

APPENDICES



Appendix 1 Checklist Analysis Form

CHECKLIST ANALYSIS FORM 1

Coding:

2 = SMA N 2 Singaraja

II = Semester

MC = Multiple Choice

SA = Short Answer

01,etc = No. item

No	Item	C1	C2	C3	C4	C5	C6	Notes
1	2.II.MC.01		✓					<p>This item is categorized as <i>Understand category (C2)</i>. In this category, to find out the answer of the certain question, students should be able to construct the meaning of instructional messages. In detail, this item indicates summarizing indicator.</p> <p>In the test, the students are given a text and then they are asked to find out what the text belongs to be. However because it does not need to break the information to know what kind of text is so that it belonged to the C2. Students only need to construct the meaning of the text and then summarize what the text is.</p>
2	2.II.MC.02		✓					<p>This item is categorized as <i>Understand category (C2)</i>, especially <i>summarizing</i></p>

							<p>indicator. Summarizing involves the students to abstract the general theme or gives the single statement that represents the whole information.</p> <p>In the test, students are asked to determine the purpose of the text. Then, because there is no stated information about what kind of text it is, students should construct the meaning of the text (C2) by summarizing the major points of the text in order to know its purpose (<i>Summarizing</i>).</p>
3	2.II.MC.03		✓				<p>This item is categorized as one of the categories in Revised Bloom's Taxonomy that is <i>Understand</i> (C2). This category requires the students to construct meaning from instructional messages. In detail, this item indicates <i>inferring</i> indicator which requires the students to find the answer by drawing the logical conclusion from the presented information.</p> <p>In the test, students are asked to complete the sentence based on the information in the text. To answer the question, students should construct the text first (C2). After that, they can draw the logical conclusion in order to complete the sentence. Thus, this item belongs to C2 especially <i>inferring</i> indicator.</p>
4	2.II.MC.04				✓		<p>This item connects to one indicator in <i>Analyze</i> category (C4) that is <i>differentiating</i>. This indicator occurs when students distinguish the relevant from</p>

						<p>irrelevant information and determine how part fit into overall structure.</p> <p>In the test, the students are asked to categorize what the fourth paragraph in the text belongs to be. Firstly, students have to break the information in the fourth paragraph (<i>C4</i>). After that, the students have to relate the relevant information in it and determine what kind of text that fit into overall information in that paragraph (<i>differentiating</i>). Thus, this item belongs to <i>Analyze</i> category especially <i>differentiating</i>.</p>
5	2.II.MC.05		✓			<p>This item is categorized as <i>Understand</i> category (<i>C2</i>). In this category, to find out the answer of the certain question, students should be able to construct the meaning of instructional messages. In detail, this item indicates summarizing indicator.</p> <p>In the test, the students are given a text and then they are asked to find out what the text belongs to be. However because it does not need to break the information to know what kind of text is so that it belonged to the <i>C2</i>. Students only need to construct the meaning of the text and then summarize what the text is.</p>
6	2.II.MC.06		✓			<p>This item belongs to <i>Understand</i> category (<i>C2</i>). In <i>Understand</i> category, this</p>

							<p>item is categorized as <i>summarizing</i> indicator. This indicator requires the students to abstract a general theme or suggest a single statement that represents the presented information.</p> <p>It is in line with the item in the test which asks the students to determine the suitable topic of the text given. Firstly, students should construct the meaning of the text and find important points in the text (C2). After that, they can summarize those points and select the most suitable topic that represents the text. Thus, this item is categorized as <i>Understand</i> category, especially <i>summarizing</i>.</p>
7	2.II.MC.07	✓					<p>This item connects to <i>Remember</i> category (C1) which asks students to retrieve relevant knowledge from long term memory. In detail, this item belongs to <i>recognizing</i> indicator since the students search for the piece of information to answer the question based on the presented information.</p> <p>In the test, there is a report text and the students have to find out the time and location of the event. The students have to identify the text to find out the piece of information that is already in the text. Thus, this item belongs to C1 especially <i>recognizing</i>.</p>
8	2.II.MC.08		✓				<p>This item belongs to <i>Understand</i> category, especially <i>explaining</i> indicator. This indicator includes students' skill in reasoning, troubleshooting, redesigning, and</p>

							<p>predicting.</p> <p>In this item, students have to understand the meaning of the text (C2) and then give the reason for what caused the battle which is suitable with the text (<i>explaining</i>). Thus, this item is categorized as <i>Understand</i> category especially <i>explaining</i> indicator.</p>
9	2.II.MC.09		✓				<p>This item is categorized as <i>Understand</i> category (C2) in Revised Bloom's Taxonomy especially <i>inferring</i> indicator. This indicator is a cognitive process that requires the students to draw the logical conclusion by noting the relationship among the information in the presented information.</p> <p>In the test, the students are given the text and then they have to answer the question based on the information in the text. To find the answer, students should have understanding about the text first (C2). Then, they can conclude the information in the text so that the students can select the suitable answer. Thus, this item is categorized as C2 especially <i>inferring</i> indicator.</p>
10	2.II.MC.10		✓				<p>This item belongs to <i>Understand</i> category (C2) in which the students are asked to construct the meaning of the text given. Among the indicators of <i>Understand</i> category, this item is most suitable to be categorized as <i>inferring</i> indicator because it requires the students to draw a logical conclusion in the presented</p>

							<p>material.</p> <p>In this item, students are asked to find the information based on the text given. To get the answer, firstly students need to construct the meaning of the text given (C2) then draw the conclusion based on the information in the text. Thus, this item belongs to the C2 especially <i>inferring</i> indicator.</p>
11	2.II.MC.11		✓				<p>This item connects to <i>Understand</i> category (C2), especially <i>inferring</i> indicator. Inferring is a cognitive process in which the students involved to infer the pattern based on the presented information and also should note the relationship among the information given.</p> <p>In the test, students are given a question about Victoria. The answer from that question is not clearly stated in the text given, because of that students should construct the meaning of the text (<i>Understand</i>) by relating the information in text to know about Victoria (<i>Inferring</i>). Therefore, this item belongs to C2, <i>inferring</i> indicator.</p>
12	2.II.MC.12		✓				<p>This item is categorized as the cognitive process of <i>Understand</i> category (C2) especially <i>interpreting</i> indicator. This indicator involves the students to convert the word to word, phrase to phrase, and so on.</p>

										<p>In the test, the students are asked to find the meaning of the underline word, ‘split up’. In order to find the suitable answer, students have to construct the meaning of sentence first (<i>C2</i>). After know the meaning of the word in the sentence, students have to represent the word into another form of word that has similar meaning (<i>interpreting</i>). Thus, this item belongs to (<i>C2</i>) especially (<i>interpreting</i>).</p>
13	2.II.MC.13	✓								<p>This item involves one cognitive process in <i>Remember</i> category (<i>C1</i>) that is <i>recognizing</i> indicator. This indicator occurs since the students have to search the piece of information needed and determine whether the answer that they have chosen correspond to the information in the text.</p> <p>In the test, the students are asked to answer the question, in which the answer is already in the text. The students can search for the information that they are needed in text easily. Therefore this item indicates <i>Remember</i> category especially <i>recognizing</i> indicator.</p>
14	2.II.MC.14		✓							<p>This item connects to <i>Understand</i> category and it is categorized as <i>explaining</i> indicator. Students’ skill in explain something includes skill to give a reason, troubleshoot, redesign, and predict.</p> <p>In this item, students are asked to give the reason why Dayang Sumbi marry her dog, Tumang, in the text entitled, “Sangkuriang.” Students have to construct the</p>

								meaning of the text first (C2) so that they can give the suitable reason based on the presented text. Thus, this item belongs to <i>Understand</i> category, especially <i>explaining</i> indicator.
15	2.II.MC.15		✓					<p>This item is categorized as <i>Understand</i> category, in the cognitive process of <i>explaining</i> indicator. Generally, this indicator includes the skill of reasoning, troubleshooting, redesigning, and predicting. This indicator is in line with the item which requires the students use cause and effect system.</p> <p>In this item, students are asked to understand the meaning of the text entitled, “Sangkuriang” and then give the answer for the question (C2). To get the answer, students have to use one of the skills in <i>explaining</i> indicator that is reasoning. Students are asked to give the reason of Dayang Sumbi who avoids marry Sangkuriang. Therefore, this item belongs to <i>Understand</i> category, especially <i>explaining</i> indicator.</p>
16	2.II.MC.16	✓						<p>This item is categorized as <i>Remember</i> category in which it indicates <i>recognizing</i> indicator. <i>Recognizing</i> indicator is a cognitive process which requires the students to identify the information that is contained in the presented information.</p> <p>In the test, the students are given a text entitled, “Sangkuriang.” Then, they are asked to find out what Sangkuriang have to do to marry Dayang Sumbi. To get</p>

								the answer, the students have to find out the information in the text. The information in the text is identical with one of the answer choices given so that students will easily find the answer.
17	2.II.MC.17	✓						<p>This item belongs to the <i>Remember</i> category (<i>CI</i>) which involves retrieving relevant knowledge from long term memory. In detail, this item indicates one of the indicators in <i>CI</i> that is <i>recognizing</i>. <i>Recognizing</i> indicator occurs when the students identify the answer from the presented information.</p> <p>It is in line with the item in the test which requires the students to find out the answer in the presented information. The students are given a text about Sangkuriang and then they are asked to find out Sangkuriang's action after knowing he had been deceived by Dayang Sumbi. The students have to look for the answer by identifying the information in the text. Thus it makes this item belongs to <i>CI</i> especially <i>recognizing</i> indicator.</p>
18	2.II.MC.18	✓						<p>This item involves <i>Remember</i> category (<i>CI</i>) and indicates <i>recognizing</i> indicator. This indicator is a cognitive process which requires the students to find out the answer by identifying the piece of information in the presented information.</p> <p>In the test, the students are given the story about Aji Saka. Then they are asked to find out the identity of one character in the text. To get the answer, students will</p>

								identify the text and search for the information that is related to the question (<i>recognizing</i>). Because the answer is already in the text, the students can match the information in the text with the answer choices given. Therefore this item belongs to <i>C1</i> especially <i>recognizing</i> indicator.
19	2.II.MC.19	✓						<p>This item belongs to <i>Remember</i> category (<i>C1</i>). <i>Remember</i> category is one of the categories in Revised Bloom's Taxonomy which involves retrieving relevant knowledge from long term memory. In detail, this item belongs to <i>recognizing</i> indicator in which the students have to find the answer by identifying the information from the presented information.</p> <p>In the test, the students are given a text about Aji Saka. Students have to answer about the location where the egg is put by the woman. The students have to identify the text to get the answer. Students can find the answer easily in the third paragraph. In there, there is statement, "she put her egg in her Lumbung (Rice Barn)." Thus, this item indicates <i>C1</i> especially <i>recognizing</i>.</p>
20	2.II.MC.20	✓						<p>This item involves one of categories in Revised Bloom's Taxonomy that is <i>Remember</i> (<i>C1</i>). In detail, this item indicates <i>recognizing</i> indicator. This indicator occurs when the students have to identify the information from the presented information and search for a match in the answer choices given.</p>

										<p>In the test, the students are asked to find out the origin of Aji Saka. The answer is already in the text especially in the first paragraph. To find the correct answer, students have to search for a match about the information in the text with the answer choices given (<i>recognizing</i>).</p>
21	2.II.MC.21	✓								<p>This item is categorized as <i>Remember</i> category (<i>C1</i>) which requires students to remember the similar condition from what students have learned. In detail, this item indicates <i>recognizing</i> indicator. This indicator a cognitive process in which the students have to identify the presented information in order to get the suitable answer.</p> <p>In the test, the students are given a text about Aji Saka. Then, the students have to find out who Jaka Linglung is. Actually, Jaka Linglung is one of the characters in Aji Saka and his identity already stated in the text. So that, to find the suitable answer, students have to identify the text and correspond the information to the answer choices (<i>recognizing</i>)</p>
22	2.II.MC.22	✓								<p>This item connects to <i>Remember</i> category in which this category involves students to retrieve the relevant knowledge in their long term memory. In detail, this item indicates <i>recognizing</i> indicator. This indicator asks the students to</p>

						<p>identify the information from the presented information.</p> <p>In this test, there is a text entitled, "The Legend of Aji Saka : Java, Indonesia." Students are asked to give a reason about why the King punishes Jaka Linglung to live in the jungle of Pesanga. Although, the question requires the students to give the reason but this item does not belong to <i>Understand</i> because the answer is already stated in the text. So that, students only have to identify the information from the text. Thus this item indicates <i>Remember</i> category, especially <i>recognizing</i>.</p>
23	2.II.MC.23		✓			<p>This item belongs to <i>Understand</i> category (C2). This category requires the students to construct the meaning of instructional message in the form of written, oral or graphic communication. This category includes seven indicators of cognitive process and for this item is categorized as <i>summarizing</i> indicator. This indicator asks the students to abstract the major points or gives the single statement that represents the presented information.</p> <p>In the test, students are asked to find out the characters who involved in the text entitled, "Three Little Pigs." To get the answer, the students should read a whole text and generalize the characters in it (<i>summarizing</i>). By summarizing the character involved in every paragraph, the students will know that the answer is</p>

								three little pigs and the wolf. Thus, this item connects to <i>Understand</i> category, especially <i>summarizing</i> indicator.
24	2.II.MC.24		✓					<p>This item is categorized as <i>Understand</i> category (C2) which requires the students to construct the meaning of instructional message and can connect the new knowledge with their prior knowledge. Then, in detail, this item indicates <i>explaining</i> indicator which includes reasoning skill.</p> <p>In this item, students are asked to offer the reason why the wolf in the text entitled, “Three Little Pig,” is dead in the end of the story. To answer the question, students have to construct the meaning of the text first (C2) so that they can find out the information that relate to the question given in order to give a suitable reason (<i>explaining</i>). Therefore this item belongs to C2 especially <i>explaining</i> indicator.</p>
25	2.II.MC.25		✓					<p>This item involves the cognitive process in the <i>Understand</i> category (C2), especially <i>interpreting</i> indicator. <i>Interpreting</i> indicator is a cognitive process that use by the students when they convert information from one form to another (e.g. word to word, picture to word, word to picture, and so on).</p> <p>In the test, students are asked to focus on the 2nd paragraph especially for the</p>

							word “terrified”. Then, students are asked to represent the same information of that word in a different form of the word choice (<i>interpreting</i> ; word to word). Thus, this item indicates the category of <i>Understand</i> especially <i>interpreting</i> indicator.
26	2.II.MC.26		✓				<p>This item is categorized as one of categories in Revised Bloom’s Taxonomy that is <i>Understand (C2)</i>. This category requires the students to construct the meaning of instructional messages. In detail, this item indicates <i>inferring</i> indicator which asks students to draw the logical conclusion based on the presented information.</p> <p>In the test, there is a text about three little pigs and the wolf. Students are asked to select the false statement about the text. To get the answer, students should have understanding about the text first (<i>C2</i>). By looking at the information in the text, students can draw the conclusion which statement that is false among the answer choices given (<i>inferring</i>).</p>
27	2.II.MC.27		✓				<p>This item is categorized as <i>Understand</i> category (<i>C2</i>), especially <i>summarizing</i> indicator. <i>Summarizing</i> indicator can use to determine a theme or main points.</p> <p>It is in line with the item in the test in which the students are asked to determine what the song about. Students should construct the meaning of the song (<i>C2</i>) by</p>

							generalizing the major points of the song and then determining the theme (<i>summarizing</i>). Therefore, this item is categorized as <i>Understand</i> category, especially <i>summarizing</i> .
28	2.II.MC.28	✓					<p>This item indicates <i>Remember</i> category which involves retrieving relevant knowledge from long term memory. Generally, this category has two indicators such as recognizing and recalling. Then, between two indicator, this item is categorized as <i>recalling</i> indicator since the students should bring back the relevant knowledge when given the prompt.</p> <p>In the test, students who have been learned the material about Song are asked to remember their prior knowledge to answer the question (<i>C1</i>). They have to recall their knowledge about the term to state ‘first lyric’ in the song (<i>recalling</i>).</p>
29	2.II.MC.29		✓				<p>This item connects to <i>Understand</i> category (<i>C2</i>), especially <i>inferring</i> indicator. Inferring is a cognitive process in which the students involved to infer the presented information and to note the relationship among the information given.</p> <p>In the test, students are asked to infer a song given. Before they infer the song, they have to know the meaning of the song (<i>C2</i>). Students have to note the relationship among the lyrics and after that students can predict what the song talking about based on the provided information from the song (<i>inferring</i>).</p>

