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READING QUESTION CONSTRUCTION BY ENGLISH TEACHERS: IMPLEMENTING BLOOM'S TAXONOMY IN PADANG SCHOOLS

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Abstract: This study explores the development of written reading comprehension questions by English teachers in junior high schools in Padang, focusing on the use of Bloom's Taxonomy to support higher-order thinking skills (HOTS). Given the importance of English as a foreign and international language, reading comprehension is crucial for students, not only for information retention but also for critical thinking. Using Bloom's cognitive taxonomy as a framework, this study assesses teachers' abilities to formulate questions across three HOTS levels: analysis, evaluation, and creation. Data were collected from four English teachers across three schools, employing qualitative methods, including interviews and test assessments. Results show that while teachers predominantly formulated questions at the analysis level (76%), questions requiring evaluation and creation—skills essential to fostering critical and creative thinking—were significantly lower, at only 15% and 8%, respectively. These findings reveal that although teachers demonstrate some capacity for incorporating analytical questions, there is a need for improvement in crafting questions that challenge students to evaluate and create, aligning with HOTS objectives. Teachers cited challenges such as limited student vocabulary, time constraints, and a lack of in-depth training on Bloom's taxonomy. This study underscores the importance of targeted professional development to enhance teachers' competence in developing HOTS-oriented questions, thereby fostering students' critical thinking and problem-solving skills.
Keywords: *Bloom's taxonomy;higher-order thinking skills;reading comprehension.*

INTRODUCTION

English is very important for students to learn because it is a foreign language in school subjects and is an international language (Himawati, 2018). English is not just a foreign language, it is probably the most widely studied and taught language in the world, serving as a means of global communication in the fields of business, science, technology and education (Brown, 2004). English consists of four skills that must be mastered by students, namely: listening, writing, reading, and speaking (Ali, 2022). In addition, reading is currently one of the important language skills for students to learn (Erya & Pustika, 2021). Thus, reading is a learning process to present information and get meaning from what is read by the reader (Al Roomy, 2022). Reading is the process of understanding and comprehending reading or text. (Pakpahan, et al, 2021). Other poin of view, Reading skills are one of the important language skills to teach because by reading a lot, readers can develop their intelligence (Hafidah, 2023). Proficiency in reading is crucial in practical scenarios, such as correctly adhering to medication instructions, making informed and rational consumer choices, assessing political candidates, critically evaluating online news sources, and staying abreast of current events (Beerwinkle & McKeown, 2021). Moreover, According to Yurko et al. (2020) the proficiency in Reading Comprehension is inherently linked to an individual's cognitive growth and relies heavily on the capacity to quickly and effortlessly recognize words. In addition, According to Grabe and Stoller (2011), reading

comprehension involves not only the extraction of meaning from text but also the integration of prior knowledge, inferencing, and critical evaluation of the content. It can be inferred that reading comprehension involves the capacity to understand meaning, requiring readers to employ cognitive skills (Yousefi & Mohammadi, 2016).

To improve education standards, teachers play an important role. According to Rahman (2014) the ability to supervise the learning process is a teacher's pedagogical competence. Asking questions is one of the techniques to improve teaching standards. This can be seen from the questions asked by the teacher to the class (Ayçiçek, 2021). The function of asking questions to students provides many benefits for teachers and students, which can contribute to achieving success in the teaching and learning process (Ma'rufah, 2021). According to Hakim (2015) explain that one of the several pedagogical competent is Creating evaluation and assessment for the benefit of learning, Assessment is central to teaching and learning (Fook and Sidhu, 2010). Questions help students develop their Reading abilities (Nurhayati et al., 2023). Yude and Zainil (2024) state that Teacher competence in developing effective questions is important for creating an engaging and enriching learning environment. Therefore, it is important to ensure that the questions meet certain standards (Tursunovich, 2022). Based on reading proficiency views reading questions should provide a broader perspective for students' critical thinking to hone their higher-order thinking skills, Critical thinking is always associated with higher-order thinking skills. (Manurung & Sari, (2022), Mislia et al, (2019)). A framework is needed to evaluate the quality of questions used, which can then be categorized in the cognitive domains of Bloom's revised Taxonomy (Momen et al, (2022), Chandio, (2021)), to ensure that learning objectives are well understood. Within the cognitive domain, there are two levels of thinking: Higher Level Thinking Skills (HOTS) and Low Order Thinking Skills (LOTS). Effective English language practice should be able to balance low-level thinking skills (LOTS) and high-level thinking skills (HOTS), so that students can build basic knowledge while being encouraged to carry out in-depth analysis and think creatively (Finansu and Fauziah, 2025). Including HOTS in reading comprehension is very important because it can improve students' critical thinking (Maryamah et al, 2024). In case to improve student's creativity, HOTS is needed as the standard in learning process (khairunnisa & Zaim, 2023). Moreover, Daud (2017) argues that in developing Higher Order Thinking Skills (HOTS) in the language classroom, teachers must not only have expertise in their field, but also have an understanding of the components of HOTS and how to integrate them into the curriculum. students' thinking ability can be improved when answering HOTS practice questions (Yuliati & Lestari, 2018). In line with that, The application of Higher Order Thinking Skills (HOTS) in English helps students develop analytical, critical thinking, and problem-solving skills relevant to real life (Achadiyah & Azmi, 2023).

