APPENDICES

Checklist Analysis Form

Notes :

A2 : SMAN 2 Singaraja

18/19 : Education Year

I : Semester

MC : Multiple Choices

SA : Short Answers

01 : Number of items

No	Items	C1	C2	C3	C4	C5	C6	Note
1	A2.18/19.I.MC.01			✓				This item belongs to the "Applying" level of Revised Bloom Taxonomy. The appropriate indicator is executing. Executing occurs when the students are able to carrying out a procedure when confronted with familiar task (Anderson and Krathwohl, 2001). In this item, it includes a conversation between two characters, Kim and James. This item asked the students to complete the blank space with the appropriate expression. This item belongs to the

| | | | | ✓ | | | | familiar task as the students need to choose the right expressions in the options provided. Before the process of appying takes place, the students must understand the meaning of each of the expression. After understand the meaning, and then the students could choose their answer. |
| 2 | A4.18/19.I.MC.02 | | | ✓ | | | | The item number 2 is categorized to "Applying" level (C2) of Revised Bloom's Taxonomy in which it refers to the indicator of executing. Executing defines as the process in which the students are faced with familiar task and the students know what procedure to do (Anderson and Krathwohl, 2001). This item includes the same conversation which is used for number 1. The item number 2 asks the students to complete the |

								dialogue with certain expression. Clearly, this item belongs to the category of familiar task, because the students are asked to find the appropriate word in order to fill in the blank space.
3	A4.18/19.I.MC.03		✓					The item no 3 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of classifying. Based on Anderson and Krathwol (2001) classifying means determining that something belongs to certain category (e.g. concept or principle). Moreover classifying commonly begins with specific examples and the students must categorize the examples into general concept. This item includes a picture of a person who seems suffering headache. The students are asked to find the appropriate

								offering expression regarding to the pictures. This item requires the process of classifying because the students need to categorize each example (expressions) in the options that belongs to certain general concept. In this case the concept is "Offering", thus the students must choose which one is the expression of offering.
4	A2.18/19.MC.I.04		✓					The item no. 4 belongs to (C2) the "Understanding" level of Revised Bloom's Taxonomy. The indicator of the item belongs to inferring. Based on Anderson and Krathwol (2001), Inferring deals with the process of drawing logical conclusion from the material presented. Alternative terms such as extrapolating, interpolating, predicting and concluding.

								The item number 4 includes a short conversation between a man and a woman. This item demands the students to find out what is the man's profession. The students need to understand the conversation between the two, before making conclusion.
5	A2.18/19.I.MC.05		✓					The item no. 5 regarded as (C2) the "Understand" level of Revised Bloom's Taxonomy. The suitable indicator of the item is summarizing. Based on Anderson and Krathwol (2001), the indicator of summarizing emphasizes on abstracting general theme or major point of certain information. Giving brief statement of main point also refers to summarizing. This item includes job application form. Item

								number 5 belongs to summarizing as the students are asked to find out what does the application form about. Summarizing is the process in which the students are demanded to construct the general theme. In this case the students must aware with the idea of the application form itself.
6	A2.18/19.I.MC.06		✓					The item no 6 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. Based on Anderson and Krathwol (2001) interpreting means the process changing one form of representation to another. Interpreting may occur when the students are able to convert representation such as from word to word, pictures to word and etc. The item no 6 demands the

							students to find out what does the underlined word represent to. In here the underlined word is "**ability**", thus the students need to find the similar meaning the underlined word based on their own understanding toward the context of the sentences.
7	A2.18/19.I.MC.07				✓		The item no 7 agrees with the level "Analyzing" (C4) of Revised Bloom's Taxonomy whereas the indicator is organizing. Organizing refers to the process involves identifying the elements of a communication or situation and recognizing how they fit together into a coherent structure. This item involves several sentences that are still unarranged. In this item, it asks the students to rearrange the sentences into correct order. The students must analyze

								whole of the sentences and find the coherent relation between each other. The process of organizing takes place when the students arrange the sentences into good order.
8	A2.18/19.I.MC.08				✓			The item no 8 agrees with the level Analyze (C4) of Revised Bloom's Taxonomy whereas the indicator is organizing. Organizing also refers to the process of integrating, integrating, structuring, outlining, and parsing etc.

This item includes random words, in which the item asks the students to arrange the words into a good and coherent sentence. In here the student need more than basic understanding to arrange the word become more relevant. Eventually, the students need to choose the best arrangement provided in the options. |

| 9 | A2.18/19.I.MC.09 | | ✓ | | | | | | The item no 9 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of summarizing. The item no 9 belongs to the level of Understanding (C2) in Revised Bloom Taxonomy, which the indicator is summarizing. Summarizing commonly determines the theme or main point of information. As the item asks the students to determine the purpose of the text, without the dialogue provided it is impossible to decide the correct purposes. Thus the students need to understand by summarizing the major point in order to know the purpose of the passage.

The item includes the passage used also for number 9 until number 14. |

								This item asks the students to find out the purpose of the passage provided. Thus the students need to conduct the process of summarizing. Summarizing takes place when the students need to find the general theme of the passage. Finding the purpose of the passage belongs to the general theme.
10	A2.18/19.I.MC.10	✔						The item no 10 belongs to Remembering (C1) of Revised Bloom's Taxonomy, and the indicator meets the condition of recognizing. Based on Anderson and Krathwol (2001) recognize retrieving relevant knowledge from long-term memory in order to compare it with presented information. The item number 10 requires the students to find out the specific information in the passage.

								Recognize includes the process of retrieving information, in which the students retrieve information from the passage. The answer is already stated in the passage therefore the students have to identify the specific information to answer the questions.
11	A2.18/19.I.MC.11		✓						Item number 10 belongs to Remembering (C1) of Revised Bloom's Taxonomy, and the indicator meets the condition of recognizing. Based on Anderson and Krathwol (2001) recognize includes the process of retrieving relevant knowledge from long-term memory in order to compare it with presented information. Recognizing has the same meaning with identifying. The item number 11 requires the students to

								find out the specific information in the passage. The item asks about what the writer include in her curriculum. The answer is already stated in the passage. Thus the students have to identify the specific information to answer the questions.
12	A2.18/19.I.MC.12	✓						The item no 12 belongs to the level of Understanding (C2) in Revised Bloom Taxonomy, which is the indicator is summarizing. Summarizing commonly determines the theme or main point of information. Based on Anderson and Krathwohl (2001) Summarizing occur when the students are able to suggest a single statement the represents information or abstract general theme. As the item asks the students to determine the main idea of paragraph two. Without proper

								understanding, it is difficult for the students to abstract the general theme of the second paragraph. Thus the students need to understand by summarizing the major point in order to know the main idea of the second paragraph.
13	A2.18/19.I.MC.13	✓							The item no 13 considered as Understanding (C2) level of Revised Bloom's Taxonomy in which it meets the condition of interpreting. According to Anderson and Krathwol (2001) interpreting means the process changing one form of representation into another. Interpreting regarded as the process of seeking the meaning of presented material. The item no 13 demands the students to find the similar meaning of the underlined word. The students need to

			✓					understand the context of the sentence in which the word is used. The underlined word must represent another similar meaning, thus it is the students' task to find the relevant word in the options.
14	A2.18/19.I.MC.14		✓					The item no 14 agrees with the level Understanding (C2) of Revised Bloom's Taxonomy in which the indicator is interpreting. Interpreting (changing one form of representation) occurs when the students are able to paraphrase something such as speech, or documents. The item number 14 is about paraphrasing. The stem states "You may reach me in this personal contact +31 32270409, the students are required to find what does the statement mean. This item is clearly about paraphrasing the

				✓				sentences, the students need to understand the meaning of the sentences first, and then the students could find the appropriate interpretation in the options provided.
15	A2.18/19.I.MC.15			✓				The item no. 15 belongs to the level of (C3) Applying of Revised Bloom's Taxonomy. The indicator that suitable for this item is executing. Executing is the process of applying certain procedure to a familiar task (Anderson & Krathwol, 2001). Executing demands the students to apply certain procedure when they deal with familiar task. This item includes a passage with some blank spaces, and the students are asked to answer with appropriate word. This completion task prevails for number from number 15 to number 19. This item

				✓				requires more than basic understanding, in which the students need to apply the grammar ability. This is met the condition of executing because the students deal with familiar task. The students are instructed to fill the blank with appropriate word, it means the students are facing familiar task.
16	A2.18/19.I.MC.16			✓				The item no. 16 belongs to the level of (C3) Applying of Revised Bloom's Taxonomy. According Anderson & Krathwol, 2001) the indicator that suitable for this item is executing. Executing is the process of applying certain procedure to a familiar task. In addition executing. The process of carrying out information. This item met the condition of executing as the students are asked to choose the appropriate

17	A2.18/19.I.MC.17			✓				The item no 17 belongs to C3 or "Applying" of Revised Bloom's Taxonomy and the indicator is rec. According to Anderson & Krathwol (2001) executing also has the same term as carrying out. The main idea of executing is that the students are given certain instruction in which it includes applying procedures to solve the problem.

word. In other words it means the students are having a familiar task to do. The students are carrying out the known procedure to fill the tasks.

