An Analysis Study Of Types Reading Comprehension Questions In National Exam For Ninth Grade Students

Neti Herawati, Asmi Rusmanayanti, And Emma Rosana Febriyanti
Universitas Lambung Mangkurat
a1b215022@mhs.ulm.ac.id.

Abstract

In previous years, Indonesia uses National Exam as a tool to measured student's achievement, and in English Exam, reading comprehension is the most tested. However, it is concern that some students have the struggle to understand the particular question in National Exam. Therefore, this research aim's to analyze if National Exam reflects good reading comprehension questions based on Barret Taxonomy. This research analyzes and classifies types of National Exam questions from the last three years. By analyzing it, the researcher clarifies the types of questions that often appear by using Barret Taxonomy and how they matched with student's level material. The methodology of this study includes reading the documents carefully, then explained the finding through a descriptive qualitative approach. The data collected from National Exam documents from 2016/2017, 2017/2018, and 2018/2019, with the total questions, are 150 items. The research finding shows that Inference Question is the most found in National Exam, the rests are Literal Comprehension and Reorganization. Eventually, the result shows that the past National Exam used many inference questions. However, in the next recent years' inference questions become less, then it replaces by more Literal and Reorganization question. In another perspective, National Exam somehow lowering the question level. It is suggested that questions creator and teacher needs to provide the student with the appropriate level and various format to increase their ability to comprehend reading text in any types of questions. Hence, National Exam or any test should be following the student's level and curriculum.

Keywords: Analysis Questions, Reading Comprehension, National Exam, Barrett Taxonomy.

INTRODUCTION
Research Background

Reading is one of the language basic skills, which allows the reader to have significant improvement in other language skills, such as writing and speaking skills (Liu, 2010:153). Readers do not only understand what the content is about but also activate their knowledge background (Cook, 2008: 121-122). Reading also the one that most tested in Indonesia's National Exam. Therefore, it is expected that National Exam provides reading comprehension questions that suitable for student's levels.

Concerning the 2013 syllabus for junior high school, it was frequently stated, that students expected to be able to analyze social function, text structure, and linguistic components in a particular topic. It means that by reading the text, the student will be able to comprehend the text as a whole. Reading Comprehension in National Exam will not be easy. Therefore, the teacher needs to build the student's curiosity by providing and developing questions that can achieve higher thinking skills. Student needs to analyze and could elaborate it through social context. They

need to know what the author trying to tell implicitly by reading and truly understand even though it is not much explicitly stated. Besides the teacher who becomes the facilitator that prepares students before the exam, the question-creator is also better considered to create a suitable test. To make a suitable question, the reading comprehension questions should be categorized based on clear classification and level.

Types of Reading Questions is the classification of reading comprehension questions based on theory to make a clear understanding of designing a good test that proper for student's level of comprehension. In this study, the researcher chooses types of reading questions based on Barrett's Taxonomy. It was one of the most popular and elaborate descriptions and useful to designed classroom material specifically for reading material in English Study. The taxonomy demonstrates as an understandable process for the teacher in teaching reading comprehension much more controllable (Gocer, 2014: 3-4). It is also popular among reading research study and it is purposely made for English Study. The taxonomy described five major levels, which are Literal Comprehension, Reorganization, Inferential, Evaluation, and Appreciation.

National Exam could mention difficult comprehending, particularly for 9th-grade students. Student this grade also has more experience in reading English text and much vocabulary since they prepare to face National Exam. The researcher believes that various difficult questions appear in National Exam specifically in the reading section. Thus, this research will study National Exam documents from the last three years, which are 2016/2017, 2017/2018, and 2018/2019.

Research Problem

Based on the background of the study the researcher formulates the research problem as follows:

"What types of reading comprehension questions those appear in National Exam for ninth-grade students in the academic year 2016/2017, 2017/2018, and 2018/2019?"

The Objective of the Study

The objective of this study is to find out types of reading comprehension questions that appear in *National Exam* for ninth-grade students in the academic year 2016/2017, 2017/2018, and 2018/2019.

