HIGHER ORDER THINKING SKILLS (HOTS)
THROUGH READING FOR HIGHER EDUCATION
Based On Technology
Revised Edition

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PT EDUKATI INTI CEMERLANG
2022

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PREFACE

Education process that can prepare human resources whose thinking skills has become a global need. One of the mistakes in education process is if universities students do not have the 21st Century competency century, namely creativity, critical thinking, communication, and collaboration. Critical thinking is related to the ability to draw meaning from a given statement or data. A person who is able to think critically must be able to reason and make interpretations, especially the study of reading subjects. Meanwhile, creative thinking is related to the ability to develop new ideas or products that have not existed before. Realizing the difficulty for educators in understanding and implementing Higher Order thinking Skills (HOTS) in universities, especially in reading subjects learning, the authors seek to analyse the results of research studies, conduct research, and develop this book that is expected to help educators in planning and implementing HOTS-based learning activities in universities.

This book is intended for Students of English education courses in Universities who want to study Reading Subjects courses which is suitable for growing or improving high-level thinking skills (Higher Order Thinking Skills). The content of this book consists of nine chapters, based on Higher Order Thinking Skills against reading subjects in Higher Education. The importance of HOTS in the 21st century and the era of revolution 4.0, the characteristics of HOTS learning are learning to develop creativity, critical thinking, make decisions, do problem-solving learning, and know how to read HOTS text and also development of information and

communication technology is increasingly rapid with significant changes in applying or utilizing information technology to produce various creativity and innovations in the implementation of education in various countries, so that the existence of information technology is needed in the implementation of education, especially in universities. Especially during the Covid19 Pandemic, learning cannot be done face-to-face, but it is required to do online learning, so it is needed once the application of information technology based on learning management systems in supporting the learning process, one of which is moodle which is one of the open source learning management systems (LMS), Very popular among academic especially in Reading Subjects.

Reviewed in terms of concept, the author distinguishes between thinking skills and cognitive levels. Most researchers agree that Higher Order Thinking Skills (HOTS) mainly include creative thinking, critical thinking, decision making, and problem solving. However, it is necessary to understand that problem solving skills are strongly related to analytical and evaluation skills, so HOTS is needed to solve problems involving analysis and evaluation. While creative thinking skills are expressed by Anderson and Krathwohl in bloom taxonomy revision as the highest cognitive level.

In this book, students will understand the pre-reading technique which is an activity that must be done before reading text. The activity includes 4 techniques, namely: doing pre-reading, making predictions, connections, developing guide questions, monitoring comprehension for developing Higher Order Thinking Skills in Reading and other topics such as Previewing and Inferences. At first, you will learn the concept of these 4

techniques and three other topics and continue with exercises to practice higher order thinking skills in reading. The comparison between the percentage of reading theory with reading practice is 40 : 60. Four techniques and 4 other topics discussed in this book will be presented in 2 learning activities: Learning Activity one which discusses Pre-reading and Predicting, and Learning Activity two which discusses developing higher order thinking skills guide questions and Monitoring Comprehension.

By understanding and practicing pre-reading, you will have the ability to do:

1. Pre-reading.
2. Predictions and connections.
3. Developing guide questions.
4. *Monitoring comprehension*.

The author realizes that this book is far from perfect and will continue to strive for continuous improvement. Thanks a lot to my children and family, fellow students, and all parties involved in supporting the creation of this book. Hopefully this book can provide benefits for the development of higher education in Indonesia.

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CHAPTER 1
PRE-READING AND PREDICTING

In order for you to understand this book well and be able to have the skills to pre-read well then pay attention to some learning instructions on the following books.

1. Read the entire material of this book carefully and try to understand the concept of the material as a whole.
2. Start learning each learning activity gradually.
3. Understand each concept and do not move to another concept if the concept you are studying is not well understood.
4. Perform the commands in the book with discipline so that the understanding of the book material can be quickly achieved.
5. Work every exercise and match your answers with the answer signs provided at the end of the learning activity.
6. Try not to see the training answer signs while you are working on the exercise.

What do you do first if you are going to read a text? Are you going to do what the students generally do? They examine how long the text or reading which will be read. They have not known that there is actually a way that can be done before reading a text which is called Pre-reading. In

this Learning Activity 1, you will learn and practice doing activities before reading a text.

1.1 What is Pre-reading?
Definition of Pre-reading

Pre-reading is a way to quickly understand the organization and content in the outline of a reading. You will be able to prove that pre-reading is one that we can do to improve our reading skills efficiently. Pre-reading is a quick look to get a quick impression or overview of the reading that will be read before you start reading. Thus, you will be able to read quickly and can follow the path of the author's mind reading that you will read. You can equate pre-reading notions, such as looking at a road map or a floor plan of a place before you go to or go to that place. The map or road plan can be the same as pre-reading. Therefore, by doing pre-reading, it means you are trying to understand the organizational pattern of the reading that you will read.

1.2 How to do Pre-reading

The main purpose of pre-reading activities is to get an overview of the content of the reading that we will read by identifying the main idea and organization of the reading. By doing this, you can see the important parts of the reading and you read quickly until the last part of the reading. To do pre-reading, you can do the following steps.

A. Read the reading title

The title of a reading usually provides information to the reader about what material or topic that is covered in the reading. The title informs the main topic discussed in the reading.
B. Read the introduction or the opening paragraph

The introduction or initial/opening paragraph usually provides information or an overview or outline of the content of the reading. This section also contains information or clues about the mind-set of the author. If the initial paragraph is long, then you can read the first two or three paragraphs.

C. Read each subtitle

The title of each topic can be a heading. Heading is a kind of title or subtitle that provides information about the content or material to be informed which is related to the title or subtitle. A title or subtitle is an outline of the content of the reading.

D. Read the first sentence of each title or subtitle

A title or subtitle has actually provided brief information about the outline of the content of a paragraph or reading, whereas the first sentence of each heading or subtitle provides information about the title or subtitle that is the subject of the discussion.

E. Reading topography writing

Topography writing is the text that used some features, it can be in italic, boldface type, coloured writing, numbering, capitalization, and underline features. These features usually used in order to indicate the important information of the text.

F. Pay attention to graphics or images if any

Graphics or images aim to emphasize two main things in a reading. First, image or graph emphasizes the main idea discussed in the reading. Second, images or graphs provide information about the summary of the main idea or the interrelationship between the main ideas discussed in a reading. In addition to charts or images in the form of charts,

tables also provide the main things discussed in the reading.

G. Read the last paragraph or conclusion

The last paragraph is usually the conclusion of the entire reading material. Well, now you have understood how to do pre-reading. If you still do not really understand the method yet, try to read again. If you need to do it while carrying the reading you are going to read and look for the parts that you need in doing pre-reading, do it gradually. Thus, you will understand how to pre-read well. To improve your ability to develop Higher Order Thinking Skills further in pre-reading, try to do the following exercises in some of the ways above that you have learned.

1) Try to do pre-reading before you read the following readings thoroughly. Pay attention to what steps to take in pre-reading. If you still forget about the steps, try to learn 7 strategic steps in pre-reading once again.

2) If you have finished the pre-reading, read the following text with instructions from the pre-reading results that you have done.

3) Work on reading questions to find out your pre-reading skills.

HOTS Text 1

Few animals on Earth evoke the antipathy that mosquitoes do. Their itchy, irritating bites and nearly ubiquitous presence can ruin a backyard barbecue or a hike in the woods. They have an uncanny ability to sense our murderous intentions, taking flight and disappearing milliseconds before a fatal swat. And in our bedrooms, the persistent, whiny hum of their buzzing wings can wake the soundest of sleepers

Beyond the nuisance factor, mosquitoes are carriers, or vectors, for some of humanity's deadliest illnesses, and they are public enemy number one in the fight against global infectious disease. Mosquito-borne diseases cause millions of deaths worldwide every year especially to children and the elderly in developing countries.

There are more than 3,000 species of mosquitoes, but the members of three bear primary responsibility for the spread of human diseases. Anopheles mosquitoes are the only species known to carry malaria. They also transmit filariasis (also called elephantiasis) and encephalitis.

Culex mosquitoes carry encephalitis, filariasis, and the West Nine virus. And Aedes mosquitoes, of which the voracious Asian tiger is a member, carry yellow fever, dengue, and encephalitis.

Mosquitoes transmit disease in a variety of ways. In the case of malaria, parasites attach themselves to the gut of a female mosquito and enter a host as she feeds. In other cases, such as yellow fever and dengue, a virus enters the mosquito as it feeds on an infected human and is transmitted via the mosquito's saliva to a subsequent victim.

Question:

1. What is the topic of the third paragraph?
    a.   How the mosquitoes transmit disease
    b.   Mosquitoes have killed millions of people
    c.   The total species of mosquitoes
    d.   Three main species of mosquito that cause the diseases
    e.   The cause of malaria, elephantiasis, and encephalitis

Answer: …

Explanation:

The third paragraph explains the species of mosquitoes, more precisely the three bear primary species that cause the disease, like elephantiasis, malaria, and encephalitis.

1.3 Making predictions and connections

When you read an add for a movie displayed in front of a movie theatre or a movie ad in a newspaper or magazine, you will make predictions and assessments of the film. At first you predict what the movie is about, then you will also predict the storyline of the movie and eventually you will conclude that it is going to be fun, well, romantic which will then lead you to decide whether or not you are going to see it. You will also predict the ending of the movie, whether it has sad or happy ending. These predictions can be made by linking the life experiences and other movies you have seen.

Pre-reading is the same as seeing a preview of a movie. After pre-reading, you should be able to make predictions about the content and organization of the

material and link it with the knowledge of related topics that you have mastered.

A. Making Predictions

Do you predict what kind of movie when you read a movie in a newspaper? Do you also predict how a party will take place when you get a party invitation? Do you also predict the content of a book based on the book's title before you read it? This form of prediction occurs automatically.

An efficient reader makes predictions or anticipations very often, either before or during reading a reading in terms of the content or organization of the reading material. For example, when you read a book title: "Writing English Language Test". From the title of this book, you can predict the material discussed in the book which is about how to write a language test, in addition, the author of the book also can be predicted that he is going to explain the ways of writing a language test. If you open the book page by page and if you find chapters, subtitles, graphics, images, photos, chapter summaries, they all give you more information about the content of the book rather than just the information gotten from reading the book's title.

involves your knowledge and experience that you already have Predicting a something. Prediction is the process of making a connection between what you have already known about the reading material or book that you will read and the instructions that you make as pre-reading material.

Exercises 1

Now try using the knowledge or experience you already have to predict the topic and/or the way or approach of the following heading.

1. Highlights of Marketing Research History
2. Laws Affecting Competition
3. Why New Product Fail or Succeed
4. Why Do Hot Dogs Come in Packs of 10?
5. A Test of Your Consumers Rights Awareness
6. A Sample Fast Food Promotional Plan

An efficient reader often makes predictions about the organization and material or reading material. They always anticipate procedures or traits.

B. Making Connection

Once you have pre-read a reading text, one of the next important steps is to remember what you have already known with regard to the text or reading you are pre-reading. This can be done by connecting the knowledge and experience you already have with the topic in the text.

There are several reasons why we should take the step of making a connection between knowledge and experience with the text which is going to be read. One reason is that if you learn, it will be easier when you can connect new information with the information you already have. The tasks you have to work on in the learning process will feel more meaningful if you are able to connect the new knowledge you are learning with the knowledge you already have. Similarly, materials that you already know, are familiar with, and meaningful will be easier to be learnt than the knowledge that you do

not know at all. For example, you will easily read and learn the laws of economics when you are an economic actor because you already have experience doing economic activities.

HOTS Text 2

While many parents send their children to public schools, there are some other people choose boarding school education. They prefer their children are educated there for some reasons.

At an early age interacting and communicating with people is very important for a child's personal life and can be especially helpful for his/her future. In a boarding school, shy children can take advantage of interaction through communal activities. The boarding school also offers a great variety of activities, such as arts, sports, and music that allow the children to demonstrate and develop specialized skills in their free time.

Furthermore, the structured way of life and strict rules at the boarding schools may help students to get used to a well ordered way of life. The manners and social skills will help them to become more responsible and confident, and to develop their talents in leadership.

Professionally trained teachers and educators in the boarding school can offer excellent education without the parents' constant supervision.

In conclusion, boarding schools allow students to interact communally and to do some positive activities. Besides they also build students characters.

Questions:
1. What is the main focus of the text?
   a. The differences between boarding schools and public schools
   b. Some good points of boarding schools
   c. Boarding school education is the best way to educate children
   d. The reason why people do not choose public schools
   e. Boarding schools compared to the public schools

Answer: …
Explanation:
The text explained some reasons why parents prefer to send their children to boarding school and also mentioned some benefits or advantages that the students will get when they are schooled in a boarding school. It means, in this text, the students should analyse, evaluate, and creating the best answer.

2. From the third paragraph, we know that …
   a. Boarding school prepares all the students' future
   b. Boarding school teaches students' hard and soft skills
   c. Boarding school teaches students to be disciplined
   d. Boarding school teaches students to interact with people
   e. Boarding school has some professional teachers and educators

Answer: …
Explanation:
The sentence "the structured way of life and strict rules at the boarding school may help students to get used to a well ordered way of life" shows that boarding school

has the rules that trained the students to discipline and obey the existing rules, so later it will create a great personality not only at school, but also at home and in the community.

3. According to the text, which statement is true about boarding school?
   a. It does not provide an excellent education
   b. It will not help the learners to develop their skills and talents
   c. It makes the learners shy and irresponsible
   d. It is appropriate for dependent students
   e. It makes the students do not have a good leadership

Answer: …
Explanation:
It is clearly stated in the text that in boarding school, shy children can take advantage of interaction through communal activities. So, this sentence explained that boarding school is suitable or appropriate for dependent students who cannot live independently.