This item includes a short passage that requires the student to fill the blank space. The students also need to apply their grammatical ability because the options are in the form of past tense. The

18	A2.18/19.I.MC.18			✓				The item no. 18 belongs to (C3) Apply level of Revised Bloom's Taxonomy. The indicator of the item belongs to executing. The indicator of executing emphasizes on the procedure as well as the answer (Anderson and Krathwol, 2001).
								This item includes a passage with the blank spaces. This item asks the student to fill the space provided. Slightly it might be belongs to "Understanding". However, the students need higher level of thinking. In this case, the students need the applying skill.
19	A2.18/19.I.MC.19			✓				The item no 19 connects with the level of Applying (C3) of Revised Bloom's Taxonomy in which the indicator is executing. Executing emphasizes on the procedure as well as

								the answer (Anderson and Krathwol, 2001). This item is similar to the previous one, in which it asks the students to choose the appropriate words to be used to complete the blank space. This item requires the applying level because the students cannot rely with basic understanding only.
20	A2.18/19.I.MC.20		✓						The item no. 20 is belongs to Understanding level based on Revised Bloom's Taxonomy in which the indicator is interpreting. According to Anderson and Krathwohl (2001) interpreting involves the changing from one form of representation into another. This item demands the students to find the similar meaning of the underlined word. The students must understand first the context of the sentence, then the students need to interpret the

								possible meaning that provided in the options. It meets the indicator of interpreting because the student must find out another similar meaning that appropriate with the context of the sentence.
21	A2.18/19.I.MC.21		✓						The item no 21 indicates the "Understanding" level of Revised Bloom's Taxonomy and the indicator is inferring. According to Anderson & Krathwol (2001) Understanding means constructing meaning from the instructional message whether in the form of oral, written or even in graphic communication form. Regarding to the indicator, inferring explained by Anderson and Krathwohl is the process of drawing logical information. This item asks the students to make logical perception. The item number 21

								demands the students to predict the applicant ages. The applicant has already input his date of birth. Thus, to know the age of the applicant, the students could make logical conclusion based on the information provided.
22	A2.18/19.I.MC.22		✓						The item no. 23 is belongs to Understanding level based on Revised Bloom's Taxonomy, the indicator is interpreting. According to Anderson and Krathwohl (2001) interpreting includes the changing from one form of representation into another. This item demands the students to give suitable caption for the picture. Interpreting is the changing of information from one form into another. In this case, the students must interpret the picture first in order to give the appropriate caption.

| 23 | A2.18/19.I.MC.23 | | ✓ | | | | | | The item no. 23 is relates with the level of Understanding based on Revised Bloom's Taxonomy, and the indicator is interpreting. Based on Anderson and Krathwohl (2001) interpreting is the process of converting information into other forms.

This item includes a picture completed with caption. The item asks the students to guess the meaning of the caption. In other words, the students must conduct the interpretation towards the caption provided. The students of course need an understanding. This is very important to get the correct answer. |
| 24 | A2.18/19.I.MC.24 | | ✓ | | | | | | The item no 24 agrees with the level Understanding (C2) of Revised Bloom's Taxonomy whereas the indicator is summarizing. Summarizing refers to the |

								process of abstracting the concept of presented information to find out the general theme. This item demands the students to find out what is the caption about. This item requires good understanding regarding to the caption. The students must be able to generalize the caption in purpose of finding the general idea of the caption itself.
25	A2.18/19.I.MC.25	✓							The item no 25 belongs to the level "Remebering" (C1) of Revised Bloom's Taxonomy whereas it meets the condition of recalling. Based on Anderson and Krathwol (2001) recalling is the process of thinking when the students are able to retrieve information from the long term memories. In recalling, the students find the information from their basic memory. In this item the students

								are asked about common knowledge. This item asks about the most appropriate way to write organization structure. This is the common knowledge in which the student doesn't need to require an understanding to find the answer. The students could rely on their own prior knowledge.
26	A2.18/19.I.MC.26		✓					The item no 26 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. Based on Anderson and Krathwol (2001) interpreting means the process changing one form of representation to another. Interpreting involves the conversion of information from word to word, picture to word, number to word etc. The item no 26 includes a

							table about the statistics of type of death. This item asks the students to make interpretation toward the table provided. The table is completed with statistical numbers and charts. Therefore, the students need to interpret the information form the table into the statement. The statement is provided in the options.
27	A2.18/19.I.MC.27		✓					The item no. 27 is considered as Understanding level based on Revised Bloom's Taxonomy in which the indicator is interpreting. According to Anderson and Krathwohl (2001) ing involves the changing from one form of representation into another. This item demands the students to find the similar meaning of the word "**suicide**". The students must understand first the

			✓						meaning of the word. After understanding the word the students need to interpret the possible meaning that provided in the options. It meets the indicator of interpreting because the student must find out another similar meaning.
28	A2.18/19.I.MC.28		✓						This item is belongs to (C1) which is "Understanding" in Revised Bloom's Taxonomy. The suitable indicator is Interpreting. Interpreting defines as the process of the change of information from one form into another. (Anderson and Krathwol, 2001). This item includes the picture of certain chart. It demands the students to search for the appropriate caption based on the chart. The students just need to interpret the possible answer in the options.
29	A2.18/19.MC.29		✓						The item no 29 belongs to

| | | | ✓ | | | | | the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. Based on Anderson and Krathwol (2001) interpreting occurs when the students are able to representation of information. The item includes a caption which is written in the stems. This item asks the students to find the suitable pictures that could explain the caption. The students need to change the information from words into pictures. This is suitable with the definition of interpreting. |
| 30 | A2.18/19.I.MC.30 | | ✓ | | | | | The item no 30 indicates the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of summarizing. Based on Anderson and Krathwol (2001) In summarizing, when information is given |

								the student provides a summary or abstract a general theme. The item no 30 includes a passage which is also prevailed for number 31 until 34. In this item, the students are asked to find the purpose of the text. In order word the students must generalize the passage first in order to find the purpose.
31	A2.18/19.I.MC.31				✓			The item no. 31 belongs to (C4) Analyzing level of Revised Bloom's Taxonomy. The indicator of the item belongs to attributing. According to Anderson and Krathwohl (2001) Attributing refers to the process of deconstruction in which the students find out the intention of the writer. In this item the students are asked to find the message of the passage. This belongs to the

								indicator of attributing because the students need to analyze the passage. The students require the process of deconstructing the passage.
32	A2.18/19.I.MC.32		✓					The item no 27 belongs to (C2) of Revised Bloom's Taxonomy. The appropriate indicator is inferring. Inferring based on Anderson and Krathwohl (2001) can occur when the students are able to draw logical conclusion from the presented information. Inferring demands the students to reach a conclusion based on known facts. This item requires the students to find the closest meaning of the word "purse". The students must interpret the similar meaning with the word "purse".
33	A2.18/19.I.MC.33		✓					The item no 8 belongs to the level Understanding

