

## Model Pertanyaan Reading Comprehension: Barret's Raxonomy

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Model Pertanyaan Reading Comprehension: Barrett's Taxonomy (untuk SMA/MA Kelas X) adalah buku yang digunakan sebagai panduan untuk menyusun pertanyaan membaca pemahaman berbasis HOTS dengan menggunakan Barrett's Taxonomy untuk dipakai di kelas Bahasa Inggris di SMA/MA. Barrett's Taxonomy dipilih karena Barrett's Taxonomy memang ditujukan sebagai pedoman dalam menyusun pertanyaan membaca pemahaman. Buku ini berisi panduan menyusun pertanyaan reading comprehension diikuti dengan contoh-contoh pertanyaan berbasis HOTS sesuai dengan Kurikulum Merdeka kelas X SMA/MA.



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**MODEL PERTANYAAN READING  
COMPREHENSION: BARRETT'S  
TAXONOMY**

**Prof. Yetti Zainil, M.A., Ph.D., Dr. Yuli Tiarina, S. Pd.,  
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# **MODEL PERTANYAAN READING COMPREHENSION: BARRETT'S TAXONOMY**



**Prof. Yetti Zainil, M.A., Ph.D., Dr. Yuli Tiarina, S. Pd.,  
M. Pd., Prof. Dr. M. Zaim, M. Hum.**



**2025**

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editor, Tim editor UNP Press  
Penerbit UNP Press, Padang, 2025  
1 (satu) jilid; 17.6 x 25 cm (B5)  
Jumlah Halaman ix + 96 Halaman Buku



ISBN:



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Hak Cipta dilindungi oleh undang-undang pada penulis  
Hak penerbitan pada UNP Press

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Penyusun: Prof. Yetti Zainil, M.A., Ph.D., Dr. Yuli Tiarina, S. Pd., M.  
Pd., Prof. Dr. M. Zaim, M. Hum.  
Editor Substansi: TIM UNP Press  
Editor Bahasa: Prof. Dr. Harris Effendi Thahar, M.Pd.  
Desain Sampul & Layout: Ridha Prima Adri, M. I.Kom., Tommy  
Arjuna Firdaus.

## KATA PENGANTAR

Hasil tes PISA untuk mengukur kemampuan literasi membaca siswa Indonesia menunjukkan kemampuan membaca siswa Indonesia masih rendah. Siswa Indonesia masih berada pada level dua dari enam level penilaian PISA. Rendahnya kemampuan membaca ini menunjukkan bahwa membaca pemahaman di sekolah belum mengarah kepada kemampuan berfikir tingkat tinggi (HOTS). Hal ini tentu bukanlah sebuah pencapaian yang memuaskan dan ini mengindikasikan bahwa ada masalah yang perlu diperbaiki.

Guru mengalami kesulitan dalam menyusun pertanyaan-pertanyaan HOTS menggunakan Bloom's Taxonomy. Pertanyaan-pertanyaan membaca pemahaman yang diberikan kepada siswa dominan berada pada pertanyaan level rendah (LOTS) yang tidak melatih siswa untuk berfikir tingkat tinggi, kritis dan argumentatif. Diperlukan pendekatan yang lebih spesifik dalam menyusun pertanyaan membaca pemahaman berbasis HOTS. Guru memerlukan buku panduan menyusun pertanyaan membaca pemahaman berbasis HOTS yang dapat digunakan untuk melatih siswa mereka berfikir tingkat tinggi.

Buku panduan menyusun pertanyaan membaca pemahaman berbasis HOTS dengan menggunakan Barrett's Taxonomy ini dapat dipakai di kelas bahasa Inggris di SMA. Barrett's Taxonomy sebagai panduan dalam menyusun pertanyaan membaca pemahaman digunakan karena lebih spesifik digunakan jika dibandingkan dengan Bloom's Taxonomy. Buku panduan ini berupa langkah-langkah menyusun pertanyaan dari teks-teks bacaan di ikuti dengan contoh-contoh pertanyaan membaca pemahaman berbasis HOTS dikembangkan sesuai dengan kurikulum di SMA/MA.

Padang, Juni 2025

Tim Penulis

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## **BAB 1**

### **PENDAHULUAN**

Penggunaan pertanyaan berbasis HOTS di dalam kelas adalah alat yang ampuh untuk mengembangkan ketrampilan berfikir siswa untuk memenuhi tuntutan Era Revolusi Industri 4.0 (ERI 4.0) (Zainil, Rosa & Fitrawati, 2020). Akan tetapi, hanya sekitar 5-20% pertanyaan guru yang mungkin memiliki potensi untuk mengaktifkan tingkat kognitif yang lebih tinggi (Putra, 2019; Säre, Tulviste, & Luik, 2017).

Penelitian pendahuluan di sekolah menengah di Kota Padang menunjukkan bahwa pertanyaan-pertanyaan membaca pemahaman yang digunakan guru didominasi pertanyaan LOTS yang berkemungkinan tidak melatih siswa untuk berfikir tingkat tinggi (Zainil, 2019). Hasil wawancara dengan guru ditemukan bahwa guru kesulitan dalam menyusun pertanyaan HOTS (Zainil, Amri, & Ratmanida, 2021), khususnya membedakan tipe-tipe pertanyaan LOTS dan HOTS membaca pemahaman dengan menggunakan *Bloom's Taxonomy* (Zainil, Amri, & Ratmanida, 2021).

Menurut Marzano & Kendall (2009), *Bloom's Taxonomy* diterapkan di semua mata pelajaran untuk mengukur keterampilan berfikir LOTS versus keterampilan berfikir HOTS (2007). Akan tetapi, *Bloom's Taxonomy* terlalu umum untuk dipedomani dalam menyusun pertanyaan membaca pemahaman (Surtantini, 2019). Oleh sebab itu guru menemui kesulitan menyiapkan pertanyaan membaca pemahaman berbasis HOTS dengan menggunakan *Bloom's Taxonomy*. Selain itu, Kurikulum Merdeka menuntut siswa untuk mampu menjawab pertanyaan membaca pemahaman sampai pada tingkatan apresiasi (Kemdikbudristekdikti, 2022). '*Bloom's Taxonomy*' tidak secara spesifik membahas sampai pada tingkatan ini, sementara *Barret's Taxonomy* memberikan gambaran yang detail untuk tingkatan ini.

Buku panduan menyusun pertanyaan membaca pemahaman HOTS berbasis *Barret's taxonomy* ini bertujuan untuk mengatasi permasalahan guru terkait dengan penyusunan pertanyaan membaca pemahaman. *Barrett's Taxonomy* secara khusus merupakan pedoman untuk menyusun

pertanyaan membaca pemahaman (Reeves, 2012). Panduan ini diharapkan dapat membantu guru dalam menyusun pertanyaan membaca pemahaman berbasis HOTS.



## **BAB 2**

### **PERTANYAAN MEMBACA PEMAHAMAN DAN BARRETT'S TAXONOMY**

#### **A. Pertanyaan Membaca Pemahaman**

Kegiatan membaca pemahaman di sekolah menengah hendaknya membiasakan siswa menggunakan pertanyaan tingkat tinggi (Fahlevi, (2021). Penggunaan pertanyaan tingkat tinggi akan berdampak kepada peningkatan kemampuan berfikir kritis, salah satu kemampuan yang diharapkan pada siswa ERI 4.0. Dengan berfikir kritis, siswa mampu memahami pesan-pesan tersirat pada suatu teks bacaan. Apabila hal ini dilakukan di sekolah, diyakini siswa akan siap untuk menghadapi ERI 4.0.

Ketrampilan membaca pemahaman adalah salah satu keterampilan penting yang harus diperoleh siswa selain mendengarkan, berbicara, dan menulis. Inti dari literasi adalah memahami makna teks yang memungkinkan individu bertukar pesan, mengkonstruksi ide, dan menunjukkan ekspresi; oleh karena itu, semua institusi pendidikan diharapkan menempatkan keterampilan membaca pemahaman sebagai pusat perhatian mereka. Menurut Gilakjani & Sabouri (2016a), membaca pemahaman merupakan suatu proses dimana pembaca mencoba menggambarkan makna suatu teks tertentu dengan memanfaatkan pengalaman masa lalunya. Untuk melakukannya, pembaca dituntut untuk memanfaatkan berbagai keterampilan membaca yaitu pengenalan kata, kefasihan, leksikon, dan pengetahuan sebelumnya lainnya (Gilakjani & Sabouri, 2016b).

Selain itu, membaca pemahaman menempatkan pembaca pada situasi di mana mereka perlu memanfaatkan kemampuannya visual dan bahasa untuk menghubungkan kata dan frasa serta membentuk opini guna menentukan makna suatu teks (Ahmadi, 2017). Lebih lanjut, membaca pemahaman merupakan perpaduan model berbasis teks, representasi ideologis dari teks asli tertulis, dengan pengetahuan yang diperoleh pembaca melalui proses inferensi (Woolley, 2011). Dapat disimpulkan bahwa membaca pemahaman

melibatkan pembaca untuk menemukan makna teks dengan menggunakan keterampilan berbahasa, visual, dan dapat dipengaruhi oleh pengalaman pribadi mereka untuk menjawab pertanyaan-pertanyaan membaca pemahaman.

Menurut Hasanah & Warjana (2019) dan Vebriyanto (2015), pertanyaan guru memegang peranan sangat penting dalam interaksi kelas. 80% kegiatan di dalam kelas berupa kegiatan bertanya, menjawab, dan bereaksi terhadap bertanya (Muayanah, 2014). Pertanyaan guru bervariasi dari 30 hingga 120 pertanyaan per jam interaksi di kelas (Brock, 1986). Masalahnya bukan hanya jumlah pertanyaan yang bisa diajukan guru yang perlu diperhatikan tetapi juga tingkat kognitifnya karena tingkatan pertanyaan LOTS dan HOTS yang diberikan guru menentukan tingkat pemikiran siswa (Carlsen, 1991). Hasil penelitian terdahulu menemukan bahwa penilaian membaca di sekolah masih didominasi oleh kemampuan berfikir tingkat rendah (lower order thinking skills) (Kusuma, Rosidin, Abdurrahman, & Suyatna, 2017); sementara yang diharapkan adalah siswa mampu berfikir tingkat tinggi (higher order thinking skills) (Aryani & Wahyuni, 2020; Zaim, Refnaldi, Zainil, & Ramadhani, 2021).

Banyak guru mengajukan pertanyaan yang hanya mengharuskan peserta didik untuk mengingat fakta. Guru berfokus pada teori, bukan pengetahuan kontekstual oleh karena guru sering gagal menjelaskan secara jelas konsep berpikir berdasarkan *Bloom's Taxonomy* dan hanya separuh dari guru yang berlatih mengajukan pertanyaan HOTS (Hill, & Flynn, 2008). Zainil, Amri & Ratmanida (2021) juga menemukan hal yang sama bahwa 87,30 % dari pertanyaan yang ditanyakan guru adalah pertanyaan LOTS. Guru kesulitan untuk menyusun pertanyaan berbasis HOTS dengan menggunakan Bloom's Taksonomi; Sukar bagi guru untuk membedakan kategori Analysis, Evaluasi dan Create (Zainil, Amri, & Ratmanida, 2021). Hal ini disebabkan Bloom's Taxonomy terlalu umum untuk dipakai menyusun pertanyaan membaca pemahaman. Buku panduan ini berusaha untuk menutup gap ini dengan mengusulkan penggunaan Barrett's Taxonomy sebagai pedoman dalam menyusun pertanyaan membaca pemahaman berbasis HOTS.

## B. Barrett's Taxonomy

*Barrett's Taxonomy* dikembangkan oleh Thomas C. Barrett pada tahun 1968 dengan berpedoman pada *Bloom's Taxonomy*. *Barrett's Taxonomy* ini ditujukan untuk menganalisis pertanyaan membaca pemahaman (Yusoff & Selman, 2018; Amalya, Anugerahwati, Yaniafari, 2020) dengan mengkategorikan tingkat membaca pemahaman yang lebih spesifik dan rinci seperti tabel 1 (Barrett, 1972; Rahma, 2019).

Table 1. Tingkat Membaca Pemahaman Berdasarkan Barrett's Taxonomy

| Quick Reference Outline of The Barrett Taxonomy        |  |
|--------------------------------------------------------|--|
| <b>1.0 Literal Comprehension</b>                       |  |
| 1.1 Recognition                                        |  |
| 1.1.1 Recognition of Details                           |  |
| 1.1.2 Recognition of Main Ideas                        |  |
| 1.1.3 Recognition of a Sequence                        |  |
| 1.1.4 Recognition of Comparison                        |  |
| 1.1.5 Recognition of Cause and Effect Relationships    |  |
| 1.1.6 Recognition of Character Traits                  |  |
| 1.2 Recall                                             |  |
| 1.2.1 Recall of Details                                |  |
| 1.2.2 Recall of Main Ideas                             |  |
| 1.2.3 Recall of a Sequence                             |  |
| 1.2.4 Recall of Comparison                             |  |
| 1.2.5 Recall of Cause and Effect Relationships         |  |
| 1.2.6 Recall of Character Traits                       |  |
| <b>2.0 Reorganization</b>                              |  |
| 2.1 Classifying                                        |  |
| 2.2 Outlining                                          |  |
| 2.3 Summarizing                                        |  |
| 2.4 Synthesizing                                       |  |
| <b>3.0 Inferential Comprehension</b>                   |  |
| 3.1 Inferring Supporting Details                       |  |
| 3.2 Inferring Main Ideas                               |  |
| 3.3 Inferring Sequence                                 |  |
| 3.4 Inferring Comparisons                              |  |
| 3.5 Inferring Cause and Effect Relationships           |  |
| 3.6 Inferring Character Traits                         |  |
| 3.7 Predicting Outcomes                                |  |
| 3.8 Interpreting Figurative Language                   |  |
| <b>4.0 Evaluation</b>                                  |  |
| 4.1 Judgments of Reality or Fantasy                    |  |
| 4.2 Judgments of Fact or Opinion                       |  |
| 4.3 Judgments of Adequacy and Validity                 |  |
| 4.4 Judgments of Appropriateness                       |  |
| 4.5 Judgments of Worth, Desirability and Acceptability |  |
| <b>5.0 Appreciation</b>                                |  |
| 5.1 Emotional Response to the Content                  |  |
| 5.2 Identification with Characters or Incidents        |  |
| 5.3 Reactions to the Author's Use of Language          |  |
| 5.4 Imagery                                            |  |

*Barrett's Taxonomy* lebih rinci daripada *Bloom Taxonomy* yang direvisi oleh Anderson & Krathwohl karena setiap level berisi

antara empat dan delapan subkategori. Misalnya, kategori pemahaman *Literal*, *Barrett's Taxonomy* menamai "*Recognition*" (Reeves, 2012). *Barrett's Taxonomy* membedakan antara pertanyaan yang menguji 'Pemahaman Literal', di mana jawaban atas pertanyaan 'eksplisit' dan tertulis dengan jelas di dalam teks bacaan (Reeves, 2012); pertanyaan kategori "*Reorganization*", di mana jawaban pertanyaan ada dalam teks tetapi tidak terlalu jelas. Siswa perlu menggunakan pengetahuan latar (*background knowledge*) mereka tentang topik tertentu, intuisi, pengalaman, dan imajinasi mereka untuk menjawab pertanyaan kategori ini. *Barrett's Taxonomy* membedakan pertanyaan yang mengharuskan siswa untuk 'membaca ide yang tersurat' (*Literal Comprehension* dan *Reorganization*), 'membaca yang tersirat' (*Inferential Comprehension*), dan mengevaluasi ide yang tersirat (*Evaluation* dan *Appreciation*).

