

## Characteristics of Reading Literacy Questions used by Teachers to Measure Students' Minimum Competency Assessment

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**Abstract.** This study aims to describe the characteristics of reading literacy questions used by teachers to measure the Minimum Competency Assessment of Vocational High School students in Pekanbaru. This research is qualitative research using content analysis method. Documentation techniques used to collect the data were reading literacy questions made by teachers of Vocational High Schools throughout Pekanbaru City. The research findings show that the reading literacy questions are dominated by lower-order thinking skills. The cognitive level is more dominant in recalling, revealing information, understanding, applying, and analyzing. The text used as a stimulus in reading literacy questions ranges from 35-397 words. On the discourse side, the sentences tend to be less complex. Some questions employ more continuous discourse such as stories, paragraphs, dialogues, scientific articles. However, non-continuous discourse (e.g. tables, diagrams, and maps) is rarely used. The most frequent type of test used is multiple-choice, while complex multiple-choice, matching, short answers, and essays are rarely used by the teachers. The context of the text used is related to personal, education, technology, work, and culture.

**Keywords:** characteristics about reading literacy, Minimum Competency Assessment

### INTRODUCTION

Assessment is inseparable from the learning process. The results of assessments can be taken as input and improvement for the upcoming learning process. If carried out properly, they will contribute to the achievement of learning objectives. Therefore, in conducting an assessment, several things must be considered, one of which is the characteristics of the instrument.

The characteristics of an instrument must be aligned to the desired objectives. The purpose of an assessment is to identify students' reading literacy skills. According to the OECD the characteristic of reading literacy questions is that they must measure higher-order thinking skills or HOTS, which means the ability to interpret, reflect, and evaluate a text (OECD, 2019). The questions used must be accompanied by a stimulus such as continuous and non-continuous texts. In line with Brookhart questions that can measure higher-order thinking skills must use a stimulus and involve cognitive complexity and level of difficulty (Brown, 2004).

Harsiati suggested that continuous texts used by PISA to measure reading literacy include descriptive text, narration, exposition, argumentation, and instructions (Hirai. et all, 2009). Furthermore, non-continuous texts include tables, graphs, matrices, information sheets, and advertisements. Both types of text are used by PISA as a stimulus in designing reading literacy questions.

Reading literacy is a basic skill that every student must possess to identify and solve problems in everyday life. It was also stated by Koyuncu that reading literacy refers to understanding and assessing texts so that a person can develop his knowledge and potential to participate in society

(Koyuncu, 2020). Therefore, the stimulus in the form of text used in reading literacy questions must be authentic and related to the students.

Authentic texts that students can relate to are one of the ways for students to recognize the things that happen around them. They are expected to be able to solve real-life problems. In real life, information is presented as text, tables, and graphs. Such information can be understood if one's reading literacy is already good. Therefore, this becomes a characteristic of reading literacy questions.

Another characteristic proposed by the OECD regarding reading literacy is that the question types must be varied (Brookhart, 2010). The variety of questions used can be in multiple-choice, complex multiple-choice, description, matching, and essay. Similarly, the Center for Assessment and Learning stated that the questions in reading literacy should vary and the portion is adjusted to the level of education (Kemdikbud, 2020).

One of the characteristics of reading literacy questions is a critical thinking skill. This ability can only be acquired if the questions meet the criteria for Higher Order Thinking Skills (HOTS). The characteristics of questions that can identify HOTS are: (1) test items based on the highest level of Bloom's taxonomy, namely analysis, evaluation, and creation (Brookhart, 2010). (2) some elements require someone to reason logically, (3) critical thinking and judgment, (4) problem solving, and (5) creative and critical thinking.

Furthermore, the Center for Assessment and Learning also argued that reading literacy questions are developed based on contextual knowledge, different test types, measuring problem-solving competencies, and stimulating students to think critically (Kemdikbud, 2020). Minimum Competency Assessment questions will make students obtain analytical skills based on information, not only memorize the lessons.

The background of this research indicated the demands of skills that students must possess in the 21st century. In this era, they must be able to think critically and solve problems. This ability can be seen from the results of the reading literacy assessment. However, there are still many reading literacy questions used by teachers that did not fulfill reading literacy characteristics. It affects the quality of the test items and also the result of the assessment.

