



APPENDICES

Appendix 1 Analysis Form Checklist from SMA Negeri 2 Singaraja

Analysis Form Checklist

SMA2 : Name of school
 I : Semester
 MC : Multiple Choice (Form of Item)
 SA : Short Answer (Form of Item)

No	Items	C1	C2	C3	C4	C5	C6	Note
1	SMA2.I.MC.1	✓						<p>Item no 1 belongs to Remember category (C1). It requires students to remember the similar condition from what students have learned. Furthermore, this item belongs to recognizing cognitive process since the students have to identify the presented information that is identical or extremely similar with the information in the long-term memory (Anderson and Krathwohl, 2001).</p> <p>In this item, the students are asked to choose the correct answer based on presented dialog. The students only need to identify the answer that has been clearly stated in the text. It means that the students have to locate an information they have read from their memory and match it to the five possible answers to determine the best answer. It is kind of forced choice task. It is one of the</p>

								methods to present recognition tasks (Anderson and Krathwohl, 2001).
2	SMA2.I.MC.2			✓				<p>Item no 2 belongs to Apply category (C3) of Revised Bloom's Taxonomy. It meets the indicator of executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>This item asks the students to choose which response is the most appropriate to complete a dialog. In this case, the students firstly have to identify the context of conversation. Then, the students should make comparison among the options given and relate each option to the dialog presented in order to determine the response that will come next. Students have to select the most appropriate answer from among a set of possible answers and apply it to the dialog (Anderson and Krathwohl, 2001)</p>
3	SMA2.I.MC.3		✓					<p>Item no 3 involves the cognitive process of Understand category (C2) where the students are asked to construct meaning from written exercise. In line with this item, it indicates inferring cognitive process because it requires the students to draw a logical conclusion from presented information (Anderson and Krathwohl, 2001)</p> <p>In this item, the students are asked to infer what is being talked in the presented dialog. Students should know the meaning of the dialog. After that, students draw the conclusion of the dialog from provided information in dialog. Therefore, this item belongs to</p>

								Understand category (C2) especially inferring.
4	SMA2.I.MC.4			✓				<p>Item no 4 belongs to Apply category (C3) of Revised Bloom's Taxonomy. It meets the indicator of executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>This item asks the students to choose the best response to complete a dialog. In this case, the students firstly have to identify the context of conversation. Then, the students should make comparison among the options given and relate each option to the dialog presented in order to determine the response that will come next. Students have to select the most appropriate answer from among a set of possible answers and apply it to the dialog (Anderson and Krathwohl, 2001)</p>
5	SMA2.I.MC.5		✓					<p>Item no 5 corresponds to the cognitive process of Understand category (C2) where the students are asked to construct meaning from written exercise. In line with this item, it indicates inferring cognitive process because it requires the students to draw a logical conclusion from presented information (Anderson and Krathwohl, 2001)</p> <p>In this item, the students are asked to infer what is being talked in the presented dialog. Students should know the meaning of the dialog. After that, students draw the conclusion of the dialog from provided information in dialog. Therefore, this item belongs to Understand category (C2) especially inferring.</p>

6	SMA2.I.MC.6			✓			<p>Item no 6 involves the cognitive process of Apply category (C3) in Revised Bloom's Taxonomy. It meets the indicator of executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>This item asks the students to choose a response that is the most appropriate to complete a dialog. In this case, the students firstly have to identify the context of conversation. Then, the students should make comparison among the options given and relate each option to the dialog presented in order to determine the response that will come next. Students have to select the most appropriate answer from among a set of possible answers and apply it to the dialog (Anderson and Krathwohl, 2001)</p>
7	SMA2.I.MC.7			✓			<p>Item no 7 belongs to Apply category (C3) of Revised Bloom's Taxonomy. It meets the indicator of executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>In this item, the students have to choose the suitable response to complete a dialog. The students firstly have to identify the context of conversation. Then, the students should make comparison among the options given and relate each option to the dialog presented in order to determine the response that will come next. Students have to select the most appropriate answer from among a set of possible answers and apply it to the dialog (Anderson and</p>

								Krathwohl, 2001)
8	SMA2.I.MC.8		✓					<p>Item no 8 corresponds to the cognitive process of Understand category (C2) in which the students are asked to construct meaning from written exercise. In line with this item, it indicates inferring cognitive process because it requires the students to draw a logical conclusion from presented information (Anderson and Krathwohl, 2001)</p> <p>In this item, the students are asked to infer reason why the sender sent the letter. Students should know the meaning of the letter first. After that, students draw the conclusion about the reason from provided information in dialog. Therefore, this item belongs to Understand category (C2) especially inferring.</p>
9	SMA2.I.MC.9	✓						<p>Item no 9 involves the cognitive process of Remember category (C1). According to Anderson and Krathwohl (2001), remember means retrieving relevant knowledge from long term memory. Moreover, this item corresponds to recalling cognitive process because the students have to retrieve relevant knowledge from long term memory when given a prompt.</p> <p>In this item, the students are asked to remember the sentence that belongs to giving offer. It is the general information that will last for long time once the students have understood about giving offer. It is suitable with recalling because students need to retrieve the information that they have read from the text to answer this item or they have learned before. Thus, this item belongs to C1 especially recalling.</p>

10	SMA2.I.MC.10		✓				<p>Item no 10 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is inferring. It requires the students to draw a logical conclusion from presented information (Anderson and Krathwohl, 2001).</p> <p>This item presents a passage. In this item, the students are asked to infer the writer's point of view. Students should know the meaning of the passage first. After that, students draw the conclusion about what the point of view of the writer is. Therefore, this item belongs to Understand category (C2) especially inferring.</p>
11	SMA2.I.MC.11	✓					<p>Item no 11 belongs to Remember (C1) of Revised Bloom's Taxonomy because the it meets the indicator of C1 which is recognizing. Furthermore, this item belongs to recognizing cognitive process since the students have to identify the presented information that is identical or extremely similar with the information in the long-term memory (Anderson and Krathwohl, 2001).</p> <p>In this item, the students are asked to choose the option that indicates the advantage of cheating. They only need to locate the information they have read from their memory and match it to the five possible answers to determine the best answer. The answer has been stated in the passage</p>
12	SMA2.I.MC.12		✓				<p>Item no 12 involves the cognitive process of Understand category (C2) in Revised Bloom's Taxonomy since it meets the indicator of C2 which is interpreting. According to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert</p>

							<p>information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc.</p> <p>Furthermore, this item presents a personal letter and asks the students to guess the reference of subject pronoun in the sentence. The reference is the representation of the subject. Therefore, this item belongs to interpreting.</p>
13	SMA2.I.MC.13		✓				<p>Item no 13 corresponds to Understand category (C2) of Revised Bloom's Taxonomy. It meets the indicator of summarizing. According to Anderson and Krathwohl (2001), summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme.</p> <p>This item presents a formal letter and asks the students to construct a representation of the letter. After that, the students should select one statement that generalizes what the passage is about. Therefore, this item belongs to summarizing.</p>
14	SMA2.I.MC.14		✓				<p>Item no 14 involves the cognitive process of Understand category (C2) in which the students are asked to construct meaning from written exercise. In line with this item, it indicates inferring cognitive process because it requires the students to draw a logical conclusion from presented information (Anderson and Krathwohl, 2001)</p> <p>This item presents a formal letter. In this item, the students are asked to infer the complaint of the writer. Students should know the meaning of the letter first. After that, students draw the conclusion about what the complaint of the writer is. Therefore,</p>

									this item belongs to Understand category (C2) especially inferring.
15	SMA2.I.MC.15		✓						<p>Item no 15 involves the cognitive process of Understand category (C2). In this case, the students are asked to construct meaning from written exercise. Furthermore, according to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc.</p> <p>In the item, students are presented a noun in the sentence. Then, the students are asked to choose another word has same information with the pointed noun. Thus, this item belongs to (C2) especially interpreting.</p>
16	SMA2.I.MC.16		✓						<p>Item no 16 belongs to the cognitive process of Understand category (C2) in Revised Bloom's Taxonomy because it meets the indicator of C2 which is interpreting. According to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc.</p> <p>Furthermore, this item asks the students to guess the reference of subject pronoun from a sentence in the formal letter. The reference is the representation of the subject in the sentence. Therefore, this item belongs to interpreting.</p>
17	SMA2.I.MC.17		✓						Item no 17 corresponds to Understand category (C2) in Revised Bloom's Taxonomy. In this category, the students are asked to

							<p>construct meaning from the text given. Moreover, this item indicates summarizing cognitive process because it asks students to abstract the topic of the explanation text.</p> <p>In this item, the students firstly need to know the meaning of the text. Then, the students should understand the information of the text. After that, students generalize topic of the text what it is about. Therefore, this item belongs to Understand category (C2) especially summarizing.</p>
18	SMA2.I.MC.18		✓				<p>Item no 18 corresponds to the cognitive process of Understand category (C2). In this case, the students are asked to construct meaning from written exercise. In line with this item, it indicates inferring cognitive process because it requires the students to draw a logical conclusion from presented information (Anderson and Krathwohl, 2001)</p> <p>In this item, the students are asked to infer the function of school library based on the text. Students should know the meaning of the text. After that, students draw the conclusion about the function of it. Therefore, this item belongs to Understand category (C2) especially inferring.</p>
19	SMA2.I.MC.19		✓				<p>Item no 19 belongs to Understand category (C2) of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), a student is said to understand if she/he is able to construct the meaning from the instructional messages. In this item, the students are asked to construct the meaning of a sentence. This item belongs to interpreting which requires the students to able to</p>

							<p>convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc. (Anderson and Krathwohl, 2001).</p> <p>This item presents a sentence and asks the students to guess the meaning of it. The answer is similar to the prompt, yet it is paraphrased. Therefore, this item requires the students to select the option that has same information in a different form. Thus, this item corresponds to interpreting.</p>
20	SMA2.I.MC.20		✓				<p>Item no 20 involves the cognitive process of Understand category (C2) in Revised Bloom's Taxonomy since it meets the indicator of interpreting. According to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc.</p> <p>This item asks the students the closest meaning of cultivated. The students need to convert verb to verb. They are asked to select the option that has same information in a different form. So, this item belongs to interpreting.</p>
21	SMA2.I.MC.21		✓				<p>Item no 21 belongs to Understand category (C2) in Revised Bloom's Taxonomy. In this category, the students are asked to construct meaning from the text given. Moreover, this item indicates summarizing cognitive process because it asks students to abstract the topic of the explanation text.</p> <p>In this item, the students firstly need to know the meaning of the text. Then, the students should understand the information of the</p>

								text. After that, students generalize topic of the text what it is about. Therefore, this item belongs to Understand category (C2) especially summarizing.
22	SMA2.I.MC.22		✓					<p>Item no 22 involves the cognitive process of Understand category (C2). In this case, the students are asked to construct meaning from written exercise. In line with this item, it indicates inferring cognitive process because it requires the students to draw a logical conclusion from presented information (Anderson and Krathwohl, 2001)</p> <p>In this item, the students are asked to infer the activity that can be done in the city park based on the text. Students should know the meaning of the text. After that, students draw the conclusion about the activity stated in the text. Therefore, this item belongs to Understand category (C2) especially inferring.</p>
23	SMA2.I.MC.23		✓					<p>Item no 23 belongs to the cognitive process of Understand category (C2) in Revised Bloom's Taxonomy. It meets the indicator of interpreting. According to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc.</p> <p>This item asks the students the similar meaning of enhance. The students need to convert verb to verb. They are asked to select the option that has same information in a different form. So, this item belongs to interpreting.</p>

24	SMA2.I.MC.24	✓					<p>Item no 24 involves the cognitive process of Remember category (C1). It requires students to remember the similar condition from what students have learned. Furthermore, this item belongs to recognizing cognitive process since the students have to identify the presented information that is identical or extremely similar with the information in the long-term memory (Anderson and Krathwohl, 2001).</p> <p>In this item, the students are asked to choose the correct answer based on presented invitation. The students only need to identify the answer that has been clearly stated in the text. It means that the students have to locate an information they have read from their memory and match it to the five possible answers to determine the best answer. It is kind of forced choice task. It is one of the methods to present recognition tasks (Anderson and Krathwohl, 2001).</p>
25	SMA2.I.MC.25		✓				<p>Item no 25 belongs to Understand category (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is summarizing. According to Anderson and Krathwohl (2001), summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme.</p> <p>This item presents an invitation and asks the students to construct a representation of the invitation in the term of purpose of it. After that, the students should select one statement that generalizes what is the purpose of passage. So, this item belongs to summarizing.</p>

26	SMA2.I.MC.26		✓				<p>Item no 26 involves the cognitive process of Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is summarizing. According to Anderson and Krathwohl (2001), summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme.</p> <p>This item presents an invitation and asks the students to construct a representation of the invitation. After that, the students should select one statement that generalizes what the invitation is about. Thus, this item corresponds to summarizing.</p>
27	SMA2.I.MC.27		✓				<p>Item no 27 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is interpreting. According to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc.</p> <p>Furthermore, this item presents an invitation and asks the students to guess when the party will be held. However, the five options are paraphrased. The words used in the invitation are different from the options. Therefore, in this item, the students are asked to select the option that has same information in a different form. Thus, this item belongs to interpreting.</p>
28	SMA2.I.MC.28		✓				<p>Item no 28 involves the cognitive process of Understand category (C2) where the students are asked to construct meaning from written exercise. In line with this item, it indicates inferring</p>