*Barrett's Taxonomy* berakar pada *Bloom's Taxonomy* yang kemudian dikembangkan khusus untuk pemahaman bacaan. Tingkat *Literal Comprehension* pada *Barrett's Taxonomy* sesuai dengan *Remembering* dan *Comprehending* pada *Bloom's Taxonomy*. Tingkat *Inferential Comprehension* pada *Barrett's Taxonomy* sejajar dengan tingkat *Application* dan *Analysis* pada *Bloom's Taxonomy*, dan tingkat *Evaluation* pada *Barrett's Taxonomy* sesuai dengan *Create* pada *Bloom's Taxonomy*. Sementara Tingkat *Appreciation* pada *Barrett's Taxonomy* memasuki domain afektif dengan berfokus pada tanggapan pribadi dan emosional pembaca yang sarat nilai dalam membaca. Tingkatan ini tidak diungkapkan dalam *Bloom's Taxonomy* secara detail sementara Kurikulum Merdeka menuntut siswa untuk mencapai tingkatan ini. Oleh karena itu, tingkat pemahaman membaca *Barrett's Taxonomy* sesuai dengan tingkat kognitif *Bloom's*. Kelebihan *Barrett's Taxonomy* adalah taksonomi ini memang dibuat untuk panduan pertanyaan membaca pemahaman (Göçer, 2014; Reeves, 2012).

Tabel 2 berikut ini adalah *Barrett's Taxonomy* untuk mengembangkan buku panduan menyusun pertanyaan membaca pemahaman ini mengutip (Göçer, 2014) seperti Tabel 2 di bawah ini.

Table 2. Barrett's Taxonomy untuk mengembangkan buku panduan menyusun pertanyaan membaca

| Barrett's Taxonomy Sublevels       | Level Qualities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Aims and Acquisitions related to Reading Comprehension in Turkish Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1: Literal Comprehension     | <p><b>To recognize</b> (become aware of details, the main idea of the sequence of events, comparisons, the behavior of the characters) and <b>remembrance</b> is important in this level. To obtain and understand the purposes and the questions is organized at this level. This level of understanding is intended to remember for an event the information.</p> <p>Purpose and questions of this step may include the following features:</p> <p><b>Recognizing:</b> includes students find the ideas or information in the text. <b>Recognizing the details:</b> names of the characters, information about the time or place where the event occurred... <b>Recognizing the main ideas:</b> students are asked to find the main idea of the text. <b>Recognizing the sequence of events:</b> Finding the order of events and actions. <b>Recognizing comparisons:</b> Finding similarities and differences in the text. <b>Recognizing behavior of the characters:</b> Determination of the characters in the text related behaviors. <b>Remembering/Recall:</b> Details (main idea, sequence of events, cause-effect relationships, similarities and differences in behavior of events, cause-effect relationships) is asked to say it again.</p> | <p><b>Overall Purpose: Reading Comprehension and Analysis of the Text</b></p> <p>Reading Comprehension Acquisitions</p> <p>Takes the meaning of words and word groups in the context of the text.</p> <p>Determines the keywords in the text.</p> <p>Sets the subject of the text, the main idea / the main sense.</p> <p>Determines auxiliary ideas/emotions in the text.</p> <p>Determines event, location, time, person, entity in the text.</p> <p>Realizes the cause-and-effect relationships and the purpose and effect relationships in text.</p> <p>Distinguish objective and subjective judgments in the text.</p> <p>Summarizes their own words the text</p> <p>Responds to questions about the text.</p> <p>Generates questions about the text.</p> <p>Understands the type of text-related features.</p> |
| Level 2: Reorganization            | <p><b>Classifying</b> (Identifying the main points), <b>Summarizing</b> and <b>Synthesizing</b> are important in this level. Readers would have to re-organize the ideas in the text. The purposes of this level of in this understanding are asked from students to bring together the information in the text where more than one.</p> <p>The questions of this level of in this understanding requires a single answer although coverage of a lot of information.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Understands the plan of the text.</p> <p>Understands the connections between the components of the text.</p> <p>Recognizes the contribution of the arts to the narrative in text.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Level 3: Inferential Comprehension | <p>Making inferences for details in text is important in this level.</p> <p><b>Inferential Comprehension</b> (In this level is checked; inferring supporting details, inferring main ideas, inferring sequence, inferring comparisons, inferring cause and effect relationships, inferring character traits, predicting outcomes, interpreting figurative language).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Explains ways of improving critical thinking skills utilized in in the text.</p> <p>Makes comparison on the text.</p> <p>Comments events, feelings, thoughts, and dreams itself by putting the person cadre.</p> <p>Produces different solutions to the problems cited in the text.</p> <p>Makes an estimate of the tips on content in the text.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Level 4: Evaluation                | <p>The evaluation on dreams and reality is important in this level (In this level is checked; judgments of reality or fantasy, judgments of fact or opinion, judgments of adequacy and validity, judgments of appropriateness, judgments of worth, desirability and acceptability). Namely the evaluation of ideas, relevance, the value of the text, interest and acceptability.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Makes the text before and/or post-plot.</p> <p>Distinguishes the language of the poem.</p> <p>Refers to the feelings evoked by the poem itself.</p> <p>Compares the read his own life and daily life.</p> <p>Comments about the visual aspects of the text.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Level 5: Appreciation              | <p>Emotional response to the content is important in this level (characters or events, response to the author's language, description). Emotional response to the content, identification with characters or incidents, reactions to the author's use of language, and imagery is checked in this level.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Exposes the relationship between the content of the text with the title.</p> <p>Finds different titles on the read the text. Obtains information about the text author or poet.</p> <p><b>Overall Purpose: Text Evaluation</b></p> <p>Reading Comprehension Acquisitions</p> <p>Evaluates the text in terms of language and expression.</p> <p>Evaluates the text in terms of content</p>                                                                                                                                                                                                                                                                                                                                                                                                                         |

Beberapa penelitian melaporkan bahwa penggunaan Barrett's Taxonomy seperti implementasi Reorganization dapat meningkatkan ketrampilan membaca siswa (Anggraini, 2014; Fitria, Indrawati, & Saripudin, 2017). Akhir & Marwiah melalui penelitian

eksperimen mereka juga menemukan hal yang sama (Akhir, & Marwiah, 2021; Fitra, Syarif, & Refnaldi, 2014).

Fitria, Syarif dan Refnaldi (2014) dalam studi deskriptif mereka menggunakan Barrett's Taxonomy untuk mengevaluasi bentuk pertanyaan membaca pemahaman yang terdapat dalam buku teks Bahasa Inggris SMA "English Texts in Use" dan "Look Ahead" dan hubungan antara bentuk dan tingkat pertanyaan. Hasil penelitian mereka menunjukkan bahwa literal, inferensial, evaluasi, dan tingkat apresiasi sudah ada dalam kedua buku teks tersebut. Pertanyaan tingkat literal mendapat porsi terbesar di kedua buku teks yang di analisis. Tingkat inferensi dan evaluasi lebih tinggi dalam "English Texts in Use". Apresiasi mendapat porsi paling rendah di kedua buku teks tersebut. Penelitian Fitria, Syarif dan Refnaldi hanya untuk menganalisis tingkatan dan bentuk pertanyaan membaca pemahaman di dua buku teks bahasa Inggris menggunakan Barrett's Taxonomy (Fitra, Syarif, & Refnaldi, 2014).

### **C. Barrett's Taxonomy Sebagai Panduan dalam Menyusun Pertanyaan Membaca Pemahaman**

Berpijak pada salah satu artikel yang ditulis oleh Göçer (2014), Barrett's Taxonomy merupakan taksonomi untuk menentukan tingkat kemampuan siswa dalam kegiatan membaca pemahaman. Taksonomi ini bertujuan untuk menjawab kebingungan yang muncul di kalangan guru ketika menemukan permasalahan mengenai taksonomi sebelumnya yang tidak mampu meningkatkan keterampilan membaca pemahaman siswa (Göçer, 2014). Lebih jauh lagi, taksonomi yang dibuat oleh Thomas C. Barrett pada tahun 1972 ini dapat memandu guru dalam membuat pertanyaan-pertanyaan yang mencakup lima tingkat membaca pemahaman yaitu pertama, literal comprehension; kedua, reorganization; ketiga, Inferensial Comprehension; keempat, Evaluation, disusul kelima, Appreciation (Amalya dkk. 2020).

Masing-masing tingkatan tersebut dijelaskan secara singkat mengutip penelitian Aqeel dan Farrah (2019) dimana tingkat pertama yaitu Literal Comprehension sebagai bagian pertanyaan yang

jawabannya dinyatakan dengan jelas di dalam bacaan dan mudah diidentifikasi oleh siswa. Tingkat kedua, *Reorganization*, adalah tingkatan pertanyaan dimana siswa diharuskan memahami hubungan antar unsur teks untuk dapat menjawab pertanyaan. Tingkatan ketiga yaitu *Inferential Comprehension* merupakan tingkatan dimana imajinasi siswa berperan dalam memahami soal. Tingkat keempat, *Evaluation*, adalah pertanyaan di mana siswa perlu menilai ide-ide tertentu sesuai dengan konteks agar dapat memahami maksud dari pertanyaan tersebut, dan tingkatan kelima yaitu *Appreciation*, tingkatan pertanyaan di mana siswa harus menggunakan emosinya untuk merespons pertanyaan tersebut.

Setiap tingkatan Barrett's Taxonomy mempunyai subtingkatan. *Literal Comprehension* dibagi menjadi dua subtingkat yaitu *Recognition* dan *Recall*. Subtingkat *Recognition* menuntut siswa untuk mengidentifikasi dan menemukan jawaban atas pertanyaan yang diajukan (Nurbaya, 2019). Sedangkan *Recall* melibatkan siswa untuk mengingat apa yang telah dibacanya. Kedua subtingkatan tersebut mempunyai bagian-bagian yang serupa untuk dicari yaitu rincian, gagasan pokok, urutan, sebab akibat, perbandingan, dan sifat-sifat tokoh (Krismadayanti & Zainil, 2022).

Dalam *Reorganization* terdapat empat subtingkat yang meliputi *classifying*, *outlining*, *summarizing*, dan *synthesizing*. *Classifying* diartikan sebagai menyortir item ke dalam kategorinya masing-masing, *outlining* adalah memberi garis besar pada bahan bacaan. *Summarizing* mengharuskan siswa untuk menyusun informasi yang ada pada teks, dan *synthesizing* adalah bagian ketika siswa diharuskan mencari informasi lebih dari satu sumber untuk mendapatkan jawabannya (Surtantini, 2019).

*Inferential* juga berbagi bagian-bagian serupa untuk diselesaikan dengan *recognition* dan *recall*, yaitu *details*, *main idea*, *sequences*, *causes* dan *effects*, *comparisons*, dan dua bagian tambahan yaitu *outcomes* and *figurative language*. Namun cara siswa menemukan jawaban terkait pertanyaan pada tingkatan ini berbeda dengan *Literal Comprehension* yang jawabannya dinyatakan dengan jelas dalam teks. Untuk menyelesaikan bagian-bagian yang

melibatkan inferensi, siswa dituntut untuk menghubungkan unsur-unsur yang ada dalam bahan bacaan dan menggunakan pengalamannya untuk mencapai suatu kesimpulan (Israel & Duffy, 2008). Selain itu, siswa diharapkan melakukan brainstorming dan membayangkan terlebih dahulu apa yang dinyatakan dalam teks guna menjawab pertanyaan tingkat *inferential comprehension* (Fidge, 1999).

Dalam *Evaluation*, siswa perlu menilai apa yang dinyatakan dalam bahan bacaan untuk mengetahui jawaban atas pertanyaan. Ini mencakup lima subtingkatan yang mengharuskan siswa menilai apakah hal-hal yang tertulis dalam bahan bacaan adalah *Judgments of Reality or Fantasy* yang mengharuskan siswa menilai apakah hal-hal yang tertulis dalam bahan bacaan adalah kenyataan atau fantasi; *Judgments of Facts or Opinion* fakta yang diketahui dengan bukti pendukung yang cukup, atau pendapat subjektif yang dibuat oleh penulis; *Judgments of Adequacy and Validity* yaitu menyampaikan informasi yang memadai dan tepat; *Judgments of Appropriateness*, yaitu menyampaikan informasi yang benar tentang suatu gagasan tertentu dalam bacaannya dengan cara yang paling baik dibandingkan dengan yang lain; dan *Judgments of worth, desirable, and acceptable*, yaitu apakah gagasan-gagasan yang terkandung dalam bagian-bagian tertentu dari bacaan termasuk dalam perilaku yang baik, atau buruk jika hal itu terjadi (Nurbaya, 2019).

Tingkatan terakhir dari taksonomi yang dikemukakan oleh Thomas C. Barrett adalah *Appreciation*. Pada tingkatan *Appreciation*; *Emotional Response to the Content*, siswa perlu mengelola emosinya untuk mampu memberikan apresiasi berupa respon emosional terhadap isi, tokoh; dan *Identification with the Character* siswa mampu mengidentifikasi peristiwa, bahasa, dan citraan yang digunakan pengarang dalam bacaannya (Göçer, 2014). Lebih lanjut dijelaskan bahwa *Reaction to the Author's Use of the Language* maksudnya adalah ketika siswa memberikan pendapatnya terhadap isi teks, mengidentifikasi dengan tokoh dan peristiwa, melatih kemampuan siswa dalam mengungkapkan ungkapan yang sebenarnya, menggunakan bahasa penulis dalam memberikan tanggapan terhadap bahasa yang digunakan. dalam teks. *Imaginary*, kemampuan

imajiner, adalah kemampuan artistik pengarang yang berkaitan dengan keadaan psikologisnya yang dipergunakan untuk mengungkapkan peristiwa- peristiwa yang ada dalam bacaan dimana siswa dituntut untuk mengungkapkannya secara lisan (Nurbaya, 2019).

Kesimpulannya, Barrett's Taxonomy merupakan taksonomi pendidikan yang dikemukakan oleh Thomas C. Barrett memberikan tingkatan yang terorganisir dan berurutan yaitu *Literal comprehension*, *Reorganization*, *Inferensial Comprehension*, *Evaluation*, dan *Appreciation* sebagai pedoman untuk menyusun pertanyaan membaca pemahaman yang komprehensif.

Selain itu, laporan penelitian terbaru terbaru merekomendasikan persentase penggunaan Barrett's Taxonomy yakni gabungan tingkatan *Literal Comprehension* dan *Reorganization* harus sejumlah 40%, dan tingkatan *Inferensial* juga harus sebesar 40%, sedangkan tingkatan *Evaluation* dan *Appreciation* sebesar 20% (Reeves, 2012). Masing- masing tingkatan dan subtingkatan yang terdapat dalam Barrett's Taxonomy sama pentingnya dalam pengajaran membaca, dan guru sebaiknya mengacu pada taksonomi tersebut ketika menyusun pertanyaan pemahaman bacaan (Surtantini, 2019).

#### **D. Proporsi LOTS dan HOTS Pertanyaan Membaca Pemahaman Menggunakan Barrett's Taxonomy yang Direkomendasikan**

Untuk meningkatkan keterampilan membaca pemahaman siswa, perlu dilakukan penilaian tidak hanya pada level soal membaca pemahaman tetapi juga proporsi pertanyaan pada setiap level. Agar efektif, pertanyaan pemahaman bacaan harus mencakup kelima tingkat pemahaman dengan proporsi berikut (Reeves, 2012).

Table 3. Proporsi Barrett's Taxonomy yang Direkomendasikan

| <b>Cognitive Levels in Barrett Taxonomy</b> |                              | <b>Proporsinya</b> |
|---------------------------------------------|------------------------------|--------------------|
| 1. Literal Comprehension                    | Lower-Level Questions (LOTS) | 40%                |

| Cognitive Levels in Barrett Taxonomy |                               | Proporsinya |
|--------------------------------------|-------------------------------|-------------|
| 2. Reorganization                    |                               |             |
| 3. Inferential Comprehension         | Middle-Level Questions (MOTS) | 40%         |
| 4. Evaluation                        | Higher-Level Questions (HOTS) | 20%         |
| 5. Appreciation                      |                               |             |

Lima tingkat kognitif dalam Barrett's Taxonomy diklasifikasikan menjadi pertanyaan tingkat menengah ke bawah LOTS (*Literal Comprehension* dan *Reorganization*), pertanyaan tingkat menengah MOTS (*Inferential Comprehension*), dan pertanyaan tingkat tinggi HOTS (*Evaluation* dan *Appreciation*) (Reeves, 2012). Standar ini digunakan untuk menentukan apakah pertanyaan-pertanyaan pemahaman yang digunakan oleh guru di kelas bahasa Inggris memberikan persentase tingkat kognitif yang sesuai dalam Barrett's Taxonomy.



