

Teachers' Process in Developing the HOTS Test to Assess Reading Comprehension

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

Keywords: *Teaching Process, Reading Comprehension, HOTS Test*

INTRODUCTION

Reading comprehension is one of the important skills for every individual to live in the present moment. Through this ability, people can understand what the author meant. Then, people can build meaning and understanding of their reading. Therefore, reading comprehension is essential for us to learn and understand because there are several benefits that one can get if mastering this skill, including (1) the ability to understand, analyze, and respond to documents and written communications, (2) improve writing skills to make them clear and effective, (3) improve concentration for long reading sessions, (4) good reading comprehension can make us look professional, and (5) make reading activities more interesting.

One of the processes teachers use for student reading skills is the development of HOTS tests. Because the HOTS test developed is considered effective in measuring students' abilities. The opinion of the Shidiq, The Hots Test is a tool for assessing the following skills: (1) Transferring one notion to another; (2) Applying and processing knowledge; and (3) Searching for connections between different types of information., (4) using information to solve a problem, and (5) examine ideas critically. According to the most recent curriculum, one of the main objectives of the learning process that students complete in class is the Higher Order Thinking Skill (HOTS) Test. Possessing higher-order thinking abilities will motivate pupils to reflect more deeply and broadly on the material they have been given. By using HOTS Test material, students will tend to answer questions more easily, because HOTS-based assessments provide an understanding of HOTS Test-based assessments in learning.

Previously there had been research on HOTS entitled "Students' Perceptions of Higher Order Thinking Skill (HOTS) in Learning English" This research was conducted at SMA Negeri 1 Rejang Lebong. Not only the high school level but also the middle school level has carried out HOTS-based learning. Based on initial observations carried out by researchers in several junior high schools to see the specific methods used by teachers in teaching English starting from junior high school number one to five, several junior high schools implemented the HOTS-based method as a whole.

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

Thus, while previous studies focused on students' perspectives and high school settings, this research aims to bridge the gap by exploring the teacher process in developing HOTS-oriented reading comprehension tests at the junior high school level, specifically at SMPN 1 Rejang Lebong. This focus is essential to understanding how teachers design assessments that foster critical thinking skills and identify any challenges they face during the process. The process is crucial for developing HOTS tests to assess reading comprehension because they help create assessments that go beyond memorization and encourage critical thinking. By using a clear process, teachers can design questions that challenge students to analyze, evaluate, and solve problems, aligning with the goals of the Merdeka Curriculum. These processes also allow for a variety of question types, like multiple-choice and descriptive questions, making assessments more effective and inclusive. Connecting questions to real-life situations makes learning more meaningful and relevant. Overall, applying process helps students build important cognitive skills and better prepares them for problem-solving in both academics and daily life

In the curriculum framework, the higher-order thinking skill has come to be a call for the K-13 curriculum. Furthermore, SMPN 1 Rejang Lebong has already enforced better-order thinking talent in the coaching and studying manner. By applying HOTS Test learning, students understand and grasp the questions discussed more quickly. The teacher develops the HOTS Test to assess student's reading abilities. This attracts children's attention to be enthusiasm in learning because the lessons brought by the teacher make learning active and fun. From the explanation above, SMP Negeri 1 Rejang Lebong developed the HOTS process to assess student's reading skills, whereas the teacher developed the HOTS Test to assess children's reading abilities. From the explanation above and the phenomenon found by the researcher, the researcher is interested in conducting research with the title "Teachers' Process in Developing HOTS Test to Assess Reading Comprehension".

Method

The type of research was the qualitative descriptive approach. According to Creswell (2009), a qualitative approach is useful for expressing a problem and developing it in detail to understand the phenomenon of a problem. Therefore, this research design is suitable for this study because

the purpose of this study is to find the process used by English teachers in SMP N 01 Rejang Lebong in developing the HOTS reading comprehension test. In addition, the researcher also wants to find out how effective the process used by English teachers in SMP N 01 Rejang Lebong in developing the HOTS test is in the reading comprehension test. Therefore, the data obtained are presented in the form of descriptions describing the development process and implementation of the HOTS test used to assess students' reading comprehension ability.