Significances of The Study

1. Input for the teachers about types of reading comprehension questions in National Exam. Therefore, it could become an addition to teaching materials and syllabus to challenging students' critical thinking.
2. Information for the student to know what types of questions in reading comprehension, especially when deals with difficult reading comprehension. Therefore, students aware of this type of question and learn it more.
3. Reference for the future researcher whose interest to do observation for more insight about various types of English Reading Questions in National Exam or other sources.

4. Question Creator who wants to design a proper English Test that has various items from HOTS and LOTS questions.

METHODOLOGY

Types of Research

The research used qualitative descriptive design because it would describe types of reading comprehension questions that appear in National Exam for ninth-grade students in the last three years; 2016/2017, 2017/2018, and 2018/2019. The research collects the possible and important information about types of reading comprehension questions that appear in National Exam for ninth-grade students in the last three years. The researcher needs to observe the document about National Exam in three years period, and then analyzed the data to see the result.

Instrumentation

The researcher becomes the first key of the instrument, by analyzing and comprehending National Exam documents with the reading method. The researcher's role here is the main key of the research. The researcher must understand the method of research and how to conduct it in proper analysis. In this case, the researcher is the one who plans the research, conducts the research, the main observer, analyzing the data, explaining the data, and concluding the data. For the main instrument, the research uses Checklist Paper and using Checklist Column as the form. The instrument formulated from Barrett Taxonomy which specifically classifying for reading comprehension level.

The Setting of The Research

This research was conducted in the English Department of Faculty of Teacher Training and Education, in Lambung Mangkurat University Banjarmasin.

Data and Source of Data

This research analyzed document data, specifically sourced from National Exam which documents were taken from National Exam guidebook entitled *Sukses UN – USBN SMP/MTs 2020* published by *Bintang Wahyu Publisher*. The researcher chooses National Exam that comes out recently, which in the three years from 2016/2017, 2017/2018, and 2018/2019.

The book then contains National Exam documents have valid materials that appropriate for ninth-grade student based on syllabus 2013, the materials are announcements, notices, labels, greeting cards, short messages, invitation, advertisements, letters/emails, descriptive text, recounts, narratives, procedures, and reports. The total number of questions included in the documents is 150 questions. All questions were in multiple-choice form and reading section only.

Data Collection Procedure

The research's main theme was to define and find the types of reading comprehension questions in the reading section in National Exam documents for ninth-grade students 2016/2017, 2017/2018, and 2018/2019. In that case, the researcher will be used reading method first to comprehend the question. The researcher will carefully read those questions and looking for the correct answer one by one. Then the researcher will categorize the type of reading questions based

on Barret's taxonomy (Day and Park, 2005). Therefore, the researcher will get the total amount of reading comprehension questions.

Trustworthy of the Study

As stated by Regulation from Minister of Education and Culture in Indonesia, number 5th in 2015, first section fifth paragraph, National Exam is the activity to measure and scoring student performance to achieve graduation competence nationally in a particular study based on graduation standard competence. In this research, National Exam documents were conducted for ninth-grade students, which means the documents consist of appropriate material based on government regulation. For this reason, National Exam is eligible and trusted enough to be subject to the research.

The researcher got National Exam documents from the guidebook entitled *Sukses UN – USBN SMP/MTs 2020* published by *Bintang Wahyu Publisher*. Five authors and one coordinator wrote the book. The book consists of seven original documents of National Exam from the year 2012/2013 – 2018/2019, complete with key answers and explanations. However, for this research's needs, the researcher only took three documents from the year 2016/2017, 2017/2018, and 2018/2019.

Data Analysis

This research use descriptive-qualitative analysis on the document. Therefore, the purpose of this research analysis is to describe systematically, factually, and accurately the characteristic of reading comprehension questions and the type that is often found in the documents. At the end of the research, the researcher will add some opinions and suggestions to complete the data.

Research Stages

The steps in collecting and analyzing data were as follow:

1. The researcher gets National Exam documents in the last three years from accessible and trusted documents.
2. The researcher reads and analyzes each question carefully, then categorized them based on Barret's Taxonomy (Day and Park, 2005).
3. The researcher calculates the type of total questions that most often appear.
4. The researcher concludes the findings and adds some opinions to complete the data.