							<p>cognitive process because it requires the students to draw a logical conclusion from presented information (Anderson and Krathwohl, 2001)</p> <p>In this item, the students are asked to infer the dress code that should be worn by the guest based on the presented invitation. Students should know the meaning of the invitation first. After that, students draw the conclusion of the dress code from provided information in invitation. Therefore, this item belongs to Understand category (C2) especially inferring.</p>
29	SMA2.I.MC.29			✓			<p>Item no 29 involves the cognitive process of Apply category (C3) of Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>The item asks the students to choose which word is the most appropriate to complete a paragraph. In this case, the students firstly have to identify the context of paragraph. Then, the students should make comparison among the options given and relate each option to the text in order to determine the word that will come next. Students have to select the most appropriate answer from among a set of possible answers and apply it to the paragraph (Anderson and Krathwohl, 2001)</p>
30	SMA2.I.MC.30			✓			<p>Similar to item no 29, item no 30 involves the cognitive process of Apply category (C3) of Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and</p>

						<p>Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>The item asks the students to choose which word is the most appropriate to complete a paragraph. In this case, the students firstly have to identify the context of paragraph. Then, the students should make comparison among the options given and relate each option to the text in order to determine the word that will come next. Students have to select the most appropriate answer from among a set of possible answers and apply it to the paragraph (Anderson and Krathwohl, 2001)</p>
31	SMA2.I.MC.31		✓			<p>Same as item no 30, item no 31 involves the cognitive process of Apply category (C3) of Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>The item asks the students to choose which word is the most appropriate to complete a paragraph. In this case, the students firstly have to identify the context of paragraph. Then, the students should make comparison among the options given and relate each option to the text in order to determine the word that will come next. Students have to select the most appropriate answer from among a set of possible answers and apply it to the paragraph (Anderson and Krathwohl, 2001)</p>

32	SMA2.I.MC.32		✓				<p>Item no 32 belongs to Understand category (C2) of Revised Bloom's Taxonomy. It meets the indicator of summarizing. According to Anderson and Krathwohl (2001), summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme.</p> <p>This item presents a report text and asks the students to construct a representation of the text. After that, the students should select one statement that generalizes what the text is about. Therefore, this item belongs to summarizing.</p>
33	SMA2.I.MC.33			✓			<p>Item no 33 belongs to the cognitive process of Apply category (C3) of Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>The item asks the students to choose the most appropriate word or phrase to complete a sentence. In this case, the students firstly have to identify the context of paragraph. Then, the students should make comparison among the options given and relate each option to the sentence in order to determine the word that will come next. Students have to select the most appropriate answer from among a set of possible answers and apply it to the sentence (Anderson and Krathwohl, 2001)</p>
34	SMA2.I.MC.34	✓					<p>Item no 34 belongs to Remember (C1) of Revised Bloom's Taxonomy because the it meets the indicator of C1 which is recalling. The difference between recalling and recognizing is that</p>

							<p>in the recalling there is fewer cues than in recognizing. In this question, there is no cue that guide students to the answer. However, in the passage there is a hint that can be used as cue to answer the question. Therefore, this item belongs to recalling. According to Anderson and Krathwohl (2001), recalling involves retrieving relevant knowledge from long-term memory when given a prompt to do so.</p>
35	SMA2.I.MC.35		✓				<p>Item no 35 involves the cognitive process of Understand category (C2). In this case, the students are asked to construct meaning from written exercise. Furthermore, according to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc.</p> <p>In the item, students are presented an adjective in the sentence. Then, the students are asked to choose another word that has same information with the pointed noun. Thus, this item belongs to (C2) especially interpreting.</p>
36	SMA2.I.SA.1	✓					<p>Item no 1 belongs to Remember category (C1). It requires students to remember the similar condition from what students have learned. Furthermore, this item belongs to recognizing cognitive process since the students have to identify the presented information that is identical or extremely similar with the information in the long-term memory (Anderson and Krathwohl, 2001).</p>

								<p>In this item, the students are asked to identify the receiver of the invitation that that has been clearly stated in the invitation. It means that the students have to locate an information they have read from their memory to determine the best answer. Therefore, this item belongs to recognizing.</p>
37	SMA2.I.SA.2	✓						<p>Similar to item no 1, item no 2 belongs to Remember category (C1). It requires students to remember the similar condition from what students have learned. Furthermore, this item belongs to recognizing cognitive process since the students have to identify the presented information that is identical or extremely similar with the information in the long-term memory (Anderson and Krathwohl, 2001).</p> <p>In this item, the students are asked to identify the receiver of the invitation that that has been clearly stated in the invitation. It means that the students have to locate an information they have read from their memory to determine the best answer. Therefore, this item belongs to recognizing.</p>
38	SMA2.I.SA.3	✓						<p>Item no 3 belongs to the cognitive process of Remember category (C1). According to Anderson and Krathwohl (2001), remember means retrieving relevant knowledge from long term memory. Moreover, this item corresponds to recalling cognitive process because the students have to retrieve relevant knowledge from long term memory when given a prompt.</p> <p>In this item, the students are asked to mention the full form of R.S.V.P in the invitation. The students need to retrieve the</p>

							information about the abbreviation that they have learned before to answer this item. Thus, this item belongs to C1 especially recalling.
39	SMA2.I.SA.4		✓				<p>Item no 4 corresponds to the cognitive process of Understand category (C2) in Revised Bloom's Taxonomy since it meets the indicator of explaining. According to Anderson and Krathwohl (2001), explaining occurs when a student is able to construct and use a cause-and effect model of a system.</p> <p>In this item, the students are asked the reason why the writer uses R.V.S.P in the letter. Therefore, this item belongs to explaining.</p>
40	SMA2.I.SA.5		✓				<p>Item no 5 corresponds to the cognitive process of Understand category (C2) in Revised Bloom's Taxonomy since it meets the indicator of interpreting. According to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc.</p> <p>This item asks the students the closest meaning of address. The students need to convert noun to noun. They are asked to write a word that has same information in a different form. So, this item belongs to interpreting.</p>

Appendix 2 Analysis Form Checklist from SMA Negeri 3 Singaraja

Analysis Form Checklist

SMA3 : Name of school
 I : Semester
 MC : Multiple Choice (Form of Item)
 SA : Short Answer (Form of Item)

No	Items	C1	C2	C3	C4	C5	C6	Note
1	SMA3.I.MC.1		✓					<p>Item no 1 belongs to Understand category (C2) in Revised Bloom's Taxonomy in which the students are asked to construct meaning from the text given. In this case, students connect their prior knowledge with new knowledge. Furthermore, this item indicates summarizing cognitive process because it asks students to abstract the topic of the personal letter.</p> <p>In this item, the students firstly need to know the context of the letter. Then, the students should understand the information of the letter (C2). After that, students generalize the summary of letter what it is about (summarizing). Therefore, this item belongs to Understand category (C2) especially summarizing.</p>
2	SMA3.I.MC.2	✓						<p>Item no 2 involves the cognitive process of Remember category (C1). According to Anderson and Krathwohl (2001), remember means retrieving relevant knowledge from long term memory.</p>

							<p>Moreover, this item corresponds to recalling cognitive process because the students have to retrieve relevant knowledge from long term memory when given a prompt.</p> <p>In this item, the students are asked to remember the action that was done by the writer when she felt weak. It is suitable with recalling because students need to retrieve the information that they have read from the text to answer this item. Thus, this item belongs to C1 especially recalling.</p>
3	SMA3.I.MC.3	✓					<p>Item no 3 involves the cognitive process of Remember category (C1). According to Anderson and Krathwohl (2001), remember means retrieving relevant knowledge from long term memory. Moreover, this item corresponds to recalling because the students have to retrieve relevant knowledge from long term memory when given a prompt.</p> <p>In this item, the students are asked to remember the disease that the writer got in the text. It is suitable with recalling cognitive process because students need to retrieve the information that they have read from the text to answer this item. Thus, this item belongs to C1 especially recalling.</p>
4	SMA3.I.MC.4	✓					<p>Item no 4 involves the cognitive process of Remember category (C1). According to Anderson and Krathwohl (2001), remember means retrieving relevant knowledge from long term memory. Moreover, this item corresponds to recalling because the students have to retrieve relevant knowledge from long term memory when given a prompt.</p>

									<p>In this item, the students are asked to remember the reason why the writer was taken to the hospital in the text. It is suitable with recalling cognitive process because students need to retrieve the information that they have read from the text to answer this item. Thus, this item belongs to C1 especially recalling.</p>
5	SMA3.I.MC.5		✓						<p>Item no 5 belongs to Understand (C2) of Revised Bloom's Taxonomy because it meets the indicator of interpreting. According to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc.</p> <p>This item presents a personal letter and asks the students how many days the writer was hospitalized. However, the five options are paraphrased. The words used in the personal letter are different from the options. Therefore, in this item, the students are asked to select the option that has same information in a different form.</p>
6	SMA3.I.MC.6		✓						<p>Item no 6 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is summarizing. According to Anderson and Krathwohl (2001), summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme.</p> <p>This item presents a personal letter and asks the students to construct a representation of the passage. The students are asked to summarize what is being talked in the letter. After that, the</p>

							students should select one statement that generalizes what the letter is about.
7	SMA3.I.MC.7		✓				<p>Item no 7 corresponds to Understand (C2) in Revised Bloom's Taxonomy because it meets the indicator of interpreting. According to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc.</p> <p>This item presents a personal letter and asks the students about the kind of food that will be bought by Jonathan. However, the five options are paraphrased. The words used in the personal letter are different from the options. Therefore, in this item, the students are asked to select the option that has same information in a different form.</p>
8	SMA3.I.MC.8	✓					<p>Item no 8 fits into Remember category (C1). It gets the students to retrieve relevant knowledge from long term memory. This item requires students to remember the similar condition from what students have learned. This item belongs to recognizing cognitive process since the students have to identify the presented information that is identical or extremely similar with the information in the long-term memory (Anderson and Krathwohl, 2001).</p> <p>In the item, the students are asked to remember the relation between the sender and the recipient. The students only need to identify the answer that has been clearly stated in the text. Thus,</p>

								this item belongs to C1 especially recognizing.
9	SMA3.I.MC.9		✓					<p>Item no 9 belongs to Understand category (C2) of Revised Bloom's Taxonomy in which the students are asked to construct meaning from written exercise. In line with this, it indicates inferring cognitive process because it requires the students to infer the pattern based on presented information.</p> <p>In the item, the students are asked to know the meaning of the personal letter. After that, students conclude what the letter is about (inferring). Thus, this item belongs to Understand category (C2) especially inferring.</p>
10	SMA3.I.MC.10		✓					<p>Item no 10 belongs to Understand category (C2) in Revised Bloom's Taxonomy in which the students are asked to construct meaning from written exercise. In this case, students connect their prior knowledge with new knowledge. Furthermore, this item indicates interpreting cognitive process because it asks students to convert a word to another word.</p> <p>In this item, the students should construct the meaning of sentence (C2). Then, students are asked to convert an adjective in the sentence to adjective (interpreting). In other words, the students are asked to find out the synonym of the adjective. Thus, this item belongs to (C2) especially (interpreting).</p>
11	SMA3.I.MC.11			✓				<p>Item no 11 belongs to cognitive process of Apply category (C3) especially executing. In Apply category, according to Anderson and Krathwohl (2001), students should use the proper procedure to solve the problem. Furthermore, in executing, the students who</p>

						<p>are given the familiar task (exercise) will be asked to supply the answer or to select it from the set of possible answers to find the most appropriate answer.</p> <p>In this item, the students are asked to complete the dialog with the most appropriate subordinating conjunction. It is in line with the executing indicator in which that cognitive process requires the students to choose the answer from the set of possible answer given. In this case, the students firstly have to identify the context of conversation. Then, the students should make comparison among the options given and relate each option to the dialog presented in order to determine the conjunction that is appropriate. Students have to select the most appropriate answer from among a set of possible answers and apply it to the dialog (Anderson and Krathwohl, 2001)</p>
12	SMA3.I.MC.12		✓			<p>There is a mistyped word in the item no 12. It is typed “Kngeru”. However, it should be “Kangaroo”.</p> <p>Item no 12 belongs to cognitive process of Apply category (C3) especially executing. In Apply category, according to Anderson and Krathwohl (2001), students should use the proper procedure to solve the problem. Furthermore, in executing, the students who are given the familiar task (exercise) will be asked to supply the answer or to select it from the set of possible answers to find the most appropriate answer.</p> <p>In this item, the students are asked to complete the dialog with the most appropriate subordinating conjunction. The students firstly</p>

							have to identify the context of conversation. Then, the students should make comparison among the options given and relate each option to the dialog presented in order to determine the conjunction that is appropriate. Students have to select the most appropriate answer from among a set of possible answers and apply it to the dialog (Anderson and Krathwohl, 2001)
13	SMA3.I.MC.13		✓				<p>Item no 13 corresponds to the cognitive process of Understand category (C2). In this item, the students are asked to construct meaning from written exercise. They have to connect their prior knowledge with new knowledge. In line with this item, it indicates inferring cognitive process because it requires the students to infer the pattern based on presented information.</p> <p>In this item, the students are asked to construct the meaning of the dialog between two people firstly (C2). After that, students are asked to predict the what happened in the park (inferring). Besides, the instruction is clearly asked the students to conclude the dialog. Thus, this item belongs to Understand category (C2) especially inferring.</p>
14	SMA3.I.MC.14				✓		<p>Item no 14 belongs to Analyze category (C4) of Revised Bloom's Taxonomy Furthermore, it indicates differentiating cognitive process since it requires the students to distinguish between relevant and irrelevant information.</p> <p>In the item, the students are asked to distinguish cause and effect in a sentence. After that, students are asked to choose which part of the sentence that becomes the effect in the sentence. So, this</p>

							item belongs to Analyze category (C4) especially differentiating.
15	SMA3.I.MC.15		✓				<p>Item no 15 belongs to Understand category (C2) of Revised Bloom's Taxonomy especially classifying. Student is said to be able to classify something when he/she recognizes that something belongs to a certain category (Anderson and Krathwohl, 2001).</p> <p>In this item, the students are asked to categorize which of the options are the effects of too much eating. To know it, they have to recognize the disease first. Then, they can categorize the disease that become the effect of too much eating</p>
16	SMA3.I.MC.16				✓		<p>Item no 16 belongs to Analyze category (C4) of Revised Bloom's Taxonomy especially the indicator of organizing. Furthermore, according to Anderson and Krathwohl (2001), organizing means recognizing how the elements of communication or situation fit together into a coherent structure.</p> <p>In this item, the students are asked to arrange some sentences into a good paragraph. In this case, the students are given a series of sentences and must determine what will come first, second, and so on. Then, they have to determine how one sentence relates to another. Therefore, these sentences will be the good paragraph. Therefore, this item belongs to C4</p>
17	SMA3.I.MC.17		✓				<p>There is a mistyped word in the item no 12. It is typed "Bitter". However, it should be "Better". This can cause misconception about the lyrics for the students</p> <p>Item no 17 belongs to Understand category (C2) of Revised</p>