The Center for Assessment and Learning stipulates three characteristics in developing reading literacy questions for Minimum Competency Assessment, namely text content, context, and cognitive level (Kemdikbud, 2020). The content for reading literacy questions is divided into two, namely literary texts and informational texts. Literary texts refer to folklore, fables, fairy tales, poetry, rhymes, etc., Then, informational texts include company documents, news, articles, reports, speeches, textbooks, pamphlets, infographics, etc. The characteristics for the context of reading literacy texts are divided into personal context (related to hobbies, goals, personal experiences, lifestyle, work, etc.), socio-cultural (traditional games, public transportation, economy, hashish food, dances, and habits). society), scientific context (astronomy, medical science, medicine, nutritional content, weather, natural phenomena, etc.). At the cognitive level, reading literacy questions test the ability to find information, understand, evaluate and reflect.

This research is intended to explain the characteristics of reading literacy questions used by teachers to measure the Minimum Competency Assessment of Pekanbaru City Vocational High School students. In detail, this study analyzed the cognitive level of the questions, the text used as a stimulus in reading literacy questions, the types of discourses, the types of test, and the context of the text used in reading literacy questions to measure students' Minimum Competency Assessment. This study aimed to find out, describe, and explain the characteristics of the reading literacy questions.

## RESEARCH METHOD

The type of research is qualitative research using content analysis method. Moleong stated that qualitative research is based on a completely natural setting, and focuses on humans as research subjects (Moleong, 2018). The documentation technique to collect the data used reading literacy questions made by teachers of three State Vocational High Schools in Pekanbaru. These three schools participated as research objects because they had created instruments for reading literacy

questions to assess minimum competency. Arikunto suggested that documentation techniques aim to find data in the form of transcripts, agendas, notes, magazines, etc (Arikunto, 2013). In this study, the researchers collected reading literacy questions that were used by Indonesian teachers in two schools. The data analysis technique is qualitative data. Bogdan and Biklen in Moleong, mentioned that qualitative analysis is implemented by organizing data, sorting, synthesizing, looking for and finding patterns, finding important things, and deciding (Moleong, 2018). Furthermore, Miles and Huberman in Sugiyono argued that there are three stages in qualitative data analysis, namely data reduction, data presentation, and concluding (Sugiyono, 2013)

## RESULT AND ANALYSIS

### 1.1 Characteristics of Cognitive Level on Reading Literacy Questions

Literacy questions for Minimum Competency Assessment (Minimum Competency Assessment) must fulfill the criteria of higher-order thinking equated with the highest cognitive level in Bloom's taxonomy. That higher-order thinking skills require students to analyze, evaluate, and create (Chan & Luk, 2021). At the cognitive level, the reading literacy questions used by teachers for Minimum Competency Assessment are categorized into five types, such as (a) recalling, (b) revealing information, (c) understanding, (d) applying, and (e) analyzing. Low-level thinking level still dominates reading literacy questions. Here are some examples of questions used by teachers to find out students' reading literacy skills in Vocational High School.

#### Data (1)

Observe the following text!

The emergence of literature *cyber* around 2001 along with the spread of the Internet in Indonesia is a necessity. Cyber literature is a literary activity that utilizes computer and Internet facilities, which can be said to be a revolution, as well as a transformation in the literary world. Before cyber literature was known, the **publication** of literary works had taken advantage of existing technology. We know it as newspaper literature, magazine literature, or book literature, which uses newspapers, magazines, or books as a medium of distribution.

The meaning of the term in italics in the text is...

- a. Cyberspace, publishing
- b. The free world, writing
- c. Virtual world, writing
- d. The outside world, documentation
- e. Free world, documentation

In data 1, the question already uses a stimulus in the form of exposition text. However, the question still indicates a lower level of recall. Some of the questions used by the teacher are still at a low cognitive level and the sentences tend to be not complex. Certainly, it cannot measure students' reading literacy skill, which must be categorized as HOTS questions.