RESEARCH FINDINGS AND DISCUSSION

Types of Reading Comprehension Question

The researcher has analyzed three National Exam documents from the year 2017 – 2019 to find the types of questions found in all questions. Generally, National Exam for Junior High School was in multiple choices form. Each year consisted of 50 questions that mostly were reading the material and there is no listening section. In the first findings, the researcher classifies 150

questions from the last three years into Barrets' Taxonomy theory, which are Literal Comprehension, Reorganization, Inference, Evaluation, and Appreciation. Between five of Barrets' Taxonomy, Inference Questions is the most found in National Exam in the last three years. To simplify the finding, the researcher provides the table below:

Table 1 Types of Reading Comprehension Question in National Exam
in Academic Year 2016/2017, 2017/2018, and 2018/2019

No.	Types Of Questions	Academic Year			Total
		2016/2017	**2017/2018**	**2018/2019**	
1.	**Literal Comprehension**	11	14	6	31
2.	**Reorganizaion**	12	14	17	43
3.	**Inference**	27	22	15	64
4.	**Evaluation**	-	-	-	-
5.	**Appreciation**	-	-	-	-
Total		**50**	**50**	**38**	**138**

Even though the number of questions decreased in recent years, but generally inference questions in the last three years still appear from 15-20 or more. Total inference questions in three years are 64 questions, while reorganization has 43 questions and literal comprehension only 31 questions, other questions related to vocabulary and grammar are 12 questions. However, because the level of the question was for Junior High School, there was no found the question for Evaluation and Appreciation type. The researcher believes it is caused by the level of the exam for ninth-grade students. The evaluation Question type is a question that needs reader judgment about the text, while Appreciation is a type of question that needs the reader's answer. Both questions type are too complicated for junior high school. Therefore, in these findings, the researcher only provides results from Literal Comprehension, Reorganization, and Inference.

Literal Comprehension Questions in National Exam
Literal Comprehension questions include activities asking the main idea, specific details, cause-effect, character traits, sequences, and comparison. In almost all the activities found in National Exam, there are only 31 questions that are Literal Comprehension Questions. However, there are no found Comparison questions. In National Exam 2016/2017, no found question asking the main idea and comparison. Most found Literal questions are from questions that asking specific details. For example, *The writer found … when the balloon flew among the clouds*. The questions that asking about cause-effect that happen in the text are 22, 37, 38, and 45 In National Exam 2016/2017. The identification of this question is usually to state the fact from the text, then asking the effect or cause about it. For example:
Tornado happens because of the air, the earth, and a cumulonimbus cloud ….
A.   Come in different time

B.   Touch each other **(correct)**
C.   Meets in large places
D.   Leave after one another
      (English National Exam year 2016/2017, no. 37*)*

      This question is comes from two sentences. First is Tornado happens, the effect sentence. The second is Tornado happens because the air, the earth, and a cumulonimbus cloud touch each other, as cause sentence. The question was in the form of a fragment sentence and need the reader to complete it with the right words. Therefore, based on the literal answer rely on the text the correct answer was B.

      Generally Specific Detail Question still in form 4W questions (What, Where, When, and Who). For example, include in question numbers 7, 11, 22, and 34. The question most of the time start with the word "What" that asking specific event in the text: What happened when the gamblers lost in the game or "What should the student do if they want to join the competition". However, some questions asking with fragment sentences, for example, "The writer found … when the balloon flew among the clouds." Another fact to add, no questions are asking about the Main Idea in this Exam.

      In National Exam 2017/2018, Literal Comprehension questions type mostly asked cause-effect. It is found from numbers, 13, 27, 39, 46, and 49. The form almost stills the same as last year, but there is also another variation by using the keyword *"Because"*. For example, *We could not visit Wisnu Temple because it was ….*

      The question that asking specific detail could be seen in question numbers, 10, 14, and 16. Besides using 4W questions, there is found another variation of this type of question. For example, when the questions asking this can be proof in question number 16:

      The meeting **will mainly discuss** ….
A.   The school outing
B.   The school regulation
C.   The program of OSIS **(correct)**
D.   The student's campaign
      *(*English National Exam year 2017/2018, no. 16)

      At first, this question is almost the same as the Reorganization type. However, the answer is easy; it can be found at the beginning of the text. In the sentence *Due to discussion of the program of OSIS 2016/2017 period*, this is the answer. That is why this question is more likely to state the fact and better put as Literal Comprehension, rather than Reorganization.