Subjects of the research of this study are three English teachers of MSP N 1 Rejang Lebong who represented to develop reading comprehension at each grade. The researcher chose SMPN 1 Rejang Lebong because this school is one of the favorite schools in Rejang Lebong which on every test has obtained high scores. Thus, the researcher took grades 7, 8, and 9 as the research subjects, because the HOTS Test was taught at those grades. The researcher chose three teachers who got involved in constructing HOTS questions for students' final tests in each grade. Besides, the researcher saw that the students were very active in learning using HOTS and were very enthusiastic. When facing a HOTS-based reading comprehension test, the students admitted to understanding what was contained in the given questions. Thus, they can give their best answers. So, the researcher wanted to know the process used by the teachers in developing a HOTS-based Reading Comprehension test. Then observations, interviews, and documentation were carried out to strengthen the research data.

The interviewees in this research were three English teachers currently teaching in the SMP N 1 Rejang Lebong who represented to development of reading comprehension questions in seventh, eighth, and ninth grade which used the K-13 Curriculum. The writer has prepared a list of questions as the guide and the interviewee has the flexibility regarding their answers. A semi-structured interview was used to gather the data because the structured interview protocols ask specific objective questions in an arranged order. In addition, the questions were well structured, planned, and organized in line with the objective of the research. This section discusses in-depth the teachers' process used in developing reading comprehension HOTS Test. In this research, the researcher was also interviewed to answer the second research question about the implementation of the process used by the teacher in developing HOTS in reading comprehension tests at SMP N 1 Rejang Lebong.

Based on the thoughts above, the data analysis technique the researcher used was the Milles and Huberman model noted by Sugiyono (2019), which includes three stages, data reduction, data presentation, and verification.

1. Data Reduction: Data obtained from the field is quite a lot, and for that, it needs to be recorded carefully and in detail. Reducing data means choosing the main things, focusing on important things, and looking for themes and patterns. Thus, the data that has been reduced will provide a clearer picture, and make it easier for researchers to collect further data, and look for it if needed.
2. Data Presentation: In the presentation of data, Huberman & Miles (2012) Stated that the most often used to present data in qualitative research is with narrative text. Displaying data will make it easier to understand what is happening, plan further work, and what has been understood.
3. Verification: The third step in qualitative data analysis according to Milles and Huberman is the drawing of conclusions or verification. The initial conclusions put forward are still temporary and will change if no strong evidence is found that supports the next stage of data collection. But if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible.

Results & Discussion

Results

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

1. *Measure the capability of the high-level thinking skills*

Based on the results of the interviews above, it can be observed that the process employed by teachers to develop HOTS tests involves measuring the students' capabilities in high-level thinking skills. The researcher found that teachers initially assess students' abilities by posing questions related to current issues, providing interactive questions, and forming groups to answer questions collaboratively. This is illustrated by the comments of the English teacher:

Teacher 3: I give the students several questions regarding today's issue, so I can see their response. Moreover, I try to invite the students to interactive questions and I sometimes divide the students into several groups to make them discuss together regarding the questions I gave.

Teacher 2: I give the students several questions regarding today's issue, so I can see their response. Moreover, I ask the students to do speed reading or scan a word in the text and find the answer.

Teacher 1: I give the students several questions about a dialog without any form of the question of "mention", so I can see their response. Moreover, I provide the reading text and allow students to find difficult words.

From the data, it can be concluded that the interview results from Teachers 1, 2, and 3 highlight diverse processes used to develop the HOTS test for assessing reading comprehension. Teacher 3 focuses on interactive engagement by giving students questions related to current issues and encouraging group discussions. Teacher 2 employs a process that includes speed reading and scanning the text to identify answers, helping students improve their reading skills. Teacher 1 takes a different approach by providing students with questions about dialogue without using specific "mention" prompts and allows them to explore challenging words in the reading text. Each teacher's process reflects an effort to enhance students' higher-order thinking skills and reading comprehension through different interactive and exploratory methods.