### **BAB 3**

## **MENYUSUN PERTANYAAN *READING COMPREHENSION* BERBASIS HOTS DENGAN MENGGUNAKAN *BARRETT'S TAXONOMY***

Barrett's Taxonomy diklasifikasikan dari tingkatan mudah ke sulit berdasarkan tingkat kognitif yang terdiri dari 5 tingkat pemahaman; (a) literal comprehension, (b) reorganization, (c) inferential comprehension, (d) evaluation, dan (e) appreciation (Reeves, 2012). Berikut penjelasan lebih rinci tentang masing-masing kategori atau tingkatan dalam Barrett's Taxonomy.

### **A. Literal Comprehension**

Tingkat pemahaman literal berfokus pada konsep dan informasi eksplisit yang disajikan dalam teks. Soal yang dibuat pada tingkat ini menuntut siswa untuk mengenali atau mengingat kembali informasi- informasi yang terdapat dalam teks, seperti rincian, gagasan pokok, urutan, perbandingan, hubungan sebab akibat, dan informasi tentang ciri- ciri tokoh. Ciri-ciri dan contoh soal membaca pemahaman pada tingkat ini dijelaskan sebagai berikut.

#### **1. *Recognition or Recall of Details***

Dalam jenis pertanyaan ini, siswa diharapkan dapat mengenali dan membedakan detail eksplisit dalam bahan bacaan, termasuk nama tokoh, latar cerita, dan informasi lain yang memerlukan pemahaman literal.

Contoh:

*"Who is the main character?"*

*"What is the title of the story?"*

*"Where do they live?"*

*"What hardships were endured?"*

*"How much land was claimed?"*

*“Who paid for his journey?”*

## **2. Recognition or Recall of Main Ideas**

Untuk jenis pertanyaan ini, siswa diharapkan menemukan pernyataan eksplisit dalam teks bacaan, yang berfungsi sebagai gagasan utama paragraf atau wacana. Perlu untuk berhati-hati dalam membedakan gagasan utama dari detail spesifik (major supporting detail).

Contoh:

*“What happened when/during...?”*

*“What happened to...?”*

*“What important thing did the character find out?”*

*“What part did the character play ...?”*

*“What did the...mean to this world?”*

*“What important statement did he make?”*

*“What uses were made of?”*

*“What knowledge was gained from...?”*

*“What did she/he do...?”*

*“What did she/he say?”*

## **3. Recognition or Recall of a Sequence**

Pertanyaan ini menuntut siswa untuk menentukan urutan peristiwa yang dinyatakan secara eksplisit dalam teks.

Contoh:

*“What happened at the beginning/middle/end?”*

*“What happened before/after...?”*

*“What did...do next?”*

*“What did...do last?”*

*“What happened on the fourth day?”*

#### **4. Recognition or Recall of Comparison**

Jenis pertanyaan ini meminta siswa untuk mengenali atau membedakan persamaan dan perbedaan serta hubungan tokoh, waktu, lokasi, dan hal-hal dalam teks.

Contoh:

*“What are the differences between...?”*

*“How are these two characters different/similar?”*

*“Are...and...the same?”*

*“How was this...different from others?”*

*“In what ways were...and...similar/different?”*

#### **5. Recognition or Recall of Cause and Effect Relationships**

Jenis pertanyaan ini mendorong siswa untuk menemukan atau menentukan alasan atas terjadinya peristiwa atau tindakan tertentu dalam teks bacaan.

Contoh:

*“Why this did happen?”*

*“What caused this?”*

*“What reasons are given for going there?”*

*“What caused...?”*

*“What were the results of...?”*

*“What happened to shorten his stay at...?”*

*“What did...do?”*

*“What was the purpose of...?”*

*“Why did...decide to...?”*

*“How did...accomplish...?”*

## **6. Recognition or Recall of Character Traits**

Dalam pertanyaan ini, siswa harus dapat mengidentifikasi dan menemukan pernyataan spesifik tentang seorang tokoh yang mengungkapkan sifat atau kepribadian tokoh tersebut.

Contoh:

*“How did he feel?”*

*“How does she look like?”*

*“Why are they well suited to...?”*

*“How had he shown he was...?”*

## **B. Reorganization**

Reorganization meminta siswa mengevaluasi, mensintesis, dan menyusun konsep atau informasi yang secara eksplisit dinyatakan dalam teks bacaan. Siswa dapat menggunakan atau menyusun ulang pernyataan penulis untuk mendapatkan jawaban yang diinginkan. Pertanyaan yang berkaitan dengan reorganization meliputi:

### **1. Classifying**

Pertanyaan ini mengharuskan siswa untuk mengklasifikasikan benda, individu, lokasi, dan kejadian, yakni mengklasifikasikan sesuatu berdasarkan ciri-cirinya.

Contoh:

*“Which statements do not describe...?”*

*“Which of the following are...?”*

*“Which of the following...does not belong?”*

## **2. Outlining**

Pertanyaan ini meminta siswa untuk menggunakan kalimat langsung atau parafrase dari bacaan untuk menguraikan teks.

Contoh:

*“Divide the story into...parts”*

*“Complete the following outline”*

*“Divide the story into...parts”*

## **3. Summarizing**

Pertanyaan ini mengharuskan siswa untuk merangkum teks dengan langsung memanfaatkan pernyataan atau memparafrasekannya.

Contoh:

*“Retel the story to someone else”*

*“What has happened up to this point?”*

## **4. Synthesizing**

Siswa diharapkan mengumpulkan data dari berbagai sumber untuk menjawab pertanyaan tingkatan ini. Mereka diminta untuk menggabungkan konsep atau data tertentu dari banyak sumber. Oleh karena itu diperlukan lebih dari sekedar mengumpulkan informasi.

Contoh:

*“What does this tell us about?”*

*“How long did the entire...last?”*

*“What was the speed of the...?”*

*“Did...have enough...?”*

*“How many times did...take place?”*

### **C. Inferential Comprehension**

Tingkat Pemahaman Inferensial melampaui pemahaman informasi eksplisit dalam teks. Hal ini mengharuskan siswa untuk membuat dugaan atau hipotesis dengan menggabungkan informasi literal dalam teks dengan pengetahuan siswa sebelumnya serta pengalaman pribadinya. Pertanyaan pemahaman inferensial menuntut siswa untuk menyimpulkan rincian, gagasan utama, urutan, perbandingan, hubungan sebab akibat, ciri-ciri karakter, hasil, atau bahasa kiasan teks. Keterampilan berpikir kritis perlu dilibatkan pada tingkat ini karena jawaban atas pertanyaan, tidak tertulis secara langsung tetapi harus disimpulkan. Kategori soal pemahaman bacaan pada tingkat ini dijelaskan sebagai berikut.

#### **1. Inferring Supporting Details**

Siswa diminta untuk menebak informasi tambahan apa yang mungkin ditambahkan penulis dalam bacaan tersebut agar lebih bermanfaat, menghibur, atau menarik. Tentu saja informasi yang dipahami siswa adalah subjektif. Jika inferensi detail diperlukan, pertanyaan-pertanyaan tersebut diklasifikasikan ke dalam level ini.

Contoh:

*“Why do you think this happened?”*

*“Was the discovery planned or accidental?”*

*“Did he realize?”*

*“What was the weather like?”*

*“Do you think...?”*

*“Did...believe?”*

## **2. Inferring Main Ideas**

Jenis pertanyaan ini meminta siswa untuk menyimpulkan gagasan utama, nilai moral, tema, atau makna yang tidak tertulis secara eksplisit.

Contoh:

*“What is the main idea of this...?”*

*“What do you think led to this?”*

*“What is the poem/story saying?”*

*“What is the moral of the story”*

## **3. Inferring Sequence**

Dalam jenis pertanyaan ini, siswa diharapkan menebak apa yang mungkin terjadi antara dua peristiwa atau kejadian dalam teks, atau mereka mungkin diminta membayangkan apa yang akan terjadi jika situasi tersebut tidak berakhir seperti yang ada dan malah berlanjut.

Contoh:

*“What will happen next?”*

*“What happened between...and...?”*

*“Place these...in logical order”*

## **4. Inferring Comparisons**

Pertanyaan ini melibatkan siswa menyimpulkan persamaan dan perbedaan antara tokoh, waktu, tempat, benda, atau konsep yang tidak langsung tertulis dalam teks.

Contoh:

*“What are the differences/likenesses between the two actors?”*

*“How does...resemble...?”*

*“Are...and ...related?”*

## **5. Inferring Cause and Effect Relationships**

Siswa harus menyimpulkan motivasi atau alasan di balik tindakan atau situasi karakter. Pertanyaan-pertanyaan ini juga menuntut siswa untuk menebak mengapa penulis menggunakan tema, kata, dan penokohan tertentu dalam menyusun teks. Pertanyaan yang dimulai dengan “Mengapa” biasanya menunjukkan jenis pertanyaan ini.

Contoh:

*“What do you think will happen because of...?”*

*“Why was it necessary to...?”*

*“Why would...?”*

*“How did...know...?”*

*“Why did they...?”*

*“Why did the author include...?”*

*“What is the result of...?”*

*“What might have happened if...?”*

*“What makes you this...a...?”*

*“Did...because...?”*

*“How could...?”*

*“How could...?”*

*“What makes you think...?”*

*“Why is it helpful to have a...?”*

## **6. Inferring Character Traits**

Pada soal ini, siswa diminta membuat asumsi tentang kepribadian tokoh berdasarkan informasi yang diberikan dalam bacaan. Jawabannya tidak dinyatakan secara langsung tetapi dapat disimpulkan dari tindakan atau ucapan-ucapan tokoh dalam teks bacaan.

Contoh:

*“What is the character’s motive/purpose?”*

*“What is the character’s motive/purpose?”*

*“What does...tell us about her?”*

*“Is...very wise?”*

*“What kind of person is...?”*

*“What word will describe...?”*

*“What was....’s attitude about?”*

## **7. Predicting outcome**

Siswa diharapkan membaca beberapa halaman pertama suatu bacaan, dan kemudian, berdasarkan apa yang telah mereka baca, mereka diharapkan membuat prediksi tentang bagaimana akhir alur bacaan tersebut.

Contoh:

*“What do you think...will...?”*

*“Do you think....will...?”*

*“Will he help them?”*

## 8. Interpreting Figurative Language

Dalam pertanyaan ini, siswa diharapkan dapat menebak penafsiran harafiah dari bahasa kiasan yang ada dalam teks bacaan.

Contoh:

*“What does this sentence/phrase/metaphor mean?”*

*“Why has the author used this...?”*

*“What is meant by the phrase...?”*

## D. Evaluation

Dalam hal ini, siswa harus membuat penilaian dengan membandingkan ide-ide dalam teks dengan kriteria internal atau eksternal, seperti pengalaman, pengetahuan, atau nilai-nilai pembaca. Evaluasi melibatkan penilaian dan memperhatikan kualitas seperti kebenaran, penerimaan, keinginan, nilai, atau kemungkinan terjadinya. Kategori soal membaca pemahaman pada tingkat ini dijelaskan sebagai berikut.

Contoh:

### 1. Judgments of Reality or Fantasy

Pertanyaan ini meminta siswa untuk menilai apakah isi tulisan itu nyata atau hanya khayalan.

Contoh:

*“Is...imaginary?”*

*“How many unreal things can you find?”*

*“Did... happen?”*

*“Is...fact or fiction?”*

*“Is...possible?”*

## 2. *Judgments of Facts of Opinion*

Jenis pertanyaan ini mendorong siswa untuk mengevaluasi maksud penulis dan mengevaluasi apakah informasi yang diberikan adalah fakta atau opini.

Contoh:

*“Which...are fact?opinion?”*

*“Which version of events is true?”*

*“How do you know?”*

*“Do you think...had anything to do with...?”*

*“Which...seem to be correct?”*

*“What strange idea did...have?”*

*“What strange idea did...have?”*

*“Does ...seem reasonable?”*

## 3. *Judgments of Adequacy and Validity*

Dalam pertanyaan ini, siswa harus membandingkan berbagai sumber informasi untuk menilai setuju atau tidak setuju serta kelengkapan dan ketidaklengkapan informasi dalam teks.

Contoh:

*“Is it acceptable to...?”*

*“Did...ever actually...?”*

*“Why was...true? not true?”*

*“Is adequate information given about?”*

*“Is...really...?”*

*“Which ideas are still accepted and which ones are no longer believed?”*

#### **4. Judgments of Appropriateness**

Ini adalah pertanyaan yang meminta siswa untuk menilai kecukupan berbagai komponen dalam bacaan untuk dapat menjawab pertanyaan pada tingkatan ini. Kesesuaian bukti dalam teks dalam membuktikan suatu hal atau persoalan, ditentukan oleh siswa.

Contoh:

*“What part of the story best describes the main character?”*

#### **5. Judgments of Worth, Desirability, and Acceptability**

Jenis pertanyaan ini, meminta siswa untuk membuat penilaian berdasarkan karakter atau nilai moral yang mereka punya. Siswa harus mengevaluasi argumen penulis serta integritas moral dari info tentang kebijakan politik, sosial, atau ekonomi yang ada dalam teks bacaan.

Contoh:

*“Is the character’s attitude/behavior/action justifiable or acceptable? Why? Why not?”*

*“Do you like this character?”*

*“How do you feel about this character?”*

*“Is...the right thing to do?”*

*“Is...acting fairly?”*

*“Why was it wrong for...to...?”*

*“What do you think of...’s attitude?”*

*“Is a high degree of...a good quality to have?”*

## E. Appreciation

Tingkat apresiasi berfokus pada dampak psikologis dan estetis teks terhadap pembaca. Soal pada tingkat ini mendorong siswa untuk melibatkan pengetahuan dan emosinya untuk menanggapi isi teks ditinjau dari teknik literasi, gaya, bentuk, dan struktur teks. Indikator tingkat ini adalah kritik, komentar, apresiasi, dan lain-lain.

Contoh:

### 1. *Emotional Response to the Content*

Dalam pertanyaan ini, siswa harus mengungkapkan perasaannya terhadap teks dengan menggunakan kata-kata seperti rasa ingin tahu, kegembiraan, kebosanan, ketakutan, kebencian, hiburan, dan lain-lain. Ini berkaitan dengan respons emosional pembaca terhadap keseluruhan teks.

Contoh:

*“How did you respond to...”*

*“Are you surprised?”*

*“Was this selection interesting/funny?”*

*“What part of the story did you find most exciting?”*

*“Did the story have a happy ending?”*

*“Which...did you enjoy the most?”*

### 2. *Identification with Characters or Incidents*

Pertanyaan ini mendorong siswa untuk menunjukkan kepekaan, simpati, dan empati terhadap orang, peristiwa, dan konsep yang uraikan penulis dalam teks bacaan.

Contoh:

*“What might you have done this year?”*

*“What words will describe the feeling of...?”*

*“Will...be difficult for...?”*

*“Do you think he will follow the advice?”*

*“Did she act recklessly?”*

*“What would you do if you were...?”*

*“What is...thinking?”*

*“How would you have felt if you were...?”*

*“How did...talk when...?”*

### **3. Reactions to the Author's Use of Language**

Dalam soal ini, siswa harus memberikan tanggapan atau reaksi terhadap gaya penulisan penulis tentang aspek: pemilihan semantik, konotasi, dan denotasi kata yang digunakan. Fokus pertanyaan ini adalah untuk menilai atau mengomentari kemampuan penulis dalam memilih dan memanfaatkan kata.

