



TECHNIQUES IN CONDUCTING ENGLISH READING SKILLS TEST PERFORMED BY INDONESIAN TEACHERS ON ASSESSMENT OF LOCAL EDUCATION STANDARD 2021

by

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Abstract:

One of the ways to measure the students' English reading comprehension skills is through testing. Despite its significant value, students frequently construct bad tests without considering the main rules in doing English reading comprehension tests. This research concerns to study of techniques in testing English comprehension reading skills performed by teachers in Indonesia on Assessment of Local Education Standard in the year 2021. Assessment of Local Education Standard abbreviated as ASPD in a provincial-standardized test to maintain the quality of learning. Four EFL teachers in Indonesia were chosen based on their teaching experience in high schools. The researcher used document observation and in depth-interview techniques to collect data which were transformed into observation notes and interview transcription. The data were then analyzed qualitatively. Findings from this study shown that there are three main themes regarding the most used techniques performed by the teachers, first, students must be able to analyze the bloom taxonomy theory, second, students must be able to identify the scope of material, and third determining the keywords of the question. From understanding and doing those three themes, teachers believe that these techniques could help and improve student's ability in facing English reading comprehension tests.

Keywords: *reading skill; testing; teacher's techniques*

INTRODUCTION

National Examination in Indonesia or *Ujian Nasional* (UN) is needed in the instructional activities because the result of the exam serves as an indicator of education success in Indonesia. According to Tangsakul et al., (2017), educational evaluation reflects the quality of education in each country to ensure one's educational quality. As in Indonesia, the national examination is the test designed for evaluating students' learning quality based on the learning standards of the Basic Education by the Ministry of Education.

The results are used as information indicating the educational quality of each level including individual students. Moreover, according to (Ozan & Kincal, 2018) assessment results can also indicate whether the schools' educational quality has successfully reached the national standard or not. According to the Ministry of Education and Culture Regulation Number,1 of 2021 stated that graduation is determined by school exams held respectively. Based on this regulation, then local government autonomy in this academic year 2021 changes the National Examination has been altered with Assessment of Local Education Standard (Assessment Standard Pendidikan Daerah/ ASPD). Rochmat and Hariyanti (2021) said the that the result of ASPD score is used as a requirement to continue the study in Junior high school or Senior high school. On Tribunnews (2021) stated that students have difficulties in doing ASPD English tests because of lacking about the knowledge in doing reading test. English MGMP (2021) also said that the result of English ASPD tests is still below the standard score. Students could not do the reading test well. this situation indicates that teachers need to understand the techniques in delivering test material, which is based on the types of questions. Furthermore, teachers must understand the characteristics of questions. They can easily make effective learning to achieve the learning objectives. According to (Cenrikawaty et al. 2020) English teachers hadn't prepared the teaching. Based on data analysis, the researchers concluded that the preparation and management of English teachers in the teaching and learning process have not been optimally managed by English teachers. Unfortunately, they frequently come to the class without preparation or competence in delivering test material. Besides, teachers frequently construct classes without they measure what will they deliver in class. Teachers cannot significantly measure what should be delivered in the learning process.

Tangsakul et al., (2017) in Thailand interested to know about the cognitive levels of some reading comprehension questions. They tried to analyze the levels of 416 reading comprehension questions from Team Up in English 1-3 and 65 reading comprehension questions from O-NET Tests academic years 2013-2016 used Bloom's Revised Taxonomy 2001 or Anderson & Krathwohl's Taxonomy 2001. Known that the levels of reading comprehension questions found in low levels of reading comprehension questions. From the study could be known that almost the reading comprehension questions were on the same levels or low levels. Janah et. al., (2021) in Indonesia also did the research about reading comprehension test. They analyzed the multiple-choice trial testing questions. They focused in studying about the level difficulty and the distractor efficiency of the questions. They found