1.4 Summary

Pre-reading is a technique that allows the reader to become familiar with the material to be read. There are 7 steps in pre-reading, namely: 1) reading the reading title, 2) reading the introduction or opening paragraph, 3) reading each subtitle, 4) reading the first sentence of each heading or subtitle, 5) reading the topography writing, 6) paying attention to the graphic or image if any, 7) reading the last paragraph or conclusion.

Efficient readers often make predictions or anticipations either before or during reading a reading

in terms of the content or organization of the reading material. Prediction is the process of making a connection between what you have already known about the reading material or the book you will read with the instructions you make as pre-reading material.

In pre-reading a reading text, one of the next important steps is to remember what you have already known with regard to the text or reading you are pre-reading. This can be done by connecting the knowledge and experience you already have with the topic of the text.

1.5 Formative Test 1

Choose the most appropriate answer!

> **HOTS Text 3**
>
> Few animals on Earth evoke the antipathy that mosquitoes do. Their itchy, irritating bites, and nearly ubiquitous presence can ruin a backyard barbecue or a hike in the woods. They have an uncanny ability to sense our murderous intentions, taking flight and disappearing milliseconds before a fatal swat. And in our bedrooms, the persistent, whiny hum of their buzzing wings can wake the soundest of sleepers. Beyond the nuisance factor, mosquitoes are carriers, or vectors, for some of humanity's deadliest illnesses, and they are public enemy number one in the fight against global infectious disease. Mosquito-borne diseases cause millions of deaths worldwide every year especially to children and the elderly in developing countries.
>
> There are more than 3,000 species of mosquitoes, but the members of three bear

> primary responsibility for the spread of human diseases. Anopheles mosquitoes are the only species known to carry malaria. They also transmit filariasis (also called elephantiasis) and encephalitis. Culex mosquitoes carry encephalitis, filariasis, and the West Nine virus. And Aedes mosquitoes, of which the voracious Asian tiger is a member, carry yellow fever, dengue, and encephalitis.
>
> Mosquitoes transmit disease in a variety of ways. In the case of malaria, parasites attach themselves to the gut of a female mosquito and enter a host as she feeds. In other cases, such as yellow fever and dengue, a virus enters the mosquito as it feeds on an infected human and is transmitted via the mosquito's saliva to a subsequent victim.

1. What is the topic of the third paragraph?
   a. How the mosquitoes transmit disease
   b. Mosquitoes have killed millions of people
   c. The total species of mosquitoes
   d. Three main species of mosquito that cause the diseases
   e. The cause of malaria, elephantiasis, and encephalitis

Answer: …
Explanation:
The third paragraph explains the species of mosquitoes, more precisely the three bear primary species that cause the disease like elephantiasis, malaria, and encephalitis.

2. How does dengue transmit the disease?
   a. Mosquitoes transmit the virus by their saliva to

victim
b. Parasites attach to human when it feeds
c. Mosquitoes are infected by the virus and transmit to human body
d. Parasites attach to female mosquitoes and enter human body when she feeds
e. The parasites transmit through the air

Answer: …
Explanation:
In the last paragraph, we know that the mosquitoes transmit the virus by their saliva to a subsequent victim after entering the infected human.

HOTS Text 4
Dear Ms. Simanjuntak

I am very happy to have the chance to work for your department. This position interests me greatly. However, I feel that the salary you offer is not equal with my education and work experience. Please consider that after seven years of experience in the field, I will be able to be effective immediately. I am eager to get started in the new job as soon as possible, and I am confident that we can reach agreement on salary.

I would like to meet you again to discuss this, and will call to arrange an appointment.
Best regards,
Meylani Utami

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3. What is the main purpose of this letter?
   a. To accept a position in company
   b. To negotiate payment
   c. To decline an offer

  d. To request an appointment
  e. To pay the salary

Answer: …
Explanation:
We can see in the second paragraph, it explained that the purpose of the letter is to request an appointment in order to discuss or talk about the salary that she deserves.

4. Which statement is true based on the letter?
    a. Ms. Simanjuntak will interview Ms. Utami
    b. Ms. Simajuntak is in charge of accounts
    c. Ms. Utami and Ms. Simanjutak has been working in the same company for a long time
    d. Ms. Utami is currently looking for a job
    e. Ms. Utami wants her salary to be payed

Answer: …
Explanation:
From the text, it is clearly stated that Ms. Utami has worked for the company for about seven years.

HOTS Text 5

The black widow is the most dangerous spider living in the United States. It is the most common in the southern parts of the country, but it can be found throughout the country. The black widow got the name because the female has been known to kill the male after mating, and as a result, becomes a widow.

The black widow is rather distinctive in appearance; it has a shiny globular body, the size and shape of a pea, and is marked on its underbelly with a red or yellow spot. The female is

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> considerably ampler than the male, roughly four times larger in the average.
>
> If a human is bitten by black widow, the spider's poison can cause severe illness and pain. Black widow bites have occasionally been proved deadly, but it is certainly not the norm for black widow bites to be mortal.

5. What is the purpose of the text?
   a. To inform the reader about the danger of the black widow
   b. To describe in general about the black widow
   c. To tell the reader that this spider is commonly found in the US
   d. To explain why the black widow is dangerous
   e. To explain about the black widow

Answer: …
Explanation:
The kind of the text is report text that describes about the spider called Black widow in general.

6. Dieng is a popular place for … an annual festival called the Dieng Cultural Festival.
   a. host
   b. to host
   c. hosting
   d. hosted
   e. to hosting

Answer: …
Explanation:
It creates the complete structure for the text, so the right answer is hosting.

HOTS Text 6

College and school students often look for shortcuts to make their work easier. To achieve a good grade, students are sometimes tempted to cheat. One of the most frequent ways to cheat is to buy an essay through the internet. This may result in a good grade. However, plagiarism is irresponsible from social and academic stand points.

First, plagiarism is socially unacceptable. Students are expected by teacher and their classmates to do their own work. If a student plagiarizes, he or she violates that trust. This may damage the relationship with classmates. Plagiarism is also wrong because it is against the academic value. Buying essays and presenting them as your own is against university rules and the consequences are very serious. If a student is found to plagiarize, he or she will be expelled from the college.

Furthermore, while writing maybe a struggle for some students who feel that their writing is not good to receive an A, it is crucial that they do their own work. Otherwise, if they plagiarize they will not develop their own writing and critical thinking skills. As a result, they may not be prepared to their final exam. I believe that college authorities should discourage plagiarism by making students more aware of the problem it causes.

7. Based on the text, what is the reason of some students do plagiarism?
   a. Students usually enjoy cheating to get a good score
   b. Plagiarism is a common practice
   c. They do not have a sense of responsibility
   d. It is easier to buy essays from the college
   e. They are not aware of the consequences

Answer: …

Explanation:

In the sentence "college and school students often look for shortcuts to male their work easier. To achieve a good grade, students are sometimes tempted to cheat", it explains that most of the students nowadays often looking for the instant way to get a high score and make all their work easier. It shows that this time they already enjoy cheating rather than doing it by themselves.

8. The text implies that …
   a. Only inferior students plagiarize
   b. Some students are addicted to plagiarism
   c. Self-confidence is unproved by plagiarism
   d. Plagiarism does more harm than good
   e. Plagiarism has both positive and negative consequences

Answer: …

Explanation:

From the text, we know that most of students often looking for a shortcut by doing plagiarism and it makes them addicted because they can get a higher score on the task.

HOTS Text 7

Dear Sir/Madam,

I am writing to complain about an article in last Monday's Newspaper "Schools Fail Low-Income Children." As the head teacher of one of the largest Junior High Schools in the city, I feel strongly that the article does not describe our school.

Many schools have children from many different economic backgrounds, but a large percentage come from lower-income families. Nevertheless, our tests show that the children do well and benefit from excellent works our teachers do. Last year, our school moved from 24th to the 5th place according to the official assessment by the state government. This is clearly not the "failure" that the article suggests.

I strongly recommend that more careful research should be conducted in the future so that your newspaper will more realistically describe the true situation in our schools.

Yours sincerely,

David John

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9. The letter shows Mr. John strongly disagree with the newspapers claim that …
   a. The poor students in his school fail in the examination
   b. Children with low-income families do not perform well in the official assessment
   c. His school only admits students from economically advantaged families
   d. Low-income children are not as good as the high

income students
e. Many of the students in his school fail because of their parents' low income

Answer: …
Explanation:
The letter from Mr. John contained his disagreement with the contents of a newspaper article stating that the school he headed was not accepting students from low-income parents. In other words, the article states that schools only accept students from families with middle to upper economic status.

10. From the letter, what is expected by David John from the newspaper?
    a. To present information based on facts
    b. To conduct more research
    c. To be more responsible for the report
    d. To explain the right information about the school
    e. To fix the information given

Answer: …
Explanation:
In the last paragraph, Mr. David John asked the writer or publisher to collect, analyse, and study the data better so that the news or information presented can present the actual or factual condition of the school.

CHAPTER 2
DEVELOPING HIGHER ORDER THINKING SKILLS

2.1 Developing Higher Order Thinking Skills to Guide Questions and Monitoring Comprehension

The ethics of ordering "Bakso" by calling and requesting delivery, means that you have done an activity that has a specific purpose. All you do is order you to get meatballs. Actually, all the daily activities you do have a purpose. You do something on the basis of achieving a goal.

Likewise, reading should also be an activity that has a purpose. Before you start reading articles, magazines, newspapers, books or other reading materials, you must have a purpose which is what you will know or what you will understand by reading this reading material. Your goals certainly vary depending on the situation and the material you read.

In this Learning Activity 2, you will learn how to make a guide question in reading. The guide's question arises before we read a reading. In addition to learning to create guide questions that can lead us to reading a text reading, you will also learn how to monitor comprehension when reading text.

2.2 How Developing Higher Order Thinking Skills to Guide Questions in Reading

What are Guide Questions?

Guide questions to develop Higher Order Thinking and its skills includes critical, logical, reflective, metacognitive, and creative thinking. This thinking ability can be activated when students can solve problems, uncertainties, and questions in the text read. The result of this thought in the form of explanation, decisions, performances, this product is related to the context by using knowledge and experience that has been mastered by students and will improve their thinking and intellectual skills. (King, F.J., Goodson, L., Spiritual, F. (2004). It takes a set of questions to arise not only to understand and apply before students read a text thoroughly. Guiding questions can be created based on information from the article title or article subtitles that will be read into questions that will be answered when students read the article. The questions students ask before reading the content of the article are served as guides in reading. Thus, the reading activities carried out have a goal to be achieved.

For example, a chapter in the book Language Teaching is entitled "Method of Communicative Language Teaching", therefore you can ask:

1. How to prepare for Communicative Language Teaching?
2. How can material be arranged in teaching language communicatively?
3. How are language component taught in Communicative Language Teaching?
4. (........... and other questions that arise).)

These questions will be answered when you read the article. Therefore, guide questions are very necessary so that in reading an article has the purpose of finding answers.

As you know, one of the activities carried out in reading lecture is the lecturer gives questions about the reading that will be read by students, so that the students can develop Higher Order Thinking Skills through guide questions.

2.3 Asking the Right Guide Questions

Putting together guide questions to function properly should produce the right questions. Questions can be started with different type of question words: what (what), why (why), or how (how). The question that starts with "what", "why", and "how" is a helpful type of question because it demands you to think and trigger your higher order thinking skills. On the other hand, the type of question that starts with the question word: who (who), when (when), where (where) is less useful because it only demands the answer of one or two words, refers only to a specific fact, not to a concept.

Exercise 1
Create a guide questions from the following article titles:
1. Writing Academic English
2. Cultural Based Teaching
3. Cognitive Development and Language
4. Using Effective Teaching Strategies
5. Classroom Discipline and Communication
6. Managing Classroom Behaviour
7. The Development of the Woman's Movement
8. The Life Cycle of Social Problems

2.4 Monitoring Comprehension

Have you ever had a reading assignment and you did not understand what you read? Or have you spent enough time reading a few pages and then realized that you can only understand a little of the text? If so, then you need to do this troubleshooting. There are very useful ways to solve this problem. This method is called cognitive monitoring. In this learning activity, you will be invited to understand what cognitive monitoring is and how to do it. In addition, you will be invited to practice so that you will have no difficulty any longer in understanding the content of the reading that is being read.

2.5 Definition of Cognitive Monitoring

Cognitive monitoring can be defined as awareness of what is happening during reading activity. In cognitive monitoring, you maintain a conscious level of understanding by assigning clues or signs that describe whether you understand what you are reading.

HOTS Text 8

Read the first paragraph, try to understand what the text is about and then compare your understanding process to the next following two paragraphs (2nd and 3rd paragraph).

SNOWY RUSSIA WILL PROVIDE THE SETTING FOR THE FOURTH SEASON OF THE DUFFER BROTHERS' SCIENCE FICTION HORROR SERIES

In a press release on Friday, Feb. 14, Netflix announced that shooting of the fourth season of "Stranger Things" is now underway. The news was accompanied by a short video showing the first images of the new season and the surprise return of Jim Hooper, who had been left for dead at the end of season 3. Unfortunately, however, he has been back to life, but is far from comfortable surroundings, in what the press release describes as "the snowy wasteland of Kamchatka."

The fourth season will follow Jim Hooper's struggle to survive in a Russian open-air prison, as he battles men and supernatural forces. Meanwhile, back in the United States, a long-buried dangerous power awakens and threatens the entire Earth.

