated by material expert and language expert. After being tested and validated by the material expert and language expert, this medium is revised according to the suggestions and input. After that, the Higher Order Thinking Skill (HOTS)-based reading assessment instrument using google form is ready to be used.

CHAPTER III

RESEARCH METHOD

This chapter explains research design, research setting, research and development procedures, instrument of collecting data, and methods of data analysis.

A. Research Design

Based on the purpose of this study, the research design will be Research and Development (R&D). Research and Development is a research that is used to produce certain product and test the effectiveness of the product.⁵⁷ There are some models that can be applied by the researchers, such as Borg and Gall, Sadiman, ADDIE, 4D, Dick and Carey, etc. Based on those models stated previously, the researcher adopted Borg and Gall model.

Educational research and development (R&D) is a process used to develop and validate educational products. The step of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will be used eventually, and

⁵⁷Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, . 2012), page 407.

revising it to correct the deficiencies found in the field testing stage. It indicates that product meets its behaviorally defined objectives.⁵⁸

There are 10 steps in Borg and Gall model:

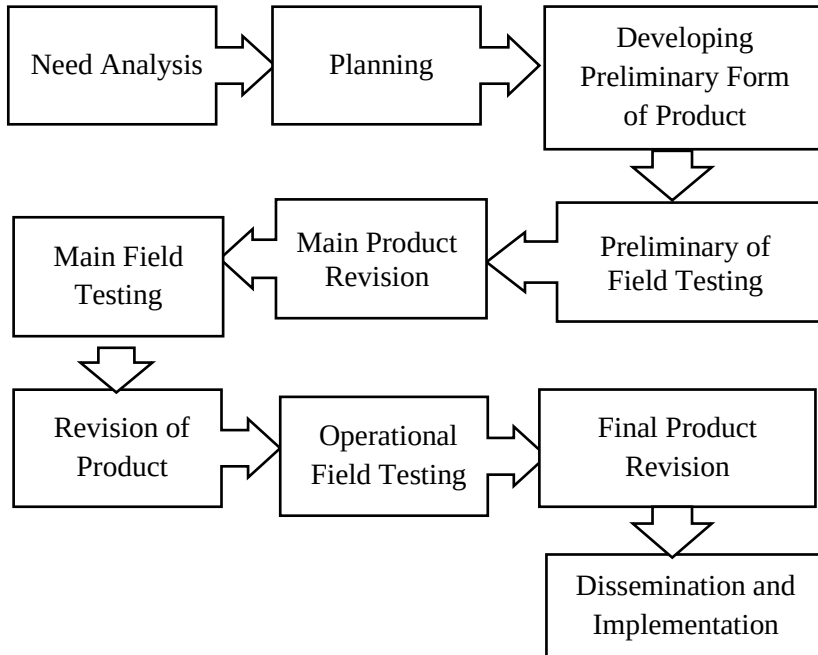


Figure 3.1 Borg and Gall Steps Scheme

However, to ease and make shorter the process of designing the product, the researcher limits the development just to seven steps, they are: 1) need analysis, 2) planning, 3) developing preliminary form of product, 4) preliminary of field

⁵⁸Gall, M. D., Gall, J. P., & Borg, W. R., *Educational Research and Introduction; Third Edition*, (USA: Pearson Education, 1983), page 772.

testing, 5) main product revision, 6) main field testing, 7) revision of product. Besides, the researcher also adapts the process with the needs of development.

B. Research Setting

This research was conducted at MA PIM Mujahidin Pati. The subject of this research is the eleventh grade students in the academic year of 2018/2019. The sample of this research was XI-MIA and XI-IIS students. XI-MIA students were experimental class with 9 students as small scale trial, and all students as large scale trial. Then, XI-IIS students were as control class. A control class was rarely receiving treatment.⁵⁹

⁵⁹Bert P. M. Creemers, K. Leonidas, and Pam Samsons, *Methodological Advances in Educational Effective Research*, (London: Routledge Taylor and Francis Group, 2010), page 107.

C. Research and Development Procedures

The research and development procedures that were used in this research can be seen in this following figure:

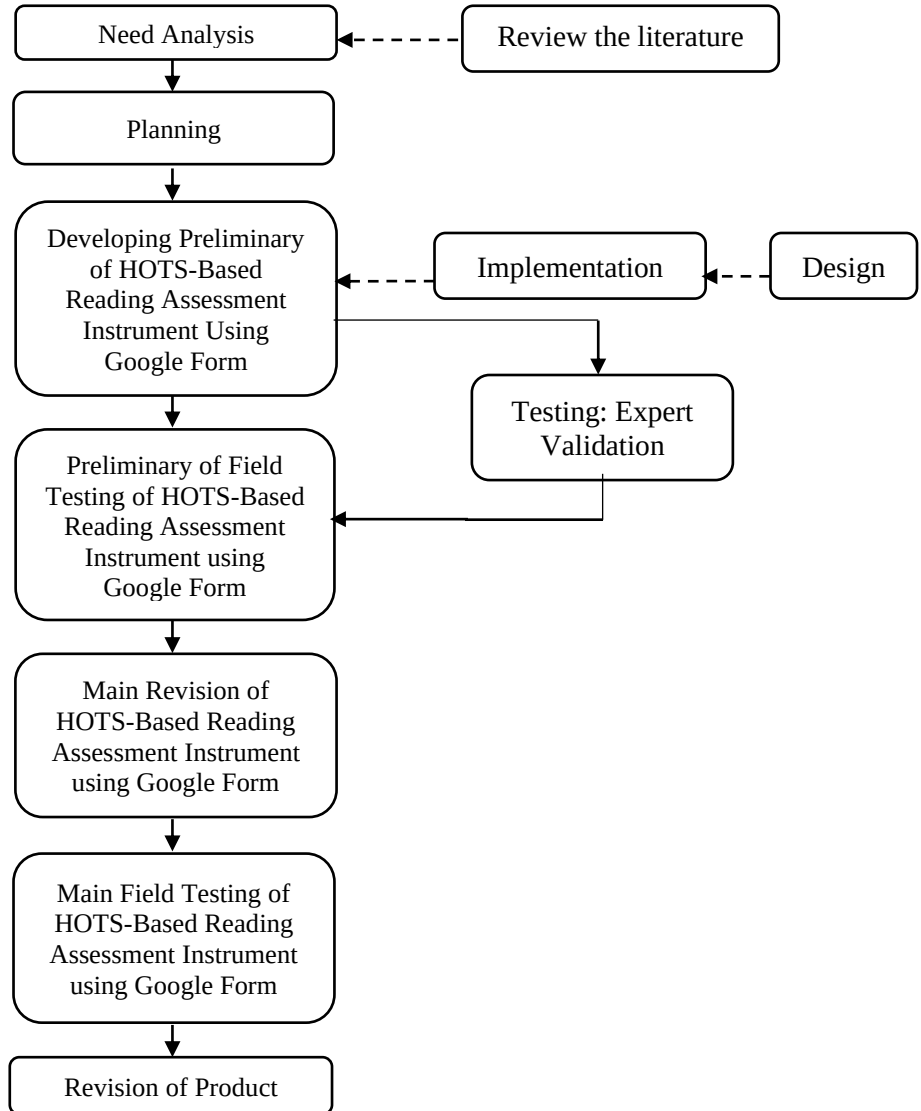


Figure 3.2 Procedures of Development

1. Need Analysis

The first step in R&D design is need analysis. This step is conducted to gain information how important the product will be developed. It consists of review literature. A literature is conducted to collect research findings and other information related to the planned development. As in basic or applied research, one of the objective literature review is to determine the level of knowledge in the area of concern.⁶⁰

The literature review in this research concerned with observation and interview. First, the writer conducted observation to identify students' learning environment, school's facilities, assessment instrument used by teacher, and students' characteristics. After doing the observation, the writer interviewed the English teacher to get information and some students to support the data obtained from teacher.

The final of need analysis step was to find out the importance of developing higher order thinking skill (HOTS)-based reading assessment instrument of analytical exposition text using google form.

2. Planning

⁶⁰Gall, M. D., Gall, J. P., & Borg, W. R., *Educational Research an Introduction: Third Edition*...., page 772.

After potential and problem analyzed, the next stage of R & D cycle is planning. In this stage, the researcher collected information related to the development. The information is used to plan a certain product that can be used to solve the problem.

Before formulating the product, the writer collected some information about the curriculum, syllabus, assessment instrument and the materials used in teaching and learning process of the eleventh grade of MA PIM Mujahidin Pati. It was to support the development of the product. These data became the fundamental data in formulating HOTS question items. Other data were taken from literature review, journals, and expert opinion.

After some materials had been collected, then the writer started to formulate higher order thinking skill (HOTS) question items.

3. Developing preliminary HOTS-based reading assessment using google form

After the initial planning has been completed, the next major step in the R & D cycle is to build a preliminary form of the educational product that can be field testing.⁶¹ In this step, the researcher started to design a higher order thinking skill (HOTS)-based reading

⁶¹Gall, M, D., Gall, J. P., & Borg, W. R., *Educational Research an Introduction: Third Edition*....., page 781.

assessment instrument of analytical exposition text using google form. The designed product was applied in field testing. But, before its product was applied in field testing, it must be validated by some experts or experienced experts. The validation of the product aimed to evaluate the suitability and the validity of the media designed. This step was used to find out whether there were some deficiencies of the product developed which is required to be repaired. Here, the writer asked for validation for the product designed to the language expert and material expert.

4. Preliminary field testing of HOTS-based reading assessment instrument using google form

The purpose of the preliminary field testing is to obtain an early qualitative evaluation of the new educational product.⁶² It is to find out the effectiveness of the product from the students' achievement and students' difficulty learning.

In this step, the product was tested in the small scale group of XI-MIA students of MA PIM Mujahidin. Here, they will be given a pre-test, treatment, and post-test.

To find out the effectiveness of the product developed towards students' achievement, they were

⁶²Gall, M. D., Gall, J. P., & Borg, W. R., *Educational Research an Introduction: Third Edition*...., page 782.

tested through one-group pretest-posttest experimental design. One-group pretest-posttest experiment is chosen to be the design because it uses pretest before the application of treatment so that the effectiveness of the product developed towards students' achievement was more valid.

The formula can be seen below:⁶³

$$\boxed{O_1} \quad X \quad \boxed{O_2}$$

O_1 = Pretest score before using HOTS reading assessment

O_2 = Posttest score after using HOTS reading assessment

X = Treatment

5. Main Revision of HOTS-based reading assessment instrument using google form

In all phases of the R & D cycle involving product validation, it is important to establish a field site similar to those in which the product was used when it is fully developed.⁶⁴ After the preliminary field testing, the next

⁶³Walter R. Borg & Meredith D. Gall, *Educational Research an.....*, page 385.

⁶⁴Gall, M, D., Gall, J. P., & Borg, W. R., *Educational Research an Introduction: Third Edition.....*, page 782

step was revising the product. The result of the experts' validation was then analyzed and measured based on validation criteria. The result of the validation determines whether the product developed is needed to be revised or it is able to be implemented in teaching learning process without any revision.

6. Main field testing of HOTS-based reading assessment using google form

The purpose of the main field test in R & D cycle is to determine whether the product under the development meets its performance objectives or not. After having revision, the researcher re-tested the product in the large scale group.

Here, an experimental design was used to get the influence of product developed toward students' achievement. The objects of this trial were XI-MIA students as experimental class and XI-IIS students as control class. Pre-test and post-test were used to know the effectiveness of the product. The result of students' pre-test and post-test were compared between students in experimental class and control class.

The main field testing was conducted by using *Pretest-Posttest Control Group Design*.⁶⁵ It was to know the effectiveness of the product developed. The main field testing of reading assessment instrument was done for 4 meetings. In the first meeting, the students were given a pre-test and the students' HOTS were trained for 3 meetings. Through these 3 meetings, students' thinking ability were trained by using instrument assessment which has been developed. Meanwhile, one last meeting was used to test questions totally to know the effectiveness of instrument test developed whether it is effective in measuring student's HOTS or not.

The formula is presented in the box below:

E	O ₁	X	O ₂
.....			
C	O ₃		O ₄

Where:

E : Experimental Class

C : Control Class

X : Treatment

O₁ : Pretest score of experimental class

⁶⁵Walter R. Borg & Meredith D. Gall, *Educational Research an.....*, page 385.

O₂ : Posttest score after using HOTS reading assessment (Experimental Class)

O₃ : Pretest score of control class

O₄ : Post-test score of control class

7. Final Revision of HOTS-based reading assessment using google form

The final revision was needed when there was inadequacy and weakness of the product developed in the main field testing. In this step, researcher put some revisions of the final product to make it better and feasible to be implemented in teaching and learning process.

D. Instrument of Collecting Data

Research instrument is needed as a tool used to measure the quality of the research. The research instruments used observation guidelines, interview guideline, questionnaires, and test. Those instruments were used to know the quality of developed medium. The instruments are as follows:

a) Observation guideline

To answer the first research question, the writer used an observation guideline. Observation guideline is kind of instrument used to collect information about students' learning environment, school's facilities, students' reading

comprehension, teacher's teaching media, and reading assessment used by the teacher in the learning process.

The observation guideline can be seen in the appendix.

(Appendix 1)

b) Interview guideline

To answer the first research question, the writer used interview guidelines to collect information about students' need, teachers' need, and reading assessment usually used by teacher in the teaching learning process. Besides that, it was also used to clarify the writer's result of observation. The sources of the interview in this research were English teacher of MA PIM Mujahidin (Miss Umiyatul Arifah, S. Pd) and some students to support the data. The guidance of the interview can be seen in the appendix. **(Appendix 2 & 3)**

c) Questionnaire

Questionnaire in this research consisted of validation questionnaire. Validation questionnaire was a research instrument used in validation process. This validation questionnaire used *Likert Scale* as the assessment form. The alternative assessments are: very good, good, acceptable, and poor. The determination of the *Likert Scale* score used are (1) score 4 for very good, (2) score 3 for good, (3) score 2 for acceptable, (4) score 1 for poor. The validation questionnaire in this research consisted of the validation from language

expert and material expert. There were some assessment aspects given in this questionnaire. **(Appendix 4)**

The validation questionnaire used in this research was adopted by questionnaire from the book entitled “*Modul Penyusunan Soal Keterampilan Berpikir Tingkat Tinggi (Higher Order Thinking Skill) Bahasa Inggris SMA*” by Kementerian Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Dasar dan Menengah, Direktorat Pembinaan Sekolah Menengah Atas, Jakarta: 2019.

The result of expert validation of developed product analyzed through descriptive statistic. It was to determine whether the developed product is valid to be used or need revisions before being implemented in the real field. The validation was looked out by some components, they were: material, construction, and language aspect.

After the data obtained from the validation results by the expert validators, the next stage was analyzing the data. The score of each item for all validation results was calculated and averaged, then it was shown in percentage by this following formula:

$$\text{Score (\%)} = \frac{\text{average score}}{\text{maximum score}} \times 100\%$$

Furthermore, the score (%) gained is conversed to the criteria as presented in the table below:

No	Criteria of Validity	Level of Validity
1.	$80\% < X \leq 100\%$	Excellent; can be used without revision
2.	$60\% < X \leq 80\%$	Good; can be used with small revision
3.	$40\% < X \leq 60\%$	Fair; can be used with revision
4.	$20\% < X \leq 40\%$	Less; proposed to be unimplemented because need major revision
5.	$0\% < X \leq 20\%$	Invalid; forbidden to be implemented

Table 3.1.The Level of Validity Criteria⁶⁶

d) Test

Test was used to measure students' achievement before and after using the developed product.

E. Methods of Collecting Data

This section discussed method of collecting data and the research instrument used in this research. The researcher used two data collection techniques namely descriptive qualitative and quantitative data. To reach the objectives of the research, the researcher used some technique in collecting the data.

a) Observation

In this research, observation conducted to gain the real data from the teaching and learning process at the eleventh grade of MA PIM Mujahidin Pati. This observation was done to identify school's facilities, students' reading comprehension, teacher's teaching media, and reading

⁶⁶Sa'dun Akbar, *Instrumen Perangkat Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2013), page 40-41.

assessment used by the teacher in the learning process. Here, the researcher conducted the observation by following the learning process and observing it. But, the researcher was being a passive observer, which means the researcher was present at the class but did not interact or participate.

b) Interview

Another method that researcher used to collect the data in this research was interview. The interview in this research used direct questions and answers between the researcher and the source. In this research, interview was used to collect the data about students' need, teachers' need, and reading assessment usually used by teacher. Beside that, it was also used to clarify the writer's result of observation. The source of the interview in this research came from English teacher and some students.

c) Questionnaire

According to Meredith D. Gall, questionnaires are documents that ask the same questions of all individuals in the sample.⁶⁷ In this research, questionnaires were given to English teacher as material expert and language expert. The questionnaires consisted of material expert response and language expert response to the product developed.

⁶⁷Meredith D. Gall, & Borg, W. R., *Educational Research: An*, page 222.

First, questionnaire for English teacher as material expert. This step was conducted to know the validity of the product developed based on material expert response. The instrument of validation consisted of three components, they were: materials, constructions, and language.

Second, questionnaire for language expert. This step is conducted to know the validity of the product developed based on language expert response.

d) Test

Test in this research was used to analyze student's achievement in higher order thinking skills (HOTS) reading assessment instrument of analytical exposition text using google form. There were two tests that used in this research, they were pre-test and post-test which were taken in preliminary field testing and main field testing. These tests used to find out the effectiveness of the product developed in this research.

F. Method of Analyzing Data

The method of analyzing data of this research wa explained as follow:

a. Qualitative Analysis

Qualitative data analysis is the process of searching and arranging data systematically obtained from interviews, filed

notes, and other materials. The qualitative data often presented narratively.

This method of analyzing data is describing all judgment, response, and suggestion. Qualitative analysis in this research is used to explain the data taken from need analysis, they were; observation, and interview result from English teacher and students. This qualitative analysis was also used to explain experts' evaluation of the product developed and experts' validation value.

According to Miles and Huberman, there are some steps in analyzing qualitative data, those are:⁶⁸

1) Data Collection

The data needed to conduct the research were collected to gain information, such as material, validation of product, students' and teacher's need analysis, and experts' validation.

2) Data Reduction

This was the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project. This is part of analysis.

⁶⁸Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods: Second Edition*, (California: SAGE, 1984), page 21-22.

3) Data Display

The second major flow of analysis activity is data display. A 'display' is an organized assembly of information that permits conclusion drawing and action taking. The most frequent form of display for qualitative data has been narrative text.

4) Conclusion Drawing and Verifying

The third stream of analysis activity is conclusion drawing and verification. From the beginning of data collection, the qualitative analysis is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over. Conclusion drawing is only half of the procedure. Conclusions are also verified as the analyst proceeds. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, and their validity. Otherwise, we are left with interesting stories of unknown truth and utility.

b. Quantitative Analysis

Quantitative data of this product was analyzed through some steps, they were Instrument Validity Test, Pre-requisite Test that consists of Normality Test and Homogeneity, and Hypothesis Test.

1. Instrument Validity Test

a. Qualitative Validity

1. Content Validity

Instrument in the form of test can be tested using content validity. The test is conducted by comparing the content of the instrument with the materials that have been taught. When a teacher gives a test outside the set lesson, it means that the test instrument does not have content validity. The validity of the instrument items is consulted with experts

b. Quantitative Validity

1. Try Out Test

Before the test is used as an instrument to collect the data, the test is first tested to students from another class. It is to analyze validity, reliability, difficulty index, and distinguishing power.

1) Validity

Validity is an important quality of any test. A test is valid when it measures what is supposed to be measured. The validity of this test is calculated by using Product Moment with the following formula

$$r_{xy} = \frac{N \sum XY - \sum(X) \sum(Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} : the correlation coefficient between
X and Y

N : the number of students

$\sum X$: the total score of X

$\sum Y$: the total score of Y

The calculation result of r_{xy} is compared with r_{table} of Product Moment by 5% degree of significance. If r_{xy} is higher than r_{table} , the item of question is valid.

2) Reliability

According to Douglas Brown, reliability means consistent and dependent.⁶⁹ Besides having good validity, a good test should also have high reliability. The formula used to know the reliability of the test is as follow:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

r_{11} : the reliability

k : the number of item

p : the proportion of students who have right
answer

q : the proportion of students who have

⁶⁹H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), page 20.

wrong answer

S^2 : the standard deviation of test

The calculation result of r_{11} is compared with r_{table} of Product Moment by 5% degree of significance. If r_{11} is higher than r_{table} , the item of question is reliable.

3) Difficulty Index

A good question is a question that is not too easy nor too difficult. The degree of test difficulty is calculated by using the following formula:

$$P = \frac{B}{JS}$$

Where:

P : difficulty item

B : number of students who answer correctly

JS : number of students

The level of difficulty of each item was determined by using the following categories:

$0 < P \leq 0.3$ is difficult

$0.3 < P \leq 0.7$ is medium

$P > 0.7$ is easy

4) Distinguishing Power

The discriminating power is used to know how accurate the question differ higher subject and lower subject. In multiple choice questions, high

group students are taken from 27% of students who have the highest scores and low group students taken from 27% of students who have the lowest scores, this refers to the opinion of Arikunto (2009).⁷⁰ The formula is shown below:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

- D : Discrimination index
 JA : number of student in upper group
 JB : number of student in low group
 BA : number of student in upper group who answer correctly
 BB : number of student in low group who answer correctly

The level of distinguishing power of each item was determined by using the following criteria:

Distinguishing Power Coefficient	Criteria of Distinguishing Power
$\geq 0,50$	Good
0,20 – 0,49	Enough
$< 0,20$	Poor

Table 3.2 Criteria of Distinguishing Power⁷¹

⁷⁰Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), page 211.

⁷¹Sunarti and Selly Rahmawati, *Penilaian dalam Kurikulum 2013*, (Yogyakarta: CV Andi Offset).

2. Pre-Requisite Test

Pre-requisite test is commonly used to meet the normality and homogeneity of the pre-test in both control and experimental class. It is important to examine whether the data in both classes are normal and have same variant (homogenous) or not since the treatment is able to be implemented in both classes. Through pre-requisite test, the researcher determines the statistical analysis technique to find the normality and homogeneity of the pre-test in both classes.

a. Normality test

Normality test is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square is done to find out the data distribution. In this test, H_0 is stated that data distribute normally, meanwhile H_a stated that data do not distribute normally.

H_0 is acceptable if $\chi^2_{count} < \chi^2_{table}$ (with the standard of error, $\alpha = 5\%$), it means that data distribute normally and H_a is rejected. In other hand, if $\chi^2_{count} > \chi^2_{table}$, then it means that data do not distribute normally, so H_a is acceptable

and H_0 is rejected⁷². Calculation of chi-square (χ^2) use the formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

χ^2 = chi-square value

O_i =observed frequency

E_i =expected frequency

b. Homogeneity test

Homogeneity test is meant to get the assumption that sample of research came from a same condition or homogenous. It is used to know whether experimental class and control class taken from population have same variant or not. Here, H_0 is stated that each class has same variant, while H_a stated that each class has different variant.

