CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion related to the research questions. In this case, the research question mentioned the representation of higher-order thinking skills in the English exam questions for grades 10, 11, and 12, the reasons these questions are classified as higher-order thinking skills questions, and the CEFR level for reading comprehension in English exam questions for grade 10, 11, and 12.

A. Research Findings

1. The Description of the Data

The English examination questions are the documents analyzed by the researcher. This document is officially published by the Islamic educational organizations in Jepara. This organization was appointed to make kinds of exams to be distributed to all Islamic schools or madrasas in Jepara that are affiliated with that organization. Making exam questions is a routine program from this organization to accommodate educational units to conform to the academic calendar. In compiling these English exam questions, the team of Subject Teacher Consultation (MGMP), consisting of several teachers according to their subjects, is responsible for compiling them.

This organization issues exam questions every semester to measure students' learning abilities at the end of the learning period. This exam is usually held twice a year, in the middle and end of the semester. The researcher chose English exam questions for grades 10, 11, and 12 for the midterm assessment for the academic year 2022/2023. The items for each class contain 50 questions in the form of multiple choice with one correct answer and four distractor answers. These questions test students' abilities in reading, grammar, and vocabulary. However, in this research, it is only focused on the analysis of the Reading Comprehension questions.

2. **The Presentation of the Data**
   a. **Findings from the Representation of the Higher Order Thinking Skill in the English Exam Questions for Grades 10, 11, and 12.**

   There are 50 multiple-choice questions in the English exam questions for each class. Of the 50 questions, only the reading comprehension questions were selected for analysis. The questions were analyzed using a checklist table to find out the distribution of cognitive domains based on the revised Bloom's taxonomy, which consists of six hierarchies, namely C1 (Remember), C2 (Understand), C3 (Apply), C4 (Analyze), C5 (Evaluate), and C6 (Create) and the knowledge dimensions. The six domains are divided into higher-order thinking (analyze, evaluate, create) and lower-order thinking (remember, understand, apply). In the end, the researcher hopes to discover the representation of higher-order thinking skills in the English exam questions issued by the Islamic educational organization in Jepara.

   The following table is a checklist table consisting of a list of questions (the author only writes questions for all distributions without multiple choice), the subject matter of the questions, and the cognitive process domain and knowledge dimension of the revised edition of Bloom's Taxonomy. The data analysis is as follows:

Table 4.1. Higher Order Thinking Skills Representation on English Exam Questions for Grades 10

GRADE 10									
N o.	Reading Exam Questions	Topics	Cognitive Process Domain						K D
			LOTS			HOTS			
			C 1	C 2	C 3	C 4	C 5	C 6	
1.	Man: Hello, (1) …. Are you Vera? Woman: Yes, I am. Have we meet	Greetings	√						K

No.	Text	Category							K
	before? Man: I have seen you at Romi's house. He is my cousin.								
2.	Woman: Oh, I see. I am Romi's friend. (2) …., Bobby. Man: Nice to meet you too.		√						K
3.	What is the more appropriate to say next?	Introduction	√						K
4.	What do we learn from the text above?	Greeting			√				K
5.	Hello, I'd			√					K
6.	like to (5) ….			√					K
7.	myself. I'm			√					K
8.	Robby Saputra. I'm 16 years old. I (6) …. with my parents and older brother. We live in Jakarta. Noe, I want to tell you about my (7) …. My father is a teacher. My mother (8) …. A	Introduction of oneself to another		√					K

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No.	Question	Material							K/F
	housewife. My older brother is a university student. I'm very close with my brother. We have similar hobby. Our hobby is playing football.								
10.	The purpose of the text above is…	Congratulations		√					K
11.	What has Yossi done?		√						F
15.	Which expression is used to congratulate someone?	Congratulations				√			K
16.	Why does Edo give Lia a present?	Congratulations		√					F
17.	Hi, friends! Let me			√					K
18.	introduce (17) …. My			√					K
19.	name is Sania	Introduction of one self to another		√					K
20.	Kusumawardhani. You can call (18) …. Sania. I just moved to this city from Surabaya and have			√					K

No									
	completed my first year of high school there. (19) …. Moved because of my parent's job, I continue (20) …. Second grade in this school.								
22.	Dona: "Mom, I finally passed the exam." Mother: …	Congratulations	√						K
26.	The text is mainly about?			√					F
27.	What is President Jokowi's side job?	Description	√						F
28.	How old is Jokowi?					√			F
29.	Why do the children like him?			√					F
33.	What does Julie do?			√					F
34.	How many siblings does Julie have?	Introduction		√					F
35.	"I live with my parents in Jepara, a beautiful		√						F

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	town nearby the coast" What is similar meaning of the word 'coast'?								
36.	Which is not true based on the text?					√			K
37.	Tutus congratulates Sekar because?	Congratulations		√					F
38.	The word 'famous' is the closest meaning to?		√						F
39.	What athlete is Muhammad Ali?		√						F
40.	What is the real name of Muhammad Ali?		√						F
41.	The word 'charities' has similar meaning to?	Description	√						F
42.	Why do many boys like to be him?			√					F
47.	Our club never win			√					K
48.	any …. If we win this			√					K
49	tournament,			√					K

.	this will be our first …. But if they win this tournament again, they will have three ….								

Table 4.2. Higher Order Thinking Skills Representation on English Exam Questions for Grades 11

GRADE 11								
No.	**Reading Exam Questions**	**Topics**	**Cognitive Process Domain**					**KD**
			LOTS			**HOTS**		
			C1	**C2**	**C3**	**C4**	**C5**	**C6**	
1.	The event was made by…		√						F
2.	Independence Day of Indonesia is celebrated on…		√						F
3.	The contestant can ask this information to…	Invitation letter	√						F
4.	Who are invited to join a writing competition?		√						F
5.	According to the text, why internet for	Hortatory Exposition				√			F

	education is very important? Because…							
6.	What kind of text is this?			√				K
7.	What is the purpose of the text?					√		K
8.	"So, it is wise for the teacher to <u>assignment</u>" What does the word 'assignment' mean?		√					F
9.	What is the purpose text above?					√		K
10.	From the text we know that …			√				K
11.	What is the meaning of "sanctioned" (first paragraph)?	Analytical Exposition	√					F
12.	What tense is mostly used in the text?			√				K
18.	What is the response to say next?	Advice		√				K
19.	From the	Advice		√				K

	text, we know that Andis is …								
20.	From the text, we can conclude that Naya expresses her…	Pleasure and displeasure		√					K
21.	Sasa: You are at home alone. … we go to cinema to watch comedy movie? Dino: It's good idea to refresh our mind.	Asking and giving opinion	√						K
22.	What is the suitable sentence to complete the dialog?	Offering Help	√						K
23.	From the dialog we know that…			√					K
24.	What does the text tell about?	Analytical Exposition				√			K
25.	How can the author connect the argument? Mention the connectors!					√			K

No.	Question	Text							
26.	What is the conclusion from the writer?			√					K
27.	What is the main idea of paragraph 2?			√					K
28.	The celebration will be held on?					√			F
29.	Based on the text we know that…					√			K
30.	From the invitation text above, we can say …	Invitation		√					F
31.	What is the purpose of the invitation text above?					√			K
32.	The type of party above is…		√						K
33.	The purpose of the invitation text above is…	Invitation		√					K
34.	The people who will make the		√						F

	party are…								
35.	Based on the invitation text above, if we can't attend the party, we may…		√						F
41.	What is the appropriate sentence to say next?	Offering Help	√						K
42.	Boy: Do you know the way to pet shop around here? Girls: It is nearby. … give you a ride?	Offering Help	√						K
43.	The sentence 'would you like me to close the window for you' expresses…	Offering Help	√						K
44.	The sentence 'of course dear' expresses…	Offering Help	√						K
45.	Complete the dialogue above with	Asking Willingness	√						K

	right expression!								
46.	Complete the dialogue above!	Asking Willingness	√						K
47.	What can we infer from the text above?			√					F
48.	"… decline of learning quality after covid 19 pandemic happens." The closest meaning for word 'decline' is…	Analytical Exposition		√					F
49.	"They tend to play online game with their friends…" (par 3) The word 'they' refers to…				√				F
50.	From the text we know that…			√					K

Table 4.3. Higher Order Thinking Skills Representation on English Exam Questions for Grades 12

No.	Reading Exam Questions	Topics	Cognitive Process Domain						KD
			LOTS			HOTS			
			C1	C2	C3	C4	C5	C6	
1.	Interviewer:		√						K
2.	(1) … Interviewee: I can type 100 word per minute. I'm proficient in many computer programs. I have excellent interpersonal skills. I am well organized and I'm very fast learner. Interviewer: Good. (2) … Interviewee: I expect to be paid the going rate for this type for this position.	Job Interview	√						K
3.	What position does the writer apply?	Job Application Letter	√						F

No	Question								
4.	Which the following statement is not true based on text?					√			F
5.	"I'm looking forward to it." The word 'it' refers to …			√					F
6.	What is the suitable title from the text above?			√					F
7.	What did Shohibul Maromi win?			√					F
8.	Who won the first gold medal at International Science Competition as Indonesian student representative?	News Item				√			F
9.	"…, which she said had been very **tight**." (Pg.2 line 2) The word 'tight' has closest meaning		√						F

	to…								
15.	Who are in the dialogue?		√						F
16.	The expression of offering help is…	Offering Help	√						K
17.	From the dialog we know that…			√					K
18.	From the dialog we know that…			√					K
19.	What can we infer from the dialog?	Asking Help		√					F
20.	Where did the dialog take place?		√						F
21.	What is the topic of the text above?					√			K
22.	Why did the accident happen?		√						F
23.	"… more than one thousand pounds of pineapple buried **him**." (Pg. 2 line 4) The word 'him' refers to…	News Item		√					F
24.	"The stack **toppled** over as		√						F