      There is only one question that asked the main idea in National Exam 2018/2019, it was numbered 31. There are no found questions asking about Cause-effect, character traits, sequences, and comparison. Most of the Literal questions in this exam are asking about specific details, from

numbers, 5, 10, 30, 37, and 42. Specifically from numbers 10 and 37, have other variations that indicate questions asking specific information from the text. The question listed some information from the text and then demands the reader to choose which one is correct or incorrect. For example:

Which is the correct statement according to the text?
A.   We can only use the splash cologne after taking a bath
B.   We use the cologne by rubbing it all over the body
C.   The splash cologne gives fragrance in a short time
D.   The splash cologne contains three materials **(correct)**
(English National Exam year 2018/2019, no. 10)

Reorganization Questions in National Exam

Reorganization is the second most found in National Exam, with a total of 43 questions. The question activities are, classifying, summarize, outlining, and synthesizing. However, in three years there are no found outlining and synthesizing questions type. Then, they were replaced by other questions that the researcher believed could be included as a Reorganizations question. There are Text purpose and Arrange Sentences questions.

In National Exam 2016/2017, from 13 results, seven of them are asking about Text Purpose. It was recent specifications that the researcher adds and it is categorized in Reorganization rather than other Reading Question Types. This was because the questions also need the reader to read the whole text and understand the type of text. The numbers of questions for this type are 1, 3, 9, 16, 40, and 46. The main identification of the questions was asking, *What is the purpose of the text,* or *What is the writer's intention to write the text?* Other specifications, in question number 20, 24, 32, and 36, are the questions that demand the reader to summarize the text, usually asking, "*What was it about?*" Besides, other questions that need the reader to classify the detail from the text, are numbers 21 and 41. In 2016/2017, both questions were found in Descriptive Text and they asking about categorized information found in the text, and then demand the reader to choose which categories are true. For example:

The text describes The Flatiron Building related to its ….
A.   Color, shape, price, size, location
B.   Weight, length, function, size, location
C.   Height, shape, material, location, function **(correct)**
D.   Location, history, material size, age
(English National Exam year 2016/2017, no. 21)

For Reorganization in National Exam 2017/2018 was dominated by Summarizing question and asking the text purpose questions. The question that asking the reader to summarize the text from numbers, 4, 12, 22, 29, 33, 37, and 45. However, in question number 29, the question asking

about *What is the best title of the story*. This question is categorized as Reorganization because the reader has to read the whole text first, then chose the title of the text. Then question that asked the purpose of the text are from numbers, 1, 6, 9, 15, 17, 26, and 41. There is no found other variation of these types of questions and the form is still the same as last year.

For Reorganization, same as the National Exam 2017/2018, in 2018/2019 the questions still dominated by summarizing and text purpose questions. The questions that asking the reader to summarize the text from numbers, 1, 8, 14, 16, 24, 26, and 28. Then the question that asked the purpose of the text is from numbers, 4, 7, 29, 32, 36, and 39. The form of the question is still the same as before, but the difference is on the type of text that is delivered. From 50 questions, National Exam 2018/2019 using 15 questions that are based on dialogue text and eight of them is more likely asking vocabulary and grammar from numbers 11, 12, 13, 17, 19, 21, 23, and 25. The rest seven is the researcher believed in asking the reader's comprehension. Three of them (number 14, 16, and 24), including in Reorganization type, one for example below:

From the dialog, **we can conclude** that Dira looks so confused because she ….
A.   Didn't get the answer from her teacher
B.   Doesn't want to answer the question
C.   Doesn't understand how to answer the questions **(correct)**
D.   Didn't attend the class when the teacher taught the material
   (English National Exam year 2018/2019, no. 14)

Last, are questions asked the reader to arrange sentences, are from number 47, 48, 49, and 50. It is another new term that the researcher believed to include in Reorganization questions type. The question is to demand the reader to read all the random sentences, and then think logically to arrange them into a good passage. It cannot include Literal Comprehension, because the information was also not orderly arrange and somehow can pursue incorrect comprehension if it is read as literally reading. It also cannot include inference, because the answer is still obvious and only need a little while of analysis. That is why these questions are fit with Reorganization type. For example:

Arrange the sentences into good order!
   1.   A subway is a train that runs underground
   2.   People save a lot of money and time by using it
   3.   Transportation is the way people travel from one place to another
   4.   It is cheap and runs fast
   5.   In big cities, many people use buses and subway to get around
A.   3 – 1 – 5 – 4 – 2
B.   3 – 5 – 1 – 2 – 4 **(correct)**
C.   3 – 1 – 2 – 4 – 5
D.   3 – 2 – 1 – 4 – 5
   (English National Exam year 2018/2019, no. 50)

Inference Questions in National Exam

The inference is the most found in National Exam, with a total of 64 questions from 138 questions. The question activities are asking specific details, implicit main idea, cause-effect, predicting, and figurative language. In three years of National Exam, all of these activities are found and most of the time are asking figurative language.

National Exam 2016/2017 has the highest frequency of inference questions, with 26 questions found from 50 questions. Ten questions are requested to explain the meaning of some figurative language. For example:

"welcome <u>freshman</u>". What does the underlined word mean?
A.   Current students
B.   Old students
C.   New students **(correct)**
D.   Good students
(English National Exam year 2016/2017 no. 12)

The word *freshman* is only mentioned once and the meaning is not explained throughout the message. That is why the question cannot fit as Literal Comprehension, because the meaning is not written in the text. The question also cannot include in Reorganization, because even after reading the whole text, the reader only can get the information that this is a message from Febri to Asti, so she can attend the OSIS agenda. The question is specifically asking the word "freshman", and by looking at the choices, analyze how they related to OSIS agenda, the correct answer is C. Other example questions can be in the form *"…, **it** was one of the city's tallest building." (paragraph 3). The word 'it' refers to ….* These questions can be identified when questions have a sentence in quotation marks and mention which paragraph. Then, questions underlined one of pronoun (I, You, They, We, He, She, It), then asked whom this pronoun refers. Another variation, when the questions want the reader to explain the phrase of the passage. For example, *"In fact, zebra stripe patterns are **unique** to each individual." The sentence **implies** that …*The questions which also include as Figurative Language type is from numbers 5, 12, 19, 23, 27, 31, 42, 48, 50.

The questions that asking inference detail from numbers 10, 13, 14, and 25. The questions almost like Literal Detail questions, the difference is in inference the detail was "hidden" between literal information. Therefore, the reader must use their intuition to answer the question. For example, *What did **the writer do** when she was in the sky with a hot balloon?*

The questions that asking about inference main idea are only found three, there are from numbers 33, 43, and 46 in this exam are most likely to ask the theme of the text. For example, *What was the main problem?* Or *The writer shares his experiences to show ….*

Cause-Effect as literal always states the fact that happens in the text, and the reader can easily know by point out the sentence that gives the hints. Unlike literal, in inference for example in the next page:

Why do people want to attend pre-school?
A.   They will get some toys
B.   They will obtain a set of stationary
C.   The tuition is free for the student's candidate **(correct)**
D.   The registration is free for the attendants
     (English National Exam year 2016/2017 no. 4)

     This advertisement is meant to attract people's attention. In this case, this advertisement is aimed to attract people to come to pre-school. The question mentions the effect after people read the advertisement, which is *... people want to attend to the pre-school*. Now, the question asking the cause of it as it can be seen the keyword was *Why* in other meaning the question asked what makes advertisement interesting. Therefore, the best answer is C, because in real life people would happy if they get something free. This is one perfect example to show that this is not included as Cause-Effect as Literal Comprehension. Other variations include the incomplete sentence, for example on the next page:

     To avoid the machine broken …
A.   We have to stop washing curtain and laces
B.   We must separate the colored clothes from plain ones
C.   We must zip and button our clothes
D.   We should remove metal and plastic pieces from the clothes (**correct)**
     (English National Exam year 2016/2017 no. 29)