that the level of questions were many varieties, some were in difficulty level and the others in easy levels. For analyzing distractor efficiency, they found some questions constructed ambiguously with less effective distractor. It makes questions incapable measuring the student's competent and it makes students easier in catching the wrong answer. In otherwise, Jayanti et. al., (2021) interested to find out the student's difficulty in doing English National Examination in Junior High School. Jayanti et. al., (2021) stated that most of students confused about the long text and the in cohesive between words, and incoherent between paragraphs. To answer that problem, they tried to analyze the grammatical cohesive devices reading text on English National Examination 2017/2019 using Halliday and Hasan's (1976) theory. From study found that reading text in English National text was still limit in correct grammatical cohesive. They suggested that teachers and test maker must be aware about this case. Teachers must complete the students about the grammatical cohesive. They believed that the grammatical cohesive influence the content of text. The other research comes from Calet et. al., (2019) in Spanish. Started from their curiousness about the student's difficulty in doing reading tests. The thought that some reading test before cannot detect the student's problems. Researchers used three standardized reading comprehension test namely ECOMPLEC, ACL, and PROLEC-R to 136 primary students in analyzing the student's difficulties in reading comprehension. Found that the consistently of classification for each reading profile across the three reading comprehension tests was low. They concluded that the results of different reading comprehension profiles depending on the test used. They suggested that it is important to use more than one instrument to diagnose reading comprehension difficulties, related to cover all of complexity. The recent studies from local and foreign research, in fact not yet answer the writer curiousness about how teachers conduct the techniques to improve the student's ability in doing reading comprehension tests. Most of the previous research still focus on analyzing the reading questions not about ways or techniques. Stated before that students failed in doing reading comprehension tests. It is some homework for teachers to upgrade their pedagogy skill in conducting the material especially reading comprehension skills.

Talking about reading proficiency. Hoover and Gough, (1990) had an opinion that linguistic comprehension is certainly a complicated process, whether accomplished in reading or audio and decoding, as evidenced by the extreme difficulty some have in acquiring it, is also no simple matter. But must be aware that reading comprehension is a crucial skill for academic and professional purposes when studying a language. This skill cannot be avoided when talked

about reading test. Added by Bedir, (2019) that critical thinking, communication skills, creativity and innovation, and collaboration are the four basic terms in 21st learning innovation skill (4C). It allows students to become more active in comprehending a text to broaden their knowledge. In the implementation of this program, students are required to think critically following the four terms. Furthermore, this new curriculum is designed to prepare students for the globalization era. Character development, literacy, 4Cs (creative, critical, communicative, and collaborative thinking), and advanced thinking skills (HOTS) are all mentioned in the recent curriculum. HOTS conducted in assessment.

Reading Comprehension Skill

According to (Yurko et al., 2020) Reading comprehension is the ability to process text, understand its meaning, and combine it with what the reader already knows or with prior knowledge. The ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. According to (Kuşdemir, et al., 2018) explained that reading is an activity where is the reader start from seeing, and then accepting information and conduct to comprehend in the mind. Hoover and Gough, (1990) explained that reading is therefore a complex language skill that requires many skills to be used at the same time. There are some processes are needed to process information in recognizing words, finding main ideas, understanding details, recognizing text structure, and predicting the author's thoughts. Nurjanah & Pratama, (2020) stated that when we are teaching reading comprehension to higher education students, we must expose students to try a variety of texts in varying difficulty. The last, McNamara & Kendeou, (2009) explained that comprehension is about inferencing and connecting information on the text to the one's prior knowledge. The prior knowledge is very important to build the reader's interference about the content of text. Mostly, students know how to read, but have never learned good reading skills. Compared to ordinary reading, reading comprehension has more to do because it requires students to have more skills than reading sentences and paragraphs. It is clear that reading is complex process to catch the contents of text. Students need to acquire a special skill to follow the comprehension process during taking a reading test.

Stated on Anderson, (1990) that most of reading research uses tests of comprehension in order to make inferences about reading ability, reading skills, and reading processes.