No.	Item	Text Type							Level
	result more …" (Pg.2 line 3) The word 'toppled' synonymous with…								
25.	What is the main idea of second paragraph?			√					K
26.	According to the text we can say that…			√					F
27.	"**It** has considered Burmese pythons an invasive …" (Pg. 2 line 6) The word 'it' refers to…	News Item		√					F
28.	"… which wreaked **havoc** on the state's ecosystem" (Pg. 2 line 6) The word 'havoc' is similar to…		√						F
35.	What would happen if Albert ignores Fanny's advice?	Conditional Sentences						√	M
38.	Dear Sir,	Job		√					K

39.	I am (38) …	Applicati		√						K
40.	to your recent advertisement in the *Indopos* for a bilingual international flight attendant. I think I could be a good flight attendant because I'm a very friendly person, and I really love travelling. As you can see from my resume ad references, I have had a lot experience working with tourists. I would be really glad if you would take me into your (39) … I'm (40) … to having an interview. Yours truly, Sandy Amanda	on Letter		√						K

41.	Arjuna:		√						K
42.	"Hey, Dewa! May I have a little conversation with you?" Sadewa: "Yes of course. (41) …" Arjuna: "I feel confused. (42) …" Sadewa: "I am not sure. By the way, what happen with your boarding house?" Arjuna: "My room is being renovated by the owner. It is need to repaint." Sadewa: "Oh I see. You may stay in my house for one-night Juna." Arjuna: "Thanks a lot. I really appreciate	Offering Help	√						K

No.										
	it." Sadewa: "Your welcome"									
45.	What problem is faced by Jerry?	Suggestio n	√							F
46.	What is Mike's suggestion to Jerry?		√							F
47.	Where did applicant know job vacancy?	Job Applicati on Letter		√						F
48.	From the application letter, we know that…			√						F

B. Research Discussion

1. Analysis of the Representation of Lower and Higher Order Thinking Skills in the English Exam Questions for Grades 10, 11, and 12.

    a. Grade 10

        1) Domain Process Cognitive

Table 4.4. The Representation of LOTS and HOTS

No.	Lower Order Thinking Skills	Number of Questions	Score
1.	Remember	11	11/34x100% = **32,3%**
2.	Understand	19	19/34x100% = **55,9%**
3.	Apply	0	0/34x100% = **0%**
	TOTAL	**30**	**30/34x100% = 88,2%**

No.	Higher Order Thinking Skills	Number of Questions	Score
1.	Analyze	4	4/34x100% = **11,8%**
2.	Evaluate	0	0/34x100% = **0%**
3.	Create	0	0/34x100% = **0%**
	TOTAL	**4**	**4/34x100% = 11,8%**

From the table above (Table 4.4), we can see that the emergence of questions based on the dimensions of cognitive processes shows unequal results. The total reading comprehension questions in grade 10 English exam consist of 34 questions. The distribution of the higher-order thinking skills consisting of the levels of analyze, evaluate, and create only obtains 4 out of 34 questions. The surprising results show that all the questions are only dominated by the domain "*analyze*" (C4), while the domain "*evaluate and create*" or (C5 and C6) obtain a null distribution. Meanwhile, the distribution of lower-order thinking skills obtains 30 questions, with the "*remember*" domain (C1) obtaining 11 items, the "*understand*" domain (C2) as many as 19 items, while the "*apply*" domain or (C3) obtaining a null distribution. This table also shows that the distribution of higher-order thinking skills only reaches 11.8%, while lower-order thinking skills reach 88.2%.

2) **Knowledge Dimension**

Table 4.5. The Representation of Knowledge Dimension

No.	Knowledge Dimension	Number of Questions	Score
1.	Factual	15	15/34x100% = **44,1%**
2.	Conceptual	19	19/34x100% = **55,9%**
3.	Procedural	0	0/34x100% = **0%**
4.	Metacognitive	0	0/34x100% = **0%**

From the table above (table 4.5), the results of the representation of knowledge dimension on the English exam questions shows that factual knowledge scores 44.1% and conceptual 55.9%. In contrast, procedural and metacognitive knowledge is not found in the English exam questions.

b. Grade 11
1) Domain Process Cognitive
Table 4.6. The Representation of LOTS and HOTS

No.	Lower Order Thinking Skills	Number of Questions	Score
1.	Remember	18	18/40x100% = **45%**
2.	Understand	14	14/40x100% = **35%**
3.	Apply	0	0/40x100% = **0%**
	TOTAL	**32**	**32/40x100% = 80%**

No.	Higher Order Thinking Skills	Number of Questions	Score
1.	Analyze	**8**	8/40x100% = **20%**
2.	Evaluate	0	0/40x100% = **0%**
3.	Create	0	0/40x100% = **0%**
	TOTAL	8	**8/40x100% = 20%**

From the table above (Table 4.6), we can see that the emergence of questions based on the dimensions of cognitive processes shows different and uneven results. The total reading comprehension questions in the grade 11 English exam questions consist of 40 questions. The distribution of higher-order thinking skills consisting of analyzing, evaluating, and creating gets 8 out of 40 questions. All questions are only dominated by the domain *"analyze"* (C4), and the domain *"evaluate and create"* or (C5 and C6) obtain a null distribution. Meanwhile, the distribution of lower-order thinking skills obtains 32 questions, with the *"remember"* domain (C1) obtaining 18 items, the *"understand"*

domain (C2) as many as 14 items, and the *"apply"* domain (C3) obtaining a null distribution. This table also shows that the distribution of higher-order thinking skills only reaches 20%, while lower-order thinking skills reach 80%.

2) **Knowledge Dimension**

Table 4.7. The Representation of Knowledge Dimension

No.	Knowledge Dimension	Number of Questions	Score
1.	Factual	14	14/40x100% = **35%**
2.	Conceptual	26	26/40x100% = **65%**
3.	Procedural	0	0/40x100% = **0%**
4.	Metacognitive	0	0/40x100% = **0%**

The results distribution of the knowledge dimension on the English exam questions based on the table above (table 4.7) shows that factual knowledge scores 35% and conceptual 65%. In contrast, procedural and metacognitive knowledge is not found in the English exam questions.

c. **Grade 12**

1) **Domain Process Cognitive**

Table 4.8. The Representation of LOTS and HOTS

No.	Lower Order Thinking Skills	Number of Questions	Score
1.	Remember	14	14/33x100% = **42,4%**
2.	Understand	15	15/33x100% = **45,4%**
3.	Apply	0	0/33x100% = **0%**
	TOTAL	**29**	**29/33x100% = 87,9%**

No.	Higher Order Thinking Skills	Number of Questions	Score
1.	Analyze	3	3/33x100% = **9,1%**
2.	Evaluate	0	0/33x100% = **0%**
3.	Create	1	1/33x100% = **3%**
	TOTAL	**4**	**4/33x100% = 12,1%**

From the table above (Table 4.8), we can see that the emergence of questions based on the dimensions of cognitive processes shows different and unequal results. The total reading comprehension questions in the grade 12 English exam questions consist of 33 questions. The distribution of higher-order thinking skills consisting of the levels of analyzing, evaluating, and creating gets 4 out of 33 questions. The three questions were dominated by the *"analyze"* domain (C4), the *"evaluate"* domain (C5) obtained a null distribution, and *"create"* (C6) only obtained 1 question. Meanwhile, the distribution of lower-order thinking skills obtains 29 questions, with the *"remember"* domain (C1) obtaining 14 items, the *"understand"* domain (C2) as many as 15 items, and the *"apply"* domain (C3) obtaining a null distribution. This table also shows that the distribution of higher-order thinking skills only reached 12.1%, while lower-order thinking skills reached 87.9%.

2) **Knowledge Dimension**

Table 4.9. The Representation of Knowledge Dimension

No.	Knowledge Dimension	Number of Questions	Score
1.	Factual	20	20/33x100% = **60,6%**
2.	Conceptual	12	12/33x100% = **36,4%**
3.	Procedural	0	0/33x100% = **0%**
4.	Metacognitive	1	1/33x100% = **3%**

From the table above (table 4.9), the results of the representation of knowledge dimensions on the English exam questions shows that factual knowledge obtains a distribution of 60,6%, conceptual 36,4%, and metacognitive knowledge of 3%. While the procedural gets a null distribution or is not found at all.

d. Summary Results of Grades 10, 11, and 12

After representing and distributing the test questions into LOTS and HOTS that have been described above, the results of the data can be concluded that the composition of the distribution of HOTS questions for senior high schools starting from grades 10, 11, and 12 based on cognitive process domain obtains a lower distribution than LOTS. The percentage of HOTS for grade 10 is only 11.8% which is only dominated by the domain of "analysis" or (C4), while for LOTS, it is 88.2%. Furthermore, grade 11 gets 20% of HOTS questions which are only dominated by the domain of analysis, and obtained 80% for LOTS questions. Then, grade 12 obtained 12.1%, where the analysis domain dominated at 9.1%, and the create domain dominated at 3%. Meanwhile, the LOTS questions obtained a percentage of 87.9%.