								Thus, this item belongs to <i>C2</i> , especially <i>inferring</i> indicator
30	2.II.MC.30	✓						<p>This item belongs to <i>Remember</i> category in which it involves students to retrieve relevant knowledge from their long term memory. In detail, this item indicates <i>recalling</i> indicator. In this indicator, students have to remember the previous knowledge when given a prompt.</p> <p>It is in line with this item which asks the students to remember the term that is used to call ‘repeating lyric’ in the song. Since the students should bring back that piece of information for their long term memory, this item is categorized as <i>Remember</i> category, especially <i>recalling</i> indicator.</p>
31	2.II.SA.01	✓						<p>This item involves <i>Remember</i> category (<i>C1</i>) especially <i>recalling</i> indicator. This indicator is a cognitive process which requires the students to bring back or recall the relevant knowledge from their long term memory when given the prompt.</p> <p>In the test, the students are asked to answer what fairy tales is. To answer that question, students have to recall their knowledge that is relevant with the question. Students have to bring back their memory about the previous material that they have been learned. Thus this item indicates <i>Remember</i> category especially <i>recalling</i> indicator.</p>

32	2.II.SA.02	✓					<p>This item is categorized as one of the cognitive processes in <i>Remember</i> category (C1) that is <i>recalling indicator</i>. This indicator asks the students to recall their previous knowledge in order to answer the question.</p> <p>In the test, the students have to mention the meaning of antagonist and protagonist. In order to answer that question, students have to recall their knowledge about that material. Therefore this item belongs to C2 especially <i>recalling indicator</i>.</p>
33	2.II.SA.03	✓					<p>This item belongs to <i>Remember</i> category (C2) especially <i>recalling indicator</i>. It indicates this indicator because the students are required to bring back their relevant knowledge from their long term memory when given a prompt.</p> <p>It is in line with the item in the test in which the students are asked to find out the purpose of recount text. If the students are given a text and they have to understand the meaning of it to know the purpose of the report, then it belongs to <i>Understand</i> category. However because this question only requires the students to recall their previous knowledge so that this item indicates <i>Remember</i> category especially <i>recalling indicator</i>.</p>
34	2.II.SA.04			✓			<p>This item belongs to <i>Apply</i> category (C3) in Revised Bloom's Taxonomy. In this category, the students are asked using procedure to perform exercises. In detail,</p>

						<p>this category belongs to <i>executing</i> indicator because the students should complete a familiar task (exercise).</p> <p>In the test, the students are given a sentence but the verb has not been adjusted with the sentence and tenses requested. Students are required to use the appropriate verb first then change the sentence into positive, negative and interrogative form. To perform this exercise, students have to use the procedures. They have to use their knowledge and apply it to complete the familiar task. Therefore this item belongs to <i>Apply</i> category especially <i>executing</i>.</p>
35	2.II.SA.05			✓		<p>This item is categorized as one of the cognitive processes in <i>Apply</i> category (<i>C3</i>) that is <i>executing</i> indicator. This indicator occurs when the students complete a familiar task using the procedure that they know.</p> <p>In the test, students are asked to change the sentence into positive, negative and interrogative form. But before they changing the form, students have to adjust the verb given to match with the sentence and tense requested. After that they can change the sentence into some form by using the procedures that they have been learned. Thus this item indicates <i>C3</i> especially <i>executing</i> indicator.</p>

CHECKLIST ANALYSIS FORM 2

Coding:

3 = SMA N 3 Singaraja

II = Semester

MC = Multiple Choice

SA = Short Answer

01,02,etc = No. item

No	Item	C1	C2	C3	C4	C5	C6	Notes
1	3.II.MC.01	✓						This item connects to <i>Remember</i> category (<i>C1</i>) which involves retrieving relevant knowledge from long term memory. In detail, it belongs to <i>recognizing</i> indicator because students have to search for the piece of information from their memory that is identical with the presented information.

								<p>In the test, there is a conversation between two persons. Then the students have to answer the question about what one of the speakers did last weekend. In order to find out the correct answer, students can search the piece information which is identical directly in the presented information (<i>recognizing</i>) in which the presented information in here is the conversation given. Thus, this item belongs to <i>C1</i> especially <i>recognizing</i>.</p>
2	3.II.MC.02		✓					<p>This item involves one of the categories in Revised Bloom's Taxonomy that is <i>Understand (C2)</i>. This category requires the students to construct meaning from instructional messages. In this case, students connect their prior knowledge with new knowledge. Then, in detail, this item indicates <i>inferring</i> indicator because it requires the students to find the answer by drawing the logical conclusion from the presented information.</p> <p>In the test, the students are given a dialog. Then students are asked to infer what dialog is about. To get the answer, students should know the meaning of the dialog first (<i>C2</i>). After that, students can draw the conclusion about the dialog (<i>inferring</i>). Thus, this item belongs to <i>C2</i> especially <i>inferring</i>.</p>
3	3.II.MC.03		✓					<p>This item is categorized as <i>Understand</i> category (<i>C2</i>) in Revised Bloom's Taxonomy. This category requires the students to construct meaning from</p>

							<p>written exercise. For more details, this item indicates <i>summarizing</i> indicator in which the students ask to abstract a general theme or suggest the single statement to represent the presented information.</p> <p>In the test, students are given the dialog and are asked to know what the dialog talking about. To get the answer, students should know the information of the dialogue (C2). After that, students generalize the topic of dialogue what it is about (<i>summarizing</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>summarizing</i>.</p>
4	3.II.MC.04	✓					<p>This item is categorized as one of the categories in Revised Bloom's Taxonomy that is <i>Remember</i>. (C1). This category involves retrieving relevant knowledge from long term memory. Then, specifically, this item belongs to <i>recognizing</i> indicator. <i>Recognizing</i> indicator is a cognitive process that requires the students to identify the piece information which is contained in the presented information.</p> <p>In the test, the students are given a conversation between two people. Then, students are asked to find out the reason of one speaker who cannot come to the concert. Actually, the answer is already in the conversation because of that students have to identify that piece of information to get the correct answer.</p>

								Thus, this item belongs to <i>C1</i> especially <i>recognizing</i> .
5	3.II.MC.05	✓						<p>This item is categorized as <i>Understand</i> category (<i>C2</i>) in Revised Bloom's Taxonomy. This category involves constructing meaning from instructional message includes written exercise. In detail, this item indicates <i>inferring</i> indicator. This indicator is a cognitive process that occurs when students draw the logical conclusion by noting the relationship among the information in the presented information.</p> <p>In the test, there is a dialog between two persons. The students are asked to find what the dialog implies. To get the answer, students have to construct the dialog to know the meaning (<i>C2</i>). After that, students extrapolate the answer based on the dialogue (<i>inferring</i>). Therefore, this item belongs to <i>C2</i> especially <i>inferring</i>.</p>
6	3.II.MC.06	✓						<p>This item involves the cognitive process of <i>Remember</i> category (<i>C1</i>) that is <i>recalling</i> indicator. This indicator is a cognitive process that asks the students to bring back their relevant knowledge from their long term memory when given a prompt.</p> <p>In the test, the students should retrieve relevant knowledge to answer the question (<i>C1</i>). After that, students use their relevant knowledge to find the</p>

							answer which do not belong example of recount text (<i>recalling</i>). Thus, this item belongs to <i>CI</i> especially <i>recalling</i> .
7	3.II.MC.07	✓					<p>This item involves the cognitive process of <i>Remember</i> category (<i>CI</i>) that is <i>recognizing</i> indicator. This indicator requires the students to search the piece of information needed in the presented information. Students can determine whether the answer that they have chosen correspond to the information in the text.</p> <p>Then, in the test, the students are given a recount text and they are asked to find out how the journey was. It is suitable with <i>recognizing</i> indicator in <i>CI</i> because students need to search the information needed in the text. Students can easily get the answer because the information in the text is similar with the one of the answer choices given. Therefore, this item belongs to <i>CI</i> especially <i>recognizing</i>.</p>
8	3.II.MC.08	✓					<p>This item belongs to the <i>Remember</i> category (<i>CI</i>). It involves retrieving relevant knowledge from long term memory. In detail, this item indicates one of the indicators in <i>CI</i> that is <i>recognizing</i>. This indicator occurs when the students search for a match between the answer choices given and the presented information.</p>

									<p>In the test, there is a recount text and students are asked to find the reason in the text why the writer refused to take a bath. It indicates <i>recognizing</i> indicator because students need to identify the information from the text given and search for a match in the answer choices given. Thus, this item belongs to <i>C1</i> especially <i>recognizing</i>.</p>
9	3.II.MC.09		✓						<p>This item involves of <i>Understand</i> category (C2) in which students connect their prior knowledge with new knowledge. Generally, this category has seven indicators, and among those, this item indicates <i>interpreting</i> indicator. <i>Interpreting</i> indicator requires the students to represent a word to another word.</p> <p>In the test, students are given a text and then there is a question in which the students are asked to find out what word that is referenced by the underline word. To get the answer, the students have to construct information in the text (C2). Then, students represent the underline word to appropriate noun (<i>interpreting</i>). Thus, this item belongs to (C2) especially (<i>interpreting</i>).</p>
10	3.II.MC.10		✓						<p>This item connects to the <i>Understand</i> category (C2) in which the students are asked to construct meaning from written exercise. For more details, this item indicates <i>inferring</i> indicator which requires the students to infer the information from the presented information.</p>

							<p>In the test, the students are given a text and are asked to infer the writer's feeling based on the text. It is in line with <i>Understand category</i> in which the students have to construct the meaning of the text first. Then, they can predict writer's feeling that is in accordance with the text (<i>inferring</i>).</p>
11	3.II.MC.11	✓					<p>This item connects to Remember category (<i>C1</i>) and it indicates one of the indicators in <i>C1</i> that is <i>recognizing</i>. This indicator is a cognitive process that requires the students to search for a match about the information in the text and the answer choices given.</p> <p>In the test, the students are given a text about Albert Einstein. Then, students are asked to find out the activity that Albert Einstein usually do in free time. To get the answer, students need to identify the information from the text and look for a match in the answer choices (<i>recognizing</i>). Students can easily get the answer because the information in text is extremely similar with question and answer choice. Therefore, this item belongs to <i>C1</i> especially <i>recognizing</i>.</p>
12	3.II.MC.12	✓					<p>This item involves one of categories in Revised Bloom's Taxonomy that is <i>Remember (C1)</i>. <i>Remember</i> category involves retrieving relevant knowledge from long term memory. In detail, this item belongs to <i>recognizing</i> indicator. It occurs when the students have to get the answer by identifying the</p>

						<p>information from the presented information and search for a match in the answer choices given.</p> <p>In the test, there is a text about Albert Einstein. Then, the students are asked to find out the location where Albert Einstein lives during working in an office. This item is suitable with <i>recognizing</i> indicator because the answer is already in the text and students have to identify the answer by searching for a match in the presented information. Therefore, this item indicates to <i>Remember</i> category especially <i>recognizing</i> indicator.</p>
13	3.II.MC.13		✓			<p>This item involves the cognitive process of <i>Understand</i> category (C2) that is <i>inferring</i> indicator. This indicator requires the students to draw the logical conclusion from the presented information.</p> <p>In the test, the students are asked to infer the age of Albert Einstein based on the text. Students should know the meaning of the dialogue (C2). After that, students predict the age by calculating the age (<i>inferring</i>). Thus, this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i>.</p>
14	3.II.MC.14		✓			<p>This item connects to <i>Understand</i> category (C2) especially <i>interpreting</i> indicator. This indicator may involve students to convert word to word or word to picture, phrase to phrase, and so on.</p>

								<p>In the test, students are asked to find out the phrase that has similar meaning of underline phrasal verb, 'left school'. To find the appropriate answer, students should construct the meaning of sentence first (C2). Then, the students try to look for the similar meaning of underline verb in the provided choices. Thus this item belongs to <i>Understand</i> category (C2) especially <i>interpreting</i>.</p>
15	3.II.MC.15			✓				<p>This item belongs to <i>Apply</i> category (C3). In this category, the students are asked using procedure to perform exercises. In line with the test, the students use the knowledge to fill the blank space. This category belongs to <i>executing</i> indicator because the students should complete a familiar task (exercise).</p> <p>In the test, the students are given a message and then they have to fill the blank space using the appropriate word. To find the answer students use a known procedure to perform the task (C3). Thus, this item belongs C3 especially <i>executing</i>.</p>
16	3.II.MC.16			✓				<p>This item belongs to <i>Apply</i> category (C3) in which the students are asked using procedure to perform exercises. In line with the test, the students use the knowledge to fill the blank space. This category belongs to <i>executing</i> indicator because the students should complete a familiar task (exercise).</p>

								<p>In the test, the students are asked to use a known procedure to perform the task (C3). Student are asked to complete the blank in the letter (<i>executing</i>). Thus, this item belongs C3 especially <i>executing</i>.</p>
17	3.II.MC.17			✓				<p>This item is categorized as <i>Apply</i> category (C3) in Revised Bloom's Taxonomy. This category requires the students to complete the task by using procedure. In detail, this item indicates <i>executing</i> indicator. This indicator occurs when the students should complete a familiar task (exercise).</p> <p>In the test, the students are asked to use a known procedure to perform the task (C3). Students are asked to complete the blank in the message given (<i>executing</i>). To find the appropriate answer, students should concern with the subject of the sentence in message so that they do not choose the wrong answer. Thus, this item belongs C3 especially <i>executing</i>.</p>
18	3.II.MC.18			✓				<p>This item involves the cognitive process of <i>Apply</i> category (C3) that is <i>executing</i> indicator. This item indicates that indicator because the students should complete a familiar task (exercise).</p> <p>In the test, the students are asked to use a known procedure to complete the blank in the message (<i>executing</i>). The students have to concern with the subject</p>