								(C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. Based on Anderson and Krathwol (2001) interpreting means the process changing one form of representation to another. This item requires the students to find the meaning of the statement. This item demands the students to interpret the statement provided in the stem. This includes the process of paraphrasing in which the students need to understand the statement first before choosing the similar meaning in the options.
34	A2.18/19.I.MC.34	✓							The item no 34 corresponds with the level of Understanding (C2) of Revised Bloom's Taxonomy and the indicator meets the condition of inferring. The

| | | | | | | | | concept of inferring is that it implies the idea which focuses on the expectation of something that needs to be inferred. It also includes the process of predicting. The item number 34 includes the same passage for the previous number. In this item it demands the students to find the specific information. This item asks out what time does the women losing her purse. It is not explicitly stated in the passage, the only given clue is the woman losing her purse during lunch. Therefore, the students must infer and predict the appropriate time. |
| 35 | A2.18/19.I.MC.35 | | ✓ | | | | | The item no 35 belongs to Understanding (C2) of Revised Bloom's Taxonomy and the indicator is classifying. Based on Anderson and Krathwol (2001) classifying occurs when |

								the students are able to recognize the information into certain category (e.g., concept or principle). The item number 35 includes short conversation between two characters, Tom and Kim. This item demands the students to guess what kind of expression used by Kim. This involves the process of classifying because the students need to know the expression belongs to certain category or concept.
36	A2.18/19.I.MC.36			✓				The item no 36 belongs to Applying (C3) of Revised Bloom's Taxonomy whereas the indicator is executing. Executing is the process of applying certain procedure to a familiar task (Anderson and Krathwohl, 2001). Another trait of executing is that it includes the familiarity of the situation. This item includes short conversation, and the

					✓			students are asked to complete the expression with if clause response. This requires the process of executing because the students know what to do to complete the dialogue.
37	A2.18/19.I.MC.37				✓			The item no 37 belongs to Analyzing (C4) of Revised Bloom's Taxonomy and the indicator is organizing. Organizing involves the activity in determining how elements fit or function within the structure (Anderson & Krathwol, 2001). Organizing demands the students to build the systematic and coherent connection among presented information. This item requires the students to arrange the words given into correct order. It includes the process of organizing because the students need to construct the systematic and coherent connections

38	A2.18/19.I.MC.38			✓				in order to make the appropriate arrangement.
								The item no 38 considered as the level Applying (C3) of Revised Bloom's Taxonomy whereas it meets the condition of executing. Anderson and Krathwol (2001) explain that executing refers Based on Anderson and Krathwohl (2001) In *executing*, a student routinely carries out a procedure when confronted with a familiar task (Le., exercíse).
								The item no 38 requires the students to complete the blank space with the appropriate imperative sentence. This item indicates the process of applying because the students must carry out certain procedure, the students need to apply their grammar ability in order to complete the answer.

				✓					
39	A2.18/19.I.MC.39			✓					This item is belongs to (C3) which is "Applying" in Revised Bloom's Taxonomy. The suitable indicator is executing. In executing, the student ís faced with a familiar task and knows what to do in order to complete it. (Anderson and Krathwol, 2001).

This item includes a passage, and the students must complete the blank space with the appropriate word. This item includes the process of applying because the students need to sue their grammar skill. The students must choose the appropriate adjectives to complete the missing word. This item belongs to familiar task because the students are instructed to complete the blank space with the suitable words. |

| 40 | A2.18/19.I.MC.40 | | | ✓ | | | | This item number 40 is belongs to (C3) which is "Applying" in Revised Bloom's Taxonomy in which the indicator is executing. Executing demands the student to carries out a known procedure to perform the task. (Anderson and Krathwol, 2001). This item is similar with the previous one. This item demands the students to search for the suitable word to complete the blank space. This item deals with executing process because the students confronted with familiar task. |
| 41 | A2.18/19.I.SA.01 | | | | ✓ | | | The item no 6 belongs to the level Analyze (C4) of Revised Bloom's Taxonomy whereas it meets the condition of analyzing. Based on Anderson and Krathwol (2001) Analyze involves the process of breaking material into parts and |

| | | | | | | | | determine how each of the parts correlate to one another to build an overall structure. The appropriate indicator is attributing.

The item no 41 demands the students to find out what does the picture represent to. The students required to make caption that suitable with the picture. This item requires the students to change the information into picture. The indicator attributing is suitable because attributing is not only about determining the messages of the author, but also includes the process of deconstructing. In here, the students are asked to deconstruct the picture in order to create the related caption. |
| 42 | A2.18/19.I.MC.02 | ✓ | | | | | | | This item no 42 belongs to the level of "Remembering" which the indicator is recalling. The |

								concept of recalling is that it requires the students to retrieve the knowledge from the long term memory (Anderson and Krathwohl, 2001). The process of recalling requires the students to find the previous learned material. The item no. 42 asks the students to mention three information that are included in the job vacancy. This item doesn't include the process of understanding, because the students only need to retrieve back their prior knowledge.
43	A2.18/19.I.MC.03	✓						The item no. 43 appropriates with the level of Remembering, which the indicator is recalling. According to Anderson and Krathwohl (2001) recalling is the process of retrieving back the knowledge from the long term memory. In recalling,

								the students repossess the information from the long term memory and used it to working memory so it can be used. The item number 43 asks the students to answer the extension of the words CV and HRD. The students don't need to understand the abbreviation. However the students could answer if they have learned the related knowledge. This is the process of recalling in which the student only need to retrieve their prior knowledge.
44	A2.18/19.I.MC.04								The item no 44 indicates the level of "Remembering" (C1) of Revised Bloom's Taxonomy whereas it meets the condition of recalling. According to Anderson and Krathwol (2001) recalling is the action of thinking when the students are able to regain the needed

								information when they use it. In recalling, the students find the information from their basic memory.

The item no 44 is a very general knowledge in which it includes a common situation. The stem asks the students to answer the question. The students don't need to make an understanding because it doesn't require the students to do so. The students only need to answer "what will they do if they meet an old woman carrying such a heavy stuff". This is very general question, thus the students only need to recall the answer based on their general knowledge. |
| 45 | A2.18/19.I.SA.05 | | | ✓ | | | | The item number 45 connects with the level of (C3) in Anderson and Krathwohl (2001) and the suitable indicator is executing. Based on Anderson and Krathwohl |

| | | | | | | | | (2001) In *executing,* a student routinely carries out a procedure when confronted with a familiar task (Le., exercíse). The item no 45 includes a conditional clause however it is not completed yet. The students need to complete the clause with imperative sentence. In this item the students will require to apply their grammatical ability. It also includes the process of executing because the students deal with familiar task. |

Checklist Analysis Form

Notes   :

A3   : SMAN 3 Singaraja

18/19   : Education Year

I   : Semester

MC   : Multiple Choices

SA   : Short Answers

01   : Number items

No	Items	C1	C2	C3	C4	C5	C6	Note
1	A3.18/19.I.MC.01		✓					This item belongs to the "Understanding" level of Revised Bloom Taxonomy. The appropriate indicator is Explaining. Explaining based on Anderson and Krathwohl (2001) occurs when the students are able to construct the model of cause and effect. In addition the examples of task that can be categorized as explaining such as troubleshooting, giving reasoning, redesigning and predicting. In this item, it includes a conversation between two

								characters, Edo and Lia. This item asked the students to find out the reason why Edo gives present to Lia. As stated before, this item belongs to the reasoning task as the students need to choose the right reason in the options provided. The answer is not stated explicitly in the text. Thus it cannot be categorized as the remembering level. Regarding to the options, the option number "B" is not logical enough. The reason is because the option state Dayu's birthday in which the conversation is only involves two characters and the topic also does not state the name Dayu. Thus the option 'B' is not appropriate to be used as the option due to irrelevant with the conversation.
2	A3.18/19.I.MC.02	✓							The item number 2 is categorized to "Remembering" level (C1)

| | | | | | | | | of Revised Bloom's Taxonomy in which it refers to the indicator of recognizing. Remembering defines as the process of retrieving information. Recognizing commonly has the same definition with identifying (Anderson and Krathwohl, 2001). Moreover recognizing also refers to the process in which the students look for piece information that is identical with the presented information. The item includes a passage which is about Tanjung Benoa Beach. The passage is for items number 2 and 3. The item number 2 asks the students to find out why Serangan island (near Tanjung Benoa beach) called as the turtle island. The answer is already stated in the passage. The students only need to identify the information in the passage and try to correspond it with the options provided. |

