AN ANALYSIS OF STUDENTS' ABILITY TO ANSWER READING QUESTIONS WITH HIGHER ORDER THINKING SKILLS (HOTS) AT THE EIGHT GRADE OF STATE ISLAMIC JUNIOR HIGH SCHOOL 02 WEST PASAMAN

A Thesis

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ABSTRACT

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This research was conducted since there were many problems that occur in the students' ability to answer reading question with higher order thinking skills. Most of the problems that arise showed the ability of students vocabulary skill is still low and they have difficulties in understanding sentences, because they cannot comprehand the meaning of the same words. The purpose of this research was to determine how students' ability to answer questions with HOTS. HOTS can be classified into three, namely analyzing, evaluating and creating. This research was conducted to the eight grade students at Madrasah Tsanawiyah Negeri 02 West Pasaman.

This research was a quantitative descriptive method. The population in this research was the eight grade students of the State Madrasah Tsanawiyah 02 West Pasaman. This research used purposive sampling. There were 31 students in the sample consisting of class VIII.1. The instrument used in this research was a reading test. In the reading test, the researcher have given students of 20 item multiple choice questions in which there were 3 components, namely analyzing, evaluating, and creating. The test indicator was adopted from Bloom and Anderson Taxonomy.

The finding of the research, it was found that the students' higher order thinking skills in answering reading questions is quite good. This has been by the average score obtained by students in the components of analyzing (73.68), evaluating (81.60), and creating (77.39). Data were analyzed using Microsoft Excel.

Key Words: Student Ability, Reading, Higher Order Thinking Skills (HOTS)

ABSTRAK

Anggi Muti'ah, NIM: 2118102, " An Analysis of Students' Ability to Answer Reading Questions with Higher Order Thinking Skill at the Eight Grade of State Islamic Junior High School". Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyyah dan Ilmu Keguruan, Universitas Islam Negeri (UIN) Bukittinggi, 2022.

Penelitian ini dilakukan karena banyak permasalahan yang terjadi pada kemampuan siswa dalam menjawab soal-soal bacaan dengan keterampilan tingkat tinggi. Sebagian besar permasalahan yyang muncul yaitu menunjukkan kemampuan kosakata siswa masih rendahdan mereka mengalami kesulitan dalam memahami kalimat, karena tidak dapat memahami arti dari kata yang sama. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kemampuan siswa dalam menjawab soal dengan HOTS. HOTS dapat diklasifikasikan menjadi tiga yaitu menganalisis, mengevaluasi dan mencipta. Penelitian ini dilakukan terhadap siswa kelas delapan tingkat Madrasah Tsanawiyah negeri 02 Pasaman Barat.

Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi dalam penelitian ini adalah siswa kelas Madrasah Tsanawiyah negeri 02 Pasaman Barat. Penelitian ini menggunakan purposive sampling. 31 siswa kelas VIII.1 dipilih menjadi sampel penelitian ini. Instrumen yang digunakan dalam penelitian ini adalah tes membaca. Dalam tes membaca, peneliti memberikan siswa sampel 20 soal pilihan ganda yang didalamnya terdapat 3 komponen yaitu menganalisis, mengevaluasi, dan mencipta. Indikator test diadopsi dari Bloom dan Anderson Taxonomy.

Berdasarkan hasil penelitian diketahui bahwa kemampuan siswa dalam menjawab soal bacaan dengan HOTS tergolong baik. Hal itu dibuktikan dengan rata-rata skor yang diperoleh siswa yang menganalisis (73,68), mengevaluasi (81,60), dan mencipta (77,39). Data dianalisis menggunakan Microsoft Excel.

Kata Kunci: Kemampuan Siswa, Membaca, Higher Order Thinking Skills (HOTS)

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CHAPTER 1
INTRODUCTION

A. Background of the Problem

Language is an important point in human life. The students need to learn language especially English as foreign language. Government also applies this subject in curriculum as duty to learn by students.[1] Language can be defined as a socially shared combinations of those symbol and rule governed combinations of those symbols.[2]In order to learn English language, students are required not only to know the vocabulary and the grammar but also have to use or apply their knowledge for communication.[3] The teacher usually gives a lot of exercise to hone the students' abilities. Exercise is defined as a set of question in a book that test a students' knowledge and skill in the order words, exercise can be called as task too.[4] So, students will gradually be able to produce creative ideas to be able to overcome problems. Thinking skills can only be achieved by students by developing their reading skills which require students to understand the words spoken and decode written words which results to understanding of the text.

HOTS is a process of thinking in a higher cognitive level that is developed from a variety of cognitive concepts and methods and taxonomies of learning, teaching, and assessment. The main purpose of higher order thinking skills is how

[1] Purba C. N,The Effect of Games on Student's Reading Comprehension, (Pematang Siantar:Halaman Moeka Publishing), 2017, p.155

[2] Owen Stiawan, *Semantic Analysis of the Meaning Sontoloyo Politician*, Faktor Jurnal Ilmiah Kependidikan.Vol.7 , No.1, December 2020, p.33

[3]Depdiknas, *Modul dan Kurikulum Bahasa Inggris SMP/MTS* (Jakarta:Departemen Pendidikan dan Kebudayaan), 2004, p.2

[4] Longman, *Longman Dictionary of Contemporary eight edition* (England:Longman Group UK Limmited),1985,p.380

to improve the ability to think critically in receiving various types of information.[5] HOTS is a skill that is currently very important for developed in learning. That student's higher order thinking skills in learning to help childrenmore aware of their performance and growth cognitive ability, especially higher order is very important in education both for academic success and as a provision in public.

According to Bloom Taxonomy which was revised by Anderson and Krathwohl, the cognitive domain consist of remembering, understanding, applying, analyzing, evaluating, and creating.[6] The reason for using Taxonomy Bloom as a basis for learning is because it is a powerful toolfor developing learning goals because it illustrates the learning process. By following the learning process, students' thinking skills will gradually increase.

The 2013 curriculum was designed with various improvements. Improvements include the content standards, namely reducing irrelevant material and the expansion of material that is relevant to students and enriched with students' needs for critical thinking according to international standards. Other improvements have also been made to the assessment models. Assessments of learning outcomes is expected to help students to improve Higher Order Thinking Skils (HOTS) because higher-level thinking can encourage students to think broadly and deeply about the subject matter.[7]

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[5] Yoki Ariyana, MT, *Buku Pegangan Pembelajaran HOTS .Direktorat Jendral Guru dan Tenaga Kependidikan Kementrian dan Kebudayaan,* 2018, p.5

[6] Anderson, L.W & Krathwohl, D.R. *A taxanomy for learning, teaching and assesing : a revision of Bloom's Taxonomy Educational Objectives*,(New York: Addison Wesley Longman), 2001, p.60

[7] Kemendikbud. *Permendikbud no 59 tahun 2014 Tentang Kurikulum 2013Sekolah Menengah Atas / Madrasah Aliyah*. Jakarta:Kemendikbud

In English subject there are four language skills to learn in English: listening, speaking, reading and writing. All of skills are needed for students in understand English. Among the four skills reading is one of important skill that should have been mastered by the students. It is known that reading provides the readers the knowledge of the world so that it can be stimulation for the readers to construct and develop the critical and creative thinking. Critical and creative thinking are really crucial to be owned in this area. Reading ability is equally vital in English Education. Understanding in reading can be tested with more questions in the contents of the book or a review of what has been obtained from reading.[8] The questions in reading class are not to make it difficult for students, by answering questions, students can think critically and use various levels of thought to get a thorough understanding. Therefore, students need a level of thought to answer questions to understand and comprehand the text.

In accordance with Graduate Competency Standart (SKL) in the Minister of National Regulation Number 23 of 2006 for graduates SMA/MA must have apply pedagogic competence in consequence, critically, creative, and innovative. Teachers should apply higher-order thinking skills in the learning process. Nevertheless, the teacher is required to design an item, test based on the Higher Order Thinking Skill of Bloom's revised taxonomy. This test can enhance the student' thinking skill. Furthermore, the students will be guided to think critically in complexity and various problem.

[8]Fazriani at all, *Pengaruh Pendekatan Higher Order Thinking Skills (HOTS) Terhadap Keterampilan Membaca Siswa Kelas X SMK Negeri 3 Kota Sukabumi,* Statistika: Journal Pendidikan Bahasa Dan Sastra, 12 (2), 124-138.

Based on the preliminary research by doing interview with the english teacher who taught at the eight grade of state islamic 02 west pasaman on April, 11th2022. Based on the explanation from the english teacher, the researcher found that some students were lack of vocabulary, the students got the difficulty in determining the meaning. Due to a lack of vocabulary, students are unable to comprehand what they are reading. In addition, the students were given the task by teacher which the student had low result in vocabulary exercise. Based on the data that was found by the researcher, students in theEight Grade (VIII.1) in State Islamic Junior High School 02 West Pasaman academic 2021/2022 had low result of vovabulary skill *(See Appendix 1),* that the result of vocabulary skill still below KKM (70,05) While, the KKM in Reading subject is 75.

After that, researcher interview with eight of eight grade students of state islamic 02 West Pasaman, the researcher also found problems. That the problem is the students had difficulties on determine the word that have same meaning. It means that when the students read a text, they will try to understand the word by the meaning what they know. For example, in the text there is the same word as “see and look” so the students difficulties on determine the word. In addition, most of them have difficulty understanding the text because of new vocabulary and questions which require higher order thinking skills. So, they did not have any idea what to define terms that they read.

Based on the problem and explanation above, the aim of study is to know the students'ability in answer reading question with higher order thinking skills. Therefore, the researcher interested conducting research entitled: "**An Analysis of Students' Ability To Answer Reading Questions With Higher Order Thinking Skills (Hots) at the Eight Grade Of State Islamic Junior High School 02 West Pasaman".**

B. Identification of the Problem

Based on the background of the problem above, the researcher found some problems toward Students' Ability to Answer Reading Questions With Higher Order Thinking Skills (HOTS) at the Eight Grade of State Islamic Junior High School 02 West Pasaman.

1. The ability of students vocabulary skill is still low
2. They have difficulties in understanding sentences, because they cannot comprehand the meaning of the same words.

By seeing the problem above, this research focused on analysis students' ability to answer reading questions with Higher Order Thinking Skills (HOTS) at the Eight Grade of State Islamic Junior High School 02 West Pasaman.

C. Limitation of Problem

Based on identification of the problem above, the researcher limits the problem on Students' Abilityto Answer Reading Questions With Higher Order Thinking Skills (HOTS) at the Eight Grade of State Islamic Junior High School 02 West Pasaman.

D. Formulation of the Problem

Based on the limitation of the problems mentioned, the researcher formulates the research questions as:

1. How is students' ability to answer the analyzing question with higher order thinking skill in answering reading questions at the Eight Grade of State Islamic Junior High School 02 West Pasaman?
2. How is students' ability to answer the evaluating question with higher order thinking skill in answering reading questions at the Eight Grade of State Islamic Junior High School 02 West Pasaman?
3. How is students' ability to answer the creating question with higher order thinking skill in answering reading questions at the Eight Grade of State Islamic Junior High School 02 West Pasaman?

E. Purpose of Research

Based on the problem formulated above the research formulates the purpose of this research are:

1. To find out how abilitystudents'to answerthe analyzing questions with higher order thinking skills (HOTS) at the Eight Grade of State Islamic Junior High School 02 West Pasaman.
2. To find out how ability students' to answerthe evaluating questions with higher order thinking skills (HOTS) at the Eight Grade of State Islamic Junior High School 02 West Pasaman.

3. To find out how ability students' to answer the creating questions with higher order thinking skills (HOTS) at the Eight Grade of State Islamic Junior High School 02 West Pasaman.

F. Significance of the Research

This research gives some useful information about students' ability to answer reading question with higher order thinking skill.

The significances of the research are:

1. This research is very useful for the researcher to obtain strata 1 degree on teaching English.
2. The result of this research is expected can be beneficial as a guidance to doselfevaluation toward the research of the HOTS process at Eight Grade of MTsN West Pasaman.
3. This research is expected to motivate students to read english texts.
4. The research is expected to be a good reference for the library in the institution.

G. Definition of Key Term

In order to avoid misunderstanding, the researcher defines some essential terms which are used in the title of the reserch as follow:

1. Student Ability is learning the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes and preferences. The ability is the quality of being able to perform something.

2. Reading Question is a question which requires the reader to make a decision about text. It helps the reader to clarify that he or she is reading and to be better understand the text.
3. HOTS according Kratwohl indicators to measure the higher level thinking skills include: analyzing, evaluating and creating.[9] 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.

[9] Anderson and Kratwohl, *Revisi Taxonomy Bloom*,(Jakarta:Rineka Cipta,2002),

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Definition of Reading

Reading is basic part of learning. Reading is a process to understand written materials. It requires us to decode words, sentence, paragraph to understand a text a whole unit. Linse states that, Reading is a set of skills that involves making sense and deriving meaning for printed word.[10] In order to read, the reader has to proceed the meaning of the word in the text so that the reader could get the comprehension from the text. Additionally, Harmer believes that, reading is exercise dominated by the eyes and the brain. The eyes receive messeges and the brain then has to work out the significance of these messeges.[11]It means that people receive the information from their eyes then understand the meaning by their brain.

According to Jack Richards Reading perceives a written text in order to understand its context.[12] Morever, reading very emphasized skill in the English foreign language learner context. According to Penny Mckay said that "Reading is both process and product, it means that the process of reading involves the interaction between the reader and the text. The product of reading is reading comprehension or internal construction of meaning there has been

[10]Caroline T. Linse, *Practical English Language Teaching:Young Learners,* (New York:McGraw-Hill, 2006), p.69

[11]Jeremy Harmer, *The Practice of English Language Teaching,* (New York:Longman,1996), p.190

[12] Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics*, (UK:Longman Group,1990), p.127

understanding."[13] However reading as a way which something is intepreted or understood. Reading it does not mean that reading the one only understands the words or its grammar. It is not just translating. Reading is thinking in order to read in the English. Reading requires one to think, feel and imagine. However, understanding knowledge also relates how many words we store in our brain. Therefore, reading process is related to someone's knowledge.

Effective reading involves complex processes with specific context including proficiency level, age, motivation and reading process such as content mastery, general language development or the improvement of specific reading skill.[14] Effective reading is purposeful. Gray stated that complete reading involves recognation, understanding and integration.[15]

Based on the definition of some expert above, it can be concluded the reading is an important skill to learn which needs an active process from the eyes and the brain to get comprehension about the text. It means that to be a good reader, students have to have good thinker. If the students have a good thinking, they could have a good result in the reading activity because they know the author purpose in writing the reading text and the meaning of the text itself.

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[13] Penny Mckay, *Assesing Young Language Learners,* (New York: Cambridge University Press, 2006), p.224

[14]Jack C Richards, *English Languge Teaching Material; Theory and Practice* (New York: Cambridge University Press)p.131

[15] Gray, *reading and Comprehension,* (Delhi:Discovery Publishing House, 2000), p.4

2. The Aim of Reading

The aim of reading is comprehension. Comprehension is the center of reading.[16] Readers filter understanding through the lens of their motivation, knowledge, cognitive abilities, and experience. In addition, Harmer points out that, the reader might read to get the general picture of the text, to extract the spesific information of the text, to perform the text, or to confirm the ecpectation they have about the text.[17] In line with that statement, the researcher think that the reader may have different aims because they have different expectations in reading.

On the other hand, that the main purpose of reading is to understand or comprehand the communication between the author and the reader.Morever according to Greer, as citied by Carbo,"… the ultimate goal of all reading instuction:text comprehension."[18] From those explanations, it clearly tells that mostly the aim of reading is for understanding or comprehending the text.

In summary, that the main aim of reading is to comprehand the meaning of the text. In reading, the reader has to know the writer's purpose in writing the text. If the reader comprehands the text, whetever their expectation in reading, they would know it and they would be success in the reading activity.

[16] Karen Tankersley, *Thethead of reading startegies for literacy Development* (United stated of America: ASCD, 2003), p.90

[17] Jeremy Harmer, *The Practice of English Language Teaching,* (New York:Longman Publishing,1996), New ed.,p.188

[18] Marie Carbo, *Becoming a Great Teacher of Reading,* (Thousand Oaks:Sage Publication Company, 2007), p.39

B. Higher Order Thinking Skill

1. Definition of Higher Order Thinking Skill (HOTS)

The cognitive aspect is divided into two skills, lower order and higher order thinking skill. Lower order and higher order thinking skills are that differ in complex in complexity degree of thinking process. It means, higher order thinking skill involves much more complex process than lower order thinking skill. While lower order thinking skill is reproductive thinking, higher order thinking skill involves learners to solve problem with reasoning. On the other hand, higher order hinking skill and reading skill are connected each other. Because, reading itself is a complex process. Emphasized that reading is a complicated mental activity that requires students to experience, predict, verify, acknowledge information based on their previous knowledge.

Higher order thinking skill (HOTS) is the ability to have critical thinking, logical reasoning and creativity. Brookhart claims that are three categories about definition of the higher order thinking, first is those define higher-order thinking in terms of *transfer,* second is those that define it in terms of *critical thinking* and those that define it in terms of *problem solving.*[19] There following are the explanations of higher order thinking skill.

a. Category is the higher order thinking in terms of *transfer*. Brookhart believes that, "The teaching goal behind any of the cognitive taxonomies is equipping students to be able to do transfer."[20] Here,

[19] Susan M.Brookhart, op cit, p.3
[20] *Ibid*.,p.5

the higher-order thinking is conceived the students to relate their learning to other elements they have learn before.

b. Category is the higher order thinking as *critical thinking*. Brookhart explains that, "in this case,'being able to think' means students can apply wise judgment or produce a reasoned critique."[21] One of the characteristics of an educated people is that they are reasoning, reflecting, and making decision on their own. Further, judgment is also particularly important in higher-order thinking tasks like judging the credibility of a source.

c. Category is the higher order thinking as *problem solving*. Brookhart states that "A problem is a goal that cannot be met with a memorized solution".Itmeans that lower order thinking which forces the students to recall not help the students in solving the problem. Morever, problem solving is necessary for critical thinking and effective communication. In this case, being able to think means the students can solve problems with their own solutions in their school work and life. On the other hand, Shukla and Dungsungnoen mention that higher order thinking skill is related to reasoning, evaluating, problem solving, decision making and analyzing situations.[22]

[21]*Ibid.*,p.6

[22]Shukla & Dungsungneon, *Student Perceived Level and Teachers Teaching Strategies of Higher Order Thinking Skill* : Journal of Education and Practice, Vol 7(12), 211-219.(2016),p.211

Besides, Shukla and Dungsungneon mentioned that students are able to develop higher order thinking skill when they are able to visualize problems, distinguish relevance from irrelevance, identify inconsistencies, give reasoning, decide solution, and see different perspective.[23] In accordance with this, fanani concluded that one of benefits of applying HOTS is to increase students' motivation in learning since HOTS requires them to link between the questions and the materials.[24] As a result, the learning process becomes more meaningful. Therefore, unless students are exposed to teaching that provide all of aspects mentioned before, it is hardly to think that students can increase their thinking skills. To develop higher order thinking skills, students can not accompolish it alone but with guidance from teachers. Hence, the role of teacher is vital.

To sum up, higher order thinking skill is a complex thinking skill that process which useful for transferring the real life, thinking criticall, and solving the problems. Students who already have higher order thinking askills should be able to examine assumptions and values, evaluate, evidance, and conclusion in their own words.

2. The Higher Order Thinking in Bloom's Taxonomy

Bloom's taxonomy explains the way of thinking. In Bloom's taxonomy itself, there are three domains ofsubjectives that are useful for assessing students' behavior in the teaching and learning process. Objective is something that we want to accomplish after finishing a task. Objectives help us to sharpen our focus

[23] Shukla & Dungsungneon., *ibid.*

[24] Fanani, M. Z, *Strategi Pengembangan soal higher order Thinking Skill (HOTS) Dalam Kurikulum 2013,* Edudeena (Journal of Islamic Religious Education) 2 (1), 57-56, 2018., p.63

to what we aim to do. In teaching, objective is important since teaching itself is conscious act. Teachers want to facilitate students' learning in various subject. Bloom's taxonomy is teachers' objectives of teaching learning process. Those three domains are *cognitive, affective, and psychomotor*.Bloom divided cognitive process domains in six level; *knowledge, comprehension, application, analysis, synthesis and evaluation*. Within Bloom's Taxonomy, the highest level of complex thinking skill is evaluation. Morever, Bloom claims that,"It is domain in which most of the work in curriculum development has taken place"[25]. The following table is the table to explain the types of cognitive processes identified in Bloom's taxonomy.

Table 2.1

The Taxanomy Level of Cognitive Processes Identified in Bloom's Taxonomy[26]

No	Taxanomy Level	Related Verbs	General Description
1.	Knowledge	Remember, recall, identify and recognize	Memorizing facts
2.	Comprehension	Translate, rephase, restate, interpret, describe and explain	Explaining in one's own words
3.	Application	Apply,excute, solve and implement	Solving new problem
4.	Analysis	Break down, categoriez, distinguish and compare	Breaking into parts and identifying relationship
5.	Synthesis	Integrate, organize, relate, combine, construct and design	Combining elements into a whole
6.	Evaluation	Judge, assess, value and appraise	Judging quality or worth

[25] Bloom, Benjamin S, *Taxonomy of Educational Objectives*, (Ann Arbor: David McKay Company Inc, 1956),p.7

[26]NurPratiwi, *Higher Order Thinking Skill in Reading, skripsi* UIN Syarif Hidayatullah Jakarta,The Faculty of Tarbiyyah and Teachers' Training, Jakarta,2014,p.24

However, decades later, considered to revise Bloom's taxonomy in order to refocus teachers' attention to the value of the taxonomy as well as to incorporate new knowledge to the taxonomy.[27] By revising the taxonomy, Anderson et al, hoped to pave ways to teachers to have clearer objectives in teaching as well as relationship among them. The taxonomy may provide another perspective in guiding curriculum decision as well as teachers' personal goals.

The revised version also changed the order of *evaluation* with *synthesis*. Revised Bloom's Taxonomy contains of six categories*; remember*, *understand apply, analyze, evaluate and create.* In cognitive complexity, the domain followed by is more complex than one preceded it. Thus, *understand* cognitively more complex than *remember*.

Table 2.2

The Difference between Original Taxonomy and Revised Taxonomy[28]

Original Taxonomy	Revised Taxonomy
Knowledge →	Remember : retrieve relevant knowledge from long-term memory (recognize, recall)
Comprehension →	Understand : determine the meaning of instructional massages (interpret, classify, summarize, infer, compare)
Application →	Apply : use a procedure in a given situation (execute, implement)
Analysis →	Analyze : break material into parts and see how they related (differentiate, organize, attribute)
Synthesis ↗↘	Evaluate : make judgments based on criteria and standars (check, criteque)

[27] Anderson, et.al., *op.cit,* p.5
[28]NurPratiwi, *op.cit.*,2014, p.25

Evaluation	Create : put elements together to from coherent whole or make an original product (generate, produce)

In Bloom's revised taxonomy, there seem that the meaning of every domain are the same between the original taxonomy and the revised taxonomy. The differences are only showed in the word used and the rearrangement of the last two domains; synthesis and evaluation which change into evaluate and create. Those two skills are rearranged because it is considered that the students need to be able to critique and check an idea before they produce and generate some results. Thus, teaching learning process is not only about improving students' thinking skill (cognitive) but also offering knowledge (constructive) that will benefit students the most. Additionally, knowing what will be learned will provide meaningful learning during teaching learning process.

In the taxonomy Anderson and Krathwohl become two dimensions. The first dimension is Knowledge Dimension and Cognitive Process Dimension. Dimension cognitive processes there are 6 categories, namely the ability to remember, understand, and apply which is a level thinking ability low. Besides the ability to analyze, evaluate and create including higher-order thinking skills. The explanation of the six capabilities are as follows:

1. Remembering

   This is the lowest level of cognitive process which involves remembering what has been learned before or retrieving relevant knowledge

from long term memory through recognizing and recalling.[29] The purpose of learning by instilling the ability to remember is to foster the ability to retain subject matter as taught. This category of remembering processes includes cognitive processes which include:

a) Recognizing is the process of placing knowledge in longterm memory that is compatible with that knowledge.
b) Recalling is the process of taking relevant knowledge from long-term memory

2. Understanding

The cognitive process involves constructing meaning from the instructional message.[30] This category of understanding process includes cognitive processes which include:

a) Interpreting is the process of changing a picture form.
b) Modeling is the process of finding examples or illustrations of concepts or principles.
c) Clarifying is the process of determining something in one category.
d) Summarizing is the process of abstracting a general theme or main point.
e) Concluding is a process of making logical conclusions from the information received.

[29] Mayer, Richard E, *Rote Versus Meaningful Learning*, Theory Into Practice, Volume 41, Number 4, pages 226-232. The H.W. Wilson Company, 2002,. P.228
[30] Mayer, *ibid*,. p.228

f) Comparing is the process of determining the relationship between two ideas, two objects and the like.

g) Explaining is the process of making a causal model in a system.

3. Applying

This cognitive process involves using procedures to perform the exercise or solve problems.[31] This category of application process includes cognitive processes which include:

a) Execute is the activity of applying a procedure to a task deemed familiar.

b) Implementing is an activity of applying a procedure to an unfamiliar task.

4. Analyzing

Breaking material into constituent parts, determining how the parts relate to one another and this category process includes cognitive processes of differentiating, organizing, and attributing. Educational objectives classified in the analysis include:

a) Differentiating Learning activities carried out by distinguishing relevant subject matter parts from irrelevant, important parts from those that are not important.

b) Organizing Determine how to organize or arrange important pieces of information that have been obtained. The process of organizing

[31] Mayer, *ibid*,. p.229

occurs when students build systematic and coherent relationships between pieces of information.

c) Attributing Determine the purpose behind the information that has been obtained. The attribution process occurs when students can determine the point of view, opinion, value, or purpose behind communication.

5. Evaluating

This cognitive process involves making judgments based on criteria and standards. The understand category consists of cognitive processes of checking and critiquing. The evaluation category includes cognitive processes examining decisions taken based on internal criteria and criticizing decisions taken based on external criteria.

a) Examining Includes the process of testing internal inconsistencies or errors in an operation or product. The checking process occurs when students test whether a conclusion is in line with their premises or not, whether the data obtained supports or rejects a hypothesis or whether each subject matter contains conflicting parts.

b) Criticizing Criticism involves the process of evaluating a product or process based on external criteria. In criticizing, students look for positive or negative characteristics of a product and make decisions based on the characteristics that have been found. Criticism is at the core of what we know from critical thinking.

6. Creating

This cognitive process involves putting elements together to form a coherent or functional whole; that is reorganizing elements into a new pattern of structure. To achieve this goal, many students create in a sense of synthesizing information or material to create something new. The process of creating can be divided into three cognitive processes as follows:

a) Generating is a divergent stage where students think of various solutions when students try to understand the task.
b) Planning is the stage where students think convergent, students plan various methods and solutions and then turn it into an action plan.
c) Producing When students begin to carry out plans by constructing solutions.

Remembering, understanding, and applying are in lower order thinking skills and analyzing, evaluating, and creating are considered as higher order thinking skills.

The second dimension is the dimension of knowledge, according to Anderson, L. W. & Krathwohl, D.R. et al consists of 4 categories of knowledge, as follows:[32]

a. Factual Knowledge,

Factual knowledge namely knowledge in the form of pieces fragmented information or existing basic elements in a particular scientific discipline. Factual knowledge in general is a low level abstraction. There are two types of knowledge factual, namely (1)

[32] Anderson, L. W. & Krathwohl, D.R. et al,2001, *op.cit,*. p.48-60

knowledge of terminology (knowledge of terminology): includes knowledge of labels or symbols certain both verbal and non verbal; and (2) knowledge of the details and elements (knowledge of specific details and element): includes knowledge about events, people, time and other information which is very nature specific.

b. Conceptual Knowledge

Conceptual knowledge namely knowledge that shows mutual the interrelationship between the basic elements in a larger structure and everything functions together. Conceptual knowledge includes schemes, thought models, and implicit good theories or explicitly. There are three kinds of conceptual knowledge, knowledge of classification and categories, knowledge of principles and generalizations, and knowledge of theories, models, and structure.

c. Procedural Knowledge

Procedural Knowledge is knowledge of how to do something that can be activity or procedure. Often procedural knowledge contains steps or stages that must be followed in doing a certain thing. Obtaining procedural knowledge is done through an investigation method using certain skills, techniques and methods and criteria.

d. Knowledge of Metacognition

Metacognition is defined as knowledge or activity that regulates cognition. This concept in a manner broad includes "individual knowledge about its basic existence as individuals who have the ability

> to recognize, knowledge regarding the basis of different cognitive tasks and knowledge regarding possible strategies for dealing with different tasks. Thus, individuals not only thinking about objects and behavior, but also regarding cognition itself.

The most commonly taught and assessed educational objectives are those in the cognitive domain Anderson and Krathwohl. Cognitive assessment involves intellectual activities such as interpreting, problem solving, and thinking critically. Virtually all of the tests that students take in the school are intended to measure one or more of this cognitive activities. Teacher instruction is usually focused on helping to attain cognitive mastery some content or subject area. A weekly spelling test, a unit test of essay, a worksheet on proper use of lie and lay, and an oral recitation of poems; all require cognitive behaviors.

To wrap it all up, the researcher concluded that revised Bloom's taxonom consist of six cognitive domains; *remember, understand, apply, analyze, evaluate and create.* These six cognitive domains reflect is complexity. Meanwhile in knowledge dimension, revised Blooms Taxonomy has four categories that are *factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge.* Factual knowledge deals with bits part of inforemation, conceptual knowledge deals with concept or theories, procedural knowledge deals with how to do something, and metacognitive knowledge deals with cognition.