Higher order thinking skills (HOTS) are those that involve the processes of analysis, evaluation and creation, according to Anderson and Krathwohl (2001). Therefore, abilities that involve the processes of analysis, evaluation and creation can be classified as HOTS, which include critical and creative thinking skills (Widana & Ratnaya, 2021).

Originally, low-level and high-level thinking skills were the six main categories into which Bloom's taxonomy divided certain cognitive tasks (Brookhart, 2010). According Gordani (2010) describes Bloom's Taxonomy as a hierarchical system for classifying students' cognitive thinking abilities. This taxonomy consists of comprehension, application, analysis, synthesis, judgment, and knowledge (Stevani & Tarigan, 2023). In addition, Anderson & Krathwohl (2001) changed the labeling of cognitive processes from noun form to verb form. The updated version includes the following cognitive functions: remembering, understanding, applying, analyzing, evaluating, and creating (Sudirtha et al, 2022).

Higher order thinking skills (HOTS) consist on analyzing, evaluating, and creating (Silalahi et al, 2022). Analyzing is the ability to break the material into its constituent parts and determine how the parts relate to one another and the overall structure or purpose (Akinboboye & Ayanwale, 2021). Evaluating is the ability that involves making a judgment based on particular criteria and standards (Nitko & Brookhart, 2011). Creating is the ability to put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure (Fitriani, 2019).

Competent teachers will be better retrieved to build an effective and enjoyable learning environment for their students and manage their subjects so that the learning process runs smoothly (Wulandaru & latief, 2025). In this scenario, pedagogical competence is seen as a complex issue. Teachers with strong pedagogical skills can

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build an effective and enjoyable learning environment and manage the classroom effectively (Nguyen et al, 2022). The strategic position of teachers as educators and student guides in learning highlights the need for professionalism in their work, especially in teaching (Tatto, 2021). Teachers are an important component in the implementation of learning, greatly influencing student success, which requires special skills, namely pedagogical competence. (Sanusi et al., 2023)

The minimum criteria for teachers' pedagogical competence is a set of job-related skills that includes a range of abilities acquired from teacher education or training (Margeviča-Grinberga et al, 2025). Raising awareness that teaching is more than just the delivery of information is crucial to the teacher's role as an educator. Teachers' ability to organize and supervise students' learning activities is a must (Sanusi et al., 2023). Pedagogical competence, according to Rifa'i (2012), includes knowing students, planning and implementing learning, assessing learning objectives, and helping students reach their full potential. One measure of the achievement of learning objectives is the high and low learning outcomes achieved by students (Atta & AlQahtani, 2018). In this case, educators are part of the cause of low student learning outcomes.

In this study, researchers identified several important issues related to the tests prepared by teachers at SMPN 33, SMPN 17 and SMPN 6 in Padang, especially in terms of the multiple-choice question approach. First, it was found that teacher-made tests tended to be limited to cognitive methods such as remembering (C1), understanding (C2) and evaluating (C3), without including methods of analysis (C4), synthesis (C5) and critical evaluation (C6). This suggests that variations in item complexity, especially those requiring higher order thinking skills (HOTS), have not been fully integrated in test development. The research also highlights that there is a need to better understand and classify the level of HOTS represented in the items developed by teachers. This suggests that teachers may have difficulty in recognizing and determining the level of difficulty of questions according to the higher order thinking skills they want students to have.