							<p>Bloom's Taxonomy especially inferring. Furthermore, it indicates inferring cognitive process because it requires the students to infer the pattern based on presented information.</p> <p>The item asks the students to predict the function of the presented lyrics. In this case, the students are given a series or statements and must determine what will be the function of the lyrics.</p>
18	SMA3.I.MC.18			✓			<p>Item no 18 corresponds to Analyze category (C4) of Revised Bloom's Taxonomy especially differentiating. Student is said to be able to differentiate something when he/she can distinguish between relevant and irrelevant information (Anderson and Krathwohl, 2001).</p> <p>In the item, the students are asked to distinguish the kind of figurative language that is mostly used in a song. After that, students are asked to choose the kind of figurative language that is used in the song. In this case, they have to break the lyrics one by one to know the figurative language used in the song So, this item belongs to Analyze category (C4) especially differentiating.</p>
19	SMA3.I.MC.19		✓				<p>Item no 19 involves the cognitive process of Understand category (C2) in which the students are asked to construct meaning from written exercise. Moreover, it indicates interpreting cognitive process because it asks students to convert the lyric to another sentence</p> <p>In the item, students should construct the meaning of lyric. Then, students are asked to convert the lyric to another sentence that has same information. Thus, this item belongs to (C2) especially</p>

							interpreting.
20	SMA3.I.MC.20	✓					<p>Item no 20 belongs to the cognitive process of Remember category (C1). According to Anderson and Krathwohl (2001), remember means retrieving relevant knowledge from long term memory. Moreover, this item corresponds to recalling cognitive process because the students have to retrieve relevant knowledge from long term memory when given a prompt.</p> <p>In this item, students are asked to choose the full form of presented contraction. Then, students are asked to match the informal language of “gotta” to its formal language among the options given. The students need to retrieve the information that they have learned before to answer this item. Thus, this item belongs to C1 especially recalling.</p>
21	SMA3.I.MC.21		✓				<p>Item no 21 involves the cognitive process of Understand category (C2) in Revised Bloom’s Taxonomy especially summarizing. According to Anderson and Krathwohl (2001), summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme.</p> <p>This item presents lyrics of a song and asks the students to suggest a theme that represents the song. After that, the students should select one statement that generalizes what the theme of the song is.</p>
22	SMA3.I.MC.22		✓				Item no 22 corresponds to the cognitive process of Understand category (C2) in Revised Bloom’s Taxonomy especially summarizing. According to Anderson and Krathwohl (2001),

							<p>summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme.</p> <p>This item presents an example of invitation and asks the students to construct a representation of the invitation. After that, the students should select one statement that generalizes what the invitation is about.</p>
23	SMA3.I.MC.23		✓				<p>Item no 23 involves the cognitive process of Understand category (C2) in Revised Bloom's Taxonomy in which the students are asked to construct meaning from written exercise. In line with this, it indicates inferring cognitive process because it requires the students to infer the pattern based on presented information.</p> <p>In the item, the students are asked to know the meaning of the personal letter. After that, students conclude what the invitation is about (inferring). Thus, this item belongs to Understand category (C2) especially inferring.</p>
24	SMA3.I.MC.24			✓			<p>Item no 24 belongs to cognitive process of Apply category (C3) especially executing. In Apply category, according to Anderson and Krathwohl (2001), students should use the proper procedure to solve the problem. Furthermore, in executing, the students who are given the familiar task (exercise) will be asked to supply the answer or to select it from the set of possible answers to find the most appropriate answer.</p> <p>In this item, the students are asked to change one active voice into passive one. They have to select the most appropriate answer from among a set of possible answers and apply it to the dialog</p>

							(Anderson and Krathwohl, 2001).
25	SMA3.I.MC.25		✓				<p>Item no 25 belongs to Understand category (C2) of Revised Bloom's Taxonomy especially classifying. Student is said to be able to classify something when he/she recognizes that something belongs to a certain category (Anderson and Krathwohl, 2001).</p> <p>In this item, the students are asked to categorize the connective that will explain the effect in explanation text. To know it, they have to recognize the kinds of connectives first. Then, they can categorize the connectives that will explain the effect in explanation text.</p>
26	SMA3.I.MC.26		✓				<p>Item no 26 involves the cognitive process of Understand category (C2) where the students are asked to construct meaning from written exercise. In line with this item, it indicates inferring cognitive process because it requires the students to infer the pattern based on presented information.</p> <p>In this item, the students are asked to infer how the geyser produced. In this case, students connect their prior knowledge with new knowledge. Students should know the meaning of the text (C2). After that, students infer how the geyser produced from provided information in text. Therefore, this item belongs to Understand category (C2) especially inferring.</p>
27	SMA3.I.MC.27		✓				Item no 27 involves the cognitive process of Understand category (C2) where the students are asked to construct meaning from written exercise. In line with this item, it indicates inferring cognitive process because it requires the students to draw a logical

							<p>conclusion from presented information (Anderson and Krathwohl, 2001)</p> <p>In this item, the students are asked to infer what the cause of steam and hot water shoot out of the surface. Students should know the meaning of the text. After that, students draw the conclusion of the text from provided information in text. Therefore, this item belongs to Understand category (C2) especially inferring.</p>
28	SMA3.I.MC.28		✓				<p>Item no 28 belongs to Understand (C2) of Revised Bloom's Taxonomy because it meets the indicator of C2 which is inferring. The item asks the students to choose which word is the most appropriate to complete the statement. According to Anderson and Krathwohl (2001), three common tasks that require inferring (often along with implement) are completion tasks, analogy tasks, and oddity tasks. This item belongs to completion task. It requires the student to determine what will come next (Anderson and Krathwohl, 2001). In this case, the students firstly have to identify the context of text. Then, the students should make comparison among the options given to determine the word that will come next. It is in line with the statement of Anderson and Krathwohl (2001) which said the process of inferring involves making comparisons among instances within the context of the entire set. However, there is grammatical mistake in this item. All the options do not match with the pas future tense.</p>
29	SMA3.I.MC.29		✓				<p>Item no 29 corresponds to Understand (C2) in Revised Bloom's Taxonomy because it meets the indicator of interpreting.</p>

							<p>According to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc.</p> <p>In the item, students should construct the meaning of sentence. Then, students convert the verb to another verb that has closest meaning. Thus, this item belongs to (C2) especially interpreting</p>
30	SMA3.I.MC.30	✓					<p>Item no 30 involves the cognitive process Remember category (C1). It requires the students to retrieve relevant knowledge from long term memory. This item requires students to remember the similar condition from what students have learned. This item belongs to recognizing cognitive process since the students have to identify the presented information that is identical or extremely similar with the information in the long-term memory (Anderson and Krathwohl, 2001).</p> <p>In the item, the students are asked to remember one word to complete the whole sentence. The students only need to identify the answer that has been clearly stated in the text. Thus, this item belongs to C1 especially recognizing.</p>
31	SMA3.I.MC.31	✓					<p>Item no 31 belongs to the cognitive process of Remember category (C1). According to Anderson and Krathwohl (2001), remember means retrieving relevant knowledge from long term memory. Moreover, this item corresponds to recalling cognitive process because the students have to retrieve relevant knowledge from long term memory when given a prompt.</p>

									<p>In this item, the students are asked to remember the effect after the air is saturated based on the text. It is suitable with recalling because students need to retrieve the information that they have read from the text to answer this item. Thus, this item belongs to C1 especially recalling.</p>
32	SMA3.I.MC.32		✓						<p>Item no 32 belongs to Understand category (C2) in Revised Bloom's Taxonomy. In this category, the students are asked to construct meaning from the text given. Furthermore, this item indicates summarizing cognitive process because it asks students to abstract the topic of the explanation text.</p> <p>In this item, the students firstly need to know the meaning of the text. Then, the students should understand the information of the text. After that, students generalize the summary of the text what it is about. Therefore, this item belongs to Understand category (C2) especially summarizing.</p>
33	SMA3.I.MC.33		✓						<p>Item no 33 fits into the cognitive process of Understand category (C2) in Revised Bloom's Taxonomy. It meets the indicator of interpreting. According to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc.</p> <p>This item presents an explanation text about "How Does Rain Happen" and asks the students about the bad effect of rain. However, the five options are paraphrased. The words used in the text are different from the options. Therefore, in this item, the</p>

							students are asked to select the option that has same information in a different form.
34	SMA3.I.MC.34		✓				<p>Item no 34 belongs to Understand category (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is summarizing. According to Anderson and Krathwohl (2001), summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme.</p> <p>This item presents an explanation text and asks the students to construct a representation of the text in the term of purpose of it. After that, the students should select one statement that generalizes what is the purpose of text. So, this item belongs to summarizing.</p>
35	SMA3.I.MC.35		✓				<p>Item no 35 corresponds to the cognitive process of Understand category (C2). According to Anderson and Krathwohl (2001), students are asked to construct meaning from written exercise. In line with this category, it indicates mapping cognitive process because it asks students to find one-to-one correspondences between element and pattern in one idea (Anderson and Krathwohl, 2001)</p> <p>In this item, students should firstly construct the meaning of how does rain happen based on the text. Then, students are asked the detail how does rain happen. It indicates mapping cognitive process because it requires the student to show how each part corresponds to another. Thus, this item belongs to (C2) especially</p>

							mapping.
36	SMA3.I.MC.36	✓					<p>Item no 36 belongs to the cognitive process of Remember category (C1). According to Anderson and Krathwohl (2001), remember means retrieving relevant knowledge from long term memory. In line with it, this item corresponds to recalling cognitive process because the students have to retrieve relevant knowledge from long term memory when given a prompt.</p> <p>In this item, the students are asked to remember the meaning of condensation. It is a general term. Therefore, the students need to retrieve the information that they have read/learned to answer this item. Thus, this item belongs to C1 especially recalling.</p>
37	SMA3.I.MC.37		✓				<p>Item no 37 involves the cognitive process of Understand category (C2) where the students are asked to construct meaning from written exercise. In this case, students connect their prior knowledge with new knowledge. In line with this item, it indicates inferring cognitive process because it requires the students to find the pattern based on presented information.</p> <p>In this item, the students should know the meaning of the explanation text. After that, students predict the answer by noting the relationship among the options and the text. Thus, this item belongs to C2 especially inferring.</p>
38	SMA3.I.MC.38	✓					<p>Item no 38 corresponds to the cognitive process of Remember category (C1). According to Anderson and Krathwohl (2001), remember means retrieving relevant knowledge from long term memory. In line with it, this item corresponds to recalling</p>

							<p>cognitive process because the students have to retrieve relevant knowledge from long term memory when given a prompt.</p> <p>In this item, the students are asked to remember the cause that can prevent rivers and lakes from overflowing. The students have to recall the information that they have read from the text to answer this item. The answer is clearly stated in the text. Thus, this item belongs to C1 especially recalling.</p>
39	SMA3.I.MC.39		✓				<p>Item no 39 involves the cognitive process of Understand category (C2) where the students are asked to construct meaning from written exercise. In this case, students connect their prior knowledge with new knowledge. In line with this item, it indicates inferring cognitive process because it requires the students to find the pattern based on presented information.</p> <p>In this item, the students should know the meaning of the explanation text. After that, students predict the answer by noting the relationship among the options and the text. Thus, this item belongs to C2 especially inferring.</p>
40	SMA3.I.MC.40		✓				<p>Item no 40 belongs to the cognitive process of Understand category (C2) where the students are asked to construct meaning from written exercise. In this case, students connect their prior knowledge with new knowledge. In line with this item, it indicates inferring cognitive process because it requires the students to find the pattern based on presented information.</p> <p>In this case, the students should know the meaning of the explanation text. After that, students predict the answer by noting</p>

								the relationship among the options and the text. Thus, this item belongs to C2 especially inferring.
41	SMA3.I.SA.1			✓				<p>Item no 1 belongs to cognitive process of Apply category (C3) especially executing. In Apply category, according to Anderson and Krathwohl (2001), students should use the proper procedure to solve the problem. Furthermore, in executing, the students who are given the familiar task (exercise) will be asked to supply the answer or to select it from the set of possible answers to find the most appropriate answer.</p> <p>In this item, the students are asked to combine two sentences into one cause-effect sentence by connecting with conjunction. They have to apply their knowledge to write down the cause-effect sentence</p>
42	SMA3.I.SA.2	✓						<p>Item no 2 belongs to the cognitive process of Remember category (C1). According to Anderson and Krathwohl (2001), remember means retrieving relevant knowledge from long term memory. Moreover, this item corresponds to recalling cognitive process because the students have to retrieve relevant knowledge from long term memory when given a prompt.</p> <p>In this item, the students are asked to mention one purpose of song. The students need to retrieve the information that they have learned before to answer this item. Thus, this item belongs to C1 especially recalling.</p>
43	SMA3.I.SA.3	✓						Similar to item no 2, item no 3 belongs to the cognitive process of Remember category (C1). According to Anderson and Krathwohl