			✓					Regarding to the questions there is misspelling with the word turtle, the written spelling is "turtle". Thus the word must be replaced.
3	A3.18/19.I.MC.03		✓					The item no 3 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. Based on Anderson and Krathwol (2001) interpreting means the process changing one form of representation to another. Moreover interpreting occurs when the students are able to present information into different form. In this item for example. This item requires the students to find out the meaning of the word "those" based on the sentences. In order to find out what does the word refers to, the students need to understand the context of the sentences in the

			✓					passage. Thus, after the students grasp the context, the students can interpret the appropriate meaning of the word.
4	A3.18/19.I.MC.04		✓					The item no. 4 belongs to (C2) the "Understand" level of Revised Bloom's Taxonomy. The indicator of the item belongs to summarizing. Based on Anderson and Krathwol (2001), the indicator of summarizing emphasizes on abstracting general theme or major point of certain information. Giving brief statement of main point also refers to summarizing. The item number 4 includes an announcement which is also for number 5. The item number 4 asks the students to find out what the announcement is about. The students need to generalize the announcement. In other

							words, the students need to read and understand the announcement and then try to construct the general idea of the announcement.
5	A3.18/19.I.MC.05		✓					The item no 5 belongs to C2 or "Understanding" of Revised Bloom's Taxonomy and the indicator is inferring. According to Anderson & Krathwol (2001) Understanding means constructing meaning from the instructional message whether in the form of oral, written or even in graphic communication form. Regarding to the indicator, inferring explained by Anderson and Krathwohl is the process of drawing logical information. The three common tasks are completion, analogy and oddity. This item also relates with the previous announcement. Item number 5 belongs to

oddity task. Oddity task is the task that requires the students to choose which statement belongs to the certain concept. In here the students must choose the correct statement regarding to the announcement. Thus, item number 5 belongs to the indicator of inferring.

Regarding to the options, there are two potential correct answers, options B and E. The announcement is about an English debate competition, which will be held on 28th and 29th September 2018. Option B states the form of the debate will be in spoken arguments, which is logically correct since the competition is about debate. The option E states that the competition will run for two days which is also correct due to the announcement (28th and 29th). Thus one of the options must be replaced.

| 6 | A3.18/19.I.MC.06 | | ✓ | | | | | | The item no 6 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. Based on Anderson and Krathwol (2001) interpreting means the process changing one form of representation to another. Interpreting may occur when the students are able to convert representation such as from word to word, pictures to word and etc. The item no 6 includes an invitation letter to celebrate Andi Pribadi's birthday. This item demands the students to find out what does the underlined word represent to. In here the underlined word is "**us**", thus the students need to interpret the underlined word based on their own understanding toward the invitation. |

| 7 | A3.18/19.I.MC.07 | | ✓ | | | | | | The item no 7 agrees with the level Understanding (C2) of Revised Bloom's Taxonomy whereas the indicator is summarizing. Summarizing refers to the process of abstracting the concept of presented information to find out the general theme. The previous invitation letter used for number 6 also prevails for number 7. In this item, it asks the students on what is the purpose of Andi Pribadi sending invitation letter. The students must understand the purpose of the invitation letter by abstracting or thinking the general idea of the invitation itself. |
| 8 | A3.18/19.I.MC.08 | | ✓ | | | | | | The item no 8 agrees with the level Understanding (C2) of Revised Bloom's Taxonomy whereas the indicator is summarizing. Summarizing refers to the process of abstracting the |

								concept of presented information to find out the general theme. This item includes a passage entitled "Should People Shop in Online Shop?". This item demands the students to think the main concern of the passage provided. Thus the students must aware and understand the idea of the passage. Summarizing certain point in each paragraph for instance, might help the students to figure out the general concept of the passage.
9	A3.18/19.I.MC.09		✓					The item no 9 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. Based on Anderson and Krathwol (2001) interpreting refers to the process changing one form of representation to another. In addition Interpreting may occur

when the students are able to convert representation such as from word to word, pictures to word and etc.

The item no 9 includes the same passage used for number 8. However this item asks the students to interpret the synonym of the word "determine". Before choosing the right option the students must know the context of the sentences that involves the word "determine". Then the students can relate the options to look for appropriate word that might be used to replace the word "determine". However all of the options seem inappropriate with the word "determine". The main reason is because the word "determine" is a verb in the sentences, meanwhile all of the options are adjectives such as considerable, respectable, acceptable, credible, and reliable. The

							part of speech of the options should be change into verb in order to be logically connected with the word "determine".
10	A3.18/19.I.MC.10		✓					The item no 10 befits to Understanding level (C2) of Revised Bloom's Taxonomy, and the indicator meets the condition of inferring. Inferring has the same term with predicting (Anderson and Krathwohl, 2001). The item number 10 includes short conversation between Ina and Edy. In this case, the item number 10 requires the students to predict where the conversation takes place. As the answer is implicit, the students need to predict the place of the conversation by reading the conversation. Draw conclusion from the understanding of the conversation, this is the

							best way to find the answer. Thus the indicator of inferring is suitable for this item.
11	A3.18/19.I.MC.11		✓					The item no. 11 belongs to (C2) Understand level of Revised Bloom's Taxonomy. The indicator of the item belongs to summarizing. Based on Anderson and Krathwol (2001), the indicator of summarizing emphasizes on abstracting general theme or major point. The item number 11 includes the written letter which is also prevailed for number 12. The item number 11 asks the students to recognize the main idea of paragraph 2. Therefore the students need to summarize the information presented in paragraph 2 in order to propose the main idea of paragraph 2. Students can abstract the general theme

| 12 | A3.18/19.I.MC.12 | | ✓ | | | | | The item no 12 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. According Anderson and Krathwol (2001) interpreting refers to the process of changing one form of representation to another. In addition Interpreting may occur when the students are able to give meaning regarding to certain representation, such as word or even pictures.

The item no 12 includes the same written letter used for number 11. This item asks the students to find out what does the word "I" in the sentence "I was hoping to visit you". The students will be able to interpret the word "I" after find out the sender and the receiver of the |

(Top of this row continues from previous page:) of the paragraph after summarizing the important points.

								letter.
13	A3.18/19.I.MC.13		✓					The item no. 13 belongs to (C2) Understand level of Revised Bloom's Taxonomy. The indicator of the item belongs to summarizing. The idea of summarizing emphasizes on abstracting general theme or major point of presented information. This is supported with the statement from Anderson and Krathwohl (2001) which stated *Summarizing* involves constructing a representation of the information, such as the meaning of a scene in a play, and abstracting a summary from it, such as determining a theme or main points. The item number 13 includes an application letter which is also prevailed for number 14. The item number 13 asks the students to figure out

							the social function of the text. The social function also defines as the communicative purpose of the text. Therefore the students need to abstract the general theme presented in the written letter in order to find he purpose of the text itself. Students can abstract the general theme of the paragraph after summarizing the important points.
14	A3.18/19.I.MC.14		✓					The item no. 14 belongs to (C2) Understand level of Revised Bloom's Taxonomy. The indicator of the item belongs to summarizing. Summarizing means abstracting general theme or major point of presented information. Summarizing occurs when the students are able to make a simple statement from the given information. The item number 14

							includes the same letter used for number 13. The item number 13 asks the students to figure out what is the letter about. Almost the same with number 13, the students need to abstract the general theme presented in the written letter.
15	A3.18/19.I.MC.15	✓						The item no 15 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. According to Anderson and Krathwol (2001) interpreting refers to the process changing one form of representation to another. In addition Interpreting may occur when the students are able to convert representation such as from word to word, pictures to word and etc. In this case, the item no 15 includes a conversation between two

								characters, Mona and Linda. This item asks the students to interpret the synonym of the word "application". As usual the students need to know the context of the sentences in which the word "application" is used. After recognizing the context the students could interpret the word by relating with the options provided.
16	A3.18/19.I.MC.16		✓					The item no 16 belongs to the level of Understanding (C2) in Revised Bloom Taxonomy, which is the indicator is summarizing. Summarizing commonly determines the theme or main point of information (Anderson and Krathwohl, 2001). Summarizing also refers to abstracting and generalizing. As the item number 16 includes a passage (recount text) which is also prevailed for number 17. The passage consists of 7