     In this question readers need to understand if metal and plastic pieces are not removing from the clothes, then the effect will damage the washing machine. The questions that include in causal inference are from numbers, 4, 15, 17, 29, 30, 44, and 49.
     Prediction questions in National Exam 2016/2017 only found four questions from numbers, 2, 10, 39, and 47. The question is can be identified if it uses keywords such as *Will*. For example, *What will Mrs. Emily do on receiving the message?* Other variations used *what should do after*, for example, *What should Evan do after receiving this card?* The question can also use a sentence that includes *If* or *What if*. For example, *If the kind Hen didn't help her, the butterfly will die of ….*
     Next from the year 2017/2018, National Exam only provides 22 inference questions and it decreased much from last year. Furthermore, from all categories, only Causal Inference appears once in number 30 and still, Figurative language is the most found question in numbers 3, 8, 11, 21, 25, 32, 44, 47, and 50. The question variations are not quite different from last year's exam.
     Inference Specific Details questions are found in numbers 7, 19, 20, and 23. Also, the question variations are not quite different from last year's exam. Inference Main Idea questions

found in numbers 2, 28, 36, and 48. This time some of the questions are asking the moral or benefit of the text. For example, ***What we can learn*** *from the story above?* Or ***What is the benefit*** *of reading the text for readers?*.

Predictive Inference found in four numbers of in National Exam 2017/2018, there are numbers 5, 24, 35, and 40. This exam has other different variations from last year. The question used other keywords such as *What would happen* or *What happens when …*. For example, *What would happen if all the members texted the available day and time through WA group?* Alternatively, *what would happen when lava can't flow force in a great amount?* There is also another question using *Might* as the keyword. For example in question number 24, *What might a tourist do after reading the text?*

In National Exam 2018/2019, Inference Questions are decreased into 15 questions and were replaced by types of questions that asking grammar and vocabulary. Still, Figurative Language is the most asked question (numbers 2, 9, 15, 27, 34, 35, 38, and 40) and there is no found inference causal-effect question. Questions that asking inference-specific detail can be found in numbers 3 and 6. The question that asking inference main idea is in numbers 18, 20, 22, and 41. Then, only one question that includes predicting inference questions and the number is 33. This year not all of the Inference Questions type had any new questions variation. Except that National Exam 2018/2019 starting to use more Dialogue text. One of them is included as Inference Question in Figurative Language, for example:

The underlined sentence means that ….
A.   Andi cannot use the computer because Ahnaf's brother is repairing it **(correct)**
B.   Andi cannot use the computer because Ahnaf's brother is using it
C.   Ani can use the computer because Ahnaf's brother has repaired it
D.   Andi cannot use the computer because Ahnaf is repairing it
    (English National Exam year 2018/2019 no. 15)

In these questions, the reader needs to understand when Ahnaf said *my brother* would come up with another phrase such as *Ahnaf's brother.* Also, because the sentence wants the reader to redefine the sentence Ahnaf said, that is why the correct answer is A

Discussions

In three years National Exam shows only three levels of Barrett Taxonomy, which are Literal Comprehension, Reorganization, and Inference. Considering that Barret's Taxonomy was a reading taxonomy that referencing Bloom's Taxonomy. Therefore, the researcher predicts from Bloom's perspective that National Exam most of the time using knowledge and comprehension as the based concept, while it only did little part for application and analysis. Then in Barret's perspective, National Exam put too much effort into Literal and Reorganization questions and did some implicit questions (Inference, Evaluation, and Appreciation) that could appear in a little number, but it also becomes less in recent year. The researcher believes this is because the questions-creator does not have a clear limitation of questions frequency between explicit and

implicit questions. As a result, Literal Comprehension and Reorganization have more number than an Inference question or the opposite. Compare to the other study by Lumapow (2012: 61-75), National Exam for ninth grade seems to aim to follow the student's English level. However, in recent years it starting to lost intended to challenge students, especially the finding shows that the number of Inference questions decreased in recent years. Unlike finding by Lumapow (2012: 61-75), which confirms National Exam High School difficulty does not follow the student's ability, this time seems question-creator aims to avoid that mistake for Junior High Exam. However, because there is no clear limitation for explicit and implicit questions present in National Exam, also a lack of understanding of good execution in presenting difficult questions, resulting in the question's level is not in a balanced number.