Netflix has promised that this fourth offering will be "the biggest and most frightening season yet." However, the streaming giant did not specify a release date or the number of episodes.

The most recent offering of "Stranger Things," which released on Netflix on July 4, 2019, was a third season comprising eight episodes. It had been eagerly awaited by fans of the science fiction horror saga since the end of the second season in 2017.

Source: The Jakarta Post

1. When was the first season of Stranger Things released?
   a. 2019
   b. 2017
   c. 2016
   d. 2015

Answer: …
Reason: The article said that the second season was released on 2017. The student has to analyse, breaking down the information.

2. Netflix has promised that this fourth offering will be "the biggest and most frightening season yet." What does it mean?
   a. The series will have different location from before
   b. Jim has been back to life
   c. Jim's journey
   d. The series will have different conflict

Answer: …
Reason: Students may combine the information or fact then evaluate it to become an inference. According to the article, Jim has been back to life but far from comfortable surroundings. The fourth season will follow Jim Hooper's survival in a Russian open-air prison, meanwhile back in the United States, a long-buried dangerous power awakens and threatens the entire Earth.

3. What is the topic in the text above?
   a. The plot spoiler
   b. The thriller of Stranger Things in 4th season
   c. Jim's journey
   d. Stranger Things has a few seasons

Answer: …
Reason: The students have to evaluate, judging the value of information or ideas on the text.

How do you feel after reading the text? Do you feel the same way?

When you read the 1st paragraph, everything is easily understandable. Ideas seem to support each other and become as a whole, you also can practically follow the author's mind-set easily. But, when you read the 2nd paragraph, you may experience difficulties compared to the 1st paragraph. You may find the ideas difficult to understand, there are some words that may not be familiar with to be used, therefore, it is a little difficult for you to follow the line of thoughts of the paragraph.

Exercise 2
Make guide questions from the following article titles and fill the empty option with your answer.

1. Title: Writing Academic English
   a. How to write in English?
   b. What are the steps of writing composition in English?
   c. How to develop paragraph?
   d. ……………………………………?

2. Title: Cultural based teaching
   a. How to plan cultural based teaching?
   b. Why do we teach based on culture?
   c. How to assess students' achievement in cultural based on teaching?
   d. How to develop material in teaching based on culture
   e. ………………………………………?

3. Title: Cognitive development and language
   a. What does it talk about?
   b. What is the relation between cognitive development and language development
   c. …………………………………………..?
   d. ………………………………………?
   e. …………………………………………..?

4. Title: Using Effective Teaching Strategies
   a. Why is it so important?
   b. ………………………………………?
   c. ………………………………………?
   d. ………………………………………?
   e. ………………………………………?

5. Title: Classroom Discipline and Communication
   a. How to manage Classroom Discipline and Communication
   b. ………………………………………?
   c. ………………………………………?
   d. ………………………………………?
   e. ………………………………………?

6. Title: Managing Classroom Behaviour
   a. What stages of managing classroom behaviour?
   b. ………………………………………?

c. …………………………………………?
d. …………………………………………?
e. …………………………………………?

7. Title: The development of the Woman's Movement
   a. How did the woman's movement development?
   b. Why did it develop?
   c. …………………………………………?
   d. …………………………………………?
   e. …………………………………………?

8. Title: The life Cycle of Social Problems
   a. What are the stages in the cycle of social problem?
   b. Why did develop the social problem?
   c. …………………………………………?
   d. …………………………………………?
   e. …………………………………………?

2.6 SUMMARY

Guide questions are a set of questions that arise before someone reads a text thoroughly. Guiding questions can be made based on information from the article title or article subtitle which will be read into questions that will be answered after you read the article.

Meanwhile, the questions you ask before reading the contents of the article serve as guides in reading. Arranging guide questions potentially make students are able to create the proper and right questions in the result. Questions can be started with question words like what (what), why (why), and how (how).

The term of "cognitive monitoring" is defined as being aware of what is being read or can be interpreted as awareness of what is happening while doing the reading process. In cognitive monitoring, you maintain

a conscious level of understanding by determining clues or signs that describe whether you understand what you are reading.

2.7 FORMATIVE TEST

Which of the following guide questions is the most suitable with the text titled:

1) "The Powerful Influence of weather"?
   A. How does the weather influence people?
   B. How can people measure the power of weather?
   C. Why does weather influence?
   D. What makes the weather powerful?

2) "Bringing Science Under the Law"
   Based on the title above, the best guide question is......
   A. When was science brought under the law?
   B. Why should science be brought under the law?
   C. Who brought science under the law?
   D. How to bring science under the law?

3) "Unequal Distribution of Income"
   Based on the title above, the best guide question is......
   A. Why is income unequally distributed?
   B. Why should income be distributed?
   C. How to distribute income?
   D. Whose income should be distributed?

HOTS TEXT 9
Answer the questions number 4 - 7 based on the following text!

There are many non-native speakers of English at colleges and universities in the United States and Canada. Non-natives are usually foreign students or resident aliens. Foreign students in the United States are non-resident with F or J visas. Residents aliens are immigrants or refugees. In addition, some U.S. and Canadian citizens are non-native speakers. They do not speak English as their first language.

California is the state with the most foreign students. Texas and New York are next. Other states with large number of foreign students are Massachusetts, Illinois, Michigan, and Pennsylvania. Students from Europe most often attend school in the Midwestern and western states. Latin American most often study in the South and Southwest and Africans usually attend school in the Midwest and South. In Canada, many non-native speakers study in Quebec and speak French. Some go to school in the provinces of Ontario, Nova Scotia, British Columbia, and Alberta.

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4) Which of the following is the best title of the text?
   A. Foreign students in the United States and Canada
   B. The non-native students in U.S
   C. How English is spoken in U.S
   D. Studying English in United States and Canada

5) Which of the following statement is **<u>wrong</u>** according to the text?

A. All non-native speakers of English at American colleges and universities are foreign visa students.

B. Some U.S. and Canadian citizens are native speakers.

C. Students from Europe most often attend school in the Midwestern and western states.

D. In Canada, many non-native speakers study in Quebec and speak French.

6) Which city has the most foreign students?
   A. New York
   B. Texas
   C. California
   D. Michigan

7) What will the writer discuss the next paragraph?
   A. How foreign students live?
   B. Subjects that foreign students take
   C. The country origin of foreign students
   D. Visa students

HOTS TEXT 10

Answer the Question 8 – 10 based on the following text. How working in Group can help students write!

To help you learn to write, it is often useful to form a small group with several other writers to discuss, brainstorm, or plan. While some of your thinking needs to be done privately, you also need to learn how to contribute and work effectively in groups, a skill you will need on the job in any situation when you work with other people. Also, as you will notice when you are in a group, sometimes ideas flow better when several people are

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contributing – in fact, sometimes you even think better and more productively as you hear other people's ideas and react to them. People in the business world know this fact and make use of it in "think tanks" organizations in which people do intensive research or problem solving together. The idea is simply to put some people together and let the sparks fly. Often, better sparks (even bonfires) are the result.

(from *Strategies for College Reading and Thinking*)

8) What is the subject discussed in the text?
   A. reading
   B. speaking
   C. listening
   D. writing

9) What is the background of the subject?
   A. working together
   B. grammar
   C. managing ides
   D. writing together

10) What will the writer discuss in the second paragraph?
   A. The reason why learning to write in group.
   B. The advantage of working in group
   C. How to develop ideas in groups
   D. How to organize words in writing

CHAPTER 3
PREVIEWING A TEXT

A well-designed textbook, website, or other print resource has a variety of elements or features that are applied consistently to help the reader locating and using the material. Some texts have more of these features, and clearer cues, than others do. Previewing a course text can help students to identify the text features and use them efficiently.

Purpose
- Learn how to navigate subject-specific textbooks and resources.
- Examine the layout and features of a particular text, and how to use it.

Payoff
Students will:
- Become familiar with different course texts and resources
  (print and electronic).
- Use strategies for previewing and locating information effectively in different texts, using the table of contents, indices, and/or navigation bar.

Tips and Resources
- Most informational texts use a variety of visual, graphic and text features to organize information, highlight important ideas, illustrate key concepts, and provide

additional information. Features may include headings, subheadings, table of contents, index, glossary, preface, paragraphs separated by spacing, bulleted lists, sidebars, footnotes, illustrations, pictures, diagrams, charts, graphs, captions, italicized words or passages, boldface words or sections, color, and symbols.

• For more ideas, see Teacher Resource, *Suggested Prompts for a Text-Features Search*.

Previewing means surveying a text quickly before you read it carefully. You do a preview when you want to get information. Previewing can help you with your reading. When you preview a passage, you get some ideas about it. This way, your brain is already thinking about the topic when you start reading. You can understand better and read faster. Previewing can help you with all of your reading.

You can preview of kinds reading material. For example, you might preview:

a. The newspaper by reading headlines
b. A letter by looking at the envelope
c. A new book by reading a Preview on the front and back cover can help you make decisions. It can help you to decide: which articles to read in the newspaper, whether to open the letter (it might be junk mail you would throw out), and if the book is interesting, and if you want to read it

What the lecturer do	What the students do
Before • Select a subject-related textbook, Web- site, or print or electronic resource.	• Ask clarifying questions about the prompts and the task.

• Create a text search handout. Use ten to twelve prompts to guide students to particular features of the text (e.g., "List the major topics in this textbook.", "Locate information about early trade unions.", "Where do you find a summary of each chapter?", "What symbol tells you to pause and think?", and "What symbol tells you to complete a process or experiment?") See Teacher Resource, *Suggested Prompts for a Text-Features Search*. • Read the prompts out loud, if needed.	• Read the task prompts and note the features of text that might be useful in completing the task.
During • Ask students to work in pairs to complete the search within a specific time frame. • Have partners share their findings with another pair.	• Read and respond to the prompts. Record findings. • Share and compare findings. Use cooperative group skills to complete the task.
After	

• Discuss which items were easy and which items were challenging to find. • Ask students to suggest which features of text were very helpful and not very helpful, and which features should be added to the text. • Ask students to use the text features to complete a relevant reading task.	• Identify the easy and challenging prompts. • Identify the features of text they used and explain how they helped or hindered their task. • Use the text features appropriately to complete the reading task. Make connections between different texts, noting the features that are common to many texts and subject areas, and those that are unique to a particular text or subject area.

Exercise 1

1. Using the Table of Contents, find the chapter number for the topic _____(e.g., *Electricity, Integers, Energy Resources, City Life*).
2. In the Index at the back of the text, find and list all the pages that deal with _____(e.g. *static electricity, compound interest, Boreal forest, Louis Riel*).
3. On page _____, what is the purpose of the colored box *(e.g., highlights an added illustration of a concept, or provides a profile of someone in a subject-related business/industry)*?

4. What diagram appears on page _____? What provides an explanation of that diagram? How is it connected to other information on that page?

5. In the Table of Contents, which topic is covered in Chapter Fourteen, Section 4?

6. On page _____ what special feature helps you to identify the definition of the concept "ecosystem"?

7. In the Index, how many page references are there for ? Which reference provides you with the most complete information on the topic?

8. In Chapter Six, how many subheadings appear throughout
the chapter? Where is the sub-heading that identifies (e.g., *an investigation, summary, activity*)?

9. Open the text to page ___ Why is this page important to the text and to the context of this subject (e.g., *It may be a periodic table, map of the world or organizational diagram of the federal government, which provides a framework for understanding the chapter.*)?

10. here would you go in the textbook to (quickly) find information about _____?

11. Turn to page _____. Read the first paragraph and find the words in italics. What is the purpose of this feature?

12. Open the text to pages ___ and ____. Scan the words in bold-face type. Why did the writers use this feature?

13. Open the text to page _____. Look at the graphic (e.g., map, photograph, graph). What is the purpose of this feature?

CHAPTER 4
LITERAL COMPREHENSION

What is literal comprehension?

According to Brassel and Rasinki (2008, p.17), literal comprehension requires a reader to be able retelling and recalling the fact or information presented in a text. The information in the text are presented explicitly. It means students can get information directly from text they read, and they try to understand better what is actually happening within the text after processing the information. The information given can be main idea, supporting details, categorization, outlining and summary. The reader is trying to better understand what is actually happening within the text.

Why is literal comprehension needed?

Without having literal comprehension in reading, readers cannot go any further. This is a very important level of understanding because it provides the foundation for more advance comprehension. Simply, literal comprehension is the most basic comprehension in reading.

What are the functions of literal comprehension?

As clearly stated, because literal comprehension is a skill of readers in understanding the information presented in the text explicitly, therefore, the readers will locate information and understand the text easily which is very

helpful for readers to retell what is actually happening in the text using their own words.

How to achieve literal comprehension in reading?

State of New South Wales (2020) states there are three steps in order to achieve literal comprehension, there are:

1) Identifying and locating key words (the readers should be able to answer 5W + 1H questions)
2) Navigating the text (the readers can highlight, underline, and note the important information)
3) What is it about? (the readers should be able to retell the story in their own words)

4. 1 Recognition

Recognition requires the student to locate or identify ideas or information explicitly stated in the reading selection itself or in exercises which use the explicit ideas and information presented in the reading selection.

4.1.1 Recognition of Details

Recognition of details require the readers to locate and identify ideas or information taken from the text. It can be names, places, important dates, events, and time.

Example:

> **Text 11**
> Short passage
> ### INDONESIA'S CRISIS CLIMATE
>
> The tropical cyclone Seroja that swept through East Nusa Tenggara, West Nusa Tenggara and neighboring country East Timor on Sunday, triggering massive flooding and

landslides that killed at least 113 people, is more proof that the climate crisis is here.