3. Types of HOTS Questions

To check the students' score or result about the topic or material needs a from assessment on reading. HOTS questions use various forms of questions. From multiple choice, complex multiple choice (true or false, or yes / no), short or complete entries, short or short answers, and descriptions.There are types of HOTS question:

a. Multiple choice HOTS questions use stimulus sourced from real situations. Multiple choice questions consist of a point questions (stem) and answer choices (options). Answer choices consist of keys answers and deception (distractor). The answer key is the answer true or most correct. Deception is an incorrect answer, but allows someonefooled to choose it if not mastering the material or subject matter well.[33]

b. Complex multiple choice questions (true / false or yes / no) about form complex multiple choice aims to test the understanding of students to a problem comprehensively related between statements from one another. As a matter of multiple choice usual, HOTS questions are in the form of complex multiple choice too load stimulus that originates in contextual situations. Students given a number of statements related to the film or reading, then students are asked to choose true / false or yes / no. Statement given is related to one with a the other. The order of statements is true and statements are to be randomized randomly,

[33] Widana I, *Modul Penyusunan Soal Higher Order Thinking Skills (HOTS),* Direktorat Pembinaan SMA Ditjen Pendidikan dan Kebudayaan Republik Indonesia, 2017,.p.5

not systematically following a certain pattern. That arrangement Systematic patterns can give clues to the correct answer.[34]

c. Short or complementary questions are questions that require test takers to fill in short answers by filling in words, phrases, numbers, or symbol. Characteristics of short or complete filling questions, namely:(1) The sentence part that must be completed should only be one inner part item ratio, and at most two parts so as not to confusing students, (2) The answers demanded by the questions must be short and certainly in the form of words, phrases, numbers, symbols, places, or time.

d. While short answer questions are question ones requires test takers to fill out short answers by filling in words, phrases, numbers, or symbols. Characteristics of short answer questions or complete, that is: The sentence part that must be completed should only one part in the item ratio, and at most two parts so does not confuse students, the answers demanded by questions must be concise and certain in the form of words, phrases, numbers, symbols, places, or time. Whereas the question form is a matter of which the answer requires students to organize ideas or things that have been he learned by expressing or expressing ideas it uses its own sentence in written form.[35]

[34]*Ibid.*,p.5
[35]*Ibid.*,p.6

4. The Higher Order Thinking Skill in Reading Question

HOTS questions are situation-based assessments in life everyday so the problem with the HOTS problem is contextual based problem. Contextual issues are meant the problems faced by the world community at the moment this is related to the environment, communication, language, and the use in various aspect of life. That understanding also includes how students' skill to relate, intepreting, applying and integrating learning in class to solve problems in a real context[36].

In reading questions, students need to read passages presented then answer following questions. Questions in reading tasks may range from asking basic facts to asking students to elaborate on things. Questions are important since it develops students' thinking skill. In line with this, Igberia said that questions are indeed important to examine students' understanding of learning materials and to measure students' thinking level.[37]

There are several ways that can be used as guidelines by the author's question in this case the researcher to write items that require high-level thinking of students, namel the material to be asked is measured b behaviour that is consistent with Bloom's cognitive domain at the level of analysis, evaluation and creation, each question is given basic questions (stimulus) and questions that measure critical thinking skills. HOTS questions must minimize the ability to recall information, but measure the ability: [38]

[36] Widana, I,2017, *op.cit.* p,.4

[37] Igberia, A. K, *A Content Analysis of the WH-Questions in the EFL textbook of Horizons,* International Education Studies, 2013,.p.200

[38] Anderson & Krathwohl, *op.cit,*.p.

a. Transfer one concept to another
b. Process and apply information
c. Looking for links from various different information
d. Using information to solve problems
e. Check idea and information critically.

In conclusion, through the HOTS question are ableto train students to think creatically, cratively and solve problem. To read and explore a piece of text in a meaningful way requires higher-order thinking skills. The more complex the language and the structure of the text the more the reader needs to think. Good students make sense out of what the read by thinking about how it fits with what they already know.

C. Review of Related Studies

To support this research, there several relevant studies which has similar topic. The first previous research was conducted by Rezita Ayu (2020), The title of this study An Analysis on Higher Order Thinking Skill (HOTS) in Compulsory English Textbook for the Twelve Grade of Indonesian Senior High Schools. The research aimed to investigate the composition of higher order thinking skills (HOTS) in language test of the English textbook "*Bahasa Inggris SMK/MA/SMK/MAK kelas XII Edisi revisi 2018*" and to explain the dominant cognitive dimension used in this texbook. She used instrument in research was table checklist and analysis card. The research identified the higher order thinking skill contained in the table form. The analysis card was used as the guideline to bring the instruction questions into an acceptable portion of higher order thinking

capacity. The result showed that the composition of Higher Order Thinking Skill (HOTS) presented in the language skill tasks are lower that the Lower Order Thinking Skill (LOTS). Hence, it is not enough if the teacher just only uses the English textbook as a teaching tool to improve students HOTS ability.[39]

The second research is written by Ping Shen (2012). The tittle is A Case Study of Teacher's Questioning and Students' Critical Thinking in College EFL Reading Classroom. The purpose was to investigate whether teachers questions could facilitate students' critical thinking. Classroom observation and interview were employed in the study. The result showed that the teacher asked more lower cognitive questions (79.2%) than higher ones (20.8%).[40]

The third research was conducted by Jalmi Harti et al (2019). The title for this study is Students' Ability in Answering Higher Order Thinking Skill Test on English Subject. The study attempted to examine abilities students to answer test on english subject. This researcher used the document analysis suggested by Sugiyono. In the experimental, the researcher used cluster random sampling technique. The researcher concludes that as a result of the number questions 15% and student test with HOTS result are 58,2%. It can be concluded that ability of students to answer higher order thinking skill (HOTS) questions was low.[41]

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[39]Rezita Ayu Febriani et.al, *An Analysis on Higher Order Thinking Skill (HOTS) in Compulsory English Textbook for the Twelve Grade of Indonesian Senir High Schools*, Journal of English Education and Teaching, Vol.4 No. 2, 2020, p.170

[40] Ping Sheen, *A Case Study of Teacher's Questioning and Students' Critical Thinking in College EFL Reading Classroom*, International Journal of English Linguistics, Vol.2, No.1, 2012, p.199

[41]Jalmi Harti et.al, *Students' ability in Answering Higher Order Thinking Skills Test on English Subject*, Journal of English Language Pedagogy, Vol.4, No.2, 2019, p.19

The fourth research was conducted by Oktaviana Mayang Dewi and Semi Sukarni (2020).[42]The title for this study is Higher Order Thinking Questions in English Test of Senior High School. The study are to identify the composition of the cognitive levels of higher order thinking questions and the comparison between LOTS and HOTS questions contained in the final semester test. the data were sourced from the final semester test of English subject comprising 55 test items. The finding shows that the composition of Bloom's taxonomy of cognitive levels covered 11 itmes (20%) of remembering (C1), 35 items (63,1%) of understanding (C2), 3 items (5,4%) of applying (C3), 2 items (3,4%) of analyzing (C4), 3 items (5,4%) of evaluating (C5), and 1 item (1,9%) of creating (C6). The comparison between LOTS and HOTS was 49 items (89%) of LOTS and 6 items (10,9%) of HOTS. It can be stated that the test was still be dominated by lower order thinking questions.

The fifth research was conducted by Dzakiah (2020).[43] The title for this study is The Use of Higher Order Thinking Questions in Reading Comprehension to Improve the Students' Critical Thinking. The study attempts to find out whether the use of higher order thinking questions in reading comprehension classroom activities is affective in teaching critical thinking. The instruments were reading test used in both pre-test and post-test. the research findings indicated that the use of higher order thinking questions in reading comprehension is can improve the students' critical thinking. It was proved by the mean score of pre-test was 4,45

[42]Oktaviana Mayang D & Semi Sukarni,*Higher Order Thinking in English Test of Senior High School*, Journal Pendidikan, Bahasa, Sastra, dan Budaya, Jilid 07, No.2,2020, p.1106-1122

[43]Dzakiah, *The Use of Higher Order Thinking Questions in Reading Comprehension to Improve the Students' Critical Thinking*, Journal Ilmu Kependidikan , Vol.9, No.1, 2020, p.36

then improved to be 6,50 in post-test. it is also proved with t-test value. The researcher found that the value of t-test (8,52) was greater that t-table (2,093) at the level of significances.

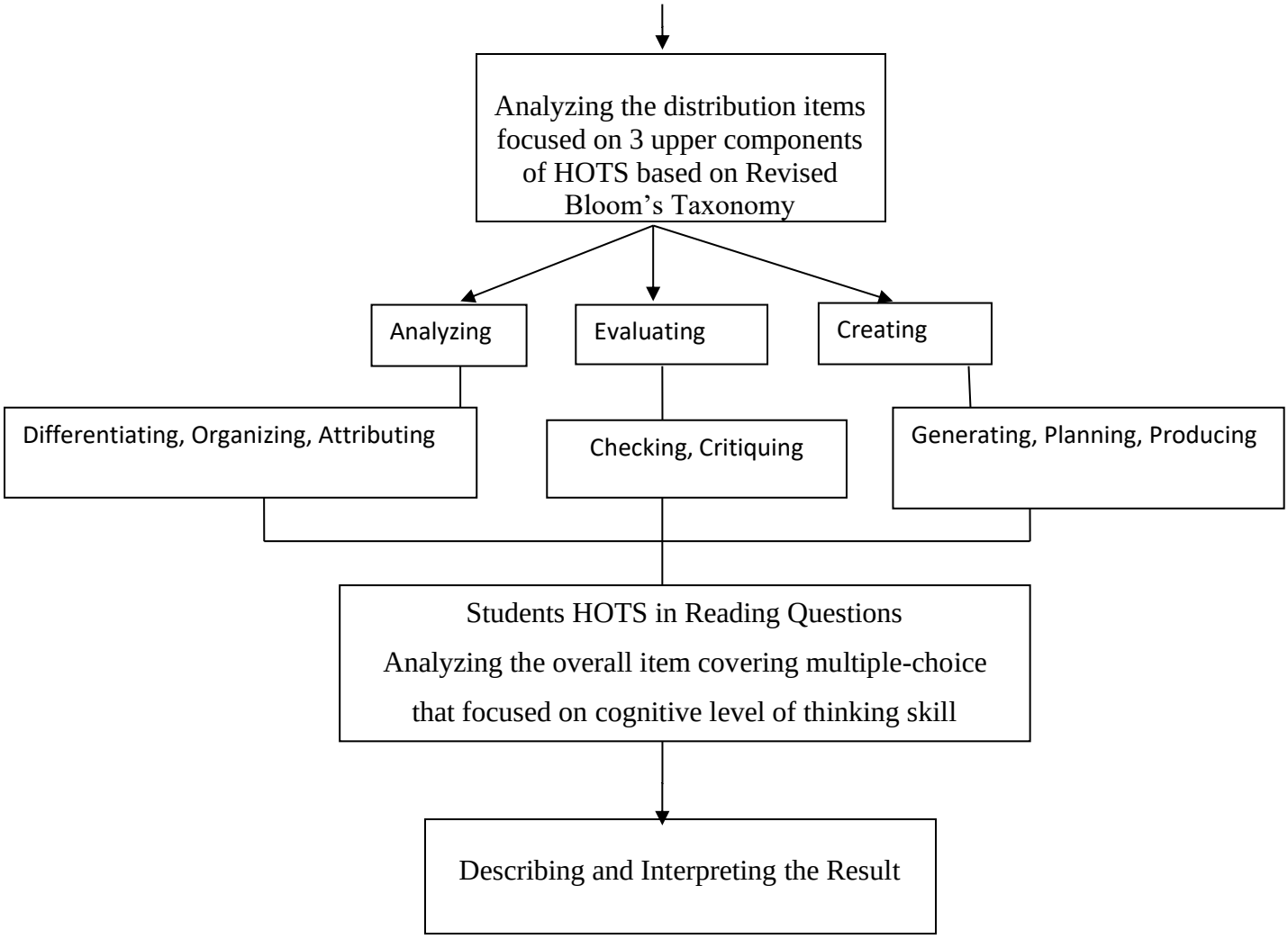
Related to those studies, the researcher focuses only on the analysis of students to answer reading question for the eight junior high school and discussed cognitive dimension based on the revised of Bloom's Taxonomy. Therefore, the study would be analyzed using cognitive and knowledge dimension to know whether reading question incite students' higher thinking skills or not. It would also provide relationship between cognitive dimension (how students think) and knowledge dimension (what students learn). For all these reasons, researcher believes that higher order thinking skill is indeed important in enhancing students' ability specifically on reading comprehension ability. This thesis is is different from the others as a mentioned above, An analysis of students' ability to answer reading question with higher order thinking skill is more specific that can be used to increase to students' thinking skill.

D. Conceptual Framework

Diagram 2.1

The Diagram of Conceptual Framework




Analyzing the distribution items focused on 3 upper components of HOTS based on Revised Bloom's Taxonomy
Analyzing
Evaluating
Creating
Differentiating, Organizing, Attributing
Checking, Critiquing
Generating, Planning, Producing
Students HOTS in Reading Questions
Analyzing the overall item covering multiple-choice that focused on cognitive level of thinking skill
Describing and Interpreting the Result

Based on the conceptual frameworkabove is inteded a basis of system thinking to reduce the problem discussed in this research. This research described In an effort to implement a quality education system and from competent human resourcers, the 2006 curriculum was changed to the 2013 curriculum as stipulated in Permendikbud No.160 of 2014. One of the essences considered in the 2013 Curriculum is Higher Order Thinking Skills (HOTS). Based on Bloom Taxonomy which was revised by Anderson and Kratwohl, Higher Order Thinking Skills (HOTS) include analyzing, evaluating, and creating. HOTS-based learning also to think critically and creatively.

This research aims to know the students' Higher Order Thinking Skills (HOTS) that focus on reading by giving tests to students to find out HOTS students in answering reading questions for each component. So, the researcher explore the students' Higher Order Thinking Skills (HOTS) in answering reading questions at the Eight Grade of State Islamic Junior High School 02 West Pasaman.

CHAPTER III
RESEARCH METHOD

A. Design of the Research

The reserarch used quantitative methods. The quantitative is which uses the numarical, statistical or mathematical to process the data. Gay stated that quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. However, a quantitative research approach entails more than just the use of numerical data.[44] This research focused on descriptive research. Nurdin stated descriptive quantitative research was basic and systematic research to provide answer to a problem or phenomena by using the stages of research with a quantitative approach.[45] In addition, Margono says that quantitative research is the process of discovering knowledge by using numeral data as the instrument to find information about what is wanted to know[46]. It means that descriptive research defined as the process of collection, analysis, classification, and tabulation of the data. Sugiyono stated that descriptive research conducted to determine the value of independent variables, both one variable (dependent) and more (independent) without making use of or connencting with other variables.[47]

Based on the Bloom Taxonomy theory, quantitative descriptive research is data obtained in accordance with the statistical methods used. Descriptive research in this research is intended to obtain results and information about student's ability

[44]Gay, L.R *Educational Research Competencies for Analysis and Application,* (Pearson:USA, 2011), p.7

[45] Nurdin, Ismail.*Methodology Penelitian Sosial.(*Media Sahabat Cendekia:Surabaya, 2019),.p.66

[46]Margono, *Metodologi Penelitian Pendidikan*, (Jakarta:PT.RinekaCipta, 2007), p.35

[47]Sugiyono,*Metode Penelitian Kuantitative, Kualitatif dan R&D.(*Bandung:Alfabet,2019), p.29

to answer reading questions of HOTS. So, the researcher used descriptive quantitative research to answer the research questions about Higher Order Thinking Skills question.

B. Population and Sample

1. Population

Population and sample are two important elements in doing research. According to Margono,"The population is the totally of research object as a source of the data that has specific characters in a research or study".[48]Morever, according to Arikunto, "The population is the part or representative of the population which is going to be researched".[49] Population is a research not only about the subject, but also the object and the characteristic of that subject or object.

The population of this research all of the eightgrade of state islamic 02 west pasaman in academic year 2021/2022. The population was describe in the following table.

Table 3.1

Table of Population

No	Class	Student
1	VIII.1	31
2	VIII.2	37
3	VIII.3	36
4	VIII.4	36
5	VIII.5	36
6	VIII.6	36
7	VIII.7	36

[48]*Ibid.,* p.118

[49]Suharsimi Arikunto, *Prosedur Penelitian Dalam Teori dan Praktek*, (Jakarta:Rhineka Cipta,1998), p.107

Total	249

Source: English Teacher in academic year 2021/2022

2. Sample

The sample is a part of population and it is amount and characteristic are representative of population. According to Sugiyono, a sample is a part of total and characteristic that exist in that population.So it can be concluded that sample is the part of the population which going to be researched by the researcher in finding certain data. In this research, the researcherused purposive sampling technique. According to Arikunto, purposive sampling technique is a technique that is use by researcher if that researcher has some certain consideration to determine the samples.[50]Researcher applied purposive sampling because the researcher found some characteristics of the sample. They were good attitude and active in the class. So that, the researcher chose class VIII.1,which consist of 31 studens it was stated by English Teacher during the teaching and learning process that the students of VIII.1 class participate actively and always pay attention on the teacher's explanation.

C. Instrumentation of the Research

Instrument is the tool to getthedata which is needed in this research. The instrument an important part of this research. In this research, the researcher usedtesting. According to Brown, testing is a method that is used as a references to estimate and assign the performance, skills, as well as knowledge of individual on

[50]*Ibid.*,97

particular field.[51] In this test, researcher used reading test. The research used multiple choice types in order to make it more objective to score.The multiplechoice questions were surrounded by analyzing, evaluating, and creating questions. Furthermore, in creating the questions, the researcher adopted the indicators from Bloom and Anderson and Karthwol.

D. Technique of Data Collection

The crucial step in doing a research in collecting the data to collecting the data, the reseacher use test.

1. Test

   According to Arikunto, the test is used to measure the presence or absence of and the amount of student ability.[52] This research used a reading test. In the rading test consists 20 set of multiple-choice questions. Multiple-choice questions include three components: analyzing, evaluating, and creating. The texts taken from English textbooks because they provide reliable and to ensure the validity of the content. Furthermore, in asking questions, researchers adopted indicators from indicators Bloom and Anderson and Kratwohl.

[51] H.D. Brown, *Language Assessment: Principles and Classroom Practices.* United States of America:A Pearson Education, 2004

[52] Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* Jakarta:Rineka Cipta, 2010,.p.266

Table 3.2

The Blue Print of HOTS Questions in each Component

No	Level of Thinking	Categories	Total of Questions	Total of Right Answer	Percent Age (100%)
1.	Analyzing	Differentiating Organizing, attributing the information	7		
2.	Evaluating	Checking/critiquing the information	7		
3.	Creating	Generating,planning, producing idea to solve problem	6		
Total			20		

2. Validity of the Test

The validity of an instrument, according to Sugiyono is related to its ability to measure or expose the properties of the variables intended to be assessed.[53]In this research,researcherdid content validity. Content validity indicates the extent to which questions, assignments, or items in a test or instrument to represent the overall and proportional behavior of the sample subjected to the test. Content validity measures the degree of ability of a test to measurethe scope of the substance of the element to be measured.

According to Sugiyono, that a test can be said to have content validity if the indicator the test measures the specific objectives that correspond to the material that has been given to students.[54]To valid the test the researcher consulted the instrumetation to the experts, they are the

[53]Sugiyono, *Metode Penelitian Kuantitative, Kualitatif dan R&D.(*Bandung:Alfabet,2019), p.348

[54]*Ibid*,.p.129

lecturers of English Education Department. The total item for test was 20 questions. The validity test used statistic technique from Microsoft Excel to determine whether the test was valid or not. The result of validity test showed that 6 out of 20 items were valid. (*see appendix 4 for the result of validity test).*

3. Reliabity of the Test

According to Brown, reliable texts are consistent and reliable.[55] Reliability must be done with the accuracy of the measurement. Testrealibility is the level of consistency of a test, which is the extent to which the test can be trusted to produce a consistent score, relatively unchanges even if tested in different situations. Reliable the test gives the current result as the same as the previous test that concerned with the test consistenly measures whenever it used. A reliable measure in one that provides consistent and stable indication of the characteristic being investigated.[56] To measure the realibility of the test, researcher used SPSS version 24 to analyze the data. The categorization of reliability Cronbach's alpha can be seen in the table below.[57]

Table 3.3 The Categorization of Instrument Reliability

[55] Brown, *Language Assessment Principles and Classroom Practices*, (California:Longman University Press, 2003),.p.23

[56]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, (*Jakarta:Bumi Aksara,1997), p.87

[57]Hair,J.F., et al. Multivariete Data Analysis. Seventh Edition. Prentice Hall:New Jersey.2010

Scala of Alpha Cronbach	Reliability Categorization
0.0-0.20	Less Reliable
>0.20-0.40	Rather Reliable
>0.40-0.60	Quite Reliable
>0.60-0.80	Reliable
>0.80-1.00	Very Reliable

After the reliability test was conducted using SPSS, the scala of Alpha Cronbach showed 0.612 which indicated that the instrument has realible. (*see appendix 5)*

E. Technique of Data Analysis

The researcher used the test in analyzing the data. To find out how students' ability to answer reading questions of HOTS. Arikunto explained the data analysis was meant by processing data obtain by using formulas or rules that are applicapable to research or design approach taken.[58] The data were collected by giving test. The test was accomplished by gathering the sample students into a classroom outside of formal classroom activity. It consisted of 31 sample students.

After that, the researcher handed in the questions to the sample students the texts with 20 multiple choice question that consisted of analyzing, evaluating and creating questions. The sample students answered it in about 90 minutes. Next, the data were analyzed outside the classroom.

After analyzing the data, the researcher count each student’s mean score of each HOTS capability. With that, it was clearly shown the student’s ability to answer the analyzing, evaluating and creating questions by using this formula:

1. Analyzing questions

[58]Suharsimi Arikunto, *Prosedur Penelitian,* (Jakarta:Rineka Cipta,1998), p.236

The researcher first analyzed each student's answer by using this formula:[59]

$$N=\frac{Sm}{Si} \times Smax$$

Where :

N = Final Score

Sm = Total Score Obtained

Si = Maximum Total Score

Smax = Scale used to classify data (100)

Table 3.3 Assesment Model for the HOTS Test

No	Name	Score Obtain	Final Score	Description
1				
2				
3				
4				

After finishing figure out each student's mean score, the researcher then calculate the average of score of all students in each school to figure out their ability to answer analyzing questions by using this formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$= Mean score

Σx = Total of all sample score

N = Total number of samples

2. Evaluating questions

[59] Abdurrahman & Ellya Ratna, *Evaluasi Pengajaran Bahasa dan Sastra Indonesia, buku ajar* (Padang:Jurusan Bahasa dan Sastra Indonesia,2003),p.246

The researcher first analyzed each student's answer by using this formula:[60]

$$N=\frac{Sm}{Si} \times Smax$$

Where :

N = Final Score

Sm = Total Score Obtained

Si = Maximum Total Score

Smax = Scale used to classify data (100)

Table 3.4 Assesment Model for the HOTS Test

No	Name	Score Obtain	Final Score	Description
1				
2				
3				
4				

After finishing figure out each student's mean score, the researcher then calculate the average of score of all students in each school to figure out their ability to answer evaluating questions by using this formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$= Mean score

Σ*x* = Total of all sample score

N = Total number of samples

3. Creating questions

[60] Abdurrahman & Ellya Ratna,*ibid*,.p.246

The researcher first analyzed each student's answer by using this formula:[61]

$$N=\frac{Sm}{Si} \times Smax$$

Where :

N = Final Score

Sm = Total Score Obtained

Si = Maximum Total Score

Smax = Scale used to classify data (100)

Table 3.5 Assesment Model for the HOTS Test

No	Name	Score Obtain	Final Score	Description
1				
2				
3				
4				

After finishing figure out each student's mean score, the researcher then calculate the average of score of all students in each school to figure out their ability to answer evaluating questions by using this formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$= Mean score

Σ*x* = Total of all sample score

N = Total number of samples

After doing those stages, the data can be interpreted b the criteria of Student HOTS absorption Category as the table shown below:

Table 3.6

Criteria of Students HOTS Absorption Category

[61] Abdurrahman & Ellya Ratna,*ibid*,.p.246

Absorption Interval	Absorption Category
$85 \leq \times \leq 100$	Excellent
$70 \leq \times < 85$	Good
$50 \leq \times < 70$	Adequate
$0 \leq \times < 50$	Poor

Source: (depdiknas, 2016)[62]

4. After calculating the total score in each component, it is converted to a percentage. The formula to be used to calculate percentages is explained below:[63]

$$P = \frac{f}{n} \times Smax(100\%)$$

P = The percentage of the total of right answer (%)

f = The frequency of the total of right answer found

n = The maximum number of all right answer

Smax = Scale used to classify the data (100%)

The last, the researcher made conclusion from this research that is taken from higher mean score.

So, the researcher could give interpretation the result to the table above to know how ability students to answer reading question with HOTS at theeight grade of state islamic junior high school 02 West Pasaman

[62] Depdiknas, *Peraturan Mentri Pendidikan Nasional No 23 Tahun 2016 Tentang Standar Penilaian*, Jakarta:Depdiknas, 2016

[63]Sudijono Anas, *Pengantar Statistik Pendidikan* (Jakarta:PT.Raja Grafindo Persada,2001),p.43

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

In this chapter the researcher explained about findings of the data and statistics which analyzed in the form of numbers. The data were collected from students at the Eighth Grade of State Islamic Junior High School 02 West Pasaman. Here are the description of the findings:

1. The Description of the Data

This part discusses about description of the data and the result students' ability to answering reading question with HOTS. There were 31 students from the Eight Grade Students of State Islamic Junior High School 02 West Pasaman. In conducting this research, the researcher used reading test consisted 20 questions of multiple choice. Therefore, there were 620 data analyzed. Multiple-choice questions include three components: analyzing and evaluating, and creating. The data are achieved through validation process which involves three lecturer an English departemen student *(See Appendix 3).* After getting the item of first semester of the Eight Grade Students of State Islamic Junior High School 02 West Pasaman that had done on September 10th 2022 there were 20 question multiple choice, as follow:

Table 4.1

Analyze of Higher Order Thinking Skill quetions

No item	Higher Order Thinking Skill		
	Analyzing	Evaluating	Creating
1	√		
2		√	
3		√	

4			√
5	√		
6	√		
7		√	
8		√	
9	√		
10		√	
11			√
12	√		
13			√
14			√
15		√	
16		√	
17			√
18			√
19	√		
20	√		
Total	7	7	6

Based on the data above, it can be seen that there were 20 questions which is Analyzing 7 questions was about 35%, evaluating 7 questions was about 35% and creating 6 questions was about 30%.

After analyzing the data, it was found that the students' ability in answering the reading questions with higher order thinking skills was good. It was proved by counted the average score the students' answer of each HOTS component which are analyzing (73,68), evaluating (83,87), and creating (72,90). The score description can be seen in the table below:

1) The Description of Students' Higher Order Thinking Skills scores in Aswering each components.

Tabel 4.2 The Score Description of Students' Ability in AnsweringAnalyzing Questions

Absorption Interval	Absorption Category	Total of Students
$85 \leq \times \leq 100$	Excellent	14
$70 \leq \times < 85$	Good	9
$50 \leq \times < 70$	Adequate	7
$0 \leq \times < 50$	Poor	1
Total		31

Tabel 4.3The Score Description of Students' Ability in Answering Evaluating Questions.

Absorption Interval	Absorption Category	Total of Students
$85 \leq \times \leq 100$	Excellent	20
$70 \leq \times < 85$	Good	5
$50 \leq \times < 70$	Adequate	5
$0 \leq \times < 50$	Poor	1
Total		31

Tabel 4.4 The Score Description of Students' Ability in Answering Creating Questions.

Absorption Interval	Absorption Category	Total of Students
$85 \leq \times \leq 100$	Excellent	4
$70 \leq \times < 85$	Good	18
$50 \leq \times < 70$	Adequate	3
$0 \leq \times < 50$	Poor	2
Total		31

According to the result showed in the table above, it is noticed that in aswering analyzing questions there are more students got level 1 (Excellent) and in answering evaluating questions there are more students got level 1 (Excellent), meanwhile in aswering creating questions there are more students got level 2 (Good). Due to this fact, the students of state islamic junior high school can be categorized good in answering reading questions with higher order thinking skills.

2. Data Analysis and Findings

The research consist of three research questions. The first research question aimed to findout the students' ability to answer the analyzing questions. The second research question aimed to findout the students' ability to answer the evaluating questions. The third research question aimed to findout the students' ability to answer the creating questions. For this reason, the researcher provided the sample with 20 questions included analyzing, evaluating and creating questions. The discussion was devided into three parts. The first point focused on the analysis of students' ability in answering analyzing questions. The second point focused on the analysis of students' ability in answering evaluating questions. Then, the third point focused on the analysis of students' ability in answering creating questions.

a. The Students' Ability in Answering Analyzing Questions

Based on the definition of analyzing explained in chapter 2 of this thesis, analyzing can be defined as ability to break information into smaller units and describe how something relate one to the whole. People with strong analytical skills attend to patterns and to details. Identify the elements of a situation and determine how those elements interact. Strong interpretation skills can support high quality analysis by providing insight into the significance of what a person is saing or what something means.

There were 7 questions of analyzing from 20 question provided that the students must be answered in the test. Therefore, there were 217 data

should be analyzed. Based on the findings of this research, the researcher has analyzed each student's answer. After that the researcher has calculated the students' score and found that there were there were 14 students who got Execellent, 9 students who got Good, 7 students who got Adequate and 1 student got poor. It can be seen in the table below.