			✓				paragraphs. This item asks the students to determine the purpose of the text, thus the students need to understand by abstracting the general theme of the passage, the students should know the content of the passage, what is the passage about, before dealing with the purpose of the passage itself.
17	A3.18/19.I.MC.17		✓				The item no 17 belongs to C2 "Understanding" of Revised Bloom's Taxonomy and the indicator is inferring. According to Anderson & Krathwol (2001) The idea of inferring is that it demands the students to draw logical conclusion. Inferring has the same term such as predicting, concluding, extrapolating, and interpolating. The item number 17 includes a passage about the writer's experience

							during holiday. The students need to find out what has the writer learn during the visit in Maratua island. The answer is not explicitly stated thus the students need to make their conclusion. Hence, the indicator inferring is appropriate because the students need to draw the logical conclusion based on the caption.
18	A3.18/19.I.MC.18			✓				The item no 18 belongs to C3 or Applying level of revised Bloom's taxonomy. "Executing occurs when the students are able to carrying out a procedure when confronted with familiar task (Anderson and Krathwohl, 2001). In executing, the students could carry out the known procedure to finish the task. This item includes a short conversation between a

| 19 | A3.18/19.I.MC.19 | ✓ | | | | | mother and a daughter. This item number 18 clearly belongs to applying because beside of understanding the conversation, the students also have to apply their grammar ability to complete the conversation.

The item no 19 with the level Understanding (C2) of Revised Bloom's Taxonomy in which the indicator is inferring. Inferring refers to the process of abstracting the concept or principle that account for a set of examples. The idea of inferring is that it implies the idea that requires the expectation of something that needs to be inferred. The item number 19 includes a letter from John to Mr. And Mrs. Smith. This item requires the students to figure out what John tells about his experience to Mr. And Mrs. Smith in his letter. In |

							order to find out the answer, therefore the indicator inferring is appropriate because the students need to draw the logical conclusion based on their understanding towards the passage.
20	A3.18/19.I.MC.20	✓						The item no. 20 is belongs to Understanding level based on Revised Bloom's Taxonomy in which the indicator is interpreting. According to Anderson and Krathwohl (2001) interpreting involves the changing from one form of representation into another. This item demands the students to find the similar meaning of the underlined word. The students must understand first the context of the sentence, then the students need to interpret the possible meaning that provided in the options. It meets the indicator of interpreting because the

								student must find out another similar meaning that appropriate with the context of the sentence.
21	A3.18/19.I.MC.21		✓					The item no 21 belongs to C2 "Understanding" of Revised Bloom's Taxonomy and the indicator is inferring. According to Anderson & Krathwol (2001) Inferring refers to the process of abstracting the concept or principle that account for a set of examples (Anderson and Krathwol, 2001). The idea of inferring is that it demands the students to draw logical conclusion. The item number 21 includes a picture with caption. The students need to find specific information in the caption. Although the answer is stated, it is difficult for the students to answer without proper understanding. Hence, the indicator inferring is appropriate

							because the students need to draw the logical conclusion based on the caption.
22	A3.18/19.I.MC.22		✓				The item no. 21 is considered as (C2) "Understand" level of Revised Bloom's Taxonomy. The indicator of the item belongs to summarizing. The indicator of summarizing emphasizes on abstracting general theme or major point (Anderson and Krathwol, 2001). Summarizing identical with the general theme of information. The students could make a single statement that represents the collection of information. This item no 22 includes a short caption about the Gento Penguins. The caption is also completed with a picture of the penguins. This item asks the student to find out

							what is the caption about. Therefore the students need to understand and the major point of the passage, and abstract the single statement that appropriate with the caption. This is clearly includes the summarizing process.
23	A3.18/19.I.MC.23		✓					The item no. 23 is belongs to Understanding level based on Revised Bloom's Taxonomy, the indicator is summarizing. According to Anderson and Krathwohl (2001) summarizing involves an abstraction to recognize the general theme of the information presented.
								This item demands the students to find out the idea of the presented tips. This item includes several tips, and the students need to recognize what are the tips about. In other words, the students must understand the concept of

						✓		the whole tips and to find the general idea of the tips presented.
24	A3.18/19.I.MC.24					✓		The item no 24 agrees with the level Analyzing (C4) of Revised Bloom's Taxonomy in which the indicator is attributing. Attributing refers to the process of deconstruction in which the students find out the intention of the writer. In addition the process of attributing occurs when the students are able to seek out for the point of view, biases, values and also intention of the writer (Anderson and Krathwol, 2001). The idea of attributing is related with the involvement of the writer. In this item includes several tips which are presented for number 23 to 26. In this item it requires the students to search for the intention of the writer in writing the tips. The

							purpose of the writer in writing the text is not explicitly stated. Hence the indicator attributing is appropriate because the students need to analyze each of the tips and then try to find out how each of the tips is related. As this item is about finding the writer's intention, thus the indicator of attributing is appropriate already.
25	A3.18/19.I.MC.25	✓						The item no 25 belongs to the level Remebering (C1) of Revised Bloom's Taxonomy whereas it meets the condition of Recognizing. Based on Anderson and Krathwol (2001) recognizing includes the process of regaining knowledge from long term memory in order to compare it to the presented information. The process of recognizing also has the same process with identifying. The item no 25 includes

								the previous tips used for number 23 and 24. In this case, the item asks the students to find out what should the reader used to avoid sunburn. The answer is stated in the tips presented, thus the students just need to identify the tips to find out the answer.
26	A3.18/19.I.MC.26	✓						The item no 26 belongs to the level Remembering (C1) of Revised Bloom's Taxonomy whereas it meets the condition of recognizing. Based on Anderson and Krathwol (2001) recognizing means the process of identifying in which the students search long-term memory for information that similar with the presented information. The item no 26 slightly similar with no 25, in which it belongs to the indicator of recognizing. This item requires the students to find out why

								the readers should do their activity indoor during the time from 10.00 to 15.00 as possible as they can. The answer can be found in the tips presented. The indicator of recognizing is appropriate due to the process of the student should do. The students only need to correlate the information that stated in the tips with the presented answer provided in the options.
27	A3.18/19.I.MC.27		✓					The item no 27 belongs to (C2) of Revised Bloom's Taxonomy. The appropriate indicator is inferring. Inferring based on Anderson and Krathwohl (2001) can occur when the students are able to draw logical conclusion from the presented information. Inferring demands the students to reach a conclusion based on known facts.

								The item involves a passage about Photosynthesis. The students are asked to find out the benefits of photosynthesis towards plants. The answer is not stated explicitly in the passage. Thus, the students need to understand the passage and make conclusion regarding to the benefits of photosynthesis.
28	A3.18/19.I.MC.28		✓					The item no. 20 is belongs to Understanding level based on Revised Bloom's Taxonomy in which the indicator is interpreting. According to Anderson and Krathwohl (2001) ing involves the changing from one form of representation into another. This item demands the students to find the similar meaning of the underlined word, which is "absorbed" in the sentence "Water and carbon dioxide which have

								absorbed … The students must understand first the context of the sentence, then the students need to interpret the possible meaning that provided in the options. It meets the indicator of interpreting because the student must find out another similar meaning that appropriate with the context of the sentence.
29	A3.18/19.I.MC.29	✓							The item no 29 belongs to the level Remembering (C1) of Revised Bloom's Taxonomy whereas it meets the condition of recognizing. Based on Anderson and Krathwol (2001) recognizing occurs when the students are able to recognize or identify the information given. The item includes the passage presented for number 29 and 30. The passage is about a story between a mother and her daughter (Misna). This

						✓			
									item asks the students to find out how does Misna's mother buy her a beautiful dress. The specific information is already stated in the passage. The students need to read and identify the passage carefully.
30	A3.18/19.I.MC.30					✓			The item no 30 considered as Analyzing (C4) of Revised Bloom's Taxonomy whereas it meets the condition of attributing. The item no 24 agrees with the level Analyzing (C4) of Revised Bloom's Taxonomy in which the indicator is attributing. Attributing refers to the process of deconstruction in which the students find out the intention of the writer.
									This item requires the students to search for the moral values that implicitly existed in the passage. In order to find the moral values, the students need more than

								understanding the passage. Hence the indicator attributing is appropriate for this item because the students need to analyze the passage. As this item is about finding the moral values, thus the indicator of attributing is appropriate already. This is supported with the statement from Anderson and Krathwohl (2001) "*Attributing* occurs when a student is able to ascertain the point of view, biases, values, or intention underlying communications.
31	A3.18/19.I.MC.31	✓						The item no. 31 belongs to (C2) Understand level of Revised Bloom's Taxonomy. The indicator of the item belongs to summarizing. The indicator of summarizing underlines on abstracting general theme or major point (Anderson and Krathwol, 2001). In

| 32 | A3.18/19.I.MC.32 | ✓ | | | | | | | The item no. 32 befits with |

Content from the last cell of the previous row:

addition, the students must be able to abstract presented information in order to find out its major point.