The change, she explained, was because the average sea surface temperature has increased to 30 degrees Celsius from 26 degrees as a result of climate change.

"It is something we need to realize together; that global warming must be mitigated. Otherwise, these tropical cyclones will become a regular occurrence," Meteorology, Climatology and Geophysics Agency (BMKG) head Dwikorita Karnawati warned.

Source: The Jakarta post on April 8th, 2021

What are the details you have found in the details? Let's discuss it on the explanation down below:

The details we can find from the passage can be highlighted and is the **keywords/ important information** that should cover 5W+1H:

What (massive flooding, landslides, global warning, 113 people were killed)

Who (Dwikorita Kawnawati the BMKG head, 113 people were killed)

When (Sunday)

Where (East Nusa Tenggara, West Nusa Tenggara and East Timor)

Why (because the average sea surface temperature has increased to 30 degrees Celsius)How (The tropical cyclone Seroja that swept through East Nusa Tenggara, West Nusa Tenggara and neighboring country East Timor on Sunday, triggering massive flooding and landslides)

4.1.2 Recognition of Main Ideas

Main idea is the point of paragraph which is central and the most important. Simply put, the main idea is what the passage is about. The main idea should cover who and what is happening.

Example:

Text 12
Short passage
INDONESIA'S CRISIS CLIMATE

The rationale behind that grim warning is a scientific fact that we have so often casually ignored: that the planet is getting hotter because of our greed and deeds. In a clear message to the people after the Seroja cyclone ravaged NTT, Meteorology, Climatology and Geophysics Agency (BMKG) head Dwikorita Karnawati said we should now brace for more cyclones, saying that the periods between them are getting shorter, from about once every four years to once or even twice a year since 2017. The change, she explained, was because the average sea surface temperature has increased to 30 degrees Celsius from 26 degrees as a result of climate change.

Source: The Jakarta post on April 8th, 2021

Now, what is the main idea of the text 2?
Answer: The planet that is getting hotter because of human greed and deeds becomes the cause of grim warning.

Explanation:

The first sentence already covers what is happening, meanwhile the following sentences until the last sentences are the supporting idea which gives elaboration and more detailed information.

4.1.3 Recognition of a Squence

Sequence is the order of incidents or actions explicitly stated in the selection. Therefore, readers should be able to remember what was happened first, next, and last.

Example:

Text 13

Short passage

Tiger Woods Was Driving Almost Twice the Speed Limit Before Car Crash, L.A. Sheriff Says

Tiger Woods was going nearly 90 mph – twice the posted speed limit – on a downhill stretch of road when he lost control of an SUV outside Los Angeles and crashed in a wreck that left the golf superstar seriously injured, authorities said Wednesday.

"The primary casual factor for this traffic collision was driving at a speed unsafe for the road conditions and the inability to negotiate the curve of the roadway.

The stretch of the road is known for the wrecks and drivers who frequently hit high speed. It's believed Woods inadvertently stepped on the

---

> accelerator instead of the brake pedal and then SUV airbags deployed.
>
> *Source:* GlobalNews on April 7th, 2021
>
> *Source:* The Jakarta post on April 8th, 2021

After reading the passage above, can you identify the order of the incident happened? Can you identify what did happen first? And what did happen next? Let's take a look at the explanation below:

Explanation:
From the passage, we know that:
First, Tiger Woods was going nearly 90 mph – twice the posted speed limit
Second, he was unable to to negotiate the curve of the roadway.
Third, it's believed woods inadvertently stepped on the accelerator instead of the brake pedal
Forth, SUV airbags deployed
And last, the accident left the golf superstar seriously injured.

If you are still confused about the order of sequence in the text, you may reread the text again. If you are questioning why is the recognition of a sequence needed? The answer is… Because it will be difficult for you to retell what was actually happening, or worse, it can mislead how the event happened unless you can recall the sequence precisely.

4.1.4 Recognition of Comparison

In recognition of comparison, the reader should be able to locate or identify likenesses and differences in characters, times, and places that are explicitly stated in the selection. Seeing likenesses and differences, seeing relationships, and making comparisons between characters, incidents, and situations are fairly synonymous at these levels.

Example:

Text 14
Short passage
INDONESIA'S CRISIS CLIMATE

The change, she explained, was because the average sea surface temperature has increased to 30 degrees Celsius from 26 degrees as a result of climate change.

"It is something we need to realize together; that global warming must be mitigated. Otherwise, these tropical cyclones will become a regular occurrence," she warned.

Source: The Jakarta post on April 8th, 2021

Now, can you identify the comparison found in the text? Are the temperature before and after the crisis climate same? How about the tropical cyclones? Has it already been a regular situation in Indonesia? aIf you read carefully, the comparison found in the text is about the situations. Look at the explanation below:

Explanation:

On the passage, it say "the average sea surface temperature has increased to 30 degrees Celcius from 26 degrees as a result of climate change. "It means that the comparison between the previous sea temperature before the crisis climate was 26 degreeg Celsius. However due to the change, it increases to 30 degrees.

Second, it says "It is something we need to realize together; that global warming must be mitigated. Otherwise, these tropical cyclones will become a regular occurrence." That means before the crisis climate, the tropical cyclones were not a regular occurrence, but, unless the global warming is mitigated, it can be a regular occurrence in the future.

4.1.5 Recognition of Cause and Effect Relationship

The readers in this instance may be required to locate or identify the explicitly stated reasons for certain happenings or actions in the selection.

Example:

Now take a look at the text 4 entitled "Indonesia's Crisis Climate" above, can you identify what caused the temperature increase? What were the result of it?

Explanation:

On the first paragraph, it clearly stated that climate change caused the temperature increase, in the result the change of climate happened.

4.1.6 Recognition of Character Traits

The readers are required to identify or locate explicit statements about a character which help to point up the type of person he or she is. They should be able to identify the parts of the passage which prove that he/she was clever, bold, kind, intelligent, or etc.

Example:

Text 15

Short passage

Tiger Woods Was Driving Almost Twice the Speed Limit Before Car Crash, L.A. Sheriff Says

Tiger Woods was going nearly 90 mph – twice the posted speed limit – on a downhill stretch of road when he lost control of an SUV outside Los Angeles and crashed in a wreck that left the golf superstar seriously injured, authorities said Wednesday.

"The primary casual factor for this traffic collision was driving at a speed unsafe for the road conditions and the inability to negotiate the curve of the roadway.

Source: GlobalNews on April 7th, 2021

Source: The Jakarta post on April 8th, 2021

After reading the text, can you describe Tiger Woods's character? Which part prove his character?

Explanation:

From the passage, it stated that Tiger Woods was going twice the speed limit until he lost control, crashed in a wreck, and caused himself seriously injured. This proofs clearly show how reckless he is in driving, because if he was careful, he would not drive twice the speed limit.

4. 2 Recall

4.2.1 Recall of Details

In recalling of details, students should be able to recall the details found in the passage **after** reading the text.

Exercise 1:

Text 16
Short passage
INDONESIA'S CRISIS CLIMATE

The rationale behind that grim warning is a scientific fact that we have so often casually ignored: that the planet is getting hotter because of our greed and deeds. In a clear message to the people after the Seroja cyclone ravaged NTT, Meteorology, Climatology and Geophysics Agency (BMKG) head Dwikorita Karnawati said we should now brace for more cyclones, saying that the periods between them are getting shorter, from about once every four years to once or even twice a year since 2017. The change, she explained, was because the average sea surface temperature has increased to 30 degrees Celsius from 26 degrees as a result of climate change.

Source: The Jakarta post on April 8th, 2021

Now, after reading the text, can you recall:

1. Who is NTT, Meteorology, Climatology and Geophysics Agency (BMKG) head?
2. How was the temperature degree before the climate change?
3. How does the change describe in the text?
4. How much degree Celsius as the result of climate change?
5. What caused Indonesia's crisis climate?

4.2.2 Recall of Main Ideas

The main idea of a paragraph should cover what the text is about.

Exercise 2:

Text 17
Short passage
INDONESIA'S CRISIS CLIMATE

"It is something we need to realize together; that global warming must be mitigated. Otherwise, these tropical cyclones will become a regular occurrence," Meteorology, Climatology and Geophysics Agency (BMKG) head Dwikorita Karnawati warned.

Source: The Jakarta post on April 8th, 2021

Now, from the passage above, can you explain: What is the main idea of the paragraph above

4.2.3 Recall of a Sequence

The sequence is the order of events happened: What happened first, what event followed after that, and what event happened the next also what happened last.

Exercise 3:

Text 18
Short passage

JAKARTA INTERCULTURAL SCHOOL RESUMES ON-CAMPUS LEARNING

After being selected by the Jakarta Education Agency to be part of a pilot program aimed at modeling a safe return to campus with a blended learning model, Jakarta Intercultural School (JIS) has reopened its doors for face-to-face teaching.

The international institute became one of the first *Satuan Pendidikan Kerjasama (SPK)* in the capital to reopen for face-to-face teaching on April 7.

As a testament to its commitment to ensuring the wellbeing of its community, JIS has worked closely with experts from international health organizations alongside the Education and Culture Ministry to create a comprehensive plan that will allow students, teachers and staff members to remain safe on its campus.

Source: The Jakarta post on April 8th, 2021

After reading the passage thoroughly, can you describe the correct sequence of what events happened in the text?

4.2.4 Recall of Comparison

In comparison, readers must be able to call up the memory likenesses and differences in characters, times, and places.

Exercise 4:

Text 19
Short passage
INDONESIA'S CRISIS CLIMATE

The rationale behind that grim warning is a scientific fact that we have so often casually ignored: that the planet is getting hotter because of our greed and deeds. In a clear message to the people after the Seroja cyclone ravaged NTT, Meteorology, Climatology and Geophysics Agency (BMKG) head Dwikorita Karnawati said we should now brace for more cyclones, saying that the periods between them are getting shorter, from about once every four years to once or even twice a year since 2017. The change, she explained, was because the average sea surface temperature has increased to 30 degrees Celsius from 26 degrees as a result of climate change.

Source: The Jakarta post on April 8th, 2021

In what ways were the temperature different before and after the climate change?

4.2.5 Recall of Cause and Effect Relationships

The readers should be able to recall/ produce the memory for certain happenings or action.

Exercise 5:

Text 20
Short passage
INDONESIA'S CRISIS CLIMATE

The rationale behind that grim warning is a scientific fact that we have so often casually ignored: that the planet is getting hotter because of our greed and deeds. In a clear message to the people after the Seroja cyclone ravaged NTT, Meteorology, Climatology and Geophysics Agency (BMKG) head Dwikorita Karnawati said we should now brace for more cyclones, saying that the periods between them are getting shorter, from about once every four years to once or even twice a year since 2017. The change, she explained, was because the average sea surface temperature has increased to 30 degrees Celsius from 26 degrees as a result of climate change.

Source: The Jakarta post on April 8th, 2021

After reading the text above, can you recall:
1. What was the cause of grim warning?
2. Why did the sea surface temperature increase?
3. Why do we should brace for more cyclones?

4.2.6 Recall of Character Traits

The readers are required to call up memory explicit statements about characters which illustrate the type of persons they are.

Exercise 6:

Text 21
Short passage
MAN WHO KILLED WIFE 'IN ACT OF GREAT VIOLENCE' JAILED FOR FIVE YEARS

A postmortem examination found that Ruth Williams had suffered haemorrhaging in her eyes, face, and mouth, consistent with strangulation, and that her neck was fractured in five places. Her cause of death was given as pressure to the neck, with a pathologist saying the lack of a ligature mark did not rule out use of "soft" dressing gown cord found at their home.

Williams admitted to detectives that he "literally choked the living daylights" out of his wife. He said he had found lockdown "really hard" and felt depressed, and told police he had attacked his wife after she told him to "get over it"

Source: The Guardian News, Feb 18th, 2021

Source: The Jakarta post on April 8th, 2021

After reading the passage thoroughly, what do you think of Williams's character? How had he shown about his character? Can you give the proofs?

After reading the explanation above, now, you have already known how important literal comprehension in education, especially in reading activity. How important do you think it is? How much do you know about the literal comprehension? How about your literal comprehension skill? Can you measure your skill?

In order to find out how your literal comprehension skill in reading skill. Please answer the Formative Test below:

Formative Test of Chapter 4

Text 22

COVID-19 and the State of Global Mobility in 2020

GENEVA and WASHINGTON — While the overall picture of cross-border human mobility in 2020 is of movement dramatically curtailed as a result of measures imposed by governments since the onset of the COVID-19 pandemic, a new report shows a varying reality over time and by region, with particularly harsh effects for refugees and other migrants who move out of necessity.

The report resulting from the collaboration by the International Organization for Migration (IOM) and the Migration Policy Institute (MPI) marks the first comprehensive analysis of the

travel measures and border closures that governments around the world took during 2020 — which at their peak in mid-December exceeded 111,000 in place at one time.

The report, *COVID-19 and the State of Global Mobility in 2020*, results from MPI analysis of IOM's COVID-19 Mobility Impacts platform, which collects all of the actions taken by countries and subnational authorities to close international borders, restrict travel between particular locations, impose quarantines and health requirements for travelers and establish "travel bubbles" and other arrangements.

"The COVID-19 pandemic has gravely impacted global mobility, stranding millions of people, migrant labourers, family members or international students overseas," said IOM Director General António Vitorino. "This report draws out these dynamics over the course of 2020 and highlights the ways governments are attempting to restart mobility in 2021 and beyond."