								‘we’ in the sentence. They have to know if the subject is ‘We’ then what word are suitable to use afterwards. Therefore, this item belongs C3 especially <i>executing</i> .
19	3.II.MC.19			✓				<p>This item connects to <i>Apply</i> category (C3) especially <i>executing</i> indicator. This indicator is occurs when the students have to carry out the procedure to complete a familiar task (exercise).</p> <p>In the test, the students are given a message and then they are asked to use a known procedure to perform the task (C3). Students are asked to complete the blank in the message by carrying out the procedure (<i>executing</i>). In finding the answer, students have to remember their knowledge especially about tenses, and then they should construct the meaning of the sentence in the text. After that they use their knowledge to get the appropriate answer. Thus, this item belongs to <i>Apply</i> category especially <i>executing</i>.</p>
20	3.II.MC.20			✓				<p>This item is categorized as one of the cognitive processes in <i>Apply</i> category (C3) that is <i>executing</i> indicator. This indicator requires the students to carry out the procedure in completing a familiar task (exercise).</p> <p>In the test, the students are asked to use a known procedure to perform the task (C3). Students are asked to complete the blank in the message (<i>executing</i>). To</p>

							get the appropriate answer, students should concern with the context of the sentence because it will influence the answer. Thus, this item belongs C3 especially <i>executing</i> .
21	3.II.MC.21	✓					<p>This item involves the cognitive process of <i>Remember</i> category (C1) in which the students are asked to retrieve the information from their long term memory. This item indicates <i>recalling</i> indicator since the students bring back their knowledge to answer the question.</p> <p>In the test, the students are given the question about the function of Narrative text. Because the question does not refer to any presented information, it means that students have to recall their knowledge about the narrative text in order to get the answer. Thus this item belongs to <i>Remember</i> category (C1) especially <i>recalling</i>.</p>
22	3.II.MC.22	✓					<p>This item involves the cognitive process of <i>Remember</i> category (C1) that is <i>recalling</i> indicator. This indicator is a cognitive process that asks the students to bring back their relevant knowledge from their long term memory when given a prompt.</p> <p>In the test, the students should retrieve the knowledge from their long term memory about fairytale (C1). After that, students can use their knowledge to</p>

							find out the suitable answer to give the example of narrative based on the option given (<i>recalling</i>). Thus, this item belongs to <i>C1</i> especially <i>recalling</i> .
23	3.II.MC.23	✓					<p>This item is categorized as <i>Remember</i> category (<i>C1</i>) in Revised Bloom's Taxonomy. This item requires students to remember the similar condition from what students have learned. In detail, this item indicates <i>recognizing</i> indicator. It is a cognitive process that requires the students to get the answer by identifying the presented information and searching for a match in the answer choices given.</p> <p>In the test, the students are given a story and then they are asked to find out in the story what speaker saw in the forest (<i>C1</i>). To get the answer, students need to identify the information from the story and then match the information obtained with the answer choices (<i>recognizing</i>). Thus, this item is categorized as <i>C1</i> especially <i>recognizing</i> indicator.</p>
24	3.II.MC.24		✓				<p>This item belongs to the cognitive process of <i>Understand</i> category (<i>C2</i>) that is <i>summarizing</i> indicator. This indicator is cognitive process that occurs when the students have to because abstract a general theme.</p> <p>In the test, the students should know the meaning of the story. Students understand what the text is about (<i>C2</i>). After that, students are asked to</p>

							conclude the story (<i>summarizing</i>). Thus this item belongs to <i>Understand</i> category (<i>C2</i>) especially <i>summarizing</i> .
25	3.II.MC.25				✓		<p>This item involves the cognitive process of <i>Analyze</i> category (<i>C4</i>) that is <i>attributing</i> indicator. It indicates <i>attributing</i> indicator because it requires the students to ascertain the point of view or value underlying communication.</p> <p>In the test, the students are given a story. Then students are asked to find out the moral value of the story. Firstly, students should distinguish the relevant from irrelevant the information in it (<i>C4</i>). After that, students infer the moral value underlying the story (<i>attributing</i>). Thus, this item belongs to <i>C4</i> especially <i>attributing</i>.</p>
26	3.II.MC.26	✓					<p>This item connects to <i>Remember</i> category (<i>C1</i>), especially <i>recognizing</i> indicator. This indicator is a cognitive process in which the students need to identify the information in the presented information and search for a match in the answer choices.</p> <p>In the test, the students are given the text about Timun Mas. Students are asked to find out what promise that was made by Buto Ijo and the widow. It is suitable with <i>recognizing</i> indicator because students need to identify the information about promise between Buto Ijo and the widow as stated on the</p>

								text. Thus, this item belongs to <i>C1</i> especially <i>recognizing</i> .
27	3.II.MC.27		✓					<p>This item connects to one of the cognitive processes in <i>Understand</i> category (<i>C2</i>) that is <i>Inferring</i> indicator. This indicator occurs when the students infer or draw the conclusion by noting the relationship among the information from the presented information.</p> <p>In the test, the students are given a story about Timun Mas. Students are asked to find the statement that is true based on the story. To get the suitable answer, students should construct the meaning of the story first. After that, students can infer the story by noting the relationship among the information in order to find the true statement. Thus, this item belongs to <i>C2</i> especially <i>Inferring</i>.</p>
28	3.II.MC.28		✓					<p>This item belongs to the cognitive process of <i>Understand</i> category (<i>C2</i>) which asks the students to connect their prior knowledge with new knowledge. In line with this item, it indicates <i>interpreting</i> indicator that may involve students to convert the word to word, word to picture, picture to word, etc.</p> <p>In the test, the students are asked to find out the word that has similar meaning of the underline word, 'turned'. To get the answer, firstly, students should construct the meaning of the sentence. After understand the context, students can know the meaning of that word and select the appropriate answer from</p>

								word choice (<i>interpreting</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>interpreting</i> .
29	3.II.MC.29		✓					<p>This item involves the cognitive process of <i>Understand</i> category (C2) which asks students to construct meaning from written exercise. In detail, this item indicates <i>summarizing</i> indicator that asks students to abstract a general topic</p> <p>In the test, the students should know the meaning of narrative text. Students understand what the text is about (C2). After that, students generalize the main idea of the fourth paragraph. Students conclude the idea of fourth paragraph (<i>summarizing</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>summarizing</i>.</p>
30	3.II.MC.30		✓					<p>This item belongs to the cognitive process of <i>Understand</i> category (C2) especially <i>summarizing</i> indicator. It indicates this indicator because students have to abstract a general theme from the presented information.</p> <p>In the test, the students are given a story entitled, “The Queen of South Ocean.” Students are asked to find out what the text is about. To get the answer, students should construct the information of the story first. When the students already understood what the text is about, they can generalize topic of the story. Students generalize the information based on the text (<i>summarizing</i>).</p>

								Thus this item belongs to <i>Understand</i> category (C2) especially <i>summarizing</i> .
31	3.II.MC.31		✓					<p>This item is categorized as one of the cognitive processes of <i>Understand</i> category (C2) especially <i>inferring</i> indicator. This indicator is a cognitive process that asks students to draw a logical conclusion based on the presented information.</p> <p>In the test, there is text entitled, “The Queen of South Ocean.” Students are asked to find the relationship between two characters. To know the answer, students should construct the meaning of the text first because it is not stated clearly in the text (C2). Then, students can predict the relationship between two characters based on given information on text (<i>inferring</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i>.</p>
32	3.II.MC.32		✓					<p>This item connects to one of the cognitive processes in <i>Remember</i> category (C1) that is <i>Recognizing</i> indicator. This indicator occurs when the students identify the information from the presented information and then match it with the answer choices.</p> <p>In the test, the students are given a story entitled, “The Queen of South Ocean”. From the text, students are asked to find out the King’s reason of sending the princess away. It is suitable with <i>recognizing</i> indicator because the answer</p>

							<p>already stated in the story especially in the second paragraph in the last line. To get the best answer, students have to match that presented information with the answer choices. Thus, this item belongs to <i>C1</i> especially <i>recognizing</i>.</p>
33	3.II.MC.33		✓				<p>This item involves the cognitive process of <i>Understand</i> category (<i>C2</i>) in which the students are asked to construct meaning from written exercise. In line with this item, it indicates <i>summarizing</i> indicator that requires the students to abstract a general theme of the presented information.</p> <p>In the test, the students are asked to find out the main idea of second paragraph. To get the suitable answer, students need to understand the information of the story first (<i>C2</i>). After that, students can abstract the main idea of second paragraph in the story (<i>summarizing</i>). Thus this item belongs to <i>Understand</i> category (<i>C2</i>) especially <i>summarizing</i>.</p>
34	3.II.MC.34		✓				<p>This item connects to <i>Remember</i> category (<i>C1</i>). It involves retrieving relevant knowledge from long term memory. In detail, this item belongs to <i>recognizing</i> indicator which requires the students to identify the information from the text and search for a match in the answer choices.</p> <p>In the test, the students are given the text and they are asked to find out reason of Roro Kidul name (<i>C1</i>). To find the answer, students have to identify the</p>

							information that is related with the question. After that, they can match the information with the choices of answer given (<i>recognizing</i>). Thus, this item belongs to <i>C1</i> especially <i>recognizing</i> .
35	3.II.MC.35				✓		<p>This item involves the cognitive process of <i>Analyze</i> category (<i>C4</i>) that is <i>attributing</i> indicator. It can be categorized as <i>attributing</i> indicator because it requires the students to determine the point of view of the author of the presented material.</p> <p>In the test, the students are given a text and then they are asked to relate the information to one another (<i>C4</i>). So that, students can infer the moral value of the story based on the information from the text (<i>attributing</i>). Thus, this item belongs to <i>Analyze</i> category (<i>C4</i>) especially <i>attributing</i>.</p>
36	3.II.MC.36	✓					<p>This item indicates <i>Remember</i> category (<i>C1</i>) which involves retrieving relevant knowledge from long term memory. Generally, this category has two indicators such as recognizing and recalling. Then, between two indicators, this item is categorized as <i>recalling</i> indicator since the students should bring back the relevant knowledge when given the prompt.</p> <p>In the test, students who have been learned the material about Song are asked to remember their prior knowledge to answer the question (<i>C1</i>). They have to</p>

							recall their knowledge about the function of song. After that they can know which one of the answer choices that is not belong to the function of the song (<i>recalling</i>)
37	3.II.MC.37		✓				<p>This item involves the cognitive process of <i>Understand</i> category (C2) in which the students are asked to construct meaning from written exercise by connecting their prior knowledge with new knowledge. In line with this item, it indicates <i>summarizing</i> indicator because students are asked to abstract a general theme.</p> <p>In the test, the students need to know the topic of song. Students should understand the information of the song (C2). After that, students generalize the theme of song (<i>summarizing</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>summarizing</i>.</p>
38	3.II.MC.38		✓				<p>This item involves the <i>Understand</i> category (C2) which asks the students to construct meaning from written exercise. In line with this item, it indicates <i>inferring</i> indicator because it requires the students to predict the answer by noting the relationship among the information in presented information. In the test, the students are asked to infer the message of song. Students should know the meaning of the song itself (C2). After that, students extrapolate the message</p>

							by noting lyrics (<i>inferring</i>). Thus, this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i> .
39	3.II.MC.39		✓				<p>This item belongs to the cognitive process of <i>Understand</i> category (C2) that is <i>interpreting</i> indicator. This item indicates <i>interpreting</i> indicator because it asks students to convert a word to another word.</p> <p>In the test, there is a song entitled, “Hall of Fame,” and then students are asked to find out meaning of one lyric in the song. Firstly, students should construct the meaning of sentence to find the answer (C2). Then, students represent the sentence with the new form (<i>interpreting</i>). Thus, this item belongs to (C2) especially (<i>interpreting</i>).</p>
40	3.II.MC.40		✓				<p>This item is categorized as the cognitive process of <i>Understand</i> category (C2) especially <i>interpreting</i> indicator. This indicator requires the students to convert the word to word.</p> <p>In the test, the students are asked to find the meaning of the underline word. In order to find the suitable answer, students have to construct the meaning of sentence first(C2). After know the meaning of the word in the sentence, students have to represent the word into another form of word that has similar meaning (<i>interpreting</i>). Thus, this item belongs to (C2) especially</p>

								(<i>interpreting</i>).
41	3.II.SA.01				✓			<p>This item involves <i>Analyze</i> category (<i>C4</i>) in Revised Bloom's Taxonomy which asks students to determine how parts are related to one another and to an overall structure. In line with this item, it indicates <i>organizing</i> indicator because it requires students to build connection among of presented information.</p> <p>In the test, students break and determine the parts of information to see their structure (<i>C4</i>). Then, the students rearrange the systematic and coherent connection among six pieces of information (<i>organizing</i>). Thus, this item belongs to (<i>C4</i>) especially (<i>organizing</i>).</p>
42	3.II.SA.02				✓			<p>This item belongs to <i>Analyze</i> category (<i>C4</i>) in which students are required to break the material into its constituents. In detail, this item indicates <i>differentiating</i> indicator because. This indicator occurs when students discriminates the relevant from irrelevant information.</p> <p>In the test, the students are asked to find out the problem and the solution from the text. To find the problem and the solution, students have to construct the meaning of the text first (<i>C2</i>). After that, they have to break the text into some part (<i>C4</i>). They will distinguish which information belong to problem and</p>

							which information belong to the solution (<i>differentiating</i>). Thus, this item belongs to <i>C4</i> especially <i>differentiating</i> .
43	3.II.SA.03	✓					<p>This item indicates <i>Remember</i> category which involves retrieving relevant knowledge from long term memory. Generally, this category has two indicators such as recognizing and recalling. Then, between two indicator, this item is categorized as <i>recalling</i> indicator since the students should bring back the relevant knowledge when given the prompt.</p> <p>In the test, the students should retrieve their knowledge about historical event and legend from their long term memory (<i>C1</i>). After find the relevant knowledge, students can give specific example of historical event and legend (<i>recalling</i>). In addition, this can be categorized as <i>recalling</i> indicator because students do not need to construct the meaning of the passage, only recall their memory about those materials and give the example of that. Thus, this item belongs to <i>C1</i> especially <i>recalling</i>.</p>
44	3.II.SA.04			✓			<p>This item involves the cognitive process of <i>Apply</i> category (<i>C3</i>). This category requires the students using procedure to perform exercises. More detail, this item belongs to the <i>executing</i> indicator. This indicator is a cognitive process that asks the students complete a familiar task (exercise).</p>

									<p>In the test, when the students give example of past tense and the present perfect tense, they need to use procedure of those tenses. They have to know the formula of the tenses, so that they can use it to complete the task (<i>executing</i>). Thus, this item belongs to <i>C3</i> especially <i>executing</i>.</p>
45	3.II.SA.05				✓				<p>This item involves the <i>Analyze (C4)</i> in Revised Bloom's Taxonomy. In detail, this item indicates <i>attributing</i> indicator which occurs when the students infer moral value, intention or point of view underlying the presented material.</p> <p>In the test, the students are given the lyrics of song entitled, "Hall of Fame." Students are asked to infer the moral value of the song (<i>attributing</i>). To get the answer, students have to relate all information in the song, and then find out the moral value of the song. Thus this item belongs to <i>Analyze</i> category (<i>C4</i>) especially <i>attributing</i>.</p>

CHECKLIST ANALYSIS FORM 3

Coding:

4 = SMA N 4 Singaraja

I = Semester

MC = **Multiple Choice**

SA = **Short Answer**

01,02,etc = **No. item**

No	Item	C1	C2	C3	C4	C5	C6	Notes
1	4.I.MC.01			✓				<p>This item involves the cognitive process of <i>Apply</i> category (<i>C3</i>) especially <i>executing</i>. In <i>Apply</i> category, students should use the proper procedure to solve the problem. When the students carry out the procedure to solve the familiar task (exercise), it is called <i>executing</i>. In <i>executing</i>, the students who are given the task 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 the test, the instruction for the item no 1 until 7 is “<i>Complete the dialogue with the most appropriate response!</i>” It is in line with the <i>executing</i> indicator in which that cognitive process requires the students to choose the answer from the set of possible answer given. It requires the students to find out the most appropriate answer to complete the conversation</p>
2	4.I.MC.02			✓				<p>This item belongs to <i>Apply</i> category (<i>C3</i>). In this category, the students are asked using procedure to perform exercises. In line with the test, the students</p>

							<p>use the knowledge to fill the blank space. This category belongs to <i>executing</i> cognitive process because the students should complete a familiar task (exercise).</p> <p>In the test, the students are asked to use a known procedure to perform the task (C3). Student are asked to complete the blank in the conversation (<i>executing</i>). Thus, this item belongs C3 especially <i>executing</i>.</p>
3	4.I.MC.03			✓			<p>This item belongs to <i>Apply</i> category (C3). In this category, the students are asked using procedure to perform exercises. In line with the test, the students use the knowledge to fill the blank space. This category belongs to <i>executing</i> cognitive process because the students should complete a familiar task (exercise).</p> <p>In the test, the students are asked to use a known procedure to perform the task (C3). Student are asked to complete the blank in the conversation (<i>executing</i>). Thus, this item belongs C3 especially <i>executing</i>.</p>
4	4.I.MC.04			✓			<p>This item belongs to <i>Apply</i> category (C3). In this category, the students are asked using procedure to perform exercises. In line with the test, the students use the knowledge to fill the blank space. This category belongs to <i>executing</i> cognitive process because the students should complete a familiar task</p>

							<p>(exercise).</p> <p>In the test, the students are asked to use a known procedure to perform the task (C3). Student are asked to complete the blank in the conversation (<i>executing</i>). Thus, this item belongs C3 especially <i>executing</i>.</p>
5	4.I.MC.05			✓			<p>This item belongs to <i>Apply</i> category (C3). In this category, the students are asked using procedure to perform exercises. In line with the test, the students use the knowledge to fill the blank space. This category belongs to <i>executing</i> cognitive process because the students should complete a familiar task (exercise).</p> <p>In the test, the students are asked to use a known procedure to perform the task (C3). Student are asked to complete the blank in the conversation (<i>executing</i>). Thus, this item belongs C3 especially <i>executing</i>.</p>
6	4.I.MC.06			✓			<p>This item belongs to <i>Apply</i> category (C3). In this category, the students are asked using procedure to perform exercises. In line with the test, the students use the knowledge to fill the blank space. This category belongs to <i>executing</i> cognitive process because the students should complete a familiar task (exercise).</p>

									In the test, the students are asked to use a known procedure to perform the task (C3). Student are asked to complete the blank in the conversation (<i>executing</i>). Thus, this item belongs C3 especially <i>executing</i> .
7	4.I.MC.07			✓					<p>This item belongs to <i>Apply</i> category (C3). In this category, the students are asked using procedure to perform exercises. In line with the test, the students use the knowledge to fill the blank space. This category belongs to <i>executing</i> cognitive process because the students should complete a familiar task (exercise).</p> <p>In the test, the students are asked to use a known procedure to perform the task (C3). Student are asked to complete the blank in the conversation (<i>executing</i>). Thus, this item belongs C3 especially <i>executing</i>.</p>
8	4.I.MC.08			✓					<p>This item is categorized as <i>Understand</i> category (C2). In this category, to find out the answer of the certain question, students should be able to construct the meaning of instructional messages. <i>Understand</i> category has seven indicators. Then, among of them, this item indicates <i>inferring</i> indicator which involves students to draw the logical conclusion from the presented information.</p>

								<p>In the test, students are asked to construct the meaning of the incomplete sentence (C2) and then try to draw the logical sentence to continue the incomplete sentence (<i>inferring</i>).</p>
9	4.I.MC.09		✓					<p>This item involves the cognitive process of <i>Understand</i> category (C2) in which the students are asked to construct meaning from the instructional messages. In line with this item, it indicates <i>inferring</i> cognitive process because it requires the students to find the pattern based on presented information.</p> <p>In the test, the students are asked to know the meaning of the dialogue (C2). After that, students can predict the answer by noting the relationship among the question and the answers (<i>inferring</i>). Thus, this item belongs to C2 especially <i>inferring</i>.</p>
10	4.I.MC.10		✓					<p>This item belongs to the cognitive process of <i>Understand</i> category (C2) that is <i>inferring</i> indicator. <i>Inferring</i> is a cognitive process that requires the students to find the pattern based on presented information.</p> <p>In the test, the students are given the question, “What is your plan?”. Then to find the appropriate answer, students should know the meaning of question</p>

							first (C2). After that, students can predict the answer by noting the relationship among the question and answers (<i>inferring</i>). Therefore, this item belongs to C2 especially <i>inferring</i> .
11	4.I.MC.11	✓					<p>This item connects to <i>Remember</i> category (C1). It involves retrieving relevant knowledge from long term memory. This item belongs to <i>recognizing</i> indicator since the students bring back relevant knowledge from long term memory in order to compare it with the presented information.</p> <p>In the test, the students are asked to answer the nationality of one speaker provided in the conversation. It is suitable with <i>recognizing</i> because students can bring back the knowledge that they have and search for a match in the conversation to verify it. Thus, this item belongs to C1 especially <i>recognizing</i>.</p>
12	4.I.MC.12	✓					<p>This item is categorized as <i>Remember</i> category (C1). This item requires students to remember the similar condition from what students have learned. In detail, this item belongs to <i>recognizing</i> indicator which involves students to bring back relevant knowledge from long term memory and search for a match in the presented information.</p> <p>In the test, the students are asked to remember the place where the dialogue</p>

							took place. The answer is already stated in the conversation, and students should look for a match about the piece of information that they needed in the presented conversation. Thus, this item belongs to <i>C1</i> especially <i>recognizing</i> .
13	4.I.MC.13		✓				<p>This item involves the cognitive process of <i>Understand</i> category (<i>C2</i>) in which 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 <i>inferring</i> cognitive process because it requires the students to infer the pattern based on presented information.</p> <p>In the test, the students are asked to infer the origin of speaker in the dialogue. Students should know the meaning of the dialogue (<i>C2</i>). After that, students predict the origin of speaker from the provided information in the dialogue (<i>inferring</i>). Thus this item belongs to <i>Understand</i> category (<i>C2</i>) especially <i>inferring</i>.</p>
14	4.I.MC.14		✓				<p>This item involves the cognitive process of <i>Understand</i> category (<i>C2</i>) which requires the students to construct meaning and connect their prior knowledge with new knowledge. Then, this item indicates <i>summarizing</i> indicator because it asks students to abstract a general theme.</p>

								<p>In the test, the students need to know the topic of dialogue. Students should understand the information of the dialogue (C2). After that, students abstract the summary of dialogue what it is about (<i>summarizing</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>summarizing</i>.</p>
15	4.I.MC.15		✓					<p>This item involves the cognitive process of <i>Understand</i> 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 <i>interpreting</i> which involves students to convert word to word (e.g. paraphrasing)</p> <p>In the test, the students need to know the meaning of the sentence provided (C2). Then, they have to try converting that sentence into another sentence but still have similar meaning (paraphrasing). Thus this item belongs to <i>Understand</i> category (C2) especially <i>interpreting</i>.</p>
16	4.I.MC.16		✓					<p>This item belongs to <i>Understand</i> category (C2) in which the students are asked to construct meaning from written exercise. In this case, students connect their prior knowledge with new knowledge. This item indicates <i>inferring</i> indicator because it requires the students to infer the pattern based on presented information.</p>

								<p>In the test, the students are asked to know the meaning of dialogue between teacher and students (C2). After that, students extrapolate the workplace of speaker based on the dialogue (<i>inferring</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i>.</p>
17	4.I.MC.17		✓					<p>This item involves the cognitive process of <i>Understand</i> category (C2) that is <i>interpreting</i> indicator. This indicator is a cognitive process which asks students to covert a word to another word.</p> <p>In the test, students should construct the meaning of sentence (C2). Then, students convert the phrasal verb ‘keep straight’ to another verb that can be used to replace that phrasal verb (<i>interpreting</i>). Thus, this item belongs to (C2) especially (<i>interpreting</i>).</p>
18	4.I.MC.18		✓					<p>This item belongs to <i>Understand</i> category (C2) which ask the students to construct meaning from written exercise. In this case, this item indicates <i>interpreting</i> indicator because it asks students to convert a word to another word.</p> <p>In the test, students are given the sentence and they should construct the meaning of sentence (C2) to answer the question. Students are asked to</p>

							represent noun 'homemaker' to another noun which has been provided (<i>interpreting</i>). Thus, this item belongs to (C2) especially (<i>interpreting</i>).
19	4.I.MC.19		✓				<p>This item involves the cognitive process of <i>Understand</i> 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 <i>inferring</i> indicator because it requires the students to infer the pattern based on presented information.</p> <p>In the test, the students are asked to know the meaning of dialogue between teacher and students (C2). After that, students extrapolate the nationality of speaker based on the dialogue (<i>inferring</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i>.</p>
20	4.I.MC.20		✓				<p>This item involves the cognitive process of <i>Understand</i> category (C2) which asks the students to connect their prior knowledge with new knowledge. In line with this item, it indicates <i>inferring</i> indicator which requires the students to infer the pattern based on presented information.</p> <p>In the test, the students are asked to construct the meaning of report text firstly (C2). After that, students are asked to predict the reason make Machu Picchu famous (<i>inferring</i>). Thus this item belongs to <i>Understand</i> category</p>

								(C2) especially <i>inferring</i> .
21	4.I.MC.21		✓					<p>This item belongs to the cognitive process of <i>Understand</i> category (C2) especially <i>inferring</i> indicator. This indicator requires the students to infer the pattern based on presented information by noting the relationship among the information.</p> <p>In the test, to get the appropriate answer, the students are asked to construct the meaning of report text first (C2). Then, students have to relate some information in the text so that students can infer the part of Machu Picchu which is known as the heart of all the urban activities. Thus this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i>.</p>
22	4.I.MC.22		✓					<p>This item belongs to of <i>Understand</i> category (C2) in which 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 <i>explaining</i> indicator because it includes students in reasoning tasks.</p> <p>In the test, the students are asked to construct the meaning of report text firstly (C2). After that, students are asked to offer a reason for given question (<i>explaining</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>explaining</i>.</p>

23	4.I.MC.23		✓				<p>This item is categorized as the cognitive process of <i>Understand</i> category (C2) that is <i>inferring</i> indicator. This indicator is a cognitive process that requires the students to infer the pattern based on presented information.</p> <p>In the test, the students are asked to construct the meaning of report text firstly (C2). After that, students are asked to predict the achievement of Inca's architect (<i>inferring</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i>.</p>
24	4.I.MC.24		✓				<p>This item connects to <i>Understand</i> category (C2) especially <i>interpreting</i> indicator. This indicator may involve students to convert word to word.</p> <p>In the test, students are asked to find out synonym of underline verb. To find the appropriate answer, students should construct the meaning of sentence first (C2). Then, the students try to look for the similar meaning of underline verb in the provided choices. Thus this item belongs to <i>Understand</i> category (C2) especially <i>interpreting</i>.</p>
25	4.I.MC.25		✓				<p>This item involves the cognitive process of <i>Understand</i> 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</p>

							<p>with this item, it indicates <i>summarizing</i> indicator because it asks students to abstract a general theme.</p> <p>In the test, the students should know the meaning of report text. Students understand what the text is about (C2). After that, students generalize the main idea of the fourth paragraph. Students conclude the idea of fourth paragraph (<i>summarizing</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>summarizing</i>.</p>
26	4.I.MC.26	✓					<p>This item belongs to the cognitive process of <i>Understand</i> category (C2) which asks the students to connect their prior knowledge with new knowledge. In line with this item, it indicates <i>interpreting</i> indicator that may involve students to convert the word to word, word to picture, picture to word, etc. .</p> <p>In the test, the students are asked to find the meaning of the certain word, 'reside'. To get the answer, firstly, students should construct the meaning of the first paragraph where the word already stated. After understand the context, students can know the meaning of that word and select the appropriate answer from word choice (<i>interpreting</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>interpreting</i>.</p>

27	4.I.MC.27		✓				<p>This item is categorized as to the cognitive process of <i>Understand</i> category (C2) especially <i>interpreting</i> indicator. This indicator requires the students to convert the word to word.</p> <p>In the test, the students are asked to construct the meaning of sentence (C2). In answering this question, students have to reread the first paragraph in order to know what information that is referenced by the underline word.). Thus this item belongs to <i>Understand</i> category (C2) especially <i>interpreting</i>.</p>
28	4.I.MC.28		✓				<p>This item is categorized as <i>Understand</i> category (C2) especially <i>interpreting</i> indicator because it asks students to represent word to another word.</p> <p>In the test, students should construct the meaning of sentence (C2) to identify the meaning of underline verb in the third paragraph. Then, After know the meaning of the word, then students should find another word that represent the opposite meaning of underline word (<i>interpreting</i>).</p>
29	4.I.MC.29	✓					<p>This item connects to <i>Remember</i> category (C1) especially <i>recognizing</i> indicator since the students bring back relevant piece of information from long term memory and can verify that information with the presented information.</p>

								<p>In the test, the students are asked to remember the time of staying at Raja Ampat (C1). To get the correct answer, students can directly retrieve the information from the report text (<i>recognizing</i>). Thus, this item belongs to C1 especially <i>recognizing</i>.</p>
30	4.I.MC.30		✓					<p>This item connects to <i>Understand</i> category (C2) in which the students need to construct the meaning of the text given. In detail this item indicates <i>interpreting</i> indicator where this indicator is used when the students need to convert a word to another.</p> <p>In the test, the students are asked to answer yes or no question about the price of local tour guide. However, to answer the question, students need to understand the some vocabularies that include in the text. Although, the answer of the question only yes or no but the word choice to make the question does not stated clearly in the text. The word ‘expensive’ in the question cannot be found in the text. Therefore, the students need to convert the word ‘expensive’ in the question with another word in the text that has similar meaning (<i>interpreting</i>). After that they will find the correct answer.</p>
31	4.I.MC.31		✓					<p>This item involves the cognitive process of <i>Understand</i> category (C2) which requires the students to construct meaning from written exercise. In this case,</p>

							<p>students connect their prior knowledge with new knowledge. In line with this item, it indicates <i>explaining</i> indicator because it requires the students to use cause and effect system.</p> <p>In the test, the students are asked to construct the meaning of text (C2). After that, students are asked to predict a change if passenger smoke in plane (<i>explaining</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>explaining</i>.</p>
32	4.I.MC.32		✓				<p>This item is categorized as the cognitive process of <i>Understand</i> category (C2) especially <i>inferring</i> indicator. This indicator requires the students to predict the pattern based on presented information.</p> <p>In the test, the students are asked to construct the meaning of text (C2). Then, students are asked to predict where they can find the announcement. They make a prediction from the announcement (<i>inferring</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i>.</p>
33	4.I.MC.33		✓				<p>This item involves the cognitive process of <i>Understand</i> category (C2) in which the students are asked to construct meaning from the text. In detail, this item indicates <i>interpreting</i> indicator because it requires the students to represent the word to word.</p>