The decision of homogeneity test is when $F_{count} > F_{table}$ (with the standard of error, $\alpha = 5\%$), the data is not homogeneous which meant than H_0 is rejected and H_a is acceptable. Meanwhile, if the $F_{count} < F_{table}$, the data is homogeneous that meant H_0 is acceptable whereas H_a is rejected. The calculation of variants both classes

⁷²Sudjana., *Metode Statistika* (Bandung: Tarsito, 2001), page 272.

(experimental and control classes) is gained with the formula⁷³:

$$S_1^2 = \frac{\sum (x - \bar{x})^2}{n_1 - 1} \text{ And } S_2^2 = \frac{\sum (x - \bar{x})^2}{n_2 - 1}$$

3. Hypothesis Test

A T-test is used to examine average whether experimental group and control group have been decided having different average.⁷⁴

T-test is used to analyze the data of this research. A t-test would be the measure you would use to compare the mean scores of the two groups.⁷⁵

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

⁷³Sugiyono, *Statistika untuk Penelitian*...., page 140.

⁷⁴Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1995), page 326-327.

⁷⁵H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (San Fransisco: Longman, 2004), page 205.

Where:

$\bar{X}_1$: The mean score of the experimental group

$\bar{X}_2$: The mean of the control group

n_1 : The number of experimental group

n_2 : The number of control group

S_1^2 : The standard deviation of experimental group

S_2^2 : The standard deviation of both groups

If $\sigma_1^2 \neq \sigma_2^2$ (has no same variant) the formula is:

$$t^1 = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The hypotheses are:

$H_0 = \mu_1 = \mu_2$

$H_a = \mu_1 \neq \mu_2$

μ_1 : average data of experimental group

μ_2 : average data of control group

If $t_{count} > t_{table}$ so H_0 is rejected and there is no difference of average value from both of groups.

Moreover, the other way if the $t_{count} < t_{table}$ so H_0 is accepted and there is significant difference of average value from both of groups.⁷⁶

⁷⁶Anas Sudijono, *Pengantar Statistik Pendidikan*,..... page 272-273.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

This chapter explains the research finding and analysis of Higher Order Thinking Skill (HOTS)-Based Reading Assessment Instrument of Analytical Exposition Text using Google Form Development.

A. Teacher and Students Need Analysis of Higher Order Thinking Skill (HOTS)-Based Reading Assessment Instrument of Analytical Exposition Text Using Google Form

Before developing Higher order Thinking Skill (HOTS)-based reading assessment instrument of analytical exposition text using google form based on the steps adopted from Borg and Gall, the writer conducted observation and interview to gain information related to the extent to which the product needed by the school. The extent needed was analyzed by using need analysis that consist of teacher's need analysis and students' need analysis.

1. Teacher's Need Analysis

The observation and interview to gain students' need analysis were conducted in the school on September, 2019.

Firstly, the observation was conducted to know the real teaching and learning process in the eleventh grade classroom.

The observation indicated that assessment instrument in the classroom was still not well prepared by English teacher. The

assessment instrument used in school has not been well designed. The tests which were used to assess students' learning outcomes were made without regarding the preparation of the test.

Besides, teacher still used traditional assessment to assess students' test result. The assessment used by the teacher still paper-based system that take many papers and take much time to correct the students' test result. It was not effective and efficient.

It was also found that learning activities in this school have not utilized technology maximally. Facilities and infrastructure such as computer labs, computers, Wi-fi are available in this school. But the utilization of those facilities for learning activities is not maximal.

From the observation also found that in the classroom students are accustomed to work on questions with cognitive domains of remembering, understanding and applying levels that are included in the cognitive domain on the level of lower order thinking skills (LOTS). It made students have difficulty in working on higher order thinking skills questions because they are not used to work on higher order thinking skill based questions.

After observation done, then interview was conducted to strengthen the result of observation. First, researcher

interviewed English teacher and get some informations. English teacher faced some problems in teaching English to the eleventh grade students of MA PIM Mujahidin Pati. The first problem came from students itself. Teacher stated that students had less motivation to learn English. Some of them mostly did not pay attention to teacher's explanation in a classroom, and preferred playing with friends. The second problem came from the teacher. Teacher said that she had limited time to provide higher order thinking skill (HOTS)-based reading assessment for students. Teacher just used reading assessment from internet, worksheet, or some books that did not necessarily include HOTS questions. She argued that developing HOTS-based reading assessment instrument using google form was needed. In her opinion, it was an innovation in English learning model.

The result of students' need analysis and teacher's need analysis showed that there were some problems faced by students and teacher in English learning process and also potential that can be developed. The potential that can be developed was developing HOTS-based reading assessment instrument using google form that can trigger and encourage students' critical thinking skills, creativity, confidence (mastering self-reliance) and ICT literacy.

2. Student's Need Analysis

To support the data from the English teacher, researcher also interviewed some students that consisted of 9 questions given to 20 students. The result of interview was concluded as follow: facilities and infrastructure are completely available in the school; school provides information technology facilities for learning, those are computer labs and internet networks; students do not understand and felt difficulty when they were given HOTS questions, and the learning process is boring and not interesting because students just listen to teacher's explanation; the last, students agreed if HOTS-based reading assessment instruments using Google forms is applied in the classroom because it is new for them and they said that they will be interested to do it.

B. Development and Effectiveness of Higher order Thinking Skill (HOTS)-Based Reading Assessment Instrument of Analytical Exposition Text Using Google Form

There are seven cycles which are taken to develop the product based on Borg and Gall model that discussed below. The result of this research and development are as follows:

1. Need Analysis

Need analysis in the process of developing Higher Order Thinking Skill (HOTS)-based reading assessment instrument of

analytical exposition text using google form had been explained in the previous chapter (*see page 81*).

2. Planning

After need analysis done, the next step is planning. In this stage, the researcher collected some data and informations that can be used as materials to produce the product. The data and informations related to the development of this product gained from some sources. They were: English teacher, eleventh grade students, internet, journal, literature review, and also some experts opinion. The data were syllabus, lesson planning, assessment instrument, etc.

3. Developing Preliminary of HOTS Reading Assessment Instrument

a. Developing HOTS Reading Assessment Instrument of Analytical Exposition

1. Analyzing basic competence (KD)

Before making the questions, researcher has analyzed KD that can be used as HOTS questions, because not all KD can be made into model of HOTS. Researcher chose KD that involve operational verb (KKO) at the cognitive domain of C4 (analyzing), C5 (evaluating), and C6 (creating).

Basic Competence	Level Cognitive
3.4 Distinguish social functions, text structure, and linguistic elements of several oral and written analytical exposition texts by giving and requesting information related to actual issues, according to the context of their use	C4 (Analyzing)
4.4 Analytical exposition texts 4.4.1 Understanding meaning contextually related to the social functions, text structure, and linguistic elements of oral and written analytical exposition text, related to actual issues	C5 (Evaluating)
4.4.2 Composing written analytical exposition text, related to actual issues regarding social functions, text structure, and linguistic	C6 (Creating)

Table 4.1 Basic Competence of Analytical Exposition Text

2. Arrange blueprint of the question

Blueprint of the question was used to determine the scope of the question and as an instruction for creating questions. Blueprint of the questions consist of basic competence, material, indicator, cognitive level, number of question and type of question. Material that was used as a product in this research was analytical exposition text. It was based on syllabus of English subject for eleventh grade of senior high school.

There were 25 question items with five available answers. The question items created was based on cognitive domain of analyzing (C4), evaluating (C5), and creating (C6). The blueprint of the question in this research can be seen in Appendix 20.

3. Formulate interesting and contextual stimulus

One of characteristics of HOTS question items was using interesting and contextual stimulus which can motivate students to read. Before making HOTS questions, the researcher has formulated stimulus gained from some books (for example: *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019* by Cicik Kurniawati dan Yuniarti Dwi Arini) and some news (for example; Jakarta Post and Blueprint News Online).

Those stimuli were in the form of contextual issues, pictures, diagram and infographic.

4. Write questions based on blueprint designed before

After formulating stimulus, then the researcher started to write questions based on blueprint designed before. In writing the questions, the researcher also paid attention to rules for writing test instruments. In writing test instruments, there were 3 aspects of the study; material aspect, construction aspect, language aspect, and one additional rules. (*see page 33*)

5. Compile scoring guidelines

The result of students' test were showed automatically in Google Spreadsheet. The researcher did not need to correct manually. The researcher just set the point for each questions.

There were 25 questions in this reading assessment instrument. The researcher set 5 points for each questions. So, total score for 25 questions were 100 points.

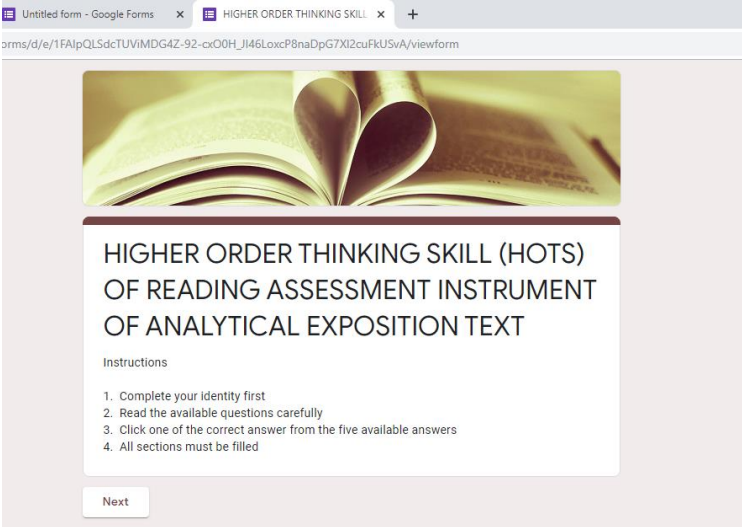
b. Designing HOTS-Based Reading Assessment Instrument of Analytical Exposition Text into Google Form

After developing HOTS-based reading assessment instrument of analytical exposition, the next step was designing it into Google Form. The steps of developing

reading assessment instrument into google form had been explained in the previous chapter. (see page 64)

The result of the product was divided into three parts; the first part is description and instruction, the second part is students' identity which is containing name, class, and absent number, and the third part is question items.

1. Description and instruction



The screenshot shows a Google Form interface. At the top, there are two tabs: 'Untitled form - Google Forms' and 'HIGHER ORDER THINKING SKILL'. Below the tabs is a URL. The main content area features a header image of an open book with a heart shape formed by the pages. Below the image, the title 'HIGHER ORDER THINKING SKILL (HOTS) OF READING ASSESSMENT INSTRUMENT OF ANALYTICAL EXPOSITION TEXT' is displayed in bold, uppercase letters. Under the title, the word 'Instructions' is followed by a numbered list of four instructions. At the bottom left of the form, there is a 'Next' button.

Untitled form - Google Forms x HIGHER ORDER THINKING SKILL x +

orms/d/e/1FAIpQLSdcTUViMDG4Z-92-cx00H_Jl46LoxcP8naDpG7Xl2cuFKUSvA/viewform



HIGHER ORDER THINKING SKILL (HOTS) OF READING ASSESSMENT INSTRUMENT OF ANALYTICAL EXPOSITION TEXT

Instructions

1. Complete your identity first
2. Read the available questions carefully
3. Click one of the correct answer from the five available answers
4. All sections must be filled

Next

2. Students' identity

Form area for student identity information.

3. Question items

Untitled form - Google Forms x HIGHER ORDER THINKING SKILL x google translate - Google Search x +

/forms/d/e/1fAlpQLSdcTUViMDG4Z-92-cx00H_JI46L0xcP8naDpG7Xl2cuFkU5vA/formResponse

Choose one of these following answers correctly!

What is the main idea of the second paragraph? * 2 points

Cotton Ball Diet Proves more Dangerous than Effective

In recent years, teenage girls have been resorting to diet fads to become skinny. One fad that has been on the rise is "The Cotton Ball Diet". Teenagers, mostly girls, dip cotton balls in orange juice, lemonade or smoothies, chew them, and then swallow them. This allows the body to feel full for a longer period of time. However, this new diet fad is only putting the body at risk.

The majority of cotton balls are made from polyester fibers unless they are "high-end" cotton balls. These polyester fibers are filled with chemicals such as cyanide, naled, propargite, and dicofol all of which are dangerous to the body and known of causing cancer. Eating these non-digestible cotton balls could lead to malnutrition and bezoars (obstruction to the intestinal tract) such as choking and constipation.

Many of these teenage girls also suffer from eating disorders or self-esteem problems. 24 million people of all ages and genders suffer from an eating disorder in the United States.

Teenagers who have not been involved in diet fads and eating disorders believe there are healthier ways to be "skinny". It can be concluded that consuming ball diet is not healthy and only put the body at risk.

☐ Cotton balls are new diet fad that can only lead the body at risk

The question item in Google Form was made in “shuffle option order”. It means that each question will be random. So, between one student with other students will not get some question order. The purpose was that the students can not cheat with their friends.

There was also no number for each question in order students can not ask the answer to their friends. They can not ask “What is the answer of question number 1?” etc.

The result of reading assessment instrument of analytical exposition text can be seen in a link: <https://forms.gle/utn3XeKSakdJnaTP6>

c. Validating Reading Assessment Instrument of Analytical Exposition Text using Google Form

The result of designing prototype of product was then validated by some expert validators that consisted of internal validator and external validator. The internal validators were English lecturers of Walisongo State Islamic University (Dr. Hj. Siti Mariam, M.Pd. and Dr. Siti Tarwiyah, M.Hum) and the external validator was English teacher of MA PIM Mujahidin Pati (Umiyatul Arifah, S.Pd.).

There were three main components that should be evaluated by the expert validators, they were: component of material that consists of 8 aspects of assessment, component of construction that consists of 9 aspect of assessment, and

component of language that consists of 4 aspect of assessment and one additional rule aspect.

The result of expert validation can be seen below:

ASPECTS	K.P	VALIDATOR			Σ SCORE	MEAN $\bar{X}$	Σ	MEAN OF EACH ASPECT	(%)	CRITERIA
		1	2	3						
MATERIALS	1	3,10	3,03	3	6,13	2,04	77,70	3,24	80,94%	VERY GOOD
	2	3,35	3,33	3	6,68	2,23				
	3	3,23	3,20	4	6,43	2,14				
	4	3,20	3,10	3	6,30	2,10				
	5	3,38	3,23	3	6,60	2,20				
	6	3,13	3,10	3	6,23	2,08				
	7	3,25	3,18	3	6,43	2,14				
	8	4,00	3,93	3	7,93	2,64				
CONSTRUCTION	9	4,00	3,73	3	7,73	2,58	90,20	3,34	83,52%	VERY GOOD
	10	3,25	3,25	3	6,50	2,17				
	11	3,23	3,35	3	6,58	2,19				
	12	4,00	3,98	3	7,98	2,66				
	13	3,05	3,18	3	6,23	2,08				
	14	3,13	3,28	4	6,40	2,13				
	15	4,00	3,98	3	7,98	2,66				
	16	3,00	3,08	3	6,08	2,03				
	17	3,38	3,38	3	6,75	2,25				
LANGUAGE	18	3,00	3,05	3	6,05	2,02	36,43	3,04	75,89%	GOOD
	19	3,00	3,15	3	6,15	2,05				
	20	3,00	3,15	3	6,15	2,05				
	21	3,00	3,08	3	6,08	2,03				
ADD. RULE	22	4	4	3	11	3,6667	11	3,67	91,67%	VG
TOTAL		73,65	73,68	68	215,3	71,78	215,33	13,28	332,01%	
MEAN		3,348	3,349	3,09	9,788	3,2625	53,84	3,32	83%	VG

Table 4.2 The Result of Expert Validation

The result showed that the prototype of product was very good or valid to be implemented. However, the experts validator gave some advices to revise the prototype of module. The advices were as follow:

a) Internal Validator

1. Dr. Siti Tarwiyah, M. Hum.
 - 1) Some questions do not represent HOTS
 - 2) Some parts of the text are not grammatical
 - 3) Language rhetoric needs to be varied
 - 4) Consider questions number 7, 9, 14, 19, 22, 31, 33 and 37 (some items need revision)
2. Dr. Hj. Siti Mariam, M. Pd.
 - 1) Add source for each question

b) External Validator

1. Umiyatul Arifah, S. Pd.
 - 1) In general, all of the questions about analytical exposition text is in accordance with the indicators and blueprint
 - 2) The available answer choices also vary using language that is able to develop students' higher order thinking skill
 - 3) The text used is varied, measured the ability of a high level and based on contextual issues

- 4) Overall, all of the questions presented are feasible and can be tested.

4. Preliminary Field Testing of HOTS-Based Reading Assessment Instrument

a. Try Out Test Analysis

This discussion covered validity, reliability, distinguishing power, and difficulty index of try out test.

1. Validity of Instrument

To know the validity of instrument, the writer used Pearson Product Moment formula to analyze each question. The result showed that from 40 questions, there were 29 valid questions and 11 invalid questions.

The valid questions were question number 1, 2, 3, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 22, 23, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38 and 40. Meanwhile, the invalid questions were question number 4, 5, 8, 18, 19, 21, 24, 25, 26, 34, 36 and 39. The result of validity test can be seen in Appendix 25.

2. Reliability of Instrument

After the validity analysis done, the next step was analysing the reliability of test instrument. Here, the writer calculated the reliability of the test instrument by using Kuder-Richarson Formula 20 (K-R 20) with the following formula:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{S2 - \sum pq}{S2} \right)$$

The analysis of 40 test items with N=17 obtained $r_{11} = 0,861802222$ and $r_{table} = 0.312$.

Based on the result of analysis, it is known that $r_{11} = 0,861802222 > r_{table} = 0.312$. So that, the reliability of the question item was very high. The results of reliability test can be seen in Appendix 26.

3. Distinguishing Power

Here is the calculation of distinguishing power of question number 1, other items are calculated by using the same formula.

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Before calculated by using the formula above, the data were first divided into two groups. They were upper group and lower group. See table below.

Upper Group			Lower Group		
No.	Code	Score	No.	Code	Score
1.	TO-7	1	1.	TO-2	1
2.	TO-8	1	2.	TO-16	1
3.	TO-10	1	3.	TO-3	1
4.	TO-11	1	4.	TO-5	1
5.	TO-12	1	5.	TO-14	1
6.	TO-13	1	6.	TO-17	0

7.	TO-1	1	7.	TO-6	0
8.	TO-15	1	8.	TO-4	1
9.	TO-9	1			
TOTAL SCORE		9	TOTAL SCORE		6

Table 4.3 Discriminating Power of Question Number 1

From the table above, it is known that:

$$BA = 9 \qquad BB = 6$$

$$JA = 9 \qquad JB = 8$$

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$$D = \frac{9}{9} - \frac{6}{8}$$

$$D = 1 - 0.75$$

$$D = 0.25$$

According to the result of the calculation above, the item number 1 has enough criteria ($0.20 < D < 0.40$). The results of distinguishing power test can be seen in Appendix 28.

4. Difficulty Index

The difficulty index was obtained from the percentage of students who had the right answer. The difficulty level analysis was used to determine the level of test difficulty whether the test had easy, medium or difficult criteria. The criteria of the difficulty index was classified as follow:

- Test with P 0.1 to 0.30 is difficult
- Test with P 0.30 to 0.70 is medium

- Test with P 0.70 to 1.00 is easy

After analysing the test instrument, it was obtained data as follows: 1) the easy criteria are in question number 1, 3, 20, 35, and 36; 2) the medium criteria are in question number 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39, and 40; 3) and the difficult criteria are in question number 26.

Here is calculation of difficulty index analysis of question number 1. Other questions are calculated by using the same formula.

$$B = 15$$

$$JS = 17$$

$$P = \frac{B}{JS}$$

$$P = \frac{15}{17}$$

$$P = 0.88235$$

From the calculation above, it is shown that the question number 1 has easy criteria. ($0.70 < P < 1.00$). The results of test of difficulty index can be seen in Appendix 27.

b. Small Scale Trial

The next step was preliminary field testing. In this step, the product was tested in a small scale trial. The subjects of this trial were 9 students of XI-MIA that are selected with some criteria as follow: 3 students with high

comprehension level; 3 students with medium comprehension level; and 3 students with low comprehension level. The students were chosen based on the advice from English teacher.

This step was conducted in four meetings which were appropriate with the time allocation of MA PIM Mujahidin Pati. In the first meeting, students were given a pretest and treatment. Firstly, the writer gave a pre-test to figure out the students' first condition in HOTS of reading mastery. After the pre-test done, then treatment was conducted. The treatment was used to train students' thinking ability by using reading assessment instrument which has been developed. The reading assessment instrument contains the indicator that is used to train students' HOTS. Here, it happened teaching and learning process in order to make the students understand the topic, so they can do HOTS questions. After the learning process, students did some worksheets in the form of Google Form. The result of pre-test and post-test are shown in the appendix. ***(see Appendix 10)***

The result of preliminary field testing showed that students' average score of post-test is 76 which is higher than the average score of pre-test 62 and the minium criteria 64.

5. Main Revision of HOTS Reading Assessment Instrument

The revisions of the prototype of the product were done based on the advice from expert validators. The revisions were as follow:

Before revision	After revision
6. “Therefore, they have to become responsible and self-reliant.” What does the sentence imply? A. Students have to study harder to succeed. B. Students must manage their finance carefully. C. Students learn to solve their problems themselves. D. Students must prioritize their studies. E. Students must be useful for other people.	6. By saying “Therefore, they have to become responsible and self-reliant.” in line 8, the author implies that ... A. Students have to study harder to succeed. B. Students must manage their finance carefully. C. Students learn to solve their problems themselves. D. Students must prioritize their studies. E. Students must be useful for other people.
7. Diana wants to study in the United States. Based on the	Poor item to be deleted, because the item does not

text, what is the first thing she should prepare? A. Book a dorm. B. Improve her english skills. C. Choose a good subject. D. Bring books she needs. E. Have an american friend	represent HOTS. The answer can be directly found in stimulus/text.
3. What can we infer from the graphic? A. Trying to stop using plastic straws can save our earth B. Some people need plastic straws to drink C. Plastic straws end up in the landfill by the millions D. Plastic straws can't be naturally broken down by decomposers E. Plastic straws is extremely dangerous to marine life	3. From the info graphic, it can be concluded that ... A. Trying to stop using plastic straws can save our earth B. Some people need plastic straws to drink C. Plastic straws end up in the landfill by the millions D. Plastic straws can't be naturally broken down by decomposers E. Plastic straws is extremely dangerous to marine life

9. What can we conclude from the text about waking up early? A. It makes us tired and weak. B. It increases energy and mood. C. It leads us to do an activity hastily. D. It disturbs our sleeping patterns. E. It gives us less time to do a certain activity.	Poor item to be deleted, because the item does not represent HOTS. The answer can be directly found in stimulus/text.
14. Which of the following obviously shows the authors opinion about smoking in restaurants? A. Heart, lung disease, asthma are kinds of serious disease caused by non-smokers	14. From the third paragraph, the writer suggests that A. Heart, lung disease, asthma are kinds of serious disease caused by non-smokers B. Smoking in public

B. Smoking in public places is polite for some people C. Cancer is the one of symptoms that is easily signed by smoker D. Breathing cigarette smoke can cause asthma for passive smoker E. Smoking in a smoking room or outside a restaurant is better to respect non-smokers	places is polite for some people C. Cancer is the one of symptoms that is easily signed by smoker D. Breathing cigarette smoke can cause asthma for passive smoker E. Smoking in a smoking room or outside a restaurant is better to respect non-smokers
19. What does the article say about smokers? A. An X-ray scan needs to be avoided by smokers B. Gum disease is mostly found on smokers	Poor item to be deleted, because the item does not represent HOTS. The answer can be directly found in stimulus/text.