Contoh:

*“Why is...a good term?”*

*“How did the author express the idea of...?”*

*“What personification, allegory, puns, malapropisms did the author use?”*

*“In what way is the word...used in the selection?”*

### **4. Imagery**

Dalam pertanyaan jenis ini, siswa diminta mengungkapkan pendapatnya secara lisan mengenai kemampuan penulis dalam mengkonstruksi kata-kata yang membangkitkan emosi, dan pengalaman indrawi seperti merasakan, mencium, mengecap, mendengar, atau memvisualisasikan.

Contoh:

*“How did the author cause you to...?”*

*“In a mind’s eye picture, how did the...look?”*

*“How does...make you feel?”*

*“What...has the author created?”*



**BAB 4**  
**MODEL PERTANYAAN *READING***  
***COMPREHENSION* BESERTA TEKSNYA**  
**BERDASARKAN *BARRETT'S TAXONOMY***

**A. Text type 1. Narrative Text**

**The Time Travel Plumber**



**Figure 1. The Time Travel Plumber**

**September 17**

Priya and the plumber from Time Tech Insurance Company looked around at her flooded kitchen. She hadn't been to the house for weeks. A few months ago, she had moved back to live with her parents to save money because Charlie's hospital bills were so high. She had hoped to sell the house before this but, so far, no one had been interested. Someone was coming to see it tomorrow, the first person in four months. She really needed them to buy it, but no one would want it now. She guessed the water had been in the kitchen for ages because it smelled like old fish. 'Eww!' said Charlie at the horrible smell. He held his nose and made a silly face, the way five- year-olds do. And then he started to cough. But his thin body was too weak for the effort and he stopped. Priya felt even worse about the situation.

The plumber walked back to the road and disappeared into his van. It was a very ordinary van and it didn't look like a time machine at all. The slogan Say goodbye to every\* problem you ever had! was painted on the side of the van. It

had a \* next to some smaller writing underneath, but she couldn't read it from where she was.

Obviously, they couldn't wait in the disgusting, flooded kitchen so they sat outside. Charlie was too tired to run around the garden. Instead, he watched the dog trying to dig a hole next to the 'For Sale' sign.

She went closer to the van and read the small writing under the slogan.

\*TimeTech only solves problems involving objects. We CANNOT change situations that happen because of people and their actions.

Aaah, now she remembered! TimeTech had been in the news after twelve of their customers went to prison. TimeTech had now added \* next to the word 'every' in their slogan.

Just as she was looking at it, the van door opened. 'All fixed!' the plumber said, smiling. 'Was I surprised to see you?' Priya asked.

'Yes! At first, but that's why the photos are so useful. People always believe me when they see themselves in the pictures. You said you couldn't believe you were using TimeTech so soon after signing up.' 'Let's see! Let's see!' Charlie jumped up and down with a new energy.

Priya opened the house door and, just like TimeTech promised, her problem was solved. The kitchen was dry, tidy and smelled normal.

'Wow!' said Charlie.

Priya agreed. 'It's as though the flood never happened!' she said to the plumber.

He laughed. 'It didn't happen!' he said. 'I put your new pipe in on 17 July and that solved the problem before it could happen. It would be more accurate to say the flood unhappened! But don't think about it too much. Time travel is confusing!'

Priya shook her head. She couldn't believe what had just happened – or unhappened.

## July 17

Two months earlier, Priya was also shaking her head and she also couldn't believe what had just happened. In one way, of course, nothing extraordinary had happened.

A plumber had fixed a pipe in a few minutes.

Except the pipe wasn't broken – yet – and the plumber had come from the future.

Well, she was glad that future Priya was going to sign up with TimeTech. She had heard a bit about them, but now she really understood what the company did. Say goodbye to every\* problem you ever had! the slogan on the van outside her house had said. There was some smaller writing underneath, but she hadn't been close enough to read it. It was amazing — solve all your problems with time travel. She hadn't believed the plumber was telling the truth at first. But when he showed her the photo from the future she knew it was true. The photo showed Charlie looking so pale and thin. It broke her heart to see how much worse her little boy would get in the next two months.

'I've certainly got a lot of problems,' she thought. The biggest was money, of course. Since Charlie had got ill, she had spent all her money on doctors and medicine. But he still needed an operation and if he didn't get it . . . She didn't want to think about it. She had very little time and she needed money, a lot of it. Until today, she thought selling the house and moving in with her parents was the only way to get enough money to make Charlie better. But now, thanks to Time Tech, she had a better idea. She knew stealing was wrong, time travel didn't change that. 'But my boss is horrible to me,' she thought. 'And anyway, he's so rich he won't notice if a couple of hundred-thousand-pound necklaces disappear. And if I do get caught, well, Time Tech will make it "unhappen" and get me out of prison.' Maybe they would help her put the jewellery back or go back in time and show her a photo of herself in prison, or whatever it was they could do. She'd seen her kitchen with her own eyes! Time Tech's insurance was the best insurance you could ever have.

## September 17

As they waved the plumber goodbye, Charlie ran back into the garden. He played with the dog, who had found a ball in the kitchen. ‘Where’s the “For Sale” sign gone, Mum?’ he asked. ‘Did the plumber take it away?’

‘Something like that,’ said Priya. She smiled as she watched him running around. His legs were strong and his little fat face was pink.

‘The operation was a success,’ she thought. Her old worries were gone. But now that she had read the small writing on the Time Tech van, she had a new fear — that any moment the police would come and she would be the thirteenth person in prison. Time Tech couldn’t solve every problem. She had been crazy to imagine they could. So far, it seemed as if her boss hadn’t noticed the missing necklaces. She hoped her luck would last.

**Nicola Prentis**

Source: [www.britishcouncil.org/learnenglishteens](http://www.britishcouncil.org/learnenglishteens)

## Vocabulary

| Word       | Definition                                                                                | Pronunciation |
|------------|-------------------------------------------------------------------------------------------|---------------|
| Insurance  | A contract in which a person pays for protection against future financial loss or damage. | /ɪnˈʃʊərəns/  |
| Slogan     | A short, catchy phrase used in advertising to attract attention.                          | /ˈsləʊ.gən/   |
| Disgusting | Causing a strong feeling of dislike or disapproval.                                       | /dɪsˈɡɑːstɪŋ/ |
| Tidy       | Neat and organized.                                                                       | /ˈtaɪ.di/     |
| Necklaces  | Pieces of jewelry worn around the neck.                                                   | /ˈnek.ləsɪz/  |
| Van        | A large vehicle used for transporting goods or people.                                    | /væn/         |

## Tasks

### Task 1 (*Literal Comprehension*)

1. What company did the plumber work for? (*Recall of Details*)
2. What did the small writing on the Time Tech van say? (*Recall of Details*)
3. What item did the dog find in the kitchen? (*Recall of Details*)
4. Why did Priya move back to live with her parents? (*Recall of Main Ideas*)
5. What was Charlie doing when Priya noticed the bad smell in the kitchen? (*Recall of Sequence*)

### Task 2 (*Reorganization: Classifying*)

Write the sentences in the correct group.

|                             |                             |                                 |                              |
|-----------------------------|-----------------------------|---------------------------------|------------------------------|
| Charlie was ill.            | Priya's house was for sale. | Priya's house was not for sale. | Priya's kitchen was flooded. |
| Priya had a new water pipe. | Priya had stolen something. | Priya was worried about money.  | Charlie was healthy.         |

| Before the time travel event | After the time travel event |
|------------------------------|-----------------------------|
|                              |                             |

### Task 3 (Inferential Comprehension)

Here are the subtypes of inferential comprehension for the questions:

1. Why do you think Priya was willing to steal the necklaces despite knowing it was wrong? (*Inferring Cause and Effect Relationships*)
2. What can you infer about Priya's financial situation before she signed up for TimeTech? (*Inferring Supporting Details*)
3. Why do you think the 'For Sale' sign disappeared after the plumber fixed the pipe? (*Inferring Sequence of Events*)
4. How does Charlie's change in behavior reflect the impact of the time travel on his health? (*Inferring Character Traits*)
5. What do you think Priya fears the most by the end of the story? (*Inferring Cause and Effect Relationships*)

### Task 4 (Evaluation: Judgments of Adequacy and Validity)

Are the sentences true or false?

**Answer**

- |                                                                                                  |             |              |
|--------------------------------------------------------------------------------------------------|-------------|--------------|
| 1. Priya's boss felt bad about her situation.                                                    | <b>True</b> | <b>False</b> |
| 2. Priya had to persuade the plumber to go back in time and do the repairs.                      | <b>True</b> | <b>False</b> |
| 3. Priya travelled back in time with the plumber.                                                | <b>True</b> | <b>False</b> |
| 4. Before Priya, other people had tried to use TimeTech to help them do bad things.              | <b>True</b> | <b>False</b> |
| 5. The photograph showed Priya that Charlie would get better in the future.                      | <b>True</b> | <b>False</b> |
| 6. Priya knew what the small writing on the van said when she decided to rob the jewellery shop. | <b>True</b> | <b>False</b> |
| 7. At the end of the story, Priya's boss knew about the necklaces she had stolen.                | <b>True</b> | <b>False</b> |

8. At the end of the story, there is a chance Priya could go to prison in the future. **True** **False**

**Discussion 1** (*Evaluation: Judgments of Worth, Desirability, and Acceptability*)

Did you like the story?

**Discussion 2** (*Appreciation: Emotional Response to the Content*)

Did you like the story?

## The Story behind “Minangkabau” Name



**Figure 2. The Story behind “Minangkabau” Name**

Source: <https://p2k.stekom.ac.id/>

Long ago, in West Sumatra, there was a kingdom called Pagaruyung, ruled by a wise and just king. The people lived in peace and harmony. However, this peace was threatened when the Majapahit Kingdom from Java prepared to attack Pagaruyung. Hearing this, the King held a meeting with his advisors to discuss how to avoid a bloody war.

The royal advisor suggested that instead of going to battle, they should challenge Majapahit to a buffalo fight. The King agreed, hoping to avoid casualties. Majapahit, confident in their strength, accepted the challenge and chose their biggest and strongest buffalo.

The King of Pagaruyung, however, had a clever plan. He chose a small, hungry calf and attached a sharp metal spike to its nose. On the day of the fight, the large buffalo from Majapahit stood proudly, while the small calf from Pagaruyung seemed weak. But when the fight began, the hungry calf rushed toward the large buffalo, thinking it was its mother. The sharp spike pierced the large buffalo's stomach, causing it to fall to the ground.

Pagaruyung won the challenge, and the people cheered, shouting "Manang Kabau!" which means "Buffalo Victory." Over time, this phrase became "Minangkabau," and the village was named after it. To

commemorate the victory, the people built houses with roofs shaped like buffalo horns, which can still be seen in West Sumatra today.

Source: <https://www.beritaminang.com/berita/249/legenda-asal-mula-nama-nagari-minangkabau.html>

### Vocabulary #1

| Word               | Definition                                                                 | Pronunciation   |
|--------------------|----------------------------------------------------------------------------|-----------------|
| <b>Kingdom</b>     | A country or territory ruled by a king or queen.                           | /ˈkɪŋ.dəm/      |
| <b>Harmony</b>     | A state of peaceful agreement and cooperation.                             | /ˈhɑː.mə.ni/    |
| <b>Casualties</b>  | People who are injured or killed in a conflict or accident.                | /ˈkæʒ.uːl.tɪz/  |
| <b>Advisor</b>     | A person who gives advice or guidance.                                     | /ədˈvaɪ.zər/    |
| <b>Challenge</b>   | A task or situation that tests someone's abilities.                        | /ˈtʃæl.ɪndʒ/    |
| <b>Calf</b>        | A young cow or bull.                                                       | /kæf/           |
| <b>Spike</b>       | A sharp, pointed object.                                                   | /spaɪk/         |
| <b>Pierce</b>      | To penetrate or pass through something with a pointed object.              | /pɪəs/          |
| <b>Commemorate</b> | To honor or remember an event or person with a special action or ceremony. | /kəˈmem.ə.reɪt/ |
| <b>Roof</b>        | The top covering of a building.                                            | /ruːf/          |
| <b>Horns</b>       | Hard, pointed growths on the head of certain animals, like buffalo.        | /hɔːnz/         |

## Multiple-Choice Questions

Read each question carefully and choose the best answer from the options provided (A, B, C, D, or E). Write your answer on the answer sheet.

### Literal Comprehension

1. What was the name of the kingdom where the story took place?
  - A. Majapahit
  - B. Pagaruyung
  - C. Minangkabau
  - D. Java
  - E. West Sumatra
2. What was the challenge proposed to avoid war?
  - A. A horse race
  - B. A buffalo fight
  - C. A battle of strength
  - D. A negotiation
  - E. A peace treaty
3. What phrase did the people shout after winning the challenge?
  - A. "Buffalo Fight!"
  - B. "Victory for Java!"
  - C. "Manang Kabau!"
  - D. "Peace and Harmony!"
  - E. "Glory to Pagaruyung!"

### Reorganization (*Classifying*)

4. Which of the following words can describe the King of Pagaruyung?
  - A. Aggressive
  - B. Cowardly
  - C. Wise

- D. Reckless
- E. Careless

5. Arrange the following events in the correct order:

1. The calf pierces the buffalo's stomach.
2. Majapahit accepts the challenge.
3. The King decides to avoid war.
4. The people cheer "Manang Kabau!"
5. A sharp spike is attached to the calf.

- A. 3, 2, 5, 1, 4
- B. 2, 3, 5, 1, 4
- C. 5, 3, 2, 1, 4
- D. 3, 5, 2, 1, 4
- E. 2, 5, 3, 1, 4

**Inferential Comprehension** (*Inferring Cause and Effect Relationship*)

6. Why did the King choose a small, hungry calf for the fight?

- A. He wanted to deceive Majapahit.
- B. He believed it was more aggressive.
- C. It was the only buffalo available.
- D. He wanted to avoid war at all costs.
- E. He was unsure of his army's strength.

7. What does the phrase "Manang Kabau" reflect about the people of Pagaruyung?

- A. Their love for buffaloes
- B. Their cleverness and unity
- C. Their desire for peace
- D. Their respect for Majapahit
- E. Their ambition for victory

**Evaluation** (*Judgment of Appropriateness*)

8. Was the King's decision to avoid war by proposing a buffalo fight appropriate?

- A. Yes, because it avoided casualties.
- B. No, because it was a risky plan.
- C. Yes, because it showcased strength.
- D. No, because it insulted Majapahit.
- E. Yes, because it created harmony.

**Appreciation** (*Reactions to the Author's Use of Language*)

9. What is the significance of the phrase “Manang Kabau” transforming into “Minangkabau”?
- A. It shows linguistic evolution.
  - B. It honors the Majapahit Kingdom.
  - C. It highlights cultural pride.
  - D. It emphasizes buffalo horn roofs.
  - E. It reflects changes in traditions.

**Appreciation** (*Imagery*)

10. How do the roofs shaped like buffalo horns symbolize the story?
- A. They represent the victory of Majapahit.
  - B. They symbolize unity and resilience.
  - C. They reflect the King’s wisdom.
  - D. They show the creativity of the people.
  - E. They commemorate the clever strategy.
11. What does the sharp metal spike represent in the story? (*Inferential Comprehension: Inferring Main Ideas*)
- A. Strength
  - B. Strategy
  - C. Fear
  - D. Harmony
  - E. Confidence
12. What emotion might the people of Pagaruyung have felt after their victory? (*Appreciation: Emotional Response to the Content*)
- A. Fear
  - B. Gratitude

- C. Pride
  - D. Doubt
  - E. Relief
13. What lesson can be learned from the King's approach to solving the conflict? (*Inferential Comprehension: Inferring Main Ideas*)
- A. Violence is sometimes necessary.
  - B. Intelligence can triumph over strength.
  - C. Fear is a powerful weapon.
  - D. Size determines power.
  - E. Avoidance is always the best option.
14. Why did the people commemorate the buffalo fight through their architecture? (*Appreciation: Imagery*)
- A. To honor their leader
  - B. To showcase creativity
  - C. To remember the victory
  - D. To intimidate enemies
  - E. To symbolize unity
15. Which vocabulary word best describes the King's decision to hold a buffalo fight? (*Evaluation: Judgment of Appropriateness*)
- A. Harmony
  - B. Challenge
  - C. Advisor
  - D. Casualties
  - E. Commemorate

### Essay Questions

Answer the following questions based on the story. Provide detailed explanations.