#### Data (2)

Read the following excerpts of the novel carefully!

At night Osman raved, his body was as hot as hot coals shivering until his teeth and molars were gnashing. Osman's mother was young, beautiful, and plump, holding her handsome son, whose face was radiant at birth. The beautiful woman wanted to absorb the heat that shivered her child's body. He wanted his son to sleep peacefully. But Osman kept blabbering. Keep calling. Calling the angels who walk the rainbow.

|                                                       |                                     |
|-------------------------------------------------------|-------------------------------------|
| .....                                                 | ..... S. Prasetyo , Bidadari Meniti |
| Pelangi                                               |                                     |
| The character of Ibu Osman in the novel's quote is... |                                     |
| a. flirty                                             |                                     |
| b. desperate                                          |                                     |
| c. very scared                                        |                                     |
| d. big-hearted                                        |                                     |
| e. willing to sacrifice                               |                                     |

In data 2, the question has met the criteria of the cognitive level. This is indicated by the instruction to reveal the implied information in a story. In this question, the character mentioned above is Osman's mother. It also requires students to understand information. There are quite a lot of questions that ask about the character traits, morals, and plot in the reading literacy instruments. In this question, students need to demonstrate interpretation and comprehension of the content. Harsiati suggested that in PISA one of the cognitive skills is the ability to reveal information (Harsiati, 2018).

#### Data (3)

| Look at the following matrix! |                             |       |      |
|-------------------------------|-----------------------------|-------|------|
| Country                       | Population (Million People) |       |      |
|                               | 2014                        | 2015  | 2016 |
| Vietnam                       | 90,7                        | 91,2  | 93,3 |
| Indonesia                     | 249,9                       | 255,5 | 257  |
| Malaysia                      | 29,8                        | 30,8  | 30,6 |
| Thailand                      | 67,9                        | 65,1  | 72   |

The statement that corresponds to the matrix is...

- Indonesia experienced a decrease in population in 2016.
- Malaysia and Thailand experienced an increase in population in 2016.
- Thailand has the least population of any other ASEAN country.
- In 2016, Malaysia experienced a surge in population.
- Vietnam and Indonesia experience population growth every year.

Data 3 is categorized as an analytical question. This cognitive domain requires students to have a higher level of thinking. Higher-order thinking requires someone to analyze (Chan & Luk, 2021). In this data, it is required to analyze population data from various countries. This requires students to think critically about the data to answer the questions correctly.

The highest level set by PISA in measuring reading literacy is reflecting and evaluating. At a cognitive level, several questions are used by Indonesian teachers to measure reading literacy. However, questions classified as evaluating and reflecting levels are not commonly used. More clearly can be seen in the following example.

#### Data (4)

| Pay attention to the following poem!                                                                                                                                                                                    |      |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|
| Hunger is rebellion                                                                                                                                                                                                     |      |       |
| Is a magical mover                                                                                                                                                                                                      |      |       |
| Put a checkmark (✓) in the "true" column if the following array has the same nuance as the passage of the poem and in the false column if the following array does not have the same nuance as the passage of the poem! |      |       |
| Array                                                                                                                                                                                                                   | True | False |
| Millions of crows                                                                                                                                                                                                       |      |       |

|                                                                                   |  |  |
|-----------------------------------------------------------------------------------|--|--|
| Like a black cloud                                                                |  |  |
| Hunger is crow<br>sly and black                                                   |  |  |
| Hunger is black hands                                                             |  |  |
| Hunger is a demon<br>Hunger is a demon that offers dictatorship                   |  |  |
| This is also your mouth<br>This is also your day and this is also your<br>stomach |  |  |

### 1.2 Characteristics of discourse in the Reading Literacy Question

Discourse is one of the characteristics of reading literacy questions. It includes literary texts and informational texts. Literary texts consist of folklore, fairy tales, poetry, and rhymes. While the information text is in the form of exposition and procedure paragraph excerpts, dialogues, news, articles, reports, speeches, tables, and graphs. However, the dominant discourse is stories, exposition texts, procedural texts, article quotes, poems, and tables. The characteristics of discourse can be seen in the following.