Cross-border mobility in 2020 can be divided into three phases, the report's authors find:

January to May: Mobility lockdowns.
June to September: Phased reopening.
October to December: Responses to new outbreaks and virus mutations**.**

> "More than a year on from the onset of the pandemic, it remains an open question what role border closures, travel restrictions and health-related travel requirements should play in a pandemic management response," said MPI President Andrew Selee. "As new strains of the virus emerge, governments face the challenge of developing risk mitigation strategies that move beyond the blunt tools of border closures and travel bans. They also need to avoid unilateral responses and work with other governments and international organizations to develop well-planned border health policies."
>
> *Source:* reliefweb, 2021

Please answer the questions below!
1. Which paragraph shows all of the actions taken by countries and subnational authorities?
   a. 1st paragraph
   b. 2nd paragraph
   c. 3rd paragraph
   d. 4th paragraph
   e. 5th paragraph
2. What is the main idea of the 4th paragraph?
   a. The COVID-19 pandemic has gravely impacted global mobility
   b. This report draws out these dynamics over the course of 2020
   c. This report highlights the ways governments are attempting to restart mobility in 2021 and beyond

    d.   IOM Director General António Vitorino stated the report

    e.   IOM Director General António Vitorino stated the impact of COVID

3.   What is the order of three phases in 2020 cross-border mobility?

    a.   Mobility lockdowns (Jan–May), phases reopening (June–July.), Responses to new outbreaks and virus mutations (August–Dec)

    b.   Mobility lockdowns (Jan–May), phases reopening (June–Sept.), Responses to new outbreaks and virus mutations (Nov– Dec)

    c.   Mobility lockdowns (Jan–May), phases reopening (June–Sept.), Responses to new outbreaks and virus mutations (Oct–Dec)

    d.   Mobility lockdowns (Jan–May), phases reopening (June–Nov.), Responses to new outbreaks and virus mutations (Oct–Dec)

    e.   Mobility lockdowns (Jan–May), phases reopening (June–Sept.), Responses to new outbreaks and virus mutations (Oct–Dec)

4.   What is the meaning of *peak* in "which at their peak in mid-December exceeded 111,000" on 2nd paragraph?

    a.   The amount of travel measures and border closures were the lowest in mid-December.

    b.   People had hit the highest amount of travel measures and border closures before mid-December.

    c.   People barely did travel in mid-December.

    d.   The amount of travel measures and border closures were the highest in mid-December.

    e.   In mid-December, people always stayed safe at home.

5.   How is the impact of COVID-19 in mobility?
   a.   People are allowed to gather in private places
   b.   Mobility becomes unrestricted
   c.   Mobility becomes off-limit
   d.   COVID-19 caused mobility to be doable
   e.   Mobility becomes restricted

6. What do you say about MPI President Andrew Selee's character shown in the last paragraph?
   a.   Reckless
   b.   Open-minded
   c.   Intelligent
   d.   Responsible
   e.   Wise

CHAPTER 5
REORGANIZATION

What is reorganization?

Reorganization requires the student to analyze, synthesize, and/ or organize ideas or information explicitly stated in the selection. To produce the desired thought product, the reader may utilize the statements of the author verbatim or he or she may paraphrase or translate the author's statements. Simply, reorganization is the reading skill of reconstructing two or more pieces of information in the text to form a complete idea.

Why is reorganization needed?

Reorganization helps students to decode the information given, deconstruct it based on their understanding into their own words.

What are the functions of reorganization?

The ability to reorganise text is necessary to the development of higher level comprehension skills such as evaluation and reaction.

How to achieve reorganization in reading?

Readers are required to join or group separated pieces of information in order to construct clear picture in their head of what they have read.

5. 1 Classifying

In this instance the student is required to place people, things, places, and/ or events into categories.

Example

Text 23
Short passage
Very light oils tend to be very volatile, evaporating within a few days which in turn evaporates their toxicity levels. On the other hand, light oils are both moderately volatile and toxic. Third, medium oils, the most common types of Crude Oil that generally have low volatility and a higher viscosity than the light oils which leads to higher toxicity and a greater environmental impact during cleanups. Forth, heavy fuel oils – these include the heaviest Grade 3,4,5 and 6 Fuel Oils along with Heavy Marine Fuels. These are the most viscous and least volatile Crude Oils as well as the most toxic.

Source:
https://www.plainsmanmfg.com/

As we know that fuel oils are both moderately volatile and toxic, therefore, after reading the text, we know that they belong to …
a.   Very light oil
b.   Light oil
c.   Medium oil
d.   Heavy oil
e.   Very heavy oil

Explanation:

In the text, it clearly stated that light oils are both moderately volatile and toxic.

5. 2 Outlining

Outline is a helpful guide in organizing information gathered from the text. The student is requested to organize the selection in outline form using direct statements or paraphrased statements from the selection.

From the previous text (Text 13), can you make the outline based on the information?

Explanation:

There are 4 types of crude oils: very light oil, light oil, heavy oil, and very heavy oil.

Therefore, the outline is:

3   types of crude oils: -   Very light oil
- Light oil
- Heavy oil
- Very heavy oil

5. 3 Summarizing

Summary is a short retelling of a longer written passage, containing the author's most important ideas. To summarize, you must read a passage closely, finding the main ideas and supporting ideas. Then you must briefly write down those ideas in a few sentences or a paragraph. The student is asked to condense the selection using direct or paraphrased statements from the selection. Simply, the students should be able to summarize the text shortly in their own words.

Example:

Text 24

"The Northern Lights"

There are times when the night sky glows with bands of color. The bands may begin as cloud shapes and then spread into a great arc across the entire sky. They may fall in folds like a curtain drawn across the heavens. The lights usually grow brighter, then suddenly dim. During this time the sky glows with pale yellow, pink, green, violet, blue, and red. These lights are called the Aurora Borealis. Some people call them the Northern Lights.

Scientists have been watching them for hundreds of years. They are not quite sure what causes them. In ancient times people were afraid of the Lights. They imagined that they saw fiery dragons in the sky. Some even concluded that the heavens were on fire.

Source: www.dreamsnmotion.com

Now, can you make a short summary from the text above?

Explanation:

<u>Main idea</u>: The Aurora Borealis makes the night sky glows with bands of color.

<u>Supporting idea</u>: Some people in ancient times imagined that they saw fiery dragons in the sky, but scientists have been questioning what they are.

Summary

The Aurora Borealis, or Northern Lights, are bands of color in the night sky. Ancient people thought that these lights were dragon on fire, and even modern scientists are not sure what they are.

5. 4 Synthesizing

At the very basic level, synthesis refers to combining multiple sources and ideas. We gather information from several sources to create new ideas based on the analysis of what you have read.

Example:

Text 25

Original

Horsley (2015) found that the teacher workshops that were only 1 day long were more intellectually superficial. Porter (2016) noted that teachers reported being less satisfied with 1-day workshops.

Synthesis

In Horsley's opinion (2015), the 1-day-long teacher workshops were more intellectually superficial. In addition, Porter (2016) noted a report saying that teachers are being less satisfied with 1-day workshop. **Administrators should avoid these short workshops, aiming for longer workshops that teachers perceive as more substantial.**

Formative Test of Chapter 6

Text 26

3 Types of COVID-19 Tests, and Which One Is the Most Accurate

The right test, then, depends on the goal, such as confirming an active COVID infection; identifying asymptomatic or pre-symptomatic individuals who might be shedding virus, or determining whether someone previously had COVID. "There is not a lone testing approach that is going to meet every need and solve every problem," Dr. Rhoads points out.

Here's what you should know about the different types of COVID tests, how they're used, and what they can tell you.

First, molecular test (aka RNA or PCR test). These diagnostic tests are considered the most sensitive for detecting an active infection, and the results are highly accurate. You might take one if you or your doctor think you have COVID, if you need to prove to your employer or your college that you are not currently infected prior to returning to work or campus. Tests using a nasopharyngeal swab—the one that goes deep into your nose to the back of your throat—are still considered the gold standard.

Second, the type of diagnostic test that is often called a "rapid test" because the turnaround time is much quicker than an RNA test. It's also cheaper to produce. As a result, antigen tests are being used to screen large numbers of people, like at airports, a recent article in the journal _Nature_ points out. From a patient's point of view, antigen testing works in much

the same way as molecular testing. Your health care provider will swab the back of your nose or throat to collect a sample for testing. But instead of waiting days for your results, an antigen test can produce a result in an hour or less, says the FDA. If you test positive, it's probably correct: Antigen tests are highly accurate. The problem is, these tests are more likely to miss active infection. If you have COVID symptoms but test negative, your doctor may order a molecular test just to rule out a false negative.

Third, antibody test (aka serology test or blood test). This test looks for antibodies to the coronavirus. Antibodies are proteins your immune system produces to fight off a foreign invader, such as a virus. A COVID-19 antibody test cannot diagnose active coronavirus infection. All it tells you is whether you've been infected at some point in the past, even if that occurred months ago. Antibodies do not become detectable until at least several days after an infection has started. You'll have to see a health care professional, who will take a blood sample via a finger prick or a blood draw from a vein in your arm.

Source: www.health.com*, October 07, 2020*

Answer the questions below!
1. What does not include in classification of the text above?
   a. Types of COVID test
   b. How the types of COVID test are done
   c. The lowest to the highest price of types of COVID tests

    d. What the test looks for in body

    e. Where the types of COVID test can be done

2. Which one of the following is the correct outline of the text?

    a. Types of COVID test: RNA, rapid test, antibody test, etc.

    b. Types of COVID test: RNA, PCR test, antibody test.

    c. Types of COVID test: RNA, serology, blood test.

    d. Types of COVID test: PCR test, rapid test, blood test.

    e. Types of COVID test: PCR test, rapid test, blood test, etc.

3. What is the best summary of the 4th paragraph?

    a. Although rapid test is highly accurate, rapid test is much quicker than an RNA test and is also cheaper to produce.

    b. Rapid test is much quicker than an RNA test and is also cheaper to produce. It can be done by the provider who will swab the back of your nose or throat to collect a sample for testing. These tests are being used to screen large numbers of people, like in the airport

    c. A "rapid test" is much quicker than an RNA test. It's also cheaper to produce by doing a swab the back of your nose or throat to collect a sample for testing which is highly accurate

    d. Rapid test, the quicker and cheaper COVID test compared to RNA test, looks for antigen in body by doing a swab the back of your nose or throat to collect a sample for testing. Although antigen tests are being used to screen large numbers of

people, like in the airport, these tests are more likely to miss active infection.

e. Rapid test, the quicker and cheaper COVID test compared to RNA test, looks for antigen in body by doing a swab the back of your nose or throat to collect a sample for testing.

4. What is the best synthesis of the last paragraph?

a. The process of antibody test (aka serology test or blood test) is it looks for antibodies to the coronavirus. However, it cannot diagnose active coronavirus infection. If you want to take this test, you'll have to see a health care professional, who will take a blood sample via a finger prick or a blood draw from a vein in your arm.

b. A COVID-19 antibody test cannot diagnose active coronavirus infection, all it tells you is whether you've been infected at some point in the past, even if that occurred months ago. This is due to this test looks for antibodies to the coronavirus and antibodies do not become detectable until at least several days after an infection has started. What needed to do is seeing a health care professional, who will take a blood sample via a finger prick or a blood draw from a vein in your arm.

c. The drawback of COVID-19 antibody test is it cannot diagnose active coronavirus infection. All it tells you is whether you've been infected at some point in the past, even if that occurred months ago.

d. The process of antibody test (aka serology test or blood test) is it looks for antibodies to the coronavirus. However, it cannot diagnose active

coronavirus infection. If you want to take this test, you'll have to see a health care professional, who will take a blood sample via a finger prick or a blood draw from a vein in your arm. If you would like to take a COVID test with a high level of accuracy, therefore, this test is not suggested.

e. The antibody test is not suggested because it cannot diagnose active coronavirus infection. If you would like to have an accurate result, try to have another test.

CHAPTER 6
INFERENTIAL
COMPREHENSION

What is inferential comprehension?

Inferential comprehension requires readers to draw their prior knowledge of a topic and identify relevant text clues (words, images, sounds) to make an inference.

Why is inferential comprehension needed?

Inferential comprehension helps readers to understand the underlying meaning of the text. This information is then used to infer or determine deeper meaning that is not explicitly stated. Without inferential comprehension, readers cannot find the underlying meaning of the text.

What are the functions of inferential comprehension?

Inferential comprehension helps the readers to understand the underlying meaning of the text by connecting the text's meaning to the experience they have already had.

How to achieve inferential comprehension in reading?

Making inference involves using what you know to make a guess about you don't know or reading between the lines. Readers who make inference use clues in the text along with their own experience to help them figure out what is not directly said. This can be done by:

1. Thinking about inferences they make every day in lives.
2. Discussing both their prior knowledge of the topic and their predictions about the reading selection.
3. Writing predictions and speculations prior to the reading selection.

6. 1 Inferring Supporting Details

Supporting details provide information to clarify, prove, or explain the main idea. These details demonstrate the validity of the main idea. Inferring supporting details – guessing about additional facts the author could have included in the selection that would have made it more informative, interesting, or appealing.

Example:

> **Text 27**
>
> **Report Offers First Comprehensive Analysis of the Travel Restrictions & Border Closures Taken Globally to Battle COVID-19, Looks Ahead as Mobility Resumes**
>
> The report resulting from the collaboration by the International Organization for Migration (IOM) and the Migration Policy Institute (MPI) marks the first comprehensive analysis of the travel measures and border closures that governments around the world took during 2020 — which at their peak in mid-December exceeded 111,000 in place at one time.
>
> *Source:* reliefweb, 2021

Now, what can be added about the travel measures and border closures which exceeded 111,000 in place at one time?
      a. This truly proves how governments were focused on mobility restriction.
      b. This is the prove of Covid-19 great impacts on governments.
      c. Shortly, the Covid-19 impacts were ignored by governments
      d. This is why the governments suggest people should stay at home.
      e. This illustrates how Covid-19 improves mobility

Explanation:
The supporting details that stated the amount of travel measures and border closures clearly implied the mobility restrictions.