							<p>(2001), remember means retrieving relevant knowledge from long term memory. Moreover, this item corresponds to recalling cognitive process because the students have to retrieve relevant knowledge from long term memory when given a prompt.</p> <p>In this item, the students are asked to mention the structure of explanation text. The students need to retrieve the information about structure of explanation text that they have learned before to answer this item. Thus, this item belongs to C1 especially recalling.</p>
44	SMA3.I.SA.4	✓					<p>Similar to item no 3, item no 4 belongs to the cognitive process of Remember category (C1). According to Anderson and Krathwohl (2001), remember means retrieving relevant knowledge from long term memory. Moreover, this item corresponds to recalling cognitive process because the students have to retrieve relevant knowledge from long term memory when given a prompt.</p> <p>In this item, the students are asked to mention two kinds of personal letter. The students need to retrieve the information about kinds of personal letter that they have learned before to answer this item. Thus, this item belongs to C1 especially recalling.</p>
45	SMA3.I.SA.5			✓			<p>Item no 5 belongs to cognitive process of Apply category (C3) especially executing. In Apply category, according to Anderson and Krathwohl (2001), students should use the proper procedure to solve the problem. Furthermore, in executing, the students who are given the familiar task (exercise) will be asked to supply the answer or to select it from the set of possible answers to find the</p>

									<p>most appropriate answer.</p> <p>In this item, the students are asked to change one active voice into passive one. They have to apply their knowledge to write down the passive sentence.</p>
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Appendix 3 Analysis Form Checklist from SMA Negeri 4 Singaraja

Analysis Form Checklist

SMA4 : Name of school
 I : Semester
 MC : Multiple Choice (Form of Item)
 SA : Short Answer (Form of Item)

No	Items	C1	C2	C3	C4	C5	C6	Note
1	SMA4.I.MC.1			✓				<p>Item no 1 belongs to Apply (C3) of Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>The item asks the students to choose which response is the most appropriate to complete a dialog. In this case, the students firstly have to identify the context of conversation. Then, the students should make comparison among the options given and relate each option to the dialog presented in order to determine the response that will come next. Students have to select the most appropriate</p>

							answer from among a set of possible answers and apply it to the dialog (Anderson and Krathwohl, 2001)
2	SMA4.I.MC.2		✓				<p>Item no 2 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is summarizing. According to Anderson and Krathwohl (2001), summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme.</p> <p>This item presents a complete dialog and asks the students to read the dialog carefully. After that, the students should select one statement that generalizes what is being learned from the dialog.</p>
3	SMA4.I.MC.3			✓			<p>Item no 3 belongs to Apply (C3) of Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>This item presents an incomplete dialog about asking and giving opinion. The students are given five options about asking and giving opinion. Then, the students are asked to determine which options that are not possible to complete the dialog and which one</p>

							is not. In this case, the students should be able to recognize the context. Then, they have to classify which expressions belong to giving opinion and one does not. After that, they can execute the possible answers to the dialog. However, it is not what being asked. The item requires the students to select the expression that is not suitable to complete the dialog.
4	SMA4.I.MC.4		✓				<p>Item no 4 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is summarizing. According to Anderson and Krathwohl (2001), summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme.</p> <p>This item presents a complete dialog and asks the students to read the dialog carefully. After that, the students should select one statement that generalizes what is being talked in the dialog. However, in selecting the option, the students should be careful with b and d. Both options are similar. Yet, if the students are careful, they will know the correct answer.</p>
5	SMA4.I.MC.5		✓				Item no 5 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is summarizing. According to Anderson and Krathwohl (2001),

						<p>summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme.</p> <p>This item presents a complete dialog and asks the students to read the dialog carefully. After that, the students should select one statement that generalizes what can be concluded from the dialog. The students firstly should recognize the context of dialog. Then, they have to suggest one answer about the main point of the dialog.</p>
6	SMA4.I.MC.6		✓			<p>Item no 6 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is interpreting. According to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc.</p> <p>Furthermore, this item presents a personal letter and asks the students to guess what happened to the receiver. However, the five options are paraphrased. The words used in the personal letter are different from the options. Therefore, in this item, the students are asked to select the option that has same information in a different form. The information in the five options are new. It means that</p>

							students did not meet it in the instruction (Anderson and Krathwohl, 2001).
7	SMA4.I.MC.7	✓					<p>Item no 7 belongs to Remember (C1) of Revised Bloom's Taxonomy because the it meets the indicator of C1 which is recognizing.</p> <p>In this item, the students are asked to choose the correct answer based on preceding personal letter. It means that the students have to locate an information they have read from their memory and match it to the five possible answers to determine the best answer. It is kind of forced choice task. It is one of the methods to present recognition tasks (Anderson and Krathwohl, 2001).</p>
8	SMA4.I.MC.8			✓			<p>Item no 8 belongs to Apply category (C3) of Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>The item asks the students to choose which word is the most appropriate to complete a dialog. In this case, the students firstly have to identify the context of conversation. Then, the students</p>

							should make comparison among the options given and relate each option to the dialog presented in order to determine the response that will come next. Students have to select the most appropriate answer from among a set of possible answers and apply it to the dialog (Anderson and Krathwohl, 2001)
9	SMA4.I.MC.9		✓				<p>Item no 9 involves cognitive process of Apply category (C3) in Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>The item asks the students to choose which word is the most appropriate to complete a dialog. In this case, the students firstly have to identify the context of conversation. Then, the students should make comparison among the options given and relate each option to the dialog presented in order to determine the response that will come next. Students have to select the most appropriate answer from among a set of possible answers and apply it to the dialog (Anderson and Krathwohl, 2001)</p>
10	SMA4.I.MC.10	✓					Item no 10 belongs to Remember (C1) of Revised Bloom's Taxonomy because the it meets the indicator of C1 which is

								recognizing. In this item, the students are asked to choose the correct answer based on preceding paragraph. It means that the students have to locate an information they have read from their memory and match it to the five possible answers to determine the best answer. It is kind of forced choice task. It is one of the methods to present recognition tasks (Anderson and Krathwohl, 2001).
11	SMA4.I.MC.11		✓					Item no 11 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is interpreting. According to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc. Furthermore, this item presents a paragraph and asks the students to find out a certain information. However, the five options are paraphrased. The words used in the paragraph are a bit distinguish from the options. Therefore, in this item, the students are asked to select the option that has same information in a different form. The information in the five options are new. It means that students did not meet it in the instruction (Anderson and Krathwohl, 2001).

12	SMA4.I.MC.12	✓						<p>Item no 12 belongs to Remember (C1) of Revised Bloom's Taxonomy because the it meets the indicator of C1 which is recognizing. In this item, the students only need to search the answer that is similar to the presented text they have read. The answer is clearly stated in the presented text. The students only need to choose one option among five possible answers that corresponds to the text.</p>
13	SMA4.I.MC.13		✓					<p>Item no 13 belongs to Understand (C2) of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), a student is said to understand if she/he is able to construct the meaning from the instructional messages. In this item, the students are asked to construct the meaning of a sentence in the text. This item belongs to interpreting which requires the students to able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc. (Anderson and Krathwohl, 2001). This item presents a sentence from the text and asks the students to guess the meaning of it. The answer is similar to the prompt, yet it is paraphrased. Therefore, this item requires the students to select the option that has same information in a different form.</p>

14	SMA4.I.MC.14			✓			<p>Item no 14 corresponds to cognitive process of Apply category (C3) in Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>The item asks the students to choose which word is the most appropriate to complete a paragraph. In this case, the students firstly have to identify the context of the paragraph. Then, the students should make comparison among the options given and relate each option to the paragraph presented in order to determine the response that will come next. Students have to select the most appropriate answer from among a set of possible answers and apply it to the paragraph (Anderson and Krathwohl, 2001)</p>
15	SMA4.I.MC.15			✓			<p>Item no 15 corresponds to cognitive process of Apply category (C3) in Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it.</p> <p>The item asks the students to choose which word is the most appropriate to complete a paragraph. In this case, the students</p>

							<p>firstly have to identify the context of the paragraph. Then, the students should make comparison among the options given and relate each option to the paragraph presented in order to determine the response that will come next. Students have to select the most appropriate answer from among a set of possible answers and apply it to the paragraph (Anderson and Krathwohl, 2001)</p>
16	SMA4.I.MC.16			✓			<p>Item no 16 belongs to Analyze (C4) of Revised Bloom's Taxonomy because the it meets the indicator of C4 which is differentiating. According to Anderson and Krathwohl (2001), differentiating means distinguishing relevant from irrelevant parts or important from unimportant parts of presented material.</p> <p>In this item, the students are asked to differentiate the kind of presented invitation. Before choosing the answer, the students should break each information of the invitation to recognize the kind of invitation. Then, they have to determine how each information such as structure of the invitation relates to another. After they know the relationship of the information in the invitation, they can select the best answer. Therefore, this item belongs to C4.</p>

17	SMA4.I.MC.17		✓				<p>Item no 17 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is inferring. The item asks the students to predict the appropriate response for the invitation by considering the information in the invitation. According to Anderson and Krathwohl (2001), three common tasks that require inferring (often along with implement) are completion tasks, analogy tasks, and oddity tasks. This item belongs to completion task.</p> <p>In this case, the students are given a series or responses and must determine what will be the best response for the invitation.</p>
18	SMA4.I.MC.18		✓				<p>Item no 18 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is inferring. The item asks the students to predict the appropriate response for the invitation. According to Anderson and Krathwohl (2001), three common tasks that require inferring (often along with implement) are completion tasks, analogy tasks, and oddity tasks.</p> <p>This item belongs to completion task. In this case, the students are given a series or responses and must determine what will be the</p>

								best response for the invitation.
19	SMA4.I.MC.19		✓					Item no 19 belongs to Understand (C2) of Revised Bloom's Taxonomy which classifying. Classifying occurs when a student recognizes that something belongs to a certain category (Anderson and Krathwohl, 2001). Moreover, Anderson and Krathwohl (2001) state that classifying begins with a specific instance or example and requires the student to find a general concept or principle. Item no 19 is preceded by an example of invitation. Then, it is presented a sentence from the invitation. Furthermore, the students are asked to categorize it into some categories namely request to respond, special instruction, phrasing of invitation, date and time, or venue.
20	SMA4.I.MC.20	✓						Item no 20 belongs to Remember (C1) of Revised Bloom's Taxonomy because the it meets the indicator of C1 which is recognizing. In this item, the students are asked to choose the correct answer based on the presented invitation. It means that the students have to identify the detail information from the invitation based on the question. Then, they need to match it to the five possible answers to determine the best answer. It is kind of forced choice task. It is one of the methods to present recognition tasks

								(Anderson and Krathwohl, 2001).
21	SMA4.I.MC.21		✓					Item no 21 belongs to Understand (C2) of Revised Bloom's Taxonomy which classifying. Student is said to be able to classify something when he/she recognizes that something belongs to a certain category (Anderson and Krathwohl, 2001). Furthermore, Anderson and Krathwohl (2001) state that classifying involves detecting relevant features or patterns that fit both the specific instance and the concept or principle. In this item, the students are asked to categorize which statements are true or false based on the example given. To know whether the statement is true or not, they have to detect it and make sure that it is stated in the invitation.
22	SMA4.I.MC.22			✓				Item no 22 belongs to Apply (C3) of Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it. Furthermore, they also state that the answer for the familiar task is predetermined. The item asks the students to choose which word is correct to complete an invitation card. To answer this item, the students firstly have to know the meaning of five possible answers. Then, they should understand

								when and which to use the word grammatically correct. After that, they have to select the most appropriate answer from among a set of possible answers and apply it to the invitation card (Anderson and Krathwohl, 2001)
23	SMA4.I.MC.23			✓				Item no 23 belongs to Apply (C3) of Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it. The item asks the students to choose which word is correct to complete an invitation card. To answer this item, the students firstly have to know the difference of five possible answers. Then, they should understand when and which to use the word grammatically correct by relating to the previous sentence and given cue. After that, they have to select the most appropriate answer from among a set of possible answers and apply it to the invitation card (Anderson and Krathwohl, 2001). There will be one predetermined single answer. This is in line with the statement of Anderson and Krathwohl (2001) which points out that the answer for the familiar task is predetermined.
24	SMA4.I.MC.24			✓				Item no 24 belongs to Apply (C3) of Revised Bloom's Taxonomy

							because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it. Furthermore, they also state that the answer for the familiar task is predetermined. The item asks the students to choose which word is correct to complete an invitation card. To answer this item, the students firstly have to know the meaning of five possible answers and the class of the word itself. Then, they should understand when and to use the word. After that, they have to select the most appropriate answer from among a set of possible answers and apply it to the invitation card (Anderson and Krathwohl, 2001)
25	SMA4.I.MC.25	✓					<p>There is a mistyped word both in the passage and item no 25. It is typed “Internasional”. However, it should be “International”</p> <p>Item no 25 belongs to Remember (C1) of Revised Bloom’s Taxonomy because the it meets the indicator of C1 which is recognizing. In this item, the students are asked to choose the correct answer based on presented passage. It means that the students have to locate an information they have read from their memory and match it to the five possible answers to determine the</p>

								best answer. It is kind of forced choice task. It is one of the methods to present recognition tasks (Anderson and Krathwohl, 2001). Furthermore, the answer is clearly stated in the presented passage.
26	SMA4.I.MC.26	✓						Item no 26 belongs to Remember (C1) of Revised Bloom's Taxonomy because the it meets the indicator of C1 which is recognizing. In this item, the students are asked to choose the correct answer based on presented passage. It means that the students have to locate an information they have read from their memory and match it to the five possible answers to determine the best answer. It is kind of forced choice task. It is one of the methods to present recognition tasks (Anderson and Krathwohl, 2001). Furthermore, the answer is clearly stated in the presented passage. Therefore, the students do not need a higher level of cognitive process to answer this item
27	SMA4.I.MC.27		✓					Item no 27 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is summarizing. According to Anderson and Krathwohl (2001), summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme.