Table 4.5 The Score Description of Students' Ability in Answering Analyzing Questions

No	Name	The Score Obtain	Final Score	Score Description
1	AZ	7	100	Excellent
2	AH	5	71,4	Good
3	APF	5	71,4	Good
4	DA	6	85,7	Excellent
5	DHR	5	71,4	Good
6	DW	4	57,1	Adequate
7	DRK	4	57,1	Adequate
8	FZ	3	42,8	Poor
9	FA	6	85,7	Excellent
10	GHZ	4	57,1	Adequate
11	GH	5	71,4	Good
12	HS	6	85,7	Excellent
13	HZ	6	85,7	Excellent
14	HM	6	85,7	Excellent
15	IL	6	85,7	Excellent
16	KTA	6	85,7	Excellent
17	MRI	5	71,4	Good
18	MR	6	85,7	Excellent
19	N	6	85,7	Excellent
20	NHW	6	85,7	Excellent
21	NA	4	57,1	Adequate
22	RA	4	57,1	Adequate
23	RL	5	71,4	Good
24	SH	5	71,4	Good
25	S	4	57,1	Adequate
26	SR	5	71,4	Good
27	SAA	7	100	Excellent
28	SA	5	71,4	Good
29	SN	4	57,1	Adequate
30	WAH	6	85,1	Excellent

31	ZT	7	100	Excellent
Total		163	73,68	Good

For this table found that average students' ability to answering analyzing question in Higher Order Thinking Skills score is 73,68 this score is category good.

b. The Students' Ability in Answering Evaluating Questions

Based on the definition of eveluating explained in chapter of this thesis, evaluating is the ability to make judment about the value, for some purpose, of ideas, works, solutions, methods, material, etc. evaluating is the complex process which involves the abilit from remembering, understanding, aplying and analyzing, if students have been through all of those thinking process critically, the students will be easier to evaluate any information.

There were 7 questions of analyzing from 20 questions provided that the students must be answered in the test. Therefore, there were 217 data should be analyzed. Based on the findings of this research, the researcher has analyzed each student's answers. After that the researcher has calculated the students' score and found that there were there were 20 students who got Execellent, 5 students who got Good, 5 students who got Adequate and 1 student got Poor. It can be seen in the table below.

Table 4.6The Score Description of Students' Ability in Answering Evaluating Questions

No	Name	The Score Obtain	Final Score	Score Description
1	AZ	6	85,7	Excellent

2	AH	5	71,4	Good
3	APF	7	100	Excellent
4	DA	6	85,7	Excellent
5	DHR	6	85,7	Excellent
6	DW	3	42,8	Poor
7	DRK	7	87,5	Excellent
8	FZ	7	100	Excellent
9	FA	5	71,4	Good
10	GHZ	6	85,7	Excellent
11	GH	7	100	Excellent
12	HS	4	57,1	Adequate
13	HZ	5	71,4	Good
14	HM	7	100	Excellent
15	IL	7	100	Excellent
16	KTA	7	100	Excellent
17	MRI	4	57,1	Adequate
18	MR	6	85,7	Excellent
19	N	6	85,7	Excellent
20	NHW	7	100	Excellent
21	NA	5	71,4	Good
22	RA	7	100	Excellent
23	RL	6	85,7	Excellent
24	SH	6	85,7	Excellent
25	S	4	57,1	Adequate
26	SR	4	57,1	Adequate
27	SAA	7	100	Excellent
28	SA	4	57,1	Adequate
29	SN	6	85,7	Excellent
30	WAH	6	85,7	Excellent
31	ZT	5	71,4	Good
Total		178	81,60	Good

For this table found that average students' ability to answering evaluating question in Higher Order Thinking Skills score is 81,60 this score is category good.

c. The Students' Ability in Answering Creating Questions

Based on the definition of craeting explained in chapter 2 of this thesis, creating is the ability to generate, plan, and produce idea to solve

problem. In addition, in the process of producing the solution of the problem, the students have to examine and think deeply whether those ideas can be worked out or not. Then, those planning can be produced by the students to be organized.

There were 6 questions of analyzing from 20 questions provided that the students must be answered in the test. Therefore, there were 186 data should be analyzed. Based on the findings of this research, the researcher has analyzed each student's answers. After that the researcher has calculated the students' score and found that there were.4 students who got Execellent, 18 students who got Good, 3 students who got Adequate and 6 student got Poor. It can be seen in the table below:

Table 4.7 The Score Description of Students' Ability in Answering Creating Questions

No	Name	The Score Obtain	Final Score	Score Description
1	AZ	5	83,3	Good
2	AH	6	100	Excellent
3	APF	6	100	Excellent
4	DA	5	83,3	Good
5	DHR	5	83,3	Good
6	DW	3	50	Poor
7	DRK	3	50	Poor
8	FZ	5	83,3	Good
9	FA	4	66,6	Adequate
10	GHZ	5	83,3	Good
11	GH	6	100	Excellent
12	HS	5	83,3	Good
13	HZ	6	100	Excellent
14	HM	5	83,3	Good
15	IL	5	83,3	Good
16	KTA	5	83,3	Good
17	MRI	5	83,3	Good
18	MR	5	83,3	Good

19	N	5	83,3	Good
20	NHW	5	83,3	Good
21	NA	3	50	Poor
22	RA	4	66,6	Adequate
23	RL	5	83,3	Good
24	SH	4	66,6	Adequate
25	S	3	50	Poor
26	SR	3	50	Poor
27	SAA	5	83,3	Good
28	SA	5	83,3	Good
29	SN	3	50	Poor
30	WAH	5	83,3	Good
31	ZT	5	83,3	Good
Total		144	77,39	Good

For this table found that average students' ability to answering creating question in Higher Order Thinking Skills score is 77,39 this score is category good.

To find out the Student Higher Order Thinking Skills (HOTS) in Answering Reading Question at Eight Grade of State Islamic Junior High School in the category of good, it can be seen from the students' scores based on the average in answering reading questions.

Tabel 4.8

The Classification Based on Absorption Interval

Component	Mean	Absorption Category
Analyzing	73,68	Good
Evaluating	81,60	Good
Create	77,39	Good
Total Score	76,81	Good

The result shows that the components analyzing, evaluating, creating and total score are in the value interval $70 \leq \times < 85$, so analyzing, evaluating, creating and total score is in the category of good.These result can be seen in the diagrams on HOTS Percentage in Reading Questions for Each Component.

d. The Percentage in Reading Questions for Each Component

The results of the data analysis that the evaluating component was the highest HOTS component with a score of 33%, then continued with thw Analyzing component with a score of 37%, and the lowest HOTS component was Creating component with a score percentage of 30%. These result can be seen in the tables and diagrams on HOTS Percentage in Reading Questions for Each Component.

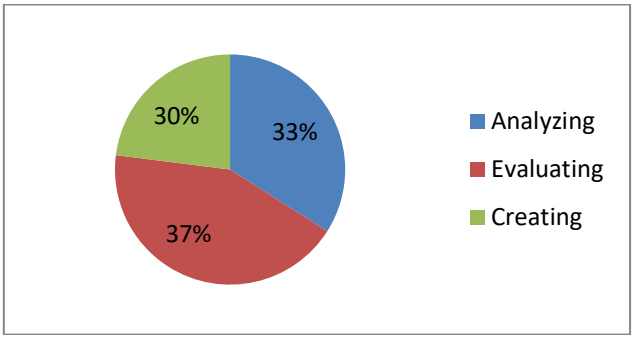
Tabel 4.4

The Total Question of HOTS in each Component

Level of Thinking	Categories	Total of Questions	Total of Right Answer	Percentage (100%)
Analyzing	Differentiating, organizing, attributing the information	7	163	33%
Evaluating	Checking/critiquing information	7	178	37%
Create	Generating,planning,producing idea to solve problem	6	144	30%
Total		20	485	100%

Diagram 4.1

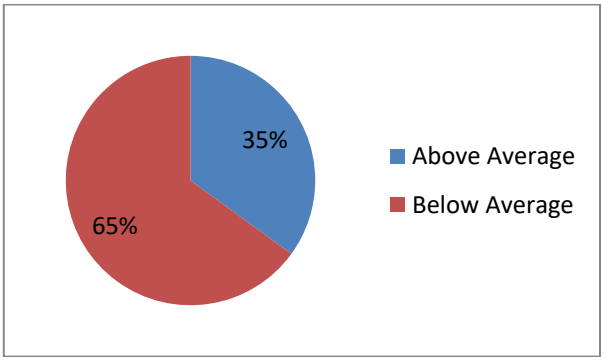
The percentage of HOTS in each component



To know clearly about the students' HOTS in answering reading questions for each component, it can be seen from the percentage of each HOTS component.

Diagram 4.2

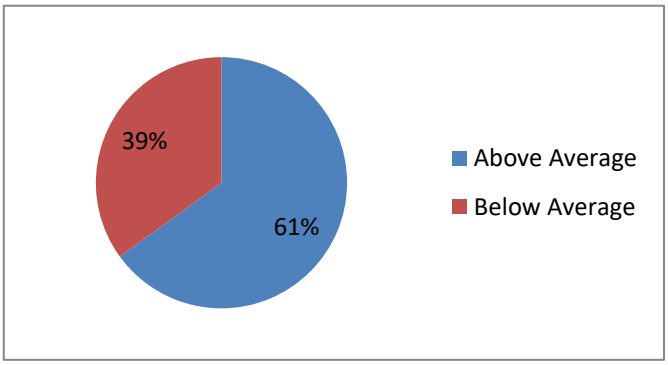
The Percentage of Analyzing Component



From the diagram above, it can be seen that the Analyzing component which has a score below average is greater than the value above the average with a significant percentage ratio, namely 35% for the above average category and 65% for the below average category.

Diagram 4.3

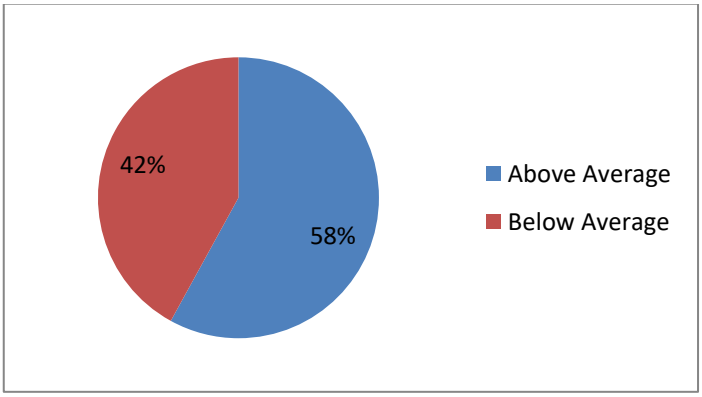
The Percentage of Evaluating Component



From the diagram above, it can be seen that the Evaluating component which has a score above average is greater than the score below average with a percentage ratio that is much different, namely 61% for above average category and 39% for the below average category. This showed that most students understand the Evaluating component.

Diagram 4.4

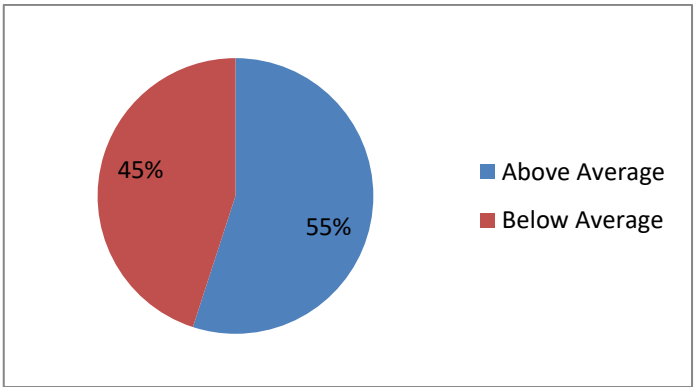
The Percentage of Creating Component



From the diagram above, it can be seen that the Creating component which has a score above average is greater than the below average score with a percentage difference of 16%, namely 58% for the above average category and 42% for the below average category. This showed that most of the students understand the Creating component.

Diagram 4.5

The Percentage of Comparison Component



Based on the total student score, there were 17 students whose scores were above the average with a percentage of 55%. Meanwhile, there were 14 students whose scores were below the average with the a percentage of 45%. This shows that most students are able to correctly answer the HOTS questions provided.

B. Discussion

This disussion focused on the students' higher order thinking skills (HOTS) in answering reading question at the eight grade of state islamic junior high school. HOTS can be classified into three which are analyzing, evaluating, and creating. Therefore, to know the students' HOTS in answering reading questions, the researcher gave a test to the students which surrounded by analyzing, evaluating, and creating questions. There were 7 questions for analyzing, 7 questions for evaluating, and 6 questions for creating. Thus there were 20 questions provided by the researcher that had been answered by the students. Therefore, there were 620 answers collected from the students (*see appendix 6).*

The firstresearch question aimed to know the students' higher order thinking skills (HOTS) in answering analyzing questions. The findings that had been obtained from the analysis of students' answering analyzing questions by eight grade students at islamic junior high school 02 west pasaman was good because the average score of the students was 73,68, morever there were were 14 students who got Execellent, 9 students who got Good, 7 students who got Adequate and 1 student got Poor. Therefore, it can be assumed that the students are quite good in analyzing the information. This finding was in line with Bloom's theory about few things that the students have to master in analysing component.[64] They are distinguishing facts from hypothesis among ideas in the pasage and inferring author's purpose and point of view.

The second research question aimed to find out the students' ability in answering evaluating questions. The findings that have been obtained from the analysis of the students' answers in answering evaluating questions by Eight Grade Students at Islamic Junior High School 02 West Pasaman was good because the average score of the students was 81,60, morever there were there were 20 students who got Execellent, 5 students who got Good, 5 students who got Adequate and 1 student got Poor. According to Insight Assesment, good evaluating skill can be seen from how the readers assess the credibility of sources of information and the claims they make.[65] In addition, strong

[64] Bloom, Benjamin S. & David R. Kratwohl, *Taxonomy of Educational Objectives*: The Classification of Educational Goals, by a Committee of Collage and University Examiners. Handbook 1: *Cignitive Domain,* New York:Longmans,1996

[65]Insight Assessment, *CCIST User Manual and Resource Guided*, The California Academic Press, 2016

explanation skills can support high quality evaluation by providing the evidenvce, reasons, methods, criteria, or assumption behind the claims made and the conclusion reached. In the end, it can be assumedthat the students are quite good in making judgment and comment, justifying the information and critiquing the information whether they are agree or not with the information.

The second research question aimed to find out the students' ability in answering creating questions. The findings that have been obtained from the analysis of the students' answers in answering creating questions by Eight Grade Students at Islamic Junior High School 02 West Pasaman was good because the average score of the students was 77,39, morever there were4 students who got Execellent, 18 students who got Good, 3 students who got Adequate and 6 student got Poor.

In conclusion, the eight grade students' ability in answering reading questions with Higher Order Thinking Skills (HOTS) at State Islamic Junior High School 02 West Pasaman was category good. Overall, these findings that the Eight Grade Students at State Islamic Junior High School 02 West Pasaman completely master the higher order thinking skills which include analyzing, evaluating and creating.

BAB V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in previous chapter, it can be concluded that Students Higher Order Thinking Skills (HOTS) in Answering Reading Questions is in the category of good, with the mean score of analyzing 73,68, evaluating 81,60, and creating 77,39. It means that higher order thinking skill is one of the aspect on the 2013 curriculum that should be enhanced because by using HOTS, students can think creatively and critically. In conclusion, students' reading question with Higher Order Thinking Skills at the Eight of Junior High School 02 West Pasaman was good.

B. Suggestion

Based on the conclusion stated previously, the researcher recomends suggestions as follow:

1. It is suggested that students improve their Higher Order Thinking Skills (HOTS) in answering reading questions for each component.
2. For english teacher, the researcher recommands that teacher should add different style in question to get the students attention while reading and answering the question.
3. These findings are also expected to be a reference for further researchers that concerning Higher Order Thinking Skills (HOTS) in reading question, especially in exploring students' abilities in each component.

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APPENDICES

APPENDIX 1

Students Vocabulary Test

	PH 3	VIII.4/Vocabulary Test
	Simple Present Tense, Recount Text	

1	ABDUL RASYID	65
2	AHMAD KHORASSADI	70
3	AHMAD MAULANA EFENDI	65
4	AINA SALSABILA PUTRI	70
5	AINIL HUSNI	60
6	AINIL MARHAMAH	65
7	AISYAH KISLAH	60
8	ALIF RAHMADI	65
9	ANDIKA	70
10	ANGGUN LESTARI	75
11	ARIZA FATIA	60
12	FAHRIJAL HASAN LUBIS	75
13	FATHAN MUHAMMAD RIZKI	65
14	FAYZA SELIMA	70
15	JUNIARTI	75
16	JUWITA	60
17	KEYSA ADELLA SARAH	70
18	LETSA ULANDA	65
19	MIDA LATUNNUR HANIDA	75
20	MIFTAHUL JANNAH	70
21	MUHAMMAD GUNAWAN	65
22	MUHAMMAD RAFIF	80
23	PUSPA HANNUM LUBIS	70
24	RAYHAN NABIL	60
25	RENDY SAPUTRA	65
26	REZKYAH NST	70
27	RIFA HALIZA RAMADANI	60
28	RISKA AMELIA	80
29	SAHRATU SITA	65
30	SALSA DWI PUTRI	70
31	SUCI WULAN DARI	75

32	SULTAN ARIGA	60
33	UMMAIROH	70
34	YETRIANI	65
35	YOGA FIQRI PRATAMA	80
36	ZAKI AHMADI NESA	70

Ujung Gading 15 Mei 2022

Guru Mata Pelajaran



Gusti Amelia, S.Pd

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APPENDIX 2

Research Guidelines for Instrument

Variable	Sub Variable	Indicator	Description	Item No	Question	Answer Key
Higher Order Thinking Skills (HOTS)	Level of Higher Order Thinking Skills Analyzing (C4)	Breakdown, categoriez, distinguish, analyze, examine, contrast discriminate and compare	The material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose. (differentiate, organize, attribute)	1 5 6 9 12 19 20	(Text Reading) The text tells us about? (Text Reading) What does text tell about? (Text Message) From the messege we know that ? (Text Dialogue) From the dialogue, we know that? (Song) The song is about? (Text Reading) What does text tell about?	A D B C A D A
	Evaluating (C5)	Argue, decide, validate, appraise, evaluate, judge, measure, rank, critize, rate, select and consider	Making judgments based on criteria and standars (check, criteque)	2 3 5 7 8 10 15 16	(Text Reading) What kind of place? (Text Reading) What in your opinion? (Text Reading) From the text we can conclude that? (Text Dialogue) What is the relationship? (Text Dialogue) What is the dialogue place? (Text Dialogue) With whom? (Text Dialogue) What is the relationship?	A D A C C D B A

					(Text Dialogue) What is the word ?	
	Creating (C6)	Generate, plan, produce, develop, construct, organize, purpose, invent, and formulate	Putting elements together to from coherent whole or make an original product (generate, produce)	4 11 13 14 17 18	(Text Reading) What is the appropriate tittle of the text? (Song) The theme of the song is? (Picture) The caption for picture will be… (Picture) The fix caption is? (Text Dialogue) What is the meaning ? (Text Reading) What is the appropriate tittle of the text?	A D C A A A

APPENDIX 3

Test of the Research

SOAL READING BAHASA INGGRIS
MTsN 02 PASAMAN BARAT

Mata Pelajaran	**: Bahasa Inggris (Reading Test)**
Tingkat/Kelas	**: VIII (Delapan)**
Semester	**: 1 (Satu)**
Hari/Tanggal	**: Senin 22 / 08 /2022**
Waktu	**: 90 Menit**

Petunjuk Umum:

1. Tulislah nama pada lembar jawaban yang telah tersedia
2. Kerjakan soal dibawah ini dengan jelas dan benar
3. Apabila ada soal yang tidak jelas/meragukan, tanyyakan langsung kepada pengawas
4. Dahulukan menjawab soal-soal yang anda anggap mudah
5. Dilarang bekerjasama dengan orang lain, atau melihat catatan
6. Kerjakan pada lembar jawaban dengan tinta hitam
7. Apabila telah selesai mengerjakan soal, lembar jawaban diperiksa kembali, kemudian dikumpulkan.

Read the text and answer the questions!
Choose the best correct answer A,B,C, or D (Pilihlah jawaban yang benar A, B, C, or D)!!

The text for number 1 to 4!

Nusa Lembongan is one of the three sets of islands located in the southeast of Bali: Nusa Penida, Nusa Lembongan, and Nusa Ceningan. From those three islands, Nusa Lembongan is the best one. With Nusa Lembangan's condition which is still beautiful and natural, this island is ready to pamper you. If you like water sports, especially diving or snorkeling, it is recommended for you to decide Nusa Lembongan as your holiday destination.

There are several locations with underwater natural beauty which are not doubtful. Coral reefs and colourful fish around the island of Nusa Lembongan are so riveting. There are also some equipment for snorkelling and diving to rent. Most residents of Nusa Lembongan are seaweed farmers, so it is not surprising that if you get in Nusa Lernbongan, you will see seaweed being spread out in the sun, because there are also some villages where seaweed cultivation becomes the main

commodity. Not infrequently travelers rent a motorbike or bicycle to go around the island. Come and prove the naturalness of this island.
Source:https://sekolah.cyou/read-https-studyassistant-id.com/b-inggris/tugas37889041

1. What does the text tell us about?
   a. The beauty of the Nusa Lambongan
   b. The beauty of the Nusa Penida
   c. The beauty of the Nusa Ceningan
   d. Naturalness of Island

2. What kind of place was Nusa Lambongan based on the writer's explanation?
   a. Refreshing
   b. Expensive
   c. Hot
   d. Cheap

3. "In your opinion, why nusa lamongan recomemnded to holiday destination
   a. Ask people to visit the best island in Bali
   b. Because, Naturalness of the island in Bali
   c. Because, the island
   d. Because, Beautiful and natural

4. What is appropriate tittle of the text?
   a. Nusa Lambongan
   b. Nusa Penida
   c. Nusa Ceningan
   d. Nusa in Bali

The text for number 5 and 6!

The Danger of Violence on TV

As we know, children watch TV a lot nowadays. The average children watch about three and a half hours a day. More and more parents are worried about how TV is affecting their kids. What do they worry about? One thing that parents worry about is how violence on TV may affect their kids. Today, we are going to talk about people's opinions about violence on TV.

The first opinion is that many parents think that violence on TV causes or influences children who watch it to be violent. There are more than ten scenes depicting violent in television programs per day. Parents are worried that all this violence watched and observed by children will make their children want to be violent and think that being violent is okay.

The second opinion is that children like to imitate things they see people do. Children learn by imitating adults and, whether we like it or not, two to five years old children may not know the difference between things on TV and real life. They tend to think and believe that what they see s true. One example of this happened to a little five-year-old boy. He saw cartoon on TV where he characters lit a bed on

fire and said, "Fire is fun!" The same day he imitated what he saw on TV and lit fire on the house that caused combustion. Creepy, isn't it? Why did he do it? How could he do it? Was it because of what he saw on TV? Many people think so. Children can't differentiate right from wrong yet. That is the biggest fear parents related to television and their children.
Source:https://study.com/b-inggris/tugas39835638

5. From the text we can conclude that ..
   a. The opinion about danger of violence on TV
   b. Children can't differentiate right from wrong
   c. the difference between things on TV
   d. Influences children who watch it

6. What does text tell about the second opinion?
   a. Tell about A phanorama of Natural Beauty
   b. Tell about children watch TV a lot nowadays
   c. Tell about many parents think that violence on TV
   d. Tell about children like to imitate things they see

7. According to the text, why parents worried about how TV is affecting to their kids?*(paragraph 1, line 2)*
   a. Because, parents are worried that all this violence on TV watched and observed and children like to imitate
   b. Because, children watch TV a lot nowadays
   c. How do I think about it
   d. I know what you mean but..

Dialogue for number 8 and 9

Samantha	: Girl, have u finished the English homework?
Miranda	: No, to be honest, I forget to do it. What about you?
Samantha	: Do you need a help?
Miranda	: That's to bad. We will have an English test after this and if we don't submit the homework, we can't join the English test.
Samantha	: Really? How do you think if I do my homework now?.
Miranda	: I don't agree about it because we are in another lesson.
Samantha	: What do you think I must do?
Miranda	: It's better for you to confirm it to Miss Yolanda.
Samantha about it?	: Do you think miss yolanda get angry to me
Miranda	: Although she will get angry but you must be honest about it. I think she will give some options because you are brave to admit your fault.

Samantha : Okay, Thanks.

8. What is the relation between Miranda and Samantha?
   a. Teacher
   b. Mother
   c. Friend
   d. Sibling

9. Where is the dialogue probably taking place?
   a. House
   b. Garden
   c. Class
   d. Library

Dialogue for number 10 and 11

Meira	:Where did you go yesterday?
Lintang	: I went to the stationery shop with my sister
Meira	:What did you buy there?
Lintang	:I bought some school supplies and story books
Meira	:What stationery shop did you visit?
Lintang	:It is Diamond stationery store
Meira	:What is about the price?
Lintang	:The price is cheaper than another stationery shops in this city
Meira	:That's cool choice. Lintang
Lintang	:Yes I think so

10. From the dialogue we know that…
    a. Lintang is buying school supplies now
    b. Meira is Lintang's sister
    c. Lintang went to the stationary shop with her sister
    d. Meira bought school supplies yesterday

Song for number 11 and 12

You've Got A Friend

By Mc Fly

When you're down and troubled
And you need a helping hand
And nothing, nothing is going right
Close your eyes and think of me
And soon I will be there
To brighten up even your darkest night

You just call out my name
And you know wherever I am
I'll come running to see you again
Winter, spring, summer or fall
All you have to do is call
And I'll be there, yeah, yeah, yeah.
You've got a friend
If the sky above you
Should turn dark and full of clouds
And that old north wind should begin to blow
Keep your head together
And call my name out loud, yeah
Soon I'll be knocking upon your door

11. The theme of the song is…
    a. Peace
    b. Motivation
    c. Struggle
    d. Frienship

12. The song is about…
    a. Someone who will help a friend in need
    b. A friend who is in trouble
    c. Someone who has many friends
    d. A friend who doesn't want to help others



13. The wise caption for picture can be…
    a. The pictue above is micky mouse
    b. The teddy bear is smaller
    c. Brown teddy bear
    d. The teddy bear is slimmer

14. What is the meaning of the picture beside ?
    a. Love can be represent by music
    b. It is about how to play music
    c. A child love music
    d. A child plays music



Dialogue for number 15 and 18!

Coral : Hi, diva. Where did you last holiday?

Diva : I went to Bandung for to days with my older sister, Helena.

Coral : Wow, that's amazing city. Can you tell your story about visiting Bandung to me?

Diva : Of, course. My sister and I went to Bandung by bus. The bus schedule from Indramayu was at 07.00 a.m. and arrived in Bandung at 11.30 a.m.

Coral : where did you and yor sister go in the first day when you reached Bandung?

Diva : in the first day, we want to Bandung zoo.

Coral : Did you still remember the price of ticked?

Diva : if I'm not wrong, it was only RP.30.000.00

Coral : How was the zoo? Can you tell it more?

Diva : The zoo was good enough, it had complete animals collection. We could find some unique Indonesian animals

Coral : How was the second day?

Diva : In the net day, we went to geolical museum and talked with the guide about geology. It made us understood about geology. We saw rocks collection there.

Coral : That's great experience. What did you do after visiting the museum?

Diva : My sister and I had a lunch in a food stall first. After that, we take a taxi to Bandung bus station because we had to go home to Indramayu.

Coral : Did you get a bus at the time?

Diva : Of course, girl. I really like the holiday. Although, it was only two days but it made me happy.

Coral : Yes, I know your feling.

15. What is the relationship between Coral and Diva?
    a. Teacher
    b. Friend
    c. Sibling
    d. Family

16. What is Geology?
    a. The scientific study of the way the human mind works
    b. The study about mathematic
    c. The study of rocks and similar substances that make up the earth's surface
    d. The study of English grammar

17. What is the meaning of **Price**?
    a. Tinggi
    b. Mencapai
    c. Harga
    d. Nilai

The text for number 18 to 20!

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub

district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing. In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.

Source:htps//roboguru.ruangguru.com/FRM-FAP42XMP

18. What is appropriate title of the text?
    a. Lembah Pelangi Waterfall
    b. A phanorama of natural beauty
    c. Waterfall is about has two branches
    d. Waterfall is about dozens of meters

19. What does the text tells us about?
    a. The best enchantment of this waterfall
    b. The accompanied of rocky hills
    c. Long trip with familys
    d. The beauty of lembah pelangi waterfall

20. What is the main idea of paragraph 1?
    a. Located of Lembah Pelangi Waterfall
    b. Show the naturalness of the Lembah Pelangi Waterfall
    c. The residents of Lembah Pelangi Waterfall
    d. Invite people to Lembah Pelangi Waterfall

APPENDIX 4

Validation Sheet

PERMOHONAN VALIDASI

Kepada Yth,

Bapak/ Ibu :

DiTempat

Assalamu'alaikum Wr. Wb

Saya yang bertandatangan dibawah ini:

Nama	:Anggi Muti'ah
NIM	:2318102
Fakultas/ Prodi	: FTIK/ PBI
JudulSkripsSkrip	: **An Analysis of Students' Ability to Answer Reading Questions With Higher Order Thinking Skills (HOTS) at the Eight Grade of State Islamic Junior High School 02 West Pasaman**
PEMBIMBING	: REFLINDA, SS, M. Pd

Dengan ini mengajukan permohonan kepada Bapak/Ibu, sekiranya Bapak/Ibu berkenan melakukan validasi soal yang saya susun.

Demikianlah permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya. Atas pertimbangan Bapak/Ibu terlebih dahulu, saya ucapkan terima kasih.