6. 2 Inferring Main Ideas

Inferring the main idea – providing the main idea, general significance, theme, or moral that is not explicitly stated in the selection.

Example:

> **Text 28**
> Short passage
>
> **The Four Main Types of Crude Oil**
> Very light oils tend to be very volatile, evaporating within a few days which in turn evaporates their toxicity levels. On the other hand, light oils are both moderately volatile and toxic. Third, medium oils, the most common types of Crude Oil that generally have low volatility and a higher viscosity than the light oils which leads to higher toxicity and a greater environmental impact during cleanups. Forth, heavy fuel oils – these include the heaviest Grade 3,4,5 and 6 Fuel Oils along with Heavy Marine Fuels. These are the most viscous and least volatile Crude Oils as well as the most toxic.
>
> *Source:* https://www.plainsmanmfg.com/

Can you infer the main idea of the paragraph above?
- a. Very light oil, light oil, heavy oil, and very heavy oil
- b. Kinds of crude oils
- c. Crude oils
- d. 4 kinds of crude oils based on volatility and toxicity
- e. 4 types of oils

Explanation:
The text describes the kinds of crude oils based on volatility and toxicity.

6. 3 Inferring Sequence

Inferring sequence–guessing what action or incident might have taken place between two explicitly stated actions or incidents or making hypotheses about what could happen next.

Example:

Text 29

Short passage

Tiger Woods Was Driving Almost Twice the Speed Limit Before Car Crash, L.A. Sheriff Says

Tiger Woods was going nearly 90 mph – twice the posted speed limit – on a downhill stretch of road when he lost control of an SUV outside Los Angeles and crashed in a wreck that left the golf superstar seriously injured, authorities said Wednesday.

Source: GlobalNews on April 7th, 2021

Can you infer what's happening next in the paragraph above?

    a. Tiger Woods continued to play golf in the following day
    b. Tiger Woods then took exercise to walk to keep his stamina
    c. Tiger Woods brought into hospital and was investigated by police
    d. Tiger Woods joined the golf match
    e. Tiger Woods did the golf training

Explanation:

Tiger Woods was in a car accident and got himself injured so the investigation must be needed to picture how it happened.

6. 4 Inferring Comparisons

Inferring comparisons – inferring likenesses and differences in characters, times, or places.

Example:

Text 30

3 Types of COVID-19 Tests, and Which One Is the Most Accurate

The right test, then, depends on the goal, such as confirming an active COVID infection; identifying asymptomatic or pre-symptomatic individuals who might be shedding virus, or determining whether someone previously had COVID. "There is not a lone testing approach that is going to meet every need and solve every problem," Dr. Rhoads points out.

Here's what you should know about the different types of COVID tests, how they're used, and what they can tell you.

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campus. Tests using a nasopharyngeal swab—the one that goes deep into your nose to the back of your throat—are still considered the gold standard.

Second, the type of diagnostic test that is often called a "rapid test" because the turnaround time is much quicker than an RNA test. It's also cheaper to produce. As a result, antigen tests are being used to screen large numbers of people, like at airports, a recent article in the journal *Nature* points out. From a patient's point of view, antigen testing works in much the same way as molecular testing. Your health care provider will swab the back of your nose or throat to collect a sample for testing. But instead of waiting days for your results, an antigen test can produce a result in an hour or less, says the FDA. If you test positive, it's probably correct: Antigen tests are highly accurate. The problem is, these tests are more likely to miss active infection. If you have COVID symptoms but test negative, your doctor may order a molecular test just to rule out a false negative.

Third, antibody test (aka serology test or blood test). This test looks for antibodies to the coronavirus. Antibodies are proteins your immune system produces to fight off a foreign invader, such as a virus. A COVID-19 antibody test cannot diagnose active coronavirus infection. All it tells you is whether you've been infected at some point in the past, even if that occurred months ago. Antibodies do not become detectable until at least several days after an infection has started. You'll have to see a health

> care professional, who will take a blood sample via a
> finger prick or a blood draw from a vein in your arm.
>
> *Source:* www.health.com*, October 07, 2020*

How is the molecular test compared to rapid test and
antibody test?
  a. It is more popular
  b. It is used the most
  c. Its result comes quicker
  d. Its result is the most accurate
  e. It is the only one that can detect antibody

Explanation:
In the text, it clearly stated that molecular has a high
accuracy result, while both rapid test and antibody test
have drawback in the level accuracy of result.

6. 5 Inferring Cause and Effect Relationships

Inferring cause-and-effect relationships –
hypothesizing about the motives of characters and their
interactions with others and with time and place.

Example:

Text 31

**Report Offers First Comprehensive Analysis of the
Travel Restrictions & Border Closures Taken
Globally to Battle COVID-19, Looks Ahead as
Mobility Resumes**

The report, <u>*CO*</u>*VID-19 and the State of Global
Mobility in 2020*, results from MPI analysis of IOM's
COVID-19 Mobility Impacts platform, which collects

> all of the actions taken by countries and subnational authorities to close international borders, restrict travel between particular locations, impose quarantines and health requirements for travelers and establish "travel bubbles" and other arrangements.
>
> *Source:* Reliefweb, 2021

Can you infer what is the cause of countries and subnational authorities closing international borders, restrict travel between particular locations?

    a. To keep their people safe from COVID-19 spread

    b. Because the government doesn't want people to leave the country

    c. It is a new policy of the government

    d. Because travelling during COVID-19 is expensive

    e. The international travel access went bankrupt

6. 6 Inferring Character Traits

Inferring character traits – hypothesizing about the nature of characters on the basis of explicit clues presented in the selection.

Example:

Text 32

Short passage

INDONESIA'S CRISIS CLIMATE

The rationale behind that grim warning is a scientific fact that we have so often casually ignored: that the planet is getting hotter because of our greed and deeds. In a clear message to the people after the Seroja cyclone ravaged NTT, Meteorology, Climatology and Geophysics Agency (BMKG) head Dwikorita Karnawati said we should now brace for more cyclones, saying that the periods between them are getting shorter, from about once every four years to once or even twice a year since 2017. The change, she explained, was because the average sea surface temperature has increased to 30 degrees Celsius from 26 degrees as a result of climate change.

Source: The Jakarta post on April 8th, 2021

Can you infer what is human nature based on the text?
   a. Humans are care about the Earth.
   b. Humans always takes Earth resources with full responsibility
   c. Humans is the Earth destroyer, takes its resources, and take it for granted.
   d. Humans always recycle Earth resources
   e. Earth is in good hand of humans.

Explanation:
The word "our greed and deeds" implies human nature which caused the grim warning of the Earth.

6. 7 Predicting Outcomes

Predicting outcomes – guessing the outcome of a selection after reading an initial portion of it.

Example:

Text 33

Suddenly We Heard People Scream "Flood!"

Homeless, injured, and with his daughter dead, Sugeng stares blankly as he comes to grips with the devastation left by floods and landslides on East Nusa Tenggara's Adonara island. The 60-year-old was asleep with his family on Sunday night as torrential rain battered the community at the eastern end of the vast archipelago nation. Adonara island was among the areas hardest hit by the floods and landslides that killed more than 150 in Indonesia and neighboring Timor Leste. The disaster was triggered by heavy rain and wind, which ripped across a cluster of islands in the neighboring Southeast Asian nations. "We're all exhausted and weary. I'm not thinking about wealth and possessions right now -- I just want my family to have a shelter," Huki, one of residents said.

Source: The Jakarta Post, April 7th, 2021

What do you infer about the result of the flood in Adonara island based on the text?

   a. Their homes were destroyed
   b. Gratefully, the flood was not that high
   c. The flood did not cause any harm
   d. The disaster was already handled well by the government

e. It only caused a little harm

6. 8 Interpreting Figurative Language

Interpreting about figurative language–interpreting literal meanings from the author's figurative use of language. Kinds of figurative language are: simile, metaphor, personification, hyperbole, allusion, idiom, pun, onomatopoeia, and alliteration.

Example:

I am positive that Anna will not join our practice today, she has a million things to do today.

What is the literal meaning of the figurative language in the sentence?

a. Anna has a million job to do
b. Anna is very busy
c. Anna has a million things
d. Anna is rich
e. Anna has a million stuffs.

Explanation:

A million things to do is a hyperbole figurative language. Therefore, it means Anna is busy.

Formative Test of Chapter 6

Text 34

TIGER WOODS WAS DRIVING OVER 80 MPH, NEARLY TWICE THE LEGAL SPEED LIMIT, BEFORE HE CRASHED

LOS ANGELES (KABC) -- Tiger Woods was driving nearly twice the posted speed limit on a dangerous downhill stretch of road when he crashed and was seriously injured in February, the Los Angeles County Sheriff's Department said Wednesday. Sheriff Alex Villanueva said during a morning press conference that the primary cause of the crash in Rancho Palos Verdes was speed.

Villanueva said the car that Woods was driving was traveling between 84 to 87 mph when it initially crashed into a raised median, then 75 mph when it struck a tree alongside Hawthorne Boulevard. The stretch of road is known for wrecks and drivers hitting speeds so high that there is an emergency exit for runaway vehicles just beyond where Woods crashed.

Villanueva blamed the Feb. 23 crash solely on excessive speed and Woods' loss of control behind the wheel. Sheriff's Capt. James Powers said there was no evidence that the golfer braked throughout the wreck and that it's believed Woods inadvertently hit the accelerator instead of the brake pedal. Last week, Villanueva announced detectives determined

what caused Woods to crash his SUV in but would not release details, citing unspecified privacy concerns for the golf star. The sheriff said Woods gave permission for authorities to reveal details about the crash on Wednesday. Shortly after the cause of the crash was released, Woods tweeted that he is continuing to focus on his recovery. It is unclear if or when Woods might be able to return to the golf course.

Investigators, however, did search the SUV's data recorder, known as a black box, in the days after the crash. No traffic citations were issued. The SUV he was driving crossed through two oncoming lanes and uprooted a tree on a downhill stretch that police said is known for wrecks.

No other vehicles were involved in the crash and no other injuries were reported. The first person to arrive at the scene told sheriff's officials Woods was unconscious inside the vehicle. The first sheriff's deputy to respond found the 45-year-old golfing legend awake and responsive, but seriously injured. Woods was taken to Harbor-UCLA Medical Center, where he underwent surgery for multiple fractures to his right leg, as well as injuries to his foot and ankle. He was later transferred to Cedars-Sinai Medical Center for follow-up work. He announced March 16 that he had been released from the hospital and returned to his home in Florida.

Source: www.abc7.com, 2021

1. What can be added on the supporting detail in the fourth paragraph?
   a. The details of wreck caused by the accident.
   b. The details of how Tiger Woods blamed himself for the accident he had caused.
   c. The details of how other vehicles involved
   d. The details of how the police blamed Tiger Woods
   e. The details of how much Tiger Woods payed the attorney to defend himself for the accident case.
2. Can you infer the main ideas of the last paragraph?
   a. The sequence of the accident occurrence and how it was going.
   b. How badly Tiger Woods was injured
   c. How Tiger Wood was taken to the hospital
   d. The announcement of March 16th
   e. How Woods blamed himself due to the accident
3. If there was a paragraph following the last one, can you infer the following event that might happened?
   a. Tiger Woods's clarification of how he was not involved in the accident
   b. Tiger Woods's golf match
   c. Tiger Woods's career went downhill
   d. Tiger Woods's focus on his recovery
   e. Tiger Woods's decision to quit his career
4. Can you infer the speed limit from the statement that "Tiger Woods was driving over 80 mph, nearly twice the legal speed limit"?
   a. 90 mph
   b. 40 mph
   c. 75 mph
   d. 45 mph
   e. 60 mph
5. Can you infer the effect of the accident towards Tiger Woods's golf career?

    a. He might be focused on his recovery first
    b. He might decide to quit
    c. He might follow the next match in the following day
    d. He might go jogging to keep his stamina
    e. It has nothing to do with it

6. Can you infer Tiger Woods's character based on the text?
    a. He is a reliable driver
    b. He is a trustworthy driver
    c. He is a safe driver
    d. He is a wise driver
    e. He is a reckless driver

7. Can you infer the outcomes of the police investigation based on the text?
    a. Tiger Woods is the only one who is responsible for the accident
    b. Another car is actually involved in the accident
    c. The accident caused a wreck on someone's car
    d. Tiger Wood is not responsible for the accident
    e. It was found that the accident was due to bad climate

8. Which figurative language suits the Tiger Woods's character in driving based on the text?
    a. His driving skill is no joke
    b. Devil may care
    c. Cool as a cucumber
    d. Let the cat out of the bag
    e. Cold-hearted

CHAPTER 7
EVALUATION

What is evaluation?

Evaluation involves encouraging the readers to form opinions, make judgements, and develop ideas from reading. This requires responses by the student which indicate that he or she has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources, or with internal criteria provided by the reader's experiences, knowledge, or values. In essence evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence.

Why is evaluation needed?

Evaluation is needed to build comprehension skill, to know how to evaluate important information that they need. Students can make judgments about information based off of prior knowledge and experience, their cultural values, and their purpose for reading. (Literacy Online, 2010)

What are the functions of evaluation?