C. Smokers need to go dentists more often D. Smokers should do dental check-ups annually E. Smokers have less dental issues than non-smokers	
Stimulus/text for question number 22&23	
Public transportation is a form of travel offered locally that enables more people to travel together along designated routes. Typical examples of forms of public transportation include buses and trains. Public transportation becomes important parts which give great advantages. First, boarding public transportation plays a significant role in enhancing opportunity and productivity.	Public transportation is a form of travel offered locally that enables more people to travel together along designated routes. Typical examples of forms of public transportation include buses and trains. Public transportation becomes important parts which give great advantages. First, boarding public transportation plays a significant role in enhancing opportunity and productivity.

Knowledge, labor, skills and goods in the market are transported by public transportation which grow the economic. Moreover, public transportation increases land and property value. Land that would have been used for parking and roads can be used to profitable use. Second, it is good for environment. It significantly reduces the number of vehicles on the road. This means less pollution from motor vehicle emissions. A clean environment boosts living standards. Furthermore, it prevents global warming. By reducing the number of vehicles, the amount of greenhouse gas produced will not be enough to cause global warming. Third, it improves health.	Knowledge, labor, skills and goods in the market are transported by public transportation which grow the economy. Moreover, public transportation increases land and property value. Land that would have been used for parking and roads can be used to profitable use. Second, it is good for environment. It significantly reduces the number of vehicles on the road. This means less pollution from motor vehicle emissions. A clean environment boosts living standards. Furthermore, it prevents global warming. By reducing the number of vehicles, the amount of greenhouse gas produced will not be enough to cause global

Fumes produced by vehicles can lead to respiratory diseases. Few cars on the road mean reduction of the possibility of these dangerous diseases. Furthermore, public transportation encourages people to walk to bus and railway stations which is good for health. It also can reduce stress that comes with driving a car on congested roads. It can be concluded that boarding public transportation really benefits us for economic, environmental and health	warming. Third, it improves health. Fumes produced by vehicles can lead to respiratory diseases. Few cars on the road mean reduction of the possibility of these dangerous diseases. Furthermore, public transportation encourages people to walk to bus and railway stations which is good for health. It also can reduce stress that comes with driving a car on congested roads. It can be concluded that boarding public transportation really benefits us for economy, environmental and health Source :Cicik Kurniawati dan Yuniarti Dwi Arini, <i>Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran</i>

	2018/2019, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 98.
22. What is the main idea of paragraph two ? A. Land and property value grow better. B. Public transportation increases the economic. C. There are several kinds of public transportation D. Driving a private car can lead stress and health problem.	22. What is the main idea of paragraph two ? A. Land and property value grow better. B. Public transportation increases the economy. C. There are several kinds of public transportation D. Driving a private car can lead stress and health problem
31. Based on the facts above, the reader are expected that... A. People have to avoid consuming formalin in their food B. The use of formaldehyde is	31. Based on the facts above, the readers are expected that... A. People have to avoid consuming formalin in their food B. The use of formaldehyde is

necessary to control the food C. People should add 10% solution of formaldehyde in water D. The food preservative is required to make the food delicious E. Food seller is supposed to pour formalin for vegetable and food products	necessary to control the food C. People should add 10% solution of formaldehyde in water D. The food preservative is required to make the food delicious E. Food seller is supposed to pour formalin for vegetable and food products
Stimulus/text for questions number 32&33	
Apartments Offer Practical Living The number of high-rise apartment buildings continues to mushroom not only in the center of the city but also in suburban areas. This shows that many Indonesian enjoy living in apartments. This is true for a	Apartments Offer Practical Living The number of high-rise apartment buildings continues to mushroom not only in the center of the city but also in suburban areas. This shows that many Indonesian enjoy living in

number of reasons.

In the first place, people prefer to live in an apartment because it is located near strategic areas. They can save time and energy as they don't have to experience terrible traffic jam.

In addition, they enjoy the new life style because an apartment offers comfort and privacy so they don't have to worry about the city's high crime rate as most apartments have 24 hour security systems. Moreover, people now enjoy practicality and this is reflected in the design of their place. Living rooms become smaller and a veranda is no longer considered an important part of the house.

From the facts above, it is clear that apartments offer

apartments. This is true for a number of reasons.

In the first place, people prefer to live in an apartment than in a house because it is located near strategic areas. They can save time and energy as they don't have to experience terrible traffic jam.

In addition, they enjoy the new life style because an apartment offers comfort and privacy so they don't have to worry about the city's high crime rate as most apartments have 24 hour security systems. Moreover, people now enjoy practicality and this is reflected in the design of their place. Living rooms become smaller and a veranda is no longer considered an important part of the house.

practical living which thus make them mustrooming.	From the facts above, it is clear that apartments offer practical living which thus make them mushrooming. Source :Cicik Kurniawati dan Yuniarti Dwi Arini, <i>Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019</i>, (Yogyakarta: PT Penerbit Intan Pariwara, 2018).
32. What does the weakness of living in apartment? A. Living in apartment offers secure life style B. It is closer with the crime of the city C. Living in apartment offers more pocket-friendly pricing D. Living in an apartment will free the owner from home maintenance E. Apartments do not have access to a yard,	33. In your opinion, what is the weakness of living in apartment? A. Living in apartment offers secure life style B. It is closer with the crime of the city C. Living in apartment offers more pocket-friendly pricing D. Living in an apartment will free the owner from home maintenance

balcony or outdoor area.	E. Apartments do not have access to a yard, balcony or outdoor area.
(a)	(b)

Table 4.4 HOTS of Reading Assessment Instrument before revision (a) and after revision (b)

6. Main Field Testing of HOTS-Based Reading Assessment Instrument

After revising the product, the next step was testing the product in big scale trial (experimental class). The subjects of this trial were 20 students of XI-MIA. The main field testing was conducted by using *Pre-test Post-test Control Group Design* where the writergave pre-test, treatment and post-test. Pre-test post-test control group design was used to know the influence of the product developed towards students' achievement before and after using the product.

In the first meeting, students were given a pretest and treatment. Firstly, the writer gave a pre-test. The test was used to figure out the students' first condition in HOTS of reading mastery. After the test done, then they were given a treatment. The treatment was conducted for 3 meetings. Through these 3 meetings, students' thinking ability were trained by using reading assessment instrument which has been developed. The

reading assessment instrument contains the indicator that is used to train students' HOTS. Here, it happened teaching and learning process in order to make the students understand the topic, so they can do HOTS questions. After the learning process, students did some worksheets in the form of Google Form.

In the last meeting, the post-test was carried to know the effectiveness of the product. The results of students' pre-test and post-test in experimental and control class are shown in the table below:

Descriptives					
	Class		Statistic	Std. Error	
Pretest	Experiment	Mean		60.60	2.742
		95% Confidence Interval for Mean	Lower Bound	54.86	
			Upper Bound	66.34	
		5% Trimmed Mean		60.67	
		Median		62.00	
		Variance		150.358	
		Std. Deviation		12.262	
		Minimum		40	
		Maximum		80	
		Range		40	
		Interquartile Range		22	
		Skewness		-.255	.512
		Kurtosis		-1.015	.992
	Control	Mean		50.80	2.860
		95% Confidence Interval for Mean	Lower Bound	44.81	
			Upper Bound	56.79	
		5% Trimmed Mean		50.89	
		Median		54.00	
		Variance		163.537	
		Std. Deviation		12.788	
		Minimum		28	
		Maximum		72	
		Range		44	
		Interquartile Range		20	
		Skewness		-.277	.512
		Kurtosis		-.933	.992

Table 4.5 The results of students' pre-test in experimental and control class

Descriptives					
	Class			Statistic	Std. Error
Posttest	Experiment	Mean		76.80	2.296
		95% Confidence Interval for Mean	Lower Bound	71.99	
			Upper Bound	81.61	
		5% Trimmed Mean		77.11	
		Median		78.00	
		Variance		105.432	
		Std. Deviation		10.268	
		Minimum		56	
		Maximum		92	
		Range		36	
		Interquartile Range		15	
		Skewness		-.350	.512
		Kurtosis		-.590	.992
	Control	Mean		66.40	2.329
		95% Confidence Interval for Mean	Lower Bound	61.53	
			Upper Bound	71.27	
		5% Trimmed Mean		66.00	
		Median		64.00	
		Variance		108.463	
		Std. Deviation		10.415	
		Minimum		52	
		Maximum		88	
		Range		36	
		Interquartile Range		15	
		Skewness		.549	.512
		Kurtosis		-.563	.992

Table 4.6 The results of students' post-test in experimental and control class

a) The result of pre-test

Based on the calculation of normality and homogeneity test from experimental class and control class, the data have normal distribution and homogen. It is proven by the significance result of both experimental class and control class in Kolmogorov-Smirnov^a and Shapiro-Wilk are higher than 0.05 which indicates that the data have normal distribution.

The homogeneity test is proven by the result of significance score which is higher than 0.05 ($0.832 > 0.05$).

The calculation of normality, homogeneity, and T-Testof pre-test in control class and experimental class can be seen in appendix. (*see Appendix 12*)

b) The result of post-test

Based on the calculation of normality and homogeneity test from experimental class and control class, the data have normal distribution and homogen. It is proven by the significance result of both experimental class and control class are higher than 0.05 which indicates that the data have normal distribution.

The homogeneity test is proven by the result of significance score which is higher than 0.05 ($0.891 > 0.05$).

Based the result of t-test calculation, it shows that the result of Sig. (2-tailed) is lower than 0.05 ($0.03 < 0.05$). it means, there is significant different between the post-test

score of experimental class with the post-test score of control class. It indicated that higher order thinking skill (HOTS)-based reading assessment instrument of analytical exposition text using google form for the eleventh grade of MA PIM Mujahidin Pati was valid and effective to be used.

The calculation of normality, homogeneity, and T-Test of pre-test in control class and experimental class can be seen in appendix. (*see Appendix 14*)

From the explanation above, it can be concluded that HOTS of reading assessment instrument of analytical exposition text using google form is effective for encouraging students' higher order thinking skills.

7. Final Revision of HOTS-Based Reading Assessment Instrument Using Google Form

Some revisions of HOTS-based reading assessment instrument using Google Form were conducted to meet with the feasibility and the suitability of the product developed.

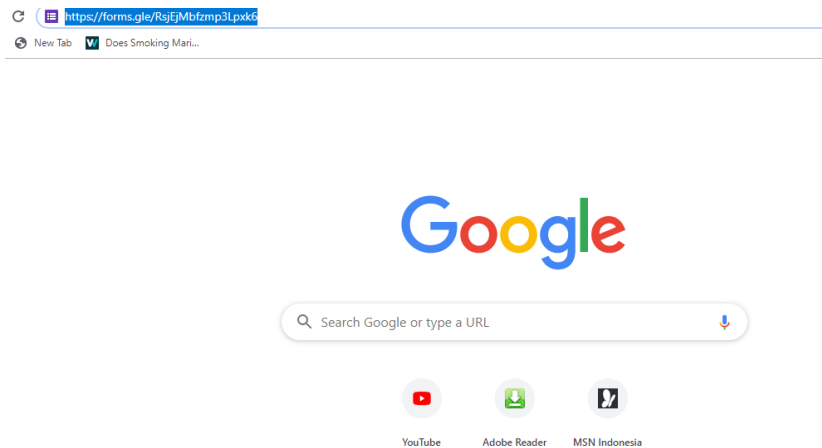
C. Steps of Using Google Form on Higher order Thinking Skill (HOTS)-Based Reading Assessment Instrument

There were two users in using google form on higher order thinking skill (HOTS)-based reading assessment instrument. First, user as students, and second, user as a English teacher. Here are the steps of using google form for those users.

1. Using Google Form on HOTS-Based Reading Assessment for Students

These were some steps of using google form on HOTS reading assessment for students:

- a. Open link <https://forms.gle/RsjEjMbfzmp3Lpxk6> on Google



- b. After opening, we will be shown the form that is ready to be filled by students as shown below. But, before filling out, students are required to first read the instructions. This is the first section of HOTS reading assessment instrument using google form.

Untitled form - Google Forms x HIGHER ORDER THINKING SKILL x +

forms/d/e/1FAIpQL5dcTUViMDG4Z-92-cx00H_Ji46L0xcP8naDpG7Xl2cuFkU5vA/viewform



HIGHER ORDER THINKING SKILL (HOTS) OF READING ASSESSMENT INSTRUMENT OF ANALYTICAL EXPOSITION TEXT

Instructions

1. Complete your identity first
2. Read the available questions carefully
3. Click one of the correct answer from the five available answers
4. All sections must be filled

Next

Never submit passwords through Google Forms.

- c. In the second section, students are required to complete identity in the available coloumn. After completing the identity, click “Next” to go to the next section.

Untitled form - Google Forms x HIGHER ORDER THINKING SKILL x +

forms/d/e/1FAIpQL5dcTUViMDG4Z-92-cx00H_Ji46L0xcP8naDpG7Xl2cuFkU5vA/formResponse

STUDENTS' IDENTITY

Name *

Your answer

Absent Number

Your answer

Class *

Your answer

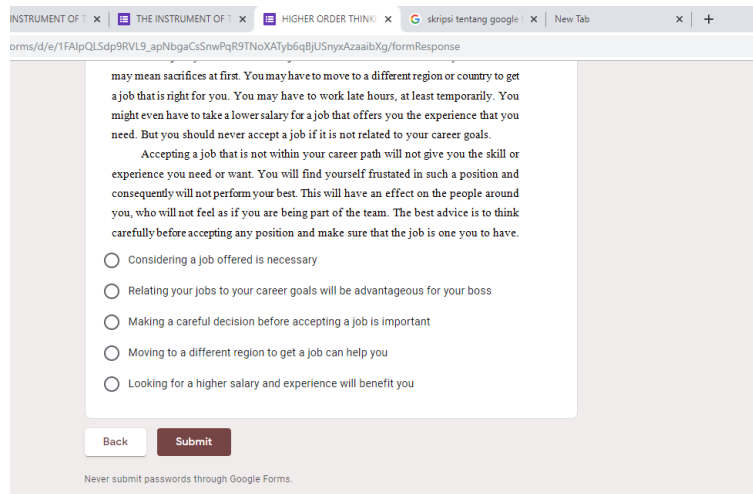
Back Next

Never submit passwords through Google Forms.

- d. The third section is questions items of HOTS reading assessment of exposition text. Here, students are required

to choose the correct answer from the five available answers.

- e. If students have finished answering all questions, then students simply click “Submit” so that the data that has been filled in can be entered on the teacher's google form account.



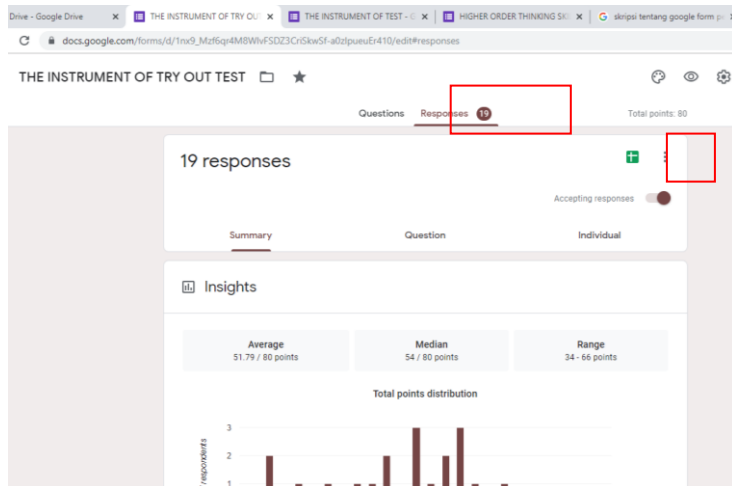
The screenshot shows a Google Form in a web browser. The browser's address bar displays the URL: `forms/d/e/1FAIpQL5dp9RVL9_apNbgCaSnpPgRSTNoXATyb6q8jUSnyxAzaibXg/formResponse`. The form content includes a paragraph of text: "may mean sacrifices at first. You may have to move to a different region or country to get a job that is right for you. You may have to work late hours, at least temporarily. You might even have to take a lower salary for a job that offers you the experience that you need. But you should never accept a job if it is not related to your career goals." This is followed by another paragraph: "Accepting a job that is not within your career path will not give you the skill or experience you need or want. You will find yourself frustrated in such a position and consequently will not perform your best. This will have an effect on the people around you, who will not feel as if you are being part of the team. The best advice is to think carefully before accepting any position and make sure that the job is one you to have." Below the text are five radio button options: "Considering a job offered is necessary", "Relating your jobs to your career goals will be advantageous for your boss", "Making a careful decision before accepting a job is important", "Moving to a different region to get a job can help you", and "Looking for a higher salary and experience will benefit you". At the bottom of the form are two buttons: "Back" and "Submit". A footer note at the very bottom states: "Never submit passwords through Google Forms."

Those are the steps how to use google form on reading assessment instruments for students. Furthermore, the data that has been submitted by students can be directly seen through the google form account of English teacher.

2. Using Google Form on HOTS Reading Assessment for English Teacher

To see and process the results of data that have been completed by students, here were the steps of using google form on HOTS reading assessment for English teacher:

- a. Open google form account in google chrome
- b. After opening, click “Responses” and then click symbol of Google Spreadsheet to see the result of reading assessment filled by students.



- c. Then, the result of data filled by students will be shown in Spreadsheet. In the spreadsheet, the data are very clear and accurate. When the students filled the google form and what their answers are shown clearly.

THE INSTRUMENT OF TRY OUT TEST

File Edit View Insert Format Data Tools Form Add-ons Help All changes saved in Drive

100% 0.00 123% Default (Arial) 10 B I A

Timestamp	Score	Name	Absent Number	Class	What is the main idea of t	What can we infer from the info graphic, it c	Which of the follow
11/27/2019 21:04:22	50 / 80	Zainal abidin		17 XI-MIA	Cotton balls are new diet	Eating healthy food and g Trying to stop using plasti	Playing video game
11/27/2019 21:04:22	50 / 80	AHMAD NADHIFUL FIKRIYA		1 XII-MIA	Cotton balls are made fro	Eating healthy food and g Trying to stop using plasti	Children might settl
11/27/2019 21:04:23	60 / 80	NUR HANAFI PAMULI		12 XII-MIA	Cotton balls are made fro	Eating healthy food and g Trying to stop using plasti	Children might settl
11/27/2019 21:04:31	40 / 80	BAHRUDIN SHALAM		3 XII-MIA	Cotton balls are made fro	Eating healthy food and g Trying to stop using plasti	Violent video game
11/27/2019 21:04:36	56 / 80	SHOHIBUL IZAR		14 XII-MIA	Cotton balls are new diet	Eating healthy food and g Trying to stop using plasti	Violent video game
11/27/2019 21:04:39	66 / 80	KUNI SYA'ADAH		7 XII IPA	Cotton balls are made fro	Eating healthy food and g Trying to stop using plasti	Violent video game
11/27/2019 21:04:42	50 / 80	MUHAMMAD SETIAWAN	09	12 MIA	Cotton balls are made fro	Eating healthy food and g Trying to stop using plasti	Violent video game
11/27/2019 21:05:00	54 / 80	VERA YUNITA ANGGRAENI		16 XII-MIA	Cotton balls are made fro	Eating healthy food and g Trying to stop using plasti	Children might settl
11/27/2019 21:05:22	60 / 80	NAILAL KHUSNA		11 XII IPA	Cotton balls are made fro	Eating healthy food and g Trying to stop using plasti	Children might settl
11/27/2019 21:05:26	62 / 80	LELY FITRIANA		8 XII IPA	Cotton balls are made fro	Eating healthy food and g Trying to stop using plasti	Children might settl
11/27/2019 21:05:48	42 / 80	SRI Maesyarah		15 XII-MIA	Cotton balls are new diet	Eating healthy food and g Trying to stop using plasti	Children might settl
11/27/2019 21:07:08	46 / 80	Nisa		5 XII-MIA	Cotton balls are made fro	Eating healthy food and g Trying to stop using plasti	Children might settl
11/27/2019 21:40:47	50 / 80	Almatul Khulifah		2 XII MIA	Cotton balls are made fro	Consuming cotton balls c Trying to stop using plasti	Children might settl
11/27/2019 22:44:04	60 / 80	munawidloh		10 XII-MIA	Cotton balls are made fro	Eating healthy food and g Trying to stop using plasti	Children might settl
11/29/2019 3:56:02	34 / 80	DINDA SHINTA NATANIELA		4 XII MIA	Cotton balls are made fro	Cyanide, naled, propargh Some people need plastic Parents should atte	
11/29/2019 4:03:08	34 / 80	FERI ARTIKA		6 XII MIA	Propargh is dangerous f	Cotton balls are made fro Plastic straws and up in it f	Violent video game
11/29/2019 4:42:10	36 / 80	RIZANIA ULFA		17 XII MIA	Consuming cotton balls c	Consuming cotton balls a Plastic straws is extremel	Children might settl
11/30/2019 2:12:11	54 / 80	VERA YUNITA ANGGRAENI		16 XII MIA	Cotton balls are made fro	Eating healthy food and g Trying to stop using plasti	Children might settl

Form Responses 1 Sheet2 Explore

D. The Discussion of Need Analysis, Development, and Effectiveness of Higher order Thinking Skill (HOTS)-Based Reading Assessment Instrument of Analytical Exposition Text using Google Form

Based on the result of interview and observation, English teacher still used traditional assessment to assess students' test result. The assessment used by the teacher still paper-based system that take many papers and take much time to correct the students' test result. It was not effective and efficient. The assessment used also did not train students' higher order thinking skill. It made students found difficulties when they were given HOTS questions. They need a reading assessment instrument that can encourage students' higher order thinking skill that integrated with technology.