Bukittinggi, 08 Agustus 2022

Mengetahui,
Ketua Prodi

Loli Safitri, M.Pd
NIP. 19880528 201503 2 003

Pemohon,

Anggi Mutiah
NIM. 2318.102

LEMBAR VALIDASI INSTRUMEN

AN ANALYSIS OF STUDENTS' ABILITY TO ANSWER READING QUESTIONS WITH HIGHER ORDER THINKING SKILLS (HOTS)AT THE EIGHT GRADE OF STATE ISLAMIC JUNIOR HIGH SCHOOL 02 WEST PASAMAN

Nama : Anggi Muti'ah/2318.102

Judul Penelitian : **An analysis of students' ability to answer reading questions with higher order thinking skills (hots)at the eight grade of state islamic junior high school 02 west pasaman**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument "**An analysis of students' ability to answer reading questions with higher order thinking skills (hots)at the eight grade of state islamic junior high school 02 west pasaman**". Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 0 : Tidak Valid
   - 1 : Kurang Valid
   - 2 : Cukup Valid
   - 3 : Valid
   - 4 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi
   - E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indikator dapat dibedakan dengan jelas				✓		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek			✓			
	b. Kebenaran isi instrumen			✓			
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument			✓		

C. KOMENTAR/ SARAN

1. Cantumkan sources dari text.
2. Kajian utama dari penelitian ini an analysis of student's ability to answer Reading question. Tinjau ulang apakah dialogue termasuk Reading.
3. Selain itu mengapa soal no. 6, 9, 14, 15 disebut type HOTS ? Perbaiki no 14 merupakan grammar skill, bukan reading. bahkan no. 15 malah tidak ada textnya sama sekali.
4. Sebaiknya text untuk no soal 1-3, 4, 5, 19, 20 diperbannyak lagi soal (itemnya 7

Bukittinggi, 15 agustus 2022
Validator

ELSY PRANITA, M.Pd

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : ELSY PRANITA, M.Pd

Jabatan : Dosen Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama Anggi Muti'ah dengan nim 2318102 dengan judul "**An Analysis of Students' Ability to Answer Reading Questions With Higher Order Thinking Skills (HOTS) at The Eight Grade of State Islamic Junior High School 02 West Pasaman**" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 15 agustus 2022
Validator

ELSY PRANITA, M.Pd

LEMBAR VALIDASI INSTRUMEN

AN ANALYSIS OF STUDENTS' ABILITY TO ANSWER READING QUESTIONS WITH HIGHER ORDER THINKING SKILLS (HOTS)AT THE EIGHT GRADE OF STATE ISLAMIC JUNIOR HIGH SCHOOL 02 WEST PASAMAN

Nama : Anggi Muti'ah/2318.102

Judul Penelitian : **An analysis of students' ability to answer reading questions with higher order thinking skills (hots)at the eight grade of state islamic junior high school 02 west pasaman**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

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2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   1 : Tidak Valid

   2 : Kurang Valid

   3 : Cukup Valid

   4 : Valid

   5 : Sangat Valid

3. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:

   A : Dapat digunakan tanpa revisi

   B : Dapat digunakan dengan sedikit revisi

Edit dengan WPS Office

C : Dapat digunakan dengan revisi sedang

D : Dapat digunakan dengan banyak revisi

E: Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indikator dapat dibedakan dengan jelas				✓		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				✓		
	b. Kebenaran isi instrumen				✓		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument		✓			

Edit dengan WPS Office

C. KOMENTAR/ SARAN

2022

Bukittinggi, Agustus 2022

Validator

Dr. Afdaleni, M. Pd., M. Pd
NIP: 196404091989032001

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Dr. Afdaleni, M. Pd., M. Pd.

Jabatan : Dosen PBI

Dengan ini menyatakan bahwa mahasiswa yang bernama Anggi Muti'ah dengan nim 2318102 dengan judul **"An Analysis of Students' Ability to Answer Reading Questions With Higher Order Thinking Skills (HOTS) at The Eight Grade of State Islamic Junior High School 02 West Pasaman"** benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, Agustus 2022
Validator



Dr. Afdaleni, M. Pd., M. Pd.

LEMBAR VALIDASI INSTRUMEN

AN ANALYSIS OF STUDENTS' ABILITY TO ANSWER READING QUESTIONS WITH HIGHER ORDER THINKING SKILLS (HOTS)AT THE EIGHT GRADE OF STATE ISLAMIC JUNIOR HIGH SCHOOL 02 WEST PASAMAN

Nama : Anggi Muti'ah/2318.102

Judul Penelitian : **An analysis of students' ability to answer reading questions with higher order thinking skills (hots)at the eight grade of state islamic junior high school 02 west pasaman**

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap instrument "**An analysis of students' ability to answer reading questions with higher order thinking skills (hots)at the eight grade of state islamic junior high school 02 west pasaman**". Bapak/ Ibu cukup memberikan tanda check list (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
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   - 1 : Kurang Valid
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   - A : Dapat digunakan tanpa revisi
   - B : Dapat digunakan dengan sedikit revisi
   - C : Dapat digunakan dengan revisi sedang
   - D : Dapat digunakan dengan banyak revisi
   - E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati					✓	
	c. Masing-masing indikator dapat dibedakan dengan jelas					✓	
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek					✓	
	b. Kebenaran isi instrumen					✓	
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap instrument		✓			

2.

C. KOMENTAR/ SARAN

Instrumen tes valid digunakan untuk menjawab pertanyaan penelitian. Peneliti sebaiknya menambahkan identitas soal tes, seperti nama sekolah, kelas, durasi Jam pengerjaan test. Peneliti sebaiknya memperhatikan penggunaan tata bahasa dan penulisan soal. Saran perbaikan soal no. 3 : "What is the purpose ....." Saran perbaikan terlampir pada soal.

Bukittinggi, 8 Agustus 2022
Validator

Agseora Ediyen, M. Hum
NIP:

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Agseora Ediyen, M.Hum

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama ~~Annisa Fitriani~~ Anggi Mutiah dengan nim 2318102 dengan judul "**An Analysis of Students' Ability to Answer Reading Questions With Higher Order Thinking Skills (HOTS) at The Eight Grade of State Islamic Junior High School 02 West Pasaman**" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 8 Agustus 2022
Validator

Agseora Ediyen, M.Hum
NIP:

APPENDIX 5

The Result of Validity

NAMA	KELAS	NO ITEM																			TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
AZ	VIII 1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	18
AH	VIII 1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	16
APF	VIII 1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	18
DA	VIII 1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	17
DHRA	VIII 1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	16
DW	VIII 1	1	1	0	0	0	1	1	1	0	0	0	1	0	0	1	0	0	1	1	1	10
DRK	VIII 1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	13
FZ	VIII 1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	15
FA	VIII 1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	15
GHZ	VIII 1	1	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	15
GH	VIII 1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	18
HS	VIII 1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	1	1	1	1	15
HZ	VIII 1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	17
HM	VIII 1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	18
IL	VIII 1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	18
KTA	VIII 1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	18
MR	VIII 1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	16
MRI	VIII 1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	15
N	VIII 1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	17
NHW	VIII 1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	18
NA	VIII 1	1	1	0	1	0	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	13
RA	VIII 1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	15
RL	VIII 1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	16
SH	VIII 1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	15
S	VIII 1	0	1	1	1	1	0	0	1	1	1	0	1	0	0	0	1	0	0	1	1	11
SR	VIII 1	1	1	1	1	0	1	0	1	1	1	0	0	0	0	1	0	0	1	1	1	12
SAA	VIII 1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19
SA	VIII 1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	0	0	1	1	1	1	14
SN	VIII 1	1	0	1	0	0	0	1	1	1	1	0	1	0	0	1	1	1	1	1	1	13
WAH	VIII 1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	17
ZT	VIII 1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	17
r table		0,355	0,36	0,35	0,4	0,4	0,4	0,4	0,4	0,4	0,4	0,4	0,4	0,35	0,4	0,4	0,35	0,4	0,4	0	0,4	
r hitung		0,3816	0,14	0,49	0,5	0,4	0,4	0,4	-0,1	0,4	0,5	0,6	-0	0,19	0,6	0,4	0,38	0,4	0,4	-0	0	
result		Valid	tidak	valid	valid	valic	valid	valid	tidak	valid	valic	valic	tidak	tidak	valid	valic	valid	valid	valic	tida	tidak	valid
variansi		0,0303	0,06	0,06	0,2	0,2	0,1	0,2	0,1	0,1	0	0,2	0,2	0,21	0,2	0,2	0,24	0,1	0,1	0	0,1	
N		20																				
N-1		19																				
jumlah Variansi		2,6962																				
Var Total		4,9386																				
r hitung		0,4779																				
r table		0,355																				
kesimpulan		realibilit	(r table < r hitung)																			

APPENDIX 6

The Result of Reliability Test

Reliability Statistics

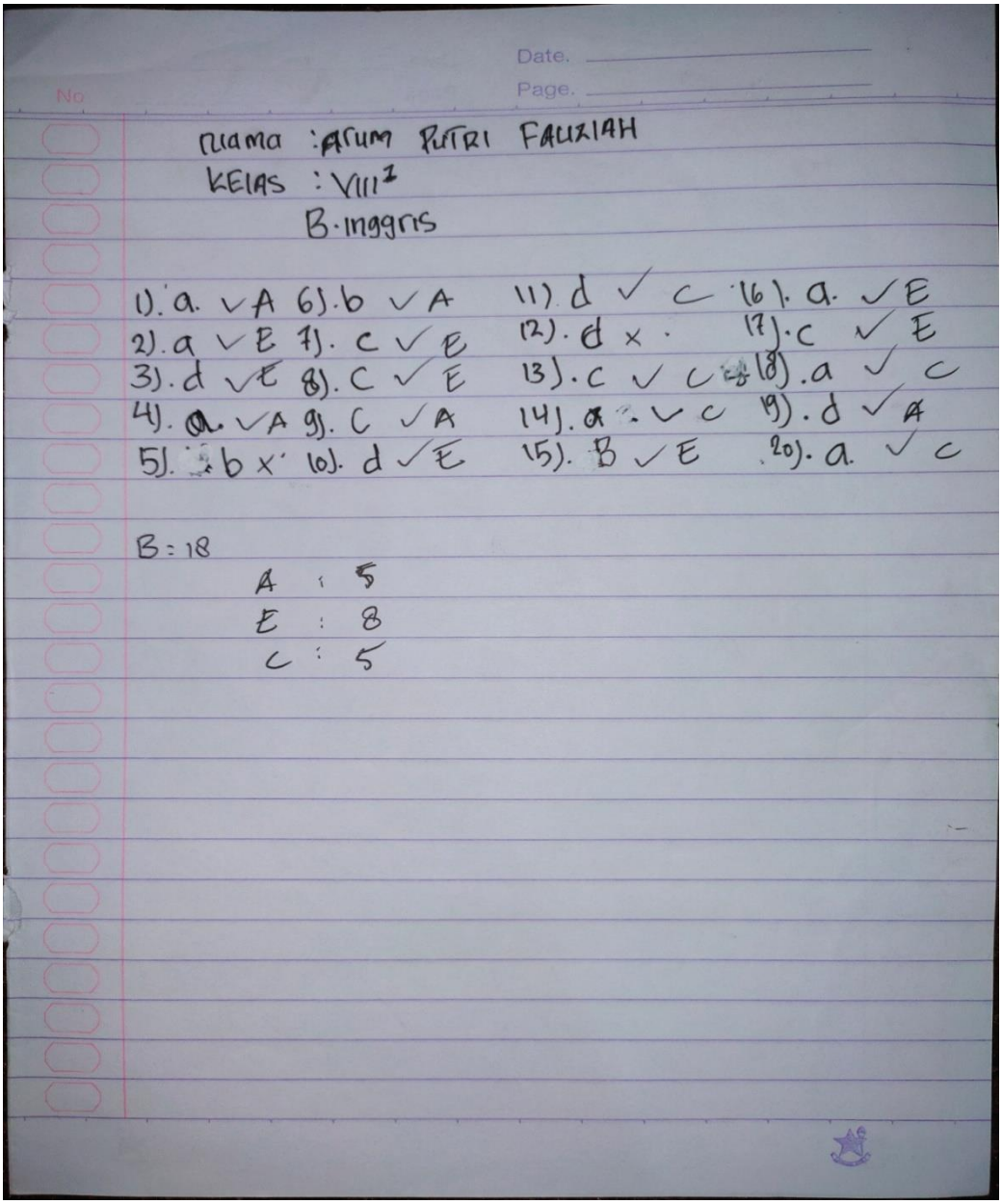
Cronbach's Alpha	Part 1	Value	.369
		N of Items	10[a]
	Part 2	Value	.083
		N of Items	10[b]
	Total N of Items		20
Correlation Between Forms			.443
Spearman-Brown Coefficient	Equal Length		.614
	Unequal Length		.614
Guttman Split-Half Coefficient			.612

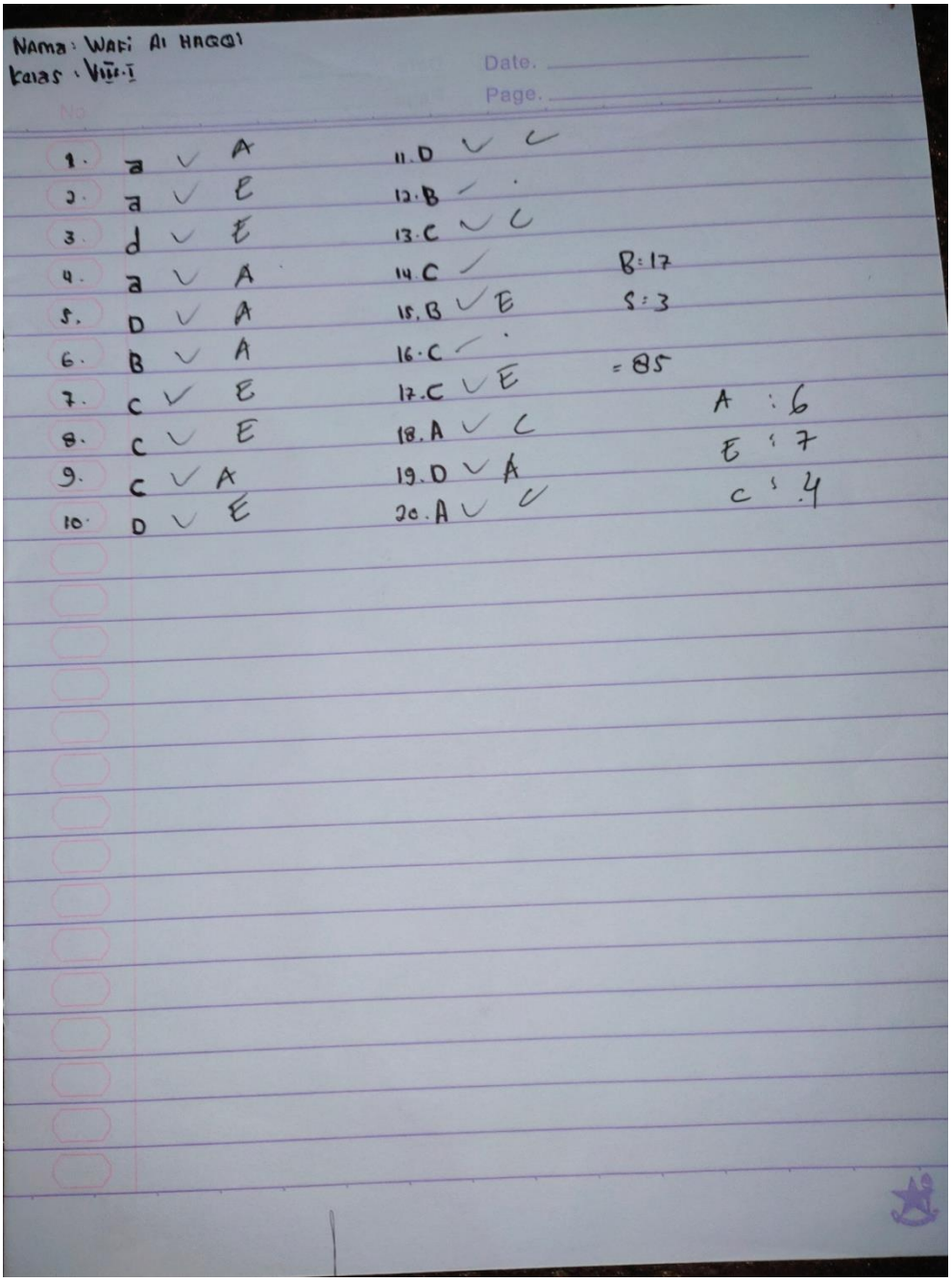
a. The items are: Question1, Question2, Question3, Question4, Question5, Question6, Question7, Question8, Question9, Question10.

b. The items are: Question11, Question12, Question13, Question14, Question15, Question16, Question17, Question18, Question19, Question20.

APPENDIX 7

Answer Sheet of the Students





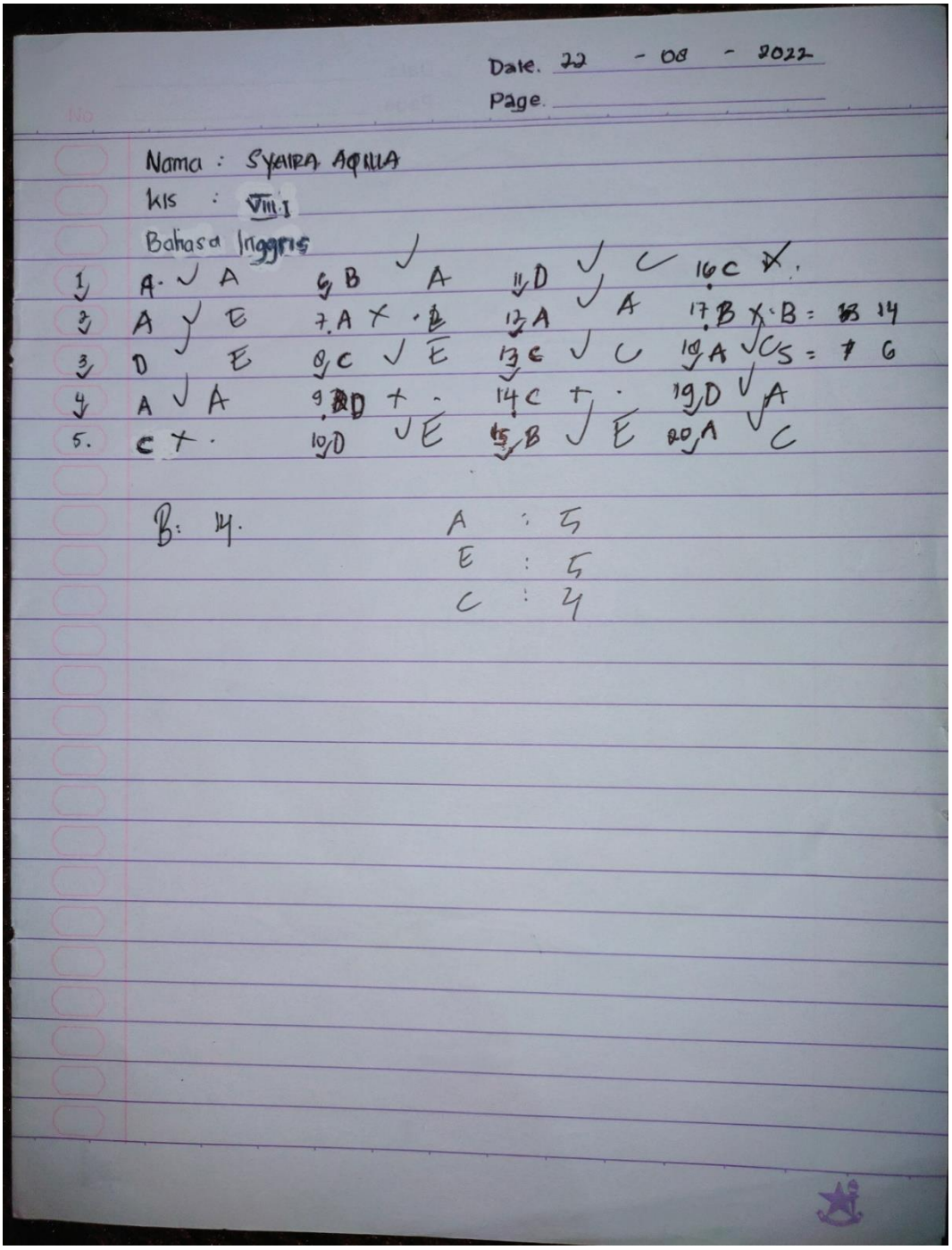
Nama : WAFI AL HAQQI
Kelas : VIII.I

Date.
Page.

1. a ✓ A
2. a ✓ E
3. d ✓ E
4. a ✓ A
5. D ✓ A
6. B ✓ A
7. C ✓ E
8. C ✓ E
9. C ✓ A
10. D ✓ E
11. D ✓ C
12. B ✓
13. C ✓ C
14. C ✓
15. B ✓ E
16. C ✓
17. C ✓ E
18. A ✓ C
19. D ✓ A
20. A ✓ C

B = 17
S = 3
= 85

A : 6
E : 7
C : 4



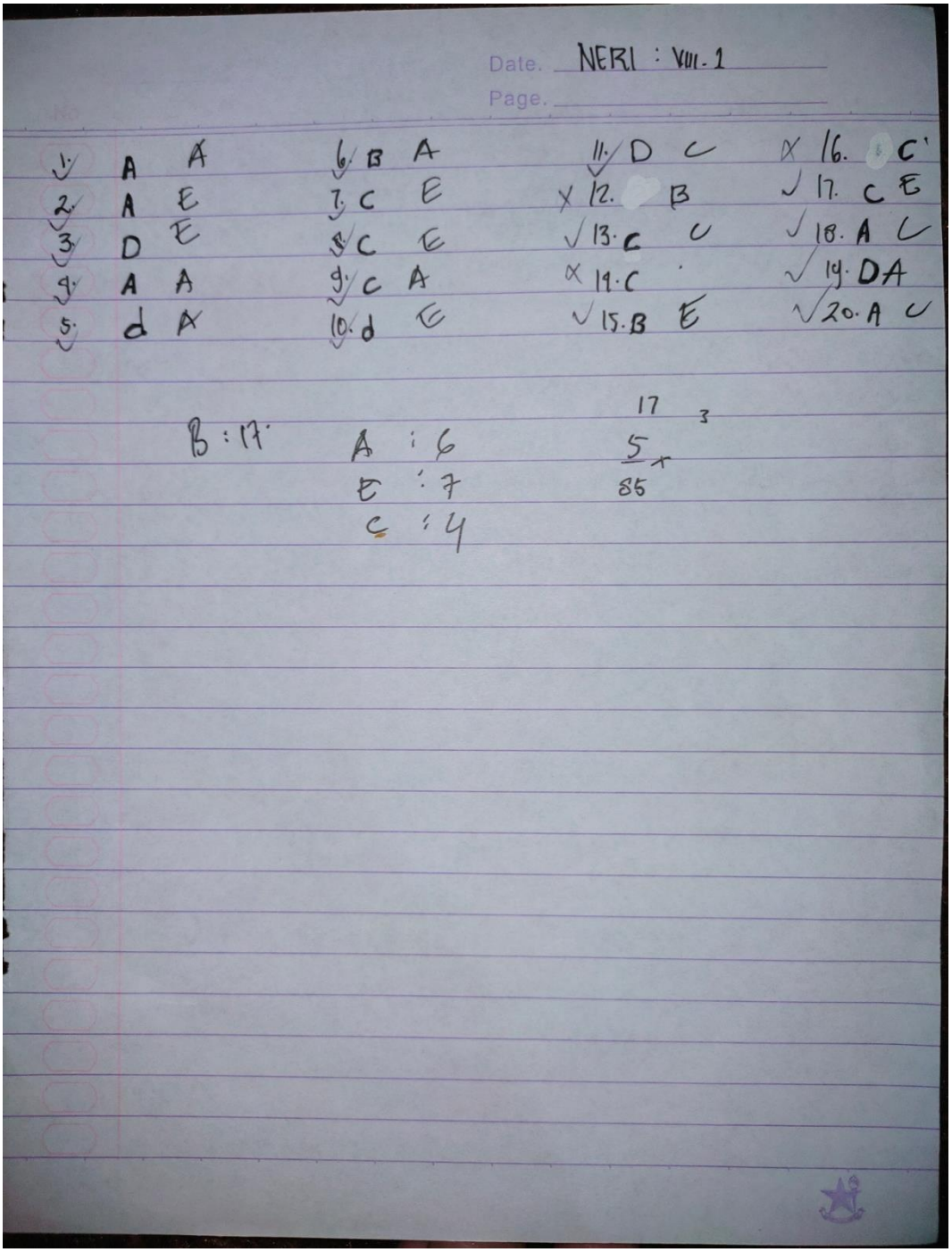
Date. 22 - 08 - 2022
Page.

Nama : SYAIRA AQILLA
Kls : VIII.1
Bahasa Inggris

1. A. ✓ A 6. B ✓ A 11. D ✓ C 16. C ✗
2. A ✓ E 7. A ✗ B 12. A ✓ A 17. B ✗ B = 14
3. D ✓ E 8. C ✓ E 13. C ✓ C 18. A ✓ C S = 7 G
4. A ✓ A 9. D ✗ 14. C ✗ 19. D ✓ A
5. C ✗ 10. D ✓ E 15. B ✓ E 20. A ✓ C

B: 4.

A : 5
E : 5
C : 4



Date. NERI : VIII. 1

Page.

1.	A	A	6.	B	A	11.	D C
2.	A	E	7.	C	E	12.	B
3.	D	E	8.	C	E	13.	C C
4.	A	A	9.	C	A	14.	C
5.	d	A	10.	d	E	15.	B E

16.		C					
17.	C	E					
18.	A	C					
19.	D	A					
20.	A	C					

B : 17.