*Data (5)*

|                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prayer<br>God's. Give me the power<br>of Self-control, silence<br>And greed. Guide me always<br>to choose Your path, Your pleasure, Amen. (from Rapids p, 74)<br>.....<br>..... |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

*Data (6)*

Observe the following dialogue!  
 Kanto: Are you satisfied now? With my test results?  
 Adit: What is satisfied?  
 Kanto: It's been proven that I get low marks.  
 Adit: Don't be like that, right, I don't know.  
 Kanto: ...  
 Adit: God! Don't believe it, I haven't met her

*Data (7)*

Observe the following text!  
 The banana stem is often deep enough, then the banana stem is knocked down slowly. The trick, one of the leaf midribs is pulled until it almost collapses. The sign is that the banana should not hit the ground so that it does not break. Before the bunches are close to the ground, the ends of the bunches are held by hand or supported with the tools provided

Data 5, 6,7 are some examples of discourse used in reading literacy questions. Discourse tends to be small and simple. The words used in the discourse range from 35 to 397 words. Some of the discourses used are still relatively easy and do not require students to think critically. Harsiati stated that the PISA questions use complex sentences and the number of words ranges from 135 to 610 words (Harsiati, 2018). In addition, non-continuous discourses such as tables and graphs tend to use difficult variables and symbols. This needs to be considered by developers of reading literacy tests so that the instruments made must pay attention to the characteristics of the content of reading literacy questions.

The Assessment and Learning Center recommended that informational texts and literary texts be applied in designing reading literacy questions for the Minimum Competency Assessment (Kemdikbud, 2020). However, the distribution of discourse for the high school level is 70% for informational texts and 30% for literary texts. The distribution of discourse contained in reading literacy questions for Minimum Competency Assessment at Vocational High School in Pekanbaru predominantly uses informational texts.

### 1.3 Characteristics of the context and content of the text in the Reading Literacy Questions

The context of the text used in the reading literacy questions plays an essential role for students to be able to understand and use the information to enrich their knowledge. The characteristics of the context in the reading literacy questions are continuous and non-continuous texts. The following are some of the text contexts in reading literacy questions used by Vocational High School teachers.

**Tabel 1. Characteristics of DiscourseReading Literacy Questions**

| Context                                                                                   | Themes/Quotation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal context, education, technology, work, literature, and culture in continuous text | Efforts to save the existence of agro-based local small and medium industries (IKM), changes in the soap opera industry in the country, commercial letters, the energy crisis hit the world, the development of mobile phones in the country, the poor families are dominated by elementary school education, the procedure for making fruit crackers, work hard, the view on Putri beach, the effect of smoking on health, the Muara Takus temple is one of the historical heritages in Riau, the history of the Slak |

|                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                     |  | Sri Indrapura kingdom in Riau, uncontrolled diet as a cause of diabetes, prevention of covid-19 for yourself, procedures for turning on two-wheeled vehicles. The earthquake benefits the aloe vera plant, the spread of the bird flu virus, the promotion of literacy programs by the government, and premarital education programs as an effort to prevent child neglect. The benefits of carrots for life, the procedure for proposing assistance to the Rutilahu Hospital on infographics, the use of digital technology for alleviating the underprivileged, the love of mothers for their children, the presumptuous child who is disobedient, suffering brings pleasure, the love of parents to children who have separated, energy create poetry, struggle for life, God has reprimanded you, study hard and work as a key to success, proposals for community empowerment, biography doctors in the humanitarian |
| Context of education, economics, on non-continuous texts in the form of tables, graphics, charts of |  | The total population in some countries of Southeast Asia, government policies to address the economic problems due to the pandemic Covid-19/infographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

Based on table 1, it can be concluded that the contexts of reading literacy questions used to measure students' Minimum Competency Assessment are education, work, economics, personal, technology, literature, and culture. The whole context is presented in the continuous and non-continuous text. OECD stated that the text used by PISA to measure reading literacy is continuous and non-continuous text (OECD, 2019). Continuous text is composed of several sentences and paragraphs, while the non-continuous text includes matrices, lists, tables, graphs, and advertisements whose objects are fixed.