2. *Using Contextual Based Problem*

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

Teacher 3: I ask the students about their activities in daily life. Moreover, I sometimes divided the students to see their exploration skills and they solved the problem. I do that to see their response so that I can make the standard of questions. Every question should be based on the material given.

Teacher 2: I give the students some questions that relate to their daily but are still connected to the learning material.

Teacher 1: I give the set of questions based on students understanding. Moreover, I prefer to give 5W+1H questions to help students' exploration skills.

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

Teacher 3: *I ask the students to give their opinions regarding the material given so that I know if the students can build their creativity.*

Teacher 2: *I ask the students to conclude the text that they have read.*

Teacher 1: *I asked the students to find the overall moral value from the text so the students could understand the value of the text.*

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

3. Using the Various Kinds of Questions

Furthermore, in the third process, "used various kinds of questions," the researcher found that there are two types of questions utilized by teachers in formulating HOTS test items. Among the three question formats—multiple choice, true/false, and descriptive—the teachers employed both multiple choice and descriptive forms for creating the final test items. This is consistent with the results of the interviews conducted with the teacher, as follows:

Teacher 3: *I used multiple-choice questions for midterm and final examinations. I thought multiple choice is good for checking students' HOTS, especially for reading comprehension.*

Teacher 2: *I used multiple choices for students' assessment in reading comprehension. I used this for the midterm and final term.*

Teacher 1: *I used multiple choices for the midterm and final term of reading comprehension.*

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

Teacher 3: *I made a question that need description from the students to see their thoughts and the way they solve the problem.*

Teacher 2: *I ask students to explain the image that I gave based on their own opinion.*

Teacher 1: *I ask students to create their own story based on their own experience and I ask the students regarding the story.*

In sum, the interview responses from Teachers 1, 2, and 3 reveal different processes for assessing reading comprehension through multiple-choice and descriptive questions. Teacher 3 uses multiple-choice questions for midterm and final exams to evaluate students' higher-order thinking skills, particularly in reading comprehension. Additionally, Teacher 3 incorporates descriptive questions that require students to express their thoughts and solve problems. Teacher 2 also uses multiple choice questions but emphasizes assessment through student explanations and opinions about images. Teacher 1 employs a similar process, using multiple choice for assessments but also asking students to create their own stories based on personal experiences. These varied approaches highlight a balanced use of both objective and subjective questions to assess students' reading comprehension and critical thinking skills.

At SMPN 1 Rejang Lebong, teachers utilize a multifaceted approach in crafting HOTS-based tests to evaluate reading comprehension, incorporating diverse processes tailored to stimulate students' higher-order thinking skills. These processes include designing multiple-choice questions

that assess not only comprehension but also the ability to analyze, evaluate, and infer information from the text. Additionally, open-ended descriptive questions are employed to prompt students to articulate their thoughts, justify their reasoning, and propose solutions to given problems. Teachers emphasize contextual relevance by relating questions to real-life issues and students' daily experiences, fostering deeper engagement with the material. Techniques such as using 5W+1H questions, problem-solving tasks, and moral-value extraction further encourage critical analysis and personal reflection. Through these processes, the tests aim to move beyond rote learning, prioritizing the cultivation of analytical, creative, and evaluative skills aligned with the Merdeka Curriculum.

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

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

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

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

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

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

Regarding the second process, using contextual-based problems, the observations revealed that the teacher in ninth grade applied several types of questions related to current issues in the HOTS test for reading comprehension. These include: (1) questions related to technology use, the benefits of drinking white tea, and methods of saving money in a bank; (2) questions involving identifying differences, paragraphs, and upcoming events; (3) cloze sentences, sentence rearrangement, and sentence structure modification; and (4) questions about the purpose of a reading text, asking for an appropriate title for the reading, and identifying the main idea of a paragraph.

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

Besides, the teacher in eighth grade applied several types of questions related to current issues in the HOTS test for reading comprehension. These include: (1) The teacher provides a set of questions about the price in the online market, school activities, and city in Indonesia; (2) The teacher provides the question about identifying the true statement; (3) The teacher provides the cloze sentence with 5W+1H questions; and (4) The teacher provides a set of questions about identifying the text, and true statement. Based on the result of this observation, it shows that the teacher has implemented as same as the indicator offered. However, the level of questions is not as hard as ninth grade. It proves that the teacher made the set of questions based on the students' level.