Inferences are made on the basis of the answer a test taker has chosen. Osdemir & Akyol, (2019) had an opinion that reading comprehension has an important place in lifelong learning. Can be said that reading comprehension is never ending process to catch knowledge. It is an interactive process between the reader and the text. Because of its importance it is needed to measure and evaluate the student's ability in reading comprehension. Altunkaya & H, (2016) stated that tests can be used to count the learner's achievement, so the teacher gets the validity information. Osdemir & Akyol, (2019) tests are an important tool to measure the learning process. One of the most important tests used in educational settings throughout the world is tests of reading comprehension ability. Ganie & Rangkuti, 2019; Roohani Tonekaboni et al, 2021) had an opinion that reading comprehension in learning English is about the skill how to read, comprehend, process, and recall the information of the text. Completed by Motallebzadeh, & Tabatabaee-Yazdi, (2016) that the acquiring reading skill, transfer of knowledge to other school subjects is facilitated and this helps learners to not only tackle the difficulties of the English language comprehension but also of other school subjects. The validity information is needed by teacher for many reasons. One of them is to know the successful or weaknesses of learning process. By identifying the result of tests, teacher can decide some steps further. The crucial points of tests are as a tool to prove the behaviors and skills that have been acquired by students.

Jarvis, (2006) stated that teaching is not stable, it can be changed by the dominant globalizing forces of social change. Teachers are forced to increase their pedagogy in many different skills. Sometimes, the recent techniques have been known by teachers, but sometimes teachers do not know anything. In Indonesia, learners in junior high schools are expected to have the ability to short functional texts and essays such as descriptive, recount, narrative, and report essays. Moreover, learners understand the aspects of grammatical features and generic structures of certain genres. Besides, the students are also urged to explore their thinking and identify what the author means through reading passages. However, according to (Yusuf et al., 2016) English educators in Indonesia still find their students face difficulties in EFL reading comprehension even though they have done many varieties teaching techniques to increase their students to improve reading comprehension skill. Mynbayeva et al., 2018) the new century introduced significant changes in didactics and teaching methods. Pedagogy of the twentieth century differs from the pedagogy of the twenty-first century. Since the beginning of the twenty-first century, there have been many changes in the development of national and world education.

In the past fifty years, many changes have happened in all aspects of life around us, our eating habits and lifestyle have changed, our thinking has been changing and we are accepting new ideas. Even the students have changed. Therefore, it is the demand of the times for language teachers to become professional teachers over time. Teaching methods also play an important role in teaching success. These methods are not specified in the syllabus. Modern teachers must be familiar with both traditional language teaching methods and new language teaching methods. Ultimately, the teacher decides which method is suitable for teaching a particular subject. The researchers faced some obstacles in conducting this research. The limited distance because of pandemic era and other the subjects research problems make the researcher must be more flexible in gaining the data. But all of the problems can be solved by using the technology to cover the long distance, and also by the kindness of the subjects' research. I became motivated to explore in more detail teacher's techniques in conducting reading skill test. I hope that the study reported in this paper contributes to the consolidation of better approaches in the development of reading comprehension skills in our context. Thus, my research question is **“how do the teachers conduct the material about reading test skills?”**

METHOD

Design

This research used qualitative descriptive under phenomenology procedures to investigate the EFL teachers' techniques in conducting reading skill test. In this study observation, and semi-structured interviews were applied to gain the data. According to (Sofaer, 1999) “Qualitative research methods are valuable in providing rich descriptions of complex phenomena. Thus, description is often combined with comparison or contrast, involving measurement, classification, analysis, and interpretation”.

Participant

The place of the research through an online interview because of the pandemic era, the research started on the 6th up to 18th July 2021. The four English teachers are the subject of the study. The teachers were selected because they are professional teachers, they are experienced in the subject, and have legal educator certificates, so they have the capability in

teaching English. Further, their names are replaced with coding system such as T1,T2,T3, T4 as part of ethical clearance.

Instrument

In this study, the researcher used interview questions as an instrument to collect the data from the subject of the study. The instrument created in open ended question to make the subjects research focus on the topic but feel free in sharing their opinions. The question on the instruments focusses on the teacher's opinion about English assessment of local education standard, the student's obstacles in doing reading tests, and about teacher's techniques in overcome student's obstacles.