This finding is in line with the development of technology that growing rapidly and various challenges in education that

required curriculum development. Based on minister education and culture's regulation (*Permendikbud*) no. 59, 2014 concerning 2013 curriculum of high school in appendix 1 stated that one of the basic curriculum improvements is internal and external challenge. One of challenges in external challenge is the development of education at the international level. Regarding that issue, 2013 curriculum was designed with various improvements. One of the improvements made to the assessment standard is by gradually adapting international standard assessment models. Assessment of learning outcomes is expected to help students to improve higher order thinking skills (Higher Order Thinking Skills / HOTS), because higher level thinking can encourage students to think broadly and deeply about subject matter.⁷⁷

The development of higher order thinking skill (HOTS)-Based Reading assessment instrument of analytical exposition text using google form was designed based on the teacher's and students' need analysis. It was adopted by the procedures proposed by Borg & Gall which consisted of 7 steps. The steps were need analysis, planning, designing preliminary form of product, preliminary field testing, main product revision, main field testing, and the last one was revision. The material of the product was the

⁷⁷Kemendikbud, 2017. *Modul Penyusunan Soal Higher Order Thinking Skill (HOTS)*: Direktorat Jenderal Pendidikan Dasar dan Menengah Departemen Pendidikan dan Kebudayaan, page 1.

materials learned by eleventh grade students of senior high school that involved into higher order thinking skill (HOTS).

The effectiveness of this research is taken from some sources. The first source is from the result of expert validation. The validation result from validator I was 86%, validator II was 86.5%, and validator III was 76%. The average score is 83% that indicates that the product is valid to be implemented as reading assessment instrument in English teaching and learning process. Other data were taken from students' pre-test and post-test scores. The pre-test scores of experimental class was 60.6 while the post-test result was 76.8.

The scores showed that the result of students' post-test is higher than the result of students' pre-test. The students' scores were increased after they are taught by using HOTS of reading assessment instrument which has been developed. They could also pass the minimum score (KKM).

From the explanation above, it can be taken in general that the higher order thinking skill (HOTS)-based reading assessment instrument of analytical exposition text is effective for encouraging students' higher order thinking skills. It is line with the theory given by Marier who states that reading comprehension text should be provided with exercise that can develop higher order thinking

skills (HOTS). Because, it will become low achievers if students focus on lower order thinking skill (LOTS).⁷⁸

Besides supported by the theory of Marier, this finding is also supported by the finding of relevant research by Rifki Nurlaili Hidayat, Dwi Rukmini, Dwi Anggani Linggar Bharati (2019) entitled “*Developing Problem-Solving Based Assessment to Stimulate Critical Thinking and Creativity of Students’ Writing Skill*”.⁷⁹ This research revealed that there was a significant improvement of the students’ critical thinking skill and creativity skill.

⁷⁸R. Marrier, *Reading Comprehension Techniques for Improving Students’ Success in Extracting Usefull Knowledge from Text*, (New Jersey: Pearson Education, Inc., 2002.

⁷⁹Rifki Nurlaili Hidayat, Dwi Rukmini & Dwi Anggani Linggar Bharati, “Developing Problem-Solving Based Assessment to Stimulate Critical Thinking and Creativity of Students’ Writing Skill”, *English Education Journal*, Universitas Negeri Semarang, Indonesia, EEJ 9 (2) (2019) 164-171.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusions and suggestions of this research are explained in this chapter.

A. Conclusion

Based on the result of finding and analysis, it can be concluded in four main topics as follow:

1. Students need reading assessment instrument that can encourage their higher order thinking skills and creativity. In fact, teacher rarely used higher order thinking skill (HOTS) assessment instrument in the classroom and often used lower order thinking skill gained from books or students' worksheet. It makes students have difficulty when they are given a reading test that measured higher order thinking skill. So that, HOTS-based reading assessment development is needed.
2. The development of higher order thinking skill (HOTS)-based reading assessment instrument of analytical exposition text using Google Form had been done through the following procedures: 1) need analysis, 2) planning, 3) designing preliminary form of product, 4) preliminary field testing, 5) main product revision, 6) main field testing, and 7) revision.

The developed product consists of three parts:

- a. Description and instruction

- b. Students identity, consists of; name, absent number and class
 - c. Question items
 - Question items use cognitive domain on the level of higher order thinking skill; analyzing (C4), evaluating (C5), and creating (C6)
 - The question consists of 25 question items of multiple choice with five possible answers
 - Time allocation of 25 question items of higher order thinking skill of reading assessment using google form is 65 minutes
3. The validity of higher order thinking skill (HOTS)-based reading assessment of analytical exposition text using google form was measured by using the result of expert validation. The validation result from validator I was 86%, validator II was 86.5%, and validator III was 76%. Meanwhile, the reliability of higher order thinking skill (HOTS)-based reading assessment of analytical exposition text using google form was calculated by using Kuder-Richarson Formula 20 (K-R 20). The result showed that $r_{11} = 0,861802222 > r_{table} = 0.312$. It can be concluded that the reliability of the question item was very high.
4. The effectiveness of higher order thinking skill (HOTS)-based reading assessment of analytical exposition text using google

form for encouraging students' higher order thinking skill was measured by using the result of expert validation, the result of pre-test, and the result of post-test. The average score of validation result from validator I, II and III was 83% which means very good and valid. Furthermore, the result of pre-test and post-test were 60.6 and 76.8 which indicate that there was significant difference before and after the implementation of the product.

B. Suggestion

This research is intended to develop a HOTS-based reading assessment instrument that can trigger and encourage students' critical thinking skills, creativity, and ICT literacy. According to that, this research needs further investigation to obtain a product with better quality. By means of this reason, the writer suggests:

1. This product can be used in senior high school because it has been validated by expert validation.
2. In this modern era, teacher must be more innovative in designing reading assessment for students. Teacher should create reading assessment that can encourage students' higher order thinking skills, creativity and ICT literacy. Teacher also must use information technology facilities provided by school for learning. The teacher can assess students' critical thinking by utilizing this HOTS-based reading assessment instrument

using Google Form. By using this product, students will be challenging to do an assessment using google form and teacher will be more easy to correct students' answer.

3. This research needs to be developed since the writer only focuses on one material, analytical exposition text. It will be better if other researchers are willing to develop other materials of English.

Thus, this thesis is served to the readers. The writer realizes that it is still far from perfection. So that, the writer hopes some suggestions and criticism to make it perfect. Hopefully, this research can be useful for the writer and all the readers. Aamiin...

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Appendix 1

Observation Guideline

A. Petunjuk Pelaksanaan

1. Peneliti mengadakan pengamatan di MA PIM Mujahidin Pati.
2. Selama observasi dilakukan, peneliti mencatat, mendeskripsikan, dan merangkum hasil observasi.
3. Peneliti kemudian membuat kesimpulan sementara dari observasi yang sudah dilaksanakan.
4. Peneliti melakukan tinjauan ulang pada catatan-catatan lapangan untuk diuji kecocokan atau kebenarannya.
5. Peneliti membuat kesimpulan sebagai hasil akhir.

B. Sasaran Observasi

1. Guru yang mengajar kelas

Aspek-aspek yang diamati:

- Aktivitas guru

2. Siswa

Aspek-aspek yang diamati:

- Perilaku siswa di dalam kelas
- Aktivitas siswa
- Keaktifan siswa
- Respon siswa
- Pemahaman siswa

3. Proses pembelajaran di kelas

Aspek-aspek yang diamati:

- Penyajian materi
 - Metode pembelajaran
 - Media pembelajaran
 - Instrumen penilaian yang digunakan
- C. Hal-hal yang berkaitan dengan penggunaan instrumen penilaian yang meliputi:
1. Tersedianya fasilitas, sarana dan prasarana.
 2. Perencanaan pembuatan instrumen penilaian.
 3. Materi, metode dan soal soal yang digunakan.
 4. Kemampuan siswa mengerjakan soal yang diberikan guru.

Appendix 2

Teacher's Need Analysis

Interview Guideline

Guru Mata Pelajaran Bahasa Inggris kelas XI MA PIM

Mujahidin Pati

A. Tujuan

Untuk mengetahui instrumen penilaian yang digunakan guru dalam menilai kemampuan *reading* siswa pada mata pelajaran Bahasa Inggris.

B. Pertanyaan Panduan

Guru mata pelajaran Bahasa Inggris Kelas XI MA PIM

Mujahidin Pati

Identitas diri

a. Nama :

b. Jabatan :

c. Instansi :

1. Ketersediaan fasilitas atau sarana dan prasarana di sekolah
 - a. Apa saja sarana dan prasarana yang disediakan sekolah untuk siswa?
 - b. Apakah sekolah menyediakan fasilitas teknologi informasi untuk pembelajaran?
2. Penilaian *reading* mata pelajaran bahasa Inggris oleh guru
 - a. Bagaimana cara Ibu melakukan penilaian *reading* mata pelajaran bahasa Inggris kepada siswa?

- b. Bagaimana sistem penilaian yang Ibu gunakan?
- 3. Penggunaan soal soal HOTS dalam instrumen penilaian reading
 - a. Apakah Ibu menggunakan soal soal HOTS dalam instrumen penilaian reading?
 - b. Jika iya, berasal darimanakah soal-soal yang Ibu gunakan dalam instrumen penilaian reading?
 - c. Apakah soal-soal yang Ibu gunakan mencakup indikator soal HOTS (menganalisis, mengevaluasi dan mencipta)?
- 4. Guru memahami dan memanfaatkan google form
 - a. Apa yang Ibu ketahui tentang google form?
 - b. Apakah Ibu pernah menggunakan google form dalam pembelajaran?
 - c. Jika iya, bagaimana Ibu menerapkan google form dalam pembelajaran?
- 5. Tanggapan guru tentang instrumen penilaian *reading* berbasis HOTS menggunakan google form
 - a. Bagaimana tanggapan Ibu jika ada instrumen penilaian *reading* berbasis HOTS menggunakan google form diterapkan dalam pembelajaran Bahasa Inggris?

Appendix 3

Students' Need Analysis

Interview Guideline

Nama :

Kelas :

Hari/tanggal wawancara :

1. Ketersediaan fasilitas atau sarana dan prasarana di sekolah
 - a. Apa saja sarana dan prasarana yang disediakan sekolah untuk siswa?
 - b. Apakah sekolah menyediakan fasilitas teknologi informasi untuk pembelajaran?
2. Pemahaman dan pemanfaatan google form
 - a. Apa yang Anda ketahui tentang google form?
 - b. Apakah Ibu guru pernah menggunakan google form dalam proses pembelajaran?
 - c. Apakah Anda suka jika google form diterapkan dalam proses pembelajaran?
3. Penggunaan soal soal HOTS dalam instrumen penilaian reading
 - a. Apakah Ibu guru menggunakan soal HOTS dalam instrumen penilaian reading?
 - b. Apakah Anda merasa sulit mengerjakan soal HOTS?
 - c. Apakah yang menyebabkan Anda merasa sulit mengerjakan soal HOTS?

4. Tanggapan siswa tentang instrumen penilaian *reading* menggunakan google form
 - a. Bagaimana tanggapan Anda jika google form digunakan dalam pembelajaran Bahasa Inggris ?

Appendix 4

The Result of Teacher's Need Analysis

Name : Umiyatul Arifah, S.Pd
Position : Guru Bahasa Inggris
Institute : MA PIM Mujahidin Pati

1. Availability of facilities or infrastructure at schools

- a. What facilities and infrastructure does the school provide for students?

Answer : Facilities provided by schools for students include a variety of educational tools, books and other learning resources. While the infrastructure provided includes classrooms, library rooms, canteens, sports venues, places of worship, computer labs, internet networks and other infrastructure that support the learning process

- b. Does the school provide information technology facilities for learning?

Answer :Yes, schools provide information technology facilities for learning in the form of computer laboratories and internet network is to assist learning process

- c. How is the use of information technology facilities provided by schools for learning?

Answer : The use of computer labs in schools is not optimal. Computer labs are only used by the school for preparation of national exams or simulations for exams only. After the exams done, computer labs are rarely used for learning.

2. Assessment of reading of English subjects by the teacher

a. What method do you usually use to evaluate reading of English subject for students?

Answer : There are various ways used to assess reading of English subject for students, for example by assessing several aspects such as pronunciation (pronunciation), how to deliver (delivery), and how to present (performance). There are also other aspects that I used as an assessment in reading, namely; fluency, grammar, vocabulary, intonation, etc. In addition, for cognitive assessment of students I used a written test consisting of multiple choice tests and essays.

b. What assessment system do you usually use?

Answer : The examples of grading systems that I use; pronunciation, there are several assessment criteria. For example students will get 5 score if pronunciation is easy to be understood, and 1 score if there is a problem in pronunciation and

cannot be understood. Meanwhile, on the cognitive aspect, I usually use a written test consisting of multiple choice questions and essays. Students' test results are corrected manually based on the assessment guidelines.

3. The use of HOTS questions in reading assessment instruments
- a. Did you use the HOTS questions in the reading assessment instrument?

Answer : Yes, I used HOTS questions. But the use of HOTS questions is fewer than LOTS questions. The used questions are still dominated by category of remembering, understanding and applying. This is due to the lack of student worksheets or exercises book that contain HOTS.

- b. Where did you get the questions you used for reading assessment instrument?

Answer : From various sources; handbooks, LKS, internet and other sources.

- c. Do the questions you use include HOTS indicators (analyzing, evaluating and creating)?

Answer : Yes, some of the questions I used include HOTS indicators (analyzing, evaluating and creating). But the use of HOTS questions is fewer than LOTS questions. The used questions are still dominated

bycategory of remembering, understanding and applying.

4. Teacher understands and utilizes Google forms

a. What do you know about Google Form?

Answer : In my opinion, google form is an application / feature that can be used in creating questions, and allows to add text, photos, videos, graphics, images, etc. The questions to be tested are in the form of questionnaires or online forms. Then a quick count can be done in the calculation.

b. Have you ever used Google forms in teaching and learning process?

Answer : No, I never.

c. If yes, how did you apply Google form in teaching and learning process?

Answer : -

5. Teacher's response to HOTS of reading assessment instruments using Google forms

a. How is your response if HOTS of reading assessment instruments using Google forms is developed and applied in teaching and learning process of English subject?

Answer : In my opinion it is an innovation in English learning model. With the google form, teachers can evaluate students' HOTS.

Appendix 5

The Result of Students' Need Analysis

Interview Guideline

Institute : MA PIM Mujahidin Pati

Name : Amalia Nadifatul Ulfa

Class : XI-IIS

Time of interview :

1. Availability of facilities or infrastructure at schools

- a. What facilities and infrastructure does the school provide for students?

Answer : Facilities : educational tools, books and other learning resources. Infrastructure : classrooms, library rooms, canteens, sports venues, places of worship, computer labs, internet networks, LCD projector and other infrastructure, etc.

- b. Does the school provide information technology facilities for learning?

Answer : Yes, those are computer labs and internet networks.

2. Students' understanding about google form

- a. What do you know about Google Form?

Answer : google form is an application to work online question.

- b. Have your teacher ever used Google forms in teaching and learning process?

Answer : No, she hasn't.

3. The use of HOTS questions in reading assessment instruments

- a. Did your teacher use HOTS questions in reading assessment instrument?

Answer : Yes, sometime.

- b. Do you think that HOTS questions are difficult?

Answer : Yes, it's very difficult.

- c. What makes you feel difficulty to work HOTS questions?

Answer : Because the teacher rarely uses HOTS questions, and the learning process is boring and not interesting. We just listen to teacher's explanation. So when we are given HOTS questions we find difficulty.

4. Students' response to HOTS-based reading assessment instruments using Google forms

- a. Do you agree if HOTS-based reading assessment instruments using Google forms is applied in the classroom?

Answer : Yes, it is new for us and we will be interested to do it.

Appendix 6

The Students' Name List of Try Out Test

No	Name	Code
1	Ahmad Nadliful Fikriya	TO-1
2	‘Aliimatul Khofifah	TO-2
3	Baharudin Salam	TO-3
4	Dinda Shinta Nataniela	TO-4
5	Fahrin Nisa	TO-5
6	Feri Artika	TO-6
7	Kuni Sya’adah	TO-7
8	Lely Fitriana	TO-8
9	Muhammad Setiawan	TO-9
10	Munadhiroh	TO-10
11	Nailal Khusna	TO-11
12	Nur Hanafi Pamuji	TO-12
13	Shohibul Izar	TO-13
14	Siti Maesyaroh	TO-14
15	Vera Yunita Anggraeni	TO-15
16	Zainal Abidin	TO-16
17	Rizania Ulfa	TO-17

Appendix 7

The Students' Name List of Preliminary Field Testing of Small Scale Trial

No	Name	Code
1	Rysdah Khofifah	T-1
2	Rofi'atun	T-2
3	Devi Novitasari	T-3
4	Siti Qomarini	T-4
5	Anisa Alfi Sahar	T-5
6	Nurul Hidayah	T-6
7	Alif Munfarikha	T-7
8	Eva Eri Yanti	T-8
9	Eka Pujianti	T-9

Appendix 8

The Students' Name List of XI-IIS (Control Class) At MA PIM Mujahidin Pati

No	Name	Code
1	Abdul Rozaq	C-1
2	Amalia Nadifatul Ulfa	C-2
3	Ahmad Zain Alfian	C-3
4	Deny Rif'an Diansyah	C-4
5	Diah Fitri Astuti Ningsih	C-5
6	Fahad Wahyudi	C-6
7	Fais Najib Ali	C-7
8	Fitatul Mukaromah	C-8
9	MisbahulKhoir	C-9
10	Mohammad Zainul Musthofa	C-10
11	Muhammad Ihwan Hanafi	C-11
12	Muhammad Ikhwanul Munawwarin	C-12
13	Purwanto	C-13
14	Rina Nur Safitri	C-14
15	Ruminah	C-15
16	Salma Asmarani	C-16
17	Shofian Miswar Anas	C-17
18	Toyib Alim Mufid	C-18
19	Waitul Mahfud	C-19
20	Davit Irawan	C-20

Appendix 9

The Students' Name List of XI-MIA (Experimental Class) At MA PIM Mujahidin Pati

No	Name	Code
1	Alif Munfarikha	E-1
2	Anidya Ummi Nadhiroh	E-2
3	Anisa Alfi Sahar	E-3
4	Devi Novitasari	E-4
5	Eka Pujianti	E-5
6	Eva Eri Yanti	E-6
7	Liana Musafiah	E-7
8	Lina Mufida	E-8
9	Nurul Hidayah	E-9
10	Risydah Khofifah	E-10
11	Rofiatun	E-11
12	Selvy Indrayani	E-12
13	Siti Qomarini	E-13
14	Siti Rismiati	E-14
15	Ahmad Misbah	E-15
16	Ahmad Rosyad	E-16
17	Anang Rizal Hidayatulloh	E-17
18	Galuh Pamungkas	E-18
19	IrfanYahya	E-19
20	Rohmad Taufiq	E-20

Appendix 10

The Result of Pre-Test and Post-Test in Small Scale Trial

NO.	NAME	SCORE	
		PRE-TEST	POST-TEST
1.	Rysdah Khofifah	52	64
2.	Rofi'atun	56	68
3.	Devi Novitasari	60	76
4.	Siti Qomarini	64	80
5.	Anisa Alfi Sahar	76	84
6.	Nurul Hidayah	68	88
7.	Alif Munfarikha	68	72
8.	Eva EriYanti	60	80
9.	Eka Pujianti	52	76
Σ		556	688
N		62	76

The Result of Pre-Test and Post-Test in Small Scale Trial

Descriptives					
	Small Scale Trial		Statistic	Std. Error	
Nilai	Pre-test	Mean		61.78	2.676
		95% Confidence Interval for Mean	Lower Bound	55.61	
			Upper Bound	67.95	
		5% Trimmed Mean		61.53	
		Median		60.00	
		Variance		64.444	
		Std. Deviation		8.028	
		Minimum		52	
		Maximum		76	
		Range		24	
		Interquartile Range		14	
		Skewness		.403	.717
		Kurtosis		-.486	1.400
	Post-test	Mean		76.44	2.534
		95% Confidence Interval for Mean	Lower Bound	70.60	
			Upper Bound	82.29	
		5% Trimmed Mean		76.49	
		Median		76.00	
		Variance		57.778	
		Std. Deviation		7.601	
		Minimum		64	
		Maximum		88	
		Range		24	
		Interquartile Range		12	
		Skewness		-.202	.717
		Kurtosis		-.490	1.400

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pair 1	pre-test	.143	9	.200*	.945	9	.637
	post-test	.143	9	.200*	.980	9	.964

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest Small Scale	61.78	9	8.028	2.676
	PostTest Small Scale	76.44	9	7.601	2.534

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PreTest Small Scale & PostTest Small Scale	9	.674	.047

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreTest Small Scale - PostTest Small Scale	-14.667	6.325	2.108	-19.528	-9.805	-6.957	8	.000

Appendix 11**Pre-Test Score between Experimental Class and Control
Class**

PRE-TEST SCORE					
EXPERIMENTAL CLASS			CONTROL CLASS		
No.	Code	Score	No.	Code	Score
1.	E-1	76	1.	C-1	64
2.	E-2	72	2.	C-2	68
3.	E-3	60	3.	C-3	56
4.	E-4	80	4.	C-4	44
5.	E-5	68	5.	C-5	72
6.	E-6	48	6.	C-6	48
7.	E-7	68	7.	C-7	36
8.	E-8	72	8.	C-8	56
9.	E-9	40	9.	C-9	40
10.	E-10	64	10.	C-10	52
11.	E-11	68	11.	C-11	32
12.	E-12	48	12.	C-12	60
13.	E-13	64	13.	C-13	52
14.	E-14	76	14.	C-14	28
15.	E-15	56	15.	C-15	60
16.	E-16	44	16.	C-16	56
17.	E-17	52	17.	C-17	64
18.	E-18	56	18.	C-18	40
19.	E-19	60	19.	C-19	32
20.	E-20	40	20.	C-20	56
Σ		1212	Σ		1016
N		61	N		51

Appendix 12

Normality, Homogeneity, and T-Test of Pre-Test in Control and Experimental Class

Descriptives					
	Class		Statistic	Std. Error	
Pretest	Experiment	Mean		60.60	2.742
		95% Confidence Interval for Mean	Lower Bound	54.86	
			Upper Bound	66.34	
		5% Trimmed Mean		60.67	
		Median		62.00	
		Variance		150.358	
		Std. Deviation		12.262	
		Minimum		40	
		Maximum		80	
		Range		40	
		Interquartile Range		22	
		Skewness		-.255	.512
		Kurtosis		-1.015	.992
	Control	Mean		50.80	2.860
		95% Confidence Interval for Mean	Lower Bound	44.81	
			Upper Bound	56.79	
		5% Trimmed Mean		50.89	
		Median		54.00	
		Variance		163.537	
		Std. Deviation		12.788	
		Minimum		28	
		Maximum		72	
		Range		44	
		Interquartile Range		20	
		Skewness		-.277	.512
		Kurtosis		-.933	.992