A : 6

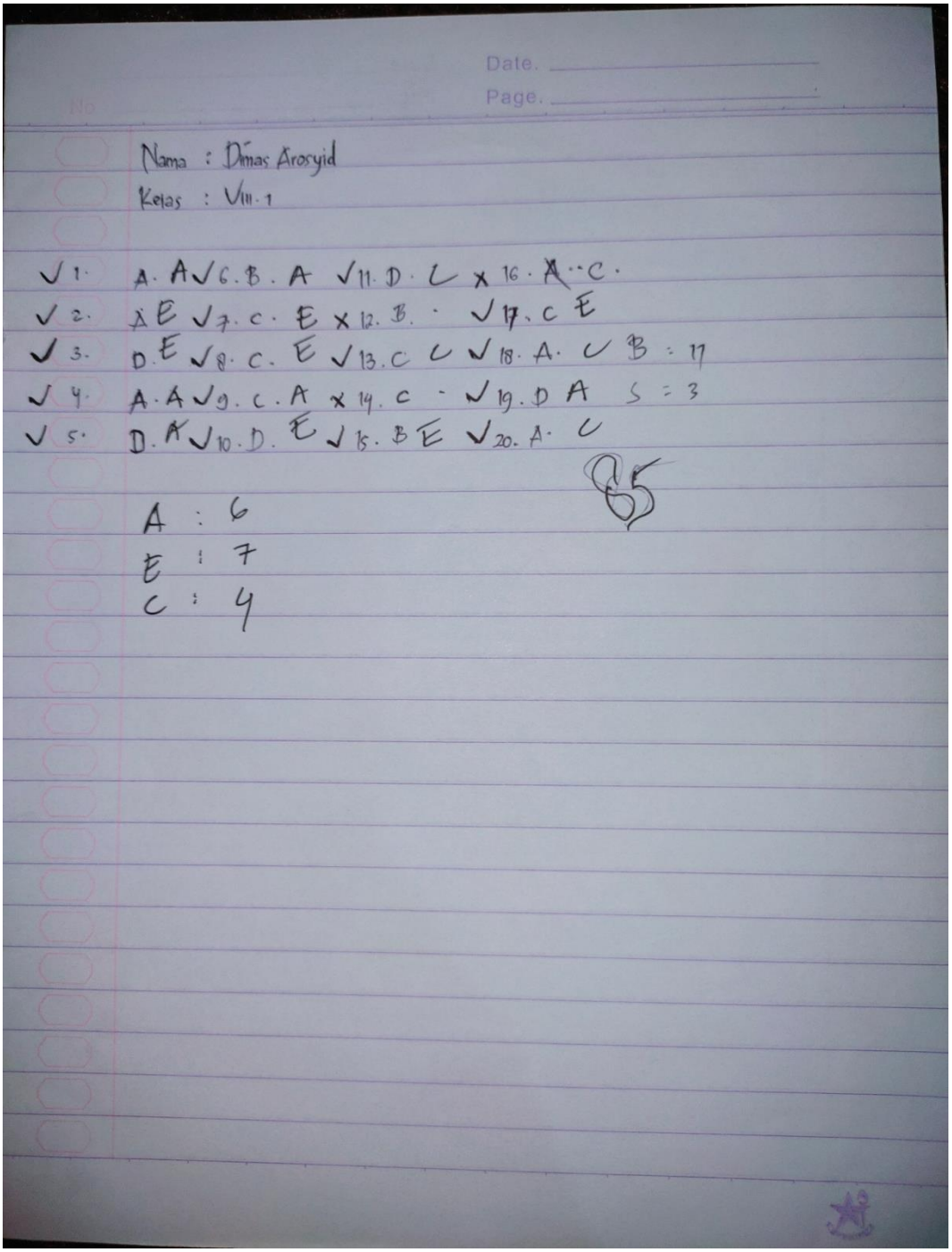
E : 7

C : 4

17 3

5 x

85

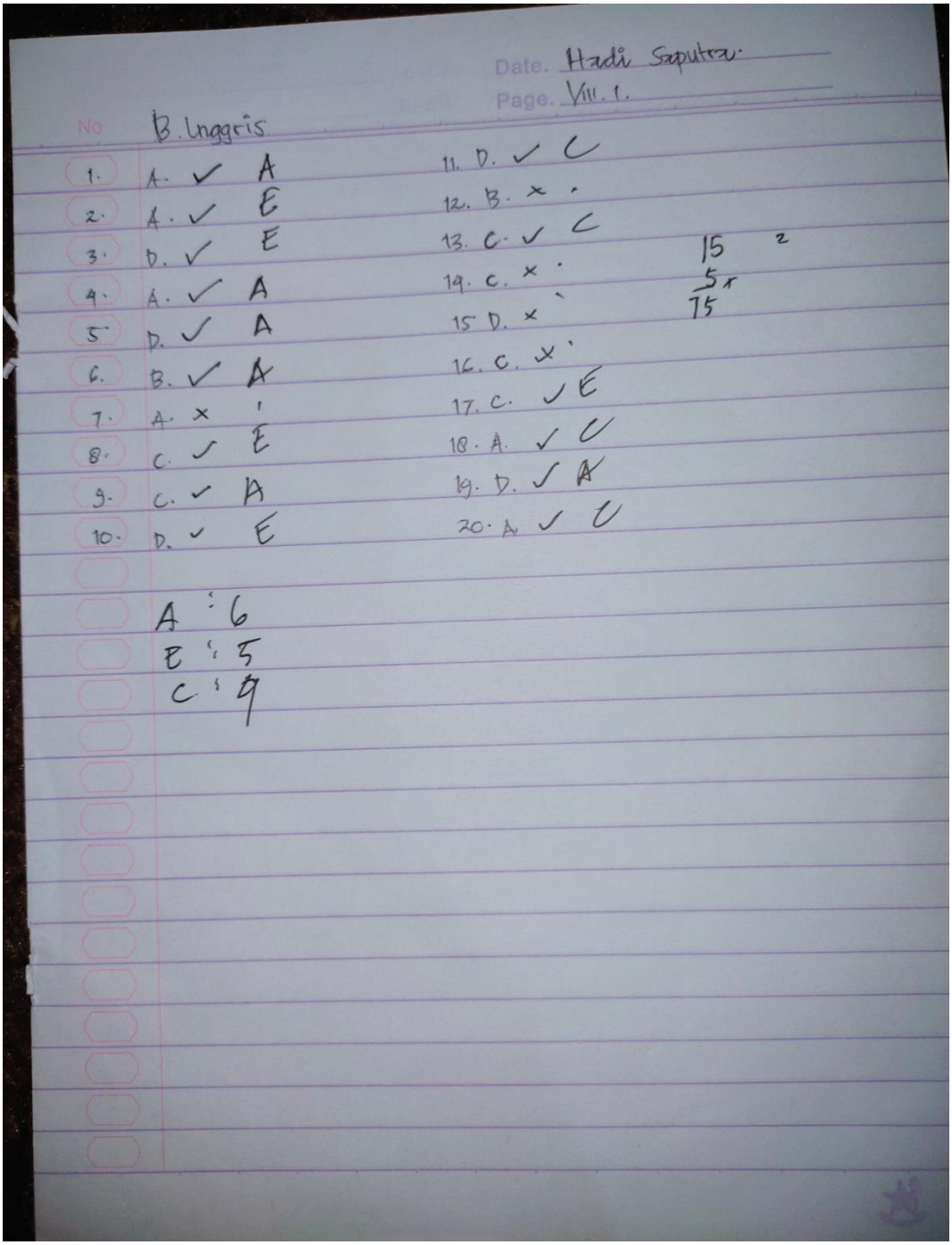


Nama : Dimas Arosyid
Kelas : VIII. 1

1. A. A ✓ 6. B. A ✓ 11. D. C ✗ 16. A. C.
2. A E ✓ 7. C. E ✗ 12. B. ✓ 17. C E
3. D. E ✓ 8. C. E ✓ 13. C C ✓ 18. A. C B : 17
4. A. A ✓ 9. C. A ✗ 14. C ✓ 19. D A S = 3
5. D. A ✓ 10. D. E ✓ 15. B E ✓ 20. A. C

85

A : 6
E : 7
C : 4



Date. Hadi Saputra.
Page. VIII. 1.

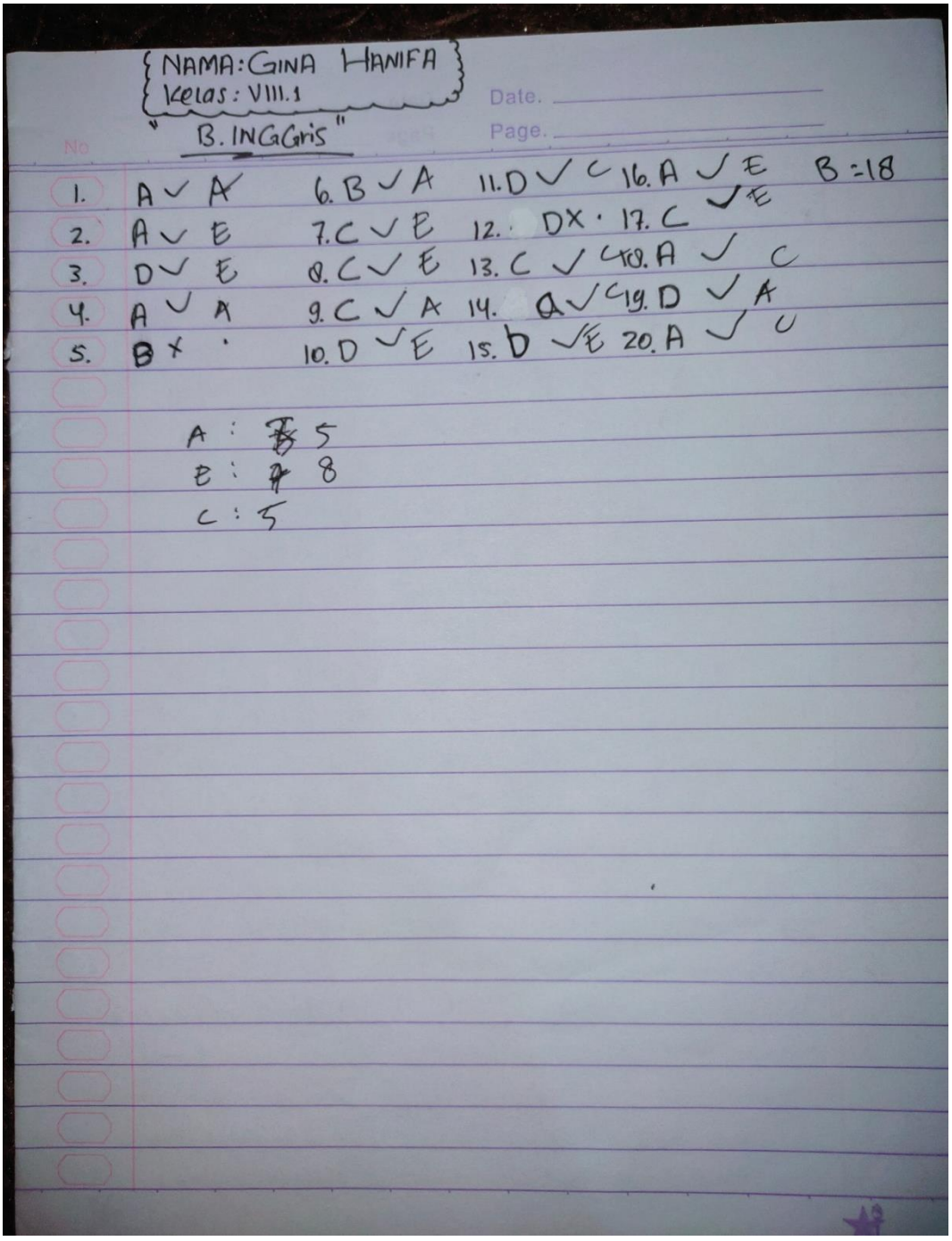
No. B. Inggris

1. A. ✓ A
2. A. ✓ E
3. D. ✓ E
4. A. ✓ A
5. D. ✓ A
6. B. ✓ A
7. A. x
8. C. ✓ E
9. C. ✓ A
10. D. ✓ E

A : 6
E : 5
C : 9

11. D. ✓ C
12. B. x
13. C. ✓ C
14. C. x
15. D. x
16. C. x
17. C. ✓ E
18. A. ✓ C
19. D. ✓ A
20. A. ✓ C

15 2
5
75



NAMA: GINA HANIFA
Kelas: VIII.1
"B. INGGris"

Date.
Page.

No

1. A ✓ A
2. A ✓ E
3. D ✓ E
4. A ✓ A
5. B ✗

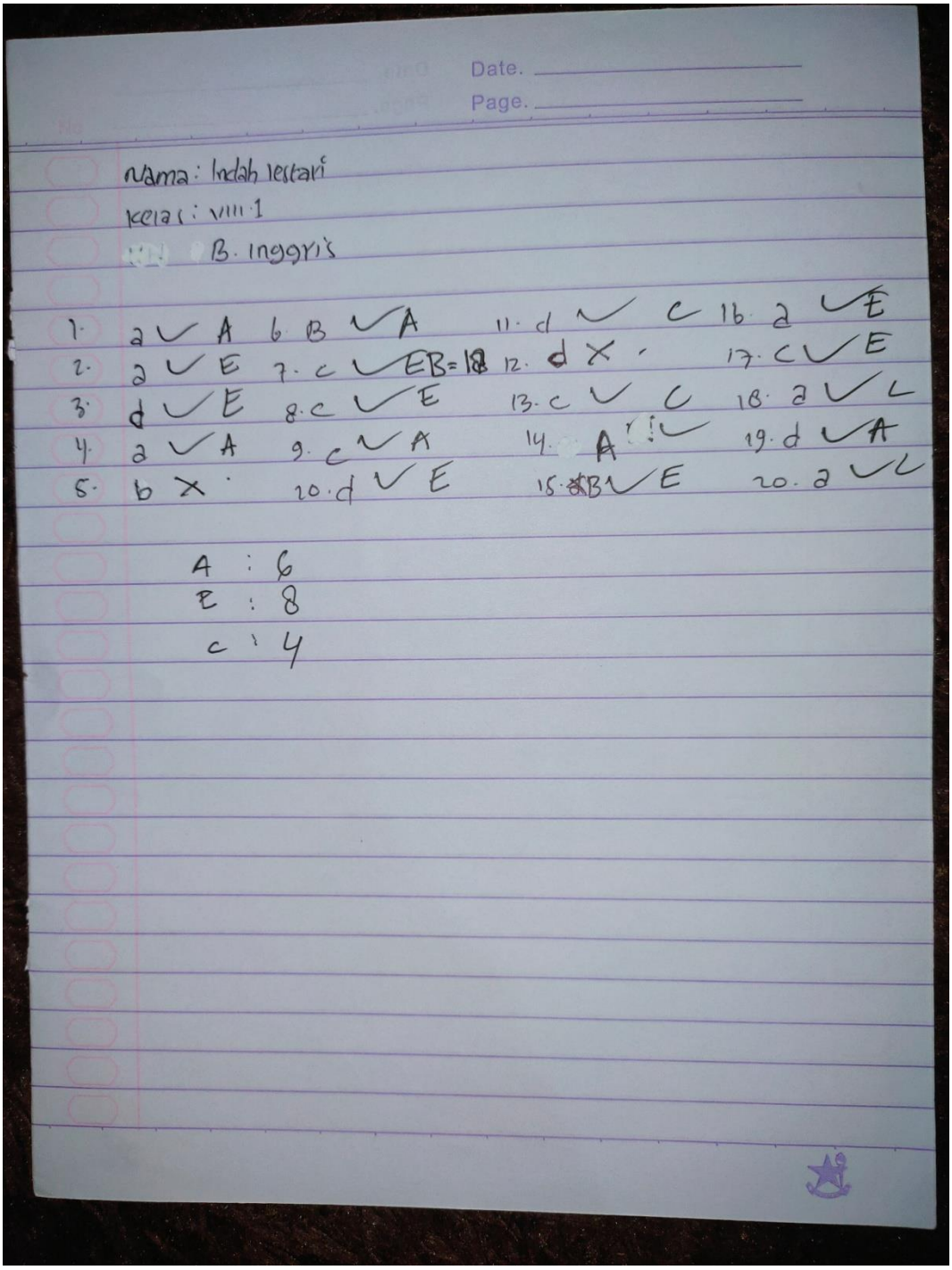
6. B ✓ A
7. C ✓ E
8. C ✓ E
9. C ✓ A
10. D ✓ E

11. D ✓ C
12. DX
13. C ✓
14. A ✓
15. D ✓ E

16. A ✓ E
17. C ✓ E
18. A ✓ C
19. D ✓ A
20. A ✓ C

B = 18

A : 5
E : 8
C : 5

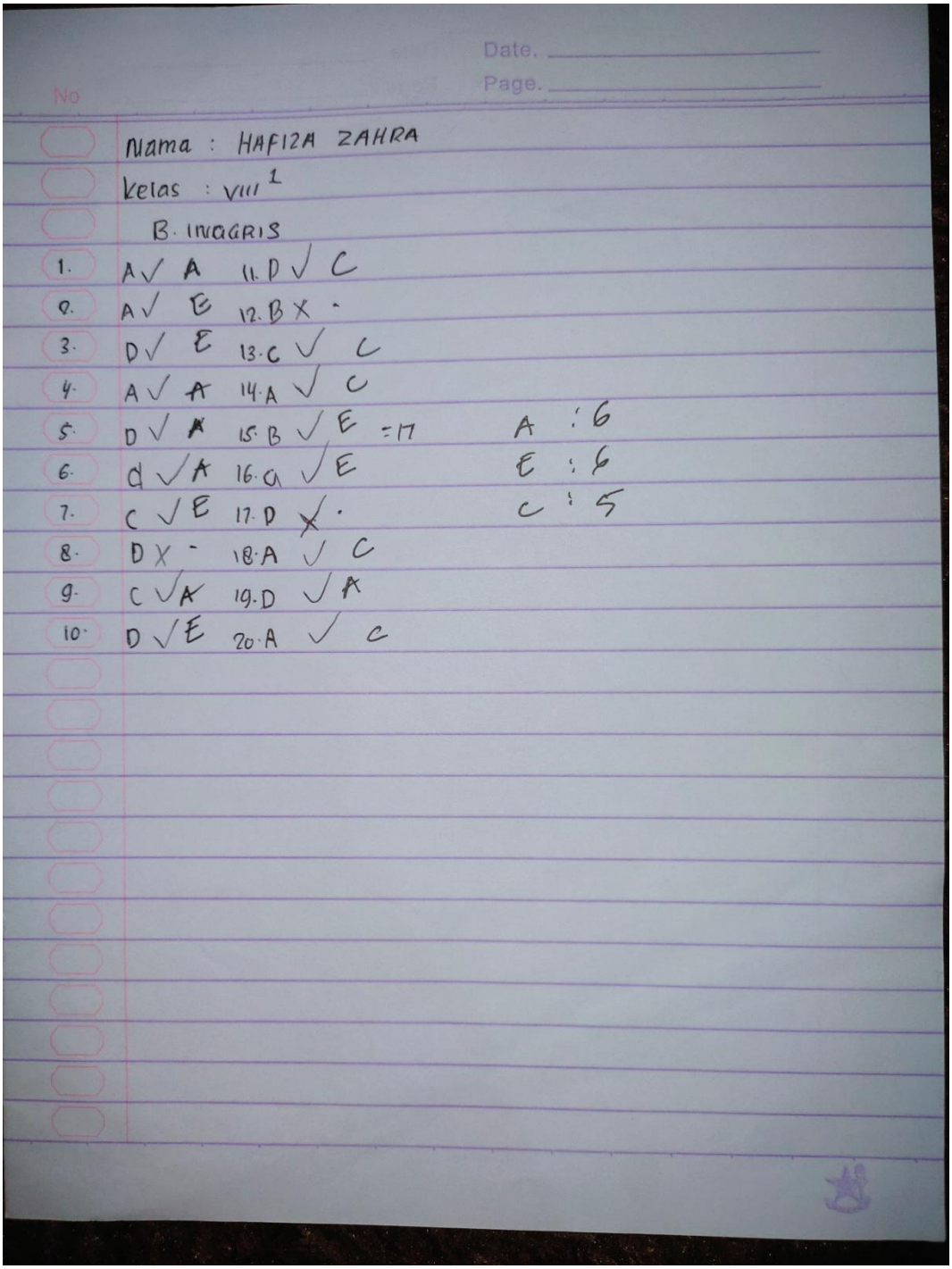


Date.
Page.

Nama : Indah lestari
Kelas : VIII-1
B. Inggris

1. a ✓ A 6. B ✓ A 11. d ✓ C 16. a ✓ E
2. a ✓ E 7. c ✓ E B=18 12. d X. 17. C ✓ E
3. d ✓ E 8. c ✓ E 13. c ✓ C 18. a ✓ L
4. a ✓ A 9. c ✓ A 14. A ✓ 19. d ✓ A
5. b X. 10. d ✓ E 15. B ✓ E 20. a ✓ L

A : 6
E : 8
C : 4



No

Date.

Page.

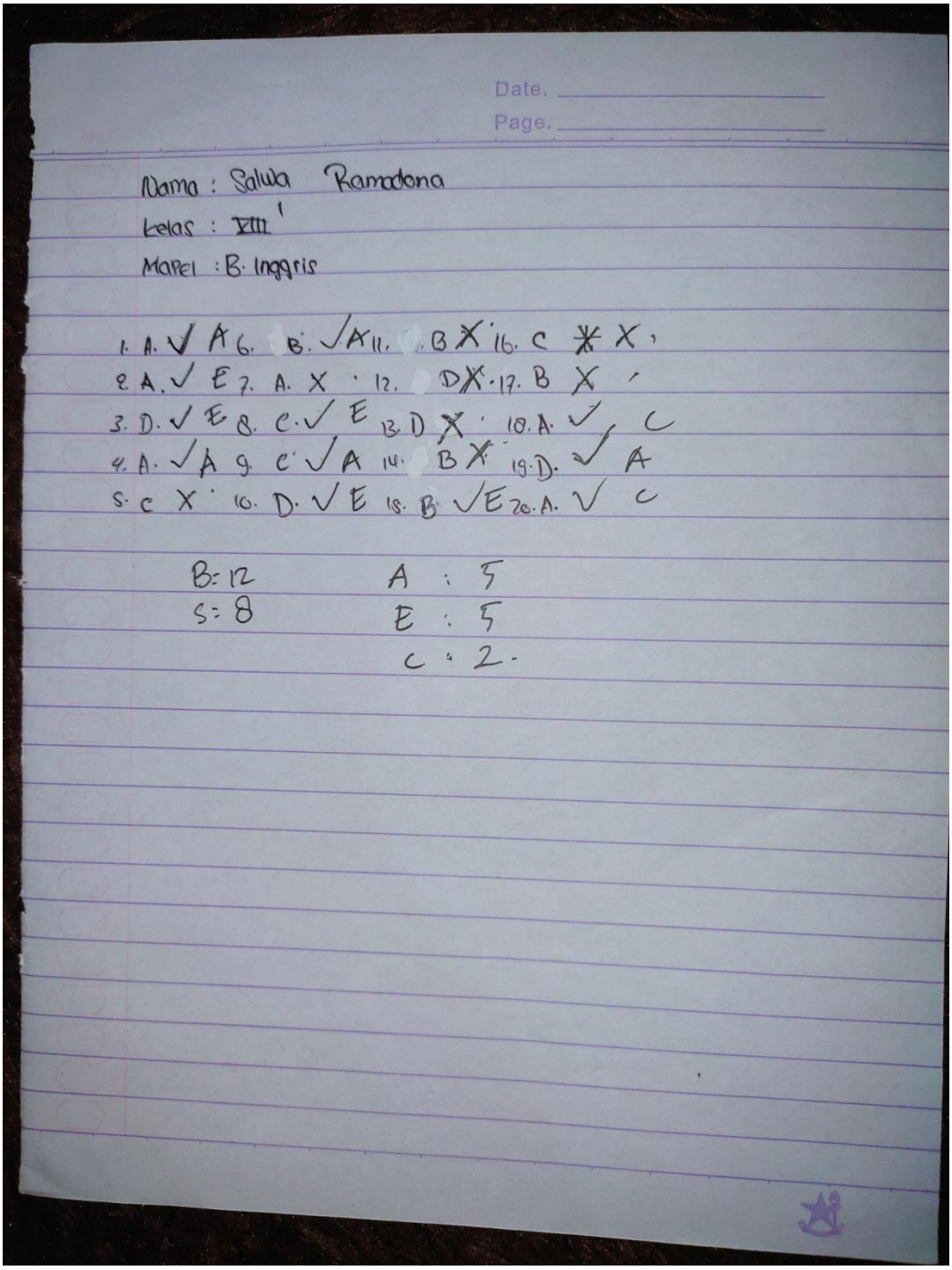
Nama : HAFIZA ZAHRA

Kelas : VIII 1

B. INGGRIS

1. A ✓ A
2. A ✓ E
3. D ✓ E
4. A ✓ A
5. D ✓ A
6. A ✓ A
7. C ✓ E
8. D X .
9. C ✓ A
10. D ✓ E
11. D ✓ C
12. B X .
13. C ✓ C
14. A ✓ C
15. B ✓ E = 17
16. A ✓ E
17. D X .
18. A ✓ C
19. D ✓ A
20. A ✓ C

A : 6
E : 6
C : 5



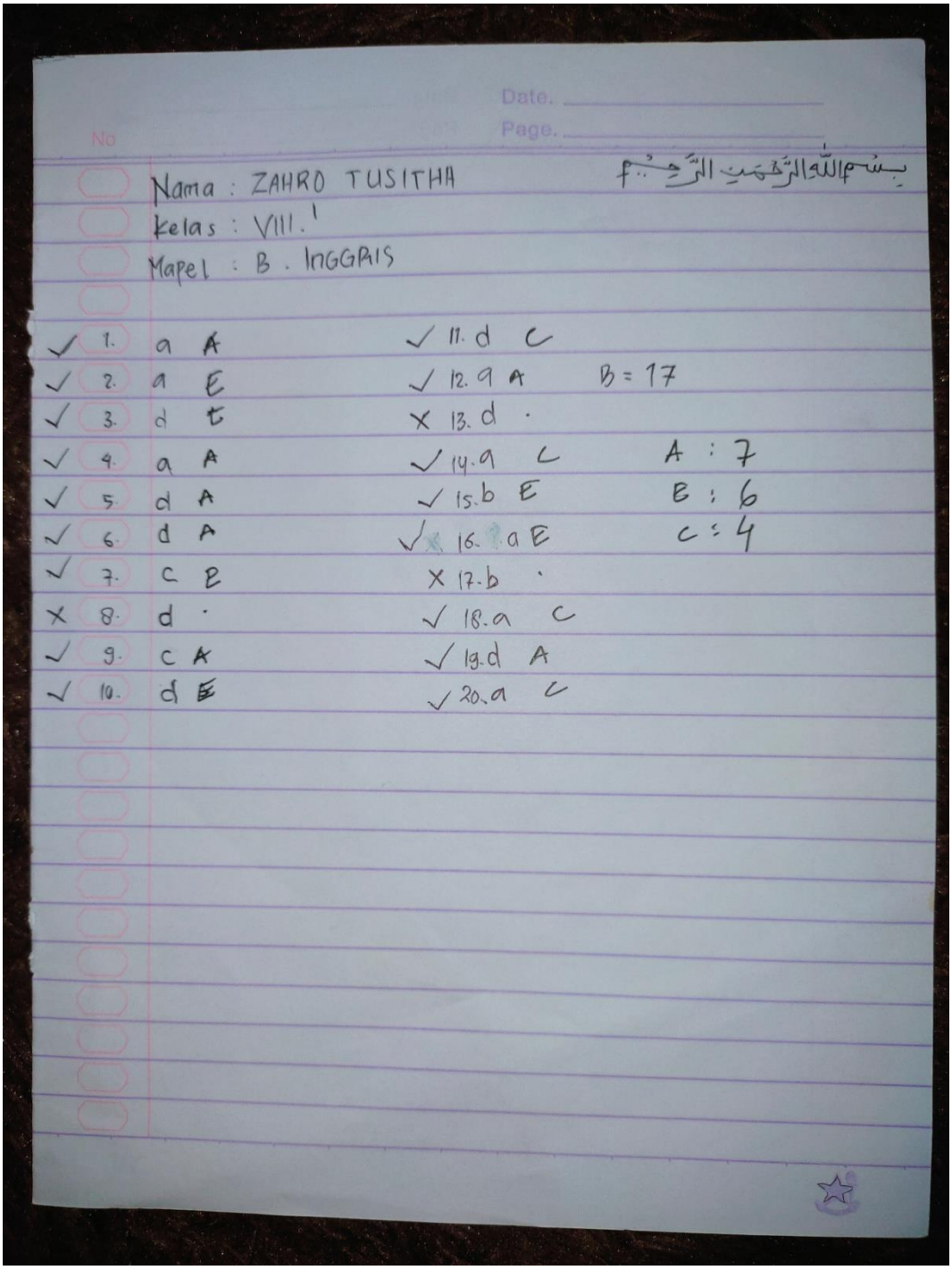
Date. _____
Page. _____

Nama : Saliwa Ramadona
Kelas : XIII 1
Mapel : B. Inggris

1. A. ✓ A 6. B. ✓ A 11. B X 16. C X
2. A. ✓ E 7. A. X 12. D X 17. B X
3. D. ✓ E 8. C. ✓ E 13. D X 18. A. ✓ C
4. A. ✓ A 9. C ✓ A 14. B X 19. D. ✓ A
5. C X 10. D. ✓ E 15. B ✓ E 20. A. ✓ C

B : 12
S : 8

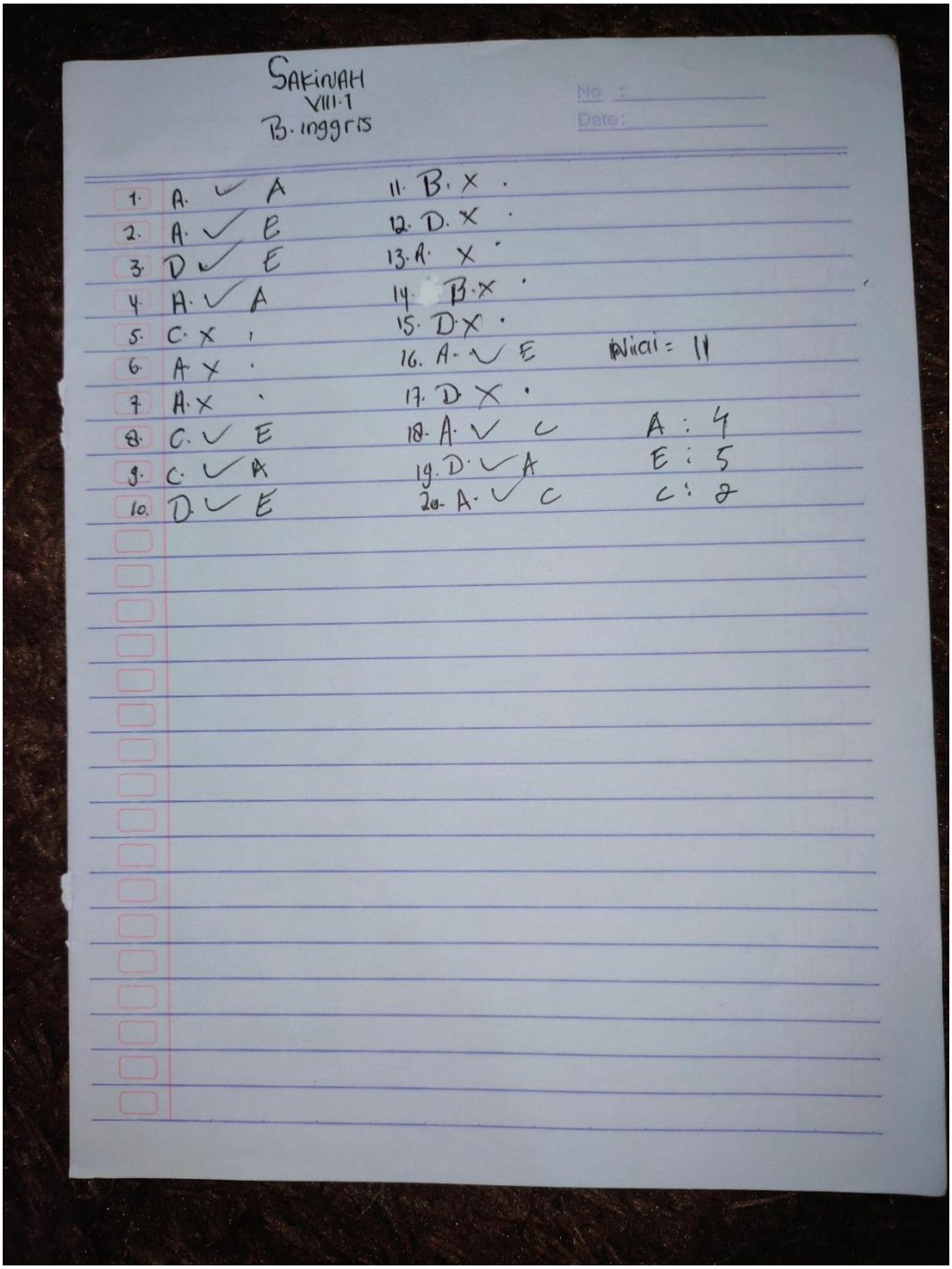
A : 5
E : 5
C : 2.