It can be concluded that domain analysis is the highest distribution in higher-order thinking among the other three domains. However, the analysis domain is still relatively small compared to the other six domains. This was possible because Brookhart points out that questions should be crafted to encourage students to explain and explore how one thing relates to another.[1] It is also important to teach students to analyze ideas and information, even though there are few analysis skills. This research is similar to the research conducted by Zaharil Anasy on the Pathway to English textbook for class XI, where domain Analyze (C4) has the highest

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[1] Brookhart, *How to Assess Higher-Order Thinking Skills in Your Classroom*. (United States of Amerika: ASCD, 2010), 42.

distribution among the other three levels of higher-order thinking skills, and this is possible because this domain is the first level of higher-order thinking processes. So, the problems are not too difficult for students to deal with, and not much work is required at this level.[2] Similar to Daiek and Anter's claim that "create" questions are difficult for students to answer. However, they added that "create" skills are important in college or higher education because the lecturer will require students' ability to think and a deeper understanding of students.[3]

From the results and discussion based on the knowledge dimension, 15 questions of factual knowledge and 19 questions of conceptual knowledge were identified out of 34 questions on the English test for grade 10. For grade 11, out of 40 questions, 14 factual knowledge and 26 conceptual knowledge were found, while procedural and metacognitive knowledge was not found in questions in both categories. Then for grade 12, out of 33 questions, only one metacognitive item was found, 20 factual knowledge items, and 12 conceptual knowledge items, while procedural knowledge was not found in the questions. From these observations, it is clear in the English exam questions that conceptual knowledge is dominant in grade 10 and 11 exam questions. In contrast, the exam questions for grade 12 are dominated by factual knowledge.

Meanwhile, based on the 3-dimensional Bloom Taxonomy (knowledge domain and cognitive process dimensions), the exam questions for grade 10 contain LOTS consisting of 7 questions of C1-factual, 7 questions of C2-factual, 1 question of C4-factual, 4 questions of C1- conceptual, C2-conceptual as many as 12 questions. In the category of questions that developed HOTS, there were only 3 questions in the C4-conceptual category. Grade 11 contains LOTS which consists of 9

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[2] Anasy, "HOTS (Higher Order Thinking Skill) in Reading Exercise." Tarbiya: Journal of Education in Muslim Society, 3(1), (2016), 51-63. https://doi:10.15408/tjems.v3i1.3886.

[3] Daiek and Anter, *Critical Reading for College and Beyond*. (Boston: The McGraw-Hill Companies, 2004), 445.

questions of C1-factual aspects, 3 questions of C2-factual, 2 questions of factual C4, 9 questions of C1-conceptual, and 11 questions of C2-conceptual. There are only C4-conceptual categories, as many as 6 questions in the category of questions that develop HOTS. Grade 12 contains LOTS which consists of 9 questions C1-factual, 9 questions C2-factual, 2 questions C4-factual, 5 questions C1-conceptual, and 6 questions C2-conceptual. In the category of questions that develop HOTS, there are C4-conceptual categories that contain 1 question, and C6-metacognitive only contains 1 question. Based on these facts, improving the quality of English exam questions that develop higher-order thinking skills is necessary.

2. The Rationales for Categorizing the Reading Exam Questions as Higher Order Thinking Skills Questions.

The reasons why the questions above are categorized as higher-order thinking skills and lower-order thinking skills with each domain based on bloom taxonomy revised edition by Anderson and Krathwohl[4] are as follows;

a. List of questions and reasons for English exam questions grade 10

1) Question number 1 and 2

These questions are included in level C1 (remember) with subcategories *recognizing*. There are no written question instructions in questions number 1 and 2, but it can be interpreted that these questions require students to identify the intent and complete the reading text. Students are guided to answer questions on remembering their long-term knowledge. Students can easily find answers to these two questions by *recognizing* and identifying the dialogues listed. Anderson et al. stated, "To assess student's learning in the simplest process category, students are given

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[4] Anderson and Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of* Educational *Objectives*. (New York: Addison Wesley Longman Inc, 2001).

recognition or recall tasks in conditions very similar to the material they are learning."[5]

Then questions number 1 and 2 contain dimensions of conceptual knowledge with sub-categories of knowledge about theory, models, and structures. This categorization can be seen from the questions requiring students to answer blank sentences based on specific expressions about conversational greetings.

2) Question number 3

Man: "I would like to introduce my friend. His name is Ryan. He is my classmate."
Woman: "Hi, Ryan. How do you do?"
Man: " ...."

The question is included in level C1 (remember) with subcategories of *recalling*. The question requires students to complete the appropriate dialogue response. Students can easily find the answers only using the information they have memorized; when someone says, *"How do you do"* we have to say, *"How do you do"* in response.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with sub-categories of knowledge about theory, models, and structures. The categorization is seen from questions that ask students to determine the appropriate response from a dialogue.

3) Question number 4

Febi: "Hello, my name is Rosa. Are you a new student?"
Rosa: "Yes, I am Rosa. Nice to meet you."
Febi: "Nice to meet you, too. I'm in that class."
Rosa: "So I am."

The question is included in level C4 (analyze) with subcategories *attributing*. This problem requires students to determine the essence behind a conversation. To be able to find the answer, students

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[5] Anderson and Krathwohl. (New York: Addison Wesley Longman Inc, 2001), 66.

need to set the stages of the thinking process because the answer is not explicitly stated in the text. First, students read the text to understand the information presented. Then, analyze and find conclusions from the presented conversational text.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations. The categorization is seen from the questions that ask students to understand the conversation presented.

4) Question number 5-8

These questions are included in level C2 (understand) with subcategories of *interpreting*. It shows students' understanding of facts and ideas by interpreting and choosing the right words to complete the missing sentences. It's not just about memorizing information. But students must find between the lines of information and express it in one sentence. The answer is not given in the text because it is an implicit question.

Then these questions (5-8) also contain the dimensions of conceptual knowledge with sub-categories of knowledge about theory, models, and structures. This categorization can be seen from the questions requiring students to answer blank sentences by using expressions about self-introduction to one another that follow the intent and purpose of the text provided.

5) Question number 10

Dear Yossi,

Congratulation on your success on the college entrance exam. May today success be just the beginning of your long-life achievement and happiness. Remember, the challenge is waiting for you in the college. Nevertheless, I believe that you can handle it well. Good luck!

Your best friend,
Andrew.

The question is included in level C2 (understand) with subcategories *predicting.* This problem requires students to show their understanding with the ability to estimate the purpose of a text that is made.

Regarding the knowledge dimension, this problem belongs to conceptual knowledge with sub-categories of knowledge about theory, models, and structures because this question asks students to determine the purpose of a text.

6) Question number 11

The question is included in level C1 (remember) with subcategories *recognizing*. This type of question does not require deep thought from students because they immediately *"recognize"* the answers by simply remembering the information in the presented text.

Regarding the knowledge dimension, this item belongs to factual knowledge with sub-categories of knowledge about specific details and elements. This categorization is because these questions are related to students' ability to explain, understand and pay close attention to the details of the information presented. In this question, students are asked to understand the activities carried out by Yossi.

7) Question number 15

Azka got shoes as a surprise gift at an Indonesian Independence event at school.

The question is included in level C4 (analyze) with subcategories of *selecting*. This question requires students to choose the right expression to congratulate someone. In this case, students need the ability to analyze the most appropriate congratulatory expressions with the statements presented in the question.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about classification and categories. This categorization is because the question requires students to classify expressions that can be used to congratulate.

8) Question number 16

The question is included in level C2 (understand) with subcategories *explaining*. In this problem, asking why Edo gave Lia a present caused the students to show their understanding by explaining the reason.

Regarding the knowledge dimension, this item belongs to factual knowledge with sub-categories of knowledge about specific details and elements. This categorization is because these questions are related to students' ability to explain, understand and pay close attention to the details of the information presented. In this problem, students are asked to understand why Edo gave gifts to Lia.

9) Question numbers 17-20

These questions are included in level C2 (understand) with subcategories *inferring*. The ability to understand and infer grammatical rules in language learning is considered *inferring*. As shown in the choice of questions, students are asked to conclude which option is suitable to complete the sentence, which relates to students' knowledge of *pronouns*. Students need to formulate when to use the *pronoun* to get the answer. So that in solving these questions, students don't just rely on their prior knowledge. They need to differentiate the use of each pronoun.

Then these questions also contain the dimensions of conceptual knowledge with sub-categories of knowledge about theory, models, and structures. This categorization can be seen from the questions requiring students to answer blank sentences using students' knowledge about using *pronouns*.

10) Question number 22

The question is included in level C1 (remember) with subcategories of *recalling*. There are no written instructions in problem number 22, but it is clear that the problem requires students to complete the reading text. Students must answer questions using long-term knowledge relevant to the *"congratulations"* material. Students can easily find the answer to this question

simply by recalling the appropriate response to the dialogue presented.

This problem also contains the dimensions of conceptual knowledge with sub-categories of knowledge about theory, models, and structures. The categorization is seen from the questions that require students to answer blank sentences based on specific expressions about congratulation that will be used in conversation.

11) Question number 26-29

The seventh president of Indonesia is IR. H. Joko Widodo. He was born with name Mulyono in Surakarta (Indonesia) on June, 21st 1961. He is a politician and also a businessman.

Joko Widodo or people can call him by Jokowi was a Mayor of Surakarta from 2005 to 2012 and the Governor of Jakarta from 2012 to 2014. Some people like his work so he is nominated for Indonesia Presidential Election and 2014 and also on 2019.

Mr. Jokowi has brown skin and short black hair. He has small eyes. He tall and thin. His face is inverted triangle shape. He looks friendly because he often keeps smile to everybody near him.

Mr. Jokowi likes to wear simple clothes in white shirt and black pants. Children like to ask him a bicycle when they meet him. He has three children. They are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka.

Question 26 is included in level C4 (analyze) with subcategories *attributing*. This problem requires students to demonstrate their ability to analyze and determine the essence of the text they have read.

Question 27 is included in level C1 (remember) with subcategories of *recalling*. Students are only instructed to remember the information they read from the text. The answer to this question can be found explicitly in the text (first paragraph, last sentence), *"He is a politician and also a businessman."*.