									This item presents a passage and asks the students to construct a representation of the passage. After that, the students should select one statement that generalizes what the passage is about.
28	SMA4.I.MC.28	✓							Item no 28 belongs to Remember (C1) of Revised Bloom's Taxonomy because the it meets the indicator of C1 which is recognizing. In this item, the students are asked to choose the correct answer based on presented passage. It means that the students have to locate the information they have read from their memory and match it to the five possible answers to determine the best answer. The answer has been stated in the passage. It is kind of forced choice task. It is one of the methods to present recognition tasks (Anderson and Krathwohl, 2001).
29	SMA4.I.MC.29		✓						Item no 29 belongs to Understand (C2) of Revised Bloom's Taxonomy which classifying. Student is said to be able to classify something when he/she recognizes that something belongs to a certain category (Anderson and Krathwohl, 2001). Furthermore, Anderson and Krathwohl (2001) state that classifying involves detecting relevant features or patterns that fit both the specific instance and the concept or principle. In this item, the students are asked to categorize which statements are true or false based on the

								passage. To know whether the statement is true or not, they have to detect it and make sure that it is stated in the passage.
30	SMA4.I.MC.30	✓						Item no 30 belongs to Remember (C1) of Revised Bloom's Taxonomy because the it meets the indicator of C1 which is recalling. The difference between recalling and recognizing is that in the recalling there is fewer cues than in recognizing. In this question, there is no cue that guide students to the answer. However, in the passage there is a hint that can be used as cue to answer the question. Therefore, this item belongs to recalling. According to Anderson and Krathwohl (2001), recalling involves retrieving relevant knowledge from long-term memory when given a prompt to do so.
31	SMA4.I.MC.31	✓						There is a confusion in the item no 31 because there are more than one answers. The item asks about the disadvantage of cheating based on the passage. There are four correct answers for the question. Therefore, it may be better if it is added the word "except" to get one single answer. If it is added, this item will belong to Remember (C1) of Revised Bloom's Taxonomy because the it meets the indicator of C1 which is recognizing. It is because they only need to locate the information they have read from their

								memory and match it to the five possible answers to determine the best answer. The answer has been stated in the passage
32	SMA4.I.MC.32		✓					Item no 32 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is interpreting. According to Anderson and Krathwohl (2001), interpreting occurs when a student is able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc. This item requires the students to choose one statement has the same information yet in different words.
33	SMA4.I.MC.33		✓					Item no 33 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is summarizing. According to Anderson and Krathwohl (2001), summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme. This item presents a passage and asks the students to construct a representation of the passage in the term of purpose of the passage. After that, the students should select one statement that generalizes what is the purpose of passage.

34	SMA4.I.MC.34		✓				<p>Item no 34 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is summarizing. According to Anderson and Krathwohl (2001), summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme. This item presents a passage and asks the students to construct a representation of the passage. After that, the students should select one statement that generalizes what is mainly talked.</p>
35	SMA4.I.MC.35		✓				<p>Item no 35 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is inferring. According to Anderson and Krathwohl (2001), inferring means drawing a logical conclusion from presented information</p> <p>In this question, there is no cue that guide students to the answer. However, in the passage there is a hint that can be used as cue to answer the question. Therefore, the students have to know the meaning by inferring the passage.</p>
36	SMA4.I.MC.36		✓				<p>Item no 36 belongs to Understand (C2) of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), a student is said to understand if she/he is able to construct the meaning from the instructional messages. In this item, the students</p>

							are asked to construct the meaning of a sentence. This item belongs to interpreting which requires the students to able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc. (Anderson and Krathwohl, 2001). This item presents a sentence and asks the students to guess the meaning of it. The answer is similar to the prompt, yet it is paraphrased. Therefore, this item requires the students to select the option that has same information in a different form.
37	SMA4.I.MC.37		✓				Item no 37 belongs to Understand (C2) of Revised Bloom's Taxonomy in term of classifying. It occurs when a student recognizes that something belongs to a certain category (Anderson and Krathwohl, 2001). Moreover, Anderson and Krathwohl (2001) state that classifying begins with a specific instance or example and requires the student to find a general concept or principle. In this item, it is preceded by a short recount paragraph. In the paragraph, there are sentences that belong to opinion or fact. Then, the students are asked to categorize and choose the sentence which belongs to opinion among five possible answers.
38	SMA4.I.MC.38		✓				Item no 38 belongs to Understand (C2) of Revised Bloom's

									<p>Taxonomy in term of interpreting. It requires the students to able to convert information from one representational form to another such as word to word (paraphrase), picture to words, number to words, etc. (Anderson and Krathwohl, 2001). This item presents two sentences about polite invitation to come in formal invitation. Then, the students are asked to choose another way to say so. Therefore, the students have to select the option that has same information in a different form.</p>
39	SMA4.I.MC.39		✓						<p>Item no 39 belongs to Understand (C2) of Revised Bloom's Taxonomy because the it meets the indicator of C2 which is summarizing. According to Anderson and Krathwohl (2001), summarizing occurs when a student suggests a single statement that represents presented information or abstracts a general theme. This item presents an argumentation paragraph and asks the students to construct a representation of the passage. After that, the students should select one statement that generalizes what is mainly talked about.</p>
40	SMA4.I.MC.40				✓				<p>Item no 40 belongs to Analyze category (C4) of Revised Bloom's Taxonomy especially the indicator of organizing. Furthermore, according to Anderson and Krathwohl (2001), organizing means recognizing how the elements of communication or situation fit</p>

							<p>together into a coherent structure.</p> <p>In this item, the students are asked to arrange some sentences into a good paragraph. In this case, the students are given a series of sentences and must determine what will come first, second, and so on. Then, they have to determine how one sentence relates to another. Therefore, these sentences will be the good paragraph. Therefore, this item belongs to C4</p>
41	SMA4.11.I.SA.41			✓			<p>Item no 41 belongs to Apply (C3) of Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it. Furthermore, they also state that the answer for the familiar task is predetermined. The item asks the students to guess which word is correct to complete the conversation. To answer this item, the students firstly have to know the context of the conversation and the expressions of offering service. Then, they should understand which words that match to complete the conversation based on the expression of offering service. After that, they have to write the correct answer. It means they carry out the knowledge they have.</p>

42	SMA4.11.I.SA.42			✓			<p>Item no 42 belongs to Apply (C3) of Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it. Furthermore, they also state that the answer for the familiar task is predetermined. The item asks the students to guess which word is correct to complete the conversation. To answer this item, the students firstly have to know the context of the conversation and the expressions of offering service. Then, they should understand which word that matches to complete the conversation based on the expression of offering service. After that, they have to write the correct answer. It means they carry out the knowledge they have.</p>
43	SMA4.11.I.SA.43			✓			<p>Item no 43 belongs to Apply (C3) of Revised Bloom's Taxonomy because the it meets the indicator of C3 which is executing. Anderson and Krathwohl (2001) state that in executing, a student is faced with a familiar task (e.g. exercise) and knows what to do in order to complete it. Furthermore, they also state that the answer for the familiar task is predetermined. The item asks the students to guess which word is correct to complete the</p>

							<p>conversation. To answer this item, the students firstly have to recognize the context of conversation by relating to the previous sentence. Then, they should understand which word that matches to complete the conversation based on the expression of offering service. After that, they have to write the correct answer. It means they carry out the knowledge they have.</p>
44	SMA4.11.I.SA.44			✓			<p>Item no 44 belongs to Analyze category (C4) of Revised Bloom's Taxonomy especially the indicator of organizing. Furthermore, according to Anderson and Krathwohl (2001), organizing means recognizing how the elements of communication or situation fit together into a coherent structure.</p> <p>In this item, the students are asked to arrange some sentences into an analytical exposition paragraph. In this case, the students are given a series of sentences and must determine what will come first, second, and so on. Then, they have to determine how one sentence relates to another within analytical exposition. Therefore, these sentences will be the good paragraph. Therefore, this item belongs to C4</p>
45	SMA4.11.I.SA.45			✓			<p>Item no 45 belongs to Analyze category (C4) of Revised Bloom's Taxonomy especially the indicator of organizing. Furthermore,</p>

							<p>according to Anderson and Krathwohl (2001), organizing means recognizing how the elements of communication or situation fit together into a coherent structure.</p> <p>In this item, the students are asked to arrange some sentences into a formal invitation letter. In this case, the students are given a series of sentences and must determine what will come first, second, and so on. Then, they have to determine how one sentence relates to another within the formal invitation letter.. Therefore, these sentences will be the good paragraph. Therefore, this item belongs to C4</p>
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Appendix 4. Interview Guide

DAFTAR PERTANYAAN WAWANCARA

1. Bagaimana bapak/ibu mengembangkan soal-soal sumatif untuk kelas 11?
2. Apa yang menjadi pertimbangan dalam mengembangkan soal-soal sumatif untuk kelas 11?
3. Pada pembelajaran abad 21, siswa dituntut agar bisa berpikir kritis. Bagaimana cara bapak/ibu membimbing siswa agar bisa berpikir kritis?
4. Apakah selama ini proses belajar dan pembelajaran sudah memasukkan kemampuan berpikir kritis sebagai salah satu tujuan pembelajaran?
5. Selain pada strategi pembelajaran, apakah penting untuk mengembangkan soal-soal yang menggiring siswa untuk berpikir kritis?
6. Menurut bapak/ibu, soal yang menuntut siswa untuk berpikir kritis itu seperti apa?
7. Berpikir kritis adalah salah satu indicator dari Higher Order Thinking Skills (HOTS). Apa yang ibu/bapak ketahui tentang HOTS?
8. Apa acuan yang bisa digunakan untuk membuat soal berbasis HOTS?
9. Apa ibu/bapak sudah pernah membuat soal berbasis HOTS?
10. Dari soal-soal berikut, menurut ibu/bapak yang mana saja yang termasuk soal berbasis HOTS?

Appendix 5. Result of Interview from Teacher in SMA Negeri 2 Singaraja

TRANSCRIPTION 1

Interviewee : I Gede Oka, S.Pd

Date : Wednesday, July 17th 2019

Time : 10.00 A.M. – 11.00 A.M.

Place : SMA Negeri 2 Singaraja

Code	Result of Interview	Line
R	Bagaimana bapak mengembangkan soal-soal pada penilaian akhir semester?	1
T-1	No 1? Kalau soal-soal sumatif itu kan dikembangkan dari silabus, Bu.	
R	Silabus?	
T-1	Silabus. Itu disana dilihat kompetensi dan kompetensi dasarnya. Ditambah dengan kan kita kembali ke RPP. Tujuan pembelajaran apa yang kita sampaikan di dalam kelas. Nah, darisanalah kita mengembangkan soal-soal.	
R	Bapak membuat kisi-kisi?	2
T-1	Kisi-kisi? Biasanya kisi-kisi duluan. Turunannya kan dari silabus, Bu. Silabus, lalu balik ke tujuan pembelajaran dilihat. Lalu kisi-kisinya dah dibuat	
R	Berarti Bapak buat kisi-kisi ya?	
T-1	Tapi karena kadang-kadang waktunya mepet, Bu. Paling dapat waktu kadang 1 minggu kadang 10 hari buat soal kadang-kadang 2 paket, kisi-kisi kadang-kadang ga sempet, langsung saja <i>geret-geret</i> .	
R	Langsung buat ya?	

- T-1 Tujuan pembelajaran di RPP saja dicek.
- R Dilihat ya?
- T-1 Iya sebagai panduan. Jadi kadang-kadang juga tidak sempat menghitung 1 set soal itu berapa soal mudah, berapa soal sedang, berapa soal sulit. Tidak sempat ngitung.
- R Yang penting sudah buat ya?
- T-1 Pakai perkiraan saja (*laughing*)
- R Yang ke-2, Pak. Apa yang menjadi pertimbangan dalam mengembangkan soal-soal sumatif untuk kelas XI? 3
- T-1 No 2. Apa yang menjadi pertimbangan dalam mengembangkan soal- soal sumatif untuk kelas XI? Kalau yang menjadi pertimbangan kan ketercapaian indikator, kemampuan peserta didik.
- R Itu saja, Pak?
- T-1 Sehingga dari sanalah akan tahu. Kita bisa mengira-ngira berapa soal sulit, berapa soal mudah, berapa soal gampang. Ditambah dengan cakupan materi yang menjadi pertimbangan. Jangan sampai di satu semester ada materi yang dominan keluar soalnya. Terlalu banyak soal dari materi itu. Lalu, ada yang tidak ada.
- R Berarti biar *balance*?
- T-1 Iya. Harus sebarannya seimbang.
- R Seimbang ya. Terus yang ke-3, Pak, 3. Pada pembelajaran abad 21, siswa dituntut agar bisa berpikir kritis. Bagaimana cara bapak membimbing siswa agar bisa berpikir kritis? 4
- T-1 Itu dari proses, apa namanya ... (*paused*) metode dan strategi pembelajaran yang sangat *scientific*.
- R Berarti dari strategi pembelajaran, Pak?
- T-1 Nah, di RPP lah instrument itu dikembangkan
- R RPP, Pak?

T-1 Pelajaran abad 21 sebenarnya istilah itu baru kami kenal. Istilah pembelajaran abad 21 baru kami kenal di semester ini sewaktu bimtek.

R Kapan itu bimteknya, Pak?

T-1 Tapi kalau di RPP yang dulu, sudah tercakup sebenarnya. Dari sana kan ada diminta.

R 5M itu ya, Pak?

5

T-1 Di silabusnya waktu diklat-diklat dulu bahwa mengembangkan strategi-strategi pembelajaran kan *scientific*. Ditambah dengan di silabus sudah ada 5 M.

R Apa itu 5 M?

T-1 Kalau nggak salah, karena saya lupa, ada menanya.

T-1 Ditambah dengan, kalau sekarang ada 4C yang baru ini. Padahal dari dulu, salah satu aspek dari ini saja 4C itu, kolaboratif kan

6a

R Iya, kolaboratif.

T-1 Kita kan sering manajemen kelas dalam proses belajar mengajar, apa namanya, berkelompok. Bekerja sama kan sudah kolaboratif sebenarnya, Bu.