Data Collecting Technique

The data were gathered through semi-structured interviews and document analysis. The semi-structured interview has several advantages that the questions have structured guidance, but it still allows the researcher to explore the issues during the interview. Datko (2015) explains that the researcher has guidance in the conversation, but the participants have the freedom to change or elaborate on the topic of the conversation. To ensure the trustworthiness of data, this research employed data triangulation. Triangulation is a data-gathering technique combining various data resources. Susan Stainback (as cited in Sugiyono, 2011) states that triangulation aims to improve one's understanding of the object being studied instead of revealing the truth of a social phenomenon. The researcher reviews the lesson plans they used in teaching-learning process.

In this study, the researcher formulated questions, which were divided into two parts to fulfill the objectives of the study. The first part dealt with teachers' belief in assessing reading skill of EFL learners. Meanwhile, the second one was about the implementation of those assessments. The last part concerned the advantages and disadvantages the assessments. Adhabi, Anozie (2017) stated that interview can be simply described as a form of consultation where the researcher seeks to know more of an issue as opinionated by the individual being asked. In research, this form of consultation is motivated by a reputable purpose. As such, an interview can be comprehended as an interactive process where a person asks questions to seek

particular information. From a scholarly point of view, Sewell (n.d) concluded that interviews in qualitative research as “attempts to understand the world from the subject's point of view, to unfold the meaning of peoples' experiences, to uncover their lived world before scientific explanations.” Gill et al., (2008) stated that as appreciated by other scholars, the qualitative interview is central to data collection. However, the most important component is that for the information obtained to be more authentic, the researcher has to create a good connection with the source.

Data Analysis Technique

The technique in analyzing the data is necessary for his study. In analyzing the data, the researcher used text analysis. Kuckartz, (2014) stated the categories and the coding process are the main point in analyzing the text. The processes between three main types of coding, open axial, and selective coding. It means that the researcher analyzed the text from collecting the data by interview used linguistics analysis to extract and classify the information that is needed in the study. As suggested by Creswell (in Sofari & Ofori, 2017), the next step was the coding process. The first step of coding was reading the transcripts repeatedly. Next, the transcripts were classified into smaller categories to identify the information related to the topic. Then, identifying similar or redundant codes and grouping them into fewer codes. The last was reducing the codes to form broader categories. As for data presenting and citation system, the researchers employed “manual system by coping reference sources from Scholar Google” (Turmudi, 2020, p. 59).

RESULT AND DISCUSSION

Result

The researchers found some pieces of information after investigating the content data. The first is about the Assessment of Local Education Standard itself, the second is about student's obstacles in doing reading comprehension tests, and the major theme is about the teacher's technique in conducting reading comprehension tests. They are some different opinions that the researcher got from the four English teachers. They told naturally based on

their experience in teaching. For a simpler way researcher calls the teachers by T1, T2, T3, and T4.

Teacher	ASPD test	Student's obstacles	Teacher's techniques
T1	Almost on reading skills test	<ol style="list-style-type: none"> 1. Lack of vocabularies. 2. Do not understand the language features. 	<ol style="list-style-type: none"> 1. Conduct the knowledge about social function, structure text, and the language feature of text.
T2	Almost on reading skills test	<ol style="list-style-type: none"> 1. Low vocabularies moreover on long text such as narrative text or recount text 	<ol style="list-style-type: none"> 1. Conduct the strategy how to find out the keyword on the question and text.
T3	Almost on reading skills test	<ol style="list-style-type: none"> 1. Low motivation 2. Lack of vocabularies 3. HOTS question 4. Phobia with the long text 	<ol style="list-style-type: none"> 1. Conduct the strategy in analyzing the question based on cognitive process. 2. Conduct the strategy how to find out the keyword. 3. Make the students more familiar with the scope material of each texts.
T4	Almost on reading skills test	<ol style="list-style-type: none"> 1. Lack of motivation 2. Lack of vocabularies 3. Lack of parent's support. 	<ol style="list-style-type: none"> 1. Conduct the knowledge about the cognitive level of the text