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

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

For the last process in developing HOTS test items, the three teachers who represented the set of questions for reading comprehension in each level of grade used two types of questions: multiple choice and descriptive form. The observations in ninth grade revealed that: (1) the teacher used 35 multiple-choice questions, all related to reading texts. However, questions about reading comprehension are numbered 1-5, 16-20, and 21-26. The remaining questions involve simpler texts, such as procedural texts, letters, advertisements, and short dialogues; and (2) the teacher provided 5 essay questions or questions requiring descriptive answers, which relate to the student's individual opinions.

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

Moreover, in the eighth grade, the researcher found from the interview that (1) the teacher used 20 multiple-choice questions related to reading comprehension in numbers 11, 12, 13-14, and

16-20. The remaining questions just cloze sentences; and (2) The teacher provided 5 essay questions in completed sentences. Then, the researcher found that the teacher in the seventh grade (1) the teacher used 20 multiple-choice questions related to reading comprehension numbers in 1-3, 10-11, and 14-16. The remaining questions just cloze sentences; and (2) The teacher provided 5 essay questions with the need of scanning skills.

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

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

The implementation of these processes is marked by a deliberate integration of innovative teaching practices and assessment methodologies. Teachers strategically align test content with curriculum objectives while adapting the format to suit diverse student needs. Multiple-choice questions are carefully crafted to challenge students' abilities to draw connections, identify underlying themes, and evaluate textual evidence, especially during midterm and final examinations. For open-ended descriptive questions, teachers engage students in tasks that require narrative construction, image interpretation, or personal storytelling, allowing insights into their interpretative and problem-solving processes. Moreover, collaborative learning techniques, such as group discussions and peer evaluations, are incorporated to enhance students' exploration skills and foster a deeper understanding of the material. The focus on linking test questions to contemporary issues and students' lived experiences ensures that assessments are both meaningful and applicable, creating a robust framework for nurturing higher-order cognitive abilities. This systematic and reflective approach ensures the holistic development of students' critical thinking, creativity, and comprehension skills.

Discussion

In this part, the researcher discusses the process used by the teacher in developing the HOTS test and its implementation for reading comprehension at SMP N 01 Rejang Lebong. HOTS is highly needed to be a successful person in this era. HOTS includes critical thinking skills. Critical thinking is a competence to examine information in an objective way to construct reasoned judgment. In addition, Barak & Dori (2009) informed that numerous countries around the world indicated a transformation in their education system; they switched their learning system from the use of Lower Order Thinking Skills (LOTS) to the use of HOTS. It means that HOTS in the learning and teaching process in the education field is a must. HOTS has the potential to enhance students' reading comprehension abilities. The use of HOTS in the learning and teaching process could improve the students' reading comprehension (Nourdad et al., 2018). Thus, teachers are also required to develop questions based on HOTS (Higher Order Thinking Skills). This is intended to support and enhance students' abilities in higher-order thinking skills. The role of higher-order thinking skills in the reading comprehension questions in English textbooks are very important to increase and to prove critical thinking that is applied by the curriculum 2013 (Anderson &

Krathwohl, 2001). In other words, the questions are not only measuring the capability to answer reading comprehension questions, but also the capability to analyze, evaluate, and create new ideas and knowledge. Thus, it builds critical thinking through the questions.

Moreover, in developing HOTS tests for reading comprehension at SMP N 01 Rejang Lebong, several processes are employed by the teachers who represented in question development for each grade, including measuring the capability of high-level thinking skills, using contextual-based problems, and incorporating various kinds of questions. As noted by Demanik and Zainil, the development of HOTS tests requires attention to several processes: (1) assessing students' HOTS capabilities, (2) utilizing problem-based contexts, and (3) creating a variety of question formats (Anderson & Krathwohl, 2001). Based on the interview results, the three English teachers at SMP N 01 Rejang Lebong employed all three processes.