When students evaluate information, they confirm, extend, or change their personal views based on the topic of the reading. It is important for students to explain when

they do not agree with information in a text. (Literacy Online, 2010)

How to do evaluation in reading?

1. Focus on ideas and information in a text and consider the relation to their own views and their purpose for reading
2. Make thoughtful, evidence-based judgments about information in a text
3. Consider how judgments affect their response to the text and determine whether they need to seek further information or collaborate with others.

(Literacy Online, 2010)

7. 1 Judgments of Reality or Fantasy

Could this really happen? If an event or thing can really happen, then it is real. Things that can't really happen are fantasy.

Example:
John flaps his arms and flies over the city.
Is this possible?
a. Yes, it is
b. No, it is not

Explanation:
It is not possible, because human does not have wings.

7. 2 Judgments of Fact or Opinion

Opinion – a view which is not necessarily based on fact or information. Meanwhile, fact – something which has been proven to be correct.

Does the author provide adequate support for his or her conclusions? Is the author attempting to sway

your thinking? Questions of this type require the student to analyze and evaluate the writing on the basis of the knowledge he or she has on the subject as well as to analyze and evaluate the intent of the author.

Example:

Text 35

Fay's dad got a new job. They moved to a new house in a new town. Fay likes the new house. She thinks it is nice. Her room has a window that looks out on the backyard. The bed and dresser from her old house are in her new room. All of her toys are in her new room, too. She likes her new room. She hopes she will like her new school.

Which of the statement is opinion?
  a. Fay's dad got a new job
  b. Fay's room has a window that looks out on the backyard
  c. Fay thinks her new house is nice
  d. The bed and dresser from her old house are in her new room.
  e. All of her toys are in her new room, too. She likes her new room.

Explanation:
Opinion is what/how someone thinks about it.

7. 3 Judgements of Adequacy and Validity

Is the information presented here in keeping with what you have read in the subject in other sources? Questions of this nature call for the reader to compare written sources of information with an eye toward agreement and disagreement and completeness and incompleteness.

Example:

Text 36 (Short passage)

Facts and Fiction about 5G

"5G is responsible for COVID-19 spreading."

There is no connection between 5G and COVID-19. The Coronavirus is a virus that is spread from one person to another through droplets that people sneeze, cough or exhale. 5G is the new generation of mobile network technology that is transmitted over non-ionising radio waves. There is no evidence that 5G is harmful to people's health. The outbreak of coronavirus in the Chinese city of Wuhan is unrelated to 5G, and is thought to have originated in a seafood wholesale market.

Source: Radio-waves.orange.com

Why was "5G is responsible for COVID-19 spreading" is not true?
    a. Because there is no connection between 5G and COVID-19
    b. The outbreak of coronavirus in the Chinese city of Wuhan is related to 5G

c. There is an evidence that 5G is harmful to people's health
d. Droplets that people sneeze affects the 5G connection
e. The coronavirus spreads the virus to the radio waves

Explanation:
It clearly stated that 5G is not responsible for COVID-19 spreading because there is no connection between 5G and COVID-19.

7. 4 Judgements of Appropriateness

What part of the story best describes the subject/specific topic? Such a question requires the reader to make a judgment about the relative adequacy of different parts of the selection to answer the question. Students should be able to judge the appropriateness of text support to prove a subject or topic.

Example:

Text 37

Jakarta Intercultural School resumes on-campus learning

After being selected by the Jakarta Education Agency to be part of a pilot program aimed at modeling a safe return to campus with a blended learning model, Jakarta Intercultural School (JIS) has reopened its doors for face-to-face teaching. The international institute became one of the first Satuan

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Pendidikan Kerjasama (SPK) in the capital to reopen for face-to-face teaching on April 7.

As a testament to its commitment to ensuring the wellbeing of its community, JIS has worked closely with experts from international health organizations alongside the Education and Culture Ministry to create a comprehensive plan that will allow students, teachers and staff members to remain safe on its campus.

Tarek Razik, JIS head of school, said in a statement that the school's ability to provide a safe and healthy learning environment for students was an important factor in its efforts to reopen campuses starting on April 7, adding that students could safely return to class with stringent protocols and social-distancing guidelines in place.

Source: TheJakartaPost, April 8th, 2021

What part of the story best describes the school's ability to provide a safe and healthy learning environment?
   a. 1st paragraph
   b. 2nd paragraph
   c. 3rd paragraph
   d. 1st and 2nd paragraph
   e. 2nd and 3rd paragraph

Explanation:
3rd paragraph describes that students could safely return to class with stringent protocols and social-distancing guidelines in place.

7. 5 Judgements of Worth, Desirability, and Acceptability
Was the character right or wrong in what he or she did? Was his or her behavior good or bad? Questions of this nature call for judgments based on the reader's moral code or his or her value system. The same holds true for judging the moral character of a political, social, or economic policy in informational or expository text as well as evaluating an author's proposal.

Example:

Text 38 (Short passage)

Tiger Woods Was Driving Almost Twice the Speed Limit Before Car Crash, L.A. Sheriff Says
Tiger Woods was going nearly 90 mph – twice the posted speed limit – on a downhill stretch of road when he lost control of an SUV outside Los Angeles and crashed in a wreck that left the golf superstar seriously injured, authorities said Wednesday. "The primary casual factor for this traffic collision was driving at a speed unsafe for the road conditions and the inability to negotiate the curve of the roadway.

Source: GlobalNews on April 7th, 2021

Why is it wrong for Tiger Woods to drive almost twice the speed limit?
  a. It is dangerous that it can cause an accident

b. No, it is not wrong
c. It is fine as long is does not cause any accident
d. It is not suggested unless you have a high skill in driving
e. Yes, it is absolutely wrong

Explanation:
Speed limit is created to ensure safety. Therefore, driving in a high speed is not allowed because it can cause an accident.

Formative Test of Chapter 7

Text 39

Jakarta Intercultural School resumes on-campus learning

After being selected by the Jakarta Education Agency to be part of a pilot program aimed at modeling a safe return to campus with a blended learning model, Jakarta Intercultural School (JIS) has reopened its doors for face-to-face teaching. The international institute became one of the first Satuan Pendidikan Kerjasama (SPK) in the capital to reopen for face-to-face teaching on April 7.

As a testament to its commitment to ensuring the wellbeing of its community, JIS has worked closely with experts from international health organizations alongside the Education and Culture Ministry to create a comprehensive plan that will allow students, teachers and staff members to remain safe on its campus.

Tarek Razik, JIS head of school, said in a statement that the school's ability to provide a safe and healthy learning environment for students was an important factor in its efforts to reopen campuses starting on April 7, adding that students could safely return to class with stringent protocols and social-distancing guidelines in place.

"Our health and safety protocols were created and designed to ensure a clean and safe school. Students will be protected by various health practices from the moment they arrive in school and enter their campus and classrooms, to the time they leave to go back home. This is our commitment to maintaining the wellbeing of our entire community while still providing a high-quality educational experience in the new normal," he explained. JIS has based its comprehensive new-normal protocols on four primary pillars; cleanliness, health, safety (particularly during breaks), and social and emotional support.

For cleanliness, the school has ensured that every classroom is cleaned and disinfected with a nontoxic high-performing solution that kills both bacteria and viruses. From door handles and faucets to entire bathrooms, frequent touch points are cleaned throughout the day, with high-

Hand-sanitizing stations are installed at every entry point including outside of classrooms, and reminders are routinely announced for the entire JIS

community to wash their hands throughout the day, particularly during breaks. traffic areas being the main priority.

Along with mandatory face mask usage, JIS has a dedicated team of experienced medical workers on staff and on campus daily to provide health and medical care, including in schoolwide efforts to prevent COVID-19 transmission. They have been trained to provide treatment for the virus and are equipped with personal protective equipment (PPE) when needed for treating students. New PPE is used with every student and disposed of safely after use.

Hand-sanitizing stations are installed at every entry point including outside of classrooms, and reminders are routinely announced for the entire JIS community to wash their hands throughout the day, particularly during breaks. Classrooms are outfitted with air purifiers equipped with HEPA filters and ion plasmacluster technology, which meet the clean air delivery rate (CADR) for the SARS family of viruses, including COVID-19. Additionally, JIS has experienced counselors and psychologists on staff who are ready to counsel students who may feel anxious about coming back to school after a year of online learning.

As part of its commitment to working with Indonesia, JIS is ready to partner with other schools to help them prepare for their own safe return to in-classroom instruction according to government guidelines and regulations.

> Momon Sulaeman, the Jakarta Education Agency's head of elementary schools, special education and education services, reviewed JIS' overall preparedness prior to its reopening. "This pilot program aims to observe and determine the readiness of schools to resume face-to-face learning. The schools chosen to participate were selected after a rigorous assessment process that took into account their readiness in terms of health facilities and blended learning methodology," he said, adding that JIS was one of 85 schools that met the criteria for both assessment and training. "We hope that JIS can serve as an example for other schools in Jakarta and Indonesia."
>
> *Source:* The Jakarta Post, April 8th, 2021

1. Is this text a fact or a fiction?
   a. It is a fact
   b. It is a fiction
   c. It is a fact combined with fictions on it
   d. It remains unknown
   e. No idea
2. Which statement is an opinion?
   a. JIS is selected by the Jakarta Education Agency
   b. Students could safely return to class with stringent protocols and social-distancing guidelines in place
   c. The school has ensured that every classroom is cleaned and disinfected with a nontoxic high-

performing solution that kills both bacteria and viruses.

d. JIS was one of 85 schools that met the criteria for both assessment and training

e. In JIS, frequent touch points are cleaned throughout the day

3. Which of the following statement is false?

a. JIS has based its comprehensive new-normal protocols on four primary pillars; cleanliness, health, safety (particularly during breaks), and social and emotional support.

b. Hand-sanitizing stations are installed at every entry point

c. JIS was one of 86 schools that met the criteria for both assessment and training

d. Classrooms are outfitted with air purifiers equipped with HEPA filters and ion plasmacluster technology

e. Jakarta Intercultural School (JIS) has reopened its doors for face-to-face teaching

4. What part of the text best describes the commitment to maintaining the wellbeing of the entire community while still providing a high-quality educational experience in the new normal?

a. last paragraph

b. 5th paragraph

c. 4th paragraph

d. 3rd paragraph

e. 2nd paragraph

5. Based on the text, is JIS reopening doors for face-to-face teaching the right thing to do? Why?

a. Yes, because JIS has already based its comprehensive new-normal protocols on four primary pillars.

b. No, because Covid-19 can be spread in public place such as school

c. Yes, because JIS has been selected by the Jakarta Education Agency

d. Yes, because JIS can serve as an example for other schools in Jakarta and Indonesia

e. No, because JIS has not passed the new-normal protocol criteria.

CHAPTER 8
APPRECIATION

What is appreciation?

Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both the knowledge of and the emotional response to literary techniques, forms, styles, and structures.

Why is appreciation needed?

By having literary appreciation skill, students can manifest a higher level of knowledge in literature reading.

What are the functions of appreciation?

Appreciation skill in reading will allow students to understand better the human emotions, insights, themes, and ideas, and significant human experiences conveyed in different literary text.

How to achieve appreciation in reading?

Appreciation skill can be done by the craftsmanship of the writing and the choices that the writer may have in order to portray the topic in a particular way. Reading with appreciation involves us understanding a writer's use of:

language, punctuation, grammatical structures and features, theme, imagery, and bias.

8. 1 Emotional Response to the Content

The student is required to verbalize his or her feelings about the selection in terms of interest, excitement, boredom, fear, hate, amusement, etc. It is concerned with the emotional impact of the total work on the reader. (The emotional impact of the total work on the reader is not considered necessary.)

Example:

Text 40 (Short story)

An Old Man Lived in the Village

An old man lived in the village. He was one of the most unfortunate people in the world. The whole village was tired of him; he was always gloomy, he constantly complained and was always in a bad mood.

The longer he lived, the more bile he was becoming and the more poisonous were his words. People avoided him, because his misfortune became contagious. It was even unnatural and insulting to be happy next to him.

He created the feeling of unhappiness in others. But one day, when he turned eighty years old, an incredible thing happened. Instantly everyone started hearing the rumour: "*An Old Man is happy today, he doesn't complain about anything, smiles, and even his face is freshened up.*"

The whole village gathered together. The old man was asked: "What happened to you?

> "Nothing special. Eighty years I've been chasing happiness, and it was useless. And then I decided to live without happiness and just enjoy life. That's why I'm happy now." – An Old Man
>
> *Source:* www.wealthygorilla.com

Did the story have a happy ending?
a. Yes, it did
b. No, it didn't

Explanation:
On the last paragraph, the old man clearly said he is happy.

8. 2 Identification with Characters or Incidents

Teachers' questions of this nature will elicit responses from the reader which demonstrate his or her sensitivity to, sympathy for, and empathy with characters, happenings, and ideas portrayed by the author.

Example:
After reading the text 31 entitled "An Old Man Lived in the Village", what was the old man thinking before he was 80 years old?
a. Childhood
b. Family
c. Friendship
d. Life
e. Happiness

Explanation:
The story stated clearly how the old man was always thinking about happiness.

8. 3 Reactions to the Author's Use of Language

In this instance the student is required to respond to the author's craftsmanship in terms of the semantic dimension of the selection, namely, connotations and denotations of words. Such appreciation is dependent upon the denotation and connotations of words. Emotions are inherent in appreciation.

Example:
After reading the text 31 entitled "An Old Man Lived in the Village", can you demonstrate how the old man's voice sounded when he was asked was asked: "What happened to you?"?
a.   With sadness
b.   With guilt
c.   With anger
d.   With hatred
e.   With serenity

Explanation:
His answer is about how he finally reconciled with his life.