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Experiment	.127	20	.200*	.953	20	.417
	Control	.158	20	.200*	.955	20	.455

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Test of Homogeneity of Variances

Pretest

Levene Statistic	df1	df2	Sig.
.045	1	38	.832

ANOVA

Pretest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	960.400	1	960.400	6.119	.018
Within Groups	5964.000	38	156.947		
Total	6924.400	39			

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experiment	20	60.60	12.262	2.742
	Control	20	50.80	12.788	2.860

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
				t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.						Lower	Upper
Pretest	Equal variances assumed	.045	.832	2.474	38	.018	9.800	3.962	1.780	17.820
	Equal variances not assumed			2.474	37.933	.018	9.800	3.962	1.780	17.820

Appendix 13

Post-Test Score between Experimental Class and Control Class

POST-TEST SCORE					
EXPERIMENTAL CLASS			CONTROL CLASS		
No.	Code	Score	No.	Code	Score
1.	E-1	88	1.	C-1	72
2.	E-2	92	2.	C-2	80
3.	E-3	80	3.	C-3	68
4.	E-4	92	4.	C-4	56
5.	E-5	84	5.	C-5	88
6.	E-6	68	6.	C-6	60
7.	E-7	80	7.	C-7	60
8.	E-8	76	8.	C-8	76
9.	E-9	64	9.	C-9	60
10.	E-10	72	10.	C-10	72
11.	E-11	84	11.	C-11	56
12.	E-12	72	12.	C-12	68
13.	E-13	84	13.	C-13	64
14.	E-14	88	14.	C-14	52
15.	E-15	68	15.	C-15	84
16.	E-16	56	16.	C-16	60
17.	E-17	72	17.	C-17	76
18.	E-15	80	18.	C-15	64
19.	E-16	76	19.	C-16	52
20.	E-17	60	20.	C-17	60
Σ		1536	Σ		1328
N		76	N		66

Appendix 14

Normality, Homogeneity, and T-Test of Post-Test in Control and Experimental Class

Descriptives					
	Class		Statistic	Std. Error	
Posttest	Experiment	Mean		76.80	2.296
		95% Confidence Interval for Mean	Lower Bound	71.99	
			Upper Bound	81.61	
		5% Trimmed Mean		77.11	
		Median		78.00	
		Variance		105.432	
		Std. Deviation		10.268	
		Minimum		56	
		Maximum		92	
		Range		36	
		Interquartile Range		15	
		Skewness		-.350	.512
		Kurtosis		-.590	.992
	Control	Mean		66.40	2.329
		95% Confidence Interval for Mean	Lower Bound	61.53	
			Upper Bound	71.27	
		5% Trimmed Mean		66.00	
		Median		64.00	
		Variance		108.463	
		Std. Deviation		10.415	
		Minimum		52	
		Maximum		88	
		Range		36	
		Interquartile Range		15	
		Skewness		.549	.512
		Kurtosis		-.563	.992

Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Posttest	Experiment	.122	20	.200*	.964	20	.635
	Control	.181	20	.087	.942	20	.265

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Test of Homogeneity of Variances

Posttest

Levene Statistic	df1	df2	Sig.
.019	1	38	.891

ANOVA

Posttest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1081.600	1	1081.600	10.113	.003
Within Groups	4064.000	38	106.947		
Total	5145.600	39			

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experiment	20	76.80	10.268	2.296
	Control	20	66.40	10.415	2.329

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.019	.891	3.180	38	.003	10.400	3.270	3.780	17.020
	Equal variances not assumed			3.180	37.992	.003	10.400	3.270	3.780	17.020

Appendix 15

Instrument of Validation

LEMBAR VALIDASI BUTIR SOAL INSTRUMEN PENILAIAN OLEH AHLI MATERI

Sasaran Penelitian	: Peserta didik kelas XI MA PIM Mujahidin Pati
Judul Penelitian	: Developing Higher Order Thinking Skills (HOTS) of Reading Assessment Instrument of Explanation Text Using Google Form for the Eleventh Grade of Senior High School
Peneliti	: Novi Uhtia Zulfa
Validator	:
Tanggal	:

Petunjuk :

1. Lembar validasi ini diisi oleh Bapak/Ibu sebagai validator
2. Lembar validasi ini dimaksudkan untuk mendapatkan informasi tentang penilaian instrumen penilaian dari Bapak/Ibu sebagai validator
3. Mohon Bapak/Ibu memberikan penilaian terhadap kualitas instrumen penilaian yang dikembangkan pada kolom nomor butir soal dengan menggunakan kriteria penilaian sebagai berikut:
 1 : kurang 2 : cukup 3 : baik 4 : sangat baik
4. Mohon Bapak/Ibu memberikan komentar/saran pada tempat yang telah disediakan.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

MATERI

[illegible]

	21. Pilihan jawaban tidak mengulang kata/kelompok kata yang sama, kecuali merupakan satu kesatuan pengertian																		
ADDITIONAL RULE	22. Soal tidak mengandung unsur SARAPPPK (suku, agama, ras, antargolongan, pornografi, politik, propaganda, dan kekerasan)																		

* Khusus mata pelajaran bahasa dapat menggunakan teks yang tidak kontekstual (fiksi, karangan, dan sejenisnya)

Berilah catatan khusus bila ada soal yang kurang baik dari segi pertanyaan maupun dari segi pilihan jawaban sehingga peneliti dapat merevisi soal tersebut!

A. Komentar dan Saran Perbaikan

.....

.....

.....

.....

.....

.....

B. Kesimpulan

Instrumen penilaian yang dikembangkan dinyatakan:

1. Layak untuk digunakan uji coba lapangan tanpa revisi
2. Layak untuk digunakan uji coba lapangan dengan revisi sesuai saran
3. Tidak layak untuk digunakan uji coba lapangan tanpa revisi

Semarang,

(.....)

Appendix 16

Validation Result from Validator I

Declaration of Validation SURAT PERNYATAAN VALIDASI

Saya yang bertandatangan di bawah ini:

Nama : Umiyatul Arifah, S.Pd.

NIP : -

Alamat Instansi : MA PIM Mūjahidīn Pati

Menyatakan bahwa saya telah memberi penilaian dan masukan pada “Higher Order Thinking Skills (HOTS) of Reading Assessment Instrument of Exposition Text Using Google Form” yang disusun oleh:

Nama : Novi Uhtia Zulfa

NIM : 1503046118

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan

Harapan saya, penilaian dan masukan yang diberikan dapat digunakan untuk penyempurnaan tugas skripsi mahasiswa yang bersangkutan.

Semarang, ...

Validator



UMIYATUL ARIFAH, S-Pd

NIP.

ANALISIS HASIL VALIDASI (VALIDATOR 1 : Mrs. Umiyatul Arifah, S. Pd.)																												
No	Aspek Penilaian	Kriteria Penilaian	Nomor Butir Soal																									
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	MATERI	KP 1	4	3	3	4	3	3	3	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	
2		KP 2	3	3	3	3	3	4	3	3	3	2	3	4	3	3	3	3	3	3	4	4	4	3	3	3	3	
3		KP 3	4	4	4	3	4	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
4		KP 4	4	4	3	3	3	4	4	3	3	3	3	3	3	3	3	3	4	3	3	3	4	3	3	3	3	
5		KP 5	4	4	3	3	4	3	4	4	4	4	4	3	4	4	4	3	3	3	4	3	3	3	3	3	4	3
6		KP 6	4	3	4	3	3	4	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
7		KP 7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
8		KP 8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
9	KONSTRUKSI	KP 9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
10		KP 10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
11		KP 11	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	4	4	3	
12		KP 12	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
13		KP 13	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
14		KP 14	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
15		KP 15	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
16		KP 16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
17	BAHASA	KP 17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	
18		KP 18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
19		KP 19	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
20		KP 20	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
21		KP 21	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
22	ADDITIONAL RULE	KP 22	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
TOTAL			77	74	75	73	74	75	75	75	74	73	74	73	75	73	73	72	71	75	73	72	75	72	73	72	71	
RATA RATA SKOR PER SOAL			3,5	3,4	3,4	3,3	3,4	3,4	3,4	3,4	3,4	3,3	3,4	3,3	3,4	3,3	3,3	3,3	3,2	3,4	3,3	3,3	3,4	3,3	3,3	3,3	3,2	

26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	TOTAL	RATA-RATA	Σ SELURUH	SKOR RATA PER ASPEK	PERSENTASE (%)	KRITERIA
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	124	3,1				
2	4	4	3	3	3	3	3	4	4	4	4	4	4	4	134	3,35	26,625	3,328125	83%	SANGAT BAIK
3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	129	3,225				
3	4	3	3	3	3	3	3	3	3	3	4	3	3	3	128	3,2				
3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	135	3,375				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	125	3,125				
3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	130	3,25				
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	160	4				
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	160	4				
3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	130	3,25	31,025	3,4472222	86%	SANGAT BAIK
4	3	3	3	3	3	4	3	3	3	3	3	4	4	4	129	3,225				
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	160	4				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	122	3,05				
4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	125	3,125				
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	160	4				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	135	3,375				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3	12	3	75%	BAIK
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	160	4				
72	73	74	72	71	73	74	73	74	75	74	75	75	76	76	2946		73,65	13,775347	344%	SANGAT BAIK
3,3	3,3	3,4	3,3	3,2	3,3	3,4	3,3	3,4	3,4	3,4	3,4	3,4	3,4	3,5	3,5		18,4125	3,4438368	86%	SANGAT BAIK

Berilah catatan khusus bila ada soal yang kurang baik dari segi pertanyaan maupun dari segi pilihan jawaban sehingga peneliti dapat merevisi soal tersebut!

A. Komentar dan Saran Perbaikan

1. Secara umum, soal-soal tentang analytical exposition text sudah sesuai dengan indikator dan kisi-kisi
2. Pilihan jawaban sudah beragam dengan menggunakan bahasa yang mampu mengembangkan pola berpikir tingkat tinggi.
3. Teks yang digunakan bervariasi, mengukur kemampuan berpikir tingkat tinggi dan berdasarkan isu kontekstual.
4. Secara keseluruhan, soal-soal yang disajikan sudah layak dan dapat diujikan.

B. Kesimpulan

Instrumen penilaian yang dikembangkan dinyatakan:

1. Layak untuk digunakan uji coba lapangan tanpa revisi
2. Layak untuk digunakan uji coba lapangan dengan revisi sesuai saran
3. Tidak layak untuk digunakan uji coba lapangan tanpa revisi

Pati,

(LUMINATUL ARIYAH, S.Pd)

Appendix 17

Validation Result from Validator II

Declaration of Validation

SURAT PERNYATAAN VALIDASI

Saya yang bertandatangan di bawah ini:

Nama : Siti Tarunyah
NIP : 197211081999032001
Alamat Instansi : FITIK UIN Walisongo

Menyatakan bahwa saya telah memberi penilaian dan masukan pada “Higher Order Thinking Skills (HOTS) of Reading Assessment Instrument of Exposition Text Using Google Form” yang disusun oleh:

Nama : Novi Uhtia Zulfa
NIM : 1503046118
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan

Harapan saya, penilaian dan masukan yang diberikan dapat digunakan untuk penyempurnaan tugas skripsi mahasiswa yang bersangkutan.

Semarang, ...

Validator


Siti Tarunyah

NIP.

ANALISIS HASIL VALIDASI (VAIDATOR 2 : Dr. Siti Tarwiyah, M. Hum.)																											
No	Aspek Penilaian	Kriteria Penilaian	Nomor Butir Soal																								
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	MATERI	KP 1	3	3	3	3	3	3	3	3	4	3	3	4	2	3	3	3	3	2	3	3	3	3	3	3	3
2		KP 2	3	3	4	3	3	4	3	3	3	2	3	4	3	3	3	3	3	4	3	4	4	3	3	3	3
3		KP 3	4	4	4	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4		KP 4	4	3	4	3	3	4	1	3	3	3	3	3	3	3	3	4	3	4	1	3	4	3	3	3	3
5		KP 5	4	4	4	3	4	3	2	4	2	4	4	3	4	3	4	3	3	3	2	3	3	3	3	4	3
6		KP 6	4	3	4	3	3	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3
7		KP 7	3	4	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3
8		KP 8	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4
9		KP 9	4	4	4	4	4	4	3	3	3	3	4	4	4	2	4	4	4	4	3	4	4	4	4	4	4
10	KONSTRUKSI	KP 10	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
11		KP 11	4	4	4	3	3	3	3	4	2	3	3	3	3	3	3	3	3	3	4	3	4	4	4	3	
12		KP 12	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
13		KP 13	3	3	4	3	3	3	4	4	3	3	3	3	4	4	3	3	3	3	3	4	3	3	3	3	
14		KP 14	3	3	4	3	3	3	4	3	4	3	3	3	3	4	3	3	3	3	4	3	4	4	4	3	
15		KP 15	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	
16		KP 16	4	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
17		KP 17	4	4	4	4	4	4	3	4	3	4	4	4	4	3	4	3	3	3	4	3	3	4	3	3	
18		KP 18	4	4	4	3	3	3	3	4	3	3	3	3	3	4	3	3	3	3	4	3	3	2	3	3	
19	BAHASA	KP 19	4	3	3	3	3	3	4	3	4	3	3	3	4	3	3	3	3	3	4	3	3	4	3	3	
20		KP 20	4	4	4	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
21		KP 21	4	3	3	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
22	ADDITIONAL RULE	KP 22	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
TOTAL			83	79	82	73	74	75	70	75	73	73	74	73	75	71	73	72	71	75	70	72	75	74	73	72	71
RATA RATA SKOR PER SOAL			3,8	3,6	3,7	3,3	3,4	3,4	3,2	3,4	3,3	3,3	3,4	3,3	3,4	3,2	3,3	3,3	3,2	3,4	3,2	3,3	3,4	3,4	3,3	3,3	3,2

26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	TOTAL	RATA-RATA	Σ SELURUH	SKOR RATA PER ASPEK	PERSENTASE (%)	KRITERIA
3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	121	3,025	26,075	3,259375	81%	SANGAT BAIK
2	4	4	3	3	3	3	3	4	4	4	4	4	4	4	133	3,325				
3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	128	3,2				
3	4	3	3	3	3	3	3	3	3	3	4	3	3	3	124	3,1				
3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	129	3,225				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	124	3,1	31,175	3,4638889	87%	SANGAT BAIK
3	3	3	3	3	4	2	4	4	4	4	4	4	4	4	127	3,175				
4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	157	3,925				
4	4	4	4	2	4	4	4	3	4	4	4	4	4	4	149	3,725				
3	3	3	3	3	3	4	3	4	4	4	4	4	4	4	130	3,25				
4	3	3	3	3	3	4	4	3	4	3	3	3	4	4	134	3,35				
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	159	3,975				
3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	127	3,175				
4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	131	3,275				
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	159	3,975				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	123	3,075	12,425	3,10625	78%	BAIK
3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	135	3,375				
3	3	3	3	3	2	3	2	3	3	2	3	3	3	3	122	3,05				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	126	3,15				
3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	126	3,15				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	123	3,075	18,41875	3,4573785	86.5%	SANGAT BAIK
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	160	4				
72	73	74	72	71	69	74	71	74	75	74	73	75	76	76	2947					
3,3	3,3	3,4	3,3	3,2	3,1	3,4	3,2	3,4	3,4	3,4	3,3	3,4	3,5	3,5			18,41875	3,4573785	86.5%	SANGAT BAIK

Berilah catatan khusus bila ada soal yang kurang baik dari segi pertanyaan maupun dari segi pilihan jawaban sehingga peneliti dapat merevisi soal tersebut!

A. Komentor dan Saran Perbaikan

- Beberapa soal tidak merepresentasikan HOTS
- beberapa bagian text lebih grammatical
- Reforika bahasa perlu bervariasi

B. Kesimpulan

Instrumen penilaian yang dikembangkan dinyatakan:

1. Layak untuk digunakan uji coba lapangan tanpa revisi
2. Layak untuk digunakan uji coba lapangan dengan revisi sesuai saran
3. Tidak layak untuk digunakan uji coba lapangan tanpa revisi

Semarang,


(Siti Faridah)

Appendix 18

Validation Result from Validator III

Declaration of Validation SURAT PERNYATAAN VALIDASI

Saya yang bertandatangan di bawah ini:

Nama : Dr. Hj. Siti Mariam, M.Pd.

NIP : 19650727 199203 2 002

Alamat Instansi : FITK UIN Walisongo.

Menyatakan bahwa saya telah memberi penilaian dan masukan pada "Higher Order Thinking Skills (HOTS) of Reading Assessment Instrument of Exposition Text Using Google Form" yang disusun oleh:

Nama : Novi Uhtia Zulfa

NIM : 1503046118

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan

Harapan saya, penilaian dan masukan yang diberikan dapat digunakan untuk penyempurnaan tugas skripsi mahasiswa yang bersangkutan.

Semarang, ...



Dr. Hj. Siti Mariam, M.Pd
NIP. 19650727 199203 2 002

ANALISIS HASIL VALIDASI (VALIDATOR 3 : Dr. Hj. Siti Mariam, M. Pd.)

		Kriteria Penilaian																									
No	Aspek Penilaian	Kriteria Penilaian	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	MATERI	KP 1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2		KP 2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3		KP 3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4		KP 4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
5		KP 5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
6		KP 6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
7		KP 7	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
8		KP 8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
9		KP 9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
10	KONSTRUKSI	KP 10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
11		KP 11	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
12		KP 12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
13		KP 13	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
14		KP 14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
15		KP 15	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
16		KP 16	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
17		KP 17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
18		BAHASA	KP 18	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
19	KP 19		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
20	KP 20		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
21	KP 21		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
22	ADDITIONAL RULE	KP 22	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
	TOTAL		68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
	RATA RATA SKOR PER SOAL		3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1

26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	TOTAL	RATA-RATA	Σ SELURUH	SKOR RATA PER ASPEK	PERSENTASE (%)	KRITERIA
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3	25	3,125	78%	BAIK
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	160	4				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3	28	3,11111111	78%	BAIK
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	160	4				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3	12	3	75%	BAIK
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	120	3				
68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	2720		68	12,2361111	306%	BAIK
3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1	3,1			17	3,05902778	76%	BAIK

Berilah catatan khusus bila ada soal yang kurang baik dari segi pertanyaan maupun dari segi pilihan jawaban sehingga peneliti dapat merevisi soal tersebut!

A. Komentor dan Saran Perbaikan

.....
Add source for each question.
.....
.....
.....
.....
.....

B. Kesimpulan

Instrumen penilaian yang dikembangkan dinyatakan:

1. Layak untuk digunakan uji coba lapangan tanpa revisi
- ② Layak untuk digunakan uji coba lapangan dengan revisi sesuai saran
3. Tidak layak untuk digunakan uji coba lapangan tanpa revisi

Semarang,



Dr. Hi. Siti Mariyam, M.Pd
NIP. 19650727 199203 2 002

Appendix 19
The Recapitulation of Validation Result

REKAPITULASI HASIL VALIDASI										
ASPEK	KRITERIA	VALIDATOR			TOTAL	RATA RATA	Σ SELURUH	SKOR RATA PER ASPEK	(%)	KRITERIA
	PENILAIAN	1	2	3						
MATERI	1	3,10	3,03	3	9,13	3,04	77,70	3,24	80,94%	SANGAT BAIK
	2	3,35	3,33	3	9,68	3,23				
	3	3,23	3,20	4	10,43	3,48				
	4	3,20	3,10	3	9,30	3,10				
	5	3,38	3,23	3	9,60	3,20				
	6	3,13	3,10	3	9,23	3,08				
	7	3,25	3,18	3	9,43	3,14				
	8	4,00	3,93	3	10,93	3,64				
KONSTRUKSI	9	4,00	3,73	3	10,73	3,58	90,20	3,34	83,52%	SANGAT BAIK
	10	3,25	3,25	3	9,50	3,17				
	11	3,23	3,35	3	9,58	3,19				
	12	4,00	3,98	3	10,98	3,66				
	13	3,05	3,18	3	9,23	3,08				
	14	3,13	3,28	4	10,40	3,47				
	15	4,00	3,98	3	10,98	3,66				
	16	3,00	3,08	3	9,08	3,03				
BAHASA	17	3,38	3,38	3	9,75	3,25	36,43	3,04	75,89%	BAIK
	18	3,00	3,05	3	9,05	3,02				
	19	3,00	3,15	3	9,15	3,05				
	20	3,00	3,15	3	9,15	3,05				
ADDITIONAL RULE	21	3,00	3,08	3	9,08	3,03	11	3,66667	91,67%	SANGAT BAIK
	22	4	4	3	11	3,6667				
JUMLAH		73,65	73,68	68,00	215,33	215,33	215,33	13,28	332,01%	
RATA-RATA		3,348	3,349	3,091	9,788	9,7875	53,83125	3,320081	83,00%	SANGAT BAIK

VALIDATOR	NAMA	KRITERIA KELAYAKAN			
1	Umiyatul Arifah, S. Pd.	0% < X ≤ 20%	Sangat Tidak Baik		
2	Dr. Hj. Siti Mariam, M. Pd.	20% < X ≤ 40%	Tidak Baik		
3	Dr. Siti Tarwiyah, M. Hum.	40% < X ≤ 60%	Cukup Baik		
		60% < X ≤ 80%	Baik		
		80% < X ≤ 100%	Sangat Baik		

Appendix 20

The Blueprint of Try Out Instrument

BLUE PRINT OF HIGHER ORDER THINKING SKILL (HOTS) OF READING ASSESSMENT INSTRUMENT OF ANALYTICAL EXPOSITION TEXT USING GOOGLE FORM

School	: Senior High School	Number of question	: 40 questions
Subject	: English	Type of question	: Multiple Choice
Class/Semester	: XI/1	Time allocation	: 100 minutes

Core Competence 3 : Understanding, applying, and analyzing (factual, conceptual, procedural, and metacognitive knowledge) based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.