Regarding findings, The balance between explicit questions (Literal and Reorganization) and implicit questions (Inference, Evaluation, and Appreciation) is not in a balanced number. At some points, explicit questions become slightly more than implicit questions. As the 2013 syllabus for junior high school stated, that in reading students are expected to be able to analyze social function, text structure, and linguistic components in a particular topic. The researcher believed that the questions-creator tends to make more questions based on text structure and basic linguistic components in National Exam. Social Function Questions should be where implicit questions will most appear but based on the findings. In this case, inference questions eventually decreased in recent years, and in National Exam 2018/2019 some replaced by Grammar-Vocabulary questions.

Compare to the findings by Rahma (2019: 1-93), National Exam was designed by the question-creator to provide by the government, while the question was based on the valid source from National Exam Content Outline published by Minister of Education and Culture. National exams should have higher and better quality, so teachers could also level up their teaching materials. However, regarding recent findings, English National Exam seems to lose its importance, to test student English ability. The reading test should make student comes up with the different interpretation of the text literal meaning through their own previously acquired knowledge which is in the same line as schema theory. National Exam slightly has this, but concerning the fact that implicit questions are decreased (Inference, Evaluation, and Appreciation), the idea of replacing or revise National Exam material design will be necessary. Since English is a language study that's not only learned by theory and also hopefully useful in the next education stage or daily life. This can be done by basically put Social Function questions in better execution of designing good English tests.

Discussing the decrease of implicit questions in National Exam, there are two questions include as Barret Taxonomy, which no near found in National Exam; Evaluation and Appreciation. The reasons are; first, the researcher assumes that this is because the level of National Exam was for ninth-grade students. On the other hand, claimed by another study Rahma (2019: 1-93), Evaluation and Appreciation questions found in English Tests for high school students, though it is found in such a little number. The researcher also believed these questions can also often found in the teacher's question while in the actual class. The second assuming is that National Exam until now days still uses multiple-choice. Evaluation questions still can be in form multiple-choice, but Appreciation is an exception. Appreciation is the typical question that requests the answer from

the reader's responses and emotional attachment to the text. Therefore, the answer cannot be in the choices that already provide. The answer is unlimited and different through any reader's background knowledge. Therefore, the Appreciation type needs to be in the essay question. Notice that National Exam using Multiple Choices questions is not for no reason. Multiple choice believed by many is the most efficient and fastest to scoring student ability. National Exam is the exam that conducts in every province in Indonesia and the questions could be different in a particular area. If this exam wants to put any essay questions, then it will take much more time and work to scoring them. However, Evaluation and Appreciation questions do not mean is too difficult for the ninth-grade student. Both can be considered as an addition for teaching material in good execution and proper level for ninth-grade students.

In respect of the findings, Barret Taxonomy is a good consideration for designing a good reading test. It provides levels to determine a student's comprehends ability. However, in analyzing National Exam question, some of the questions found to be difficult to be categorized. Such as when researchers finding Text Purpose and Arrange Sentences, though, in the need of research, both categorized into Reorganization Question. Moreover, the researcher finds inference sub-questions are not in clear explanation. Especially, in defined Figurative Language. It is the questions that ask about the meaning that represents the author's language used in the text. For example from 2016/2017 number 42: *In fact, zebra stripe patterns are **unique** to each individual." The sentence **implies** that ....* Another question that the researcher put into Figurative Language is from 2017/2018 number 11: *"We are going to leave for Wonogiri…" The word 'we' refers to …* Although two questions are asking what are these words means, question number 11 is more likely to ask pronoun and what or who it refers to. It still counts as an inference question, but the researcher assumes it better to be categorized in another particular term of inference to have clear clarification.

CONCLUSION AND SUGGESTIONS
Conclusion
Inference Questions in three years National Exam has been the most found of all question types. It means that the National Exam's questions-creator has made good work in challenging students' language ability. The other two types, Evaluation, and Appreciation are not found due to the level exam is intended for ninth-grade students and the form of the question as in multiple choices. As demonstrated, the National Exam has not fully reflected all levels of Barrets Taxonomy. However, even though the Inference Question is the most found in National Exam, it only happens in the past years. In recent years, eventually, inference questions become less and replace by adding more Literal Comprehension and Reorganization. It concerns the researcher if National Exam adding more explicit questions rather than implicit questions or the opposite. National exam or any English test should balance these questions' difficulty, so the student can improve their comprehending of what text about and what was the question requested.
Suggestions
The teacher must consider that students need more practice with a more challenging question such as Inference, Evaluation, and Appreciation question. These questions can be considered to put as

additional material with appropriate execution for ninth-grade students. Since National Exam could be different areas in Indonesia, the research could have more insight if it focused on many variations of particular sets.