Literacy context can be broken down into three aspects, namely personal, socio-cultural, and scientific contexts. Personal context refers to hobbies, personal experiences, and work. Socio-cultural context is found in culinary, oral literature, and customs. Scientific context encompasses medical science, natural phenomena, and health. The most dominant contexts are personal and socio-cultural.

Personal contexts are applied to foster reading literacy and critical thinking skills in their lives. Furthermore, the socio-cultural context will provide students with an understanding of existing socio-cultural factors. This context is expected to overcome social, cultural, and academic problems that exist in their environment. In a scientific context, students are expected to understand scientific skills, so that they can reflect on various information to participate in science and technology.

The Assessment and Learning Center stipulated that the distribution of reading literacy questions for Minimum Competency Assessment at the vocational level based on the context is personal 30%, socio-cultural 40%, and scientific 30% (Kemdikbud, 2020). This is considered input and illustrates that the literacy questions need to pay attention to the portion of each context. A broad context can play an important role, therefore students know all life aspects such as culture, local wisdom, science, and technology.

#### 1.4 Characteristics of Test Forms on Reading Literacy Questions Used by Subsection

The characteristics of the test types used in reading literacy questions for students' assessment (Minimum Competency Assessment) are multiple-choice, short answers, complex multiple-choice, matching, and essay. The test is distributed in various ways. However, the most dominant test type in the reading literacy test instrument is multiple-choice. The characteristics are described in the following table.

**Table 2. Distribution of Test Forms on Reading Literacy Questions Test**

| Form | Number of Items | Percentage |
|------|-----------------|------------|
|------|-----------------|------------|

|                         |           |             |
|-------------------------|-----------|-------------|
| Multiple-choice         | 63        | 68,5%       |
| Complex Multiple-choice | 20        | 21,7%       |
| Matchmaking             | 5         | 5,4%        |
| Short Fill              | 2         | 2,2%        |
| Description             | 2         | 2,2%        |
| <b>Quantity</b>         | <b>92</b> | <b>100%</b> |

Based on table 2, it is known that the multiple-choice test type is dominant in every reading instrument used by teachers to measure students' Minimum Competency Assessment. Out of the four instruments analyzed, two instruments used multiple-choice questions. Two instruments did not use various test types, while the other two instruments did. OECD used five types of tests, for instance multiple-choice, complex multiple-choice, short answers, close-ended and open-ended essays (OECD, 2019). In line with Nurgiyantoro tests are divided into three types, namely essay objective tests, and objective essays (Nurgiyantoro, 2010). Objective tests are divided into several types, namely true-false answers, multiple-choice, stuffing, and matching.

Overall, the four instruments have fulfilled the set of five types. There are multiple-choice, short entry, multiple-choice complex, matching, and descriptive. However, the distribution on each instrument does not vary. Isnani and Hitu proposed several kinds of formative tests that include objective and essay tests (Isnaini & Hitu, 2017). There are many types of objective tests, namely: multiple-choice, true-false, or matching. The multiple-choice test is divided into two, kinds namely ordinary multiple-choice test and association of multiple-choice. Characteristics of the tests can be seen in the following reading literacy questions.

#### Data (8)

|                                                                                                                                                                                                                                                     |      |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|
| Read the following text                                                                                                                                                                                                                             |      |       |
| The Use of digital technology is believed to be able to help the program for alleviating the underprivileged and solve inequality problems that occur around the world. As a result, internet access has become important for developing countries. |      |       |
| .....                                                                                                                                                                                                                                               |      |       |
| .....                                                                                                                                                                                                                                               |      |       |
| Based on the text, put a checkmark (✓) in the column “true” or “false” regarding statements regarding the role of information technology in alleviating the underprivileged!                                                                        |      |       |
| Statement                                                                                                                                                                                                                                           | True | False |
| Internet technology can boost UMKM to development.                                                                                                                                                                                                  |      |       |
| The development of the Internet to promote the quality of one's life is moving towards a better                                                                                                                                                     |      |       |
| few years in the future, clear evidence of the Internet can overcome poverty will be felt by our                                                                                                                                                    |      |       |
| development of the Internet is able to initiate the creation of jobs in the sector of non-transport                                                                                                                                                 |      |       |
| Replacement of human labor with mechanical power, eliminating old professions and creating new, more adaptive professions.                                                                                                                          |      |       |