Item no 31 is the example of the indicator that includes the process of summarizing. This item includes a passage with no title provided. This item asks the student to find out the highlight of the passage, in other words, the students need to find the major point of the passage itself. The process of summarizing is needed when the students have to generalize the presented information. In this case the presented information is in the form of passage. Therefore, through generalizing, the students will be able to identify what is the concern or the highlight of the passage.

					✓			
								the level of "Remembering" of Revised of Bloom's Taxonomy. The appropriate indicator is recognizing. Recognizing has the same term with identifying in which the students need to retrieve relevant knowledge from the memory in order to compare with the presented information (Anderson and Krathwohl, 2001). In this case, the item number 32 includes a passage about recycling. It requires the students to find out what happen if recycling is conducted. The students need to find out the answer which is stated in the passage. The students should correspond all of the options provided and relate with the passage to find which one is the correct answer.
33	A3.18/19.I.MC.33				✓			The item no 33 belongs to Analyzing (C4) of Revised

							Bloom's Taxonomy whereas the indicator is attributing. The general concept of attributing is that it implies the idea that attributing refers to the process of deconstruction in which the students need to find out the intention of the writer.
							In this item, the students are required to find the implicit message from the writer regarding to the influence of recycling. The students need to find the answer from the writer's short quotation. This is supported with the statement from Anderson and Krathwohl (2001) that explains "Attributing can be assessed by presenting some oral or written and then asks the students to find out the writer's point of view, intention or values in the underlying communications".
							Regarding to the option, there is still grammatical mistake. The option B

34	A3.18/19.I.MC.34			✓				states that "Recycling reduce landfill", which grammatically incorrect. The word reduce must be changed become reduces.
								The item no 34 belongs to Understanding (C3) Applying level of Revised Bloom's Taxonomy. The suitable indicator for this item is executing. Executing occurs when the students are able to carrying out a procedure when confronted with familiar task (Anderson and Krathwohl, 2001). The item number 34 belongs to the completion task. This item requires the students to complete the blank space provided with the appropriate conjunctions. The students should understand first the meaning of each of the conjunctions before applying their grammatical ability to complete the answer.

| 35 | A3.18/19.I.MC.35 | | | | | ✓ | | | The item no 35 belongs to Analyzing (C4) of Revised Bloom's Taxonomy and the indicator is attributing. The concept of attributing is that it determines a perspective, bias, values, or intention of the underlying material (Anderson and Krathwohl, 2001). Attributing is related with the process of deconstruction in which the students decide the intention of the writer in the presented material. This item includes a poem entitled "Dreams" by Langston Hughes. The students are asked to abstract the main message that implied in the poem. The process of attributing is required as the students have to find out the values within the poem. In addition, to find out the message of the author, the students must extent their ability beyond the understanding level. Analyzing in this point is |

								really needed in order to find the values or message of the author.
36	A3.18/19.I.MC.36		✓					The item no 36 belongs to Understanding (C2) of Revised Bloom's Taxonomy whereas the indicator is summarizing. The general concept of summarizing is that summarizing emphasizes on abstracting general theme or major point of presented information. This is supported with the statement from Anderson and Krathwohl (2001) which stated summarizing involves constructing a representation of the information, such as the meaning of a scene in a play, and abstracting a summary from it, such as determining a theme or main points. The item number 36 includes the same song which is used also for the

								previous number. The item number 36 asks the students to figure out what is the poem about. In other word the students are asked to find the general theme of the poem itself. The students' level comprehension is needed to abstract the general theme of the poem.
37	A3.18/19.I.MC.37	✓						The item no 36 belongs to Understanding (C2) of Revised Bloom's Taxonomy whereas the indicator is summarizing. Summarizing means as the process of finding the key ideas of the presented material. The item number 37 includes a passage which is also prevailed for number 38. In this item, the students are required to find the purpose of the text. In order to find out the purpose of the text, the students need to generalize the passage first before

								abstracting the purpose of the text.
38	A3.18/19.I.MC.38		✓					The item no 38 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. Interpreting refers to the conversion of information into other forms, such as words into words, pictures into words, words into number, words into pictures and others (Anderson and Krathwohl, 2001). Interpreting also has the same term as translating, paraphrasing, representing and clarifying. In this item, it requires the students to search what does the underlined word refers to. The students should read the passage first, and then try to understand with the context of the sentence first. However there is no

							underlined word in the stem. Thus, the stem needs to be completed with the underline to avoid confusion.
39	A3.18/19.I.MC.39	✓						This item is belongs to (C1) which is "Remembering" in Revised Bloom's Taxonomy. The suitable indicator is recognizing. Recognize defines as the process of retrieving knowledge from the long-term memory and compared with the presented material (Anderson and Krathwol, 2001). This item involves procedure text about how to clean an LCD screen, there are two different ways. This item demands the students to search for specific information in the procedure text. The answer is clearly stated in the steps. The students just need to read the text and

								then corresponds with the options. The process of recognizing is involved when the students try to identify the passage to find the answer.
40	A3.18/19.I.MC.40		✓					The item no 40 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy in which it belongs to the condition of interpreting. Interpreting refers to the conversion of information into other forms, such as words into words, pictures into words, words into number, words into pictures and others (Anderson and Krathwohl, 2001). In this item, it requires the students to search for the similar meaning from the underlined word. The students should read the sentence first, and then try to understand with the context of the sentence first. This is clearly

							belongs to the indicator of interpreting, because it involves the process of converting words to words.
41	A3.18/19.I.MC.01				✓		The item no. 41 appropriates with the level of Analyzing, which the indicator is organizing. According to Anderson and Krathwohl (2001) organizing is the process of identifying the elements of a communication or a situation and recognizing how each element connects into coherent structure. The item number 41 asks the students to rearrange the sentences into correct orders. There are six sentences that are provided, and the students must the right orders. The students need to analyze the whole arrangement of the sentences. The students need to break each of the sentences and the try to correlate each of the sentences into an overall

							correct structure. In addition, there is a grammar mistake in the fifth sentences, the sentence is "wait a few moment for the computer to recognize the device". The word moment should be changed become "moments" because there is a quantifier "a few" which is for countable noun.
42	A3.18/19.I.MC.02			✓				This item no 42 belongs to the level of "Applying" which the indicator is executing. Executing involves the idea that the students are dealt with familiar task. Based on Anderson and Krathwohl (2001) the students routinely carried out the known procedure to finish the task. This item requires the students to complete the blank space provided in the passage. The students

| 43 | A3.18/19.I.MC.03 | | | | ✓ | | | need to fill the blank space with the appropriate words. In this case, the students are dealing with familiar task because the students are instructed to complete the blank space with the appropriate word. This item requires more than basic understanding as it includes the process of applying grammar. |
| | | | | | | | | The item no. 43 appropriates with the level of Analyzing, which the indicator is organizing. According to Anderson and Krathwohl (2001) organizing is the process of identifying the elements of a communication or a situation and recognizing how each element connects into coherent structure. The item number 43 asks the students to rearrange the sentences into correct orders. There are five sentences that are provided, and the students must rearrange the right |

								orders. The students need to analyze the whole arrangement of the sentences. The process of organizing is required when the students conduct the structuring process to systemize the sentences.
44	A3.18/19.I.MC.04		✓					The item no. 44 belongs to Understanding level of Revised Bloom's Taxonomy. The suitable indicator for this item is inferring. Inferring explained by Anderson and Krathwohl is the process of drawing logical information. In addition, inferring requires an expectation of what is needed to be inferred. The item no 44 includes a passage and the students need to make a correct statement based on the passage provided. To answer this question, this item demands the students to understand the whole content of the passage and