R Benar, sudah. Terus kan ada tuh lagi, Pak, kreatif.

T-1 Apa? Kreatif? Misalnya kalau dalam pelajaran dialog, siswanya kan disuruh membuat dialog bersama dalam satu kelompok. Berarti berkreasi kan membuat ya, Bu. Kita topik kan berikan atau dia yang kreatif sejauh mana kreativitas anak-anak dalam satu kelompok.

R Kalau *critical thinking*?

T-1 Kalau *critical thinking*, itu apa namanya, kita bisa memberikan model-model soal latihan *critical thinking*. Biasanya juga ada di tujuan pembelajarannya agar siswa dapat menganalisa, untuk dapat menyimpulkan isi teks. Itu yang *critical thinking*. Salah

satunya menganalisa.

R Iya ya. Menganalisa ya, Pak. Analisa. Analisis.

6b

T-1 Apanya?

R Itu dah *critical thinking*. *Critical thinking* itu analisis

T-1 Yang mana? 4C itu?

R Kan ini termasuk analisis kan, Pak?

T-1 Analisis. Kalau reading, biasanya kita, entah saya memberikan kadang-kadang siswa menganalisa struktur teks.

R Teks?

T-1 Iya. Menganalisa fungsi-fungsi social, kadang-kadang menganalisa unsur-unsur bahasa yang digunakan. Itu kan menganalisa. Itu yang selama ini kami lakukan.

R Disini?

T-1 Disini. Entah guru lain atau yang lain berbeda kurang tahu saya. Itu yang sering saya lakukan.

R Tapi bapak kan sudah melakukan itu?

T-1 Iya.

R No. 4, Pak.

T-1 Berpikir kritis.

R Udah kan, Pak. No. 4 udah berarti terjawab.

T-1 Selain pada strategi pembelajaran, apakah penting untuk mengembangkan soal-soal yang menggiring siswa untuk berpikir kritis? Sangat penting.

7

R Iya.

T-1 Karena kita kan, kadang-kadang, apa namanya, ingin siswa tahu tidak hanya menguasai teori, tapi bagaimana dia bisa menanggapi, menganalisa, atau menggunakan nalar kalau ada masalah ini bagaimana memutuskan. Nah itu makanya pembelajaran penting mengembangkan soal-soal yang menggiring siswa untuk berpikir kritis

- R Penting berarti Pak ya.
- T-1 Itu makanya saya sering, yang sering saya kadang-kadang, ada pertanyaan dengan yes/no pertama. Siswa menjawab dengan yes/no pertama. Siswa menjawab yes atau no. Kenapa yes, kenapa no.
- R Kenapa no, itu bapak tanya alasannya?
- T-1 Bagi saya, itu yang berpikir kritis yang sederhana sebenarnya, Bu. Berikan dah alasannya kenapa yes, kenapa no.
- R Itu biasanya Bapak lisan atau tulis?
- T-1 Apanya?
- R Itunya lisan atau tulis? Soal yes/no nya.
- T-1 Tergantung situasinya, Bu. Kadang di tes bacaan saya berikan begitu. Tapi kalau membahas soal kan dia kan sudah menjawab lisan. Tapi kalau kami juga ragu-ragu dengan jawaban dia atau ingin anak yang lain juga ikut terlibat. Kan tidak semua anak bisa mengerti apa yang dia ucapkan, dia yang menuliskan atau dia ngomong saya yang nulis di papan supaya dapat respon dari anak lain.
- R Oh iya ya.
- T-1 Jadi, silakan muridnya ngomong, saya yang menulis di papan jawabannya dia. Supaya dia terpancing untuk berbicara. Karena kalau cuma satu orang siswa yang ngomong, siswa yang lain belum tentu ngerti apa yang dia sampaikan. Perlu kita tulis juga sambil belajar memanfaatkan alat belajar yang paling sederhana, papan tulis.
- R Ini kan udah Pak ya
- T-1 Nomor 6?
- R Udah kan, yang tadi Bapak bilang, yes/no question itu.
- T-1 Yang mana?
- R Contoh berpikir. Soal yang menuntut siswa untuk berpikir

8a

8b

kritis.

- T-1 Soal yang menuntut siswa untuk berpikir kritis itu seperti apa?
- R Yang yes/no question itu, Pak.
- T-1 Sulit menjawab itu, Bu.
- R Kan Bapak sudah bilang.
- T-1 Maksudnya soalnya?
- R Kan tadi Bapak sudah bilang yang yes/no itu kan contoh soal berpikir kritis yang sederhana
- T-1 Sebentar dulu ya kasi saya berpikir dulu. (*paused*) Itu biasanya soal-soal yang agak apa namanya, agak *complex*. Itu dah yang kadang-kadang disertai memberi alasan, jawabannya.
- R Oh *reasoning*. Ya benar.
- T-1 Yang tadi itu. Supaya memberi alasan atau kadang-kadang karena Bahasa Inggris kadang susah menerapkan, mengevaluasi itu susah. Tapi memberikan pendapat tentang sesuatu misalnya kalau kita membahas *natural disaster*, Bu.
- R Ya
- T-1 Ada materi *natural disaster* misalnya. Kadang-kadang, kita kadang-kadang memberikan soal “*What is your opinion?*”, apa pendapat anda terhadap gejala-gejala seperti ini? Bagaimana kalau ini terjadi di lingkungan anda? Setiap siswa pasti berbeda jawabannya.
- R Iya ya ya. Itu berarti *critical* ya.
- T-1 Tapi biasanya ... (*paused*). Ditambah dengan kalau salah satu aspeknya katanya sih menganalisa. Kalau masih tetap seperti tadi topiknya kadang-kadang coba Analisa gejala-gejala alam.
- R Hmm ya ya ya bisa sih juga ya.
- T-1 Gejala-gejala yang timbul atau apa efek negatif dari *natural disaster* itu.
- R Iyasih, kaya *differentiate* ya.

T-1 Ya, kadang-kadang apa yang ada kita menuntut jawaban yang tidak hanya ada di teks bacaan itu tapi bagaimana dia menggabungkan pengetahuan yang dibaca dengan pengetahuan yang ada diluar.

R Iya iya. Bisa-bisa.

T-1 No. 7, Bu ya?

R Iya

T-1 Ah, ini soal HOTS sekarang.

R Bapak tahu HOTS itu apa?

T-1 Kalau HOTS itu, kalau pertanyaannya apa yang bapak ketahui tentang HOTS. HOTS itu kan, apa namanya, kemampuan ...
(*paused*)

R Berpikir tingkat tinggi.

T-1 Kemampuan berpikir tingkat tinggi sebenarnya. Kalau apa yang ... (*paused*). Dan salah satu cirinya yang saya baca itu adalah berpikir kritis. Seperti tadi berpikir kritis kan sudah saya jawab sebenarnya.

T-1 Cuma, kadang-kadang, agak sulit merancang soal HOTS, Bu.

R Soalnya? Iya sih, Pak ya.

T-1 Kami saja kadang-kadang berpikir apa ini sudah HOTS apa belum begitu.

R Iya ya ya. Makanya disini saya nanya, Pak.

T-1 Itu makanya kalau satu paket soal paling cuma dari katakanlah 4-5 soal atau 4, Bu. Paling cuma bisa ada antara 5 butir soal.

R Itu udah banyak ya, Pak?

T-1 Ya, yang penting dapat. Jangan sampai sama sekali tidak.

R Iya ya. Benar sih, Pak.

T-1 Acuan yang digunakan untuk bikin soal berbasis HOTS

T-1 Selama ini kan kami belum tahu soal yang disebut HOTS. Tapi saya baca-baca, belum bimtek sebenarnya. HOTS itu pasti

9

10

11

selalu ada di RPP.

R HOTS itu ada di RPP?

T-1 Disana biasanya ada. Di tujuan pembelajaran, tujuan pembelajaran kan pasti ada alat evaluasinya di belakang.

R Hmm iya

T-1 Sedangkan kalau ulangan umum, biasanya kan dari RPP juga.

R Iya, berarti acuannya cuma RPP ya, Pak?

T-1 Iya. Berdasarkan dari tujuan pembelajarannya, baru buat soal.

T-1 Dan jujur saja kalau soal ulangan umum sumatif, biasanya juga dari bank soal.

R Bapak ngambil?

T-1 Ambil, gak mungkin bikin semua sendiri, Bu. Susah merancang soal.

R Adopsi, Pak ya?

T-1 Hah?

R Adopsi, adopsi. Kan ada soal namanya adaptasi ada adopsi.

T-1 Adopsi istilahnya?

R Iya, adopsi Namanya, Pak.

T-1 Cuma saya ada yang saya kadang saya ubah.

R Itu adaptasi.

T-1 Ada yang saya ubah, ada yang saya, paling kadang-kadang ininya diubah.

R Nomornya? Pertanyaannya?

T-1 Optionnya.

R Oh, ya ya.

T-1 Kalau itu sama, kadang beberapa kalimatnya diubah. Apa itu namanya adopsi? Kalau ngambil total baru adopsi.

R Iya, kalau ambil total adopsi.

T-1 Makanya itu ATM namanya, Bu.

R Amati, Tiru, Modifikasi

- T-1 Hehehe
- R Oke, Pak. Berarti Bapak ngambil dari bank soalnya bisanya ya. 12b
Pernah ngambil dari internet?
- T-1 Yang mana?
- R Soal-soalnya
- T-1 Soalnya, itu dah soal sumatifnya.
- R Soal yang ini, darimana bapak? Cuma bank soal? Kalau internet pernah, Pak?
- T-1 Kalau internet, jarang juga.
- R Jarang ya.
- T-1 Jarang.
- R Oh, dari bank soal.
- T-1 Lebih baik bank soal.
- R Iyasih, lebih terpercaya, Pak ya. Percaya. *Trusted. Trusted* dia
- T-1 *Ape to?*
- R *Trusted. Terpercaya.*
- T-1 Tingkat kepercayaan apanya? Soalnya?
- R Hmm. Di bank soal
- T-1 Karena kalau kita ngambil soal kan cek dulu, Bu.
- R Iya, itu dah.
- T-1 Cek dulu. Kadang-kadang jawabannya benar apa struktur komposisi soalnya benar. Tidak ambigu soalnya. Orang banyak juga soal ambigu.
- R Hmm. Iyasih, Pak.
- T-1 Tapi tidak semua. Kadang-kadang langsung 100% ambil. Misalnya satu, satu pokok bahasan paling ambil antara 3-4 tergantung ini juga
- R Sisanya Bapak buat? Sisanya buat? 12c
- T-1 Apa?
- R Sisanya Bapak buat?

- T-1 Sisanya kadang-kadang buat sendiri, kebanyakan ngambil. Mepet sekali waktunya, Bu.
- R Iya ya ya.
- T-1 Kalau merancang sendiri itu berat.
- R Iya, berat. Apalagi ngajar masih ya.
- T-1 Apalagi kalau, kalau sampai merancang teks itu, teks bacaan itu.
- R Hmm.
- OT *Ngonyang-ngonyang waktu* (Interruption from another teacher)
- T-1 Baru, baru bikin soal. Bukan begitu (paused). Ini nya (paused). Apa namanya (paused), level kemampuan kita membuat teks bacaan dengan teks asli itu berbeda, Pak. Terlalu keliatan kalau kita, terlalu Bahasa Indonesia pengaruhnya, Pak. Gitu, Bu
- R Oh ya ya
- T-1 Kalau kita bikin teks sendiri, kemudian bandingkan dengan teks-teks yang, yang di buku atau diambil dari dari, kalau di buku kan biasanya internet diambil. Kita gak usah dah ke internet langsung, biar kan bukunya nyari di internet. Beda sekali bu. Terlalu keliatan Indonesianya.
- R Iya ya ya.
- T-1 Terlalu banyak bedanya.
- R Iya, kaya di-*translate* langsung, Pak ya.
- T-1 Upayakan langsung ambil
- R Iya ya ya.
- T-1 Naturalnya, Bu kalau kita bikin. Tidak begitu alami keliatan Bahasa Inggrisnya, Bu.
- R Iya tau tau. Kaku ya.
- T-1 Ya. Lebih baik ambil langsung. Banyak malah kadang gini dulu, Bu.
- T-1 Saya pernah bikin kisi-kisi dulu, baru bikin soal sendiri.

Ditertawakan sama teman.

R Hehe kok gitu, Pak?

T-1 Bikin repot aja berpikir. Kalau begitu bekerja lama ya. Digitukan saya. Baru-baru saya jadi guru diangkat. Idealisme kan masih tinggi, masih muda soalnya. *Fresh graduate*, Bu. Hehe

R Iya sih. Iya ya ya.

T-1 Bikin kisi-kisi dulu. Udah sebaran soalnya. Sudah dihitung SD (Sedang) begitu, sulit, mudah. Diketawain sama teman. *Sing pragat-pragat gaene. Abulan mare pragat ngae soal.* Digitukan, Bu.

R Iya, benar juga, Pak.

T-1 Memang begitu. Terus gimana caranya. Ambil soal yang sudah jadi. Sesuaikan dengan materi yang ada di kelas. Pilih soalnya. Kita sudah bisa menghitung, memperkirakan berapa soal sedang, gampang, sulit. Sebisa mungkin dari soal mudah ke sulit.

R Iyasih, mudah ke sulit.

T-1 Memang. Memang begitu, Bu. Dari soal mudah ke sulit. Dari yang sederhana ke yang kompleks. Terus baru bikin kisi-kisi. Kebalik.

R *Mebading* ya.

T-1 Sebenarnya salah. Salah sebenarnya kan, Bu.

R Iya iya.

T-1 Tapi kalau sudah, sudah, sudah apa namanya (*paused*), sudah berkecimpung di sekolah, banyak-banyak akal dah keluar.

T-1 Bisa 3 soal bikin, 3 paket.

R 3 paket ya dalam waktu singkat.