								<p>In the test, the students are asked to find the meaning of the underline word. To get the answer, firstly, students have to construct the meaning of sentence (C2). Then, students have to represent the same information of underline word in a different form of word choice (<i>interpreting</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>interpreting</i>.</p>
34	4.I.MC.34		✓					<p>This item involves the cognitive process of <i>Understand</i> category (C2) especially <i>inferring</i> indicator. Generally, <i>inferring</i> indicator requires the students to draw a logical conclusion from the presented information.</p> <p>In the test, the students are asked to construct the meaning of written announcement (C2). Then, students are asked to predict who might deliver the announcement based on the provided information (<i>inferring</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i>.</p>
35	4.I.MC.35		✓					<p>This item is categorized as the cognitive process of <i>Understand</i> category (C2) that is <i>explaining</i> indicator. This indicator includes students' skill in reasoning, troubleshooting, redesigning, and predicting.</p> <p>It is in line with this item in the test which asks the students to construct the meaning of text first (C2). Then, students are asked to make reasoning based</p>

							on the provided text (<i>explaining</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>explaining</i> .
36	4.I.MC.36		✓				<p>This item involves the cognitive process of <i>Understand</i> 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 <i>explaining</i> indicator because it requires the students to use a cause and effect model system.</p> <p>In the test, the students are asked to construct the meaning of a sentence (C2). Then, students are asked how a change in one part will effect a change in another part of system. Students are asked to see the effect if the plane park in the gate, what will be the change (<i>explaining</i>). Thus this item belongs to <i>Understand</i> category (C2) especially <i>explaining</i>.</p>
37	4.I.MC.37		✓				<p>This item connects to <i>Understand</i> category (C2) especially indicates <i>interpreting</i> indicator. To interpret the information, students should convert the word to word.</p> <p>In the test, the students are asked to find out the meaning of the underline word. To find the suitable answer, students have to construct the meaning of some information that is related to the underline word in text given. After</p>

							that, students can select the same information with the underline word in a different form of word choice (<i>interpreting</i>). Thus this item belongs to <i>Understand</i> category (<i>C2</i>) especially <i>interpreting</i> .
38	4.I.MC.38			✓			<p>This item connects to Apply category (<i>C3</i>). It involves using procedures to perform exercise or solve problem. This item requires students to locate a procedure in order to solve a problem. This item belongs to <i>executing</i> indicator since the students face with familiar task or an exercise.</p> <p>In the test, the students are asked to use a known procedure to perform the task (<i>C3</i>). Student are asked to complete the blank in the conversation (<i>executing</i>). Thus, this item belongs <i>C3</i> especially <i>executing</i>.</p>
39	4.I.MC.39			✓			<p>This item is categorized as <i>Apply</i> category (<i>C3</i>) which involves the students to use procedures to perform exercise or solve problem. This item requires students to locate a procedure in order to solve a problem. This item belongs to <i>executing</i> indicator since the students face with familiar task or an exercise.</p> <p>In the test, the students are asked to use a known procedure to perform the task (<i>C3</i>). Student are asked to complete the blank in the conversation (<i>executing</i>). Thus, this item belongs <i>C3</i> especially <i>executing</i>.</p>

40	4.I.MC.40		✓				<p>This item involves the cognitive process of <i>Understand</i> category (C2). Then this item indicates <i>inferring</i> indicator which requires the students to infer the pattern based on presented information.</p> <p>In the test, the students are asked to infer his/her plan on the holiday. Students should know the meaning of the dialogue (C2). After that, students make prediction based on the pattern of presented information (<i>inferring</i>). Thus, this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i>.</p>
41	4.I.SA.01		✓				<p>This item connects to Remember category (C1). It involves retrieving relevant knowledge from long term memory. This item belongs to <i>recognizing</i> indicator since the students retrieve the relevant knowledge from long term memory and compare it with the presented information.</p> <p>In the test, the students are asked to remember the size of wing statue. It is suitable with <i>recognizing</i> cognitive process because students can identify the answer by looking it in the presented text. Thus, this item belongs to C1 especially <i>recognizing</i>.</p>
42	4.I.SA.02		✓				<p>This item involves <i>Understand</i> category (C2) which asks the students to construct meaning from written exercise. In line with this item, it indicates</p>

							<p><i>inferring</i> indicator in which the students have to infer the pattern based on presented information.</p> <p>In the test, the students are asked to infer the time in building statue. Students should know the meaning of the text (C2). After that, students make prediction the time of building statue (<i>inferring</i>). Thus, this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i>.</p>
43	4.I.SA.03		✓				<p>This item belongs to the cognitive process of <i>Understand</i> category (C2) especially <i>inferring</i> indicator. It requires the students to infer the pattern based on presented information.</p> <p>In the test, the students are asked to infer the time of statue which will become the tallest one. Students should know the meaning of the text (C2). After that, students make prediction the when will the statue be the tallest (<i>inferring</i>). Thus, this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i>.</p>
44	4.I.SA.04		✓				<p>This item is categorized as the cognitive process of <i>Understand</i> category (C2) in which the students are asked to construct meaning from written exercise. In line with this item, it indicates <i>inferring</i> indicator because it requires the students to infer the pattern based on presented information.</p>

								<p>In the test, the students are asked to infer the reason. Students should know the meaning of the text (C2). After that, students make prediction about the distance of seeing statue (<i>inferring</i>). Thus, this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i>.</p>
45	4.I.SA.05		✓					<p>This item involves the cognitive process of <i>Understand</i> category (C2) that is <i>inferring</i> indicator. This indicator requires the students to draw the logical conclusion from the presented information.</p> <p>In the test, the students are asked to tell the function of GWK cultural park. Students should know the meaning of the text (C2). After that, students make prediction the use of GWK cultural park (<i>inferring</i>). Thus, this item belongs to <i>Understand</i> category (C2) especially <i>inferring</i>.</p>

Appendix 2 Results of Interviews

RESULT OF INTERVIEW

Teacher 1 (T1) : Putu Ermayanti, S.Pd

Date : Thursday, July 19th 2019

Place : SMAN 2 Singaraja

Code	Result of Interview	Line
I	: Menurut Ibu sendiri bagaimana caranya untuk mengembangkan soal-soal kelas X?	1
T1	: Untuk buat soal kan kita ada silabus dan indikator. Itu sesuai silabus, dan indikator buat sendiri. Untuk yang K13 review itu kan tidak ada indicator di dalamnya, cuma silabus aja. Jadi kita yang buat sendiri goal apa yang mau dicapai dari KD itu. Di silabus itu hanya ada KD, materi pembelajaran. Nanti indikatornya kita yang buat sendiri, misalnya Narrative Text. Dari KD Narrative Text itu kita buat indicator yang ingin dicapai itu apa. Misalnya, kan ada empat skills listening, speaking, writing sama reading, skill apa yang mau dipakai. Kalau misalnya Narrative Text yang cenderung untuk speaking, writing atau listening, sesuaikan dah dia goal nya apa. Speaking gitu misalnya, dari segi fluency, intonation, pronunciation dan lain sebagainya. Kalau yang speaking otomatis soalnya dalam bentuk oral. Ya, itu dah rubrik penilaiannya dari yang tadi tak bilang itu. Dari pronunciation, kemudian fluency, accuracy, content dan sebagainya. Dari situ kita buat rubriknya. Kemudian kalau goal kita narrative text misalnya 'siswa mampu menulis sebuah cerita rakyat pendek itu misalnya, berarti kan writing, disitu juga ada rubriknya contohnya diction, vocab dan lain sebagainya. Ingat berdasarkan silabus dari KD itu untuk menuju ke indicator.	
I	: Tapi kalau seumpama udah dalam bentuk teks UAS ini kan berarti cuma writing dan reading saja Bu ya?	2
T1	: Iya writing dan reading saja. Nah kalau soal seperti UNBK, USBN itu	

kan ada dari pusat dia indikatornya. Kita tinggal mengembangkan saja. Dari indicator itu misalnya Narrative kembali ya, 'mengisi rumpang,' gitu misalnya. Nah kita menyuguhkan sebuah teks yang incomplete nanti siswanya yang melengkapi optionnya dengan memilih A,B,C, D untuk mengisi rumpang itu. Kemudian kalau yang , 'siswa mampu mencari padanan kata,' berarti kan itu sinonim.

I : Oh begitu Bu ya. Jadi sudah ada indikatornya kalau yang UNBK sama USBN. 3a

T1 : Ya sudah ada indikatornya. Nah untuk PAT , penilaian akhir semester atau penilaian akhir Tahun atau PAS, kita mencontek dari indicator-indikator itu, Cuma , disesuaikan dengan KD di kelas itu. Kalau UNBK kan kelas XII, untuk PAS atau PAT kelas X, kelas XI, model soalnya akan seperti UNBK itu atau USBN itu dengan menyesuaikan KD dan indicator di tingkat kelas itu. Kan lain-lain dia, kelas X, kelas XI, kelas XII materinya kan beda-beda. Tetapi model soalnya sama, 'mencari ide pokok, finding main idea, sinonim, antonym, fill in the blanks, terus referring to terus finding specific information. Misalnya tersurat kan, explicit implicit, tersirat tersurat. Ya modelnya seperti itu aja semua, tetapi yang membedakan adalah jenis soalnya, misalnya setelah Narrative ada Descriptive, sama juga itu mencari main idea, kemudian referring to, dan lain sebagainya. Sama aja yang membedakan, jenis kelas, materi pembelajarannya. Coba deh cek disini (membuka soal PAS kelas X), kurang lebih seperti itu. Nah ini, 'early morning I was...(membaca salah satu soal)'. Recount text ini kan.

I : Iya 3b

T1 : Ini menceritakan pengalaman di masa lampau. Nah yang pertama ini (merujuk ke soal), 'What is the text about?' berarti mencari purpose. Dari awal kan sudah dilihat jenis teksnya apa. 'I was walking to the bus stop to go to school (membaca teks di soal)'. Ketahuan sudah itu Recount. Terus ini mencari topic (merujuk pada soal lain). Nanti yang berubah materinya saja. Kelas apapun dia, apapun materinya, modelnya akan seperti ini tetap. Ini mencari informasi rinci (merujuk pada soal lain lagi), 'where and when' mencari informasi rinci tersurat, ada di sini,

ya kan?

I : Iya 3c

T1 : Terus , 'What caused...' Mencari informasi rinci tersurat juga itu. Nah ini! (menunjuk soal yang lain) Beda dia soalnya, tetapi model soalnya sama. Kalau 'what did' mencari informasi dah dia ini. Mencari informasi tersurat ini. 'Please found in the text' mencari informasi tersirat ini, conclusion. Terus ini 'From the text what do we know?' nah ini sama. Ini sinonim, 'split up' (menunjuk soal yang lain). Sama semua, yang beda hanya soalnya. Nah ini apa ini? (menunjuk sebuah teks)

I : Sangkuriang. Naratif 3d

T1 : Iya Naratif. Kalau teks reading jenis soalnya akan seperti itu. 'It refers to', 'why did', ya kan? Kalau oral baru dia pake rubric penilaian. Oral kan misalnya, ulangan lisan itu kita menyediakan rubric dah. Lisan, kalau tidak speaking ya listening dia. Biasanya kalau saya pribadi, untuk listening rubric penilaiannya itu adalah vocab, kemudian diction, eh bukan diction, kalok listening itu spelling. Biasanya sih tak kasi fill in the blank juga. Dia membawa uncomplete text kemudian saya membawa yang complete teks, they are going to fill the blank based on the what they heard. Terus kalau yang speaking, otomatis berbicara dia, fluency, accuracy, dan lain sebagainya. Terus, next question?

I : Yang kedua itu, yang menjadi pertimbangan dalam ibu 4 mengembangkan soal itu apa saja Bu? Selain yang indicator.

T1 : Okay, yang membedakan, tingkat SDM mereka. Misalnya kadang-kadang di kelas IPA compare dengan kelas IPS dan kelas Bahasa kan beda ya. Untuk kelas Bahasa karena memang dia mempelajari tentang Bahasa, pastilah dia harus mengimbangi itu ya. Tingkat HOT lebih banyak disitu. Kalau IPS mungkin LOT, Lower Order Thinking. Kalau IPA kadang-kadang anak IPA kan memang cerdas. Ada beberapa anak IPA yang cenderung ke exact dia, hitungan, tetapi ada juga beberapa yang memang kuat di hapalan. Bahasa Inggris kan memang harus kuat di hapalan, jadi in between lah disitu. Itu yang menjadi tolak ukur atau bahan pemikiran utama seberapa banyak kita membuat soal HOTS atau LOTS.

- I : Itu biasanya kalau soal HOTS, LOTS itu tidak ditentukan dari pusat ini 5
berapa persen, dan ini berapa persen gitu Bu?
- T1 : Oh ndak. Kalau untuk pencapaian indicator ulangan harian, guru
sendiri yang menentukan. Tetapi kalau UNBK dan USBN itu dari pusat
ada. Apa kaden namanya lupa. Pokoknya ada soal dari pusat memang.
- I : Kayak kisi-kisi gitu Bu ya? 6a
- T1 : Ya. Satu. Selain kisi-kisi dia (merujuk pemerintah pusat) membuat soal
20% nya dari sana dan kita menyelipkan di dalamnya.
- I : Oh itu kalau UNBK nya Bu ya? 6b
- T1 : Iya UNBK atau USBN. Kalau USBN , sekolah yang membuatkan soal
tetapi menyelipkan 20% soal pusat. Kalau UNBK pure dari pusat. No
interprensi dari guru, tidak ada.
- I : Tetapi kalau untuk PAT atau PAS itu baru dari guru langsung ya? 7a
Ndak ditentuin dari sekolah harus berapa persen?
- T1 : Oh ndak.
- I : Tetapi memang harus ada? 7b
- T1 : Iya. Kenapa perlu itu? Agar kita bisa mengevaluasi dimana letak
masalah yang dihadapi oleh siswa. Caranya adalah menyelipkan
beberapa soal HOTS. Kalau misalnya bisa dilibas, maksudnya bisa
dijawab, berarti mereka bisa mengikuti pelajaran dan daya tangkap
mereka kuat. Kalau tidak diselipkan yang begitu kan flat jadinya.
Biasanya yang HOTS itu adalah soal-soal yang memerlukan daya pikir
kuat, mengecoh dia disitu. It looks easy but it's hard. Kayak kelihatan
gampang sekali, biasanya kayak mencari informasi rinci tersirat. Pesan
kan disitu, kalau dia tidak bisa mengambil simpulan apa sih pesan dari
teks ini, they will find difficulty. Next.
- I : Iya, untuk selanjutnya, di pembelajaran abad 21 kan memakai yang 4C, 8
yang collaborative, creative, critical thinking dan communicative. Nah
salah satunya itu kan yang berpikir kritis, kalau itu, bagaimana caranya
pada saat mengajar membimbing siswa agar mau berpikir kritis?
- T1 : Okay, di dalam pembelajaran itu kan ada 5M. Pertama adalah
mengobservasi, observing. Disitu kita kayak memberikan pancingan, of
course by media. You need to prepare the media like video, handout,

sehingga ada yang diobservasi. Dari observing itu akna muncul questioning, menanya. Setelah mengamati kemudian menanya, 'What is it about?' mulai dia menanya-nanya. Dari proses menyimak ke menanya itu adalah critical thinking, yak an? Habis menanya baru associating, kemudian setelah associating, creating terus presenting. Mengamati, menanya, mengasosiasi, membuat dan mengkomunikasikan.