1. Explain how the King of Pagaruyung avoided war with Majapahit. (*Inferential Comprehension: Inferring Cause and Effect Relationship*)

2. What does the transformation of "Manang Kabau" to "Minangkabau" signify for the people of West Sumatra? (*Appreciation: Emotional Response to the Content*)
3. How does the story highlight the importance of strategy over brute strength? (*Evaluation: Judgment of Adequacy and Validity*)
4. Describe the symbolism of buffalo horn-shaped roofs in West Sumatra. (*Appreciation: Imagery*)
5. Evaluate the King's decision to propose a buffalo fight instead of engaging in war. Do you agree or disagree? Why? (*Evaluation: Judgment of Worth, Desirability, and Acceptability*)



## B. Text type 2. Descriptive Text



# The world's weirdest Food

It's hard to say what is normal and what is weird where food is concerned – it all depends on the taste of the individual and which part of the world you come from. One person's nightmare is another person's delicacy. Here are a few of the strangest (or most normal) types of food from around the world.

**Haggis (Scotland)** A world-famous dish, haggis is made from the parts of a sheep many people would throw away. The heart, lungs and liver are mixed together with onion, spices and oatmeal, then put inside a sheep's stomach and boiled for three hours.



**Brain sandwiches (USA)** These are not as common as they were in the past, but in parts of Ohio you can still get fried brains served on hamburger buns. Brains don't have much flavour, so you eat the sandwiches with plenty of sauce.



**Insects (Asia, Africa and South America)** Many insects are high in protein and contain important fatty acids and vitamins. In Thailand it's common to find fried grasshoppers, crickets, scorpions and worms on sale in the street. In Cambodia fried tarantula are a delicacy; people eat the legs two at a time.

**Hakarl (Iceland)** This has been described as the most disgusting food ever. Made by fermenting a Greenland or Basking shark for two to four months, hakarl smells of ammonia (like the bleach used for cleaning). It is available all year round in Icelandic stores and often served in cubes on toothpicks.

**Sannakji (Korea)** Now that Japanese sushi is popular all over the world, many people are used to eating raw fish. But this Korean delicacy is quite different, since the seafood isn't dead. Sannakji consists of baby octopus which are sliced up while alive; the tentacles are still wriggling about when the dish is served. If you don't chew the octopus carefully, there's a real danger that the tiny suction cups can stick to your mouth and throat and choke you.



**Fugu (Japan)** Fugu is the famous Japanese puffer fish, filled with enough of the poison tetrodotoxin to be lethal. Chefs have to be trained for two to three years before they can prepare the fish. Fugu actually tastes quite bland; the excitement is in surviving the experience of eating it.

**Casu Marzu (Italy)** More live food, this time from Sardinia in Italy. Casu marzu is a cheese made with fly larvae, or maggots, to promote a level of fermentation that is close to decomposition. It is traditionally served with live insect larvae still inside. The tiny, translucent worms can jump 15 cm if disturbed, so many people prefer to brush them off before trying the smelly cheese.

**Figure 3. The World's Weirdest Food**

Source: [www.britishcouncil.org/learnenglishteens](http://www.britishcouncil.org/learnenglishteens)

## Vocabulary

| Word          | Definition                                                                                                   | Pronunciation       |
|---------------|--------------------------------------------------------------------------------------------------------------|---------------------|
| Delicacy      | A rare or luxurious food that is considered highly desirable.                                                | /ˈdel.i.kə.si/      |
| Wriggling     | Moving with a twisting or turning motion, often in small, rapid movements.                                   | /ˈrɪɡ.lɪŋ/          |
| Suction       | The process of pulling or drawing something in with force, often used to describe how certain objects stick. | /ˈsʌk.ʃən/          |
| Lethal        | Capable of causing death; deadly.                                                                            | /ˈliːθəl/           |
| Maggots       | The larval stage of flies, often found in decaying matter.                                                   | /ˈmæg.əts/          |
| Decomposition | The process of rotting or decay in organic matter.                                                           | /ˌdiː.kəm.pəˈziʃən/ |

## Task

### 1. Check your understanding: matching (Reorganization: Classifying)

Read the questions and write the correct part of the world.

|              |       |                                 |       |
|--------------|-------|---------------------------------|-------|
| Scotland     | USA   | Japan                           | Italy |
| Iceland (x2) | Korea | Asia, Africa, and South America |       |

Which part of the world ...

- ... has a dish which is not that tasty, but offers the diner a thrill of danger?
- ... eats an animal which is cut up into pieces while still alive?
- ... gets valuable nutrition from eating small creatures?
- ... offers a dish that probably needs lots of ketchup?
- ... eats a fish that has undergone a period of chemical change?

6. ... likes a dairy product that houses some baby insects?
7. ... doesn't waste much of the animal when they produce a well-known local dish?
8. ... eats chunks of food on small wooden sticks?

**2. Read the text titled "The World's Weirdest Food" carefully. After reading, answer the multiple-choice questions that follow. Each question is designed to assess your understanding and interpretation of the text. Choose the best answer from the options provided for each question. (Inferential Comprehension)**

1. What can be inferred as the main theme of the text? (*Inferring Main Ideas*)
  - A. The importance of trying new foods
  - B. The uniqueness of cultural food practices
  - C. The health benefits of exotic foods
  - D. The dangers of eating unusual foods
  - E. The influence of globalization on food trends
2. Which additional detail could enhance the description of haggis? (*Inferring Supporting Details*)
  - A. Its nutritional value
  - B. The history of its origin
  - C. Its preparation time
  - D. Popular side dishes
  - E. Celebrity endorsements
3. Which additional detail could enhance the description of haggis? (*Inferring Supporting Details*)
  - A. Its nutritional value
  - B. The history of its origin
  - C. Its preparation time
  - D. Popular side dishes
  - E. Celebrity endorsements

4. How is sannakji different from sushi? (*Inferring Comparison*)
- A. Sannakji is made with raw fish, while sushi is not
  - B. Sannakji features live octopus, while sushi does not
  - C. Sannakji is served with sauce, while sushi is not
  - D. Sannakji is only served in Korea, while sushi is global
  - E. Sannakji has more protein than sushi
5. What might have happened just before the preparation of hakarl? (*Inferring Sequence*)
- A. The shark was caught
  - B. The shark was cooked
  - C. The shark was fermented
  - D. The shark was sold in stores
  - E. The shark was cleaned
6. If a person tries fugu for the first time, what can be predicted about their experience? (*Predicting Outcomes*)
- A. They will feel nauseous
  - B. They will be excited and anxious
  - C. They will likely request a refund
  - D. They will prefer traditional food
  - E. They will instantly become a fan
7. What trait can be inferred about someone who enjoys eating casu marzu? (*Inferring Character Traits*)
- A. They are adventurous
  - B. They are health-conscious
  - C. They are indifferent to taste
  - D. They are traditional
  - E. They are picky eaters
8. What could be a consequence of eating brain sandwiches without enough sauce? (*Inferring Cause and Effect Relationship*)
- A. They may taste bland
  - B. They might spoil quickly

- C. They could be too spicy
- D. They may become popular
- E. They could be hard to chew

9. What detail might explain why insects are commonly eaten in parts of Asia? (*Inferring Supporting Details*)

- A. They are abundant and easy to find
- B. They are the only source of protein
- C. They taste better than traditional meats
- D. They are cheaper than vegetables
- E. They have medicinal properties

10. What conclusion can be drawn about the perception of weird foods? (*Inferring Main Ideas*)

- A. They are often misunderstood
- B. They are only popular among certain cultures
- C. They lack nutritional value
- D. They should be avoided
- E. They are not worth trying

**3. Check your vocabulary: gap fill (*Literal Comprehension: Recognition or Recall of Details*)**

Complete the gaps with a verb from the box.

|         |         |       |      |
|---------|---------|-------|------|
| jump    | mix     | slice | chew |
| wriggle | disturb | choke | boil |

1. To make haggis, you \_\_\_\_\_ the heart, lungs and liver with the other ingredients, put it inside a sheep's stomach and \_\_\_\_\_ it for three hours.
2. In Korea, they \_\_\_\_\_ up the baby octopus and serve the tentacles as they continue to around.
3. You have to be careful to \_\_\_\_\_ the tentacles fully, to make sure they don't stick in your throat and \_\_\_\_\_ you.

4. The tiny worms in Casu Marzu cheese can \_\_15 cm if you \_\_them.

**Discussion 1** (*Evaluation: Judgments of Worth, Desirability, and Acceptability*)

1. Which of the foods mentioned would you be willing to try?
2. What's the weirdest food you've ever eaten?

**Discussion 2** (*Appreciation: Imaginary*)

If you could create your own weird dish to share with the world, what ingredients would you use, and why would it be special?

## Gibran Huzaifah



**Figure 4. Gibran Huzaifah**

Source: [tribunnews.com](http://tribunnews.com)

Gibran Huzaifah is a well-known entrepreneur in Indonesia, famous for his work in the fish farming industry. Born in 1989, Gibran was very interested in science and technology from a young age. This interest led him to study Biology at the prestigious Institut Teknologi Bandung (ITB). His studies helped him build the skills he needed to start his own business and use technology to solve real-world problems.

While he was studying at ITB, Gibran faced many difficulties. He often didn't have enough money for basic needs and sometimes went without food for several days. He lived alone in Bandung and had to stay in temporary places like campus facilities or mosques. His father lost his job, which made their financial situation even worse. According to CNBC Indonesia, there were times when Gibran did not eat for three days due to his financial struggles.

Despite these challenges, Gibran's determination led him to start eFishery in 2013. The idea for eFishery came from a biology class about fish farming. Gibran noticed that traditional fish feeding methods were not efficient, so he created a smart feeding system using sensors and technology to solve this problem. This system helps reduce waste and lower costs for fish farmers, making fish farming more effective and profitable.

eFishery has become very successful and is now worth around Rp 1.59 trillion. This success was supported by major investors like Patrick Walujo and international companies such as 42XFund from Abu Dhabi.

and Kumpulan Wang Persaraan (KWAP) from Malaysia. This recent funding shows how much Gibran's ideas have grown and made an impact.

Gibran's work with eFishery has greatly improved fish farming and helped many fish farmers in Indonesia. By providing an affordable and efficient solution, he has helped small farmers increase their productivity and income. Gibran believes in using business to do well and improve communities and the environment. His achievements make him a role model for future entrepreneurs, showing how one person's hard work can make a big difference in an industry.

Sources:

CNBC Indonesia. (2023, October 23). Cerita Gibran tak makan 3 hari, kini harta Rp 1,59 triliun. Retrieved September 3, 2024, from <https://id.linkedin.com/in/ferry-unardi-1306344a>  
<https://www.cnbcindonesia.com/tech/20231023095522-37-482781/cerita-gibran-tak-makan-3-hari-kini-harta-rp-159-triliun>

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Huzaifah, F. G. (2021, August 15). Notes on my 20s. Medium. Retrieved September 3, 2024, from <https://gibranhuzaifah.medium.com/notes-on-my-20s-4cdf40eb3dae>

## Vocabulary #5

| Word               | Definition                                                                  | Pronunciation  |
|--------------------|-----------------------------------------------------------------------------|----------------|
| <b>Prestigious</b> | Respected and admired for being very good or important.                     | /prɛ'stɪdʒ.əs/ |
| <b>Real-world</b>  | Relating to practical, everyday situations.                                 | /'rɪəl wɜːld/  |
| <b>Struggles</b>   | Difficult situations that require hard work or effort to overcome.          | /'strʌɡlz/     |
| <b>Funding</b>     | Money provided for a specific purpose, like starting or growing a business. | /'fʌndɪŋ/      |

|                   |                                                                   |               |
|-------------------|-------------------------------------------------------------------|---------------|
| <b>Impact</b>     | A strong effect or influence.                                     | /ˈɪm.pækt/    |
| <b>Role model</b> | A person who is admired and whose behavior others want to follow. | /rəʊl ˈmɒdəl/ |

### Multiple-Choice Questions:

Choose the best answer (A, B, C, D, or E) for each question.

1. What was Gibran's field of study at Institut Teknologi Bandung (ITB)?
  - A. Business Management
  - B. Computer Science
  - C. Biology
  - D. Environmental Science
  - E. Mechanical Engineering

*(Literal Comprehension – Recognizing Stated Details)*
2. What inspired Gibran to develop the idea for eFishery?
  - A. His experiences with traditional farming methods
  - B. A biology class about fish farming
  - C. His father's job loss
  - D. Discussions with investors
  - E. His interest in luxury industries

*(Literal Comprehension – Recognizing Stated Details)*
3. What challenge did Gibran face during his time at ITB?
  - A. Difficulty understanding his courses
  - B. Lack of support from his family
  - C. Financial struggles, including lack of food
  - D. Limited access to campus facilities
  - E. Failure to gain investors for his idea

*(Literal Comprehension – Recognizing Stated Details)*
4. Arrange these events from Gibran's life in the correct order:
  1. Gibran started eFishery.

- 2. He studied at ITB.
- 3. He experienced severe financial struggles.
- 4. eFishery gained major international investors.

- A. 2, 3, 1, 4
- B. 3, 2, 4, 1
- C. 1, 4, 3, 2
- D. 4, 3, 2, 1
- E. 2, 1, 3, 4

(Reorganization – Outlining)

- 5. Which of the following words best describes Gibran's determination during difficult times?

- A. Persistent
- B. Uncertain
- C. Ambitious
- D. Reckless
- E. Indecisive

(Reorganization – Classifying)

- 6. What can be inferred about why eFishery succeeded?

- A. It relied solely on international support.
- B. It addressed inefficiencies in traditional fish farming.
- C. It followed conventional business methods.
- D. It targeted wealthy clients only.
- E. It ignored environmental concerns.

(Inferential Comprehension – Inferring Cause and Effect Relationship)

- 7. Why did Gibran use sensors and technology in fish farming?

- A. To make fish farming more efficient and cost-effective
- B. To reduce the need for human labor
- C. To meet investor demands
- D. To comply with government regulations
- E. To follow industry trends

*(Inferential Comprehension – Inferring Cause and Effect Relationship)*

8. What lesson can be learned from Gibran's approach to overcoming financial challenges?

- A. Struggles are unavoidable.
- B. Determination and creativity can lead to success.
- C. Avoiding risks is the safest way forward.
- D. Success depends entirely on external support.
- E. Hardship always leads to failure.

*(Inferential Comprehension – Inferring Main Ideas)*

9. What does Gibran's collaboration with international investors suggest about his business?

- A. It depends only on foreign investments.
- B. It has global appeal and scalability.
- C. C. It avoids collaboration with local partners.
- D. It is not sustainable in the long term.
- E. It caters exclusively to wealthy farmers.

*(Inferential Comprehension – Inferring Main Ideas)*

10. Was Gibran's idea of using technology in fish farming appropriate for small-scale farmers?

- A. Yes, because it was efficient and affordable.
- B. No, because it was too complex.
- C. Yes, because it required minimal effort.
- D. No, because it increased farming costs.
- E. Yes, because it replaced traditional methods.

*(Evaluation – Judgment of Appropriateness)*

11. How does the text emphasize the significance of eFishery's impact on fish farmers?

- A. By discussing the financial gains of its investors
- B. By explaining how it made fish farming more profitable and

efficient

- C. By highlighting its use of advanced and expensive technologies
  - D. By showing its success in competing with international companies
  - E. By focusing on its popularity among urban farmers
- (Evaluation – Judgment of Adequacy and Validity)*

12. What values can be observed in Gibran's efforts to support small farmers?

- A. Innovation and social responsibility
- B. Wealth and ambition
- C. Competition and dominance
- D. Independence and isolation
- E. Risk-taking and recklessness

*(Appreciation – Emotional Response to the Content)*

13. What lesson does Gibran's journey teach about entrepreneurship?

- A. Entrepreneurs should focus only on profits.
- B. Hard work and innovation can overcome challenges.
- C. External support is more important than personal effort.
- D. Risk-taking should be avoided.
- E. Success is only for privileged individuals.