T-1 Seperti ini dah soalnya. Mana sempat ngitung. Bikin kisi-kisi dulu. Bikin teks bacaan itu coba.

12e

13a

- R Susah
- T-1 Sama kalau sekarang saya, Bu, mengajar di kelas XII wajib sesuai dengan Bimtek yang baru, silabus revisi umum istilahnya panduannya. Ngajar di kelas XI wajib dan peminatan, berbeda soalnya.
- R Oh, ya ya. XII ya beda ya
- T-1 Kalau semua bikin kisi-kisi dulu, baru bikin soal, bikin teks lagi, bikin teks bacaan, kita gak sempat ngajar ya.
- R Iya ya ya.
- T-1 Itu kendala sebenarnya. Bukan kami yang malas. Waktu tidak ada, Bu. Harus dibagi waktu me- apa namanya.
- R Buat soal, ngajar.
- T-1 Belum meneriksa ulangan.
- R Benar, benar.
- T-1 10 kelas saya.
- R Banyak
- T-1 Kali 32 siswa minimal.
- R 320
- T-1 Nah itu dah. Kalau bersamaan ulangan hehe (laughed)
- R Hehehe (Laughed)
- T-1 Ditambah harus menganalisa kan, Bu.
- R Iya soalnya.
- T-1 Analisa hasil ulangan. Analisa hasil ulangan. Dari sana nanti kelihatan mana soal yang baik, mana soal jelek kelihatan dah. Mana yang harus direvisi soalnya.
- R Iya iya.
- T-1 Mana soal yang dijawab benar semua oleh muridnya berarti soalnya mudah sekali.
- R Iya iya.
- T-1 Mana soal yang, yang dari 32 siswa, cuma 2 orang yang benar

- menjawab. Itu soal jelek dah. Harus direvisi itu, Bu.
- R Susah ya, Pak ya, banget ya?
- T-1 Terlalu sulit. Tidak cocok dengan level anak.
- R Hmm
- T-1 Justru dari sana kita nanti tahu daya beda. Daya beda.
- R Oh, ya pembeda ya.
- T-1 Susah, Bu. Kalau sudah terjun itu, kalau sudah terjun.
- R Banyak akal nya hehe. No. 9, Pak.
- T-1 No. 9, kalau, kalau berbasis HOTS itu, berisi nama HOTS tidak pernah. Tapi kami sudah terbiasa sebenarnya dalam RPP, dalam tujuan pembelajaran, tujuan pembelajaran soal, memberikan soal menganalisa, memberikan pendapat “*What is your opinion?*”, “*State your opinion*”. Di RPP biasanya sudah tercantum.
- R Itu berarti Bapak biasanya di secara lisan ya?
- T-1 Itu kita kan mengajarkan 4 aspek, *listening*, *speaking*. Biasanya kalau soal HOTS itu adalah di *speaking*.
- R Di *speaking*.
- T-1 Ditambah dengan di *reading*.
- R Di *reading*?
- T-1 Iya.
- R Jadi *speaking* sama *reading* ya?
- T-1 Kalau *listening*, paling *listening comprehension* saja biasa.
- R Iya. Iya sih. *Reading comprehension* ya.
- T-1 Kalau *listening*, *listening* kita. Karena *listening* sudah ada kasetnya. Kalau kita merekam sendiri suara kita, gak mungkin tau.
- R Ok.
- T-1 Paling *listening* biasa. Kadang-kadang *listening* tuh, *reading*, dapat teks *comprehension*, kadang-kadang dialog, tapi *listening*

juga.

R Dari sini.

T-1 No. 10?

R Iya. Menurut Bapak yang termasuk HOTS?

15a

T-1 Yang saya lihat itu, menyimpulkan isi teks itu sudah HOTS sebenarnya.

R Menyimpulkan ya

T-1 Disana ada? Pasti ada. *What is the text about? The text is about. What is the text.*

R Ada kok, Pak.

T-1 Kemudian ada

R Diawal-awal kalau Bapak bilang yang menyimpulkan. Ini ... (paused) kaya gini-gini itu, ini tuh menurutnya Bapak.

15b

T-1 Itu tidak HOTS.

R Tidak ya. Ini disini kayanya ada Pak. Ini ... (paused). Ini menurut Bapak ini HOTS atau tidak?

T-1 Nah itu.

R HOTS ya. Ok. No. 3 ini menyimpulkan Pak.

T-1 Ini yang merespon. What is the best response

R Itu HOTS, Pak ya?

T-1 Karena ini kan tidak ada disini.

R Iya. No. 10 berarti Pak ya.

T-1 Orang kadang-kadang ada pertanyaan soal itu yang jawabannya tidak tertulis di teks. Tapi siswa yang harus menyimpulkan. Itu HOTS dah kalau saya.

15c

R Iya.

T-1 Kalau langsung tertulis kan gampang dia menebak.

R Iya

T-1 Ada beberapa.

R Ini Pak.

15d

T-1 Ini ada
R Ini Pak
T-1 Tidak
R Bukan ya. Kalau ini menurut Bapak HOTS gak?
T-1 Tipenya menganalisa, menganalisa tujuan. Menganalisa dia.
R Berarti HOTS ya
T-1 Iya kalau menurut teoritikal kan salah satu ciri HOTS menganalisa.
R Iya analisis dia.
T-1 Tapi level HOTS kan ada.
R Ada beda-beda.
T-1 Jawabannya sesuaikan
R Iya iya
R Bapak, Bapak tahu gak tentang Taksonomi Bloom?
T-1 Taksonomi Bloom, hmm, tingkat ininya C1, C2, C3.
R Iya, yang itu tuh. Bapak tahu?
T-1 Tahu dulu, sekarang sudah lupa (Laughed)
R OK. OK, Pak.
T-1 Tingkat C1, C2, C3, sampai C6 itu kalau gak salah Bu ya
R C6. Kan C1
T-1 Mengingat
R Iya, C1 Mengingat, C2 Memahami, C3
T-1 Bih saya lupa bawa. Kalau gitu saya kasi analisa gini
R Apa?
T-1 Analisa soal. Maksudnya kalau ini sudah berisi misalnya soal nomor sekian C1
R Oh, udah isi, Pak?
T-1 Ada. Di *flash disk* saya ada.
R Oh nanti saya minta kalau begitu.
T-1 Gak bawa *flash disk*.

- R Besok?
- T-1 *Nah* besok. Tapi contohnya Bu ya. Tapi ini tidak ada. Untuk soal ini tidak ada. Contoh model seperti itu ada.
- R Ya. Kan ini dia Taksonomi Bloom
- T-1 Nah itu, C1, C2, C3
- R Memahami, menggunakan, menganalisis, evaluasi, membuat. Menurut Bapak yang mana yang HOTS? 17a
- T-1 Apa?
- R Yang mana HOTS? Yang ini Pak ya?
- T-1 Kalau buku LKS yang saya baca, justru memahami HOTS, Bu.
- R Memahami?
- T-1 Hmm. Itudah makanya saya tidak mengerti. Sebenarnya yang menganalisa yang HOTS sebenarnya.
- R Hmm. Di buku LKS berarti dari memahami HOTS ya?
- T-1 Mengingat saja disana sudah HOTS.
- R Gitu, Pak?
- T-1 Ini sebenarnya. Ini yang HOTS
- R Berarti dari C4 HOTS ya?
- T-1 Mana ada yang menggunakan membuat. Sebenarnya dari sini sudah HOTS sebenarnya
- R Dari sini Pak ya 18
- T-1 Menggunakan. Kalau menggunakan, menggunakan ungkapan yang menunjukkan ini, ini, ini, bagi saya HOTS itu, Bu.
- R Menurut Bapak HOTS ya
- T-1 Iya, bagi saya menggunakan, menggunakan ungkapan yang tepat untuk merespon. Tapi yang, yang saya tahu pasti pasti cuma ini saja yang paling, paling, pas HOTS itu.
- R Iya, iya, iya. Kenapa Bapak bisa bilang yang ini HOTS?
- T-1 Kalau yang lainnya ragu-ragu saya.
- R Kenapa Bapak bisa ini HOTS juga?

T-1 Kalau menggunakan HOTS ya?
R HOTS Pak menurutnya Bapak?
T-1 Yang tadi dah tuh. Menggunakan ungkapan memberi salam. Ya itu HOTS, Higher Order Thinking Skills. HOTS itu, Bu kalau saya. HOTS tapi level rendah ... (Laughed)
R HOTS level rendah. OK. Iya, iya Pak.
R Bapak pernah ikut pelatihan?
T-1 Apa?
R Pelatihan.
T-1 Pelatihan?
R Buat soal. Pernah ikut?
T-1 Pelatihan buat soal. Kalau pelatihan buat soal disini ada waktu ini, tapi saya tidak ikut.
R Oh
T-1 Bagaimana merancang, merancang soal.
R Itu belum ikut Pak ya
T-1 Ada 3 hari waktu ini. Ini saja belum sempat saya buka. Orang jarang ada pelatihan buat soal, Bu.
R Jarang, Pak?
T-1 Langsung buat soal sendiri.
R Oh, jarang berarti ya
T-1 Pelatihan buat soal, jarang ada pelatihan buat soal.
R Biasanya pasti tentang kurikulum, Pak ya pelatihannya?
T-1 Pelatihan?
R Pelatihan kurikulum baru je sering ya.
T-1 Kalau pelatihan kurikulum, kalau diklat sudah lama dulu waktu kurikulum 2013. Setelah itu baru kurikulum revisi. Disini dulu
R Disini ada?
T-1 Di sekolah. Bimtek. Dalam bentuk Bimtek. Tentang revisi yang terakhir soal HOTS juga di sekolah ini tanggal 8 sampai 11.

R 8 kemarin?

T-1 Iya. Saya cuma ikut tanggal 11-nya saja karena saya repot di rumah.



Appendix 6. Result of Interview from Teacher in SMA Negeri 3 Singaraja

TRANSCRIPTION 2

Interviewee : Ketut Merta, S.Pd
Date : Thursday, July 18th 2019
Time : 10.00 A.M. – 11.00 A.M.
Place : SMA Negeri 3 Singaraja

Code	Result of Interview	Line
T-2	Cara membuat soal sumatif kelas XI itu harus mengacu pada SD. Jadi sesuai, lihat di silabus dulu ya, lihat KD-nya, kemudian tentu saja kita dituntut untuk bisa membuat indikator yang tepat ya sesuai dengan khaidah. Selanjutnya, kisi-kisi ya. Itu berarti nomor 1,2.	1
R	Ya.	
T-2	OK, nomor 3, untuk berpikir kritis itu pertama kita harus menerapkan 3, apa itu, 4 <i>basic</i> itu ya. Ditambah juga dengan mengacu kepada 4M itu ya.	2
R	4? 5M <i>nika</i> .	
T-2	Iya, 5M.	
R	Ya, yang di apa (<i>paused</i>), RPP <i>nika</i> , Pak ya.	
T-2	Ya.	
T-2	Kemudian nomor 4, apakah selama ini proses belajar dan pembelajaran. Tentu saja ya. Jadi, penjelasannya siswa dituntut dapat menjawab pertanyaan dengan cepat dan tepat. Jadi itu dituntut latihannya ya. Tentu saja ditambah dengan meningkatkan daya saing dengan teman-temannya.	3
T-2	Nomor 5, selain pada strategi pembelajaran, apakah (<i>paused for reading the question</i>). Ya tentu saja.	4

- R Tentu ya
- T-2 Ya
- R Nomor 6, menurut bapak, soal yang menuntut siswa untuk berpikir kritis itu seperti apa? 5
- T-2 Itu harus sesuai dengan prosedur
- R Lalu sekarang?
- T-2 Ya jadi, siswa itu harus bisa mengenal, apa namanya itu, eh ... *(paused)*, siswa yang bisa menantang siswa, Kemudian juga, soal itu harus ... *(paused)*, apa namanya itu, ada apa namanya itu, eh *(paused)*, soal-soal itu akan ada apa namanya itu ... *(paused)*
- R Alasan?
- T-2 Iya, iya.
- R Mengandung alasan, Pak? Soal-soal yang minta dia alasan?
- T-2 Iya, jadi terutama optionnya harus, harus apa namanya itu, tidak,apa, eh, masing-masing mempunyai alasan tertentu ya. Kemudian nomor 6 ya?
- R Nomor 7, kan tadi sudah soal yang berpikir kritis kan seperti apa. 6
- T-2 7 ya, 7. berpikir kritis adalah salah satu, apa namanya itu, indikator
- R dari High Order Thinking Skills (HOTS). Apa yang bapak ketahui tentang High Order Thinking Skills?
- T-2 High Order Thinking Skills itu, jadi siswa harus, apa namanya itu, dapat me ... *(paused)*, apa ... *(paused)*, dapat menentukan secara cepat ya. Jadi, cepat ya. Kemudian untuk meningkatkan daya saing siswa ya. Jadi kita melatih untuk menjawab dengan waktu yang singkat gitu saja.
- R Oh nika, Bapak gitu *Higher Order Thinking Skills* ya?
- T-2 Iya.
- R Intinya kan dia harus jawab cepat dan tepat di waktu yang singkat tuh.
- T-2 Cepat dan tepat