I : Oh jadi disana diselipkan Bu ya supaya bisa berpikir kritis? 9a

T1 : Iya. Isi silabusnya itu memang harus ada itu observing, questioning, associating, semua harus ada. Kalau sekarang setelah direvisi, tidak mesti harus observingnya di depan, tidak mesti harus creating di belakang, yang penting all five harus include di dalamnya dalam pembelajaran itu, whatever it is. Next meeting juga diterapkan lagi, walaupun materi pembelajarannya yang kemarin belum tuntas, tetap diselipkan itu.

I : Oh gitu, jadi memang harus diselipkan. 9b

T1 : Iya, kadang melalui video or slide, handout or something else that you can observe.

I : Berarti berpikir kritis itu menjadi salah satu goal ibu dalam mengajar? 10

T1 : Iya. Kalau misalnya sudah ada yang menanya, one, two, or three students try to give me a question berarti dia mengikuti. Kalau misalnya orang melempem saja setelah dikasi video, slide dan sebagainya, tidak ada yang mengamati, cuek, berarti kita tidak bisa membangun situasi kelas menjadi menyenangkan. Berarti gurunya ada apa, kok muridnya sampai bisa tertidur atau tidak antusias dalam belajar. Harus punya teknik disitu. Teknik apa yang cocok. Makanya masing-masing kelas kan berbeda-beda siswanya. Jadi guru juga harus memiliki metode dan teknik misalnya CTL, Head to Head, terus Jigsaw, contextual learning, dan sebagainya. Seumpama IPS tidak cocok dikasi ceramah, mestinya dikasi apa misalnya cooperative learning, berarti dia harus bekerja kelompok agar bisa menumbuhkan jiwa sosialnya. Kalau anak IPA biasanya sih ceramah kadang-kadang. Ngomong sendiri gurunya dan mereka tetap memperhatikan, kadang juga sih ada beberapa siswa yang mau agar dia ikut terlibat di dalamnya yang dimaksudkan disini adalah

team work. There is something to do in the team.

I : Oh iya, selain itu juga Bu, berarti menurut Ibu itu penting sebagai guru harus membuat soal-soal yang menggiring anak agar mau berpikir kritis? 11a

T1 : Yes, of course. Questions itu adalah tolak ukur kita untuk mengevaluasi. The purpose making test is to evaluating students, how far they understand, how far they follow the lesson, something like that.

I : Oh iya, jadi memang penting itu Bu ya. 11b

T1 : Ya untuk mengevaluasi itu. Kalau tanpa soal bagaimana kita tahu kalau itu mencapai goal kan.

I : Terus, kadang-kadang kalau ibu membuat soal untuk berpikir kritis itu gimana salah satu contohnya yang pernah ibu buat? 12

T1 : Nah itu dah finding specific information, explicit. Kalau implicit kan ada di tes, berarti tersurat. Kalau explicit, tersirat. Ya pokoknya yang mengecoh-mengecoh itu namanya HOTS, hampir-hampir mirip, biasanya itu sinonim. Karena mereka less vocabulary jadinya mereka menganggap itu susah.

I : Berarti kalau menurut Ibu itu yang sinonim itu termasuk HOTS? 13

T1 : Iya, HOTS. Sama antonim juga. Karena pembendaharaan kata mereka sedikit, mirip-mirip. Contohnya kayak love. Love itu kan like, desire. Mulai dah mereka bingung apa ini. Nah tergantung sekarang konteks yang digunakan oleh 'love' itu apa. ' I love eating fruit', itu misalnya, kan tidak mungkin itu 'desire'. Tergantung konteksnya.

I : Jadi mereka harus tau konteks dulu Bu ya? 14

T1 : Iya, karena kalau digarisbawahi aja, ' What is the synonym of this?' terlalu gimana rasanya, kecuali kita kasi sentence dulu baru digarisbawahi.

I : Berarti kalau menurut Ibu contoh yang membuat kesimpulan itu juga termasuk HOTS? 15

T1 : Yes, of course. Making summary, making conclusion. Why I said that the kind of question like that is typical of critical thinking karena dia harus belajar untuk mencari satu ide dari seluruh teks yang dia baca untuk menarik suatu kesimpulan. Meringkas untuk menjadi kesimpulan

itu kan agak susah ya karena dia akan mengubah bahasa yang ada di teks itu dengan bahasa dirinya sendiri dan menjadi singkat. Kalau misalnya dia copy paste, ambil copot, ambil copot, mungkin saja tidak nyambung penggunaan diction kata itu. Jadi dari sentence pertama, first sentence and second sentence, mungkin saja tidak nyambung kalau mereka copy paste, kelihatan disitu.

I : Oh iya Bu. Tadi kan kita sudah ngomongin masalah berpikir kritis, dan juga HOTS. Berpikir kritis itu kan termasuk ke dalam HOTS. Terus mau nanya juga, sebenarnya seberapa jauh Ibu tahu tentang HOTS itu? 17a

T1 : Not really far. Kalau yang tentang HOTS, LOTS itu kan memang ada pemanggilan, undangan dari Dinas untuk mengikuti semacam pelatihan, MGMP dan lain sebagainya. Sementara kalau semua guru yang di sekolah ikut terlibat maka proses pembelajaran di sekolah kan tidak berjalan. Biasanya undangan pelatihan tersebut adalah perwakilan dari salah satu guru pada MGMP mata pelajaran tersebut. Misal kalau Bahasa Inggris, kita di SMA 2 ada 3 guru Bahasa Inggris, sometimes is not only me have to go, kadang-kadang teman yang lain juga. Ini yang buruk kita omongkan ya jangan ditiru. Kadang-kadang setelah pelatihan itu tidak ada komunikasi lebih dalam lagi dengan teman-teman. Jadi selesai pelatihan ya sudahlah, selesai sudah, seperti itu. Nah untuk yang garis-garis besarnya saja kadang-kadang disampaikan di forum-forum resmi seperti rapat karena masing-masing MGMP pasti punya HOTS, LOTS, kan beda materi beda pembelajaran. Disana kita dikasi tahu secara garis besarnya saja, untuk masuk ke dalamnya itu di MGMP masing-masing mata pelajaran.

I : Oh gitu. 17b

T1 : Iya, jadi ya ndak terlalu begitu tahu dan mendalami, cuma garis besarnya saja.

I : Berarti, kalau tahu garis besarnya, biasanya di kognitif itu kan ada C1, C2 sampai C6 18a

T1 : Oh iya, anggap dah dari C3 sudah mulai intermediate. Kalau C1 paling mencari topik, mencari ide pokok. Itu kan gampang, di alinea pertama sudah ada main idea. Kalau topik kan rangkuman dari seluruhnya itu

dijadikan judul, itu dah topic, apa sih yang dibicarakan, “oh topiknya kayak gini”. Agak simple, kayak descriptive text, Australia. Kalau most of the time the sentence menampilkan kangaroo, berarti kanggurunya yang jadi topic bukan Australianya. Yang mana yang lebih banyak di mention itu berarti topiknya. Kalau main idea kan di awal paragraf. Jadi itu LOTS.

I : Oh iya Bu, berarti itu masih LOTS? 18b

T1 : Iya masih C1 itu. Purpose juga masih C1.

I : Berarti kalau menurut Ibu apakah semua soal yang susah itu pasti HOTS atau bagaimana Bu? 19

T1 : Oh not always. Bagi kebanyakan orang yang tidak belajar akan menganggap itu really really hard. Bagi orang yang belajar dan dia jeli untuk menganalisa soal, itu akan easy. Berarti siswa itu harus sering-sering latihan, more exercise, rajin-rajin membaca. Kadang guru juga walaupun dia mengajari anak-anak, bukan menutup kemungkinan juga harus tetap belajar karena kadang-kadang teknologi yang membuat guru itu kalah dari siswanya. Apalagi di abad 21 kan memakai teknologi ya di sekolah, pakai pembelajaran yang berbasis IT.

I : Terus kalau yang di sekolah itu, memang dari kepala sekolahnya sendiri kan yang setiap ibu membuat soal mewajibkan untuk ada soal HOTS? 20

T1 : Yes

I : Itu karena beracuan pada UNBK itu Bu ya? 21

T1 : Ya memang dari silabus sudah ada.

I : Oh gitu, men lalu acuan apa yang ibu gunakan untuk membuat soal berbasis HOTS? Maksudnya apakah ada kayak modul gitu Bu? 22

T1 : Tidak punya ya. Selama ini, sejauh ini, seingat saya sih kita mandiri membuatnya. Kalau kita terasa susah, tidak ada acuan, jaman sekarang kan milenial apapun bisa dicari di google. Kalau misalnya kehabisan idea, most of the time searching in google. Disana banyak sekali, mau cari soal recount atau analytical exposition, cari soal HOTS tentang ini keluar dah semua beserta dengan teksnya dan model pertanyaannya. Jadi guru kadang-kadang dimudahkan dengan IT.

- I : Iya berarti sudah ada keinginan untuk membuat soal HOTS Bu. 23
- T1 : Iya guru merasa terbantu dengan itu sih. Sudah ada 70% soal LOTS ya tambahkan 20% saja HOTS ya kita cari disitu bisa, dibantu oleh google bisa. Kalau misalnya kelasnya yang pintar-pintar bisa fifty fifty (50:50), HOTS fifty, LOTS fifty. Kalau misalnya kelasnya agak kurang gitu ya bisa hanya 10% atau 15%, jangan sampai semua HOTS. Jangan juga semuanya LOTS, nanti kalau besar-besar nilainya dipertanyakan. Sementara di materi pembelajaran lain misalnya Bahasa Bali itu kecil, dia dapatnya KKM, kok Bahasa Inggris dapatnya sekian. Semua mata pelajaran itu kan ada HOTS LOTS nya, dari situlah kita bisa mengevaluasi. Kalau misalnya Bahasa Inggris tidak menggunakan HOTS LOTS kan besar dapat nilai, sedangkan pelajaran yang lain kecil-kecil dapat nilai. Kok bisa si anak ini nilainya besar di Bahasa Inggris, padahal keadaan di kelasnya seperti ini. Itu akan jadi temuan nanti, akan jadi pertanyaan.
- I : Iya benar Bu. Lalu kalau ibu ngambil soal di internet, berarti di 24a
paraphrase soalnya ya Bu?
- T1 : Yes, of course. Kalau mutlak diambil dari internet itu namanya duplikat ya, menjiplak, atau mengkopi. Sebagai guru yang baik, tidak tega menjiplak-menjiplak begitu. Itu akan menjadi kebiasaan. Ada baiknya kita creating based on referensi. Dari referensi itu apanya kita ubah biar tidak semata-mata menduplikasi.
- I : Karena kita harus memikirkan SDM anak-anak juga Bu ya? 24
- T1 : Iya. Siapa tahu sudah dibaca soal ini, kan gurunya ketahuan.
- I : Iya juga Bu. Kadang-kadang anak-anak lebih cerdas mereka ngeliat 25a
soal-soal itu Bu ya. Jadi seperti yang di soal-soal ini (menunjukkan tes)
berarti kan kalau yang seperti ibu bilang seperti mencari main idea itu
kan agak susah.
- T1 : Main idea itu LOTS.
- I : Oh iya Bu. Yang tadi itu kayak conclusion, nyari conclusion juga 25b
termasuk ya.
- T1 : Iya. Making summary juga.
- I : Oh iya making summary, karena mereka kan perlu menganalisis ya. 25c

- T1 : Yes. They have to get an idea.
- I : Oh iya, jadi itu kan termasuk HOTS. 26a
- T1 : Iya, essay juga HOTS itu. Creating itu HOTS itu. Nah ini (menunjuk soal essay yang ada pada tes), ini merubah ni. Kalau dia tidak paham, formula seumpamanya dia tidak tahu untuk simple present, dia akan bingung.
- I : Iya jadi dia harus tahu formulanya baru bisa create ini. 26b
- T1 : Karena banyak sekali tenses, dia akan bingung ini tenses apa.
- I : Terus ada saya liat soalnya itu mencari makna dari lagu. 27a
- T1 : Iya, iya. Song. Find message.
- I : Iya itu juga termasuk HOTS Bu ya? 27b
- T1 : Iya. Mencari moral value itu juga HOTS. 'Please mention what kind of moral value that you can learn from the text.'
- I : Iya, karena mereka harus menggunakan... 27c
- T1 : Mereka menggunakan bahasanya. This message was created use their own definition, their own opinion about the message yang ada disini.
- I : Iya benar juga Bu. Men kalau yang seperti ini Bu (menunjukkan salah satu soal yang ada di tes), 'We found in the text that..' itu juga? 28
- T1 : Iya itu HOTS juga. Kita tahu di dalam teks tersebut bahwa... Itu umum sekali, general sekali, bahwa apa? Itu membuat kesimpulan. Untungnya disitu dibantu dengan option A, B, C, D yang mendekati dari isi teks tersebut yang mana.
- I : Kalau tidak seperti itu susah juga Bu ya. Kayak yang ini juga 29a (menunjuk soal lain), ibu memberikan kalimat dulu, lalu mereka membuat sinonim.
- T1 : Oh yes. 'split', kalau mereka tidak tahu, itu bisa jadi semacam olahraga yang meregangkan kaki. 'split up' kan seperti 'broke up'.
- I : Jadi itu termasuk mereka perlu HOTS Bu ya? 29b
- T1 : Iya.
- I : Iya Bu. Itu saja sih Bu. Terima kasih Bu ya.

