

ABSTRACT

Widya, Nada (2024). *The Analysis of English Teachers' Reading Comprehension Questions at Maria Immaculata Marsudirini Junior High School to Improve Students' Critical Thinking*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Investigating teachers' reading comprehension questions was important because, from the previous study, the researcher found that LOTS questions are more dominant than HOTS questions. Besides, the researcher didn't see that study as analyzing the reliability levels of the reading comprehension that were included in the item analysis.

To address the first research question, the researcher assessed the extent to which the reading comprehension questions measure students' Higher-Order Thinking Skills (HOTS), the researcher conducted an analysis based on Bloom's Taxonomy. Then, before determining the reliability level of the teachers' comprehension questions, the researcher analyzed item difficulty, item discrimination, and distractor efficiency.

Using descriptive qualitative research, the researcher conducted the study at the Maria Immaculata Marsudirini Yogyakarta Junior High School on Brigjen Katamso Street in Yogyakarta. Additionally, the reading comprehension questions of the mid-term test for the ninth-grade students became the research object for this study.

This research found 36 out of 40 questions in the dominant level were in the LOTS and only 4 out of 40 questions in the HOTS level. Overall, the questions are categorized as too-easy items, items with negative and near zero discrimination, and options that indicate negative point-biserial in the distractor efficiency. In a criterion-referenced test, the researcher found that the problematic items had to be revised but still could be kept.

Keywords: HOTS, item analysis, LOTS, reading comprehension, reliability

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Menyelidiki pertanyaan-pertanyaan pemahaman bacaan oleh guru adalah penting karena, dari penelitian sebelumnya, peneliti menemukan bahwa pertanyaan-pertanyaan LOTS lebih dominan daripada pertanyaan-pertanyaan HOTS. Selain itu, peneliti tidak melihat penelitian tersebut meneliti tingkat reliabilitas pemahaman bacaan yang disertakan dalam analisis item.

Untuk menjawab pertanyaan penelitian pertama, peneliti menilai sejauh mana pertanyaan pemahaman membaca mengukur keterampilan berpikir tingkat tinggi (Higher-Order Thinking Skills/HOTS) siswa, peneliti melakukan analisis berdasarkan Taksonomi Bloom. Kemudian, sebelum menentukan tingkat reliabilitas soal pemahaman yang dibuat guru, peneliti melakukan analisis tingkat kesukaran butir soal, daya pembeda soal, dan efisiensi pengecoh.

Peneliti melakukan penelitian di Sekolah Menengah Pertama Maria Immaculata Marsudirini Yogyakarta di Jalan Brigjen Katamso, Yogyakarta dengan menggunakan penelitian kualitatif deskriptif. Selain itu, soal-soal pemahaman bacaan dari ujian tengah semester untuk siswa kelas sembilan menjadi objek penelitian dalam penelitian ini.

Penelitian ini menemukan 36 dari 40 soal yang dominan berada pada level LOTS dan hanya 4 dari 40 soal yang berada pada level HOTS. Secara keseluruhan, soal-soal tersebut dikategorikan sebagai soal yang terlalu mudah, soal dengan daya pembeda negatif dan mendekati nol, serta opsi yang menunjukkan point-biserial negatif dalam efisiensi distraktor. Dalam tes yang mengacu pada kriteria, peneliti menemukan bahwa soal-soal yang bermasalah harus direvisi tetapi masih dapat dipertahankan.

Kata Kunci: HOTS, analisis item, LOTS, pemahaman bacaan, reliabilitas