Core Competence 4 : Exploring, associating, and communicating in the concrete and abstract realms related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

No.	Basic Competence	Material	Indicator	Cognitive Level	Number of Question	Type of Question
1	3.4 Distinguish social functions, text structure, and linguistic elements of several oral and written analytical exposition texts by giving and requesting information related to actual issues, according to the context of their use	Analytical Exposition Text	- Presented analytical exposition text, students can analyze and then conclude topic/issue/problem of the text	3	15, 20, 24	Multiple choice
2	4.4 Analytical exposition texts 4.4.1 Understanding meaning contextually related to the social functions, text structure, and linguistic elements of oral and written analytical exposition text, related to actual issues	Infographics	- Presented analytical exposition text, students can conclude the writer's view or the function of the writer related to the text (integrating information)	3	2, 4, 8, 9, 10, 14, 17, 18, 23, 26, 27, 28, 32, 35, 36, 40	
3	4.4.2 Composing written analytical exposition text, related to actual issues regarding social functions, text structure, and linguistic	Diagram	- Presented infographics, students can conclude the writer's view or the function of the writer related to the text (integrating information)	3	3, 13, 38	
4			- Presented diagram, students can conclude the writer's view or the function of the writer related to the text (integrating information)	3	39	

5	elements, correctly based on the context	Analytical Exposition Text	- Presented analytical exposition text, students can conclude the role or the function of the reader related to the text (integrating information)	3	31	
6		Analytical Exposition Text	- Presented analytical exposition text, students can find detail differences or similarities, analyze the interrelationships of meaning between parts in the text, and then can conclude point of views, intentions, or opinions that being the main ideas.	3	1, 5, 11, 16, 21, 22, 25, 29, 30, 34	
7		Analytical Exposition Text	- Presented analytical exposition text, students can conclude, find detail differences or similarities, and analyze the interrelationships of argumentation details, steps, events, descriptions or meaning between	3	7, 12, 19, 33	
8		Analytical Exposition Text	- Presented analytical exposition text, students can restate some sentences in other ways	3	6, 37	

Appendix 21

The Instrument of Try Out Test

QUESTION ITEMS OF HIGHER ORDER THINKING SKILL (HOTS)-Based Reading ASSESSMENT INSTRUMENT OF ANALYTICAL EXPOSITION TEXT

School	: Senior High School
Subject	: English
Class/Semester	: XI/I
Question items	: 40 Questions
Type of Question	: Multiple Choice
Time Allocation	: 100 Minutes

Choose one of these following answers correctly!

This text is for questions number 1 to 2

Cotton Ball Diet Proves more Dangerous than Effective

In recent years, teenage girls have been resorting to diet fads to become skinny. One fad that has been on the rise is “The Cotton Ball Diet”. Teenagers, mostly girls, dip cotton balls in orange juice, lemonade or smoothies, chew them, and then swallow them. This allows the body to feel full for a longer period of time. However, this new diet fad is only putting the body at risk.

The majority of cotton balls are made from polyester fibers unless they are “high-end” cotton balls. These polyester fibers are filled with chemicals such as cyanide, naled, propargite, and dicofol all of which are dangerous to the body and known of causing cancer. Eating these non-digestible cotton balls could to lead to malnutrition and bezoars (obstruction to the intestinal tract) such as choking and constipation.

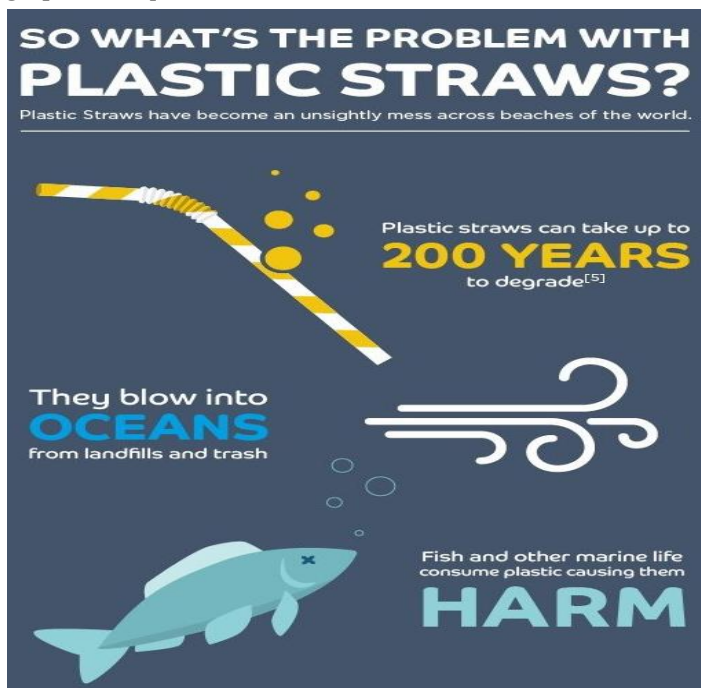
Many of these teenage girls also suffer from eating disorders or self-esteem problems. 24 million people of all ages and genders suffer from an eating disorder in the United States.

Teenagers who have not been involved in diet fads and eating disorders believe there are healthier ways to be “skinny”. It can be concluded that consuming ball diet is not healthy and only put the body at risk.

Source : <https://blueprintnewsonline.com/873/news/cotton-ball-diet-proves-more-dangerous-than-effective/>

1. What is the main idea of the second paragraph?
 - A. Cotton balls are made from dangerous ingredients
 - B. Propargite is dangerous for health
 - C. Consuming cotton balls can lead to malnutrition and bezoars
 - D. Consuming ball diet is not healthy
 - E. Cotton balls are new diet fad that can only lead the body at risk
2. What can we infer from the text?
 - A. Cyanide, naled, propargite, and dicofol are dangerous to the body
 - B. Eating healthy food and going to the gym can be the best alternatives to lose weight
 - C. Consuming cotton balls for teenage girls can cause eating disorders and self-esteem problems
 - D. Cotton balls are made from polyester fibers filled with chemicals
 - E. Consuming cotton balls allows the body to feel full for a longer period of time

Info graphic for question number 3



Source :<https://www.trvst.world/inspiration/plastic-straws-infographic/>

3. The info graphic, it can be concluded that ...
- A. Trying to stop using plastic straws can save our earth
 - B. Some people need plastic straws to drink
 - C. Plastic straws end up in the landfill by the millions
 - D. Plastic straws can't be naturally broken down by decomposers
 - E. Plastic straws is extremely dangerous to marine life

This text is for questions number 4 to 5

Violent video games really have bad impacts. They may contribute to youth violence.

Increasing reports of bullying can be partially attributed to the popularity of violent video games. The 2008 study *grand theft childhood* reported that 60% of middle school boys who played at least one mature-rated game hit or beat up someone, compared to 39% of boys that did not play mature-rated games.

Violent video games desensitize players to real-life violence. It is common for victims in video games to disappear off screen when they are killed or for players to have multiple lives. The games might teach youth that violence is an acceptable conflict-solving strategy and an appropriate way to achieve one's goals. A 2009 study found that youth who play violent video games have lower belief in the use of non violent strategies and are less forgiving than players of non violent video games.

Violent video games cause players to associate pleasure and happiness with the ability to cause pain in others. Young children are more likely to confuse fantasy violence with real world violence, and without framework for ethical decision making, they may mimic the actions they see in violent video games.

Playing violent video games increases aggressive behavior and arousal, a 2009 study found that it takes up to four minutes for the level of aggressive thought and feelings in children to return to normal after playing violent video games, it takes five to ten minutes for heart rate and aggressive behavior to return to baseline. Video games that show the most blood generate more aggressive thoughts. When blood is present in video games, there is a measurable increase in arousal and hostility.

From the facts mentioned above, it is clear that violent video games really contribute to the youth violence.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 59-60.

4. Which of the following statements is the writer's argument?
 - A. Violent video games definitely should be banned
 - B. Parents should attend their children when playing games.
 - C. Violent video games have increased the risk of heart unhappiness.
 - D. Children might settle their dispute using physical harassment
 - E. Playing video games too much is bad for brain development.
5. Paragraph 4 implies that ...
 - A. Lead to satisfy players' joy over others' misery
 - B. Teach children how to solve their problems quickly
 - C. Confuse children between fantasy and real world violence
 - D. Are imitated by children by acting like the games' characters
 - E. Encourage the players to feel amused as well as courageous

This text is for questions number 6 to 7

Studying abroad offers students many advantages. First of all, students have the opportunity to learn a new language by interacting with native speakers every day. The students live in a new culture, so they can learn both in and out of the classroom. Besides, studying abroad teaches students that there are other ways of looking at the world. This is a very important part of education. Students learn to be flexible because they have to adapt to different ways of living. They experience another culture in a much more significant way than if they simply took a vacation to another country. Foreign students are far from home. Therefore, they have to become responsible and self-reliant. When they study abroad, students have an experience they will remember all their lives. These are the reasons why I think studying abroad is beneficial.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 90.

6. By saying "Therefore, they have to become responsible and self-reliant." in line 8, the author implies that ...

- A. Students have to study harder to succeed.
- B. Students must manage their finance carefully.
- C. Students learn to solve their problems themselves.
- D. Students must prioritize their studies.
- E. Students must be useful for other people.

This text is for questions number 5

Did you know that sleep deprivation can also have profound consequences on your physical health?

The cost of all those sleepless nights is more than just feeling grumpy and a lack of focus. Regular poor sleep puts you at risks of serious medical conditions, including obesity, heart disease, diabetes and shortens life expectancy.

Most of us need around 8 hours of good-quality sleep a night to function properly. A variety of factors can cause poor sleep, including health conditions such as sleep apnoea. In most cases, it's due to bad sleeping habits.

Everyone has experienced fatigue, short temper and lack of focus that often follow a poor night's sleep. An occasional night without sleep makes you feel tired and irritable the next day, but it won't harm your health. After several sleepless nights, the mental effects become more serious. Your brain will fog, making it difficult to concentrate and make decisions. You'll start to feel down, and may fall asleep during the day. Your risk of injury and accidents at home, work and on the road also increases.

If it continues, lack of sleep will affect your overall health and make you prone to serious medical conditions, such as obesity, heart disease, high blood pressure and diabetes.

From the reason above, it can be concluded that sleep deprivation can also have profound consequences on physical health.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 153.

7. The fourth paragraph tells about ...
- A. The psychological effects of sleepless
 - B. The importance of sleeping to our body
 - C. Falling asleep during the day
 - D. Several effects of sleepless at night
 - E. Medical conditions of brain.

This text is for questions 8 to 9

Parents always accustom their children since they are baby. Waking up early is also a natural habit. Actually, waking up early is a good habit. It saves great advantages to you. Here are the reasons.

First, you will have more time. Waking up earlier gives you additional time in which you can go for anything extra, such as jogging or helping parents prepare breakfast. You will not be in a hurry to do your activities. You will not come late to school or office. This extra will help you in achieving life goals.

Moreover, this habit gives you a better health. You can breathe fresh air which people haven't done their activities. This has very positive effects on your mind and body. This improves your physical and mental health. You can also use this time to exercise. Besides, it can improve the quality of sleep which is good for your health. According to the scientific studies, it is proven that waking early in the morning has a big impact on sleeping patterns.

Furthermore, it increases the productivity. You will have fresh minds and do activities unhurriedly which boost your energy and mood. Therefore, you can do your activities during the day well.

In conclusion, we can say that waking up early in the morning is really good for you. It is just simple habit, but give great impacts to your lives even your futures.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 137-138.

8. What is the writer's intention to write the text?
- A. To inform daily good habits.
 - B. To show how to maintain good habits.
 - C. To tell an experience of waking up early.
 - D. To persuade the readers to wake up early.
 - E. To explain the advantages of doing good habits.
9. What can we conclude from the text about waking up early?
- A. It makes us tired and weak.
 - B. It increases energy and mood.
 - C. It leads us to do an activity hastily.
 - D. It disturbs our sleeping patterns.
 - E. It gives us less time to do a certain activity.

This text is for questions number 10 to 11

Online jobs are selected in part-time employment for many people, and some have taken more seriously. A growing number of people are willing to take a job online. Working online has its advantages if we manage effectively.

It offers flexibility and convenience that no other job can give. We can work from home with minimal investment and get a good income. The idea of adding weight to our pocket and makes life easier and comfortable is the most reassuring.

The reason behind this great opportunity is that every day there are new companies to join. Every day and every minute men are seeking information about everything under the sky of the internet. As we know, the internet is the answer to every question, web sites need to update each section and also add reports on developments that have recently joined. Therefore, it is an expansive space for articles.

There are a number jobs we can work online. Some of them which strongly recommended are writing, marketing, stock trading, and online education.

Having an online job is a good opportunity to try, it beyond all limits; working hours, incomes, as well as chances.

Source :Kementerian Pendidikan dan Kebudayaan, *Ujian Nasional Tahun Pelajaran 2017/2018 SMA/MA Program Studi IPA Bahasa Inggris*, Puspendik Balitbang, page 11.

10. It can be hypothesized from the passage that....
- A. A growing number of people are willing to take a job online.
 - B. Working online has its disadvantages if we manage effectively.
 - C. Getting pocket money from online is the most reassuring.
 - D. Having an online job is a good and up to date opportunity to try.
 - E. Connecting to internet is the answer to every online job's question.
11. What is the main idea of the 4th paragraph?
- A. There are new companies to join everyday.
 - B. It offers flexibility and convenience than other jobs.
 - C. There are a lot of jobs we can work online.
 - D. There are a number of job seekers find online jobs everyday.
 - E. Having an online job is a good opportunity to try in this millenium.

The following text is for questions 12

Integrated Pest Management

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

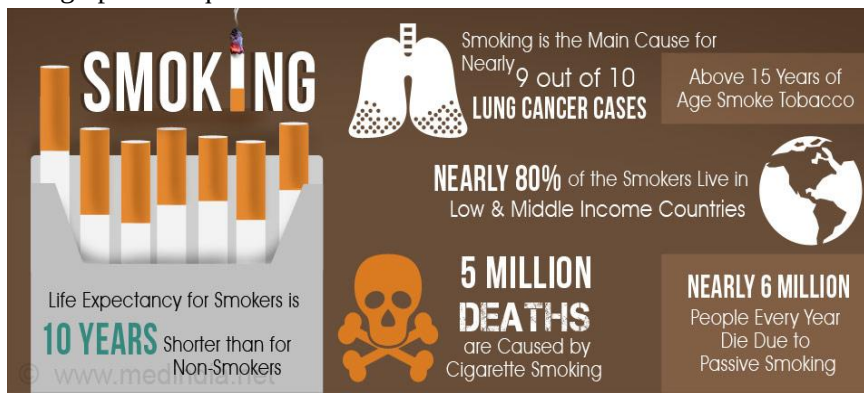
Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

Source : Tim Tentor Himalaya, *Fokus SKL & Bank Soal UN SMA/MA IPA 2018*, (Sidoarjo; GentaGroup Production, 2017), page 110-111.

12. What can you say about paragraph two and four?

- A. The fourth paragraph supports the idea stated in paragraph two.
- B. Both paragraphs tell about the disadvantages of using pesticides.
- C. Both paragraphs tell about how pesticides affect the quality of farm products.
- D. The statement in paragraph is contrary to the statement in paragraph four.
- E. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.

Info graphic for question number 13



Source :<http://nipaperpeam.homelesshelper.us/tobacco-advertising-and-its-effects-on-xukezar5302.html>

13. What can we infer from the info graphic?
- A. Lung cancer is the one of symptoms that is easily signed
 - B. Deaths is the worst disadvantages of smoking
 - C. Smoking in the cold can increase the damage
 - D. Quitting smoking will give positive effects for our health
 - E. The number of smokers increase every year

This text is for questions number 14

Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

Source :Tim Quantum Research, *Super Modul Pembelajaran Cara Bimbel SMA/MA Kelas XI SAINTEK Semester 1*, (Bandung; PT Sarana Tutorial Nurani Sejahtera, 2018), page 404.

14. From the third paragraph, the writer suggests that...
- A. Heart, lung disease, asthma are kinds of serious disease caused by non-smokers
 - B. Smoking in public places is polite for some people
 - C. Cancer is the one of symptoms that is easily signed by smoker

- D. Breathing cigarette smoke can cause asthma for passive smoker
- E. Smoking in a smoking room or outside a restaurant is better to respect non-smokers

This text is for questions number 15 to 17

If you want to advance your career, you will have to make some careful decisions about which jobs you take. Consider a job offered for the value it has to your career. It may mean sacrifices at first. You may have to move to a different region or country to get a job that is right for you. You may have to work late hours, at least temporarily. You might even have to take a lower salary for a job that offers you the experience that you need. But you should never accept a job if it is not related to your career goals.

Accepting a job that is not within your career path will not give you the skill or experience you need or want. You will find yourself frustrated in such a position and consequently will not perform your best. This will have an effect on the people around you, who will not feel as if you are being part of the team. The best advice is to think carefully before accepting any position and make sure that the job is one you to have.

Source :Tim Quantum Research, *Super Modul Pembelajaran Cara Bimbel SMA/MA Kelas XI SAINTEK Semester 1*, (Bandung; PT Sarana Tutorial Nurani Sejahtera, 2018), page 406.

- 15. What is discussed in the text?
 - A. How to look for a job
 - B. How to advance a career
 - C. What to do to get a good job
 - D. How to lessen your stress in your office
 - E. How to make the people around happy
- 16. The main idea of the second paragraph is....
 - A. Considering a job offered is necessary
 - B. Moving to a different region to get a job can help you

- C. Relating your jobs to your career goals will be advantageous for your boss
 - D. Making a careful decision before accepting a job is important
 - E. Looking for a higher salary and experience will benefit you
17. According to the text, the author advice the reader about
- A. How to increase the career
 - B. Make a decision in a job
 - C. Think carefully before accepting position in a job
 - D. How to get a good job
 - E. Never accept a job if it is not related to your career

This text is for questions number 18 to 19

Having to visit the dentist every six months may not be the appointment that everyone looks forward to, but it is one of the most important ones to keep. People should consider having dental check-ups at least every six months.

Firstly, having your teeth professionally cleaned every six months allows hygienists to use their special instruments to remove plaque from your teeth that your toothbrush and floss are unable to get before it eventually hardens into tartar. This preventive method can help prevent decay and gum disease, both problems that can result in future dental problems.

Secondly, getting an exam twice a year allows a dentist to check your teeth and look for any signs of decay or changes from your past visit. While you won't need X-rays with every 6 month visit, having a dental exam can help identify and correct small dental problems before they get worse.

Thirdly, if you have a fast rate of decay and tend to get cavities quickly, it is important that you not only go twice a year but possibly more frequently to help prevent dental problems. Other candidates who may require more frequent visits include smokers, diabetics,

pregnant women, and those who already have been diagnosed with gum disease.

In conclusion, checking your dental health regularly brings more benefits than we could realize. Therefore, people should have a consistent period for dental check-ups.

Source :Bachtiar Bima M., Cicik Kurniawati, Susiningsih, *Detik-Detik UNBK Bahasa Inggris Tahun Pelajaran 2017/2018*, (Klaten; PT Intan Pariwara, 2017), Page111-112.

18. What is the author's purpose in writing this article?
 - A. Presenting information about dental problems
 - B. Describing how dental check-ups are conducted
 - C. Encouraging the readers to do regular dental check-ups
 - D. Reminiscing the importance of regular dental check-ups
 - E. Supporting dentists in promoting regular dental check-ups
19. What does the article say about smokers?
 - A. An X-ray scan needs to be avoided by smokers
 - B. Gum disease is mostly found on smokers
 - C. Smokers need to go dentists more often
 - D. Smokers should do dental check-ups annually
 - E. Smokers have less dental issues than non-smokers

This text is for questions number 20 to 21

Nowadays, many people live in flats or houses with high fences for safety purposes. Several of them do not know their neighbors although they live close for years. Knowing our neighbors and having good relationship with them really give us great benefits.

First, we will have peaceful living and safety first. We will be more peaceful to live among neighbors who respect each other. Moreover, good neighbors watch out each others. Living in a proactive neighborhood can increase your family's safety which can avoid criminal activity and promote a safer area.

Second, having good relationship with neighbors also creates social circle. It can create wonderful friendships even we can feel that

they are our closest family. we help each others. They will be the first persons who help you when you are in the worst conditions such as when you injury or suffer illness.

Third, your neighborhood connections can be a positive for your career. Your neighbors have friends and family who can help promote your business. They may find the contacts you need for successful business connections.

Based on the reason above, it can be concluded that having good relationship with neighbors really benefits us. They can give peaceful living and safety. They can also create social circle. Furthermore, they can support your business.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 96.

20. What is the text about ?

- A. The good impacts of living in an apartment.
- B. The influence of neighborhood to our lives.
- C. The benefits of building high fences at house.
- D. The importance of having business in the neighborhood.
- E. The advantages of having good relationship with neighbors.

21. What can be concluded from paragraph four ?

- A. Neighbors give us safety.
- B. Neighbors promote our business.
- C. Neighbors create good social life.
- D. Neighbors influence our careers.
- E. Neighbors can be our best friends.

This text is for questions number 22 to 23

Public transportation is a form of travel offered locally that enables more people to travel together along designated routes. Typical examples of forms of public transportation include buses and trains. Public transportation becomes important parts which give great advantages.

First, boarding public transportation plays a significant role in enhancing opportunity and productivity. Knowledge, labor, skills and goods in the market are transported by public transportation which grow the economy. Moreover, public transportation increases land and property value. Land that would have been used for parking and roads can be used to profitable use.

Second, it is good for environment. It significantly reduces the number of vehicles on the road. This means less pollution from motor vehicle emissions. A clean environment boosts living standards. Furthermore, it prevents global warming. By reducing the number of vehicles, the amount of greenhouse gas produced will not be enough to cause global warming.

Third, it improves health. Fumes produced by vehicles can lead to respiratory diseases. Few cars on the road mean reduction of the possibility of these dangerous diseases. Furthermore, public transportation encourages people to walk to bus and railway stations which is good for health. It also can reduce stress that comes with driving a car on congested roads.

It can be concluded that boarding public transportation really benefits us for economy, environmental and health.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 98

22. What is the main idea of paragraph two ?
- E. Land and property value grow better.
 - F. Public transportation increases the economy.
 - G. There are several kinds of public transportation .
 - H. Driving a private car can lead stress and health problem.
 - I. The number of vehicles on the road affects the environment.
23. What does the writer expect through the text ?
- A. People maintain their health.
 - B. People care to the environment.

- C. People drive their own vehicles.
- D. People board public transportation.
- E. People walk to bus and railway stations.

This text is for questions number 24 to 26

The communication has changed throughout history. The biggest variation of text messages today is group chats. With technology like this, it advances communication for users.

First, group chats make planning easier. When you plan to do a certain activity with your friends or families in a group chat, you can discuss it in the group chat. You will get the decision soon than you text everyone to make an appointment.

Next, you can stay connected to people in the group chat. You can connect to your families and friends, even your old friends. You still keep in touch with them although you live in a separate location. It's great for friends or families that are so read throughout the world to stay connected. This group chat can increase the familiarity among the members.

Last, you can gain more knowledge. You will get more information about issues or up-to-date news from the members of the group chats because the members usually send the information to the groups. The information can be transferred fast and easily. Moreover, the group chats can be a best place to discuss certain topics, such as homework or difficult lessons.

Joining group chats is pleasure. The most important that you should respect each others.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 135.

24. What does the passage mainly deal with?

- A. The benefits of group chats
- B. An experience in using group chats
- C. The importance of connecting friends

- D. The way to keep in touch with friends
 - E. The disadvantages of using text messages.
25. Paragraph 3 implies that ...
- A. Group chats unite old friends
 - B. Group chats connect people
 - C. Group chats spread the knowledge
 - D. Group chats increase the familiarity
 - E. Group chats help the members set their plans.
26. What is the writer's view about the certain issue in the text?
- A. He/She bans group chats
 - B. He/She supports group chats
 - C. He/She avoids using text messages
 - D. He/She prefers having personal chats
 - E. He/She partly agrees with group chats.