Based on the explanation above, there are several studies related to Higher Order Thinking Skills (HOTS) including (Syahdanis et al., 2021) the title is *"Analysis of Hots in English Teacher-Made Test"* with the conclusion The data analysis conducted confirmed this, finding that although teachers at SMA Negeri 6 provided varying levels of data distribution for grades X and XI in the English exam, both groups shared similar cognitive domains. MOTS (Middle Order Thinking Skills) was the most prevalent level in the SMA Negeri 6 grade XI English final exam, with 18 questions (60.00%) out of a total of 30 questions. Meanwhile (Styvani, 2022) the title is *"An Analysis of Cognitive Levels on Questions Used for Examination in SMP Negeri 15 Padang"* The data analysis conducted confirmed this, finding that although teachers at SMA Negeri 6 provided varying levels of data distribution for grades X and XI in the English exam, both groups shared similar cognitive domains. MOTS (Intermediate Thinking Skills) was the most prevalent level in the SMA Negeri 6 grade XI English final exam, with 18 questions (60.00%) out of a total of 30 questions.

Mahfuzah (2019), who described *"students' ability to answer reading questions with HOTS and mistakes made by students in answering those questions."* This study was conducted on eleventh-grade students at SMA N 3 Bukittinggi, explicitly targeting class XI MIPA 3 students. The result of this research scores for analysis (75.78), evaluation (75.05), and creativity (72.19). In addition, the main mistakes made by students were related to the formulation of ideas to answer the questions.

On the other hand, (Damanik & Zainil, 2021) the title is *"The analysis of reading comprehension questions in English textbook by using high order thinking skill at grade X of SMAN 2 Padang"* The findings obtained from the analysis of reading comprehension questions in English textbooks with the Higher Order Thinking Skill (HOTS) category show that there are 36 questions (9.7%) found in English textbooks. Based on the proportion of HOTS questions (30%), HOTS questions found in reading comprehension questions in English textbooks have almost reached this proportion but are still below the criteria for a good proportion. Out of 172 questions, 36 questions are included in HOTS-based questions. After that, (Afriliamanda & Zainil, 2019) the title is *"An Analysis Of Teachers' Competence In Constructing Reading Comprehension's Questions"* The results showed that comprehension level questions (C2) were the most common questions made by teachers. This indicates that teachers' ability to formulate complex questions is still lacking. This is consistent with the research findings of Arti and Hariyatmi (2015), who also found that teachers' inadequate ability to create HOTS questions is different from this study in terms of research tools.

They examined every exam question, including objective and essay questions written by teachers while teaching. On the other hand, the exams used in this study were the original creations of the teachers after reading the paragraphs provided by the researcher.

Based on the explanation above, several studies have focused on Higher Order Thinking Skills (HOTS). For example, Syahdanis et al. (2021) analyzed the level of cognitive domains in teacher-made English tests at SMA Negeri 6, and found the dominance of Middle Order Thinking Skills (MOTS) in grade XI. Similarly, Styvani (2022) found that MOTS was the most common cognitive level in the English exam at SMP Negeri 15 Padang. On the other hand, Damanik & Zainil (2021) identified a lower proportion of HOTS questions in English textbooks, with only 9.7% of questions categorized as HOTS. In addition, Afriliamanda & Zainil (2019) highlighted the prevalence of comprehension level (C2) questions in teacher-made reading comprehension questions, indicating deficiencies in teachers' ability to formulate complex questions.

The research gap identified here is the limited investigation into the effectiveness of *guru penggerak* programs in improving the ability to formulate HOTS questions. Existing research focuses mostly on analyzing the cognitive level of questions in the text, but there is no research on interventions or professional development programs that can improve teachers' ability to create HOTS questions. Future research could explore the impact of targeted training on teachers' competence in formulating HOTS questions and the subsequent impact on students' cognitive thinking skills. Therefore, the researcher focuses on how English teachers develop written reading comprehension questions based on Bloom's Taxonomy in junior high schools in Padang?