Teacher 2 (T2) : I Made Merta Yudana

Date : Friday, July 19th 2019

Place : SMAN 3 Singaraja

Code	Result of Interview	Line
I	: Jadi kan Bapak sendiri yang membuat soal-soal kelas X nya niki. Terus kalau dari bapak sendiri, bagaimana caranya untuk mengembangkan soal-soal untuk kelas X, Pak?	1a
T2	: Soal kelas X kan dasarnya KI, KD. Dari situ, sesuai dengan indicator, saya ambil untuk bobot masing-masing. Misalnya gini, dari indicator, dari KD dulu deh, dari KD 3.1 kalau di kelas X tentang pemaparan jati diri, saya ambil berapa soal misalnya tiga atau dua. Dari situ sampai dengan KD terakhir yang 3.9 karena ini penilaian akhir tahun ya?	
I	: Iya Pak.	1b
T2	: Iya jadi 3.9 sama yang 4.9. Tapi yang 4.9 kan tidak ikut dia karena tes tulis. Kira-kira sih niki. Dasarnya dari situ, dari KI, KD, dan indicator.	
I	: Berarti dari KI, KD, indikator baru dituangkan ke soal?	2
T2	: Nggih.	
I	: Kalau bapak sendiri, apa yang menjadi pertimbangan dalam mengembangkan soal, selain KI, KD nya itu?	3a
T2	: Maksudnya?	
I	: Mungkin dari kemampuan siswa, mempengaruhi tidak pada saat Bapak mengembangkan soal itu?	3b
T2	: Iya. Tingkat kesulitan, kompleksitas kan harus dihitung juga. Termasuk juga opsi dari butir-butir pengecoh itu kan diperhitungkan. Untuk level sekolah kita, tipe soal yang HOTS itu tidak bisa dominan. Pasti kebanyakan di menengah, bahkan sampai yang lower. Seperti itu, itu juga harus dihitung karena tidak mungkin,,beda dengan SMA 1 bisa jadi HOTS yang dominan, di atas 60% bisa jadi.	
I	: Oh iya. Terus terkait dengan pembelajaran abad 21 kan dituntut untuk berpikir kritis, Pak. Nah kalau dari Bapak sendiri, bagaiman caranya untuk membimbing siswa agar mau dia berpikir kritis pada saat proses pembelajaran?	4a

- T2 : Misalnya gini, saya berikan mereka topik dihubungkan dengan kehidupan sehari-hari terutama yang paling simple, lalu saya biarkan mereka menemukan pertanyaan 'apa', terus 'bagaimana', atau 'darimana'. Saya tidak akan menjelaskan langsung secara ceramah. Tapi terakhir saya tuntun mereka, apa yang kamu dapat, apa yang kamu pahami, kesulitannya apa. Sesuai dengan kriteria itu, kalau kita ngomongin critical, criticize dan lain-lain, muncul disitu. Ya walaupun label nya cukup sederhana, tidak sampai tingkat tinggi.
- I : Iya, berarti tetap agar membuat siswa untuk mau berpikir kritis? 4b
- T2 : Iya, saya tidak akan mencekoki mereka dengan materi A sampai Z, terus mereka bengong. Tidak. Saya paling tidak suka.
- I : Terus berarti selama proses pembelajaran, berpikir kritis itu merupakan salah satu tujuan pembelajarannya bapak agar siswa mau berpikir kritis? 5
- T2 : Tujuan ya? Atau metode? Atau keharusan? Saya tidak tahu. Tapi intinya ada. Mereka harus berpikir kritis, tidak asal terima, tapi paling tidak mereka tahu, apa itu, kenapa itu. Pasti saya tanya kok alasan kenapa, apa yang mereka pahami. Mungkin syarat ya, kalau dibilang tujuan? Bisa jadi juga.
- I : Oh berarti kan sebelumnya bapak buat RPP dulu Pak. Berarti bapak sudah plan,"Oh ini berpikir kritis, jadi ini yang saya buat rancangan kegiatannya." Kayak gitu berarti ya? 6a
- T2 : Iya.
- I : Tertuang berarti di RPP nya? 6b
- T2 : Tidak mutlak juga. Artinya tidak tertulis bahwa saya berharap mereka berpikir kritis, tetapi kalau dari kegiatan yang saya tuntun, otomatis mereka akan berpikir untuk kritis.
- I : Oh iya. Terus selain pada strategi pembelajaran, menurut Bapak apakah penting mengembangkan soal-soal yang menggiring siswa untuk berpikir kritis? 7a
- T2 : Sangat. Sangat penting. Karena begini, terkadang ya sebagai bukti, ketika kita menilai diproses ataupun hasil, tetap saja hitungannya begitu. Jangan sampai muluk-muluk. Kita bilang kritis, tetapi di aplikasi atau instrument soal, ataupun di proses tidak muncul.

- I : Berarti memang penting ya. 7b
- T2 : Iya penting.
- I : Terus menurut Bapak sendiri, soal-soal yang berpikir kritis itu contoh ataupun jenisnya kayak gimana? 8a
- T2 : Kalau lebih simpelnya sih lebih banyak di uraian atau essay. Saya lebih bisa disitu karena kalau di objektif, kritis itu baur dengan pilihan. Pokoknya sangat minim.
- I : Iya mungkin karena disediakan pilihan. 8b
- T2 : Iya kalau yang kritis, tentu dengan ide mereka, pendapat mereka itu tertuang di essay biasanya. Kebetulan penilain sekarang membolehkan membuat isian 5. Misalnya SMA 3 saja saya sebut, untuk mata pelajaran yang di UN kan biasanya objektif 40, isian 5. Selalu begitu, sehingga paling penekanan kritis itu ada di uraian.
- I : Iya memang karena dilihat dari sana seberapa bisa siswa, ya Pak? 8c
- T2 : Iya ide mereka, tulisan mereka, ada disitu. Kalau di objektif susah saya untuk menemukan kritis atau tidaknya.
- I : Tetapi jenis-jenis soalnya itu kayak memberi saran, gitu ya Pak? 8d
- T2 : Iya biasanya seperti itu.
- I : Mencari kesimpulan? 8e
- T2 : Kalau contoh kecil misalnya Narrative, kita minta mereka menyimpulkan atau misalnya concluded lah atau apa, atau mencari secara explicit pesan moralnya apa.
- I : Oh iya pesan moral. 8f
- T2 : Ya kan? Bisa jadi. Kalau contoh Narrative. Kalau misalnya teks lagu, pemaknaan dari lirik lagu cukup memerlukan pemikiran yang kritis.
- I : Iya Pak. Terus, berpikir kritis itu kan merupakan salah satu indicator dari HOTS. Apa yang sebenarnya Bapak ketahui tentang HOTS itu sendiri? 9
- T2 : Kalau secara detail sih saya ndak. Cuma seperti apa ya,, bahwa metode itu perlu. Sekarang terutama, apalagi dari RPP kita sudah diarahkan, sudah dituntut dengan 4C itu. Mau tidak mau, anak-anak kita harus berpikir di tingkat tinggi. Tidak sedang saja, atau tidak bawah saja, tetapi dari presentase rasanya. Tetapi kan tidak melulu harus HOTS.

- I : Terus kalau disini itu ada pelatihan ataupun apa yang Bapak ikuti 10a
terkait dengan pengembangan soal-soal untuk HOTS?
- T2 : Sampai hari ini belum.
- I : Belum ada? Tetapi maksudnya di sekolah ini pernah ada tetapi bukan 10b
Bapak mungkin?
- T : Mungkin orang lain. Karena kalau kita baru mendapat itu dari Permen,
,membaca pedoman penyusunan RPP. Dari situ aja. Kalau pelatihan
secara langsung belum, sampai hari ini belum. Karena yang saya baca,
itu kan muncul dari tahun 2017 untuk HOTS. Sebelumnya belum.
- I : Iya. Lalu kalau menurut Bapak sendiri, dalam soal ini (menunjukkan 11a
soal yang dibuat oleh guru) sudah ada soal-soal yang menurut Bapak
HOTS?
- T2 : Ada.
- I : Ada? Tadi dapat bapak bilang terkait makna lagu, yang ini ya? Moral 11b
value yang gitu Pak ya?
- T2 : Iya. Di uraian nggih?
- I : Nggih Pak. Kalau menurut bapak sendiri itu udah ada soal-soal HOTS 12
disini (merujuk ke tes).
- T2 : Iya.
- I : Apa acuan yang bisa digunakan untuk membuat soal berbasis HOTS 13
itu Pak? Kan tadi Bapak bilang ada pedoman pembuatan RPP. Ada juga
pedoman pembuatan soal HOTS, Pak?
- T2 : Kalau soalnya, untuk membuat sih tidak. Tetapi dari analisis
kualitatifnya kan dapat disitu ketika penggunaan tingkat bahasa,
kesulitan, ada disitu. Makanya gini, soal itu dianalisis dua kali. Kualitatif
dan kuantitatif. Kuantitatif dari hasil siswa terakhir, dan kualitatif
sebelum. Ada disitu analisis butir soal. Kelihatan nanti disitu, apakah dia
sudah memenuhi unsur bahasa yang tingkat tinggi, menengah, atau
bawah. Itu yang kami lakukan selama ini, sampai hari ini.
- I : Tetapi disini itu, ada tidak modul penyusunan soal HOTS? 14
- T2 : Belum ada.
- I : *(paused)*
Jadi mungkin itu saja Pak. Sudah semua soalnya. Terima kasih Pak.

Teacher 3 (T3) : Komang Sri Utami, S.Pd

Date : Thursday, July 18th 2019

Place : SMAN 4 Singaraja

Code	Result of Interview	Line
I	: Bagaimana ibu mengembangkan soal-soal untuk kelas 10?	1
T3	: Soal – soal itu datangnya kan dari indicator, indikatornya itu dari KD. KD nya misalnya menganalisis jenis teks misalnya menganalisis struktur teks naratif misalnya, kan kita di RPP sudah buat indikatornya dulu, kalau dia menganalisis struktur teks naratif kira-kira indikatornya apa ya. Bisa mengidentifikasi orientasinya begitu misalnya kan, siswa mampu mengidentifikasi resolusinya, kan gitu, dari sana itulah nanti baru tertuang ke soal. Ngae lu kisi-kisi . Buat dulu kisi-kisinya, nanti setelah itu ada butir soal --(interupsi dari guru lain)--	
T3	: <i>Nah teorine alu bang.</i> Semuanya kayak gitu sih, kalau kita ikuti tataran idealnya kan itu. Runutannya kayak gitu	
I	: Indikator, sesuai indikator, baru kisi-kisi baru ke soal.	1a
T3	: Nah keto idealne.	
I	: <i>Oh idealne</i> (Oh idealnya)	1b
T3	: <i>Gurune nak be nawang ape ne gaene di RPP, jeg gae be soalne</i> (Gurunya sudah tahu apa yang dibuat di RPP, buat saja sudah soalnya) --- (interupsi guru lain)--	
I	: <i>Selain indikator jak KD nike</i> (Selain indikator dan KD itu), ada tidak pertimbangan- pertimbangan lain dalam mengembangkan soal Bu? Maksudnya dari kemampuan siswa?	2
T3	: Iya, kalau muridnya nanti kita tau dia sudah terlalu .. apa namanya, level soalnya kita terlalu tinggi untuk siswa yang levelnya agak ke bawah gitu, kita yang nanti susah. Mereka banyak jatuh nanti, toh	

kita juga harus memahami karakteristik siswa kan. Sebagai guru kan harus pahami O.. murid saya kemampuannya 6 dia, masak saya kasi soal 7 sampai 8. Saya kasi soal 6. Paling satu dua soal yang agak tinggi sedikit. Ndak semua , kan ada perbandingannya tu soal-soal itu ada yang mudah, yang sedang dan yang susah.

I : Kan biasanya kalau yang dijadikan pertimbangan, biasanya kan 3a
murid-muridnya *ade ne bes dueg, ada ne biase-biase gen Bu, ade ne bes kene* (ada yang terlalu pintar, ada yang biasa saja Bu, ada yang gini). Terus yang mana, maksudnya yang lebih banyak kadang-kadang?

T3 : Mana yang lebih dominan muridnya. Murid 40 anggap ne oraang
kene to 3 atau 5 orang ya kan, *selebihne nto* average dia bisa ke atas pasti soalnya lebih....

--(interupsi guru lain : *sebelum maang ulangan be tawang muride dueg atau belog?*)

T3 : *Nak sing ada placement test dini* (Tidak ada *placement* tes disini).
Setelah kita ngajar beberapa kali pertemuan baru terbaca.

I : Oh gitu 3b

T3 : Ya disini orang random semua.

I : Ndak ada kelas unggulan disini? 4a

T3 : Sing ade kelas unggulan . Dari dulu ndak ada kelas unggulan

I : Tak kira ada kelas ini khusus kelas unggulan 4b

T3 : Dulu iya, sekarang udah zonasi gini sama semua. Makanya itu dah kendalanya nanti murid yang cerdas ,kita ngelayani yang agak kendoran sedikit, dia akan bengong kalau kita ndak kasi dia soal. Ini pengayaannya kerjain buat kamu aja, soal ini kamu dah dulu buat

I : Oh 5a

T3 : Itu misalnya, *yan irage di bahasa sing ye keto, baang gen ye komunikasi*. Yang cepet dia akan lancar ngomong, yang lambatan ya pasif dia jadinya. Kita kan bahasa ni, yang harus dipakai, bukan orang itung-itungan. Kita kan bahasa, *kuale bise ngomong abedik gen kanggo be*. Bener omong bapaknya tadi, gimana kita tau murid itu, dari hasil memang harus ada sebenarnya.

- I : Oh berarti harus dicoba 5b
- T3 : Ya, kalau kita ngajar kelas 11 misalnya kan dari guru kelas X kita tau, dari hasilnya dia kita bisa lihat. Kalau kita kelas X ngajar, kan belum ada patokannya kan, yang ada hanya nilai NEM dan nilainya itu tidak bisa apa namanya ya
- I : Tidak bisa dijadikan patokan 5c
- T3 : Iya , tapi pantauan kita di kelas kan bisa juga jadi salah satu tolak ukur, observasi gitu misalnya. *Pasti gen tawang, asanange masak ngomong kene gen sing bise muride ne, enduk ti be ne.* Keliatan. Dari sana kita bisa mengira, oh *ne sekian ane mampu, sekian ne sedeng-sedeng.* Jadi kita akan buat soal lebih untuk average nya itu, yang mana lebih banyak. Ndak bisa kita mengandalkan yang *nduk to gen*, nanti murid yang lebih bisa tidak akan terpacu kemampuannya dia kan karena kita ngasi soal yang LOTS semua. *Effort* nya ndak ada nanti mereka.
--(interupsi guru lain)--
- I : Iya, iya. Berarti selain kemampuan siswa ada hal lain yang perlu diperhatikan untuk ngembangin soal? Selain memikirkan kemampuan siswa, indikator dan yang lain? 6a
- T3 : SKL, indikator kan memang harus dipertimbangkan itu, tuntutan kurikulum, kita harus mencoba membuat soal HOTS itu supaya *critical thinking* mereka itu jalan. Membuat soal juga mempertimbangkan aspek kekinian.
- I : Aspek kekinian? 6b
- T3 : *Up to date*, ndak bisa kita pake yang sudah jadul-jadul soalnya. Sesuaikan dengan perkembangan IPTEK ndak hanya domestik aja tapi juga internasional.
- I : Ngomongin masalah yang *critical thinking* tadi, pembelajaran abad 21 kan yang make 4C tu Bu, *creative.. (paused)* 7a
- T3 : *Creative, collaborative, communicative*
- I : Iya, nah terus biasanya bagaimana caranya ibu untuk membuat siswa berpikir kritis, gimana caranya ibu membimbing siswanya agar mau berpikir kritis? 7b

- T3 : Berpikir kritis bisa dengan kita ajak *problem solving*. Misalnya kita membahas *tenses* gitu misalnya, atau kita membahas mencari ide pokok, ide pokok dimana ide pokoknya itu tidak tampak jelas pada paragraf itu. Biasanya anak-anak berpikir kan ide pokok itu ada di atas kalimat, yang pertama atau ndak di bawah, atau ndak di tengah-tengah. Yang di tengah-tengah itu biasanya mereka kan harus mengelaborasi pikiran mereka. Bagaimana mereka memadukan dari kalimat pertama, kedua, ketiga dan keempat dan akhirnya mereka menarik ohh ini loh ide pokoknya.
- I : Oh, iya 7c
- T3 : Susah lo mencari gagasan sebuah paragraph, apalagi mereka tidak tau sekali. Susah itu kan mereka perlu daya nalar, berpikir keras, kosa katanya kayak apa, apa artinya. Itu juga sudah termasuk *critical thinking*. Kemudian, ketika mereka dalam kelompok, berkomunikasi, kita suruh buat tentang percakapan tentang ini , ini, ini, itu juga membuat mereka berpikir keras supaya pembagian tugasnya itu sama, role play nya sama. Sama-sama sekian dan juga bagaimana memasukkan materi yang kita berikan agar masuk disana di percakapan itu. Kan lumayan. Makanya ketika kita nyuruh mereka buat dialog berempat, itu baru akan mulai aja sudah stuck mereka, bisa sampai lima belas menit diam pulpennya. “*Be maan ide?*” “*Konden Bu.*” Itu dah keras sekali mereka berpikir tu. Begitu dapat dia click, jalan sudah. Dialog anak-anak sekarang, yang cerdas be ke oraang, nak enak-enak.
- I : *Kewehne to di awal-awal mule Bu.* 7d
- T3 : Nah itu sudah, apalagi menulis kan.
- I : Iya , iya Bu. Nyari idenya susah 7e
- T3 : Iya. Memberikan opini, memberikan solusi, misalnya temannya bertanya, dia kan berusaha memberikan ide, berpikir dia. Semuanya juga proses berpikir kan. Tidak ada yang tidak berpikir, cuma siapa yang mampu, siapa yang masih perlu dibimbing, siapa yang sama sekali tidak mampu.
- I : Jadi kalau gitu, ibu buat grup juga mecah gitu Bu? Yang ibu rasa 8

agak bisaan, atau terserah mereka?