*(Appreciation – Identification with Characters or Incidents)*

14. How does the author highlight Gibran's use of technology in the text?

- A. By focusing on its complexity
- B. By explaining its role in solving a real-world problem
- C. By downplaying its impact on the industry
- D. By showing its failure in certain areas
- E. By comparing it to traditional methods

*(Appreciation – Reactions to the Author's Use of Language)*

15. What is the tone of the text when describing Gibran's achievements?

- A. Inspirational and motivational

- B. Neutral and detached
  - C. Critical and doubtful
  - D. Sarcastic and dismissive
  - E. Negative and harsh
- (Appreciation – Reactions to the Author’s Use of Language)*

### **Directions for Essay Questions:**

Answer the following questions based on the text. Provide detailed explanations and examples to support your answers.

### **Essay Questions**

1. How did Gibran’s financial struggles shape his journey toward becoming a successful entrepreneur?

*(Inferential Comprehension – Inferring Cause and Effect Relationship)*

2. Analyze the impact of eFishery on small fish farmers in Indonesia.

*(Evaluation – Judgment of Adequacy and Validity)*

3. Discuss the importance of international investments in the growth of eFishery.

*(Evaluation – Judgment of Worth)*

4. Reflect on how Gibran’s story serves as inspiration for aspiring entrepreneurs.

*(Appreciation – Emotional Response to the Content)*

5. How does the text emphasize the role of perseverance and innovation in overcoming challenges?

*(Appreciation – Reactions to the Author’s Use of Language)*

### C. Text type 3. Procedure Text

#### Your digital footprint



**Figure 5. Your digital footprint**

Every time you go online you leave a trail. This is just like a real footprint. It reveals where you've been, how long you stayed and what you've been doing there. Every time you register for an online service, send an email, download a video or upload a photo, the information can be accessed and your digital footprint can be revealed. This shouldn't necessarily be worrying but it is advisable to be aware of your digital footprint and to be cautious and sensible when you are online.

Six top tips for taking care of your digital footprint

1. Don't forget to log off when you leave a website, especially if you are using a shared computer. If you don't, someone can easily pretend to be you!
2. Don't tell anyone your passwords and don't write them down in an obvious place. Make them more complex by using a combination of letters, numbers and punctuation marks.
3. Tell an adult if you come across anything online that makes you upset, anxious or concerned. There are ways to report inappropriate or abusive content and in most cases web managers respond rapidly.
4. Remember your favourite websites by using the history button and the bookmark function on your computer or mobile device. This is a way

that your digital footprint can work in your favour, but remember to clear your browser history regularly.

5. If you want to post comments online, you don't have to use your own name. Invent a nickname to use instead. You can also use a picture instead of a real photo.
6. Protect your identity online. Be careful about who you share personal information with and always think twice before sharing details like your email, home address, school or phone number with someone.

Think about the future.

All kinds of people are interested in your digital footprint. It's now quite common for colleges, universities and employers to check out the online profiles of possible candidates as part of their application process. There are cases of people having missed out on jobs and places in college because their digital footprint didn't impress the recruiters. So, remember: keep safe, don't put too much personal information online and always think carefully before you post something. Ask yourself, "Would I be happy for absolutely everyone to see this?"

Source: [www.britishcouncil.org/learnenglishteens](http://www.britishcouncil.org/learnenglishteens)

## Vocabulary

| Word               | Definition                                                                                      | Pronunciation      |
|--------------------|-------------------------------------------------------------------------------------------------|--------------------|
| <b>Footprint</b>   | A mark left by a foot, or in this case, a trail of data left behind after using the internet.   | /'fʊt.prɪnt/       |
| <b>Trail</b>       | A path or series of marks left behind by someone or something moving.                           | /treɪl/            |
| <b>Cautious</b>    | Being careful to avoid potential problems or dangers.                                           | /'kɔː.ʃəs/         |
| <b>Sensible</b>    | Having or showing good judgment; practical and reasonable.                                      | /'sensɪbəl/        |
| <b>Punctuation</b> | The marks used in writing to separate sentences and clarify meaning, such as commas or periods. | /ˌpʌŋk.tʃu'eɪ.ʃən/ |

## Task

### 1. Check your understanding: multiple choice (*Literal Comprehension: Recognition or Recall of Details*)

Circle the best answer to these questions.

1. When you go online, you ...
  - A. can choose what information is recorded about you.
  - B. leave a trail showing where you've been and what you've been doing.
  - C. send information to recruiters.
2. If people search for information about you, they can find your ...
  - A. bookmarked websites.
  - B. passwords.
  - C. digital footprint.
3. Someone could pretend to be you if you don't log off when ...
  - A. abandoning a site.
  - B. posting a comment.
  - C. sharing a photo.
4. You should make your passwords difficult to guess by ...
  - A. using all capital letters.
  - B. making them complex.
  - C. including a symbol.
5. If a user reports inappropriate content, ...
  - A. web managers usually react immediately.
  - B. recruiters often respond.
  - C. other users want to read what they've said.
6. You should report abusive remarks on the internet ...
  - A. if you think they are really serious.

- B. in all cases.
- C. if you can find the contact and have time.

7. To remember your favourite websites, you can use the ...

- A. browser.
- B. bookmark function.
- C. mobile device.

8. Think carefully before ...

- A. sharing your favourite website online.
- B. sharing your comments online.
- C. sharing personal information online.

## 2. Check your understanding: grouping (Reorganization: Classifying)

Write the tips in the correct group.

|                                                              |                                               |                                                     |                                              |
|--------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|----------------------------------------------|
| Write your password in a place where you can find it easily. | Use a picture instead of a Photo of yourself. | Use the history button to find a Favourite website. | Forget to erase your browser History.        |
| Keep quiet about inappropriate content that you come across. | Use punctuation marks in your password.       | Log off when you leave a website.                   | Use your name when you post Comments online. |

| Do ... | Don't ... |
|--------|-----------|
|        |           |

### **Discussion 1 (*Inferential Comprehension*)**

1. What could be the possible reason the text suggests using a nickname instead of your real name when posting comments online? (*Inferring Cause and Effect Relationship*)
2. Based on the text, what might happen if you forget to log off from a shared computer? (*Inferring Supporting Details*)

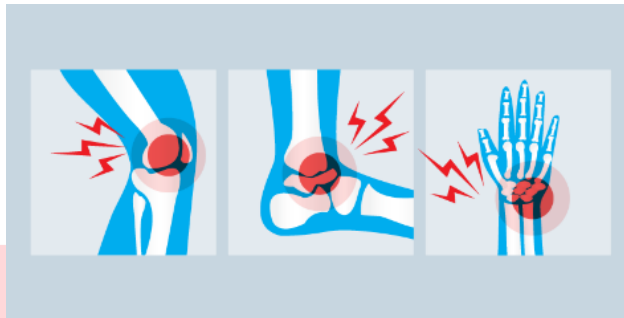
### **Discussion 2 (*Evaluation*)**

1. Do you think being cautious with your digital footprint is important for future job and university applications? Why or why not? (Judgment of Worth, Desirability, and Acceptability)
2. In your opinion, which of the six tips for managing your digital footprint is the most helpful? Explain why. (Judgment of Appropriateness)

### **Discussion 3 (*Appreciation: Imaginary*)**

How do you take care of your digital footprint?

## Tips for Avoiding Sports Injuries



**Figure 6. Tips for Avoiding Sports Injuries**

Source: [online.csp.edu](http://online.csp.edu)

Having exercise is one of the ways to maintain our health. Injuries and sports frequently seem to go hand-in-hand. However, this shouldn't be the case if you adhere to correct protocols and take some simple precautions. By following these tips, you will be able to avoid injuries.

First, warm up. A warm-up should prepare your body and mind for your main exercise session by gradually raising the heart rate, warming the muscles and connective tissues, improving mobility, and the functionality of all the body's movement. The end result is that you will be far less likely to suffer a muscle or tendon strain because your muscles will be warm, loose, pliable, and ready for your workout.

Second, do cool-down. This is basically the opposite of warming up. It will flush out the waste by-products from your session and safely return your heart rate, blood pressure, and breathing to your pre-exercise levels.

Third, do stretching. Maintaining or developing flexibility is extremely important for injury prevention because poor flexibility is one of the primary causes of muscle and tendon strains. Reduced flexibility equals short, tight muscles, which are highly susceptible to damage during dynamic sporting activities.

Fourth, focus on technique. Incorrect technique for any sporting activity is likely to result in injury. Resistance training injuries are the most common and are usually caused by an over-zealous approach in an attempt to lift heavier weights. By focusing on correct technique, you

will avoid injury, perform more efficiently, and get greater gains from your sessions.

Fifth, get the correct sport gear. Modern technology has made significant advances in injury prevention, particularly for footwear. You can now find exercise footwear designed specifically for the demands of your chosen sport, with different models tailored for your particular gait, reducing the likelihood of injury.

Sixth, rest up between training. Rest is essential to allow your body to recover from the demands of your activity and repair microscopic damage to the muscles and associated tissues that occur during exercise. If you neglect rest, damage will become cumulative, resulting in a weakened body more susceptible to injury or illness.

Seventh, avoid doing too much training too soon. Trying to achieve too much too soon will inevitably result in injury because your body takes time to adapt to increased training loads or the demands of new activities.

Eighth, try total training. The primary elements of a balanced health and fitness program are resistance training, cardiovascular training, core training, flexibility, coordination, and nutrition. If you neglect any one of these elements, your training will be unbalanced, increasing the likelihood of injury, illness, or both.

Ninth, consume good nutrition. A good nutrition plan is at the foundation of an effective exercise program because you have to put back into your body what you take out. If nutrition is neglected, your body will be unable to recover properly from training, leading to illness or injury.

Tenth, see a sports therapist. Sports and exercise can cause damage to muscles, tendons, and other tissues. Seeing a good sports therapist is worth it because by using skilled massage techniques, they can restore the body to its pre-exercise condition. Additionally, they can assess, diagnose, and treat a range of physical problems before injury strikes.

Adapted from: Realbuzz Team. (n.d.). Top 10 tips for avoiding sports injuries. Realbuzz. Retrieved September 14, 2024, from <https://www.realbuzz.com/articles-interests/fitness/article/top-10-tips-for-avoiding-sports-injuries>

## Vocabulary #1

| Word                     | Definition                                               | Pronunciation         |
|--------------------------|----------------------------------------------------------|-----------------------|
| <b>Injury</b>            | Harm or damage to your body.                             | /ˈɪn.dʒər.i/          |
| <b>Precaution</b>        | A careful action taken to avoid danger or harm.          | /priˈkəʊ.ʃən/         |
| <b>Strain</b>            | Damage to a muscle caused by using it too much.          | /streɪn/              |
| <b>Pliable</b>           | Flexible and easily bent or shaped.                      | /ˈplaɪ.ə.bəl/         |
| <b>Cool-down</b>         | Exercises done after a workout to help the body recover. | /kuːl daʊn/           |
| <b>Waste by-products</b> | Unwanted substances produced during physical activity.   | /weɪst baɪ ˈprɒdʌkts/ |
| <b>Susceptible</b>       | Likely to be harmed by something.                        | /səˈsep.tɪ.bl/        |
| <b>Dynamic</b>           | Full of energy and movement.                             | /daɪˈnæm.ɪk/          |
| <b>Zealous</b>           | Showing too much enthusiasm, often in a dangerous way.   | /ˈzel.əs/             |
| <b>Footwear</b>          | Shoes or other items worn on the feet.                   | /ˈfʊt, weər/          |
| <b>Gait</b>              | The way a person walks or runs.                          | /geɪt/                |
| <b>Cumulative</b>        | Increasing by adding more over time.                     | /ˈkjuː.mjʊ.lə.tɪv/    |

## Multiple-Choice Questions

### Directions for Questions

### Multiple-Choice Questions

Choose the correct answer (A, B, C, D, or E) for each question based on the text *Tips for Avoiding Sports Injuries*.

### Essay Questions

Answer the following questions based on the text *Tips for Avoiding Sports Injuries*. Provide clear and detailed responses.

### Multiple-Choice Questions

*Literal Comprehension (Understanding Vocabulary in Context)*

- What is the main purpose of warming up before exercising?
  - To relax the body after exercise
  - To increase flexibility instantly
  - To prepare the body and mind for exercise
  - To avoid stretching injuries
  - To develop muscle mass

*Literal Comprehension (Understanding Vocabulary in Context)*

2. What happens during a cool-down session?
- A. It increases heart rate and muscle stiffness.
  - B. It raises energy levels for the next exercise.
  - C. It returns the body to pre-exercise conditions.
  - D. It stretches the muscles for better flexibility.
  - E. It boosts endurance.

*Inferential Comprehension (Inferring Cause and Effect Relationship)*

3. Why is good nutrition crucial for avoiding injuries?
- A. It ensures rapid muscle growth.
  - B. It helps prevent overtraining.
  - C. It allows the body to recover properly.
  - D. It balances the cardiovascular system.
  - E. It supports better sports gear choices.

*Evaluation (Judgment of Adequacy and Validity)*

4. Are all types of sports gear equally effective for injury prevention?
- A. Yes, because technology has standardized gear.
  - B. No, because gear should match the demands of the sport.
  - C. Yes, because modern designs are universally suitable.
  - D. No, because gear cannot prevent serious injuries.
  - E. Yes, because all footwear now incorporates advanced technology.

*Appreciation (Reactions to the Author's Use of Language)*

5. How does the author emphasize the importance of rest?
- F. By describing its role in preventing overtraining injuries
  - G. By listing it as the first tip in the text
  - H. By using technical terms for body recovery
  - I. By explaining its effects on flexibility
  - J. By comparing it with total training

*(Literal Comprehension)*

6. What is the primary consequence of neglecting flexibility training?
- A. Improved endurance
  - B. Reduced muscle recovery
  - C. High susceptibility to injury
  - D. Increased cardiovascular health
  - E. Rapid weight gain

*(Inferential Comprehension)*

7. Why is technique critical in avoiding resistance training injuries?
- A. It reduces the need for warm-ups.
  - B. It prevents injuries and improves performance.
  - C. It maximizes the use of sports gear.
  - D. It minimizes muscle mass development.
  - E. It balances cardiovascular performance.

*Inferential Comprehension (Inferring Cause and Effect Relationship)*

8. What role does a sports therapist play in injury prevention?
- A. They develop customized exercise routines.
  - B. They provide massage techniques for recovery.
  - C. They supply advanced sports gear.
  - D. They monitor cardiovascular training.
  - E. They replace the need for nutrition plans.

*Inferential Comprehension (Inferring Supporting Details)*

9. What happens if waste by-products are not flushed out after exercise?
- A. The body becomes more flexible.
  - B. Muscles recover faster.
  - C. Tissues sustain long-term damage.
  - D. Rest periods become unnecessary.
  - E. Injuries are avoided.

*Evaluation (Judgment of Appropriateness)*

10. Why is focusing on total training important?
- A. It avoids injuries caused by unbalanced programs.
  - B. It replaces the need for correct techniques.
  - C. It eliminates the necessity for sports therapists.
  - D. It helps avoid overtraining injuries.
  - E. It focuses entirely on cardiovascular strength.

*Mixed Levels (Literal + Inferential)*

11. What is the effect of poor stretching habits on muscles?
- A. Muscles become longer and stronger.
  - B. Muscles remain short and tight.
  - C. Tendons grow less flexible.
  - D. Recovery time is reduced.
  - E. Tissues grow resistant to injuries.

*Literal Comprehension (Understanding Vocabulary in Context)*

12. What is the importance of resistance training in injury prevention?
- A. It develops cardiovascular strength.
  - B. It improves flexibility and muscle strength.
  - C. It allows faster recovery after injuries.
  - D. It balances training elements effectively.
  - E. It increases the number of rest periods needed.