بسم الله الرحمن الرحيم

Nama : ZAHRO TUSITHA
Kelas : VIII.1
Mapel : B. INGGRIS

✓	1.	a	A	✓ 11. d C	
✓	2.	a	E	✓ 12. a A	B = 17
✓	3.	d	E	X 13. d .	
✓	4.	a	A	✓ 14. a C	A : 7
✓	5.	d	A	✓ 15. b E	B : 6
✓	6.	d	A	✓ 16. a E	C : 4
✓	7.	C	E	X 17. b .	
X	8.	d	.	✓ 18. a C	
✓	9.	C	A	✓ 19. d A	
✓	10.	d	E	✓ 20. a C	



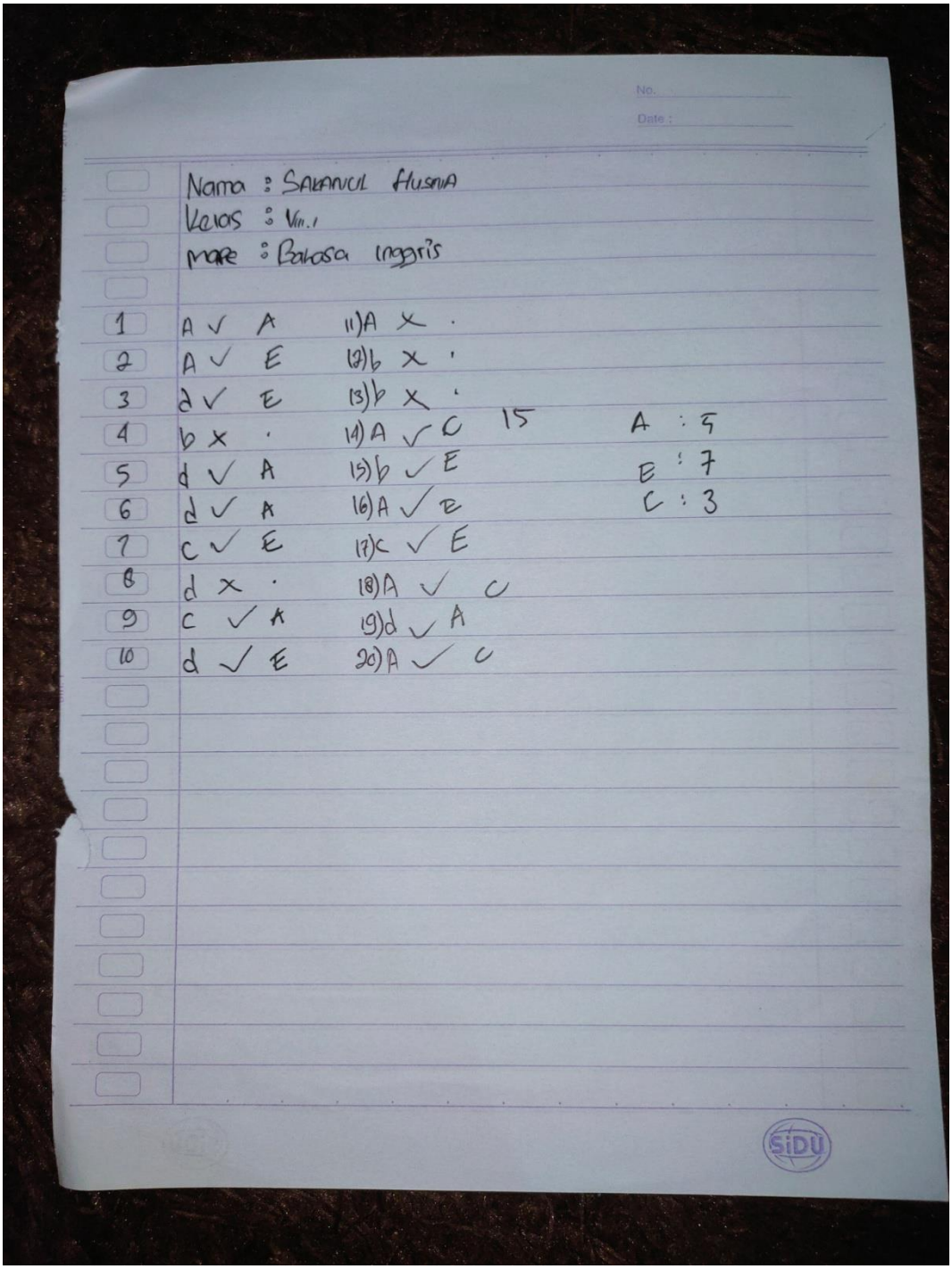
SAKINAH
VIII-1
B. Inggris

No :
Date :

1. A. ✓ A
2. A. ✓ E
3. D ✓ E
4. A. ✓ A
5. C. X .
6. A X .
7. A. X .
8. C. ✓ E
9. C. ✓ A
10. D ✓ E
11. B. X .
12. D. X .
13. A. X .
14. B. X .
15. D X .
16. A. ✓ E
17. D X .
18. A. ✓ C
19. D. ✓ A
20. A. ✓ C

Nilai = 11

A : 4
E : 5
C : 2

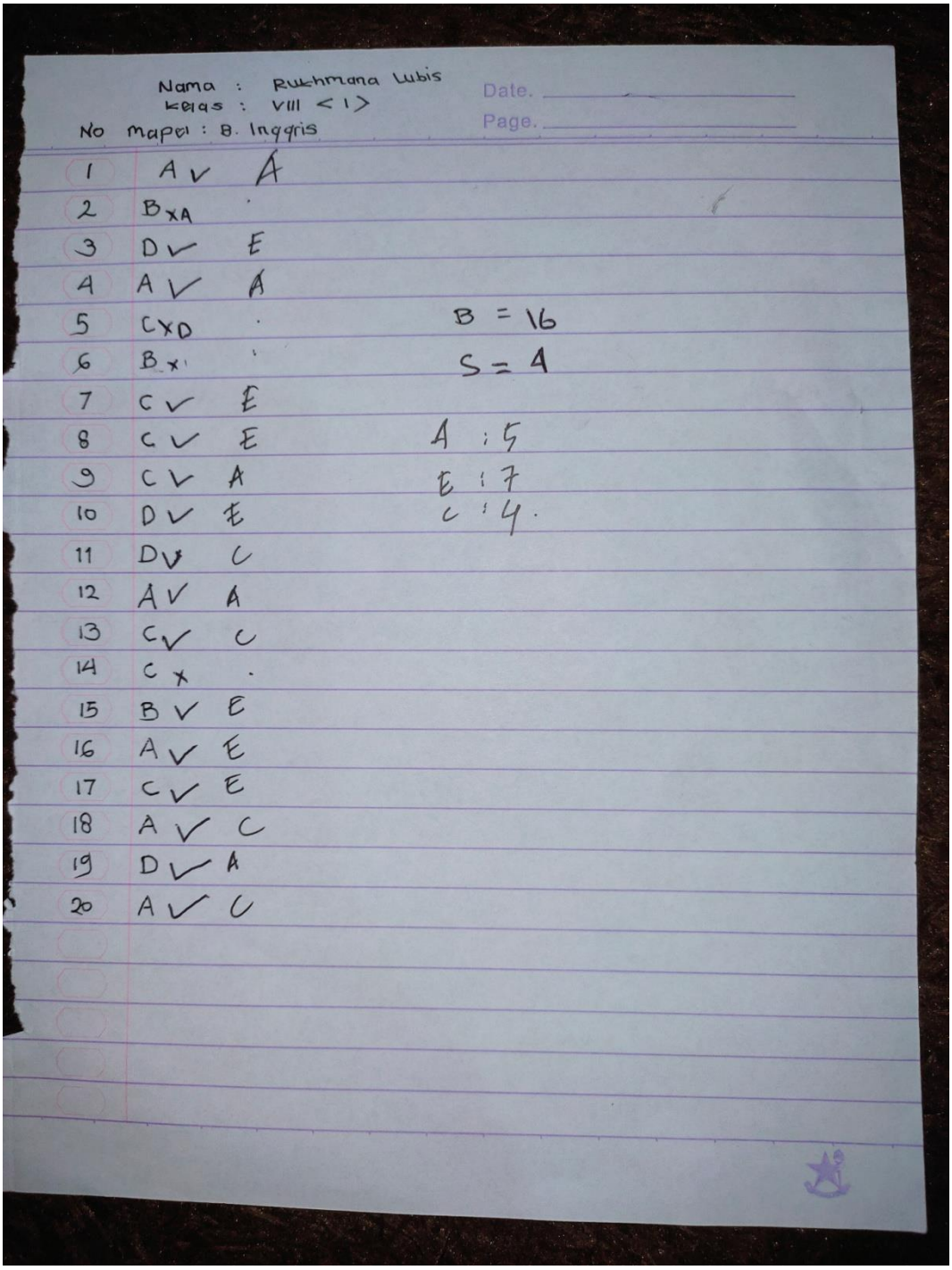


No.
Date :

Nama : SALMANUL HUSNIA
Kelas : VIII.1
Mapel : Bahasa Inggris

1	A ✓ A	11) A ✗ .	
2	A ✓ E	12) b ✗ .	
3	d ✓ E	13) b ✗ .	
4	b ✗ .	14) A ✓ C	15
5	d ✓ A	15) b ✓ E	A : 5
6	d ✓ A	16) A ✓ E	E : 7
7	c ✓ E	17) c ✓ E	C : 3
8	d ✗ .	18) A ✓ C	
9	c ✓ A	19) d ✓ A	
10	d ✓ E	20) A ✓ C	

SIDU



Nama : Rukhmana Lubis
Kelas : VIII <1>
No Mapel : B. Inggris

Date. _____
Page. _____

1	A ✓	A
2	B x A	
3	D ✓	E
4	A ✓	A
5	C x D	
6	B x	
7	C ✓	E
8	C ✓	E
9	C ✓	A
10	D ✓	E
11	D ✓	C
12	A ✓	A
13	C ✓	C
14	C x	
15	B ✓	E
16	A ✓	E
17	C ✓	E
18	A ✓	C
19	D ✓	A
20	A ✓	C

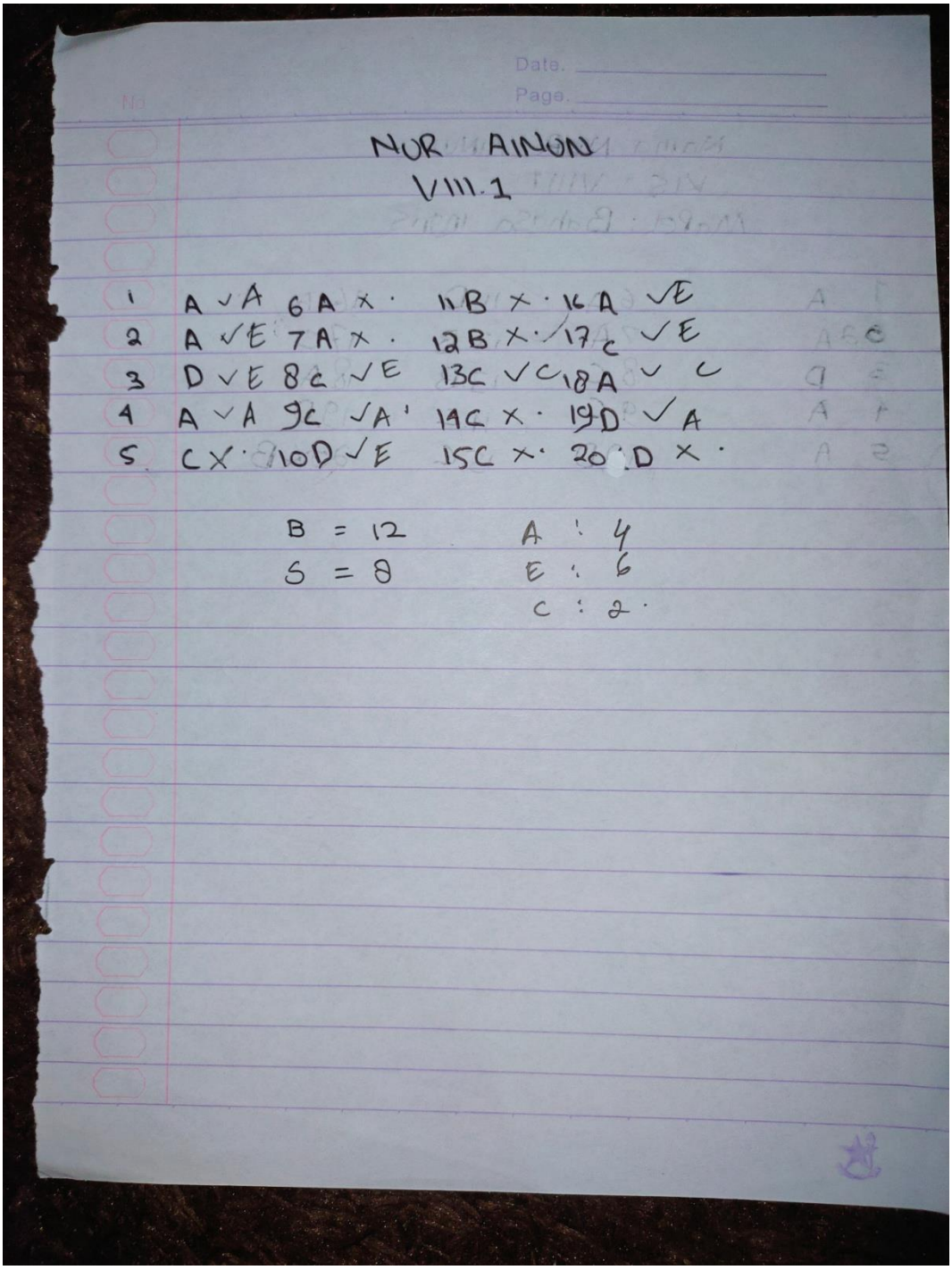
B = 16

S = 4

A : 5

E : 7

C : 4.



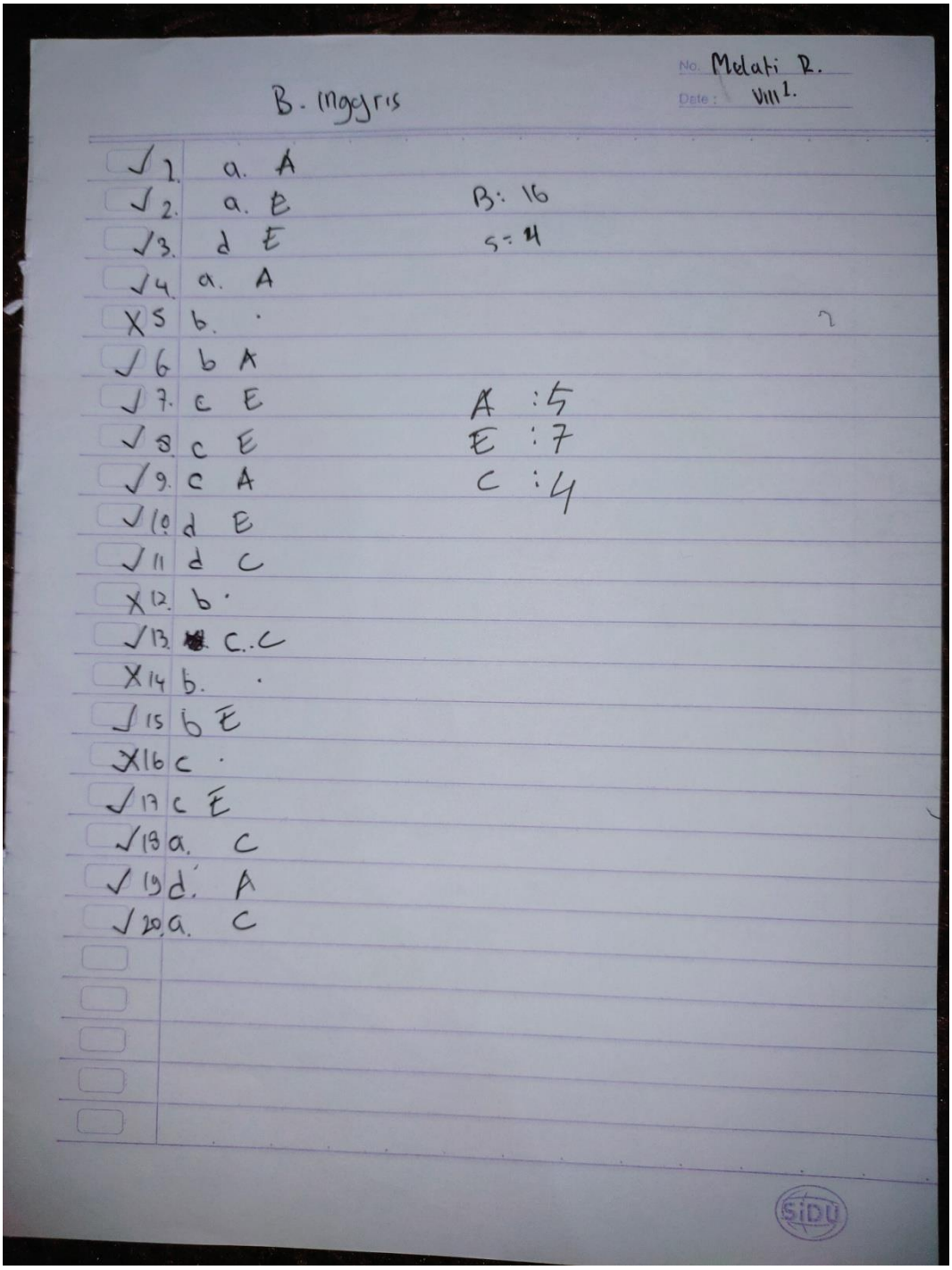
Date.
Page.

NUR AINON
VIII.1

1	A	✓A	6A	×	11B	×	16A	✓E	
2	A	✓E	7A	×	12B	×	17C	✓E	
3	D	✓E	8C	✓E	13C	✓C	18A	✓	C
4	A	✓A	9C	✓A	14C	×	19D	✓A	
5	C	×	10D	✓E	15C	×	20	D	×

B = 12
S = 8

A : 4
E : 6
C : 2



B. Inggris

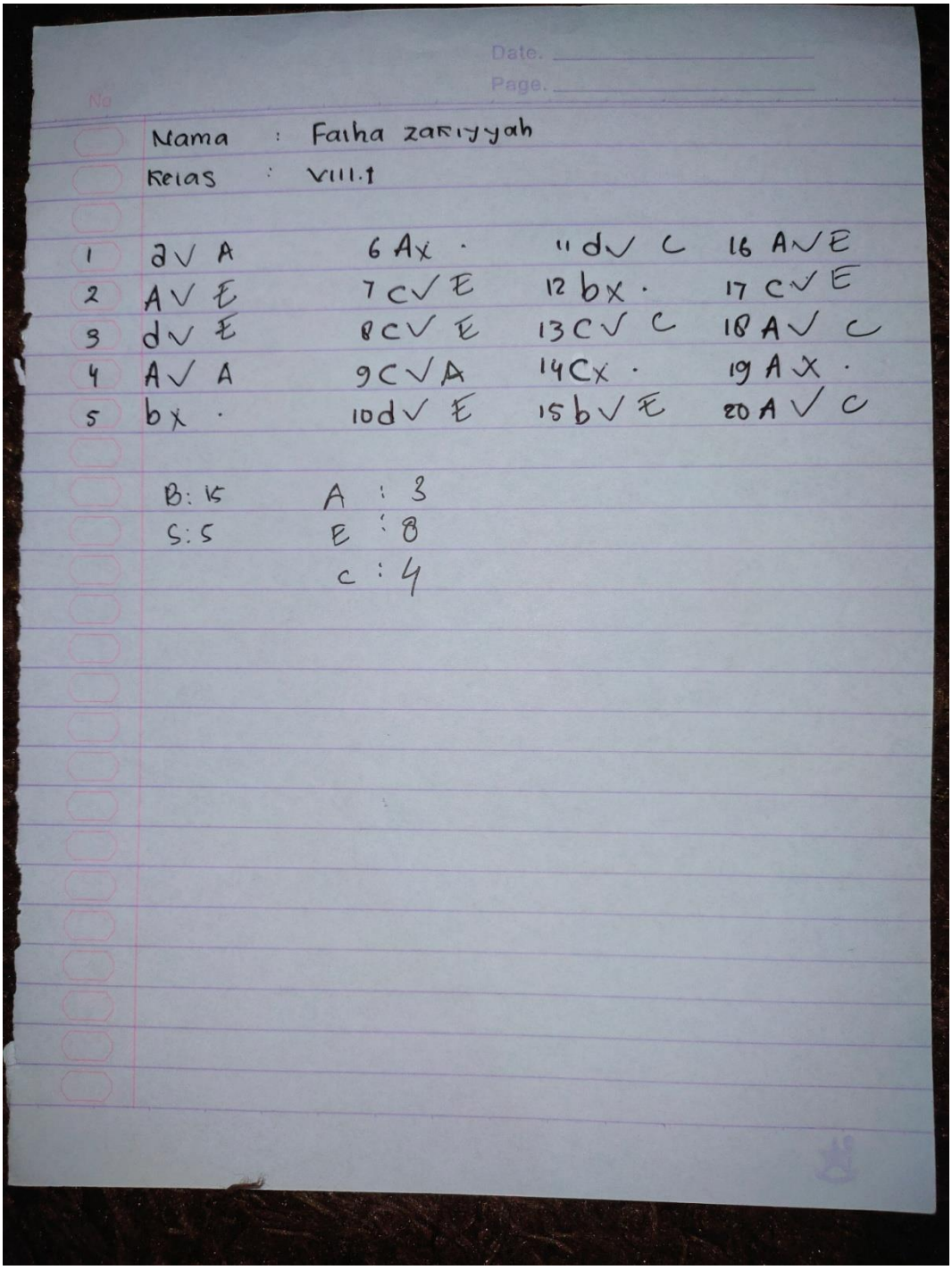
No. Melati R.
Date : VIII 1.

✓ 1.	a.	A
✓ 2.	a.	E
✓ 3.	d	E
✓ 4.	a.	A
X 5	b.	·
✓ 6	b	A
✓ 7.	c	E
✓ 8.	c	E
✓ 9.	c	A
✓ 10	d	E
✓ 11	d	C
X 12.	b.	·
✓ 13.	c.	C
X 14	b.	·
✓ 15	b	E
X 16	c	·
✓ 17	c	E
✓ 18	a.	C
✓ 19	d.	A
✓ 20.	a.	C

B : 16
S = 4

A : 5
E : 7
C : 4

SIDU



Date.
Page.

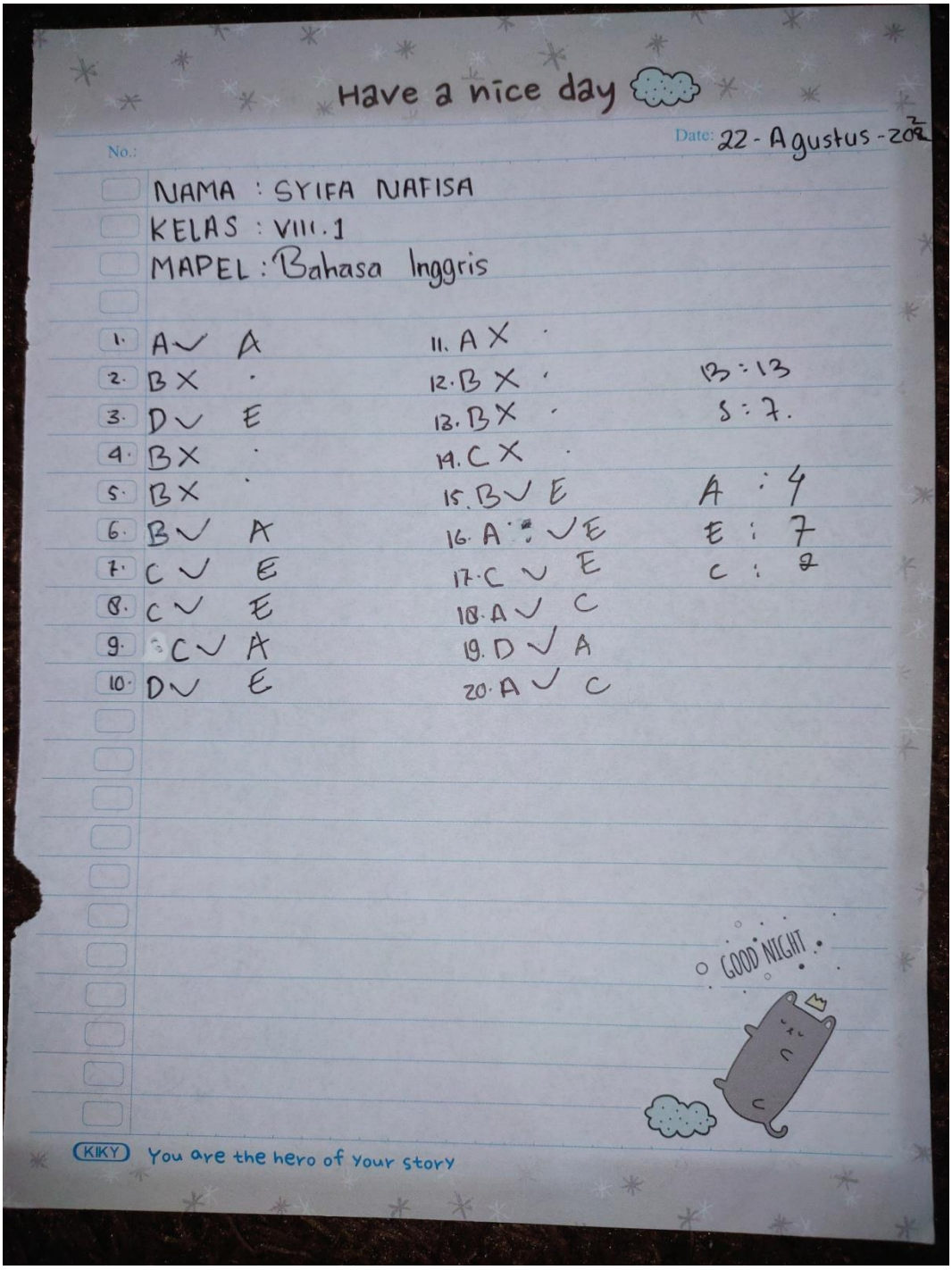
No

Nama : Faiha zakiyyah
Kelas : VIII.1

1	a ✓ A	6 A x .	11 d ✓ C	16 A ✓ E
2	A ✓ E	7 C ✓ E	12 b x .	17 C ✓ E
3	d ✓ E	8 C ✓ E	13 C ✓ C	18 A ✓ C
4	A ✓ A	9 C ✓ A	14 C x .	19 A x .
5	b x .	10 d ✓ E	15 b ✓ E	20 A ✓ C

B : 15
S : 5

A : 3
E : 8
C : 4



Have a nice day

No.:

Date: 22 - Agustus - 2022

NAMA : SYIFA NAFISA
KELAS : VIII.1
MAPEL : Bahasa Inggris

1. A ✓ A
2. B ✗
3. D ✓ E
4. B ✗
5. B ✗
6. B ✓ A
7. C ✓ E
8. C ✓ E
9. C ✓ A
10. D ✓ E

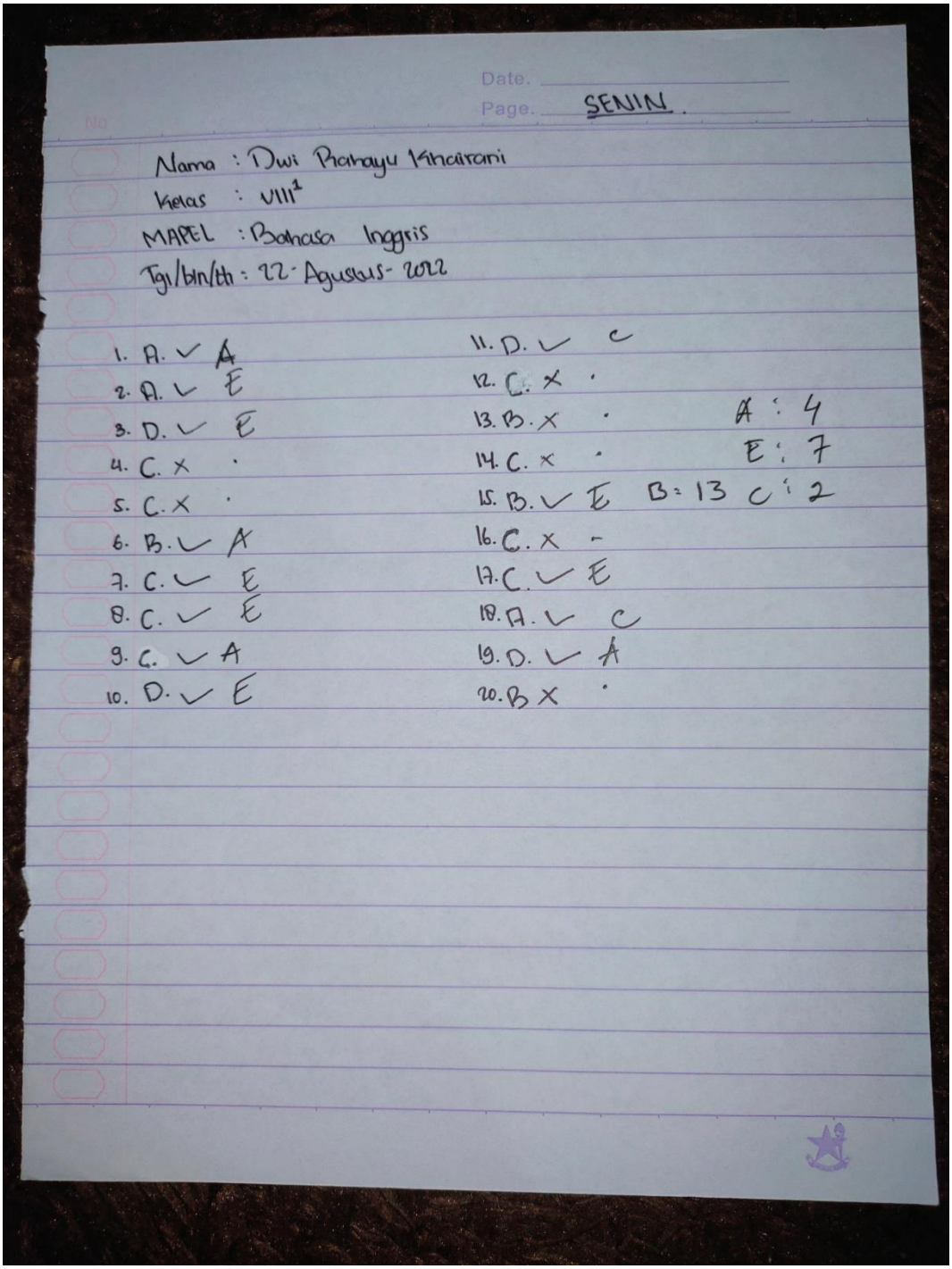
11. A ✗
12. B ✗
13. B ✗
14. C ✗
15. B ✓ E
16. A ✓ E
17. C ✓ E
18. A ✓ C
19. D ✓ A
20. A ✓ C

13 : 13
S : 7.