Question 28 is included in level C4 (analyze) with subcategories *attributing*. This question is implicit because the answer is not clear about the age of President Joko Widodo, but only the date and year of his birth are explained in the first paragraph. *"… in Surakarta (Indonesia) on June, 21st 1961"*. Therefore, to find the right answer, students must analyze and calculate President Jokowi's age from 1961 to 2022 (the year the exam questions were made).

Question 29 is included in level C2 (understand) with subcategories *explaining*. This question asks why children like President Joko Widodo and causes students to show their understanding to explain. This question belongs to the explicit question type because the text explains the answers.

Then, regarding the knowledge dimension, these questions (26-29) fall into the category of factual knowledge with sub-categories of knowledge about specific details and elements. This categorization is because these questions are related to students' ability to explain, understand and pay close attention to the details of the information presented.

12) Question number 33-36

 Hello everybody. Let me introduce myself in short. I am Julie and I work as Journalist. I have got two sisters and one brother. I live with my mom in Jepara, a beautiful town near by the coast. I am small but I am strong. Sometimes I am shy around people and I don't know why. With my friends and family, I am very outgoing. My mom says that I have a pretty smile. Do you agree? She also likes my long, curly brown hair. My favorite color is blue and I am always optimistic. I am youthful, but I am an old soul.

Question number 33 is included in level C2 (understand) with subcategories of *interpreting*. This problem requires students to interpret the activities carried out by Julie. This question includes explicit questions because the answers have been explained in

the reading text in the first paragraph of the third sentence, *"... I work as Journalist",* but in the answer choices provided, students must interpret the same meaning of the word "journalist".

Question number 34 is included in level C1 (remember) with subcategories of *recalling*. Students are only instructed to remember the information they read from the text. The answer to this question can be found explicitly in the text (first paragraph, fourth sentence), *"I have two sisters and one brother."*.

Then, regarding the knowledge dimension, the two questions are included in the category of factual knowledge with sub-categories of knowledge about specific details and elements. This categorization is because these questions are related to students' ability to explain, understand and pay close attention to the details of the information presented. In problem number 33, students must remember and understand Julie's work. As for number 34, students must understand and observe how many siblings Julie has.

Question number 35 is included in level C1 (remember) with subcategories of *recalling*. This question demanded the students recall the synonym of the word *"coast"* they had memorized. This question is implicit because the answer is not stated in the text.
For question number 35, Regarding the knowledge dimension, the question belongs to factual knowledge with the sub-category of knowledge about terminology because this question requires students to explain the meaning, similarities, and differences in the meaning of certain words. This question found the same meaning as the word *"coast."*

Question 36 is included in level C4 (analyze) with subcategories of *selecting*. This question requires students to choose the right sentence based on the reading text. In the reading text, convey information

about Julie's life. After reading, students must remember the information stated explicitly in the reading text. So, this will be useful for students to analyze the correct statements based on the reading text.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations. The categorization is seen from questions that ask students to understand and analyze the reading text presented correctly.

13) Question number 37-38

Sekar, congratulations! It's a great achievement to be one of leading roles in a shop opera that will be aired next month. I know it's just the first step to become a famous actress. I wish you will always be the best.
Tutus

Question 37 is included in level C2 (understand) with subcategories *explaining*. This question asks the reason why Tutus congratulated Sekar. It requires students to show their understanding to explain. This question includes the explicit question because the text explains the answers.

Regarding the knowledge dimension, this question belongs to factual knowledge with sub-categories of knowledge about specific details and elements. This categorization is because these questions are related to students' ability to explain, understand and pay close attention to the details of the information presented. In this problem, students are asked to explain why Tutus congratulated Sekar.

Question number 38 is included in level C1 (remember) with subcategories of *recalling*. This question demanded the students recall the closest meaning to the word "famous" they had memorized. This question is implicit because the answer is not stated in the text.

Regarding the knowledge dimension, this question belongs to factual knowledge with the sub-category of

knowledge about terminology because this question requires students to explain the meaning, similarities, and differences in the meaning of certain words. As for this problem, it is the same meaning as the word *"famous."*

14) Question numbers 39-42

If you are a sports fan, you are sure to know the name, Muhammad Ali. He was American former heavy weight champion boxer and one of the greatest sporting figures of the 20th century. That's why he has nickname as the greatest. Although his career as a player is over, his fame will live on for many years to come.

Muhammad Ali or Cassius Marcellus Clay Jr. certainly looks like a star. He is tall, well-built, and handsome. His personality, too, is as outstanding as his playing ability. He is a very determined person. This has made him a successful boxing star. He has given lots of money and support to charities.

Muhammad Alis not only a great athlete, but also a warm, caring person. No wonder that so many boys have dreamed of growing up to be just like him.

Question number 39 is included in level C1 (remember) with subcategories of *recalling*. Students are only instructed to remember information from the text they read. The answer to this question can be found explicitly in the text (first paragraph, second sentence), *"He was American former heavyweight champion boxer ...."*

Question number 40 is included in level C1 (remember) with subcategories of *recalling*. Students are only instructed to remember information from the text they read. The answer to this question can be found explicitly in the text (second paragraph, first sentence), *"Muhammad Ali or Cassius Marcellus Clay Jr. ..."*.

Then Regarding the knowledge dimension, questions number 39 and 40 fall into the category of factual

knowledge with sub-categories of knowledge about specific details and elements. This categorization is because these questions are related to students' ability to explain, understand and pay close attention to the details of the information presented.

Question number 41 is included in level C1 (remember) with subcategories of *recalling*. This question demanded the students recall the similar meaning of the word "charities" they had memorized. This question is implicit because the answer is not stated in the text.

Regarding the knowledge dimension, this question belongs to factual knowledge with the sub-category of knowledge about terminology because this question requires students to explain the meaning, similarities, and differences in the meaning of certain words. This problem is similar meaning of the word *"charities."*

Question 42 is included in level C2 (understand) with subcategories *explaining*. This question asks why boys like Muhammad Ali, and this question causes students to show their understanding to explain. This question belongs to the explicit question type because the text explains the answers.

Then, regarding the knowledge dimension, this question belongs to factual knowledge with sub-categories of knowledge about specific details and elements. This categorization is because these questions are related to students' ability to explain, understand and pay close attention to the details of the information presented.

15) Question numbers 47- 49

These questions are included in level C2 (understand) with subcategories *inferring*. The ability to understand and infer grammatical rules in language learning is considered *inferring*. As shown in the multiple choices, students are asked to conclude which option is suitable to complete the sentence, which relates to

students' knowledge of "articles" in grammar and the use of "s/es". To get the answer, students need to formulate when to use "a/an" and "s/es". So that in solving these questions, students don't just rely on their basic knowledge. They need to distinguish between the use of articles "a or an" and "s or es".

These questions also contain the dimensions of conceptual knowledge with sub-categories of knowledge about theory, models, and structures. This categorization is seen from the questions that require students to answer blank sentences based on specific grammar rules regarding the use of the article "a/an" and "s/es" which are appropriate to the context of the reading.

b. List of Questions and Reasons for English Exam Questions Grade 11

1) Question number 1-4

Invitation letter

To celebrate the Indonesian Independence Day, all students are invited to join a writing competition. Express your love to our country through writing. Contact *each class captain for further information.* *OSIS*

Question number 1 is included in level C1 (remember) with subcategories of *recalling*. Students are only instructed to remember information about the text of the invitation letter presented. It is categorized as *recalling* because the answer to this question can be found explicitly in the text.

Then, regarding the knowledge dimension, this question belongs to factual knowledge, a sub-categories of knowledge about specific details and elements. This categorization is because these questions are related to students' ability to explain, understand and pay close attention to the details of the information presented.

Question number 2 is included in level C1 (remember) with subcategories *recognizing*. Students must

demonstrate their ability to recall their knowledge of the date of Indonesian Independence Day.

Regarding the knowledge dimension, this item belongs to factual knowledge sub-categories of knowledge about specific details and elements. The categorization is because the question is related to students' ability to remember the date of the celebration of Indonesian Independence Day based on their knowledge.

Question number 3 is included in level C1 (remember) with subcategories of *recalling*. Students remember information about the text of the invitation letter presented. It is categorized as *recalling* because the answer to this question can be found explicitly in the text.

Question number 4 is included in level C1 (remember) with subcategories of *recalling*. Students are only instructed to remember information about the text of the invitation letter presented. It is categorized as *recalling* because the answer to this question can be found explicitly in the text.

Regarding the knowledge dimension, questions 3 and 4 falls into the category of factual knowledge with sub-categories of knowledge about specific details and elements. This categorization is because these questions are related to students' ability to explain, understand and pay close attention to the details of the information presented.

2) Question number 5-8
   The Importance of Internet for Education.

   The impact of internet in education has been far reaching and still developing. It has created instant access to a wide variety of research information to help students learn. Nowadays, internet access has created the potential for students to learn new material easily.

The time students have at class is limited, so the teacher sometimes cannot give all the explanation needed. In this case, internet can help students to get more explanation. Internet has become now way of life. In the future, on students' working life, they will have to use internet.

So, it is wise for the teacher to give assignment which related to it. For example, teacher can ask students to give the assignment via e-mail. Internet has big impact on education. There are many positive things students and teacher can get from it.

Question number 5 is included in level C4 (analyze) with subcategories *attributing*. This problem requires students to demonstrate their ability to determine their point of view on the reasons for the importance of the Internet for education based on the text they have read.

Regarding the knowledge dimension, this item belongs to factual knowledge sub-categories of knowledge about specific details and elements. This categorization is because these questions are related to students' ability to explain, understand and pay close attention to the details of the information presented.

Question number 6 is included in level C2 (understand) with subcategories of *interpreting*. Students must demonstrate their understanding of remembering knowledge about text types and then understanding and classifying the characteristics and types of text provided.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about classification and categories. This categorization is because the question requires students to classify the type of text provided.