From the interview found that reading comprehension tests hold to measure the student's achievement in the learning process conducted by teachers to their students. According to Akyol, 2019,) students need reading comprehension skills at all educational levels and for all school subjects. Then explained more that identify the grade category of students' reading comprehension skills is the subject of testing and evaluation. The examinations in education

and training show the extent to which desired behaviors and skills have been acquired. So, teachers or students needed to know about their achievement in holding the learning process. According to (Ruiz, Primo, 2011) formative assessment is based on the idea that much of what teachers and students do in their classrooms can be described as potential assessment opportunities for collecting evidence of students' understanding. Tests have become important recently due to their formative assessment roles in facilitating students' learning. According to (Shannon, 2008) 15 percent of learners experience some form of reading difficulties, from mild to severe, resulting in motivational and emotional challenges, like embarrassment, frustration, and anger. In line with this, it is important to determine a learner's reading difficulties, as well as the factors behind her or his slow and/or inaccurate reading or problems with reading comprehension in both L1/L2, and to give her or his timely help, so that she or he can achieve full potential in linguistic and academic development. It is clear that the teacher as an educator has the responsibility to help the students in facing difficulties in reading skills.

From the data found mostly that the basis of student's problem in doing reading comprehension tests is lack of vocabulary. Anderson, (1990) that most of reading research uses tests of comprehension in order to make inferences about reading ability, reading skills, and reading processes. Knowing the meaning of words is the key to get the content of sentences. But it cannot be argued that from the interview can be known that their students were low motivation in a literacy activity. It is why they lack on vocabulary. According to (Klimova, 2006) The reading comprehension impairment of L2 students is affected by less word- based reading skills, including word recognition, pseudo-word decoding, and phonological awareness. In addition, readers who are not familiar with the specific structure of the language and the characteristics of the text will offend them when they gain understanding, and their language processing skills will decline. In addition, students who are not interested in reading, are not motivated, rarely use metacognitive strategies to monitor their learning of the text, and do not have enough vocabulary and prior knowledge to connect new ideas with previous learning, they often Failed to read comprehension. The T1 has an opinion that besides the student's lack of vocabulary, the reason why students failed in doing reading comprehension tests is a misunderstanding about the scoping material of the text. It is also stated by T3 and T4 in the interview. According to English Teacher Association (MGMP, 2021) in the English test especially in the reading comprehension test, the scope materials that are tested consist of: social function of the text, text structure, and language feature. And more T3 stated that in

conducting reading comprehension tests, teachers do cognitive process analysis. According to (MGMP, 2021) question items in the assessment of local education standards consist of 30% L1 (remember and understand), 50% (application), and 20% (analyze and evaluation).

Discussion

From the previous discussion, the students mostly still fail in doing reading comprehension tests. There are any problems not yet solved. Some previous researchers come from Tangsakul et. al., (2017), Jannah et. all., (2021), Jayanti et., (2021), and Calet, (2019). Most of them still focus on analyzing the reading comprehension test question about the levels, difficulties, distractor, and grammatical cohesive of the text reading tests. It makes interesting for researcher to dig deeper about this issue. From the study the researcher found some information. The information then proceeded using text analysis. The data coded into three discussion themes. The first is about the reading comprehension test, the student's obstacles in doing the reading comprehension test, and the last as a main discussion is about teacher's techniques in conducting the reading comprehension test to their students.

From the data, the researcher can take some teacher's techniques to help their students in facing reading comprehension tests. The researcher, by doing coding take three points steps that be conducted by a teacher in teaching reading comprehension test.