45	A3.18/19.I.MC.05	✓						then try to make logical statement. This item require the students to write down their answer.
								The item no. 45 belongs to Remember level of Revised Bloom's Taxonomy. The suitable indicator for this item is recognizing. Based on Anderson and Krathwohl (2001) recognizing occurs when the students are able to identify the specific information from the presented material. If the answer is stated in the passage, mostly the students are dealt with recognizing level. The item no 45 includes a passage and the students need to find out what is the cause of the accident. The answer is already stated in the text. The students only need to read and identify the specific information to answer the question.

Checklist Analysis Form

Notes **:**

A4 : SMAN 4 Singaraja

17/18 : Education Year

II : Semester

MC : Multiple Choices

SA : Short Answers

01 : Number items

No	Items	C1	C2	C3	C4	C5	C6	Note
1	A4.17/18.II.MC.01		✓					The item no 1 agrees with the level Understanding (C2) of Revised Bloom's Taxonomy whereas the indicator is summarizing. Summarizing refers to the process of abstracting the concept of presented information to find out the general theme. Item number one includes a short conversation between Heru and Satya. The item asks the students to find out what does the dialogue tell about. This clearly involves the process of summarizing as it demands the students to

								find out the statement that represents the presented information. The statement can be chosen from the options.
2	A4.17/18.II.MC.02		✓					The item number 2 is categorized to Understand level (C2) of Revised Bloom's Taxonomy in which it refers to the "summarizing" indicator. Summarizing commonly determines the theme or main point (Anderson and Krathwohl, 2001). Summarizing emphasizes on abstracting the general theme. As the item asks the students to determine the purpose of the dialogue,

			✓					without the dialogue provided it is impossible to decide the correct purposes. Thus the students need to understand by summarizing the overall conversation in order to generate the general purpose of the conversation.
3	A4.17/18.MC.II.03		✓					The item number 3 belongs to Understanding (C2) of Revised Bloom's Taxonomy and the indicator meets the condition of inferring. According to Anderson and Krathwol (2001) inferring means to the process of abstracting the concept or principle that account for a set of examples. The concept of inferring is that it implies the idea that it requires the expectation of something that needs to be inferred. It also includes the process of

								predicting. This item asks the students to find the correct statement based on the conversation. This includes the process of inferring in which the students must make logical conclusion to choose the correct statement in the options.
4	A4.17/18. II.MC.04		✓					The item no 2 belongs to "Understand" (C2) of Revised Bloom's Taxonomy as the item matches with the indicator inferring. Regarding to the indicator, inferring explained by Anderson and Krathwohl is the process of drawing logical information (Anderson and Krathwohl, 2001). This item requires the students to detect the differences between the problems from two characters. The problems are presented through short dialogue, then the students need to differ each of the character's

								problem. Actually the answer is stated but in order to detect the problem, the students need to make logical conclusion based on the presented conversation.
5	A4.17/18.II.MC.05	✓							The item no 5 belongs to C1 or "Remember" of Revised Bloom's Taxonomy and the indicator is recognizing. According to Anderson & Krathwol (2001) recognize also has the same term as retrieving. Recognize involves the process of identifying information. The item is includes a conversation between Benny and Anton. This item requires the students to choose the appropriate solution regarding to the problem. The solution actually has been stated in the dialogue, thus it meets the condition of

								recognizing. This indicator is supported with the statement that the students need to compare the information that has previously learned with the current information, in other words the students need to compare the information from the dialogue with the options provided.
6	A4.17/18.II.MC.06	✓							The item no 6 basically belongs to Understand (C1) of Revised Bloom's Taxonomy because it meets the indicator of C1 which is recognizing (finding the identical information that similar with the presented material). The item no 6 consists a dialogue between two characters (Tommy and Emily) which the topic is about full day school. Tommy is the character that supports full day school. This item requires the

								students to recognize the opinion from Tommy. In this case, because the answer is stated in the conversation, the students only need to identify the information and then try to compare the information with the options provided.
7	A4.17/18.II.MC.07		✓					The item no 7 agrees with the level Understanding (C2) of Revised Bloom's Taxonomy whereas the indicator is inferring. Inferring refers to the process of abstracting the concept or principle that account for a set of examples. The idea of inferring is that it implies the idea that requires the expectation of something that needs to be inferred. The item number 7 is about a conversation between two persons (Andrew and Billy). The students are asked to find out the point why does

| 8 | A4.17/18.II.MC.08 | | ✓ | | | | | Andrew ask Billy twice, therefore the students need to determine the logical conclusion that can be found after reading the dialogue.

The item no 8 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. Based on Anderson and Krathwol (2001) interpreting means the process changing one form of representation to another.

The item no 8 includes short conversation between Nils and Inge and the topic is about Natural disaster. This item asks the students to find out what does Inge mean from her statement. This can be done by reading the conversation in the text. Simply, the students need to understand the |

				✓				statement from Inge, and from their understanding, they need to interpret the intention of Inge by choosing the appropriate statement in the options provided.
9	A4.17/18.II.MC.09			✓				The item number 9 is belongs to "Applying" level (C3) in Anderson and Krathwohl (2001) whereas it meets the conditions of executing. In this item, it asks the students to find out the correct statement from the answers given based on the short dialogue. Based on Anderson and Krathwohl (2001) Executing is about choosing from a set of possible answers. In this case, the item demands the students to find the suitable expression to complete the dialogue. This requires more than basic understanding,

			✓					because the students need to choose the possible answer, the students also need to apply their grammar ability to choose the correct answer.
10	A4.17/18.II.MC.10		✓					The item no 10 belongs to Understanding (C2) of Revised Bloom's Taxonomy, and the indicator meets the condition of Inferring. Based on Anderson and Krathwol (2001) inferring means the process of drawing logical conclusion from the presented information. The item number 10 is requires the students to choose the incorrect statement based on the conversation given. This item meets the condition of inferring, because the students must be able to understand and make a logic conclusion based on the conversation.

			✓					Regarding to the incorrect statement, the students only need to find which statement in the options that not suitable with the conversation.
11	A4.17/18.II.MC.11		✓					The item no. 11 belongs to (C2) Understand level of Revised Bloom's Taxonomy. The indicator of the item belongs to summarizing. Based on Anderson and Krathwol (2001), the indicator of summarizing emphasize on abstracting general theme or major point.
								The item number 11 includes the written letter which is also prevailed for number 12. The item number 11 asks the students to recognize the purpose of the text written. Therefore the students need to understand the context of the letter, then the students need to underline

12	A4.17/18.II.MC.12		✓					the major point regarding to the goal of the writer in the written letter.

								the major point regarding to the goal of the writer in the written letter.
12	A4.17/18.II.MC.12		✓					The item no 12 belongs to Understanding (C2) of Revised Bloom's Taxonomy and the indicator meets the condition of inferring. According to Anderson and Krathwol (2001) inferring refers to the process of abstracting the concept or principle that account for a set of examples. The concept of inferring is that it implies the idea that requires the expectation of something that needs to be inferred. This item requires the students to find the expectation of the writer in the letter. It also includes the process of predicting. The item number 12 demands the students to know the context of the written letter and predict the intention of the writer.