8. 4 Imagery

In this instance, the reader is required to verbalize his or her feelings with regard to the author's artistic ability to pain word pictures which cause the reader to visualize, smell, taste, hear, or feel.

Example:

After reading the text 31 entitled "An Old Man Lived in the Village", how does the story make you feel?

a.   Grateful with what we have
b.   Questioning about life
c.   Care about what people say
d.   I feel proud of myself
e.   Motivated to chase happiness

Explanation:

The story taught us about how reconciling with our life condition can make us happy.

Formative Test of Chapter 9

Text 41 (Short story)

The Four Smart Students

One night four college students were out partying late night and didn't study for the test which was scheduled for the next day. In the morning, they thought of a plan. They made themselves look dirty with grease and dirt.

Then they went to the Dean and said they had gone out to a wedding last night and on their way back the tire of their car burst and they had to push the car all the way back. So they were in no condition to take the test.

The Dean thought for a minute and said they can have the re-test after 3 days. They thanked him and said they will be ready by that time.

On the third day, they appeared before the Dean. The Dean said that as this was a Special Condition Test, all four were required to sit in

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separate classrooms for the test. They all agreed as they had prepared well in the last 3 days.

The Test consisted of only 2 questions with the total of 100 Points:

1) Your Name? _____ (1 Points)
2)Which tire burst? _____ (99 Points)
Options   **– (a)** Front   Left **(b)** Front Right **(c)** Back Left **(d)** Back Right

Source: www.wealthygorilla.com

1. What part of the story did you find most exciting?
   a. When the students didn't study for the test
   b. When the students made themselves covered by dirt and grease
   c. When the Dean was fine with their act
   d. When the students were required to sit in separate classroom for the test
   e. When the Dean gave the students Special Condition Test
2. What made the Dean to require the students to sit in separate classroom for the test?
   a. To see how smart they were
   b. Because the Dean knew the students could do the test alone
   c. Because the test was not too difficult
   d. To teach them morally
   e. Because it was a Special Condition Test

3. How did the author express the idea of "smart" in the text?
   a. By expressing how the students were literally smart
   b. By expressing how the students did not give a care about the test
   c. By expressing how the students partied even before the test
   d. By expressing how the students prepared the Special Condition test in 3 nights
   e. By expressing how the students lied to the Dean, and the Dean did not fall for it.
4. How does the story make you feel?
   a. Realize that there's always a consequence of what we do
   b. Realize that people can lie easily like how the four students did
   c. Realize that how good the Dean is in the story
   d. Realize that the students are very smart
   e. Realize that the Dean and the students are not in good terms

CHAPTER 9
TECHNOLOGY FOR READING SEBJECT

In the 21st century, the development of information and communication technology is increasingly rapid with significant changes in applying or utilizing information technology to produce various creativity and innovations in the implementation of education in various countries, so that the existence of information technology is needed in the implementation of education, especially in universities. Especially during the Covid19 Pandemic, learning cannot be done face-to-face, but it is required to do online learning, so it is needed once the application of information technology based on learning management systems in supporting the learning process, one of which is moodle which is one of the open source learning management systems (LMS), Very popular among academics (Monarch Media, 2010).

The total number of registered sites of moodle LMS is 152,000 in 241 countries and is used by 202,000,000 users worldwide (Moodle.org- Moodle statistics, 2020). Moodle supports more than 120 languages that help users to localize their Moodle site (Dougiamas, 2015). In the learning process, students also need to acquire life and career skills, as well as media and ICT skills (21st century skills that include high-level thinking skills or abbreviated hots) in order to live and interact in the 21st century.

9.1 Learning Manajement System

The term Learning Management System (LMS) has become commonly used by companies and government agencies in recent years. For educational institutions, Learning Management System can support teaching and learning activities ranging from online learning program planning, virtual teaching, to attractive discussion forums for learners.

Considering that teaching and learning activities during the Covid-19 pandemic will be widely carried out online, information about LMS becomes important to master for educators.

There are many types of LMS, below are 5 types of open source LMS that are widely used:

5 Top Open Source Learning Management Systems

1. **Moodle LMS**

Moodle is widely known among open source LMS solutions. Most importantly, it's entirely free of any charge and it comes with a mobile application as well.

What is Moodle LMS?

Moodle is the world's most trusted online learning solution. The heart of the Moodle ecosystem is Moodle LMS, the open source learning management system with inherent security and privacy features used by hundreds of millions of learners worldwide. Developed in conjunction with Moodle's loyal community, Moodle LMS allows educators in any sector to create safe, accessible, flexible and highly engaging online spaces for their learners. The learning and development functionalities of Moodle LMS has given birth to a range of ancillary Moodle products and services including Moodle Workplace, the customisable platform transforming workplace learning, MoodleCloud hosting solutions and a network of Certified Service Providers delivering expertise in hosting, customisation, support and training. Our vision for a more equitable and accessible approach to education is supported by Moodle Academy, Moodle's online learning institution and MoodleNet, a place to share and curate open education resources. Collectively, we strive toward our mission to empower educators to improve our world.

2. Chamilo

An open source LMS that is here to improve access to online training, backed up by the Chamilo Association, which aims to promote the software, maintain a clear communication channel, and build a network of service providers and software contributors.

3.Open edX

The Open edX is a tool empowering learners to access online course content, including videos and textbooks, plus checking their progress in the online training course.

4. Totara Learn

Totara Learn meets all the requirements related to your employees' roles, training needs and objectives through the effective delivery of individual learning plans.

Who Uses This Software?

Enterprise-level LMS trusted by the USDA, Western Union, PepsiCo and more. Surpass the limitations of a 'one-size-fits-all' system with a powerful LMS designed to help your organization adapt, scale and exercise innovative control at a cost-effective price.

5. **Canvas**

An open source LMS that is free for instructors. It makes teaching and learning easier in terms of implementation, adoption, customer support, and success.

Of the 5 types of open source LMS that are widely used above, in this chapter will be discussed about Moodle LMS that can be used to apply HOTS, especially on learning reading subjects in college.

9.2 Moodle

Moodle is a learning platform designed specifically for educators, admins and their students. Moodle actually stands for Modular Object-Oriented Dynamic Learning Environment. From this point, Moodle is an LMS platform used to manage a learning system. When viewed from the field of education, the benefits

provided by Moodle are very large for students and teachers.

By using this LMS teachers can manage their student learning system both when giving assignments, delivering materials, quizzes, and much more. Likewise for students, Moodle will help students to be more disciplined in doing tasks, answering exams, working with friends, and others. As a multifunctional LMS, Moodle is not only used by those who work in the education sector. However, quite a number of companies are using Moodle's services to help them address the educational issues that exist in their work environment.

This platform is classified as CMS but specifically for educational purposes. This CMS is designed in such a way with a strong, secure and integrated system.Moodle is known as a free and open source LMS platform. So, the use of Moodle can be used for free by all users. In fact, users can also develop Moodle according to their needs.

On the internet there are indeed many CMS type Learning Management System (LMS) in addition to this platform. Arbitrary? There are also Drupal-based Dokeos, Atutor, and Opigno.

9.2.1 Know the Features of LMS Moodle

There are many features owned by the LMS platform called Moodle. Its many features and functionality make Moodle entered as the Top 20 most widely used LMS in the world. Moodle's advanced features include File Management, Personalized Dashboard, Progress Tracking, Inline Feedback, and Multimedia Integration. Below is an explanation of the features of moodle.

A. Inline Feedback

This feature provides convenience for teachers and teachers when using the Moodle platform. By using the Inline Feedback feature, teachers do not need to bother when giving feedback to students. When students upload their work feedback will immediately appear, the feedback can be in the form of notes or corrections from teachers.

B. File Management

Next is the file management feature as the name suggests, of course, this feature is tasked with managing all forms of files, files, or documents. In this feature the ease when giving an exam or task can be done. Simply by drag and drop only problems regarding assignments and exams students can be solved. In addition to drag and drop there are also ways that can be used by linking material sources from other courses, the source can be files, urls, documents and others.

C. Personalized Dashboard

Dashboard is a page that can be customized to provide details about upcoming developments and deadlines to users. In the middle is a block of course options that allow students and teachers to easily track the required activities and filter courses. The dashboard of Moodle looks very simple and easy to use. On this dashboard page is a list of courses, activity calendars, active users, and others.

D. Pogress Tracking

It is important for a teacher or teacher to know what developments have been made by his students. For this reason, in Moodle there is a feature that

helps teachers and teachers, namely the progress tracking feature which will allow tracking of each student's progress, showing what has been achieved and what remains to be achieved. There are two ways that can be done with this feature, namely in terms of course and also competence.

E. **Multimedia Integration**

For teachers or teachers who want to add some media such as videos, music, radio or other things it is very mandatory to use this one feature. This feature is called Multimedia Integration, a feature that is provided to integrate the media that you want to display in a course. Moodle's built-in media support allows you to easily search and include video and audio files in your course.

9.2.2 The Moodle as LMS

Moodle function as an LMS one of them is certainly used as an educational platform both learning in educational institutions and also for companies. If this LMS is used in the education sector, of course, its function as a means of supporting educational programs based on information technology that facilitates teachers and students. In the current era it has become an obligation for schools and other educational institutions to try and continue to use an LMS or Learning Management System. Because the benefits that will be obtained are very much. One of them is that the learning process will be more managed, effective, and efficient. With this help the role of the teacher as a teacher will be helped by his work. Teachers can assign tasks easily and conduct regular supervision of their students. In addition, students

will be taught to be more disciplined when using this Moodle platform.

9.2.3 Advantages of Moodle

This LMS is designed based on Social Constructionist Pedagogy (to be exact, social construction). Moodle has claimed to be a platform focused on forming strong communities. It is these community members who are expected to help each other.

Moodle function can also be used by anyone because of its open-source nature. You can build a sub-system concept of e-Learning or also commonly called Distance Learning.

In addition, Moodle also offers interesting advantages such as being accessible offline, having a large user community, and much more. The following is a detailed explanation of the advantages that Moodle has.

A. Free and Open Source

Moodle is an open source platform, which means that its source code is accessible to all. It is distributed under the General Public License. In simple terms, users and administrators can freely run, share, and change them to meet their specific commercial or non-commercial needs. In addition, users can also share the modified version considering this Moodle can be used and also downloaded for free for those interested in using it.

B. Moodle Easy to Use

The main reason why organizations love Moodle is because Moodle is configurable, very flexible, and feature-rich. In addition to being able to

modify Moodle's open source code, there are hundreds of Moodle plugins that allow you to configure Moodle so that it performs the way you want it to. With more than 500 Moodle plugins developed by a global community, students, managers, and administrators you have the opportunity to thrive in an environment that makes learning collaborative, engaging, and fun.

C. Accessible Offline

For developing countries, internet bandwidth can be a major problem when providing online training. Even in developed countries, this can be a concern in remote areas. With Moodle, you get offline access features, which allows your remote employees to download courses to their devices and access them offline later. This advantage makes Moodle top of the 20 most popular Learning Management Systems in the world. Intuitive navigation, amazing features, cost-effectiveness, and offline access are some of the many reasons that make training managers look for Moodle.

D. Simple view

A study conducted by the Brandon Hall Group in 2016 showed that about 44% of companies that use LMS think about replacing it with a company that can give them a better user experience It's important for LMS to have a user-friendly interface with its own descriptive navigation features, and moodle-based LMS provides just that. LMS is easy to use, which means you'll need to invest a minimum of time on training and learning to familiarize your employees with using them effectively.

E. The Great Community

The reason Moodle has such a large community is because Moodle has a strong network of 88 partners (at the time of writing this article) and hundreds of millions of users, developers, admins, teachers, etc. worldwide. No other LMS has such a committed professional network except the Moodle LMS. Also, Moodle HQ does Moodle Moots around the world to strengthen the community and discuss whatever Moodle is.

In addition, the learning materials that you want to provide or get are also very diverse. Even some sources / resources you can also paste into the material you create. Here are some forms of material packaging that you can create with this platform:

1. (Assigment)
2. Attendance
3. (Chat)
4. Forum
5. Quiz
6. Survey
7. Google Meet
8. Scorm Package for creating the power point material it can be seen this platform
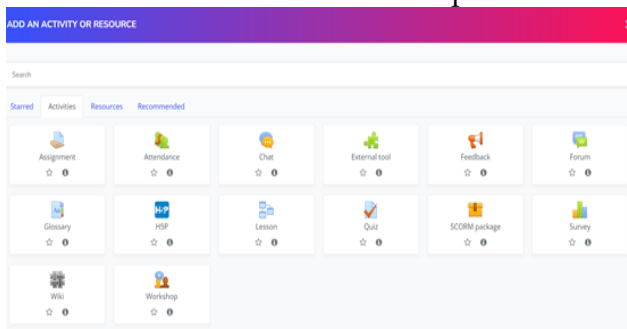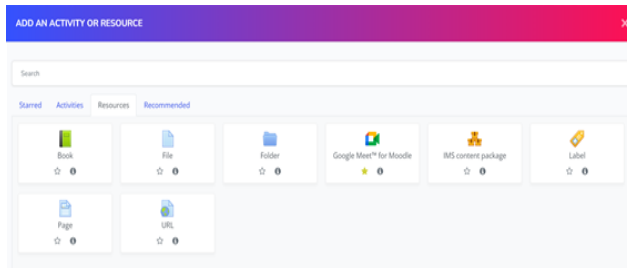
convenience for its users in changing the appearance Not until there, this platform also provides (theme). The platform provides several interesting theme variations that can beautify your modules. You can even modify the theme

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