Question number 7 is included in level C4 (analyze) with subcategories *attributing*. These questions require students to think more complexly to get the

correct answer. Students need to recognize, recall, and understand the text and take the main points to choose the right answer among the five choices. The author does not explain the purpose of writing the text explicitly. Therefore, these questions require students to analyze the intent or purpose of the author in writing texts.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with sub-categories of knowledge about theory, models, and structures because this question asks students to determine the purpose of a text.

Question number 8 is included in level C1 (remember) with subcategories of *recalling*. This problem requires students to recall simple knowledge that students have about the meaning of the underlined word and requires only a little reasoning because the word "assignment" is commonly used in learning. Therefore, students will easily choose "Home Work" as the right answer.

Regarding the knowledge dimension, this question belongs to factual knowledge with the sub-category of knowledge about terminology because this question requires students to explain the meaning, similarities, and differences in the meaning of certain words. This question asks about the meaning of the word "assignment".

3) Question number 9-12
COVID-19 health protocol violators should be sanctioned

COVID-19 health protocol violators should be sanctioned. As we know, the number of people infected with the Covid virus is still increasing in our country, but some people still ignore the health protocol by not wearing mask and keeping their distance.

Firstly, the violators will continue to ignore the health protocol suggested by the government if they

aren't sanctioned. By being sanctioned, they will feel deterred and ashamed so that in the future they will obey the rules given.

Secondly, by sanctioning the violators, they will understand responsibility. Not only does it prevent us from being infected by the virus, but adhering to health protocols also keeps others safe. We may not feel infected, but at least we prevent bad things by continuing to keep distance and wearing masks. That way, we will fulfill our responsibilities to ourselves and others.

Lastly, giving sanctions to the violators will make them more aware of the danger of COVID-19. It is said that WHO declared COVID-19 a pandemic, which means that this virus is very dangerous, so it is best to continue to maintain health and avoid COVID-19.

Therefore, the health protocol violators should be sanctioned because of the reasons given above.

Question 9 is included in level C4 (analyze) with subcategories *attributing*. These questions require students to think more complexly to get the correct answer. Students need to remember and understand the text and understand the main points. So, students can choose the right answer among the five choices. The author does not explicitly explain the purpose of writing the text. Therefore, these questions require students to analyze the author's purpose in writing texts.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with sub-categories of knowledge about theory, models, and structures because this question asks students to determine the purpose of a text.

Question 10 is included in level C2 (understand) with subcategories *inferring*. This problem requires students to make logical conclusions using their understanding of the text they have read.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations. The categorization is seen from the questions that ask students to understand the conversation presented.

Question number 11 is included in level C1 (remember) with subcategories of *recalling*. This question demanded the students must recall the meaning of the word *"sanctioned"* that they had memorized. This question is implicit because the answer is not stated in the text.
Regarding the knowledge dimension, this question belongs to factual knowledge with the sub-category of knowledge about terminology because this question requires students to explain the meaning, similarities, and differences in the meaning of certain words. This question asks about the meaning of the word "sanctioned".

Question number 12 is included in level C2 (understand) with subcategories *classifying*. This problem requires students to understand and classify the tenses used in reading texts. In this case, students need to recall knowledge about the characteristics/language features of the analytical exposition text they already know.
Regarding the knowledge dimension, this question belongs to conceptual knowledge with sub-categories of knowledge about theory, models, and structures. This question asks students to determine and remember the language features of the analytical exposition text or tenses used in the presented text.

4) Question number 18
Raya: I can't remember where I put my dictionary. I have an English class after the break. What should I do?
Mila: … I don't have English class today, so I'm not going to use it.

Question number 18 is included in level C2 (understand) with subcategories of *interpreting*. The question requires students to complete the appropriate dialogue response. In this case, students must understand the context of the conversational text and then interpret the appropriate sentence to respond to the dialogue.

Regarding the knowledge dimension, this problem belongs to conceptual knowledge with sub-categories of knowledge about theory, models, and structures. The categorization is seen from questions that ask students to determine the most appropriate response from a dialogue.

5) Question number 19

Rania: I yelled to my sister yesterday, and she was angry with me. What do you think I should do?
Andis: well, I think you should say sorry to her as soon as possible.
Rania: That's sounds good advice.

Question number 19 is included in level C2 (understand) with subcategories of *interpreting*. This problem asks students to understand and interpret the expression sentences used in conversational texts. In the conversation, Danis said, *"Well, I think you should say sorry …"*. It can be interpreted that Danis suggested Rania.

Regarding the dimension of knowledge, this question belongs to conceptual knowledge with a sub-category of knowledge about classification and categories. The categorization is seen from the questions that ask students to understand, identify and classify the expressions expressed by Andis in conversational texts.

6) Question number 20

Naya: I heard that you didn't pass the exam. That's too bad. I've told you not to waste your time playing online game.
Firman: I'll listen you next time.

Question number 20 is included in level C2 (understand) with subcategories of *interpreting*. This problem asks students to understand and interpret the expression sentences used in conversational texts. In this case, what is meant is the sentence *"That's too bad,"* which is a sentence that shows the expression of displeasure.

Regarding the knowledge dimension, this problem belongs to conceptual knowledge with sub-categories of knowledge about theory, models, and structures. The categorization is seen from questions that ask students to understand the expressions in the conversation of a presented text.

7) Question number 21

The question is included in level C1 (remember) with subcategories *of recalling*. There are no written question instructions in the questions, but it can be interpreted that the questions require students to complete the blank dialogue appropriately. Students can easily find the answers by using their knowledge about *"asking and giving opinions"* they have learned.

Regarding the dimension of knowledge, this problem belongs to conceptual knowledge with sub-categories of knowledge about theory, models, and structures. The categorization is seen from questions that ask students to determine the most appropriate response from a dialogue.

8) Question number 22-23

Customer: Excuse me, sir. Do you have science book about animal anatomy?
Shopkeeper: Of course, dear. We have the book do you want.... show the shelf?
Customer: I am fine, sir. I can find it by myself. I have another book to find too.
Shopkeeper: Ok. Take your time

Question number 22 is included in level C1 (remember) with subcategories of *recalling*. This

question requires students to complete the blank dialogue appropriately. Students can easily find answers by using their knowledge about *"offering help"* that they have learned.

Regarding the knowledge dimension, this problem belongs to conceptual knowledge with sub-categories of knowledge about theory, models, and structures. The categorization is seen from questions that ask students to determine the most appropriate response from a dialogue.

Question number 23 is included in level C2 (understand) with subcategories *inferring*. This problem requires students to understand the contents of the text that has been provided. Then students choose the most appropriate conclusion using their understanding of the text they have read.

Regarding the dimension of knowledge, this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations. The categorization is seen from the questions that ask students to understand the conversation presented.

9) Question number 24-27

The Importance of Hand Washing in Covid-19 Outbreak

Respiratory viruses, such as COVID-19, spread when mucus or droplets containing the virus enter the body through the nose, mouth, or eyes. One of the cheapest, easiest, and most important ways to prevent the spread of the virus is to wash your hands often with soap and water. Then why is washing hand is important in the COVID-19 outbreak? Is it really work?

First, objects in public places may have viruses on them. Our hands touch many objects in public and there may be viruses on them. The contaminated hand then touches our eyes, nose, and mouth. We can become sick when the virus infected our body.

Second, we also interact with many people. There is a chance they can carry the virus in their hands when shaking hands or interacting with us. Even though we do not touch contaminated objects, we touch that person's hand.

Accordingly, washing hands is important because we can be contaminated at any time by viruses. Washing hands with soap will be cheaper and easier to do than using hand sanitizer. It is clear that washing hands keep the health of ourselves and the people we love around us, especially during the COVID-19 pandemic.

Question number 24 is included in level C4 (analyze) with subcategories *attributing*. These questions require students to think more complexly to get the correct answer. Students need to remember and understand the text and take important points from the text they have read. So, they can choose the right answer from among the five choices. The author does not explicitly explain the purpose of writing the text. Therefore, these questions require students to analyze the author's purpose in writing the reading texts.

Regarding the dimension of knowledge this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations. The categorization is seen from the question that asks students to understand and find the main point of a presented reading text.

Question number 25 is included in level C4 (analyze) with subcategories *organizing*. This problem requires students to analyze the conjunctions used by the author in presenting his arguments. Answers are written explicitly in the text, but in the selected answers, there are distracting answers by using other connecting sentences that students might consider correct.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations.

The categorization is seen from the question asking students to find the essence of a paragraph in the reading text.

Question 26 is included in level C2 (understand) with subcategories *summarizing*. Students are asked to understand and conclude messages written by the author. Answers are given implicitly in the text, so students must interpret them based on their understanding of the reading text.
Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations. The categorization is seen from questions that ask students to understand and find the essence of the message conveyed by the author of a reading text.

Question number 27 is included in level C2 (understand) with subcategories *summarizing*. This problem requires students to determine the main idea of the second paragraph of an analytical exposition text. To be able to find the answer, students need to set the stage of their thinking process because the answer is not explicitly stated in the text. Students must read the text to understand the information presented and find the main idea of the text presented.
Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations. The categorization is seen from questions that ask students to find the essence of a paragraph in the reading text.

10) Question number 28-31
   STUDENT ORGANIZATION "MA SURGAKU"
   JI. Kamboja 123 Jepara

   Dear Miftahul Jannah
   We invite you to attend our meeting that will be held on

Saturday, August 13, 2022
At 2.30 pm - 4.00 pm
in School Hall
Agenda Final preparation for Indonesia's Independence-day celebration, on Next Wednesday, please come on time, see you there.
Joko Tomo
Chair Person

Question 28 is included in level C4 (analyze) with subcategories *attributing*. This question is implicit because the answer is not explained in the text directly. Students are asked to analyze the day of the celebration of Indonesia Independence Day by sorting the day and date of the celebration from the date of the meeting that will be held. In the text, the day and date of the meeting will be held on *"Saturday, August 13, 2022",* and the celebration will be held on *"next Wednesday".*

Then Regarding the knowledge dimension, the question belongs to factual knowledge with sub-categories of knowledge about specific details and elements. This categorization is because these questions are related to students' ability to understand and pay close attention to the details of the information presented. In this matter, the date when the event was carried out is being questioned.