A : 4
E : 7
C : 2

GOOD NIGHT

KIKY You are the hero of your story

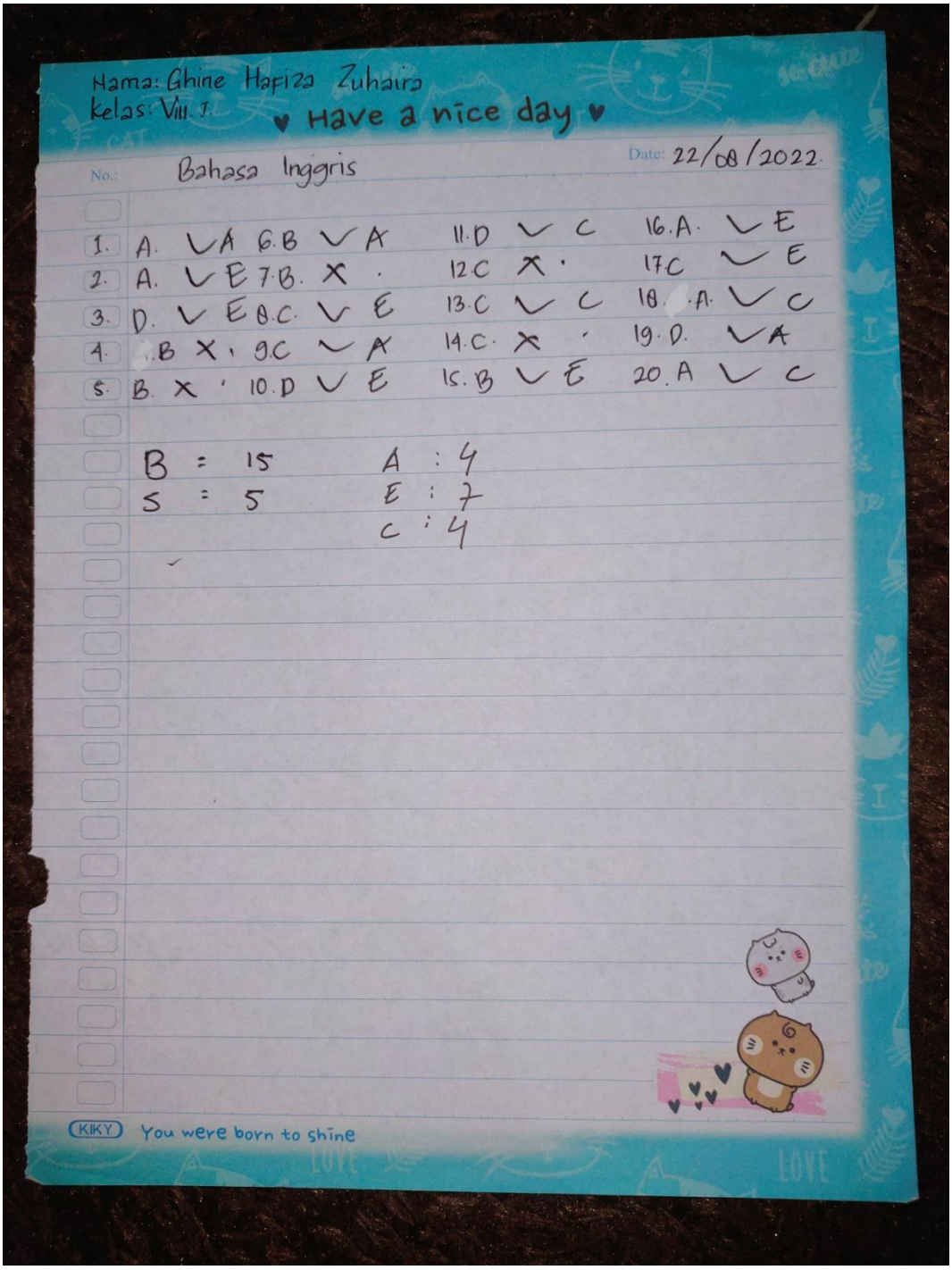


Date.
Page. SENIN.

Nama : Dwi Rahayu Khairani
Kelas : VIII^{1}
MAPEL : Bahasa Inggris
Tgl/bln/th : 22-Agustus-2022

1. A. ✓ A
2. A. ✓ E
3. D. ✓ E
4. C. ✗ .
5. C. ✗ .
6. B. ✓ A
7. C. ✓ E
8. C. ✓ E
9. C. ✓ A
10. D. ✓ E
11. D. ✓ C
12. C. ✗ .
13. B. ✗ .
14. C. ✗ .
15. B. ✓ E
16. C. ✗ -
17. C. ✓ E
18. A. ✓ C
19. D. ✓ A
20. B ✗ .

A : 4
E : 7
B : 13
C : 2



Nama: Ghine Hafiza Zuhaira
kelas: VIII. 1

♥ Have a nice day ♥

No.: Bahasa Inggris

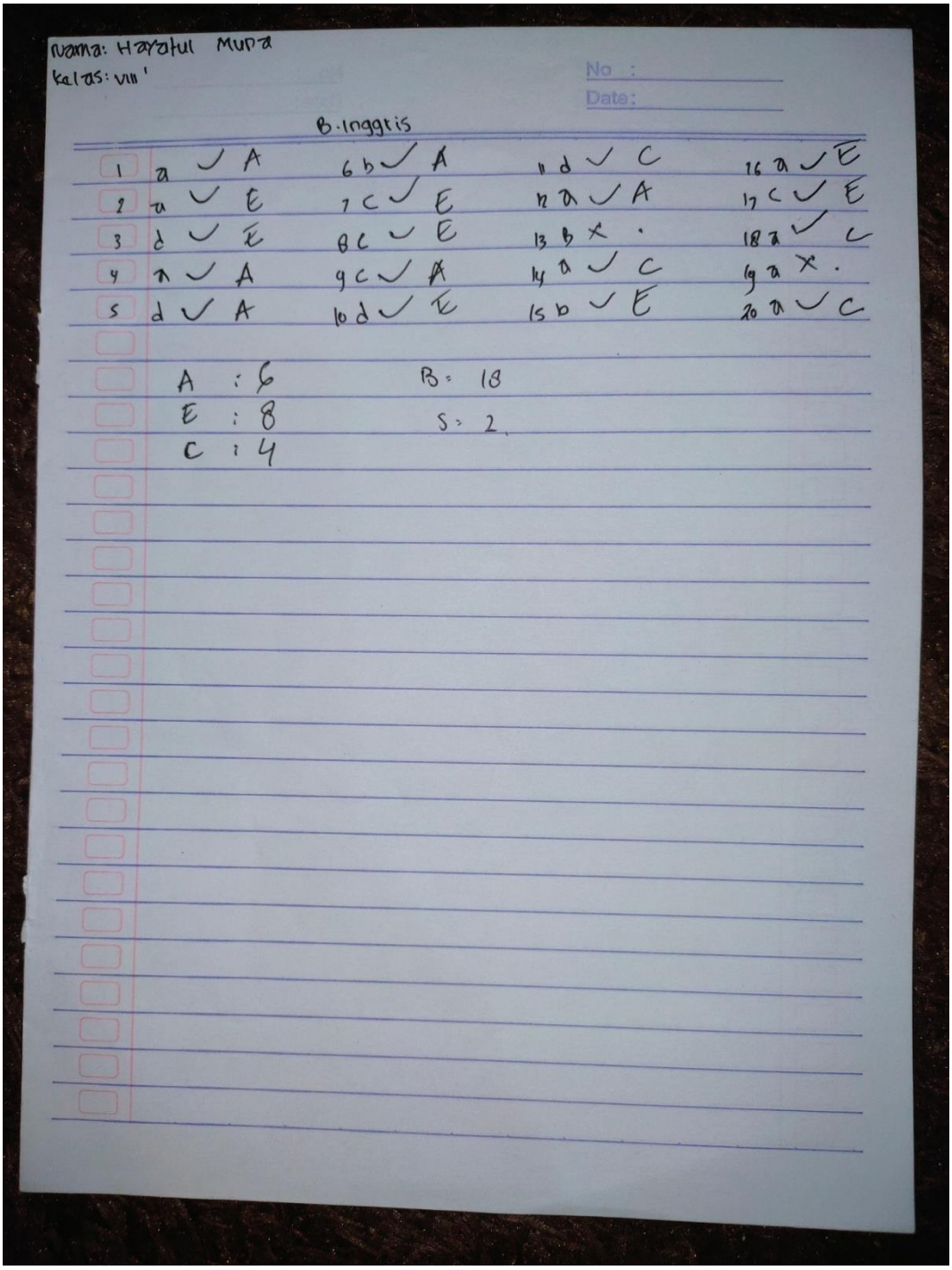
Date: 22/08/2022

1. A. ✓A	6. B ✓A	11. D ✓C	16. A. ✓E
2. A. ✓E	7. B. ✗	12. C ✗	17. C ✓E
3. D. ✓E	8. C. ✓E	13. C ✓C	18. A. ✓C
4. B ✗	9. C ✓A	14. C. ✗	19. D. ✓A
5. B. ✗	10. D ✓E	15. B ✓E	20. A ✓C

B = 15
S = 5

A : 4
E : 7
C : 4

KIKY You were born to shine



Nama: Hayatul Mudz
Kelas: VIII'

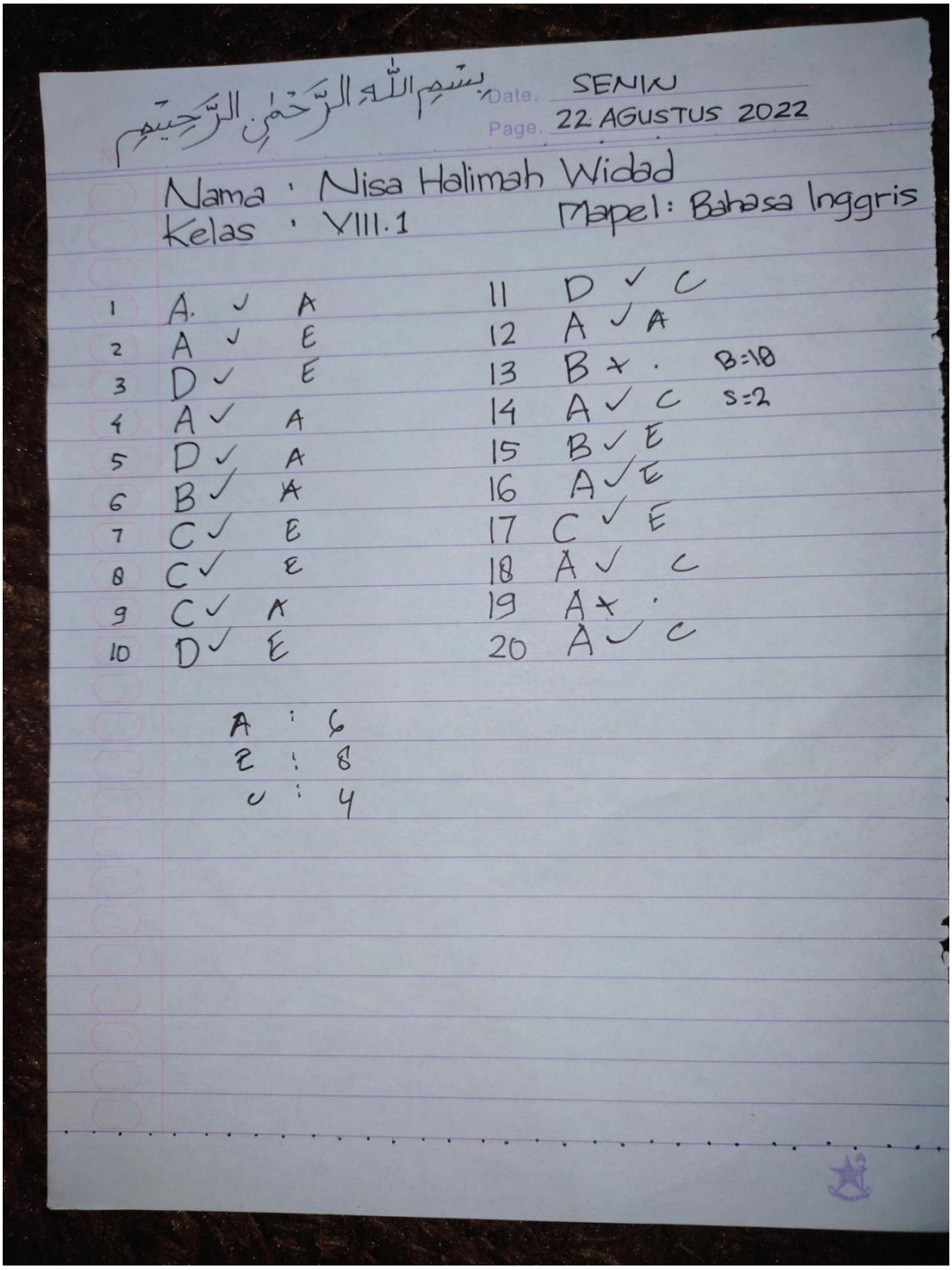
No :
Date:

B. Inggris

1	a ✓ A	6 b ✓ A	11 d ✓ C	16 a ✓ E
2	a ✓ E	7 c ✓ E	12 a ✓ A	17 c ✓ E
3	d ✓ E	8 c ✓ E	13 b ✗ .	18 a ✓ C
4	a ✓ A	9 c ✓ A	14 a ✓ C	19 a ✗ .
5	d ✓ A	10 d ✓ E	15 b ✓ E	20 a ✓ C

A : 6
E : 8
C : 4

B : 18
S : 2



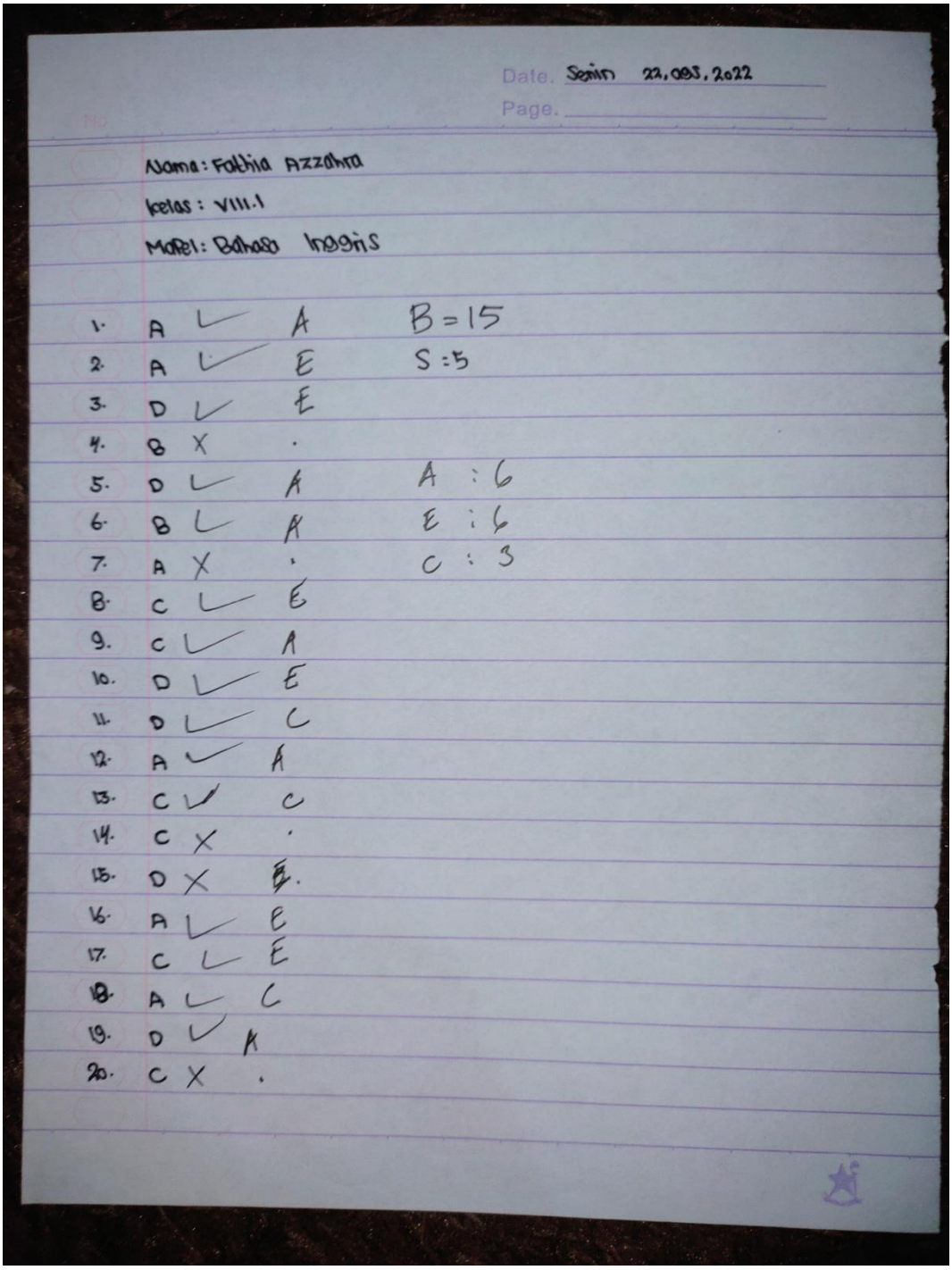
بسم الله الرحمن الرحيم

Date. SENIN
Page. 22 AGUSTUS 2022

Nama : Nisa Halimah Widad
Kelas : VIII.1
Mapel : Bahasa Inggris

1	A. ✓	A	11	D ✓	C
2	A ✓	E	12	A ✓	A
3	D ✓	E	13	B ✗ .	B=10
4	A ✓	A	14	A ✓	C S=2
5	D ✓	A	15	B ✓	E
6	B ✓	A	16	A ✓	E
7	C ✓	E	17	C ✓	E
8	C ✓	E	18	A ✓	C
9	C ✓	A	19	A ✗ .	
10	D ✓	E	20	A ✓	C

A : 6
E : 8
C : 4



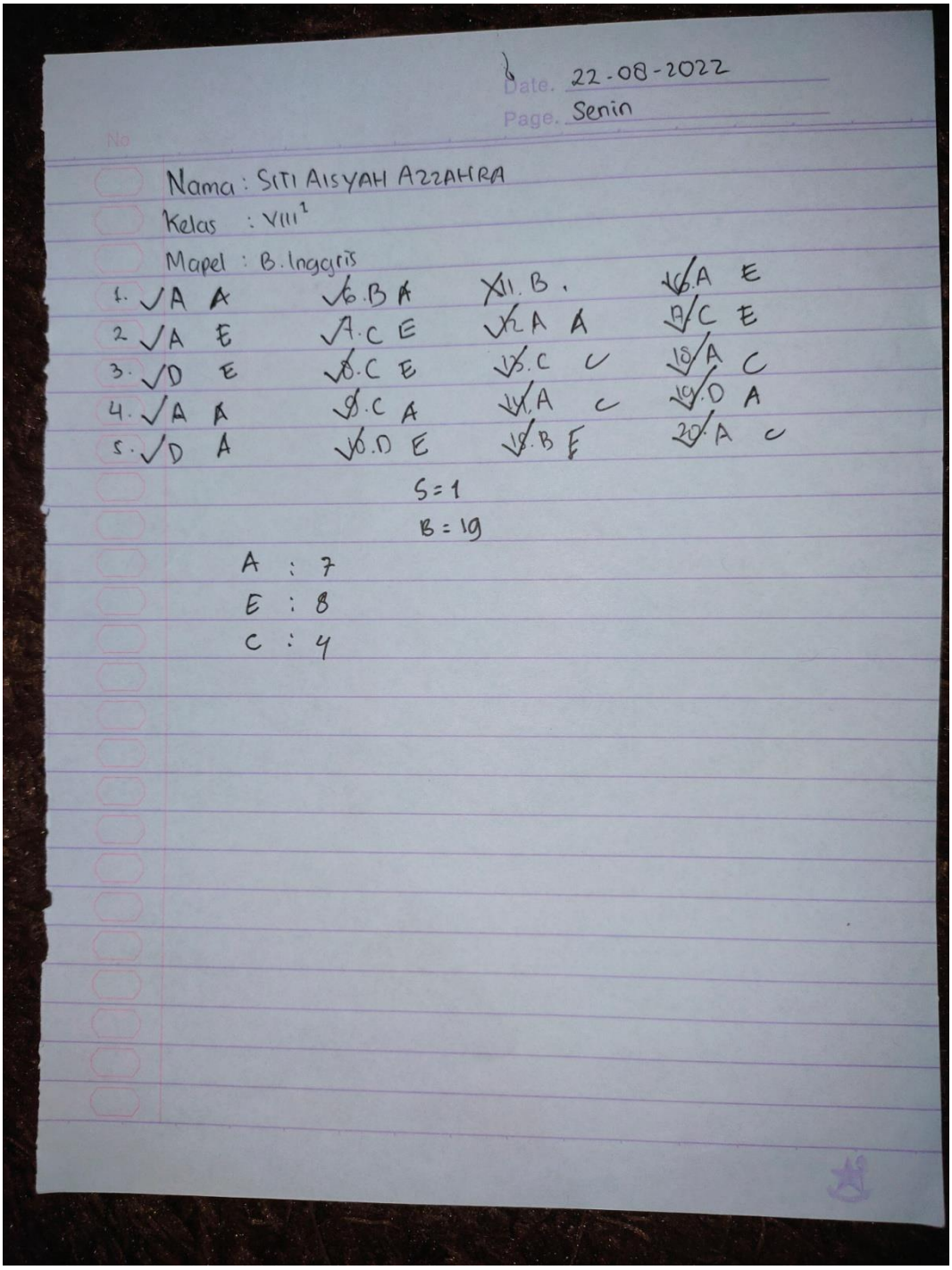
Date. Senin 22,08S,2022
Page.

Nama : Fathia Azzahra
kelas : VIII.1
Mapel : Bahasa Inggris

1. A ✓ A
2. A ✓ E
3. D ✓ E
4. B X .
5. D ✓ A
6. B ✓ A
7. A X .
8. C ✓ E
9. C ✓ A
10. D ✓ E
11. D ✓ C
12. A ✓ A
13. C ✓ C
14. C X .
15. D X E.
16. A ✓ E
17. C ✓ E
18. A ✓ C
19. D ✓ A
20. C X .

B = 15
S : 5

A : 6
E : 6
C : 3



Date. 22-08-2022
Page. Senin

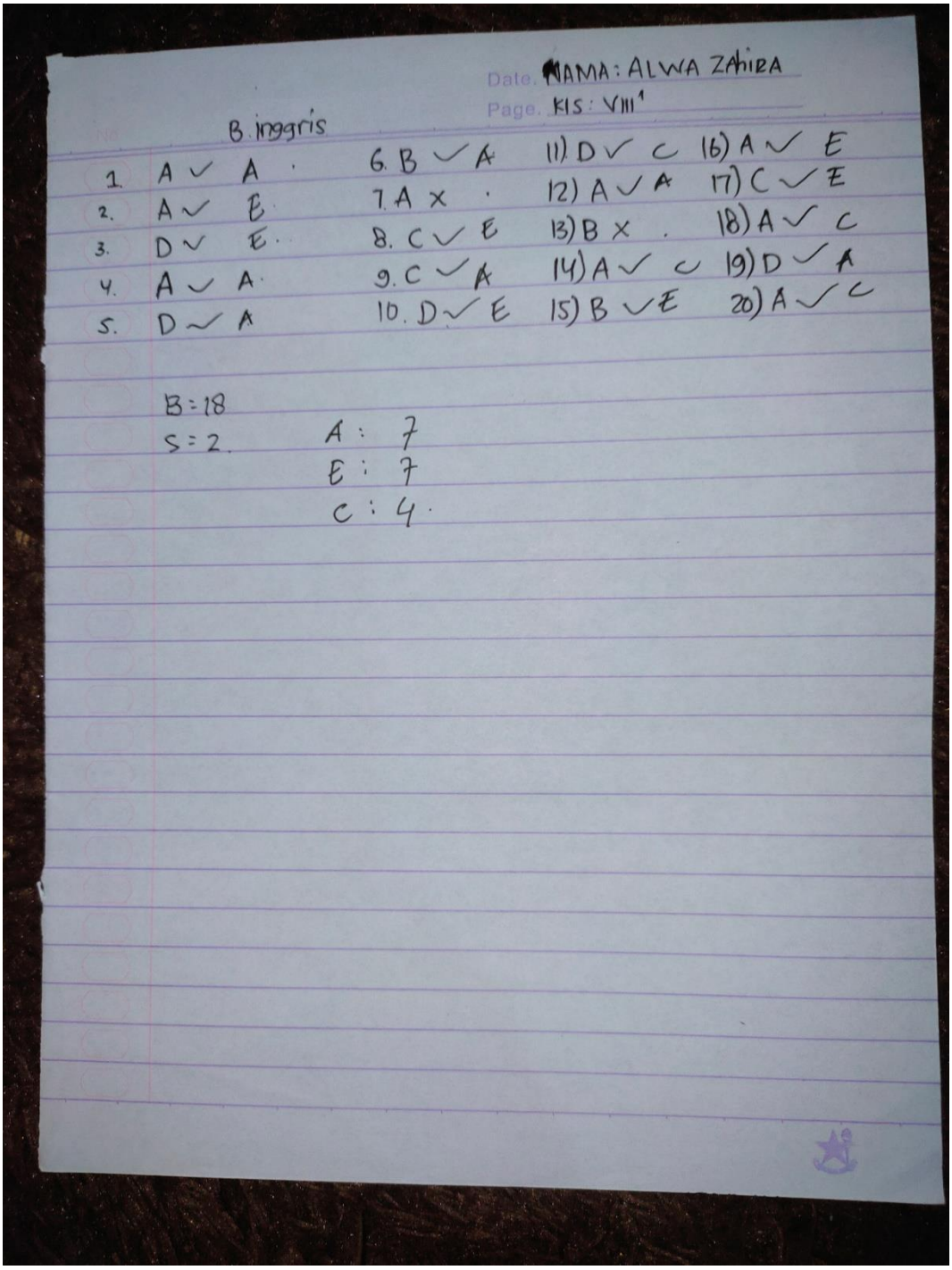
Nama : SITI AISYAH AZZAHRA
Kelas : VIII 2
Mapel : B. Inggris

1.	A	A	6.	B	A	11.	B.
2	A	E	7.	C	E	12.	A A
3.	D	E	8.	C	E	13.	C C
4.	A	A	9.	C	A	14.	A C
5.	D	A	10.	D	E	15.	B E

16.	A	E		
17.	C	E		
18.	A	C		
19.	D	A		
20.	A	C		

S = 1
B = 19

A : 7
E : 8
C : 4



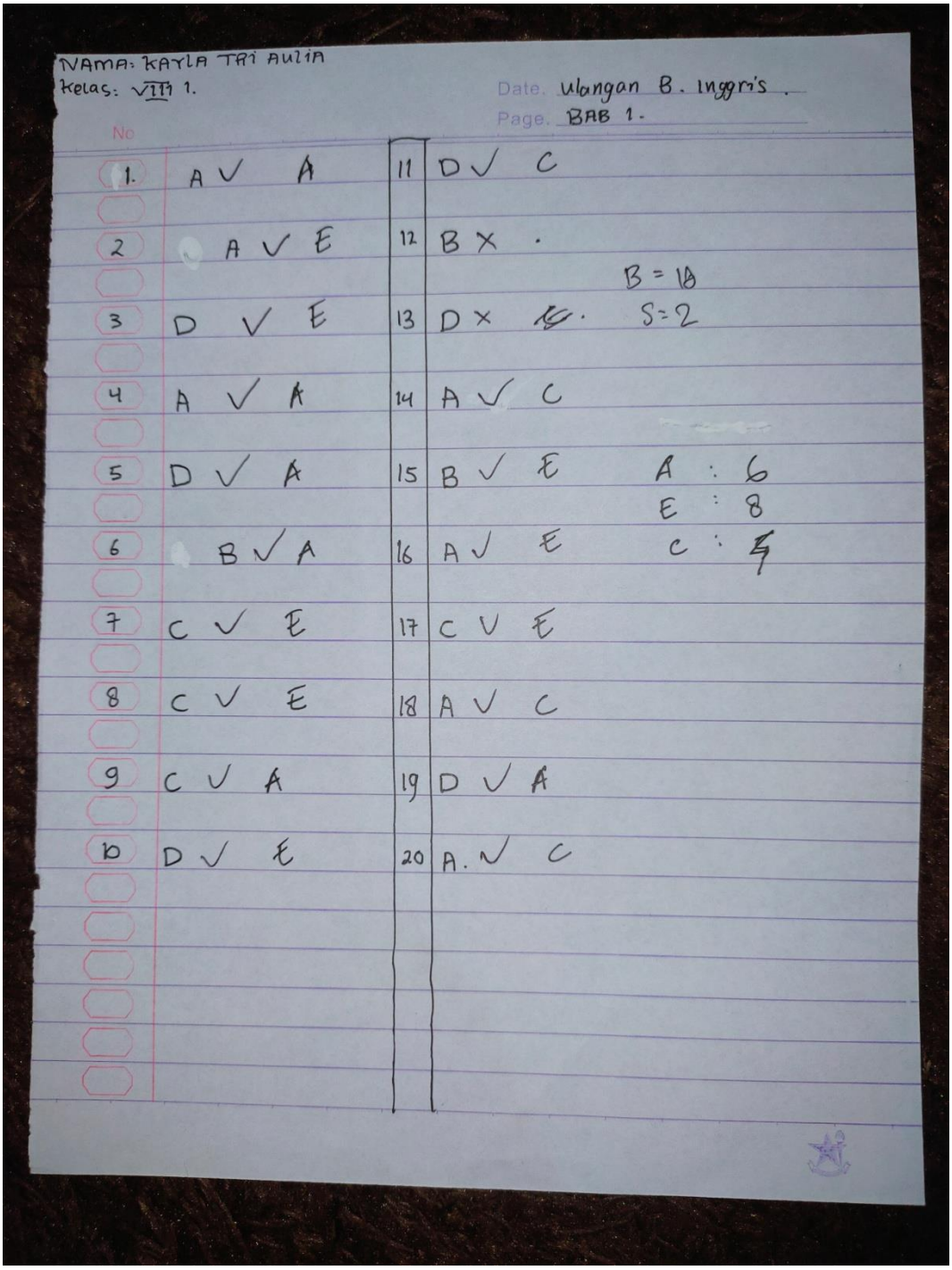
Date. NAMA : ALWA ZAHIRA
Page. KLS : VIII⁴