REFERENCES

Ary, D., Lucy, C.J., Crishtine, K.S., & Ashgar, R. (2010). Introduction to Research in Education Eighth Edition. *Tools of Research* (pp. 199-223). Canada: Wadsworth.

Cook, V. (2008). Second Language Learning and Language Teaching: Fourth Editon. *Listening and Reading Process* (pp. 121-125). London: Hodder Education.

Day, R., Park .J.S. (2005, April). Developing reading comprehension questions. *Reading in a Foreign Language,* Vol. 17 No, 1, Retrieved 27 February 2019, from http://nflrc.hawaii.edu/rfl/April2005/day/html.

Dinni, H.S. (2018). HOTS (Higher Order Thinking Skill) dan Kaitannya dengan Kemampuan Literasi Matematika. *Prisma Prosiding Seminar Nasional Matematika*. Prisma1: 170-176.

Endang .T., Mahbubah, Latief .A., Ali .M., Purnomo .W., (2019). *Sukses UN – USBN SMP/MTs 2020*. Jakarta: Bintang Wahyu.

Fraenkel, R. J., & Wallen, E.N. (2009). How to Design and Evaluate Research in Education. *Instrumentation* (pp. 110-1160. New York, NY: Mcgraw-Hill Companies.

Gocer. A. (2014). The Assessment of Turkish Written Exam Questions Based on The Text in Accordance with the Barrett's Taxonomy. *International Journal of Languages' Education and Teaching,* 3(1): 1-16.

Habibi A. S. (2013). Teaching Reading Comprehension By Using Mind Mapping To The Eighth Grade Students Of SMP Negeri 26 Banjarmasin Academic Year 2012/2013. Unpublished Thesis. Department of English Education Study Program Lambung Mangkurat University of Banjarmasin.

Issa. A.. (2006). Schema Theory And L2 Reading Comprehension: Implications For Teaching. *Journal of College Teaching & Learning,* 3(7): 41-48.

Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2015). *Kebijakan Perubahan Ujian Nasional.* Departemen Pendidikan dan Kebudayaan: Jakarta.

Lee. H.C. (2013). Thinking Matters: Inferencing in ESL Reading Lessons. *TESOL International Association Journal,* 4(4): 712-742.

Liu .F. (2010). Reading Abilities and Strategies: A Short Introduction. *International Education Studies,* 3(3): 153-157.

Lumapow, H. (2012). Identification Of Difficult Items In English National Examination Of The Language Stream. *Jurnal Pendidikan*. 42(1): 61-75.

Madhumathi, P., Ghosh .A. (2012). Awareness of Reading Strategy Use of Indian ESL Students and the Relationship with Reading Comprehension Achievement. *English Language Teaching,* 5(12): 131-140.

Mohammadi, A F. (2013). Investigating The Effect Of Drawing Inferences In EFL Learners Reading Comprehension Ability By Using Recall Of Short Stories. *International Journal of Language and Linguistics.* 1(4): 155-159.

Muhammad. (2016). *Metode Penelitian Bahasa*. Jogjakarta: Ar-Ruzz Media.

Rahma, D. N. (2019). An Analysis of Reading Comprehension Questions Made by English Teacher at SMAN 2 Sidoarjo based on Barret"s Taxonomy. A published Thesis. Department of English Teacher Education State Islamic University Sunan Ampel of Surabaya.

Smith .F. 2004. *Understanding Reading: Sixth Edition*. New Jersey, NJ: Lawrence Erlbaum Associates Publisher.

Wardhana A.P., Susiningsih. 2018. *Detik – Detik Ujian Nasional Bahasa Inggris Tahun Pelajaran 2018/2019 untuk SMP/MTs*. Yogyakarta: Intan Pariwara