*Inferential Comprehension (Inferring Cause and Effect Relationship)*

13. What happens if you do too much training too soon?
- A. Your body becomes stronger and more flexible.
  - B. Your body is more likely to get injured.
  - C. Your muscles recover faster.
  - D. Your body adapts without any negative effects.
  - E. Your cardiovascular system strengthens more quickly.

*Evaluation (Judgment of Worth, Desirability, and Acceptability)*

14. Is resting between training sessions necessary for injury prevention?
- A. Yes, because it allows the body to recover.
  - B. No, because continuous training is more effective.
  - C. Yes, because it prevents muscle growth.
  - D. No, because rest only slows progress.
  - E. Yes, but only for beginners.

*Appreciation (Reactions to the Author's Use of Language)*

15. How does the author communicate the significance of avoiding injuries in sports?
- A. By listing detailed techniques
  - B. By emphasizing the consequences of injury
  - C. By comparing sports therapy to other treatments
  - D. By focusing on technology in sports gear
  - E. By highlighting the benefits of cool-downs

**Essay Questions**

*Literal Comprehension (Understanding Vocabulary in Context)*

1. Explain the purpose and benefits of a warm-up and cool-down session.

*Inferential Comprehension (Inferring Cause and Effect Relationship)*

2. Analyze the role of proper nutrition in avoiding sports injuries. How does it support the body's recovery?

*Evaluation (Judgment of Adequacy and Validity)*

3. Evaluate the importance of correct sports gear in preventing injuries. Why is it important to have sport-specific gear?

*Inferential Comprehension (Inferring Supporting Details)*

4. How does flexibility training contribute to injury prevention?  
Provide examples from the text to support your answer.

*Evaluation (Judgment of Worth, Desirability, and Acceptability)*

5. What lesson can be learned about the balance between rest and training? Why is rest considered essential for injury prevention?



#### **D. Text type 4. Exposition Text**

##### **Video games are good for you!**



**Figure 7. Video games are good for you!**

For years video games have been criticized for making people more antisocial, overweight or depressed. But now researchers are finding that games can actually change us for the better and improve both our body and mind.

Games can help to develop physical skills. Pre-school children who played interactive games such as the ones available on Wii have been shown to have improved motor skills, for example they can kick, catch and throw a ball better than children who don't play video games. A study of surgeons who do microsurgery in Boston found that those who played video games were 27 per cent faster and made 37 per cent fewer errors than those who didn't. Vision is also improved, particularly telling the difference between shades of grey. This is useful for driving at night, piloting a plane or reading X-rays.

Games also benefit a variety of brain functions, including decision-making. People who play action-based games make decisions 25 per cent faster than others and are no less accurate, according to one study. It was also found that the best gamers can make choices and act on them up to six times a second, four times faster than most people. In another study by researchers from the University of Rochester in New York, experienced gamers were shown to be able to pay attention to more than six things at once without getting confused, compared with the four that most people can normally keep in mind. Additionally, video games can

also reduce gender differences. Scientists have found that women who play games are better able to mentally manipulate 3D objects.

There is also evidence that gaming can help with psychological problems. At the University of Auckland in New Zealand, researchers asked 94 young people diagnosed with depression to play a 3D fantasy game called SPARX and in many cases, the game reduced symptoms of depression more than conventional treatment. Another research team at Oxford University found that playing Tetris shortly after exposure to something very upsetting in the experiment, a film of traumatic scenes of injury and death was used can actually prevent people having disturbing flashbacks.

The effects are not always so positive, however. Indiana University researchers carried out brain scans on young men and found evidence that violent games can alter brain function after as little as a week of play, affecting regions in the brain associated with emotional control and causing more aggressive behavior in the player. But Daphne Bavelier, one of the most experienced researchers in the field, says that the violent action games that often worry parents most may actually have the strongest beneficial effect on the brain. In the future, we may see many treatments for physical and neurological problems which incorporate the playing of video games.

Source: [www.britishcouncil.org/learnenglishteens](http://www.britishcouncil.org/learnenglishteens)

## Vocabulary

| Word         | Definition                                                                                             | Pronunciation         |
|--------------|--------------------------------------------------------------------------------------------------------|-----------------------|
| Motor skills | Abilities that require the use of muscles, like kicking or throwing.                                   | /ˈmoʊ.tər skɪlz/      |
| Microsurgery | Surgery done on tiny structures, such as blood vessels or nerves, often with the help of a microscope. | /ˈmaɪ.krəʊ.sɜː.dʒəri/ |
| Vision       | The ability to see.                                                                                    | /ˈvɪʒ.ən/             |
| Symptoms     | Signs of illness or problems in the body or mind.                                                      | /ˈsɪmp.təmz/          |
| Conventional | Normal or traditional, often referring to methods or ways of doing things.                             | /kənˈven.ʃən.əl/      |

|             |                                                              |                  |
|-------------|--------------------------------------------------------------|------------------|
| Flashbacks  | Sudden and vivid memories of a past event, often unpleasant. | /'flæʃ.bæks/     |
| Violent     | Involving physical force or harm.                            | /'vaɪə.lənt/     |
| Incorporate | To include something as part of a whole.                     | /ɪn'kɔː.pə.reɪt/ |

## Task

### 1. Check your understanding: multiple choice *(Literal Comprehension: Recognition or Recall of Details)*

Circle the best option to complete these sentences.

- Only relatively recently have people started to real \_\_\_\_\_.
  - the harmful effects of video games
  - the beneficial effects of video games
  - how much we don't know about video games' effects
  - how much video games affect the people that play them
- Very young children show improved \_\_\_\_\_ after playing video games.
  - muscle control and co-ordination
  - social interaction
  - decision-making
  - ability to differentiate between different colours
- Playing video games helps doctors \_\_\_\_\_.
  - do operations and read X-rays
  - make decisions under pressure
  - operate complex equipment
  - tend to more than one patient at a time
- Video gamers' decision-making speed is significantly improved by \_\_\_\_\_.
  - years of gaming experience
  - long periods of game playing

- C. playing video games in short bursts  
D. certain types of video game.
5. Women who play video games demonstrate\_\_\_\_\_.
- A. faster reaction speeds  
B. reduced stress levels  
C. better spatial awareness  
D. better multitasking ability
6. In one research study, the video game Tetris helped people to \_\_\_\_.
- A. improve their concentration  
B. overcome depression  
C. forget disturbing experiences  
D. make decisions faster
7. Research shows that violent video games\_\_\_\_\_.
- A. have no negative effects on players  
B. only affect players' brains after extended hours of play  
C. may have positive and negative effects on the brain  
D. only affect players' brains in beneficial ways
8. In the future, computer games may be used for \_\_\_\_\_.
- A. treating a variety of medical problems  
B. training doctors to deal with emotional pressure  
C. helping parents to deal with difficult teenagers  
D. treating prisoners with a history of violent behavior

**2. Check your vocabulary: gap fill (Literal Comprehension: Recognition or Recall of Details)**

Complete the gaps with a noun from the box.

|        |           |           |          |
|--------|-----------|-----------|----------|
| shades | attention | decisions | behavior |
| errors | skills    | field     | scans    |

1. Playing video games improves the speed at which people can make\_\_\_\_\_.
2. Video gamers also demonstrate an improved ability to pay \_\_\_\_\_.  
to several things at once.
3. Pre-school children who play video games have been shown to have improved motor \_\_\_\_\_.
4. Pre-school children who play video games have been shown to have improved motor \_\_\_\_\_.
5. Playing video games also has a beneficial effect on vision, increasing players' ability to tell the \_\_\_\_ between varying \_\_\_\_\_ of grey.
6. Researchers from Indiana University investigated the effects of violent video games by doing some brain \_\_\_\_\_ on video gamers.
7. Their research showed that violent video games affect emotional control and may cause more aggressive \_\_\_\_\_.
8. Daphne Bavelier is one of the most experienced researchers in her \_\_\_\_\_.

**Vocabulary**

Write any new words you have learnt in lesson  
(*Literal Comprehension: Recognition or Recall of Character Traits*).

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3. Summarize the key findings about how video games help improve brain functions according to the text. (*Reorganization: Summarizing*)

**Discussion 1 (*Evaluation: Judgments of Worth, Desirability, and Acceptability*)**

1. What kind of computer games do you like?
2. Do you think they are good for you? Why or why not?

**Discussion 2 (*Inferential Comprehension*)**

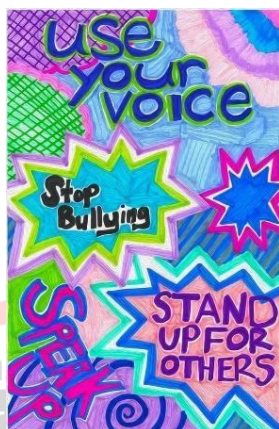
1. Based on the text, what can be inferred about the relationship between playing video games and improving physical skills in children? (*Inferencing Cause and Effect Relationship*)
2. Considering the findings about video games and mental health, what might be inferred about how gaming could be used in treating psychological issues like depression? (*Inferencing Main Ideas*)

**Discussion 3 (*Appreciation: Judgments of Worth, Desirability, and Acceptability*)**

How do you feel about the idea that video games can help improve mental health? Do you find this surprising or interesting? Explain why. (*Emotional Response to the Content*)

## E. Text type 5. Recount

### Attending a Workshop on Anti-Bullying



**Figure 8. Attending a Workshop on Anti-Bullying**

Source: i.pining.com

Last month, our school organized an anti-bullying workshop aimed at raising awareness and educating students about the effects of bullying. The rise of cyberbullying made the issue increasingly relevant, prompting the school to take action. I decided to participate in the workshop because I had witnessed bullying incidents and felt it was crucial to learn how to contribute to solving the problem.

The workshop was led by a psychologist who shared real-life stories of students who had been affected by bullying. One story that particularly resonated with me was about a boy who had been relentlessly bullied online through social media. The cruel messages he received left him feeling isolated and depressed. This story highlighted the severe impact of bullying, even when it isn't physical.

In addition to sharing these stories, the psychologist provided practical advice on how to stand up against bullying. We were encouraged not to remain silent if we witnessed bullying and to offer support to victims. Small actions, such as standing by someone who is being bullied, can make a significant difference. The workshop also stressed the importance of kindness online and being mindful of the impact our words can have.

After attending the workshop, I felt more empowered to speak out

against bullying. The experience was eye-opening and underscored the importance of kindness in both our personal interactions and online communications. Since then, I have made a conscious effort to promote positivity and advocate for those who might feel isolated or targeted.

The workshop not only increased my awareness of the issue but also inspired me to actively contribute to a more supportive and compassionate environment. It reinforced that every small action can help combat bullying and make a positive impact on someone's life.

Source: Anti-bullying campaigns and school programs addressing cyberbullying and kindness.

## Vocabulary

| Word          | Definition                                                    | Pronunciation    |
|---------------|---------------------------------------------------------------|------------------|
| Resonated     | Had a deep or emotional impact on someone.                    | /ˈrez.ə.neɪ.tɪd/ |
| Relentlessly  | Continuing without stopping or showing mercy.                 | /rɪˈlent.ləs.li/ |
| Mindful       | Being aware and careful of something.                         | /ˈmaɪnd.fəl/     |
| Empowered     | Feeling confident and in control, able to take action.        | /ɪmˈpaʊəd/       |
| Eye-opening   | Something surprising that gives new knowledge or perspective. | /ˈaɪ.əʊ.pən.ɪŋ/  |
| Underscored   | Emphasized or showed the importance of something.             | /ˌʌn.dəˈskoʊd/   |
| Compassionate | Showing sympathy and concern for others.                      | /kəmˈpæʃ.ən.ət/  |
| Combat        | To fight or work against something negative or harmful.       | /ˈkɒm.bæt/       |

## Task

### Task 1 (*Literal Comprehension*)

1. Who organized the anti-bullying workshop? (*Recall of Details*)
2. Why did the school decide to organize the workshop? (*Recall of Main Ideas*)

3. Who led the anti-bullying workshop? (*Recall of Details*)
4. What was one action recommended by the psychologist to combat bullying? (*Recall of Main Ideas*)
5. What did the student feel after attending the workshop? (*Recall of Sequence*)

### Task 2 (*Reorganization: Classifying*)

Write the sentences in the correct group

|                                                      |                                               |                                                                         |                                                   |
|------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------|
| The student witnessed bullying incidents.            | The workshop was led by a psychologist.       | Priya's house was not for sale.                                         | The student made an effort to promote positivity. |
| The psychologist shared stories of bullying victims. | The student felt more empowered to speak out. | The school organized the workshop because of the rise in cyberbullying. |                                                   |

| Before the time travel event | After the time travel event |
|------------------------------|-----------------------------|
|                              |                             |

### Task 3 (*Inferential Comprehension*)

Here are the subtypes of inferential comprehension for the questions:

1. Why do you think Priya was willing to steal the necklaces despite knowing it was wrong? (*Inferring Cause and Effect Relationships*)

2. What can you infer about Priya's financial situation before she signed up for TimeTech? (*Inferring Supporting Details*)
3. Why do you think the 'For Sale' sign disappeared after the plumber fixed the pipe? (*Inferring Sequence of Events*)
4. How does Charlie's change in behavior reflect the impact of the time travel on his health? (*Inferring Character Traits*)
5. What do you think Priya fears the most by the end of the story? (*Inferring Cause and Effect Relationships*)

#### **Task 4 Are the sentences true or false? (*Evaluation: Judgments of Adequacy and Validity*)**

|                                                                                                                 | <b>Answer</b> |              |
|-----------------------------------------------------------------------------------------------------------------|---------------|--------------|
| 1. Priya's boss felt bad about her situation. The psychologist shared stories of students who had been bullied. | <b>True</b>   | <b>False</b> |
| 2. The workshop focused only on physical bullying.                                                              | <b>True</b>   | <b>False</b> |
| 3. The workshop encouraged students to remain silent if they witnessed bullying.                                | <b>True</b>   | <b>False</b> |
| 4. The workshop was organized by students.                                                                      | <b>True</b>   | <b>False</b> |
| 5. After attending the workshop, the student felt less empowered to speak out against bullying.                 | <b>True</b>   | <b>False</b> |

#### **Discussion 1 (*Evaluation: Judgments of Facts or Opinion*)**

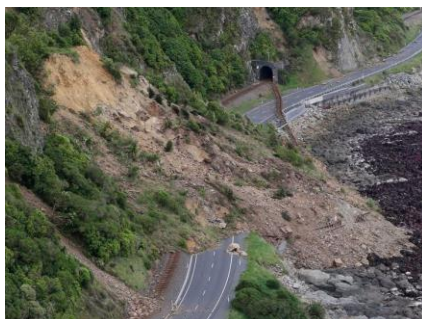
Did you think the workshop was effective in raising awareness about bullying? Why or why not?

#### **Discussion 2 (*Inferential Comprehension*)**

How did the stories shared in the workshop make you feel about bullying?

## F. Text type 6. Report Text

### Landslide



**Figure 9. Landslide**

Source: businessinsider.com

Landslide is a geological event that occurs because of the fall of the movement of the ground like a big lump of rock or soil which is also a natural phenomenon that occurs in the mountains surrounding the area. The steeper the area, the greater the possibility of landslides. All the material on the slopes of the earth have a point where these materials will remain stable.

Landslide occurs when the top layer of earth and stones apart from the main part of the mountain or hill. This usually occurs because of high rainfall, earthquakes, or volcanic eruptions. In some cases, the exact cause is unknown. Landslides can occur because of natural faults and the weather on the soil and rocks. These cases are mainly in humid and hot climate like in Indonesia. When the landslide happens the top layer of the earth starts to slide freely on the slopes and take the momentum in this slide, so the launch will be faster (up to about 30 meters / second). A large volume of soil and mud slides is that damages, and destroy buildings.

Although landslides are natural phenomena, some human activities could be a factor causing the landslide, when these activities resonate with vulnerability and natural conditions that have been mentioned. Examples of these human activities are haphazard felling trees on the slope area, quarry rocks, soil or other minerals which cause slope instability, pumping and draining groundwater that cause the decline of groundwater

levels, changing the flow of canal water from its natural path, leakage in water pipe that changes structures (including the pressure in the soil) and the level of soil wetness and rocks, changing the slope of the area (such as the construction of roads), and excessive loading of the buildings in the hills.