Question 29 is included in level C4 (analyze) with subcategories *differentiating* because these questions require students to think more complexly to get the correct answer. Students should remember the information stated explicitly in the text they have read, then analyze the five answer choices and choose the most appropriate answer based on the text. So, this will be useful for students to identify the correct statements based on the reading text.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations. The categorization is seen from the question asking

students to understand the essence of the invitation text.

Question number 30 is included in level C2 (understand) with subcategories *summarizing*. Students are asked to understand the text and find the most appropriate essence of the text they have read. This question is included in the type of implicit question because the answer is not directly explained in the text, so students must interpret it based on their understanding.

Regarding the knowledge dimension, the question belongs to factual knowledge with sub-categories of knowledge about specific details and elements. The categorization is because these questions are related to students' ability to explain, understand the essence, and pay attention to the details of the information presented.

Question number 31 is included in level C4 (analyze) with subcategories *attributing* because these questions require students to think more complexly to get the correct answer. Students need to recall and understand the purpose of the invitation text, and then determine the most appropriate answer based on the text that has been provided. Therefore, these questions require students to analyze the author's purpose in writing texts.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with sub-categories of knowledge about theory, models, and structures because this question asks students to determine the purpose of a text.

11) Question number 32-35

Please join us!
As we celebrate our 25th anniversary
Joyo Paijo and Bunga Paijah
Friday, August 19, 2022
6.30 pm – 10 pm
Santuy Café and Resto, Jl Kandang Sapi Jepara
(Dinner is available)
RSVP 08123456789
(Toto/Titik/Tutik)

Question number 32 is included in level C1 (remember) with subcategories *recognizing*. Students are asked to identify the party type in the invitation letter provided. This question is explicit because the text explains that the invitation letter was made to celebrate the 25th wedding anniversary of Joyo Paijo and Bunga Paijah.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about classification and categories. The categorization is seen from the questions that ask students to identify and classify the types of party events referred to in the reading text.

Question number 33 is included in level C2 (understand) with subcategories *predicting*. This problem requires students to show their understanding with the ability to estimate the purpose of a text that is made.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with sub-categories of knowledge about theory, models, and structures because this question asks students to determine the purpose of a text.

Question number 34 is included in level C1 (remember) with subcategories of *recalling*. Students are only instructed to remember the information about who will make the party in the invitation letter presented. It is categorized as *recalling* because the

answer to this question can be found explicitly in the text.

Then regarding the knowledge dimension, this question falls into the category of factual knowledge with sub-categories of knowledge about specific details and elements. The categorization is because these questions are related to students' ability to understand the core and pay close attention to the details of the information presented. This question is to pay close attention to the person who will make the party.

Question number 35 is included in level C1 (remember) with subcategories of *recalling*. Students are only instructed to remember information about *"what to do if we can't attend the party"* in the invitation letter presented. It is categorized as *recalling* because the answer to this question can be found explicitly in the text.

Regarding the knowledge dimension, this question falls into the category of factual knowledge with sub-categories of knowledge about specific details and elements. The categorization is because these questions are related to students' ability to understand the core and pay close attention to the details of the information presented.

12) Question number 41
    Guard: Excuse me. Your stuff looks so heavy. …, madam?
    Allea: Oh, that's very kind of you. Thank you.
    Guard: No matter.

    Question number 41 is included in level C1 (remember) with subcategories of *recalling*. This question requires students to complete the blank dialogue appropriately. Students can easily find answers just by using knowledge about *"offering help"* that they have learned.

13) Question number 42 is included in level C1 (remember) with subcategories of *recalling*. There are no written question instructions in the questions, but it can be interpreted that the questions require students to complete the gaping dialogue sentences appropriately. Students can easily find answers just by using knowledge about *"offering help"* that they have learned.

Regarding the knowledge dimension, the questions for numbers 41 and 42 falls into the category of conceptual knowledge with sub-categories of knowledge about theory, models, and structures. The categorization is seen from the questions that ask students to determine the most appropriate response to complete a dialogue by using expressions appropriate to the material.

14) Question number 43
Ronaldo: Sir, would you like me to close the window for you?
Mr. Adi: Yes, please. It's very cold inside.

Question number 43 is included in level C1 (remember) with subcategories *recognizing*. This problem requires students to identify expressive sentences in a dialogue text provided. In this case, the student only needs to remember that the sentence *"Would you like me to close the window for you"* expresses offering help.

15) Question number 44
Ella: Mom, do you need some help? You look so busy this morning.
Mom: Of course, dear. I need another pair of hands to wash the dish.

Question number 44 is included in level C1 (remember) with subcategories *recognizing*. This problem requires students to identify expressive

sentences in a dialogue text provided. In this case, the student only needs to remember that sentence *"of course dear"* is an expression to accept help.

16) Question number 45
Bob: Sony, will you give me that book?
Sony: Sure. ...

Question number 45 is included in level C1 (remember) with subcategories of *recalling*. The question requires students to complete the blank dialogue with the correct expressions. Students can easily find the answers by using their knowledge about the *"expression of willingness"* they have learned.

17) Question number 46
Elsa: Will you help me to build the snowman?
Olaf: Yes, of course, ...

Question number 46 is included in level C1 (remember) with subcategories of *recalling*. The question requires students to complete the blank dialogue with the correct expressions. Students can easily find the answers by using their knowledge about the *"expression of willingness"* they have learned.

Then Regarding the dimensions of knowledge for questions 43-46, these questions fall into the category of conceptual knowledge with sub-categories of knowledge about theory, models, and structures. The categorization is seen from questions that ask students to analyze, understand and identify expressions in the conversation of a presented text.

18) Question number 47-50
Online learning degrades the quality of students in obtaining an education. Many students do not optimally absorb the knowledge being studied,

Therefore, they tend to be less enthusiastic in learning. This situation causes students to be less concerned with the learning process, ignoring the assigned tasks, and doing other things such as playing games or activities that have nothing to do with learning. Moreover, character education is not carried out maximally because of the limited distance and time.

Firstly, around 70% of students stated that the quality of their learning was far below the standard they experienced when learning face-to-face. The data was taken from Kaltim Post, one of the popular newspapers in Kalimantan Timur said the decline of learning quality after covid 19 pandemic happens. The students got a lower-scores for some subjects because of a lack of understanding of what the teachers carried the material.

Secondly, based on a survey released in January 2021, the tendency of students to play games during active learning hours or at night until dawn rose to 80% from the previous only 50%. They tend to play online game with their friends, ignore the tasks that given by teachers, always close camera if there is video conference while playing game with their friends.

Moreover, most educators are overwhelmed in ensuring that character education can run because of the limited conditions of encounter with students and the access that allows for dialogical communication is not to run properly. In fact, beside the limited distance and time with the students, there is such hard thing to build a proper counseling with those problem as mentioned.

Concerning to some points above, the online teaching and learning process really reduces the achievement of educational standards that should be obtained by students.

Question 47 is included in level C2 (understand) with subcategories *inferring*. This problem requires

students to conclude a text that has been read using their understanding.

Then Regarding the knowledge dimension, the question belongs to factual knowledge with sub-categories of knowledge about specific details and elements. The categorization is because these questions are related to students' ability to explain, understand the essence, and pay attention to the details of the information presented.

Question 48 is included in level C1 (remember) with subcategories of *recalling*. This question demanded the students recall the closest meaning of the word "decline" they had memorized. This question is implicit because the answer is not stated in the text.

Question number 49 is included in level C2 (understand) with subcategories of *interpreting*. This problem requires students to understand and interpret reference words using pronouns. In this problem, they must be able to interpret the word *"they"* which will refer to *"students"*.

Questions 48 and 49, Regarding the knowledge dimension, these questions fall into the category of factual knowledge with the sub-category of knowledge about terminology, because these questions require students to explain the meaning, word references, similarities, and contrasts in the meaning of certain words. As for this question, it asks about the same meaning of the word "decline" and interprets the reference word from the pronoun "they".

Question 50 is included in level C2 (understand) with subcategories *inferring*. This problem requires students to understand the content of the provided text. Then students choose the most appropriate conclusion using their understanding of the text they have read.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations. The categorization is seen from the questions asking students to understand the essence of the reading text.

c. List of Questions and Reasons for English Exam Questions Grade 12

1) Question number 1 and 2

These questions are included in level C1 (remember) with subcategories of *recalling*. There are no written question instructions in questions 1 and 2, but it can be interpreted that these questions require students to fill the blank dialogue sentences with the correct expressions. Students can easily find answers only by using knowledge of the expressions of the material *"Job Interview"* that they have learned and recalled the concept of the dialogue about a job interview.

The two questions also contain the dimensions of conceptual knowledge with sub-categories of knowledge about theory, models, and structures. The categorization is seen from the questions that require students to answer the blank sentences based on specific expressions about job interviews that are appropriate in conversation.

2) Question number 3-5

Jakarta, April 5, 2022
To:
Mr./Mrs.
Human Resources Department
Zara Finance
Jakarta

Dear Sir/Madam,
I would like to apply for the position of marketing staff in your company as advertised in Suara Merdeka on August 23rd, 2022.
I graduated from management major of Economy Faculty of reputable university in 2018. I have worked

as marketing staff in Dean Company since two years ago. Now, I want to try a new challenge as one of your team.