METHOD

The design of this research is descriptive qualitative research (Stanley, 2023). It describes English Teachers competence in developing reading comprehension questions based on Bloom taxonomy. The participants in this research are 4 English teachers in 3 Junior High School (SMPN 33, SMPN 17, and SMPN 6 Padang) who have the following qualifications, which include having 5 years of experience in teaching, having participated in the *guru penggerak* program. 2 school was involve one English teacher as a participant and one school was involve two English Teachers. This research was use Convinience Sampling. Acccording to Rahi (2017), Convenience Sampling describes the data collection process from a research population that is effortlessly reachable to the researcher.

RESULT AND DISCUSSION

The precentage of English teachers' reading comprehension questions

Level of HOTS Questions	Percentage
Analysis	76%
Evaluating	15%
Creating	8%

The results showed that teachers in junior secondary schools in Padang in developing written reading comprehension questions based on Bloom's taxonomy had varying results at the higher order thinking skills (HOTS) level. Questions at the analysis level reached 76%, which is qualified as "Good" according to Reeves' (2012) standards, indicating that teachers were able to encourage students to examine and understand information in depth. However, at the evaluating level, the percentage of questions only reached 15%, and at the creating level only 8%, both categorized as "Very Low." This shows that the development of questions that encourage students to evaluate and create new information still needs to be improved in order to further optimize students' critical and creative thinking skills in accordance with HOTS objectives.

This study identified several obstacles faced by English teachers at the junior high school level in Padang in developing reading comprehension questions based on Bloom's taxonomy, especially at the higher order thinking skills (HOTS) level. The main problem encountered is the teachers' lack of competence in tailoring the questions to the students' diverse abilities, so that they can challenge without frustrating the students. This is exacerbated by students' limited vocabulary, especially in English, which hinders a thorough understanding of the text. When given HOTS questions, many students struggle to understand the text due to a tendency not to read carefully and a lack of understanding of vocabulary they rarely encounter. In addition, a deep understanding of Bloom's taxonomy is also an obstacle, as teachers need to ensure that questions cover a range of cognitive levels, and this is difficult to do without adequate training.

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Teachers are also faced with time constraints, as teaching and administrative duties often reduce the time available to design good HOTS questions. In order to overcome these obstacles, teachers use strategies such as providing consistent practice questions at various cognitive levels (C1 to C4) so that students get used to the pattern of HOTS questions. Teachers also strengthen students' background knowledge by adding relevant vocabulary to facilitate understanding. In addition, before designing the questions, teachers

English teachers develop written reading comprehension questions based on Bloom's taxonomy in junior high schools in Padang. The results showed that teachers in junior secondary schools in Padang have variations in developing written reading comprehension questions based on Bloom's taxonomy at the higher order thinking skills (HOTS) level. Questions at the analysis level reached 76%, which is categorized as "Good" according to Reeves' (2012) standards. This shows that teachers are able to encourage students to explore and understand information in depth. However, at the evaluating level, the percentage of questions only reached 15%, and at the creating level only 8%, both categorized as "Very Low." This finding shows that the development of questions that encourage students to evaluate and create new information still needs to be improved in order to optimize students' critical and creative thinking skills in accordance with HOTS objectives.

According to Laila & Fitriyah (2022) Findings above informs that the distribution of reading comprehension questions are uneven at each level. The result shows that more than a half of the whole reading comprehension questions included in LOTS which not encourage the students' critical thinking with 117 questions or 82% and only 25 questions or 18% are included in HOTS. On the other hand, Styvani (2022) The finding discovered that the distribution of questions used within cognitive levels in examination dominated by Low Order Thinking Skills (LOTS) questions with understanding (C2) level of questions with the percentage of 31,22% fromthetotal 150 questions. Seman et al. (2017) showed that teachers are an important factor influencing success or failure in teaching Higher Order Thinking Skills.

CONCLUSION

This study highlights the importance of integrating Higher-Order Thinking Skills (HOTS) in English language education, particularly in reading comprehension, to improve students' critical and creative thinking abilities. Although teachers in junior secondary schools in Padang have demonstrated competence in designing questions that encourage analysis (76% categorized as "Good"), there is a notable gap in developing questions that require evaluation (15%) and creation (8%), which are critical to achieving HOTS objectives.

These findings suggest that while teachers can encourage students to dig deeper for information, they often lack the training and time to create questions that encourage students to think evaluatively and creatively. By empowering teachers to develop well-rounded HOTS questions, students will benefit from a richer educational experience that supports their analytical, evaluative and creative abilities, aligning with the broader educational goal of fostering independent and critical thinkers.

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