First, the complex multiple-choice test requires students to select several statements by ticking the column provided. Students were asked to choose statements including true/false, yes/no, agree/disagree, and other appropriate options. Selection is done by adjusting the statement with the information presented. The frequency of this question type is 20 or about 21.7%. Arifin discussed that the true/false test requires students to choose their statement according to the instruction. It is intended to measure students' ability to distinguish between facts and opinions.

The complex multiple-choice question tends to be used to measure the ability to identify information based on a simple relationship or two homogeneous things. It is not dominantly used by the teachers. However, it should be used more frequently in measuring students' reading literacy. OECD argued that complex multiple-choice test types can identify and recognize information about the concepts presented earlier (OECD, 2019)

*Data (9)*

The person in the short story was told to live full of concern. The person is wearing inappropriate clothes. In addition, the person is looking for food just to prop the stomach so as not to be hungry. The person also accepts the job of clearing the grass to get food that is fit for consumption. The person in question is...

- a. Gito
- b. Mrs. Gito
- c. Gito's father
- d. Grandpa Leman
- e. Teacher Gito

Second, the multiple-choice test dominates the reading literacy questions used by the teacher. It is considered more practical and easy to assess. Based on the instruments analyzed, there were more than 68.5% of the questions in multiple-choice. The Center for Assessment and Learning determined that the distribution of multiple-choice questions is only 20%, the rest is complex multiple-choice, matching, short answers, and essay questions (Kemdikbud, 2020).

There are five options for multiple-choice questions. There is no standard number of alternative forms of multiple-choice tests. The teacher can make 3, 4, and 5 alternative answers. However, the greater the number of options, the more valid and reliable the questions are.

The multiple-choice questions tend to measure aspects of text comprehension, application, and analysis. The example above measures the students' ability to understand the text. However, some questions have reached the synthesis and evaluation stages. This is also reinforced that multiple-choice questions can measure complex learning outcomes relating to aspects of memory, understanding, application, analysis, synthesis, and evaluation.

*Data (10)*

The creativity of Narmada Village residents initiated by Ummi Ningsih in utilizing biogas can answer energy needs at the local level. Draw a line between the statement about Ummi Ningsih's efforts and the location of the incident!

| Statement                                                                                 | The location of the incident |
|-------------------------------------------------------------------------------------------|------------------------------|
| Ummi Ningsih found cassava peel which is used as cattle feed                              | yard of the house            |
| Construction of the first reactor tube for biogas utilization in Narmada village          | Of chips business            |
| Where residents in Narmada village raise cows independently                               | Close to cattle farms        |
| Construction of 14 biogas units from the Livestock Service Office in the period 2015-2018 | Dusun Batu Kantar            |
| The agreement between the energy house foundation and Ummi Ningsih                        | Desa Narmada                 |
|                                                                                           | Universitas Mataram          |
|                                                                                           | Fakultas Peternakan          |

Third, matching test consists of questions and answers, both of which are located in two different columns. This type of test is used in several reading literacy questions. Based on the data, the matching test consists of two questions. Both questions ask students to match the statements from the first column to the second column. The first question discusses the use of biogas for energy needs. The second question concerns the idea, which is then adapted to the country.

Pointed out that a matching question is very good for measuring the ability to identify information based on simple relationships. The more connections between the premises and the response are made, the better the questions are presented. This type of question does not dominate the reading literacy instrument. The data found in this text is 5 or 5.4%% of the total number of questions.

The Center for Assessment and Learning stated that the distribution of matching questions was only 10% (Kemdikbud, 2020). This means that this section cannot be ignored, because the more variations in the questions, the better the instrument. mportSimilarly, Harsiati mentioned that questions used by PISA to measure reading literacy are diverse and placed alternately (Harsiati, 2018).

*Data (11)***Covid-19**

One day in April 2020, WHO posted an online limited meeting on social media. Each country sends its spokesperson. After announcing self-prevention, the WHO chief asked each country.