In the first process, the researcher found through observations that teachers expressed the practice of measuring high-level thinking skills by posing questions related to current issues to assess students' responses. This approach allows for the evaluation of students' levels of high-level thinking capacity. High-level thinking skills, including problem-solving, critical thinking, creative thinking, reasoning, and decision-making, are thus assessed (Brookhart, 2010). Subsequently, in the application of HOTS test development, the researcher found that the teacher provided questions involving synonyms, meanings of words, pronouns, purposes of the text, text identification, sentence completion, and character identification. This indicates that teachers design questions that require students to employ higher-order thinking skills. However, the teacher in eighth grade did not create questions involving synonyms, meanings of words, and pronouns.

Furthermore, in developing HOTS tests for reading comprehension, teachers also employ the contextual-based problem process. According to the interview results, the researcher found that teachers design questions by observing students' daily activities, ensuring that these activities align with what has been previously taught. Additionally, teachers use this process to create questions that focus on students' opinions in problem-solving contexts. In practice, teachers develop questions on topics such as the use of technology, the benefits of drinking white tea, methods of saving in a bank, zoo, animal, or online market, identifying upcoming events, sentence rearrangement, sentence structure, and selecting a suitable title for the text. This approach aligns with Widana's assertion that HOTS typically incorporates stimuli in the form of cases (case-based). Such stimuli enable learners to connect knowledge across different situations (the ability to transfer concepts). These cases may be drawn from real-life situations (contextual), such as global issues related to information technology, science, economics, health, education, character, and infrastructure (Brookhart, 2010).

Lastly, in developing HOTS tests for reading comprehension, the process involves utilizing a variety of question formats. This diversity in question types is intended to support students' higher-order thinking skills. The varied question formats within a test instrument (HOTS questions), similar to those used in PISA (Program for International Students Assessment), aim to provide more detailed and comprehensive information about the student's abilities. (Setiawati et al., 2019). The interview results revealed that teachers utilize two types of questions: multiple-choice and descriptive answers. These question formats can be employed in crafting HOTS items, including multiple-choice questions and descriptive responses. (Setiawati et al., 2019). Furthermore, Heaton (1975) Distinguishes questions into two main types: subjective and objective. Objective test questions include multiple-choice, true/false, completion, and matching items. In practice, the researcher found that the teacher in ninth grade used 35 multiple-choice questions, with reading comprehension questions numbered 1-5, 16-20, and 21-26. The remaining questions involve simple

texts, such as procedural texts, letters, advertisements, and short dialogues. Moreover, the teacher in eighth grade used 20 multiple-choice questions related to reading comprehension in numbers 11, 12, 13-14, and 16-20. Then, the teacher in seventh grade used 20 multiple-choice questions related to reading comprehension numbers in 1-3, 10-11, and 14-16. Additionally, the three teachers provided 5 essay questions or questions requiring descriptive answers, which relate to the student's individual opinions, for example, completed sentences, cloze sentences, or rearranged sentences. These two types of questions are commonly encountered during end-of-school examinations.

Thus, it can be said that the teacher at SMP N 01 Rejang Lebong employs the process of measuring high-level thinking skills, using contextual-based problems, and incorporating various kinds of questions in developing HOTS tests for reading comprehension. However, in the process of using various kinds of questions, the teacher did not include true/false questions, as they were deemed insufficient for stimulating students' higher-order thinking skills.

Conclusion

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

The implementation of the process of developing HOTS tests to assess reading comprehension at SMPN 1 Rejang Lebong reflects a structured and innovative approach by the teachers. They incorporate a blend of multiple-choice and descriptive questions to assess various dimensions of higher-order thinking skills, such as analysis, evaluation, and creation. Teachers align the test content with the Merdeka Curriculum, ensuring that questions are contextually relevant and connected to students' real-life experiences. Group discussions, problem-solving tasks, and exploratory activities are integrated into the process to enhance critical thinking and collaboration. By fostering interactive and reflective learning environments, teachers create assessments that not only measure comprehension but also stimulate creativity, logical reasoning, and the ability to derive conclusions. This comprehensive approach underscores the school's commitment to developing students' cognitive abilities in line with contemporary educational standards.

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