I have a good communication skill. I had ever won an award as the best marketing staff in Gold Finance Company. I can work in a team well, and sometimes I can make good solution if we meet some problems.

I enclose my curriculum vitae and resume from my current workplace. I would be glad if you give me a chance for interview. I will be available anytime you want. I'm looking forward to it.

Yours sincerely,
Raya Andini

Question number 3 is included in level C1 (remember) with subcategories of *recalling*. Students are only instructed to remember the information they read from the text. The answer to this question can be found explicitly in the text (first paragraph), *"… for the position of marketing staff…"*.

Question number 4 is included in level C4 (analyze) with subcategories *differentiating* because these questions require students to think more complexly to get the correct answer. Students need to remember the information presented in the text explicitly, and then students analyze the five answer choices and choose the most appropriate based on the text. So, this will be useful for students to identify true and false statements based on the reading text.

Regarding the knowledge dimension, questions 3 and 4 falls into the category of factual knowledge with sub-categories of knowledge about specific details and elements. The categorization is because these questions are related to students' ability to explain, understand the essence, and pay attention to the details of the information presented.

Question number 5 is included in level C2 (understand) with subcategories of *interpreting*. This problem requires students to understand and interpret reference words using pronouns. In this problem, they must be able to interpret the word *"it"* which refers to *"interview"*.

Regarding the knowledge dimension, this question belongs to factual knowledge with the sub-category of knowledge about terminology because this question requires students to explain the meaning, word references, similarities, and contrasts in the meaning of certain words. In this question, students are asked to interpret the reference word of the pronoun "it".

3) Question number 6-9

Alyssa Diva Mustika, a student from Pamekasan Junior High School, East Java, won the gold medal at the International Mathematics Contest held in Romania between March 22 to 29, Antara news agency reported.

Speaking to journalists, Diva said she was glad that she had been able to win the competition, which she said had been very tight. "Thank God I won. I will study harder," she said.

Indonesia sent 10 students to the competition in Romania. Diva is not the first Pamekasan student to win an international science competition. OktavianLatief, a student from SMA Negeri 1 Pamekasan won gold at the International Physics Olympiad in 2006. Another student, ShohibulMaromi, won the same award in 2010.

"I thank Diva for giving a good name to Indonesia and Pamekasan on the international stage," Pamekasan Regent Kholilurrahman said, as quoted by Antara.

Question number 6 is included in level C2 (understand) with subcategories *summarizing*. This problem requires students to abstract a text's exact theme/title. In this case, students need to read the

entire text, understand the main ideas discussed in a text, and then draw conclusions to be used as appropriate titles.

Question 7 is included in level C2 (understand) with subcategories *explaining*. This problem requires students to understand the implicit message conveyed in the reading text. The answer to this question has been explained in the text, but implicitly. Therefore, students need a deeper understanding to find the right answer.

Question number 8 is included in level C4 (analyze) with subcategories *attributing*. This problem requires students to determine who won the first gold medal from the text. To be able to find the answer, students need to set the stages of the thinking process because the answer is not explicitly stated in the text. First, students read the text to understand the information presented. Then, analyze and find conclusions from the presented conversational text.

Regarding the knowledge dimension, questions 6-8 fall into the category of factual knowledge with sub-categories of knowledge about specific details and elements. The categorization is because these questions are related to students' ability to explain, understand the essence, and pay attention to the details of the information presented.

Question number 9 is included in level C1 (remember) with subcategories of *recalling*. This question demanded the students recall the closest meaning to the word "tight" they had memorized. This question is implicit because the answer is not stated in the text. This question is implicit because the answer is not stated in the text.
Regarding the knowledge dimension, this question belongs to factual knowledge with the sub-category of knowledge about terminology because this question

requires students to explain the meaning, word references, similarities, and contrasts in the meaning of certain words. In this question, students are asked to interpret vocabulary with the same meaning as "tight".

4) Question number 15-17
   A: "Good morning, mam."
   B: "Good morning, student."
   A: "May I help you to bring your book, mam?"
   B: "Oh, thank you. I appreciate it. Please bring the book to the classroom."
   A: "Yes, mam."
   B: "Ok, thank you."

Question number 15 is included in level C2 (understand) with subcategories of *interpreting*. In this case, students are asked to interpret who is doing the conversation. But this is considered easy because by only *recognizing* the conversation that was carried out above, it can be easily understood that the person carrying out the conversation is a teacher with students.

Regarding the knowledge dimension, this item belongs to factual knowledge with sub-categories of knowledge about specific details and elements. The categorization is because these questions are related to students' ability to explain, understand the essence, and pay attention to the details of the information presented.

Question number 16 is included in level C1 (remember) with subcategories of *recalling*. Students are only instructed to remember the expressions that offer help they read from the text. This question is explicit because the answer can be directly and clearly in the text, *"May I help you to bring your book, mam?"*

Then this question also contains the dimensions of conceptual knowledge with sub-categories of knowledge about theory, models, and structures. The

categorization is seen from the questions that require students to analyze expressions that can be used to express offering help.

Question number 17 is included in level C2 (understand) with subcategories *inferring*. This problem requires students to make logical conclusions using their understanding of the dialogue they have read.
Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations. The categorization is seen from the questions that ask students to understand the conversation presented.

5) Question numbers 18-20
Security: "Good morning, ma'am. Do you have trouble with
your shopping bag?"
Old lady: "Yes, please. They are heavy. Could you please
help me to carry them?"
Security: "Sure, madam. How will you go home?"
Old lady: "I will just call a cab."
Security: "What if I call the cab for you? There are many
taxis in front of this mall."
Old lady: "You are so kind. Thank you."
Security: "You are welcome."
Question number 18 is included in level C2 (understand) with subcategories *inferring*. This problem requires students to make logical conclusions using their understanding of the dialogue they have read.
Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations. The categorization is seen from the questions that ask students to understand the conversation presented.

Question number 19 is included in level C2 (understand) with subcategories *summarizing*. Students are asked to understand and conclude the message conveyed in the dialogue provided. Answers are given implicitly in the text, so students must interpret them based on their understanding of the reading text.

Question number 20 is included in level C1 (remember) with subcategories of *recalling*. Students only need to remember the setting where the conversation between Old-lady and Security took place. This question belongs to explicit questions because the answers from the background where the conversation takes place have been mentioned in the text.

Then Regarding the knowledge dimension, questions number 19 and 20 falls into the category of factual knowledge with sub-categories of knowledge about specific details and elements. The categorization is because these questions are related to students' ability to explain, understand the essence, and pay attention to the details of the information presented.

6) Question numbers 21-24

There was a man working at a warehouse. When he was doing his job, he was buried on 1500 pounds of pineapple.

The identity of the worker was not reported. Though he got that accident, he was not injured but he was sent to a hospital. The accident happened when the worker was unloading boxes of pineapple from shipping container. The stack toppled over as result more than one thousand pounds of pineapple buried him. The New York Daily News reported that the worker was 39 years old. While he was unloading pineapples from the ship, he got the accident.

Question 21 is included in level C4 (analyze) with subcategories *attributing*. This problem requires students to determine the topic of a news item text. To be able to find the answer, students need to set the stage of their thinking process because the answer is not explicitly stated in the text. Students must read the text to understand the information presented and then analyze and determine the topic of the text presented.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations. The categorization is seen from the questions that ask students to understand the conversation presented.

Question number 22 is included in level C1 (remember) with subcategories of *recalling*. In this problem, students are asked to remember information from a text about the causes of accidents. The answers from the background where the conversation took place have been mentioned in the text of the conversation (second paragraph, second line), *"The accident happened when the worker was unloading boxes of pineapple …"*.

Regarding the knowledge dimension, this item belongs to factual knowledge with sub-categories of knowledge about specific details and elements. The categorization is because these questions are related to students' ability to explain, understand the essence, and pay attention to the details of the information presented.

Question number 23 is included in level C2 (understand) with subcategories of *interpreting*. This problem requires students to understand and interpret reference words using pronouns. In this problem, they must be able to interpret the word *"him"* which will refer to *"man worker"*.

Question number 24 is included in level C2 (understand) with subcategories of *interpreting*.

Students must interpret the synonyms of *"toppled"*. This question requires students to recall their vocabulary knowledge and understand the context of the reading to determine the synonyms of *"toppled"*. This question is implicit because the answer is not stated in the text.

Regarding the knowledge dimension, these two questions are included in the category of factual knowledge with the sub-category of knowledge about terminology, because this question requires students to explain the meaning, word references, similarities, and contrasts in the meaning of certain words. As for this problem, students are asked to interpret the reference word from the pronoun "him" and the vocabulary with the same meaning as "toppled".

7) Question number 25-28

A Burmese python which had 18-foot in length and 128-pound in weight was pull out of roadside brush and wrestled by a man. He just needed 10 minutes to do that.

The python became the biggest one which was ever captured in Florida. It beat the previous specimen which was recorded by more than a foot in length. The man who captured the snake was called Python Dundee. His name is Jason Leon. He is a college student of marine biology. In that time, he was riding ATVS with his friends in a rural area when one of them saw snake sticking out of some brush. He got thanks from the Florida Fish and Wildlife Commission. It has considered Burmese pythons an invasive species which wreaked havoc on the state's ecosystem.

Carli Segelson, a commission spokeswoman, said that a snake of that size could kill a very large animal such as deer.

Question number 25 is included in level C2 (understanding) with subcategories *summarizing*. This problem requires students to determine the main idea

of the second paragraph of a news item text. To be able to find the answer, students need to set the stage of their thinking process because the answer is not explicitly stated in the text. Students must read the text to understand the information presented and then find the main idea of the text presented.

Regarding the knowledge dimension, this question belongs to conceptual knowledge with a sub-category of knowledge about principles and generalizations. The categorization is seen from the questions asking students to find the essence of a paragraph in the reading text.