- T3 : Grup itu kadang-kadang kita berikan mereka yang menentukan. Kadang ibu tau dah kecenderungan mereka bergrup kan dengan ini ini saja. Sekali kita tau, ya oke, dua kali oke, tiga kali kita coba mix dengan undian atau dengan hitungan. 1, 2, 3 cari kelompoknya, ketemu dah. Itu mix dah, siapa yang dapat siapa kan udah gak bisa comment dah dia. Itu kadang-kadang biar fair. Biar mereka bisa juga *collaborative* kan, kerja sama disana. Nah itu lo jadinya tidak monoton dengan teman, sekali-sekali juga. Jugaan teman sekelas. *Melajah ye ditu* komunikasi.
- I : Berarti berpikir kritis itu jadi salah satu tujuan pembelajaran berarti 9
Bu ya?
- T3 : Tuntutan pembelajaran abad 21 care jani kan sebisa mungkin kita sisipkan kegiatannya itu di pembelajarannya kita.
- I : Berarti tiap buat RPP juga memikirkan kenken carane pang muride 10
berpikir kritis ya Bu?
- T3 : Iya itu idealnya. Setiap saat kita berusaha seperti itu. Materi apa yang cocok, bisa disana kita sisipkan.
- I : Tapi biasanya ibu kalau menyuruh siswanya berpikir kritis itu 11
dengan ngasi kerja kelompok Bu ya?
- T3 : Individu juga bisa kan, seperti ibu bilang tadi menemukan informasi dalam sebuah wacana, reading nak keweh to nyeh ngoraang aluh?
- I : Reading *keweh* Bu. Terus ni selain pada strategi pembelajaran, 12
menurut ibu penting ndak untuk mengembangkan soal-soal yang menggiring siswa untuk berpikir kritis?
- T3 : Penting, karena itu sudah menjadi tuntutan kita dewasa ini kan, pembelajaran kita di kurikulum 2013, tujuan pendidikan nasional, jadi sebisa mungkin ya harus kita terapkan.
- I : Berarti memang karena tuntutan kurikulum juga Bu ya? 13
- T3 : Iya
- I : Terus kalau yang menurut ibu soal-soal yang menuntut berpikir 14a
kritis tu kayak gimana Bu?
- T3 : Mencari sebuah kesimpulan, bisa itu mencari kesimpulan itu *critical*

thinking, nalar, menyimpulkan. Mencari solusi.

I : Berarti yang membutuhkan reason, alasan-alasan gitu Bu ya? 14b

T3 : Iya

I : Terus kalau contohnya kayak True False menurut Ibu itu berpikir kritis ndak Bu? 15a

T3 : Tergantung kedalaman soalnya itu. Biasanya gini ya, kalau kita ngasi soal true false, dari 5 *statement* kita cari, *which one is true*. Kelima-limanya itu susah juga. Dia harus memahami lagi di atas. Benar kan? *Ne asanange beneh ne, ne beneh, ne mirip-mirip bedik*, apane kita slingsutang dikit soalnya, dia udah jadi soal yang susah. Tergantung kita memposisikan soalnya itu lo.

I : Kalau kita paraphrase sedikit aja kemungkinan murid-muridnya ndak ngerti ya? 15b

T3 : Iya itu dah. Dari kalimat aktif jadikan pasif be bise bingung ye kan. Bise di mukak ne subject ne, di teks to kan di belakang. Dia bisa bingung sendiri. *Keweh to*. Benar salah sering gitu mereka, bagi siswa yang mampu ni. “Beneh asanange ne Bu”. Ne di duri, “Nah sube true, F. Yan sing F, true, keto gen”. Tapi kalau yang cerdas, meres dia juga. Dia kan ndak mau salah. Sebisa mungkin dia pasti agar dia bisa benar semua. Tapi dari sekian banyak soal ibu jarang maang True False, paling kalau kemarin di schoology ada itu, pernah ibu ngasi true- false, paling ibu sisipin aja, 2, 3. Biar macem-macem aja. Lumayan tu, pake quiz untuk pemanasan, kita kasi struktur teks kalau salah keliatan, kalimat aktif atau pasif, true atau false kan gampang mengingat aja dia, melihat polanya, selesai dah. Kalau sudah masuk ke conclusion dia susah.

I : Ya karena memang mereka harus tahu dulu teksnya Bu ya 15c

T3 : Iya kalau yang ibu bilang tadi, *decide whether the sentence is true or false*. Misalnya kita ngajar *passive*. *Jani kalimat pasif jang, be pelih to*, dia kan hanya melihat saja polanya to be dan verb 3, bener ndak polanya disana, itu sudah mereka lihat salah be ngidaang ye langsung. Itu kan tidak terlalu dalam, kan hanya mengidentifikasi saja. Bagi yang paham tapi.

- I : Yan be sing paham mekejang keweh Bu. 15d
- T3 : *Yan sing paham mekejang orange keweh. Nyen men peliang*
- I : Terus kan berpikir kritis itu juga merupakan salah satu indicator HOTS. Nah apa yang sebenarnya ibu ketahui tentang HOTS? 16a
- T3 : Maksudnya?
- I : Apa yang ibu ketahui tentang Higher Order Thinking Skill? 16b
- T3 : *To gen tawang, kepanjangane*. HOTS. High Order Thinking Skill
- I : Pembagiane uli C1 sampai C6 tawang Bu? 17a
- T3 : Aduh tinggi dah tu dah. Dibandingkan dengan C1,C2,C3, mungkin merambat dah dari C4 mungkin. C4 itu apa ya? Menganalisis atau apa?
- I : Ya analisis 17b
- T3 : Nah *nto be*
- I : Oh berarti ibu *tingalin malu* indikatorne Bu ow, yen menganalisis berarti kita harus buat soal HOTS gitu Bu ya? 18
- T3 : Ndak, menganalisis itu kan levelnya bisa dari yang paling rendah dia. Ndak langsung menganalisis. Pembelajaran kan tetap dia, tahapannya dari yang gampang dulu, naik, berjenjang baru sampai menganalisis. Mekejang jani KD ne to menganalisis di Bahasa, ndak kamu lihat tu? Ndak rungu? ‘Menganalisis’, di KD 4 nya semua ‘menggunakan’. Menganalisis itu kan bisa dia mengidentifikasi dulu, langkah-langkahnya sampai ke jenjang yang menganalisisnya itu. Tetap ada proses dari yang mudah dulu. Tetap *step by step* itu ada.
- I : Berarti kan dari yang paling kecil sampai menganalisis? 19a
- T3 : Ya kan kita tetap itu mengajarnya dari yang paling kecil dulu, nanti jika dia sudah paham baru lanjut materi berikutnya. Misalnya mereka mencari makna kata, kalau bagi mereka sudah terlalu gampang, ya kita tingkatkan. Sekarang jangan menemukan makna kata, menemukan makna kalimat mungkin. Kan sudah naik tu analisisnya, naik dah levelnya dari level C1 menjadi C2. Kalau kita lihat di kata-kata operasional kan ada disini, menganalisis itu yang kayak gimana. Misalnya ‘menyebutkan’, menyebutkan kan masih

- di C1 kan?
- I : Iya masih di C1 19b
- T3 : Ya jadi tingkatkan lagi sedikit, sampai akhirnya pada menarik kesimpulan, *ape bin? Sapin.*
- I : Oh iya, terus apa yang bisa digunakan sebagai acuan soal berbasis HOTS? 20a
- T3 : *Nak ade buku petunjukne ngae soal HOTS to.*
- I : Modul? 20b
- T3 : Juknis Penyusunan Soal HOTS. (18.29) Ada buku juknisnya tu. Maan ibu ngeprint, tapi ije kaden bakat pejang.
- I : *Tapi di juknisnya niki isi apa kata-kata kerja yang digunakan kenten? Napi contoh-contoh soal?* 21
- T3 : Juknis itu kan petunjuk teknis bagaimana kita menyusun. Pasti diajarkan disana. Contohnya ada, langkah-langkah apa yang harus dilakukan supaya soal itu menjadi HOTS, ada itu.
- I : Nah buku petunjuknya itu dibagikan semua atau karena ibu pernah ikut workshop? 22
- T3 : Itu kan dari atas sudah memberikan, sekolah tinggal narik aja. Kan sudah disosialisasikan, PERMEN ini juknisnya ini. Jadi tinggal ambil dan baca.
- I : Berarti kan udah ada acuannya Bu nggih? 23
- T3 : Memang sudah dikasi juknisnya itu. Ibu pernah nyari di internet, di print udah, tapi ya itu baca sekilas-sekilas apa sih HOTS, apa sih LOTS. Baru di liat-liat soal kita di Bahasa, "Oh ini toh juga yang namanya HOTS." Menyimpulkan ide pokok juga sudah HOTS. Jadi ya sudahlah. Misalnya si A lahirnya tahun ini, bulan ini tanggal sekian, mati tanggal sekian, berapa umurnya? Itu misalnya. Dikreasikan aja misalnya indikatornya harus mengidentifikasi informasi tertentu, , ya jelimetang gen abedik. Bisa ndak? Supaya tidak kentara sekali dia lahirnya tahun berapa, itu misalnya.
- I : Berarti harus isi kurang-kurangan dong? 24a
- T3 : Nah itu, *pang sing bes C1 gati*
- I : Oh pang sing *stated* ti. 24b

- T3 : Ya walaupun ada sekilas, umurnya 6,,sekian, meninggalnya tahun sekian, tahun berapa dia lahir? Kan mekeneh masih to. Sing langsung nyebleg.
- I : Oh berarti ada contoh-contohnya? 25
- T3 : Ada. Tapi kebanyakan di science kalau ndak salah. Di Bahasa paling yang ibu liat itu menarik kesimpulan. Tidak lagi menanyakan, ide pokok ini ada di paragraph berapa. Itu sudah ndak HOTS menurut ibu. Tinggal hitung aja dia, menemukan bacaan itu sedikit, tinggal hitung dah dia.
- I : *Men driki ade ten Bu pelatihan pembuatan soal, khusus gitu?* 26
- T3 : Udah dulu itu, udah tahun berapa ya itu pernah sosialisasi. Pas kita mau-mau tahun pelajaran baru itu dah ada workshop, ada penyampaian pembuatan soal HOTS soal LOTS. Pengawas memberikan tu. 2 tahun lalu mungkin.
- I : Kesini langsung pengawasnya? 27
- T3 : Ya dia dah yang menyampaikan, kalau tidak salah Pak Artana. Pengawas ekonomi.
- I : Tapi ndak ada ibu yang kemana gitu untuk ikut workshop? 28
- T3 : Untuk pelatihan itu ndak ada. Untuk ibu pribadi belum pernah. Mungkin ada guru-guru yang lain. Yang pernah ada di sekolah tu yang pengawas yang bawa. Mereka yang menyajikan materi.
- I : Kalau menurut ibu penting ndak Bu ada pelatihan pembuatan soal untuk guru-guru? Selain dikasi juknis. 29
- T3 : Sebenarnya penting semua itu diberikan, sebagai penambahan poin untuk guru untuk menunjang pengembangan akademiknya. Kan dia harus pernah ikut pelatihan, seminar atau worksop. Itu sebenarnya penting. Kalau pemerintah bisa sering mengadakan itu ya bagus. Jadi gurunya terus ter update informasinya. Apalagi sekarang banyak guru yang baru-baru. Bagus itu.
- I : Oh apa namanya itu ya, UKG? Pernah ibu ikut UKG? 30a
- T3 : Pernah tahun 2015. *Nto gen.*
- I : Men UKG nya itu isi juga, maksudnya isi cara-cara pelatihan pengembangan soal? 30b

- T3 : Kalau di UKG itu kita sudah nyawab soal aja. Jawab soalnya ya kayak jawab soal ujian, sing misi macem-macem. Tapi soalnya ada yang pedagogik ada yang professional. Kompetensi sosialnya juga.
- I : Sekarang mau nanya, menurut Ibu, apa ibu sudah membuat soal yang berbasis HOTS? 31
- T3 : Mecampur be ditu, pilihin be ditu di soal ibuke. Ade gen nto. Pasti kita pada saat membuat berpatokan soal itu harus ada yang susah, ada yang gampang, ada yang medium. Pidan taen ajaine perbandingane, kude kaden.
- I : Oh jadi berapa persen soalnya. 32
- T3 : *Jani be sing mudah gampang, HOTS jak LOTS istilahne.* Pidan kan yang gampang berapa yang susah berapa. Ketika kita ikuti proses menyusun soal dari kisi-kisi, kisi-kisi to kan ade, soal-soal ini kognitif level berapa. Mengidentifikasi paragraph misalnya C1, mengidentifikasi informasi rinci masih C1. Itu kalau kita ikuti tahapannya.
- I : Nah ini kan ibu sempat ngasi soal, ini yang belum dianalisis yang belum diperiksa sama dosennya. Kan manang tiyang pedidi nganalisis Bu. 33a
- T3 : Nyen dosenne?
- I : Bu Eka sareng Pak Agung Yudha (26.43). (28.22) Nah itu dah Bu, mangkin, yang HOTS itu kan dari yang C4 analisis, C5 evaluasi, sampai C6 membuat, kreasi, create. Nah kalau dari ibu sendiri, yang mana kira-kira menurut ibu itu HOTS. 33b
- T3 : Terus?
- I : Nanti lingkari saja Bu.
- T3 : Bin pidan kal tagih? Jani?
- I : Sekarang Bu.
- T3 : Nah nden lu, ibu nu nelpon (28.59)
- I : *Punang tingaline C1 C2 tiyange Bu. Nak kari usak nike*
- T3 : Nah kal gedenang nulis dini.

Appendix 3 DAFTAR PERTANYAAN WAWANCARA (*QUESTIONS LIST FOR INTERVIEW*)

1. Bagaimana bapak/ibu mengembangkan soal-soal sumatif untuk kelas 10?
2. Apa yang menjadi pertimbangan dalam mengembangkan soal-soal sumatif untuk kelas 10?
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 4 Documentation during Interview