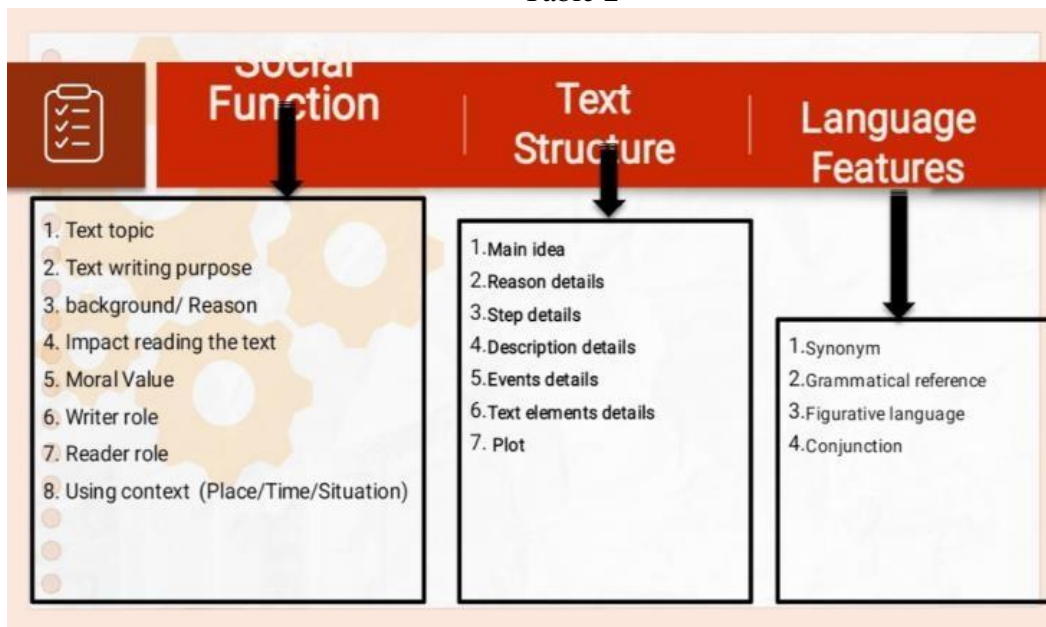
Table 1

	COGNITIVE LEVEL
Question	40 (34 multiple choice & 6 complex multiple choice)
Time	100 mins
Compotition	20% L3 (analysing, evaluating) 50% L2 (applying) 30% L1 (remembering, understanding)

The result also stated on MGMP (2021). The first step is to analyze the process cognitive of the question. According to MGMP 2021 reading skill test consists of 20% level 3 (analyzing and evaluating), 50% level 2 (applying). And 30% level 1 (understanding). It means that in the learning process teacher needs to know the level of question items. The analysis process uses Bloom's taxonomy completed by Krathwohl and Anderson. According to (Home et al., 2019) cognitive process discusses some of the specific ways in which well-established facts about how our minds attend to and manipulate information) might also shape the specific process of searching for explanations. According to (Mohammed & Omar, 2020) recently researchers have shown an increased interest in automating evaluating examination based on Bloom's taxonomy cognitive domain. Then explained that another main issue in classifying questions based on Bloom's cognitive is assigning a suitable weight for keywords that determine the level of the question especially for the words that might appear in more than one taxonomy, such as the word 'define' that belongs to the Knowledge and Comprehension levels. The cognitive process discusses cognitive domain is used to measure students' cognitive abilities in teaching and learning activities in an educational environment. Bloom's taxonomy was first initiated by a scientist named Benjamin Samuel Bloom in 1956 and revised Bloom's Revised Taxonomy (RBT). Cognitive Domain of RBT consists of 6 levels, namely remembering(C1), understanding (C2), application (C3), analysis (C4), evaluating (C5), and creating (C6). A good question paper must meet the reference from the qualification of percentage cognitive process. By knowing the level cognitive of the test, the teacher can prepare the steps and appropriate method based on each difficulty type of question. In level L3 as the highest level, students need to do more than one step cognitive process, so it is not easy for students without some guiding in exercises. After conducting the cognitive level of question, and teacher knows that the question is HOTS or LOTS. It will make be easier for teachers in transferring the knowledge to the students. Students will be aware that the question is categorized as easy (explicit), which means that students can directly find the answer on the text or the question is categorized as difficult (implicit), which means that the answer does not provide on the text. Students must use their cognitive ability to analyze and compare the question and the text to guess and for more to find the correct answer.

The second technique found that teachers deliver the knowledge about scope material to their students. This statement is related to overcome student's problems in understanding the question's meaning.