Question 26 is included in level C2 (understand) with subcategories *inferring*. This problem requires students to explain the conclusions of a text they have read using their understanding.

Regarding the knowledge dimension, this item belongs to factual knowledge with sub-categories of knowledge about specific details and elements. The categorization is because these questions are related to students' ability to explain, understand the essence, and pay attention to the details of the information presented.

Question number 27 is included in level C2 (understand) with subcategories of *interpreting*. This problem requires students to understand and interpret reference words using pronouns. In this problem, they must be able to interpret the word *"it"* referred to in the reading text as *"the Florida and Wildlife Commission"*.

Question 28 is included in level C2 (understand) with subcategories of *interpreting*. Students must interpret the synonyms of *"havoc"*. This question requires students to recall their vocabulary knowledge and understand the context of the reading to determine the synonyms of *"havoc"*. This question is implicit because the answer is not stated in the text.

Regarding the knowledge dimension, questions number 27 and 28 fall into the category of factual knowledge with the sub-category of knowledge about terminology because these questions require students to explain the meaning, word references, similarities, and contrasts in the meaning of certain words. In this question, students are asked to interpret the reference word from the pronoun "it" and the vocabulary with the same meaning as the word "havoc".

8) Question number 35

Fanny: Where are you going?
Albert: To the train station. I want to visit my uncle in Surabaya.
Fanny: If you have a backpack, hold it in front of your body. You can see it at all times.
Albert: You're right. I put it my wallet and handphone in the front pocket.

Question number 35 is included in level C6 (create) with subcategories *generating*. This question directs students to provide their hypothesis about a problem. The problem in this reading text is that Albert advised Fanny to hold the backpack in front of her body when at the train station. Then, question instructions direct students to provide their predictions of what might happen if the advice is ignored. Answers are not mentioned explicitly in the reading text. So, students need to predict based on their logical reasoning.

Regarding the knowledge dimension, this item belongs to metacognitive knowledge with a sub-category of knowledge regarding cognitive tasks, including contextual and conditional knowledge. The categorization can be seen from the questions that ask students to analyze the conditions that will occur based on the situation in the text presented. In this case, the student must position himself in these conditions to know the possibilities that will occur.

9) Question numbers 38-40

Question numbers 38, 39, and 40 are included in level C2 (understand) with subcategories *inferring*. Students are asked to conclude which vocabulary is suitable to complete the sentence. That relates to students' knowledge of vocabulary and verbs. In solving these problems, students do not only rely on their prior knowledge. They need to differentiate the correct use of these verbs.

Then these questions also contain the dimensions of conceptual knowledge with sub-categories of knowledge about theory, models, and structures. The categorization is seen from the questions that require students to answer blank sentences based on specific expressions about the job application letter that can be expressed appropriately and following the context of the conversation.

10) Question numbers 41-42

Question numbers 41 and 42 are included in level C1 (remember) with subcategories of *recalling*. There are no written question instructions in these questions, but it can be interpreted that these questions require students to complete the gaping dialogue sentences with the correct expressions. Students can easily find answers using their knowledge about the *"expression of offering help"* they have learned.

Then these questions also contain the dimensions of conceptual knowledge with sub-categories of knowledge about theory, models, and structures. The categorization is seen from the questions that require students to answer gap sentences based on expressions that can be used to express offering help.

11) Question numbers 45-46

Mike: Hi, Jerry. You look quiet today.
Jerry: I have a toothache.
Mike: Have you been to the dentist?
Jerry: No, not yet. I'm scared.
Mike: If you want to get well, you should see a dentist.

Jerry: Thanks, Mike. I'm going to see a dentist after school.
Mike: Great. If you don't want to have a toothache, you ought to brush your teeth often.
Jerry: That's right. Thank you, Mike.

Question number 45 is included in level C1 (remember) with subcategories of *recalling*. In this problem, students are asked to remember information from a text about a problem that Jerry is facing. The answers to these questions have been mentioned in the conversation text, *"I have a toothache"*.

Question number 46 is included in level C1 (remember) with subcategories of *recalling*. In this problem, students are asked to remember information from a text about suggestions given by Mike to Jerry. The answers to these questions have been mentioned in the conversation text, *"... you should see a dentist"*.

12) Question number 47-48
Jalan Candi 25 Malang 65154
Mr. Sukamandi
Apika Plaza Ltd., Jalan A. Yani 25,
Sukamakmur 54126

Dear Mr. Sukamandi
   I am writing to apply for the sales executive position advertised in Suara Perubahan yesterday. As requested, attached please find my complete resume and a recent photograph of mine.
   I believe that I have all of the qualifications needed for the job. I graduated from a reputed college 3 years. I can speak English and Indonesian fluently and I am very skillful in using computer. My previous experience as a sales executive in a stationary company is suitable for the position.
   I am looking forward to have interview with you and I can be contacted at Felixdian@gmail.com or 081233929223.

Sincerely yours,
Feliks Diansyah

Question number 47 is included in level C1 (remember) with subcategories of *recalling*. In this problem, students are asked to recall the information in the text that has been submitted and find out where the applicant found out about the job vacancy. The text of this question does not explain the answer clearly, but only explains that the applicant knows the job vacancy from "Suara Pelabuhan". Therefore, students are also asked to interpret the "Suara Pelabuhan" media type.

Question number 48 is included in level C2 (understand) with subcategories *summarizing*. Students are asked to understand the text and find the most appropriate essence of the text they have read. This question is included in the type of implicit question because the answer is not directly explained in the text, so students must interpret it based on their understanding.

Regarding the knowledge dimension, questions 45-48 fall into the category of factual knowledge with sub-categories of knowledge about specific details and elements. The categorization is because these questions are related to students' ability to explain, understand the essence, and pay attention to the details of the information presented.

d. **Summary of HOTS Questions Rationales**

Based on the analysis and decomposition of the reasons the researcher have done, these questions include more distribution of questions with lower-order thinking categories. Evident from the reason of the cognitive process domain, the level of thinking skills in English exam questions issued by Islamic educational organizations in Jepara for each class is more dominated by C1 (remember) with the subcategory recalling. That is because the exam questions distribute more types of

questions that exercise students to remember the information provided in the reading text, such as in the question "What is President Jokowi's side job? What is the real name of Muhammad Ali? and so forth". Besides that, it also distributes more questions that only require long-term knowledge possessed by students to answer them. Furthermore, based on the knowledge dimension, contextual knowledge is dominated in this exam questions with sub-types of knowledge about theory, models, and structures. That is because the tested questions require theory in the learning materials students have studied. Therefore, it can be concluded that the questions issued by Islamic educational organizations in Jepara are less distributed questions that exercise students to improve higher-order thinking skills.

3. CEFR Level in Reading Comprehension

The study that was carried out after the analysis of the questions with the domain of cognitive processes and knowledge dimensions was an analysis of the level of the questions referring to the CEFR level based on the Council of Europe.[6] From the reading comprehension questions, it can be seen that the CEFR level for the English reading comprehension questions for grades 10, 11, and 12 are as follows;

a. Grade 10

Based on the research results, data related to the level of English exam questions for grade 10 reading comprehension sections refers to levels CEFR, equivalent to levels A1 to A2. Level A1 describes that students can read easily recognized names and very simple words and sentences.[7] The examples in the questions are; students can understand very simple words or sentences, such as greetings *(Hello, Nice to meet you, How do you do)*. Then, level A2 describes that students can read concrete and predictable information text contained in everyday

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[6] Council of Europe, "Common European Framework of Reference for Languages: Learning, Teaching, Assessment Companion Volume with New Descriptors." (2018).

[7] Council of Europe. (2018), 60.

material as well as very short and simple sentences. As the examples in the exam questions are, students can read specific information, like *(What has Yossi done? What is President Jokowi's side job?)*. Students can read very simple texts, such as the following personal letter. (*Sekar, congratulations! It's a great achievement to be one of leading roles in a shop opera that will be aired next month. I know it's just the first step to become a famous actress. I wish you will always be the best)* and it is kind.

b. Grade 11

Based on the research results, obtained data related to the level of English exam questions for grade 11 reading comprehension sections referring to levels CEFR, which is equivalent to levels A2 to B2. At level B1, students can read simple factual texts satisfactorily on topics related to their field and interests. Whereas at level B2, students should be able to read texts with a high degree of autonomy, adapt their reading style and speed to suit different texts and purposes, use appropriate references selectively, and have a wide range of active reading vocabulary. Students may have some difficulty with less frequent idioms.[8]

For example, students can read short, simple sentences, as in the following text.
(To celebrate the Indonesian Independence Day, all students are invited to join a writing competition. Express your love for our country through writing. Contact each class captain for further information). Students can read specific information, like *(The celebration will be held on…, The type of party above is…).* Students can read specific information, such as being able to read straightforward factual texts, as in the *"Analytical and Hortatory Exposition"* text. But, in this case, the text allows students to master level B2, as students can adapt their reading style and pace and have a wide vocabulary.

c. Grade 12

Based on the research results, obtained data related to the level of English exam questions for grade 12

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[8] Council of Europe. (2018), 60.

reading comprehension sections referring to levels CEFR, which is equivalent to levels A1 to B2. The examples contained in the questions are; students can understand very simple words or sentences, such as greetings (Good Morning), Gratitude (Thank you). Students can read specific information, like *(What did Shohibul Maromi win? Where did the applicant know the job vacancy? What position does the writer apply?)*. Students can read short and simple texts in everyday or job-related languages, as in the "Job Application Letter" reading text. Students can read straightforward factual texts, as in the "News Items" text. But, in this case, the text provides opportunities for students to master level B2, as students can adapt their reading style and pace to texts for different purposes and have a wide vocabulary.