The building that is located on the mountain slopes can be at risk of landslide disasters. If the landslide happens, the house can be hit by a big rock or buried in soil on a large enough scale. As a result, the house and its contents are damaged. The disaster also claims the lives of human bias in that house who do not have time to escape.

Source: <https://www.coursehero.com/file/87687849/REPORT-TEXT-LANDSLIDESdocx/>

## Vocabulary

| Word               | Definition                                                                        | Pronunciation      |
|--------------------|-----------------------------------------------------------------------------------|--------------------|
| <b>Steeper</b>     | Having a sharp incline or slope.                                                  | /sti:pər/          |
| <b>Stable</b>      | Firmly fixed and not likely to move, change, or fail.                             | /'steɪ.bəl/        |
| <b>Rainfall</b>    | The amount of rain that falls in a particular area.                               | /'reɪn.fɔ:l/       |
| <b>Instability</b> | The quality of being likely to change or fail; lack of stability.                 | /,ɪn.stə'bɪl.ɪ.ti/ |
| <b>Pumping</b>     | The process of moving liquid or gas from one place to another, often with a pump. | /'pʌmpɪŋ/          |
| <b>Draining</b>    | Removing liquid, often water, from an area or substance.                          | /'dreɪ.nɪŋ/        |
| <b>Groundwater</b> | Water located beneath the Earth's surface.                                        | /'graʊnd.wɔ:ˌtər/  |
| <b>Leakage</b>     | The accidental escape of liquid or gas from a pipe or container.                  | /'li:.kɪdʒ/        |
| <b>Wetness</b>     | The state of being covered or soaked with liquid.                                 | /'wet.nəs/         |
| <b>Slope</b>       | A surface that rises or falls at an angle.                                        | /sləʊp/            |

|                  |                                                                                            |             |
|------------------|--------------------------------------------------------------------------------------------|-------------|
| <b>Excessive</b> | More than is necessary, normal, or desired.                                                | /ɪk'ses.ɪv/ |
| <b>Bias</b>      | A tendency to prefer one person or thing to another, sometimes in a way considered unfair. | /'baɪ.əs/   |

## Task

### 1. Check your understanding: Multiple Choice

Read the questions carefully and choose the correct answer.

- Which factor is *not* a natural cause of landslides? (*Literal Comprehension: Recognition of Details*)
  - earthquakes
  - volcanic eruptions
  - heavy rainfall
  - tree cutting
  - natural faults
- What natural condition increases the likelihood of landslides? (*Literal Comprehension: Recognition of Details*)
  - steep slopes
  - flat terrain
  - low temperatures
  - dry climate
  - moderate rainfall
- Which activity can contribute to slope instability and lead to landslides? (*Literal Comprehension: Recognition of Cause and Effect Relationship*)
  - planting trees
  - draining groundwater
  - building roads in cities
  - filling water canals
  - controlling erosion

4. What is the effect of removing trees from slope areas? (*Inferential Comprehension: Deriving Cause and Effect*)
- A. it increases slope stability
  - B. it makes slopes more vulnerable to landslides
  - C. it improves soil quality
  - D. it prevents flooding
  - E. it increases the risk of earthquakes
5. How do landslides affect buildings on slopes? (*Literal Comprehension: Recognition of Cause and Effect Relationship*)
- A. buildings remain unaffected
  - B. buildings get pushed upward
  - C. buildings may be hit or buried by rocks and soil
  - D. buildings improve land stability
  - E. buildings help stop landslides
6. What causes the top layer of the earth and stones to separate from the main part of a hill? (*Literal Comprehension: Recognition of Details*)
- A. high winds
  - B. floods
  - C. heavy rainfall, earthquakes, or volcanic eruptions
  - D. draining of groundwater
  - E. low temperatures
7. What happens when groundwater is excessively pumped from the ground? (*Inferential Comprehension: Deriving Cause and Effect*)
- A. the ground becomes more stable
  - B. groundwater levels rise, causing floods
  - C. it can cause a decline in groundwater levels, leading to landslides
  - D. it helps prevent landslides
  - E. it increases the rate of tree growth

8. Which of the following is *not* a human activity that may lead to landslides? (*Literal Comprehension: Recognition of Details*)
- A. excessive tree cutting
  - B. road construction on slopes
  - C. changing water canal paths
  - D. groundwater draining
  - E. building houses on flat ground
9. Why do landslides in humid, hot climates like Indonesia occur more frequently? (*Inferential Comprehension: Deriving Cause and Effect*)
- A. high temperatures dry out the soil
  - B. humidity weakens the earth's structure
  - C. the ground becomes so wet that it loses stability
  - D. humidity causes earthquakes
  - E. hot climate strengthens the slopes
10. Which of the following statements is true about landslides? (*Literal Comprehension: Recognition of Main Ideas*)
- A. they are caused only by natural factors
  - B. they can be prevented completely by human actions
  - C. they can be caused by both natural phenomena and human activities
  - D. landslides never occur in humid climates
  - E. landslides only happen after earthquakes

## 2. Check your understanding: matching (*Reorganization: Classifying*)

Match the verbs with the correct definition and write a–f next to the numbers 1–6.

- |                             |                                                                      |
|-----------------------------|----------------------------------------------------------------------|
| 1. .... landslide           | a. A geological event involving the movement of soil and rocks.      |
| 2. .... to vulnerability    | b. Suceptibility to damage or disaster.                              |
| 3. .... Groundwater pumping | c. The process of removing water from underground reservoirs.        |
| 4. .... Slope instability   | d. A condition where slopes become prone to collapse.                |
| 5. .... fault               | e. A fracture in the earth's surface that can cause ground movement. |

### Discussion 1 (*Evaluation: Judgments of Facts or Opinion*)

1. Which human activities mentioned in the text do you think are the most dangerous in causing landslides? Why?
2. Do you believe landslides are preventable if human actions are controlled?

### Discussion 2 (*Inferential Comprehension*)

1. Reflect on the impact of deforestation on slope stability. How might this human activity affect future landslide risks? (*Inferring Cause and Effect Relationship*)
2. Considering both natural and human-made causes, what can you infer about how landslides might be more severe in areas with rapid urban development? (*Inferring Comparison*)

### Discussion 3 (*Appreciation: Imaginary Response to the Content*).

Imagine living in an area prone to landslides. How would you prepare or protect your home from this natural disaster?

## **BAB 5**

### **KESIMPULAN**

Selama ini, pertanyaan-pertanyaan dalam kegiatan membaca pemahaman—khususnya dalam konteks pendidikan—masih banyak yang berfokus pada kemampuan berpikir tingkat rendah (lower order thinking skills/LOTS). Padahal, kebutuhan saat ini menuntut kemampuan berpikir tingkat tinggi (higher order thinking skills/HOTS) agar pembaca mampu berpikir kritis, reflektif, dan analitis dalam memahami teks. Sayangnya, hanya sekitar 5–20% pertanyaan yang diajukan dalam proses pembelajaran atau pelatihan yang berpotensi mengaktifkan tingkat kognitif yang lebih tinggi. Hal ini mencerminkan tantangan yang tidak hanya dialami oleh guru, tetapi juga oleh siapa pun yang ingin mengembangkan kemampuan memahami teks secara lebih mendalam, seperti fasilitator pelatihan, dosen, maupun pembaca umum.

Salah satu kendala utama adalah kesulitan dalam membedakan dan merancang pertanyaan LOTS dan HOTS, terutama dalam konteks membaca pemahaman. Dalam hal ini, penggunaan Bloom's Taxonomy memang telah banyak dijadikan acuan, namun untuk keterampilan membaca, pendekatan yang lebih spesifik seperti Barrett's Taxonomy dianggap lebih sesuai. Taksonomi ini menawarkan lima level pemahaman membaca, yaitu: (1) literal comprehension (pemahaman literal), (2) reorganization (reorganisasi informasi), (3) inferential comprehension (pemahaman inferensial), (4) evaluation (evaluasi), dan (5) appreciation (apresiasi). Kelima tingkatan ini dapat digunakan sebagai dasar dalam menyusun pertanyaan yang tidak hanya menguji daya ingat, tetapi juga kemampuan berpikir kritis dan kreatif terhadap isi bacaan.

Pengembangan pertanyaan yang berkualitas dalam membaca pemahaman sebaiknya didasarkan pada integrasi antara tingkat pemahaman dan sub-keterampilan membaca yang lebih spesifik. Hal ini akan membantu siapa saja—baik guru, fasilitator, maupun pembaca umum—dalam menyusun pertanyaan yang menantang, bermakna, dan kontekstual. Untuk itu, diperlukan perangkat bantu seperti spesifikasi

soal yang mencakup sub-keterampilan membaca, jenis pertanyaan, serta proporsi atau jumlah butir soal yang ideal.

Dengan mempertimbangkan pentingnya pengembangan HOTS dalam berbagai konteks, tidak hanya pendidikan formal, maka buku ini hadir sebagai panduan praktis yang tidak terbatas pada siswa sekolah atau mahasiswa saja. Buku Model Pertanyaan Reading Comprehension Berbasis Barrett's Taxonomy disusun berdasarkan prinsip-prinsip dalam Kurikulum Merdeka dan Barrett's Taxonomy, namun aplikasinya dirancang lebih luas agar dapat dimanfaatkan oleh berbagai kalangan: guru, dosen, pelatih, pegiat literasi, hingga pembaca dewasa yang ingin meningkatkan kemampuan berpikir kritis melalui aktivitas membaca.

Pengembangan HOTS seharusnya tidak berhenti pada tataran kebijakan atau teori semata. Sebagaimana ditegaskan oleh Reeves (2012), HOTS perlu diterjemahkan ke dalam strategi praktis yang dapat diimplementasikan dalam pembelajaran dan pelatihan nyata. Buku ini mencoba menjembatani kesenjangan tersebut dengan menawarkan pendekatan konkret dalam menyusun pertanyaan-pertanyaan yang menstimulasi berpikir tingkat tinggi, khususnya dalam kegiatan membaca pemahaman.



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## GLOSARIUM

1. **Appreciation:** Responding to a text emotionally or aesthetically, such as enjoying its style or moral message.
2. **Barretts' Taxonomy:** A framework for measuring reading comprehension levels based on cognitive levels, ranging from literal comprehension to appreciation.
3. **Blooms' Taxonomy:** A framework for classifying learning objectives into cognitive levels, ranging from simple to complex.
4. **Causes:** Refers to the reasons, factors, or conditions that cause something to happen.
5. **Character Traits:** A quality or attribute that defines a person's personality, behavior, and attitude, such as honesty, kindness, or perseverance.
6. **Classifying:** Grouping or arranging something into certain categories or groups based on the characteristics, properties, or traits they possess.
7. **Comparisons:** The act of comparing two or more things to see the similarities and differences between them.
8. **Details:** Specific information or small facts that provide a more complete explanation or picture of something.
9. **Effects:** Something that arises as a result of another event.
10. **Evaluation:** Critically assess text content based on certain criteria.
11. **Figurative language:** Figurative language is used to compare, assume, or state something in a non-literal way.
12. **Inferential Comprehension:** Draw conclusions based on information implied in the text.
13. **Literal Comprehension:** Understand information that is explicitly stated in the text.
14. **Main idea:** A sentence or series of sentences that presents the main points of a text or paragraph.
15. **Outcomes:** Results achieved in the long term.
16. **Outlining:** A series of ideas arranged systematically, logically, clearly, structured and orderly.
17. **Reading Comprehension:** Approaches to improving reading comprehension.
18. **Recall:** A learning method in which a person actively tries to recall

- previously learned information without looking at the original material.
19. **Recognition:** Identifying something or someone as known or familiar.
  20. **Reorganization:** Connect and rearrange information from text to gain new understanding.
  21. **Sequences:** A sequence or arrangement of objects, numbers, or events in regular order.
  22. **Summarizing:** The process of drawing conclusions or summarizing a text by only highlighting the important points.
  23. **Synthesizing:** The process of combining various elements, information, or data to form a coherent whole.



## INDEKS

### A

Appreciation (7, 10, 12, 13, 14, 15, 25, 33, 37, 38, 39, 44, 49, 50, 55, 59, 61, 68, 78, 80)

### B

Barretts' Taxonomy (i, iv, vi, 2, 3, 5, 6, 7, 8, 9, 10, 13, 14, 15, 28, 79, 80, 81, 84, 87)

Bloom's Taxonomy (i, 1, 2, 5, 7, 79, 80)

### D

Disgusting (28, 31)

### E

Evaluation (7, 10, 11, 13, 14, 15, 23, 32, 33, 37, 38, 39, 44, 49, 50, 55, 59, 61, 68, 78, 80)

### H

HOTS (i, iv, 1, 2, 4, 5, 13, 14, 15, 79, 80, 83, 85, 87)

### I

Inferential Comprehension (7, 10, 11, 14, 15, 19, 32, 36, 37, 38, 42, 48, 50, 54, 59, 60, 61, 67, 71, 72, 75, 76, 78, 80)

### K

Kurikulum Merdeka (1, 7, 80, 83, 87)

### L

Literal Comprehension (iv, 7, 10, 11, 13, 14, 15, 31, 35, 44, 47, 53, 58, 59, 60, 61, 65, 66, 67, 70, 75, 76, 77, 80)

LOTS (i, iv, 1, 4, 5, 13, 14, 41, 79)

### N

Necklaces (30, 31, 32, 33, 71)

## **R**

Reading Comprehension (15, 28, 80, 87)

Reorganization (iv, 6, 7, 8, 10, 11, 13, 14, 15, 18, 32, 36, 41, 47, 48, 54, 67, 71, 77, 80, 81)

## **S**

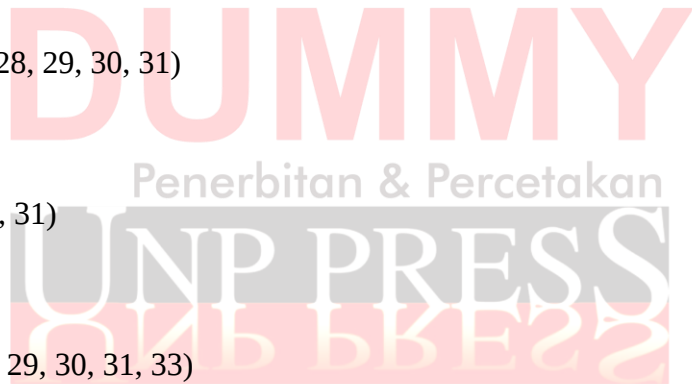
Slogan (28, 29, 30, 31)

## **T**

Tidy (29, 31)

## **V**

Van (28, 29, 30, 31, 33)



## TENTANG PENULIS



**Yetti Zainil** adalah seorang Guru Besar dalam bidang ilmu Teaching of English as a Foreign Language (TEFL) di Departemen Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang, mengajar pada program sarjana, magister, dan doktor pada Program Studi Magister Pendidikan Bahasa Inggris, Doktor Ilmu Pendidikan dan Doktor Ilmu Keguruan Bahasa di Universitas Negeri Padang. Yetti Zainil meraih gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Inggris, Institut Keguruan dan Ilmu Pendidikan (IKIP) Padang tahun 1988, gelar Master of Arts (M.A) bidang Applied Linguistics dari LaTrobe University, Australia tahun 2001, dan Doktor of Philosophy (Ph.D.) dari Deakin University Australia tahun 2017. Berbagai penelitian dan karya ilmiah telah dihasilkan dan disajikan dalam berbagai seminar dan konferensi tingkat daerah, nasional dan internasional di dalam negeri dan di luar negeri dalam bidang pengajaran bahasa Inggris sebagai bahasa asing dan classroom discourse. Biography dan perjalanan karir tentang penulis. Jabatan yang pernah di pegang. Penelitian yang pernah dilakukan. Buku yang pernah di terbitkan



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