This text is for questions number 27 to 28

Using social media too much and posting many selfies have caused a rise narcissism, according to a new study. Narcissism is when people become very selfish and believe they are very talented and beautiful. They need attention from other people and think they are better than everyone else. Researchers at universities in Swansea and Milan found that heavy users of social media sites showed a 25 percent rise in narcissism in just four months. The researchers studied how 74 people aged 18 to 34 used social media and looked at how their personality changed. They said that posting selfies seemed to increase levels of narcissism in a way that text messaging does not.

Professor Phil Reed, from the Department of Psychology at Swansea University, said "There have been suggestions of links between narcissism and the use of selfies on social media, but until this study, it was not known the growth in narcissism. The result of this study suggest that posting selfies can increase narcissism." Professor Reed said that about 20 percent of people may be at risk of

developing narcissism. This is because they need attention and likes from other people after they post a selfie. They also want to show others how their lives are better or how they are more beautiful or attractive.

It can be concluded that using social media too much and posting many selfies can increase narcissism.

Source : <https://breakingnewsenglish.com/1811/181113-social-media.html>

27. What is the writer's intention to write the text?

- A. To explain what narcissism is
- B. To show his/her views on narcissism
- C. To describe people who love selfies
- D. To describe the bad effects of using social media
- E. To explain the reasons why people become narcissists.

28. From the text we can infer that ...

- A. Only young people like selfies
- B. Narcissism increases self-esteem
- C. People do selfies to show their existence
- D. Most people who like selfies need attention
- E. Only beautiful and talented people love selfies

This text is for questions number 29

Antibiotic is a drug produced by certain microbes. Antibiotics destroy other microbes that damage human tissues. They are used to treat a wide variety of disease, including gonorrhea, tonsillitis, and tuberculosis. Antibiotics are sometimes called "Wonder drugs" because they can cure diseases such as meningitis, pneumonia, and scarlet fever. But, when the antibiotics are overused or misused, these drugs make a person sensitive being attacked by a superbug.

Antibiotics do not always distinguish between harmless and dangerous microbes. If a drug destroys too many harmless microorganism, the pathogenic ones (the dangerous microbes) will

have a greater chance to multiply. This situation often leads to the development of a new infection called suprainfection.

Extensive use of some antibiotics may damage organs and tissues. For example, streptomycin, which is used to treat tuberculosis, has caused kidney damage and deafness.

Resistance to antibiotics may be acquired by photogenic microbes. He resistant microbes transfer genetic material to non-resistant microbes and cause them to become resistant. During antibiotic treatment, non-resistant microbes are destroyed, but resistant types survive and multiply.

To avoid the side effect of antibiotics, you'd better not urge your doctor to prescribe antibiotics. Keep in mind that antibiotics are only useful for bacterial infections and have no effect on viruses, so they cannot be used for chicken pox measles, and other viral diseases.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018).

29. What are discussed in paragraph two and four?
- A. Both paragraphs describe how antibiotics work
 - B. Both paragraphs tell about the effects of misusing antibiotics
 - C. Both paragraphs explain how antibiotics damage organs and tissues
 - D. Paragraph two tells what causes the pathogenic microbes multiply and paragraph four tells how the un-resistant microbes become resistant
 - E. Paragraph two tells how antibiotics destroy harmless microbes and paragraph four describes how the pathogenic microbes transfer genetic material to non-resistant microbes

This text is for questions number 30 to 31

Use AF Formalin and Other Additives In Foods

The use of formalin and other dangerous preservatives in food has been a serious for two reasons. Firstly, formalin is not for human beings, but it is for biological specimen and experiments. Formalin in biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative, it will be very dangerous to human's body.

The second reason is that there is not tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use of formalin is spread wide all over the Indonesian regions, and these days it has really happened, the citizens' bodies will be badly contaminated with the poisons. Fish or food traders still sell their product which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can draw a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018).

30. The main idea of paragraph 2 is

- A. Food sold by traders contain formalin and dangerous preservatives
- B. The government has not controlled the use of formalin firmly
- C. The weak control of using formalin is not threatening the human
- D. The human's bodies will be harmful after consuming the formalin
- E. The use of formalin is know all over the regions

31. Based on the facts above, the readers are expected that...
- A. People have to avoid consuming formalin in their food
 - B. The use of formaldehyde is necessary to control the food
 - C. People should add 10% solution of formaldehyde in water
 - D. The food preservative is required to make the food delicious
 - E. Food seller is supposed to pour formalin for vegetable and food products

This text is for questions number 32 to 33

Apartments Offer Practical Living

The number of high-rise apartment buildings continues to mushroom not only in the center of the city but also in suburban areas. This shows that many Indonesian enjoy living in apartments. This is true for a number of reasons.

In the first place, people prefer to live in an apartment than in a house because it is located near strategic areas. They can save time and energy as they don't have to experience terrible traffic jam.

In addition, they enjoy the new life style because an apartment offers comfort and privacy so they don't have to worry about the city's high crime rate as most apartments have 24 hour security systems. Moreover, people now enjoy practicality and this is reflected in the design of their place. Living rooms become smaller and a veranda is no longer considered an important part of the house.

From the facts above, it is clear that apartments offer practical living which thus make them mushrooming.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018).

32. It can be inferred from the text that
- A. Many Indonesian people right now enjoy living in a small house
 - B. Practicality means security

- C. People prefer living in an apartment because it is located near office areas
 - D. Living in an apartment creates practical lifestyle
 - E. Secure life style is mostly preferred now
33. In your opinion, what is the weakness of living in apartment?
- A. Living in apartment offers secure life style
 - B. It is closer with the crime of the city
 - C. Living in apartment offers more pocket-friendly pricing
 - D. Living in an apartment will free the owner from home maintenance
 - E. Apartments do not have access to a yard, balcony or outdoor area.

This text is for questions number 34 to 37

The Dangers of Typing SMS while Driving

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes with 3,092 people killed and crashes resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

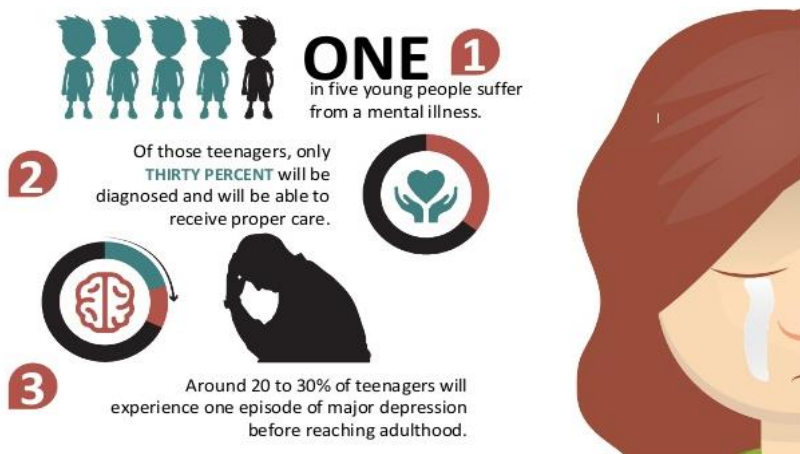
Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

Source: <https://www.legalmatch.com/law-library/article/texting-while-driving-laws.html>

34. What is the main idea of the passage?
- A. The warning of texting and driving.
 - B. The debatable issue of texting and driving
 - C. The involvement of mobile devices while driving.
 - D. The risks of texting while driving
 - E. The consequences of not paying attention traffic.
35. What does the passage tell us about the writer's opinion on the issue at hand?
- A. Text messaging creates more risk than undistracted driving
 - B. Mobile communication doesn't have relation with accident
 - C. Many people lost their live because of injury
 - D. Distracted driving is still safe for the drivers
 - E. Only adult drivers involved in the accident.
36. From the text, we know that ...
- A. The mobile phone should be banned in the street.
 - B. Distracted driving makes accident more rarely to happen.
 - C. Most of the accident caused by the condition of the road.
 - D. 18 percent of fatal crashes were caused by unnoticed street signs.
 - E. Drivers involved in car accidents admitted they were texting when they crashed.
37. Which of the following best restates the sentence "Text messaging creates a crash risk 23 times worse than driving while not distracted" in paragraph 3?
- A. Distracted driving is saferthanundistracted driving
 - B. Undistracted driving creates a crash risk 23 times
 - C. Text messaging createsrisk more often than undistracted driving
 - D. Text messaging can save their life from crashes
 - E. Distracted driving makes accident more rarely to happen.

Graphic for question number 38

Mental Health and Depression in Teens: What We Know So Far



Source : <https://blueprintnewsonline.com/4963/feature/mental-health-and-depression-in-teens-what-we-know-so-far/>

38. It can be inferred from the info graphic that...

- A. Almost all teenagers in high school suffer from mental illness
- B. Major depression is the one of symptoms that is easily signed
- C. Being aware of the mental illness symptoms can help to prevent it
- D. Depression, anxiety, behavior, disorder are kinds of serious mental illness
- E. Teenagers with serious mental illness tend to suicide as they reach adulthood

Diagram for question number 39

Sleep deprivation is impacting students



Source : <https://blueprintnewsonline.com/4901/feature/sleep-depravity-is-impacting-students/>

39. From the diagram, it is implied that...

- A. Getting the right amount of rest to ensure the longevity and development of their bodies is important for students
- B. Feelings of sadness and hopelessness are the worst impact of skipping sleep
- C. Sleep is a crucial aspect for the survival of humans
- D. The average human spends a half of their life to sleep
- E. Skipping sleep can cause chronic conditions like obesity and depression

This text is for questions number 40

Why year-end school performances are important

The Education and Culture Ministry noted school performances are very important and that parents should give their children their full support. Schools usually make it compulsory for parents to attend these events. Here are the reasons:

First, it can be nurture children's confidence in performing in public. According to Carl Pickhardt, a psychologist and author of parenting books, a lack of confidence in children may result in their reluctance to try new things as they have the fear of failure.

Second, challenging children and entertaining them after a full year of studying. While year-end school performances may sound trivial to adults, they are important for school children who take advantage of their time on stage to really use their voice. The success of their performance may stay in their memories through adulthood and become one of the deciding factors of their future

Third, the event showcases the students' creations. Performing in a school event gives students an opportunity to present their work to their parents in a unique way. However, parents are strongly suggested to not only look at the results but also appreciate the process.

It can be concluded that year-end school performances are important to give children a platform to show off their talents and creativity.

Source :<https://www.thejakartapost.com/life/2019/06/06/why-year-end-school-performances-are-important.html>

40. We can draw a conclusion from the text that...

- A. Year-end school performances are influential in students' talent and creativity
- B. Year-end school performances are crucial to give children chances to show off
- C. Year-end school performances are necessary to foster child's talent and creativity

- D. Year-end school performances are important to give children opportunity of being successful
- E. Year-end school performances are important to give students an attractive platform

Appendix 22

ANSWER KEY OF HIGHER ORDER THINKING SKILL (HOTS)-BASED READING ASSESSMENT INSTRUMENT OF ANALYTICAL EXPOSITION TEXT

School : Senior High School

Subject : English

Class/Semester : XI/I

Question items : 40 Questions

Type of Question : Multiple Choice

Time Allocation : 100 Minutes

1. A	11. C	21. D	31. A
2. B	12. B	22. B	32. E
3. A	13. D	23. D	33. E
4. D	14. E	24. A	34. D
5. A	15. B	25. B	35. A
6. C	16. D	26. B	36. E
7. D	17. C	27. D	37. C
8. D	18. C	28. D	38. C
9. B	19. C	29. E	39. A
10. D	20. E	30. B	40. C

Appendix 23

The Instrument of Test

QUESTION ITEMS OF HIGHER ORDER THINKING SKILL (HOTS)-BASED READING ASSESSMENT INSTRUMENT OF ANALYTICAL EXPOSITION TEXT

School	:Senior High School
Subject	: English
Class/Semester	: XI/I
Question items	: 25 Questions
Type of Question	: Multiple Choice
Time Allocation	: 65 Minutes

Choose one of these following answers correctly!

This text is for questions number 1 to 2

Cotton Ball Diet Proves more Dangerous than Effective

In recent years, teenage girls have been resorting to diet fads to become skinny. One fad that has been on the rise is “The Cotton Ball Diet”. Teenagers, mostly girls, dip cotton balls in orange juice, lemonade or smoothies, chew them, and then swallow them. This allows the body to feel full for a longer period of time. However, this new diet fad is only putting the body at risk.

The majority of cotton balls are made from polyester fibers unless they are “high-end” cotton balls. These polyester fibers are filled with chemicals such as cyanide, naled, propargite, and dicofol all of which are dangerous to the body and known of causing cancer. Eating these non-digestible cotton balls could lead to malnutrition and bezoars (obstruction to the intestinal tract) such as choking and constipation.

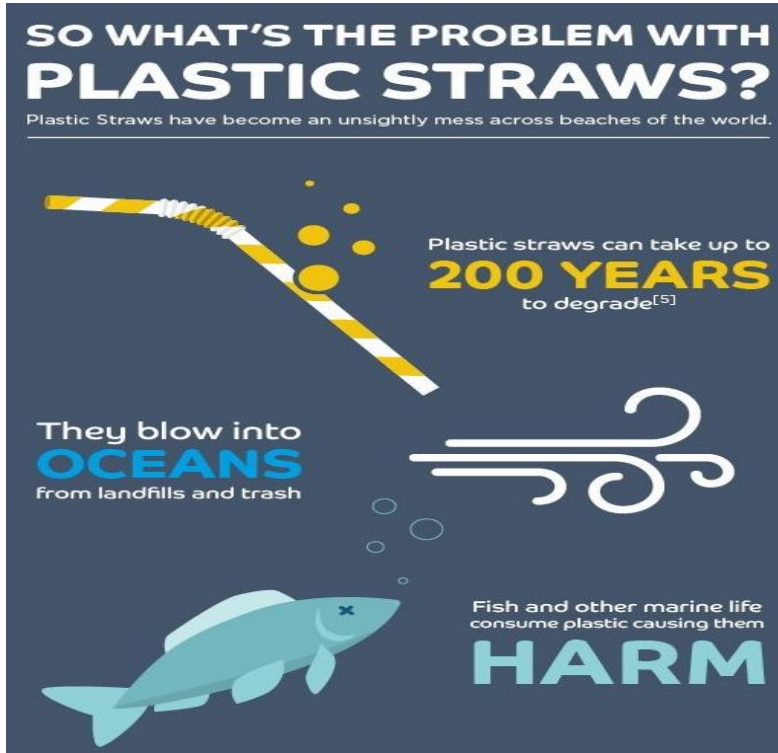
Many of these teenage girls also suffer from eating disorders or self-esteem problems. 24 million people of all ages and genders suffer from an eating disorder in the United States.

Teenagers who have not been involved in diet fads and eating disorders believe there are healthier ways to be “skinny”. It can be concluded that consuming ball diet is not healthy and only put the body at risk.

Source : <https://blueprintnewsonline.com/873/news/cotton-ball-diet-proves-more-dangerous-than-effective/>

1. What is the main idea of the second paragraph?
 - A. Cotton balls are made from dangerous ingredients
 - B. Propargite is dangerous for health
 - C. Consuming cotton balls can lead to malnutrition and bezoars
 - D. Consuming ball diet is not healthy
 - E. Cotton balls are new diet fad that can only lead the body at risk
2. What can we infer from the text?
 - A. Cyanide, naled, propargite, and dicofol are dangerous to the body
 - B. Eating healthy food and going to the gym can be the best alternatives to lose weight
 - C. Consuming cotton balls for teenage girls can cause eating disorders and self-esteem problems
 - D. Cotton balls are made from polyester fibers filled with chemicals
 - E. Consuming cotton balls allows the body to feel full for a longer period of time

Info graphic for question number 3



Source : <https://www.trvst.world/inspiration/plastic-straws-infographic/>

3. From the info graphic, it can be concluded that ...
- A. Trying to stop using plastic straws can save our earth
 - B. Some people need plastic straws to drink
 - C. Plastic straws end up in the landfill by the millions
 - D. Plastic straws can't be naturally broken down by decomposers
 - E. Plastic straws is extremely dangerous to marine life

This text is for questions number 4

Studying abroad offers students many advantages. First of all, students have the opportunity to learn a new language by interacting with native speakers every day. The students live in a new culture, so they can learn both in and out of the classroom. Besides, studying abroad teaches students that there are other ways of looking at the world. This is a very important part of education. Students learn to be flexible because they have to adapt to different ways of living. They experience another culture in a much more significant way than if they simply took a vacation to another country. Foreign students are far from home. Therefore, they have to become responsible and self-reliant. When they study abroad, students have an experience they will remember all their lives. These are the reasons why I think studying abroad is beneficial.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 90

4. By saying “Therefore, they have to become responsible and self-reliant.” in line 8, the author implies that ...
- A. Students have to study harder to succeed.
 - B. Students must manage their finance carefully.
 - C. Students learn to solve their problems themselves.
 - D. Students must prioritize their studies.
 - E. Students must be useful for other people.

This text is for questions number 5

Did you know that sleep deprivation can also have profound consequences on your physical health?

The cost of all those sleepless nights is more than just feeling grumpy and a lack of focus. Regular poor sleep puts you at risks of serious medical conditions, including obesity, heart disease, diabetes and shortens life expectancy.

Most of us need around 8 hours of good-quality sleep a night to function properly. A variety of factors can cause poor sleep, including health conditions such as sleep apnoea. In most cases, it's due to bad sleeping habits.

Everyone has experienced fatigue, short temper and lack of focus that often follow a poor night's sleep. An occasional night without sleep makes you feel tired and irritable the next day, but it won't harm your health. After several sleepless nights, the mental effects become more serious. Your brain will fog, making it difficult to concentrate and make decisions. You'll start to feel down, and may fall asleep during the day. Your risk of injury and accidents at home, work and on the road also increases.

If continuous, lack of sleep will affect your overall health and make you prone to serious medical conditions, such as obesity, heart disease, high blood pressure and diabetes.

From the reason above, it can be concluded that sleep deprivation can also have profound consequences on physical health.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 153.

5. The fourth paragraph tells about ...
- A. The psychological effects of sleepless
 - B. Several effects of sleepless at night
 - C. The importance of sleeping to our body
 - D. Falling asleep during the day
 - E. Medical conditions of brain.

This text is for questions 6 to 7

Parents always accustom their children since they are baby. Waking up early is also a natural habit. Actually, waking up early is a good habit. It saves great advantages to you. Here are the reasons.

First, you will have more time. Waking up earlier gives you additional time in which you can go for anything extra, such as jogging or helping parents prepare breakfast. You will not be in a hurry to do your activities. You will not come late to school or office. This extra will help you in achieving life goals.

Moreover, this habit gives you a better health. You can breathe fresh air which people haven't done their activities. This has very positive effects on your mind and body. This improves your physical and mental health. You can also use this time to exercise. Besides, it can improve the quality of sleep which is good for your health. According to the scientific studies, it is proven that waking early in the morning has a big impact on sleeping patterns.

Furthermore, it increases the productivity. You will have fresh minds and do activities unhurriedly which boost your energy and mood. Therefore, you can do your activities during the day well.

In conclusion, we can say that waking up early in the morning is really good for you. It is just simple habit, but give great impacts to your lives even your futures.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 137-138.

6. What is the writer's intention to write the text?
 - A. To inform daily good habits.
 - B. To show how to maintain good habits.
 - C. To tell an experience of waking up early.
 - D. To persuade the readers to wake up early.
 - E. To explain the advantages of doing good habits.
7. What can we conclude from the text about waking up early?
 - A. It makes us tired and weak.
 - B. It increases energy and mood.
 - C. It leads us to do an activity hastily.
 - D. It disturbs our sleeping patterns.

E. It gives us less time to do a certain activity.

This text is for questions number 8 to 9

Online jobs are selected in part-time employment for many people, and some have taken more seriously. A growing number of people are willing to take a job online. Working online has its advantages if we manage effectively.

It offers flexibility and convenience that no other job can give. We can work from home with minimal investment and get a good income. The idea of adding weight to our pocket and makes life easier and comfortable is the most reassuring.

The reason behind this great opportunity is that every day there are new companies to join. Every day and every minute men are seeking information about everything under the sky of the internet. As we know, the internet is the answer to every question, web sites need to update each section and also add reports on developments that have recently joined. Therefore, it is an expansive space for articles.

There are a number jobs we can work online. Some of them which strongly recommended are writing, marketing, stock trading, and online education.

Having an online job is a good opportunity to try, it beyond all limits; working hours, incomes, as well as chances.

Source :Kementerian Pendidikan dan Kebudayaan, *Ujian Nasional Tahun Pelajaran 2017/2018 SMA/MA Program Studi IPA Bahasa Inggris*, Puspendik Balitbang, page 11.

8. It can be hypothesized from the passage that....
- A. A growing number of people are willing to take a job online.
 - B. Working online has its disadvantages if we manage effectively.
 - C. Getting pocket money from online is the most reassuring.
 - D. Having an online job is a good and up to date opportunity to try.

- E. Connecting to internet is the answer to every online job's question.
9. What is the main idea of the 4th paragraph?
- A. There are new companies to join everyday.
 - B. It offers flexibility and convenience than other jobs.
 - C. There are a lot of jobs we can work online.
 - D. There are a number of job seekers find online jobs everyday.
 - E. Having an online job is a good opportunity to try in this millenium.

The following text is for questions 10

Integrated Pest Management

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

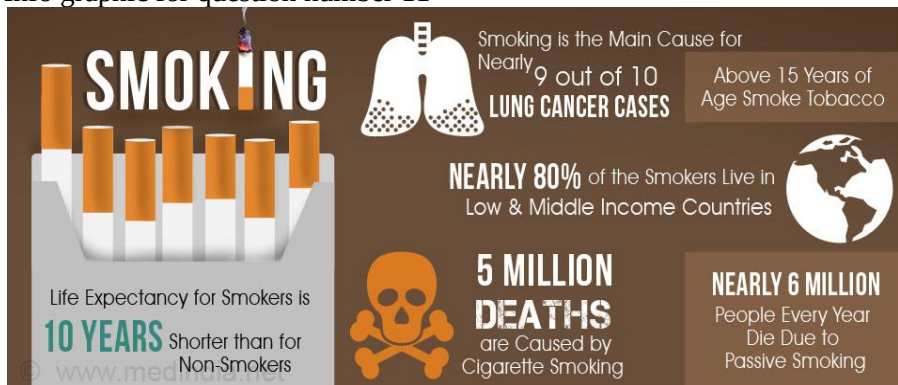
So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

Source :Tim Tentor Himalaya, *Fokus SKL & Bank Soal UN SMA/MA IPA 2018*, (Sidoarjo; GentaGroup Production, 2017), page 110-111.