Table 2




As stated on MGMP (2021) the English test measured three items. Namely social function, structure text, and language feature. According to (Brainly, 2016) social function is the purpose of writing a text in society. Each type of text is written with a different purpose. According to (MGMP, 2021) some question concepts discussed in social function such as The topic text, goal of the text, background or reason of the text, moral value, writer role, reader role, using context: place, time, and situation. On structure text the concept of question consists of; the main idea, detailed argumentation, steps, detailed description, detail events, elements of text, and plot. For language features more focus on the synonym antonym, grammatical referencing, the meaning of the expression, and conjunction. By knowing the types of questions, students will be easier in understanding the meaning of the question. In this case, the teacher will identify the question items and explain to the students about each of the characteristics of question types. By doing this step frequently, expected students will be familiar with what the question wants.

The last technique conducting by the teacher in conducting a reading comprehension test is about keywords.

Table 3

LET'S DO SIMULATION

No. Soal 1	<p style="text-align: center;">LIBRARY ANNOUNCEMENT</p> <p>Please note that library opening hours on 9th December 2019 (Saturday) will be from 9 am to 4 pm in conjunction with Sainburn Uni Day.</p> <p>Reload for printing will be temporarily unavailable that day.</p> <p>Library 24 – hour Study Area (Block A) will also be closed from 9th December 2019 (Saturday) 4 pm until 11th December 2019 (Monday) 8:30 am. Students are advised not to leave any belongings at all time.</p> <p>Thank you.</p>	Kunci: D
Lingkup Materi: FS/Topik	<p>Question:</p> <p>1. What is the announcement about?</p> <p>A. The Library 24 – hour Study Area. B. The availability of reload for printing. C. The temporary closure of the library. D. The change of the library opening hours.</p>	Level Kognitif: L3
<p><u>Pembahasan:</u></p> <p>Kata kunci pada soal adalah "...about...", berarti menanyakan topik teks. Jenis teks adalah pengumuman tentang perpustakaan " LIBRARY ANNOUNCEMENT", sesuai isi teks yang nampak dari beberapa kata kunci seperti "...that library opening hours ..." berarti teks tsb tentang perubahan jam layanan perpustakaan, maka jawaban yang tepat adalah D.</p>		



This case is related to the student's problem of lacking vocabulary. According to (Klimova & zamborova, 2020) when referring to reading in a foreign language, the process becomes even trickier, as each reader interacts with a text-based on his/her individual experience and cognitive capacities. Research suggests starting with a holistic approach to text processing in terms of using effective metacognitive awareness strategies, as well as techniques in terms of the macro-level characteristics of a text to facilitate students' reading comprehension. The statement above tells that reading foreign text is not easy moreover for students with less vocabulary.

The teacher has techniques to help their students do the reading test by limited skill in vocabulary. The keyword is a technique where are the students find out the sentence or word that has a special character than the others. And then find those words in the text. By taking the correlation between the keyword in the sentence and the other sentences in one paragraph the answer will be found around the world. Sometimes located at before or after the keyword. Noted that in this technique students must have a minimum vocabulary competence so they at least can catch the keyword. It means students must pay attention and understand some words that usually appear in the text by doing exercise frequently.

CONCLUSION AND SUGGESTION

Drawn on the data analysis, this paper presents teacher's techniques in conducting English reading comprehension test in Assessment of Local Education Standard. The research found that to overcome the student's problems in doing reading comprehension tests, teachers do some techniques: teacher analyze the cognitive level or cognitive process of the test item using Bloom Taxonomy, teacher conduct the knowledge or understanding about scope material of the English reading comprehension text, and the last teachers guide the students to identify the keyword on the English reading comprehension test question. Thus, teacher pedagogical skill in conducting about reading comprehension skill is very needed to make learning process run well and reach the learning goals. This research gives some information to the readers or the other researchers who want to know the techniques in conducting English reading skills testing. This study also be useful for the teachers to improve their teaching method, especially to take benefit the techniques in conducting English reading skills testing. The students are more enjoyable in doing their tasks associated with the reading test materials.

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BIO-PROFILE

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