B. inggris

1. A ✓ A
2. A ✓ E
3. D ✓ E
4. A ✓ A
5. D ✓ A
6. B ✓ A
7. A ✗
8. C ✓ E
9. C ✓ A
10. D ✓ E
11) D ✓ C
12) A ✓ A
13) B ✗
14) A ✓ C
15) B ✓ E
16) A ✓ E
17) C ✓ E
18) A ✓ C
19) D ✓ A
20) A ✓ C

B = 18
S = 2

A : 7
E : 7
C : 4



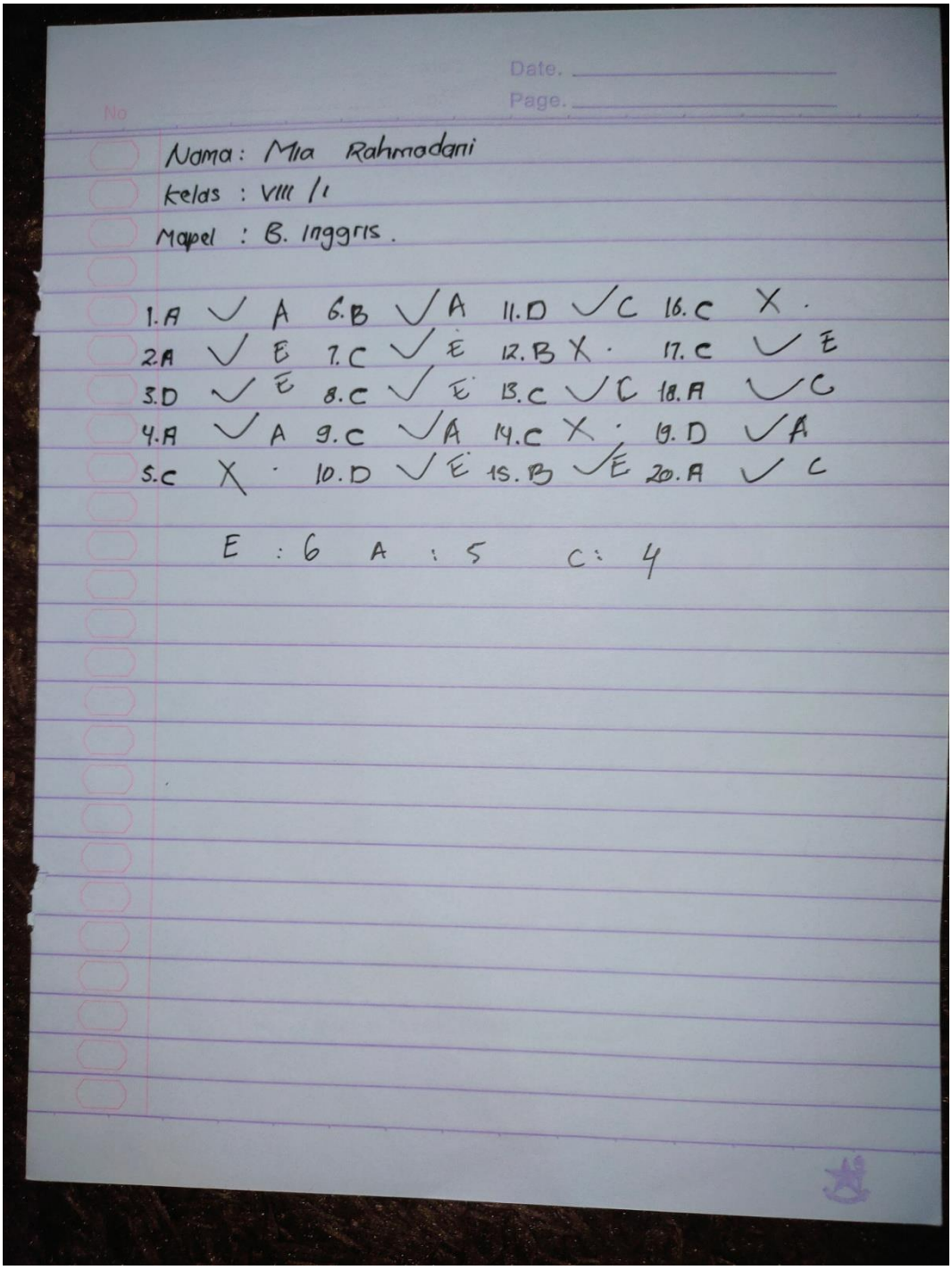
NAMA: KAYLA TRI AULIA
Kelas: VIII 1.
Date. Ulangan B. Inggris.
Page. BAB 1.

No

1.	A ✓ A	11	D ✓ C
2	A ✓ E	12	B ✗ .
3	D ✓ E	13	D ✗ .
4	A ✓ A	14	A ✓ C
5	D ✓ A	15	B ✓ E
6	B ✓ A	16	A ✓ E
7	C ✓ E	17	C ✓ E
8	C ✓ E	18	A ✓ C
9	C ✓ A	19	D ✓ A
10	D ✓ E	20	A. ✓ C

B = 18
S = 2

A : 6
E : 8
C : 4

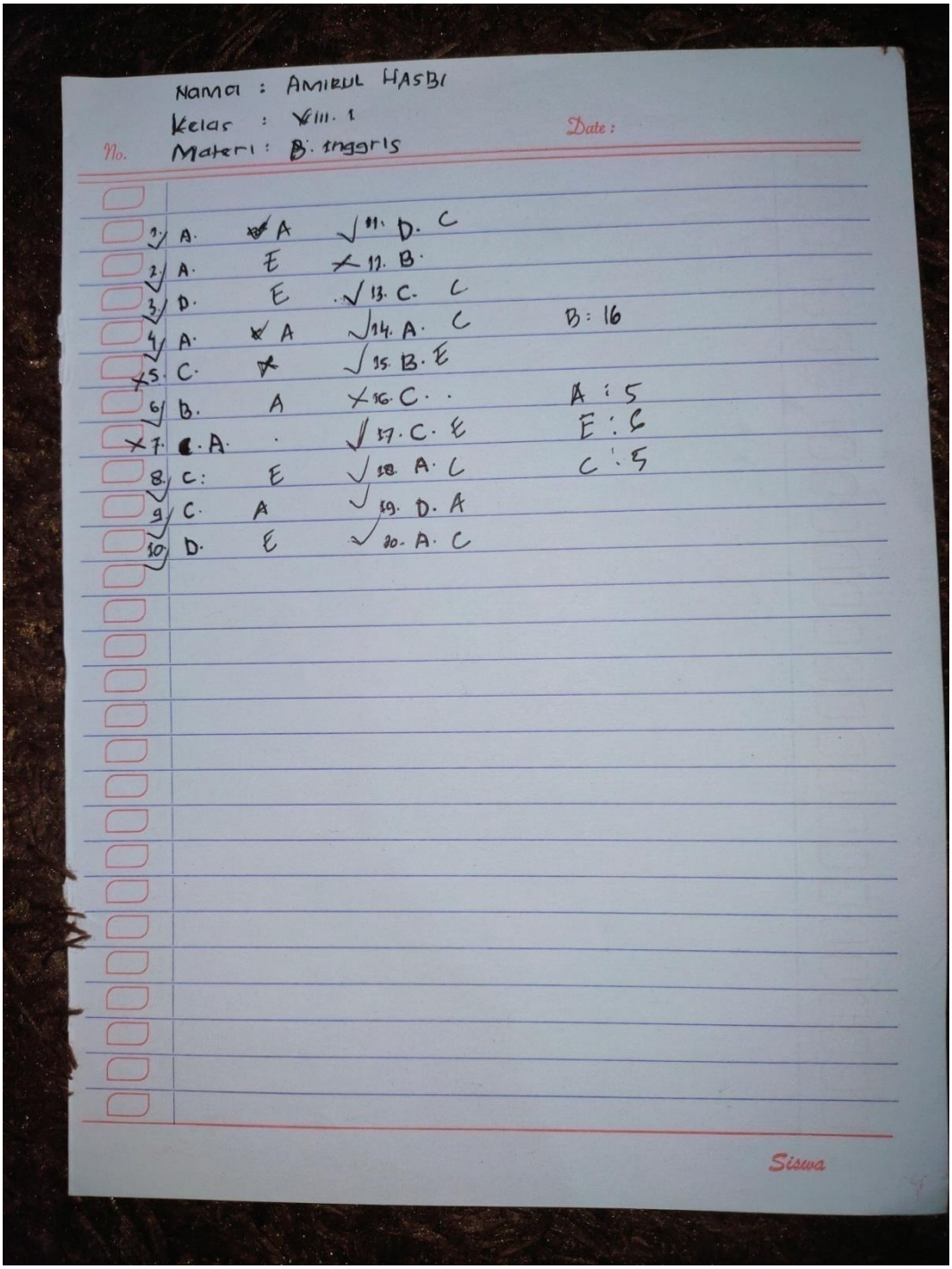


Date.
Page.
No

Nama : Mia Rahmadani
Kelas : VIII /1
Mapel : B. Inggris.

1. A ✓ A 6. B ✓ A 11. D ✓ C 16. C X.
2. A ✓ E 7. C ✓ E 12. B X. 17. C ✓ E
3. D ✓ E 8. C ✓ E 13. C ✓ C 18. A ✓ C
4. A ✓ A 9. C ✓ A 14. C X. 19. D ✓ A
5. C X. 10. D ✓ E 15. B ✓ E 20. A ✓ C

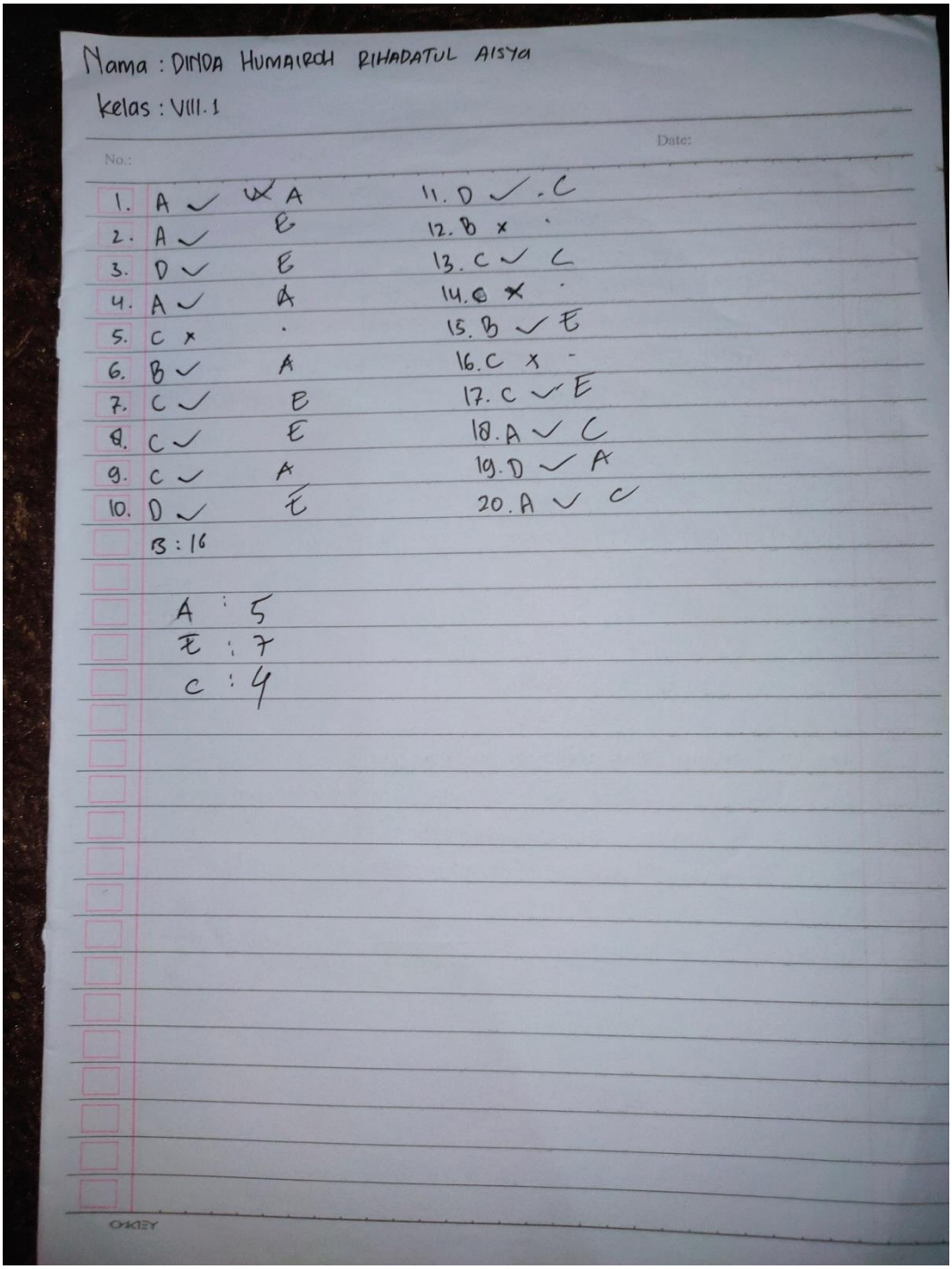
E : 6 A : 5 C : 4



Nama : AMIRUL HASBI
Kelas : VIII. 1
No. Materi : B. Inggris
Date :

1.	A.	A	11.	D. C	
2.	A.	E	12.	B.	
3.	D.	E	13.	C. C	
4.	A.	A	14.	A. C	B : 16
5.	C.		15.	B. E	
6.	B.	A	16.	C. .	A : 5
7.	A.	.	17.	C. E	E : 6
8.	C.	E	18.	A. C	C : 5
9.	C.	A	19.	D. A	
10.	D.	E	20.	A. C	

Siswa



Nama : DINDA HUMAIROH RIHADATUL AISYA

kelas : VIII. 1

No.: Date:

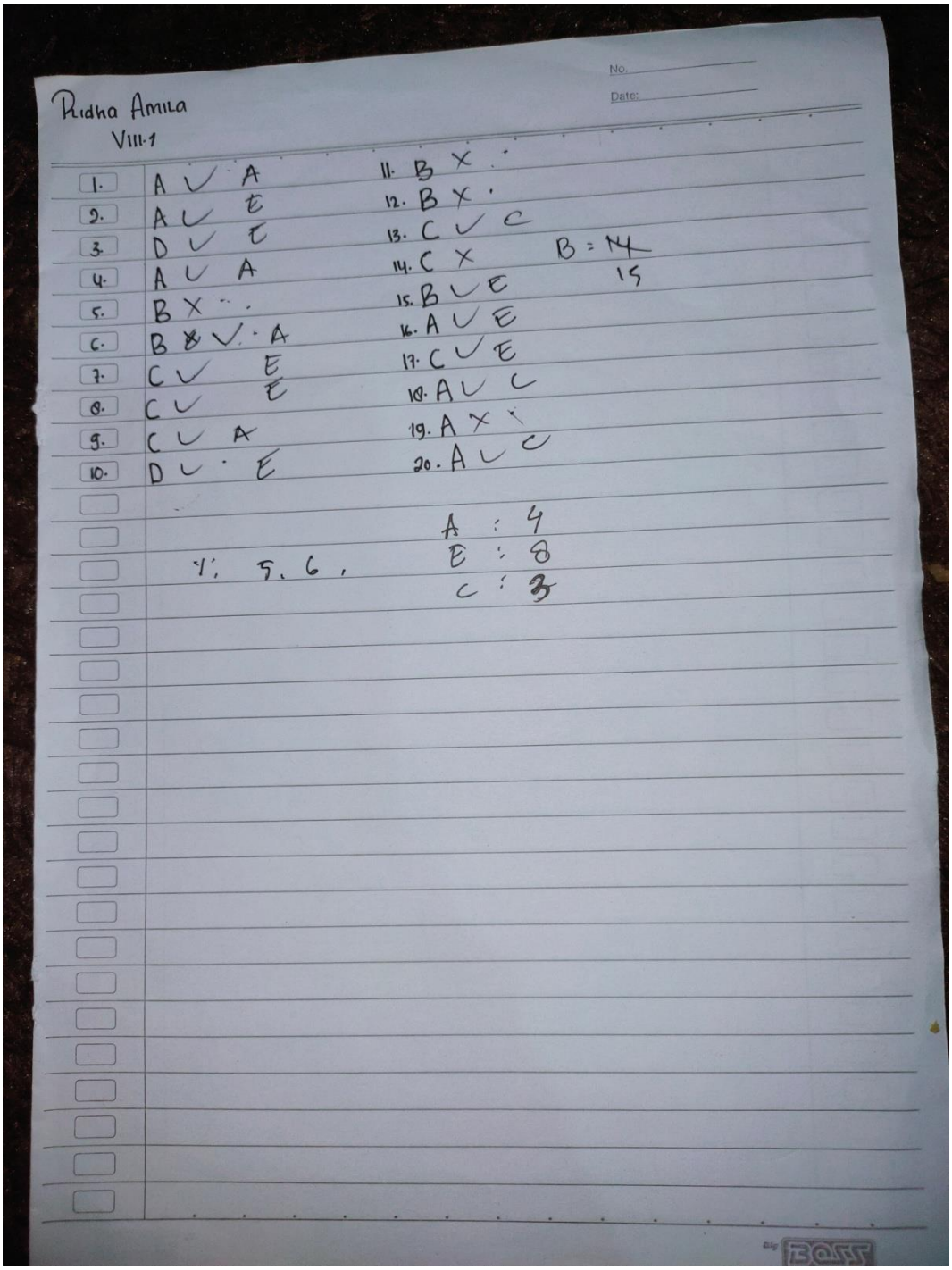
1.	A ✓	~~A~~ A	11. D ✓ C	
2.	A ✓	E	12. B ×	
3.	D ✓	E	13. C ✓ C	
4.	A ✓	A	14. C ×	
5.	C ×		15. B ✓ E	
6.	B ✓	A	16. C ×	
7.	C ✓	E	17. C ✓ E	
8.	C ✓	E	18. A ✓ C	
9.	C ✓	A	19. D ✓ A	
10.	D ✓	E	20. A ✓ C	

B : 16

A : 5

E : 7

C : 4



Ridha Amila
VIII-1

No.
Date:

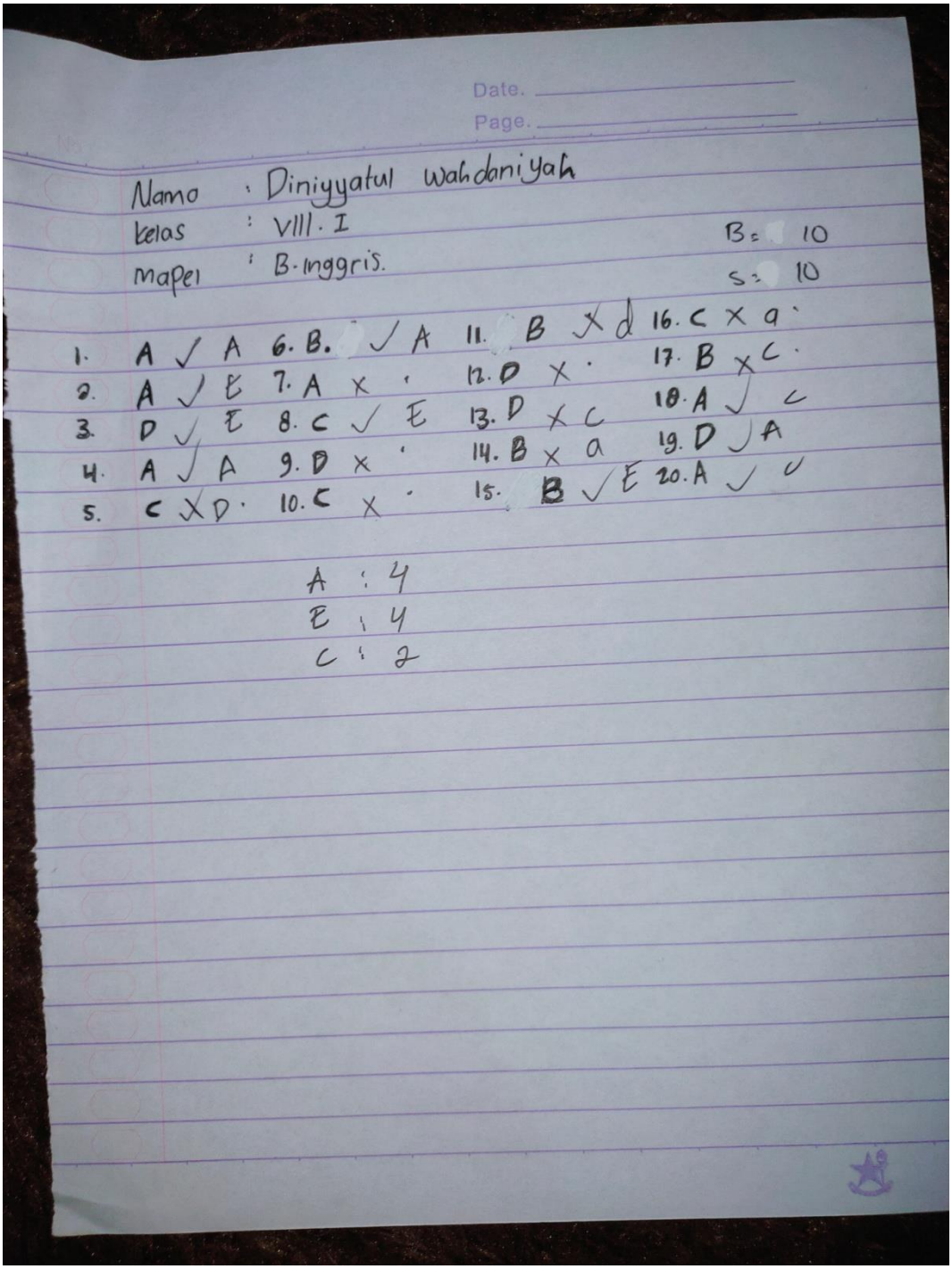
1. A ∪ A
2. A ∪ E
3. D ∪ E
4. A ∪ A
5. B X .
6. B ∪ A
7. C ∪ E
8. C ∪ E
9. C ∪ A
10. D ∪ E

11. B X .
12. B X .
13. C ∪ C
14. C X
15. B ∪ E
16. A ∪ E
17. C ∪ E
18. A ∪ C
19. A X
20. A ∪ C

B = 14/15

A : 4
E : 8
C : 3

Y: 5, 6,



Date.
Page.

Nama : Diniyyatul Wahdaniyah
kelas : VIII. I
mapel : B. Inggris.

B = 10
S = 10

1. A ✓ A
2. A ✓ E
3. D ✓ E
4. A ✓ A
5. C X D.
6. B. ✓ A
7. A X .
8. C ✓ E
9. D X .
10. C X .
11. B X d
12. D X .
13. D X C
14. B X a
15. B ✓ E
16. C X a.
17. B X C.
18. A ✓ C
19. D ✓ A
20. A ✓ C

A : 4
E : 4
C : 2

APPENDIX 8

Letters

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus I : Jalan Panorama Gaegeh Bukittinggi - Kampus II : Jalan Gurun Aur Kubang Putih Kabupaten Agam - Sumatera Barat - Telpon / Fax : (0752) 22875
Website : ftk.iainbukittinggi.ac.id ; E-Mail : ftk@iainbukittinggi.ac.id

Nomor : B-1999/In.26.1/PP.07/05/2022 Bukittinggi, 17 Mei 2022
Lamp :-
Hal :**Permohonan Izin Observasi Awal**

Kepada YTH :
Bapak/Ibu Kepala MTsN 02 Pasaman Barat

Assalamu'alaikum Wr. Wb

Dengan hormat, dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Bukittinggi, maka bersama surat ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin melakukan Observasi awal di tempat yang Bapak/Ibu pimpin kepada mahasiswa di bawah ini :

Nama	**: ANGGI MUTI'AH**
NIM	**: 2318102**
Semester	: 8
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul Skripsi	: ***An analysis of students ability to answer reading question with higher order thinking skill (HOTS) at the second grade of state islamic junior high school 02 Pasaman Barat***
Lokasi Penelitian	: MTsN 02 Pasaman Barat
Waktu	Mei 2022 s/d Selesai

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasama yang Bapak/Ibu berikan kami mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

DEKAN,

Dr. ZULFANI SESMIARNI, M.Pd.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SJECH M. DJAMIL DJAMBEK BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih
Kabupaten Agam - Sumatera Barat - Telpon / Fax : (0752) 22875
Website : https://ftik.uinbukittinggi.ac.id | Email : ftik@uinbukittinggi.ac.id

Nomor : B-3402/In.26.1/PP.07/08/2022 Bukittinggi, 10 Agustus 2022
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu.....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) UIN Sjech M. Djamil Djambek Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini :

Nama	:	**ANGGI MUTI'AH**
NIM	:	**2318102**
Semester	:	9
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***An Analysis of Students' Ability to Answer Reading Question with Higher Order Thinking Skill at the Eight Grade of State Islamic Junior High School 02 West Pasaman***
Lokasi Penelitian	:	MTsN 2 Pasaman Barat, Kab. Pasaman Barat, Kec. Lembah Melintang
Waktu	:	Agustus 2022 s/d Selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

a.n. DEKAN,

Dr. ZULFANI SESMIARNI, M.Pd.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI
Nomor : B-3773/In.26.1/HK.00.5/08/2022

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI BIMBINGAN DAN KONSELING FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) UIN BUKITTINGGI

Membaca : Berita Acara seminar Proposal Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi an. **Anggi Muti'ah NIM. 2318102** tanggal 18 Juni 2022 dan permohonan dari yang bersangkutan tanggal 30 Agustus 2022 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Universitas Islam Negeri (UIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 85 Tahun 2022 tentang Perubahan Institut Agama Islam Negeri (IAIN) Bukittinggi menjadi Universitas Islam Negeri (UIN) Sjech M. Djamil Djambek Bukittinggi;
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi yang telah diubah menjadi Peraturan Menteri Agama nomor: 52 Tahun 2017;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI BIMBINGAN DAN KONSELING

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan ***"An Analysis of Students' Ability to Answer Reading Question with Higher Order Thinking Skill at the Eight Grade of State Islamic Junior High School 02 West Pasaman"***

KEDUA : Menunjuk Saudara :

Nama	**: REFLINDA, SS. M. Pd**
NIP	: 196907291999032002
Pangkat/Gol.Ruang	: Pembina/IV/a
Jabatan	: Lektor Kepala
Bidang Keahlian Pokok	: Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 30 Agustus 2022

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ZULFANI SESMIARNI, M.Pd
NIP.198109232005012005

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PASAMAN BARAT
MADRASAH TSANAWIYAH NEGERI 2 PASAMAN BARAT
Alamat : Jl.Gotong Royong Jorong Tampus Ujung Gading Kab.Pasaman Barat
Telph.(0753) 470379 e-mail : mtsn.ujunggading@yahoo.com Kode Pos : 26372

SURAT KETERANGAN

Nomor: ***025*** /Mts.03.16.2/HM.00.1/01/2023

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri 2 Pasaman Barat dengan ini menerangkan bahwa:

Nama	:	**ANGGI MUTI'AH**
NIM	:	2318102
Perguruan Tinggi	:	Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan

Telah melakukan penelitian di Madrasah Tsanawiyah Negeri 2 Pasaman Barat, terhitung tanggal 10 Agustus s.d. 10 September 2022 guna penulisan Skripsi dengan judul: ***"An Analysis of Students' Ability to Answer Reading Question with Higher Order Thinking Skill at the Eght Grade of State Islamic Junior High School 02 West Pasaman"***.

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Ujung Gading, 16 Januari 2023
Kepala

JONAIDI, S.Pd
NIP. 197203242005011002

APPENDIX 9

Documentation of the Research