10. What can you say about paragraph two and four?
- A. The fourth paragraph supports the idea stated in paragraph two.
 - B. Both paragraphs tell about the disadvantages of using pesticides.
 - C. Both paragraphs tell about how pesticides affect the quality of farm products.
 - D. The statement in paragraph is contrary to the statement in paragraph four.
 - E. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.

Info graphic for question number 11



11. What can we infer from the info graphic?
- A. Lung cancer is the one of symptoms that is easily signed
 - B. Deaths is the worst disadvantages of smoking
 - C. Smoking in the cold can increase the damage
 - D. Quitting smoking will give positive effects for our health
 - E. The number of smokers increase every year

This text is for questions number 12

Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

Source :Tim Quantum Research, *Super Modul Pembelajaran Cara Bimbel SMA/MA Kelas XI SAINTEK Semester 1*, (Bandung; PT Sarana Tutorial Nurani Sejahtera, 2018), page 404.

12. From the third paragraph, the writer suggests that...?

- A. Heart, lung disease, asthma are kinds of serious disease caused by non-smokers
- B. Smoking in public places is polite for some people
- C. Cancer is the one of symptoms that is easily signed by smoker
- D. Breathing cigarette smoke can cause asthma for passive smoker
- E. Smoking in a smoking room or outside a restaurant is better to respect non-smokers

This text is for questions number 13

If you want to advance your career, you will have to make some careful decisions about which jobs you take. Consider a job offered

for the value it has to your career. It may mean sacrifices at first. You may have to move to a different region or country to get a job that is right for you. You may have to work late hours, at least temporarily. You might even have to take a lower salary for a job that offers you the experience that you need. But you should never accept a job if it is not related to your career goals.

Accepting a job that is not within your career path will not give you the skill or experience you need or want. You will find yourself frustrated in such a position and consequently will not perform your best. This will have an effect on the people around you, who will not feel as if you are being part of the team. The best advice is to think carefully before accepting any position and make sure that the job is one you to have.

Source :Tim Quantum Research, *Super Modul Pembelajaran Cara Bimbel SMA/MA Kelas XI SAINTEK Semester 1*, (Bandung; PT Sarana Tutorial Nurani Sejahtera, 2018), page 406.

13. The main idea of the second paragraph is....
- A. Considering a job offered is necessary
 - B. Moving to a different region to get a job can help you
 - C. Relating your jobs to your career goals will be advantageous for your boss
 - D. Making a careful decision before accepting a job is important
 - E. Looking for a higher salary and experience will benefit you

This text is for questions number 14 to 15

Nowadays, many people live in flats or houses with high fences for safety purposes. Several of them do not know their neighbors although they live close for years. Knowing our neighbors and having good relationship with them really give us great benefits.

First, we will have peaceful living and safety first. We will be more peaceful to live among neighbors who respect each other.

Moreover, good neighbors watch out each others. Living in a proactive neighborhood can increase your family's safety which can avoid criminal activity and promote a safer area.

Second, having good relationship with neighbors also creates social circle. It can create wonderful friendships even we can feel that they are our closest family. we help each others. They will be the first persons who help you when you are in the worst conditions such as when you injury or suffer illness.

Third, your neighborhood connections can be a positive for your career. Your neighbors have friends and family who can help promote your business. They may find the contacts you need for successful business connections.

Based on the reason above, it can be concluded that having good relationship with neighbors really benefits us. They can give peaceful living and safety. They can also create social circle. Furthermore, they can support your business.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 96.

14. What is the text about ?

- A. The good impacts of living in an apartment.
- B. The influence of neighborhood to our lives.
- C. The benefits of building high fences at house.
- D. The importance of having business in the neighborhood.
- E. The advantages of having good relationship with neighbors.

15. What can be concluded from paragraph four ?

- A. Neighbors give us safety.
- B. Neighbors promote our business.
- C. Neighbors create good social life.
- D. Neighbors influence our careers.
- E. Neighbors can be our best friends.

This text is for questions number 16 to 17

Public transportation is a form of travel offered locally that enables more people to travel together along designated routes. Typical examples of forms of public transportation include buses and trains. Public transportation becomes important parts which give great advantages.

First, boarding public transportation plays a significant role in enhancing opportunity and productivity. Knowledge, labor, skills and goods in the market are transported by public transportation which grow the economy. Moreover, public transportation increases land and property value. Land that would have been used for parking and roads can be used to profitable use.

Second, it is good for environment. It significantly reduces the number of vehicles on the road. This means less pollution from motor vehicle emissions. A clean environment boosts living standards. Furthermore, it prevents global warming. By reducing the number of vehicles, the amount of greenhouse gas produced will not be enough to cause global warming.

Third, it improves health. Fumes produced by vehicles can lead to respiratory diseases. Few cars on the road mean reduction of the possibility of these dangerous diseases. Furthermore, public transportation encourages people to walk to bus and railway stations which is good for health. It also can reduce stress that comes with driving a car on congested roads.

It can be concluded that boarding public transportation really benefits us for economy, environmental and health.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 98.

16. What is the main idea of paragraph two ?

- A. Land and property value grow better.
- B. Public transportation increases the economy.

- C. There are several kinds of public transportation .
 - D. Driving a private car can lead stress and health problem.
 - E. The number of vehicles on the road affects the environment.
17. What does the writer expect through the text ?
- A. People maintain their health.
 - B. People care to the environment.
 - C. People drive their own vehicles.
 - D. People board public transportation.
 - E. People walk to bus and railway stations.

This text is for questions number 18 to 19

Using social media too much and posting many selfies have caused a rise narcissism, according to a new study. Narcissism is when people become very selfish and believe they are very talented and beautiful. They need attention from other people and think they are better than everyone else. Researchers at universities in Swansea and Milan found that heavy users of social media sites showed a 25 percent rise in narcissism in just four months. The researchers studied how 74 people aged 18 to 34 used social media and looked at how their personality changed. They said that posting selfies seemed to increase levels of narcissism in a way that text messaging does not.

Professor Phil Reed, from the Department of Psychology at Swansea University, said “There have been suggestions of links between narcissism and the use of selfies on social media, but until this study, it was not known the growth in narcissism. The result of this study suggest that posting selfies can increase narcissism.” Professor Reed said that about 20 percent of people may be at risk of developing narcissism. This is because they need attention and likes from other people after they post a selfie. They also want to show others how their lives are better or how they are more beautiful or attractive.

It can be concluded that using social media too much and posting many selfies can increase narcissism.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018) page 144

18. What is the writer's intention to write the text?
- A. To explain what narcissism is
 - B. To show his/her views on narcissism
 - C. To describe people who love selfies
 - D. To describe the bad effects of using social media
 - E. To explain the reasons why people become narcissists.
19. From the text we can infer that ...
- A. Only young people like selfies
 - B. Narcissism increases self-esteem
 - C. People do selfies to show their existence
 - D. Most people who like selfies need attention
 - E. Only beautiful and talented people love selfies

This text is for questions number 20 to 21

Use AF Formalin and Other Additives In Foods

The use of formalin and other dangerous preservatives in food has been a serious for two reasons. Firstly, formalin is not for human beings, but it is for biological specimen and experiments. Formalin in biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative, it will be very dangerous to human's body.

The second reason is that there is not tight control from the government. This condition makes the people's health is really in a threat. When the control is weak and the use of formalin is spread wide all over the Indonesian regions, and these days it has really happened, the citizens' bodies will be badly contaminated with the poisons. Fish or food traders still sell their product which contain

formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can draw a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018).

20. The main idea of paragraph 2 is
- A. Food sold by traders contain formalin and dangerous preservatives
 - B. The government has not controlled the use of formalin firmly
 - C. The weak control of using formalin is not threatening the human
 - D. The human's bodies will be harmful after consuming the formalin
 - E. The use of formalin is know all over the regions
21. Based on the facts above, the readersare expected that...
- A. People have to avoid consuming formalin in their food
 - B. The use of formaldehyde is necessary to control the food
 - C. People should add 10% solution of formaldehyde in water
 - D. The food preservative is required to make the food delicious
 - E. Food seller is supposed to pour formalin for vegetable and food products

This text is for questions number 22

Apartments Offer Practical Living

The number of high-rise apartment buildings continues to mushroom not only in the center of the city but also in suburban areas.

This shows that many Indonesian enjoy living in apartments. This is true for a number of reasons.

In the first place, people prefer to live in an apartment because it is located near strategic areas. They can save time and energy as they don't have to experience terrible traffic jam.

In addition, they enjoy the new life style because an apartment offers comfort and privacy so they don't have to worry about the city's high crime rate as most apartments have 24 hour security systems. Moreover, people now enjoy practicality and this is reflected in the design of their place. Living rooms become smaller and a veranda is no longer considered an important part of the house.

From the facts above, it is clear that apartments offer practical living which thus make them mustrooming.

Source :Cicik Kurniawati dan Yuniarti Dwi Arini, *Detik-Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019*, (Yogyakarta: PT Penerbit Intan Pariwara, 2018).

22. It can be inferred from the text that

- A. Many Indonesian people right now enjoy living in a small house
- B. Practicality means security
- C. People prefer living in an apartment because it is located near office areas
- D. Living in an apartment creates practical lifestyle
- E. Secure life style is mostly preferred now

This text is for questions number 23 to 24

The Dangers of Typing SMS while Driving

The popularity of mobile devices has had some dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18 percent of all fatal crashes with 3,092 people killed and crashes resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

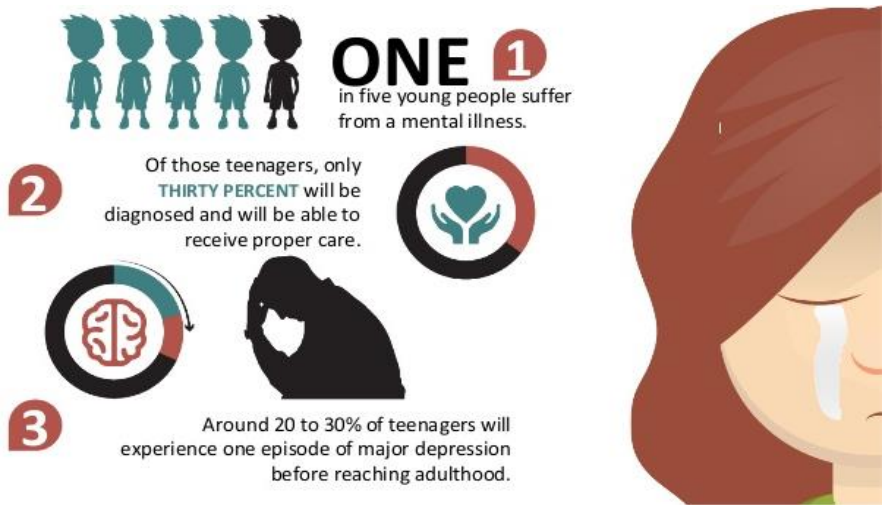
Eleven percent of drivers aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

Source: <https://www.legalmatch.com/law-library/article/texting-while-driving-laws.html>

23. What does the passage tell us about the writer's opinion on the issue at hand?
- A. Text messaging creates more risk than undistracted driving
 - B. Mobile communication doesn't have relation with accident
 - C. Many people lost their live because of injury
 - D. Distracted driving is still safe for the drivers
 - E. Only adult drivers involved in the accident.
24. Which of the following best restates the sentence "Text messaging creates a crash risk 23 times worse than driving while not distracted" in paragraph 3?
- A. Distracted driving is saferthanundistracted driving
 - B. Undistracted driving creates a crash risk 23 times
 - C. Text messaging createsrisk more often than undistracted driving
 - D. Text messaging can save their life from crashes
 - E. Distracted driving makes accident more rarely to happen.

Graphic for question number 25

Mental Health and Depression in Teens: What We Know So Far



Source : <https://blueprintnewsonline.com/4963/feature/mental-health-and-depression-in-teens-what-we-know-so-far/>

25. It can be inferred from the info graphic that...
- A. Almost all teenagers in high school suffer from mental illness
 - B. Major depression is the one of symptoms that is easily signed
 - C. Being aware of the mental illness symptoms can help to prevent it
 - D. Depression, anxiety, behavior, disorder are kinds of serious mental illness
 - E. Teenagers with serious mental illness tend to suicide as they reach adulthood

Appendix 24

The Result of Test

12/24/2019

HIGHER ORDER THINKING SKILL (HOTS) OF READING ASSESSMENT INSTRUMENT OF ANALYTICAL EXPOSITION TEXT

HIGHER ORDER THINKING SKILL (HOTS) OF READING ASSESSMENT INSTRUMENT OF ANALYTICAL EXPOSITION TEXT

Instructions

1. Complete your identity first
2. Read the available questions carefully
3. Click one of the correct answer from the five available answers
4. All sections must be filled

STUDENTS' IDENTITY

Name *

Risydah Khofifah

Absent Number *

10

Class *

☒ XI-MIA

☐ XI-IIS

Choose one of these following answers correctly!

[illegible]

ANALISIS RELIABILITAS SOAL													
BUTIR SOAL													
13	14	15	16	17	18	19	20	21	22	23	24	25	26
1	1	1	1	1	0	0	1	1	1	1	0	1	0
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1	0	1	1	1	1	1	1	0	1	0	0	0	0
0	1	1	0	1	1	1	0	1	0	0	1	1	1
13	13	13	13	13	12	10	9	14	9	13	10	9	12
40													
39													
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0,23529	0,23529	0,23529	0,23529	0,29412	0,41176	0,47059	0,17647	0,47059	0,23529	0,41176	0,47059	0,29412	0,64706
50,86029412													
0,17993	0,17993	0,17993	0,17993	0,20761	0,24221	0,24913	0,14533	0,24913	0,17993	0,24221	0,24913	0,20761	0,2283
8,124567474													
0,861802222													

[illegible]

ANALISIS TINGKAT KESUKARAN SOAL															
BUTIR SOAL															
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13	13	13	13	12	10	9	14	9	13	10	9	12	6		
0,7647	0,7647	0,7647	0,7647	0,7059	0,5882	0,5294	0,8235	0,5294	0,7647	0,5882	0,5294	0,7059	0,3529		
SEDANG	SEDANG	SEDANG	SEDANG	SEDANG	SEDANG	SEDANG	MUDAH	SEDANG	SEDANG	SEDANG	SEDANG	SEDANG	SULIT		

														TOTAL SKOR
27	28	29	30	31	32	33	34	35	36	37	38	39	40	
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1	1	1	0	1	1	0	0	1	0	1	1	1	1	31
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1	1	1	0	1	1	0	1	1	1	0	1	0	1	28
1	0	0	1	0	0	0	1	1	1	0	0	1	1	17
12	12	13	12	11	13	12	10	14	14	11	13	7	11	461
0,7059	0,7059	0,7647	0,7059	0,6471	0,7647	0,7059	0,5882	0,8235	0,8235	0,6471	0,7647	0,4118	0,6471	
SEDANG	SEDANG	SEDANG	SEDANG	SEDANG	SEDANG	SEDANG	SEDANG	MUDAH	MUDAH	SEDANG	SEDANG	SEDANG	SEDANG	

ANALISIS DAYA BEDA SOAL													
BUTIR SOAL													
13	14	15	16	17	18	19	20	21	22	23	24	25	26
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0,5	0,5	0,625	0,5	0,5	0,75	0,5	0,625	0,5	0,5	0,375	0,5	0,625	0,375
0,5	0,5	0,26389	0,5	0,38889	-0,3056	0,05556	0,375	0,05556	0,5	0,40278	0,05556	0,15278	-0,0417
EXCELLENT	EXCELLENT	ENOUGH	EXCELLENT	GOOD	POOR	POOR	GOOD	POOR	EXCELLENT	GOOD	POOR	POOR	POOR

														TOTAL SKOR
27	28	29	30	31	32	33	34	35	36	37	38	39	40	
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0,38889	0,625	0,5	0,38889	0,27778	0,5	0,38889	-0,3056	0,13889	-0,3333	0,513888889	0,26389	0,06944	0,513888889	
GOOD	EXCELLENT	EXCELLENT	GOOD	ENOUGH	EXCELLENT	GOOD	POOR	POOR	POOR	EXCELLENT	ENOUGH	POOR	EXCELLENT	

Appendix 29

Documentation of the Research Situation of Post Test



Learning Situation in Control Class



Learning Situation in Experimental Class



Appendix 30

Letter of Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Dr. Hamka (Kampus 2) Semarang 50185 Telepon 7601295,
Faksimile 7615387 www.walisongo.ac.id

Nomor: B-8479/Un.10.3/D.1/TL.00/12/2019

24 November 2019

Lamp : -

Hal : Mohon Izin Riset

a.n. : Novi Uhtia Zulfa

NIM : 1503046118

Yth.

Kepala MA PIM Mujahidin
di Tempat

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami sampaikan bahwa mahasiswa di bawah ini:

Nama : Novi uhtia Zulfa

NIM : 1503046118

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : *Developing Higher Order Thinking Skill (HOTS) of Reading Assessment Instrument of Analytical Exposition Text Using Google Form for The Eleventh Grade of Senior High School*

Pembimbing : 1. Dr. Hj. Siti Mariam, M. Pd.

2. Nadiyah Ma'mun, M. Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 14 hari/bulan, mulai tanggal 24 November 2019 sampai dengan tanggal 8 Desember 2019.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

a.n. Dekan,

Dekan Bidang Akademik



Dr. Junaedi, M.Ag.
NIP. 196903201908031004

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 31

Letter of Research Permission



YAYASAN
PERGURUAN ISLAM MONUMEN MUJAHIDIN BAGENG
SK Dephum HAM RI No. AHU-0010946.AH.01.04. Tahun 2015
MADRASAH ALIYAH PIM MUJAHIDIN
(STATUS TERAKREDITASI B)

Alamat: Desa Bageng RT. 02 RW. 01 Kecamatan Gembong Kabupaten Pati Provinsi Jawa Tengah Kode Pos 59162 Telp.
065878461348 Email : ma_pim_mujahidin@gmail.com website : www.mapimmujahidinbageng.blogspot.com

SURAT KETERANGAN

Nomor : MA.k/P.03/045/XII/2019

Yang bertanda tangan di bawah ini Kepala MA PIM Mujahidin Bageng, menerangkan bahwa :

Nama : **Novi Uhtia Zulfa**
NIM : 1503046118
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : *Developing Higher Order Thinking Skill (HOTS) of Reading Assessment Instrument of Analytical Exposition Text Using Google Form for The Eleventh Grade of Senior High School*

Yang bersangkutan telah melakukan penelitian di MA PIM Mujahidin Bageng pada tanggal 24 November 2019 sampai dengan tanggal 8 Desember 2019.

Surat keterangan ini diberikan agar dapat digunakan sebagaimana mestinya.

Bageng, 18 Desember 2019
Kepala Sekolah



Ka'anto, M.S.I.
NIP -

Appendix 32

The Schedule of the Research

No.	Date	Activity
1.	Thursday, June 27, 2019	Asking permission at MA PIM Mujahidin Pati
2.	Monday, August5, 2019	Conducting problem and potential analysis at XI-IIS
3.	Thursday, August8, 2019	Conducting problem and potential analysis at XI-MIA
4.	Monday, November 25, 2019	Giving pre-test and treatment (small scale trial)
5.	Thursday, November 28, 2019	Giving treatment (small scale trial)
6.	Monday, December2, 2019	Giving post-test to small scale trial
7.	Monday, December2, 2019	Giving pre-test (control class)
8.	Tuesday, December3, 2019	Giving post-test (control class)
9.	Thursday, December5, 2019	Giving pre-test and treatment (experimental class)
10.	Monday, December9, 2019	Giving treatment (experimental class)
11.	Thursday, December12, 2019	Giving post-test (experimental class)

Appendix 33

TOEFL Certificate



MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC UNIVERSITY WALISONGO
LANGUAGE DEVELOPMENT CENTER
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax: (024) 7614453 Semarang 50185
email: ppb@walisongo.ac.id

Certificate

Nomor : B-0745/Un_14.0/P3/PP.00.9/03/2018

This is to certify that

NOVI UHTIA ZULFA
Date of Birth: November 27, 1997
Student Reg. Number: 1503046118

the TOEFL Preparation Test

Conducted by
Language Development Center
of State Islamic University (UIN) "Walisongo" Semarang
On February 28th, 2018
and achieved the following scores:

Listening Comprehension	: 38
Structure and Written Expression	: 56
Reading Comprehension	: 45
TOTAL SCORE	: 463



March 7th, 2018
Muhammad Saifullah, M.Ag.
21 199603 1 003

Certificate Number : 120180327
© TOEFL is registered trademark by Educational Testing Service.
This program or test is not approved or endorsed by ETS.

IMKA Certificate

**KEMENTERIAN AGAMA**
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

شهادة
B-3538/Uin.10.0/P3/PP.00.9/07/2018

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

NOVI UHTIA ZULFA : الطالبة

Kab. Pati, 27 November 1997 : تاريخ و محل الميلاد

1503046118 : رقم القيد

قد نجحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ١٢ مايو ٢٠١٨

بتقدير: مقبول (٣٣٣)

وحررت لها الشهادة بناء على طلبها.

سمارانج، ٥ يوليو ٢٠١٨

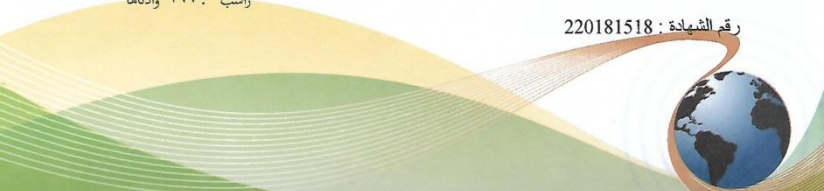
مدير،


الدكتور محمد سيف

رقم التوظيف : ١٩٧٠٠٣٢١١٩٩٦٠٣١٠٠٣

ممتاز : ٥٠٠ - ٤٥٠
جيد جدًا : ٤٤٩ - ٤٠٠
جيد : ٣٩٩ - ٣٥٠
مقبول : ٣٤٩ - ٣٠٠
راسب : ٢٩٩ وأدناها

رقم الشهادة : 220181518



Appendix 35

Curriculum Vitae

BIODATA DIRI

Name : Novi Uhtia Zulfa
Born : Pati, November 27, 1997
Student's Number : 1503046118
Major : English Language Education
Religion : Islam
Addres : Dk. Blimbing, Ds. Bageng, Kec. Gembong,
Kab. Pati
Email : noviuhtia27@gmail.com
Phone Number : 081325308296
Education Background :
1. RA PIM Mujahidin Pati
2. MI PIM Mujahidin Pati
3. MTs. PIM Mujahidin Pati
4. MA PIM Mujahidin Pati

Semarang, February 2020

The Writer,

Novi Uhtia Zulfa

1503046118