The spokesperson for country A said, "Covid-19 has gone crazy in our country. We have experienced a drastic increase in patients so that hospitals can no longer accommodate Covid-19 emergency patients. The outbreak, we have been able to deal with it since the epidemic broke out so that the Covid-19 death cases in our country are still nil."

One by one, the spokesperson for each country reported the condition of their country affected by the Covid-19 pandemic. However, there was one spokesperson who seemed calm and hadn't spoken a word.

Then, the WHO chief asked, Spokesperson for country C, how is the Covid-19 condition in your country?" "We can of course handle it ourselves. Earlier, when you started your speech at 09.00, I received a message that in our country there were four people identified as positive for Covid-19. Isn't it great?" explained the spokesperson for country C. The leader of country C is a dictator and leads with an iron fist

**Source: Miranti, "Covid-19" in Superior Anecdote, Bogor, Lindan Bestarl, 2020**

How did the meeting participants react after hearing the explanation from the spokesperson for country C?

*Data (12)*

Read the following text.

Borong Boundary or border forest is a forest where timber is allowed to be harvested as long as the supply of wood is still available and with the permission of *Ammatoa* as the customary leader. The final decision of whether or not the community can take wood from the forest depends on the decision *Ammatoa*. Timber in the forest is only allowed to be taken to build public facilities and prioritized for indigenous peoples who cannot afford to build houses. The wood used is taken, namely *asa* wood, *nyatoh*, and *Pangi*. The amount must also be by the needs and the size of the wood is determined by *Ammatoa*. The most important requirement is that when you want to cut down a tree, the person concerned must plant a tree instead. If the tree has grown well, new tree felling can be done. If cutting down one type of tree, this feeling must be replaced by planting two trees of the same type at the location determined by *Ammatoa*. In addition, wood that has been cut down must be removed from the forest and cannot be pulled out because it can damage other plants around it. Violations in the border forest area are subject to a fine of Sangantuju real or 8 reals or Rp.800,000.00 plus one roll of white cloth.

.....  
A member of the Kajang tribe needs wood to fix his house. He went into the forest and cut down one of the *nyatoh* trees without *Ammatoa*'s permission. He was also known to be fined less than 1 million rupiahs plus one roll of white cloth. The forest area that is cut down is included in the forest area.....

Fourth, types of short answers and essays. Both test types require students to answer with words and sentences. The difference is only for short answers requiring sentences or numbers that can only be judged correctly or incorrectly, while essay requires students to describe and paraphrase their answers. Literacy questions used by the teacher in the form of essays amounted to 2 or 2.2% and short answers amounted to 2 questions or about 2.2%. This distribution is categorized as unbalanced. This has been stated by the Center for Assessment and Learning that the portion of the short answers question is 5% and the essay is 25% (Kemdikbud, 2020).

Short answers questions in reading literacy are used to measure understanding in revealing information in the text. In addition, the question can also measure recalling ability. As shown in data 12, the question requires students to understand the content of the text. Understanding the content can be implied or explicit. Moreover, essays are used to measure learning activities that are difficult to measure with objective tests only. In data 11 it is described that the questions require students to reflect based on the information that they read.

## CONCLUSION

Based on the analysis, the researchers found that the reading literacy questions used by teachers to measure Minimum Competency Assessment's were dominant in lower-order thinking skills. In addition, the dominant cognitive levels are identified in recalling, revealing information, understanding, applying, and analyzing. The text used as a stimulus in reading literacy questions ranges from 35-397 words. On the discourse side, the sentences tend to be less complex. Some questions use more continuous discourse such as stories, paragraph quotes, dialogues, scientific

quotes, while non-continuous discourse was used the least like tables, diagrams, and maps. The most dominant test tends to be multiple-choice. However, complex multiple-choice, matching, short answers can be found in a few questions only. The context of the text is related to personal, education, technology, work, and culture. Furthermore, according to the four instruments analyzed on the distribution of the test types, the result was not balanced. In some instruments, all questions used multiple-choice. This is certainly not good in the stipulations set. However, some instruments have already applied various test types

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