- R Iya, cepat dan tepat. Lalu ... (*paused*)
- T-2 Apa yang, acuan yang bisa digunakan untuk ... (*paused for reading the question*) 7
- R membuat soal berbasis HOTS.
- T-2 Oh ya, apa yang ... (*paused*) untuk membuat soal berbasis HOTS. Ya tentu saja materinya harus yang ... (*paused*), yang nyata itu apa namanya.
- R Oh kontekstual.
- T-2 Kontekstual
- R Materinya harus kontekstual ya
- T-2 Yang lagi nge-*trend* materinya
- R Iya di abad 21.
- T-2 Tentu saja kan lebih menantang lah ya
- R Iya kontekstual
- T-2 Kontekstual lah.
- R Hmm. Bapak sudah pernah buat soal HOTS sebelumnya? 8
- T-2 Ya, ya tapi kan selip-selipkan.
- R Oh diselipin ya.
- T-2 Bapak pernah dengar tentang Taksonomi Bloom? Kan ada 6 9
tingkatan ... (*paused*)
- T-2 Teori anu itu ya.
- R Kan ada 6 tingkatan *nika*, Pak. C1-nya, C1 itu kan mengingat.
- T-2 Iya
- R C2 memahami, *nggih*.
- T-2 Iya.
- R C3 menggunakan, mengaplikasikan *nika*. Terus C4 menganalisis, C5 evaluasi, dan C6 itu membuat.
- T-2 Apakah ini, sesuaikan dengan kelasnya ya. Jadi, kalau kelas XI, lebih dulu kelas XI levelnya kan, tentu sesuaikan dengan level.
- R Oh ya

- T-2 Jadi tidak bisa kelas X sama bobot, bobot soalnya sama kelas XI kan gitu? Jadi menyesuaikan level
- R Iya.
- T-2 Ya.
- R Selama ini tuh, kalau di kelas XI sampai level apa *nika* dia, Pak? 10
- T-2 Ya paling tidak level C4 lah
- R C4 ya. Analisis berarti ya. Kan Bapak mungkin dapat buat soal *nggih*, yang penilaian
- T-2 Yang kemarin kan sudah
- R Iya, yang Bapak kasi *nika*.
- T-2 Iya
- R Terus kalau dari soalnya ini kira-kira Bapak, ada yang Bapak masukin HOTSnya? Kalau dari sini 11
- T-2 Ini, saya rasa ini. Kan dialog ini juga mengacu pada ...
- R HOTS ya?
- T-2 Iya.
- R Itu nomor berapa *nika*, Pak?
- T-2 Nomor dari 1, teks 1 kan
- R Iya
- T-2 Teks 2 juga sama maksudnya, anunya, jenisnya. Apalagi ini, ini rata-rata sudah HOTS ini.
- R Kalau, kan ada tuh Pak soal yang, eh, mengurutkan *nika*, Pak. Bapak buat.
- T-2 Jadi kan kita lihat teksnya. Teks 1, 1 sampai 5, soal, soalnya saja yang dimaksud?
- R Iya, soalnya itu yang Bapak, kira-kira Bapak, menurutnya Bapak High Order Thinking. Kalau yang nomor 16 kira-kira menurutnya Bapak HOTS *nika*?
- T-2 16 ya?
- R Iya

- T-2 Ya rasanya itu lebih HOTS. Menurut anak, Anda kan terjangkau lah untuk Anda. 12
- R Iya
- T-2 Tapi kalau menganalisa kayanya tergantung juga level siswanya ya. Kalau siswa, siswa di pinggiran biasanya agak kesulitan.
- R Siswa dimana, Pak?
- T-2 Yang di, di daerah terpencil itu.
- R Oh ya kalau daerah terpencil.
- T-2 Itu kan intiknya.
- R Hah?
- T-2 Jadi tergantung intiknya. Kalau dibandingkan.
- R Intik?
- T-2 Intik, apa namanya itu, eh, siswa yang masuk. Ada kan output ada input
- R Oh ya ya
- T-2 Inpik itu inputnya
- R Oh
- T-2 Kalau umpamanya SMA 3 bandingkan dengan SMA 1, kan tentu saja beda.
- R Beda. Ya
- T-2 Kan gitu. Itu juga yang menentukan untuk HOTS tidaknya ya. Jadi, kalau kadang-kadang gurunya menganggap itu HOTS belum tentu siswanya kan gitu.
- R Kalau menurutnya Bapak soal yang susah itu sudah pasti HOTS? 13
- T-2 Saya tidak.
- R Tidak ya.
- T-2 Tidak. Jadi siswa kan tidak mungkin dia tertarik. Jadi yang HOTS itu menurut Anda gimana itu? 14
- R Kalau HOTS *nika* yang menuntut siswa untuk berpikir kritis, analisis *nika*.

- T-2 Pastinya kalau terlalu sulit kan.
- R Tidak bisa dijawab
- T-2 Iya, malah tambah bingung dia
- R Iya
- T-2 Kan tidak jadi HOTS
- R Ya berarti bukan soal, soal yang susah kan belum tentu HOTS *nika*, Pak. Iya. Sudah itu saja, Pak. *Suksma*, Pak.



Appendix 7. Result of Interview from Teacher in SMA Negeri 4 Singaraja
TRANSCRIPTION 3

Interviewee : Ni Ketut Namiasih, S.Pd

Date : Monday, August 19th 2019

Time : 11.00 A.M. – 12.00 P.M.

Place : SMA Negeri 4 Singaraja

Code	Result of Interview	Line
R	Baik, selamat siang, Bu. Saya, Wismayani Pratiwi, ingin melakukan interview mengenai soal-soal yang ibu buat dan mengenai High Order Thinking Skills juga.	1
T-3	Iya	
R	Ibu siap?	
T-3	Iya	
R	Baik, pertanyaan pertama. Bagaimana ibu mengembangkan soal-soal sumatif untuk kelas XI?	2
T-3	Di dalam mengembangkan soal-soal sumatif untuk kelas XI itu, saya kembangkan tidak hanya soal-soalnya LOTS, tetapi juga sudah mengembangkan ke sampai soal-soal yang dikategorikan HOTS.	
R	Baik. Yang kedua sekarang ya, Bu. Yang kedua, apa yang menjadi pertimbangan dalam mengembangkan soal-soal sumatif untuk kelas XI?	3
T	Di dalam mengembangkan soal-soal sumatif, itu tentunya ada beberapa hal sebagai bahan pertimbangan. Yang pertama, itu dengan melihat kompetensi yang kognitif baik itu pengetahuan dan pemahaman, aplikasi, juga penalaran. Yang terakhir, tentu	

indicator soal yang sudah ada, yang sudah disiapkan.

R Baik. Itu untuk yang kedua, Bu, ya. Yang ketiga, pada pembelajaran abad 21, siswa dituntut agar bisa berpikir kritis. Bagaimana cara ibu membimbing siswa agar bisa berpikir kritis?

4

T-3 Untuk membimbing siswa supaya para siswa bisa berpikir kritis, itu saat proses pembelajaran berlangsung saya selalu berusaha memicu siswa untuk memicu rasa penasaran dan semangat belajar di dalam dirinya. Misalnya, dengan memberikan permasalahan atau latihan soal-soal seperti ya bisa lah dikategorikan dengan pembelajaran *Problem-based Learning* atau *Problem Solving*. Itu dari soal-soalnya misalnya, kalau saya mengajarkan *cause-effect* misalnya, saya akan mulai dari apersepsi itu akan menanyakan pada siswa; Siapa yang tidak masuk hari ini? Kenapa dia tidak masuk? Terus, apalagi siswa merespon disitu; Oh, dia tidak masuk, sakit. Kenapa dia sakit dan seterusnya. Kemudian, dari jawaban-jawaban itu, saya minta siswanya menuliskan. Kemudian, dari jawaban itu, saya minta siswanya untuk mencoba menggabungkan kalimat *simple* menjadi kalimat majemuk. Tentu disitu mereka mau tidak mau akan menggunakan kata hubung yang dikelompokkan dengan *cause-effect*. Dari situ, siswa akan mencoba, kemudian, setelah dia ada yang menuliskan jawabannya maka saya akan lemparkan kembali pada siswa itu mengenai kebenarannya. Sampai membahas kalimat tadi itu. Mengapa kok itu benar? Mengapa kok itu yang digunakan kata hubungnya? Sampai dah saya minta untuk menyebutkan kata hubung yang lain atau membuat dengan cara yang lain kalimat itu tanpa mengubah maknanya. Sehingga disitu, selain dia menggunakan kata *because* misalnya, dia masih bisa menggunakan kata yang lain seperti kata hubung *so that* dan lainnya. Jadi seperti itu. Itu contoh sederhananya pada saat saya mengajar di kelas. Jadi selalu

berusaha mengaitkan dengan ya yang dengan beritanya masih *hot*. Atau paling tidak mengaitkan materi itu yang dekat sekali dengan kehidupan sehari-hari pada lingkungan kita, pada siswa. Sehingga siswa betul-betul bisa aktif, ada yang yang bisa menjawab. Kemudian diajak bekerja sama untuk sampai mendapatkan materi yang akan kita pelajari.

R Ya. Baik, sekarang kita ke nomor 4, Bu, ya. Apakah selama ini proses belajar dan pembelajaran sudah memasukkan kemampuan berpikir kritis sebagai salah satu tujuan pembelajaran? 5

T-3 Tentu sudah ya. Itu memang kalau dilihat dari kurikulum dari KI-3 dan KI-4. Dari KI-3 sudah dicantumkan disitu. Selain memahami, menerapkan, sudah mencantumkan menganalisis pengetahuan factual dan seterusnya. Itu disitu ada kata menganalisis. Kemudian, dari KI-4, itu sudah mulai dari mengolah, menalar, menyaji dalam ranah konkrit dan seterusnya. Maka, di dalam penjabaran KD, dalam merumuskan indicator pencapaian kompetensi, dan tujuan pembelajaran, pasti sudah tentu dimasukkan kemampuan berpikir kritis tersebut.

R Baik, berarti sudah, Bu, nggih. Nomor 5, selain pada strategi pembelajaran, apakah penting untuk mengembangkan soal-soal yang menggiring siswa untuk berpikir kritis? 6

T-3 Ya. Tentu sangat penting ya. Karena untuk mempersiapkan siswa mengerjakan tes-tes sebagai evaluasi baik lisan ataupun tertulis. Begitu juga mulai dari formatif, sumatif, ujian sekolah termasuk juga persiapan UNBK dan SBMPTN yang biasanya juga disitu banyak soal HOTS. Selain itu juga, agar ilmu yang didapat oleh siswa di kelas bisa diaplikasikan pada kehidupan sehari-harinya. Sehingga kita memang harus di dalam proses pembelajaran itu selalu mengaitkan dengan materi-materi yang kontekstual.

R Iya. Komunikatif juga, Bu, ya. Baik, yang nomor 6, menurut ibu, 7

soal yang menuntut siswa untuk berpikir kritis itu seperti apa?

T-3 Kalau saya pikir, soal-soal yang menuntut siswa untuk berpikir kritis itu adalah soal-soal yang memenuhi kriteria sebagai berikut; Dimana soal-soal yang kita teskan itu, soal itu harus mengukur kemampuan berpikir tingkat tinggi. Yang dimaksudkan soal menuntut yaitu soal yang meminimalkan aspek dari mengingat dan memahami. Disitu soalnya lebih dominan memerlukan penalaran yang tinggi. Kemudian soal itu juga harus berbasis permasalahan kontekstual. Kemudian stimulus yang diberikan tentu harus menarik. Soal itu juga tidak familiar. Soal itu juga betul-betul harus baru. Jadi pada saat diberikan atau diteskan itu baru, sehingga para siswa itu akan memerlukan pemikiran, kemudian dia menganalisis, mengevaluasi dan sebagainya memang betul-betul dia lakukan saat mengerjakan tes itu. Sehingga, memang kebaruan soal itu sangat penting pada soal HOTS tersebut.

R OK. Baik, Bu. Lanjut nomor 7, berpikir kritis adalah salah satu indikator dari Higher Order Thinking Skills (HOTS). Apa yang ibu ketahui tentang HOTS?

8

T-3 Di pikiran saya, kalau HOTS itu adalah suatu istilah dimana merupakan istilah soal yang digunakan untuk mengukur kemampuan berpikir tingkat tinggi. Dan soal-soal HOTS itu bukan hanya soal yang, dia harus meminimalisir kemampuan mengingat kembali informasi atau yang diistilahkan *recall* tetapi dia akan lebih mengukur kemampuan seperti transfer satu konsep ke konsep lainnya. Dia juga harus memproses dan menerapkan informasi. Dia juga harus mencari kaitan dari berbagai informasi yang berbeda. Kemudian, dia juga menggunakan informasi untuk menyelesaikan suatu permasalahan. Dan tentu dia harus menelaah ide dan informasi secara kritis.

- R OK, Bu. Lalu yang nomor 9. Eh, nomor 8, Bu. Apa acuan yang bisa digunakan untuk membuat soal berbasis HOTS? 9
- T-3 Acuan-acuan soal untuk berbasis HOTS itu adalah karakteristik soal HOTS. Dimana karakteristik soal HOTS itu, itu tentu supaya bisa mengukur daya pikir tingkat tinggi itu dia harus mengukur kemampuan berpikir tingkat tinggi dan tentunya meminimalkan aspek mengingat dan memahami. Kemudian soal itu juga harus berbasis permasalahan kontekstual, stimulusnya menarik. Soal itu juga tidak familiar. Soal itu, pastikan bahwa soal itu baru saat itu.
- R Yang nomor 9, Bu. Apa ibu sudah pernah membuat soal berbasis HOTS? 10
- T-3 : Tentu ya. Soal berbasis HOTS itu bukan saja kalau dibilang sudah pernah, itu bahkan hampir selalu. Karena memang sudah dari proses pembelajaran kita sudah mengacu kepada indicator dimana indicator kita sudah mencantumkan itu. Bahkan dari formatif, sumatif itu selalu berisikan soal HOTS dan Ujian Sekolah juga. Karena kalau dilihat juga, soal berikutnya persiapan siswa pasti juga soalnya HOTS dari UNBK itu.
- R Baik, itu saja. Mengenai soal-soal yang ibu buat, mungkin bisa dicek yang mana termasuk HOTS, yang mana bukan HOTS. 11

Appendix 8. Photos of Interview

Photo 1. Interview with T-1 (Gede Oka, S.Pd.)



Photo 2. Interview with T-2 (Ketut Merta, S.Pd.)



Photo 3. Interview with T-3 (Ni Ketut Namiasih, S.Pd)