13	A4.17/18.II.MC.13							The item no 13 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. Based on Anderson and Krathwol (2001) interpreting means the process changing one form of representation to another. Moreover interpreting occurs when the students are able to present information into different form such as words to words, picture to words, number to words and others. The item no 13 consists a picture that appear with certain caption. This item requires the students to convert the written information into another form of information. In here the students must be able to interpret the meaning of the caption, based on the answer

								provided.
14	A4.17/18.II.MC.14		✓					The item no 14 agrees with the level Understanding (C2) of Revised Bloom's Taxonomy in which the indicator is inferring. Inferring refers to the process of abstracting the concept or principle that account for a set of examples. The idea of inferring is that it implies the idea that requires the expectation of something that needs to be inferred. The item number 14 is about choosing the appropriate caption for the pictures provided. There are series of chronological pictures, and the students must choose the suitable caption to explain the picture. This clearly requires the process of inferring, whereas the students should draw the logical answer based on

						✓			
									the picture. This is supported with the statement from Anderson and Krathwohl (2001) whereas the process if interpreting includes the conversion of information from words to words, words to pictures or pictures to words etc. This process is clearly involves the process of inferring as the item asks the students to convert picture to suitable caption.
15	A4.17/18.II.MC.15				✓				The item no. 15 belongs to the level of (C4) Analyzing of Revised Bloom's Taxonomy. The indicator that suitable for this item is organizing. Organizing involves the activity in determining how elements fit or function within the structure (Anderson & Krathwol, 2001). Organizing demands the students to build the systematic and coherent

			✓						connection among presented information.
									The item no 15 includes the series of ways about how to upload a video to YouTube. Thus the item demands the students to rearrange the sentences into the correct order. This is met the condition of organizing because the students must be able to identify the systematic and coherent relationship among the sentences before organizing the correct series on how to upload videos in YouTube.
16	A4.17/18.II.MC.16		✓						The item no. 4 belongs to (C2) the "Understand" level of Revised Bloom's Taxonomy. The indicator of the item belongs to summarizing. Based on Anderson and Krathwol (2001), the indicator of summarizing emphasizes on abstracting general

								theme or major point of certain information. Giving brief statement of main point also refers to summarizing. This item demands the students to find the major purpose of the passage. Finding the purpose of passage is related with finding the general theme. Thus the students need to understand by summarizing the major point in order to know the purpose of the passage.
17	A4.17/18.II.MC.17	✓							The item no 17 belongs to C1 or "Remember" of Revised Bloom's Taxonomy and the indicator is rec. According to Anderson & Krathwol (2001) recognize also has the same term as identifying. Recognize involves the process of identifying information. This item includes a short passage that requires the

								student to look for due date of certain registration. The date is stated in the passage already. The students just need to identify the passage to look for the correct answer. Thus this item meets the indicator of recognizing.
18	A4.17/18.II.MC.18	✓							The item no. 18 belongs to (C2) Understand level of Revised Bloom's Taxonomy. The indicator of the item belongs to summarizing. The indicator of summarizing emphasize on abstracting general theme or major point (Anderson and Krathwol, 2001). Summarizing requires the students to construct the single statement that could represent the whole information. This item includes a passage with no title. This item asks the student to

			✓					find out what is the passage mainly concerned. Therefore the students need to understand the idea that exists in every paragraph. The students could summarize the main idea in each paragraph, and then the students could find the general idea of the passage.
19	A417/18.II.MC.19		✓					The item no 19 with the level Understanding (C2) of Revised Bloom's Taxonomy in which the indicator is inferring. Inferring refers to the process of abstracting the concept or principle that account for a set of examples. The idea of inferring is that it implies the idea that requires the expectation of something that needs to be inferred. The item number 19 includes a passage which is about an Online

							Shop. This item requires the students to search for the reason why people prefer online shop these days. In order to find out the answer. Therefore, the indicator inferring is appropriate because the students need to draw the logical conclusion based on their perspectives toward the passage.
20	A4.17/18.II.MC.20		✓					The item no. 20 is belongs to Understanding level based on Revised Bloom's Taxonomy in which the indicator is interpreting. According to Anderson and Krathwohl (2001) interpreting involves the changing from one form of representation into another. This item demands the students to find the similar meaning of the underlined word. The students must understand first the context of the sentence,

								then the students need to interpret the possible meaning that provided in the options. It meets the indicator of interpreting because the student must find out another similar meaning that appropriate with the context of the sentence. Regarding to the options, It is inappropriate with the word "determine". The main reason is because the word "determine" is a verb in the sentences, meanwhile all of the options are adjectives such as considerable, respectable, acceptable, credible, and reliable. The part of speech of the options should be change into verb in order to be logically connected with the word "determine".
21	A4.17/18.II.MC.21		✓						The item no. 21 belongs to (C2) Understand level of Revised Bloom's Taxonomy. The indicator of the item belongs to

								summarizing. The indicator of summarizing emphasize on abstracting general theme or major point (Anderson and Krathwol, 2001). Summarizing identical with the general theme of information. This item no 21 includes a passage entitled Petruk Cave. This item asks the student to find out what is the focus of the passage. Therefore the students need to understand and the major point of the passage. Through summarizing, the students could find the general theme or the major point of the passage.
22	A4.17/18.II.MC.22	✓						The item no 22 belongs to C1 or "Remember" of Revised Bloom's Taxonomy and the indicator is recognizing. According to Anderson & Krathwol (2001)

								recognize also has the same term as retrieving. Recognize involves the process of identifying information. The item includes a passage about Petruk Cave that requires the student to find out the reason why the cave is named Petruk cave. The information is already stated based on the text. The students just need to identify the passage to look for the correct answer. Thus this item meets the indicator of recognizing.
23	A4.17/18.II.MC.23	✓						The item no. 23 is belongs to Remembering level based on Revised Bloom's Taxonomy, the indicator is recalling. According to Anderson and Krathwohl (2001) recalling is the process of retrieving information from long-term memory

| | | | ✓ | | | | | when it is prompted. It means that the students search back for a piece of information in their memory.

This item demands the students to find out the possible meaning of the word stalactites. The definition of the stalactites is not available in the passage given. In order to answer this item, therefore the students must activate their prior knowledge and recall the information. This is can be done if the students have learned or heard about "stalactites". |
| 24 | A4.17/18.II.MC.24 | | ✓ | | | | | The item no 24 agrees with the level Understanding (C2) of Revised Bloom's Taxonomy in which the indicator is inferring. Inferring refers to the process of abstracting the concept or principle that account for a set of examples (Anderson and |

			✓					Krathwol, 2001). The idea of inferring is that it implies the idea that requires the expectation of something that needs to be inferred.
								The item number 24 includes a passage which is about history of Michael Faraday. This item requires the students to search for the expertise of Michael Faraday. It is not explicitly stated in the passage. Hence, the indicator inferring is appropriate because the students need to draw the logical conclusion based on their perspectives toward the passage.
25	A4.17/18.II.MC.25		✓					The item no 25 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of inferring. Based on Anderson and Krathwol (2001) Inferring is about abstracting a concept or

								principle that accounts for a set of examples. In other words inferring is about concluding. The item includes the passage about history of Michael Faraday. This item demands the students to find out the statement that closely related with Michael Faraday. Thus the students need to understand the content of the passage about Michael Faraday. After knowing the content, the students could draw the logical conclusion based on their understanding on Michael Faraday.
26	A4.17/18.II.MC.26		✓					The item no 26 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. Based on Anderson and Krathwol (2001) interpreting means the process changing one form of representation to

								another.
								The item no 26 includes a passage for number 24 until 26. This item requires the students to find out the similar meaning of the underlined word. The student must aware with the context of the sentence first before conducting the interpretation of the word.
27	A4.17/18.II.MC.27		✓					The item no 27 considered as (C2) of Revised Bloom's Taxonomy. The appropriate indicator is summarizing. Summarizing based on Anderson and Krathwohl (2001) can occur when the students are able to recognize a single statement that could represent the whole information. It is related with general idea and major point. The item involves a

								passage about Aji Saka, which is also prevailed for number 28 and 29. Especially in this item, the students need to know the general idea of the whole text. Thus this item is suitable with the indicator summarizing.
28	A4.17/18.II.MC.28	✓						This item is belongs to (C1) which is "Remembering" in Revised Bloom's Taxonomy. The suitable indicator is recognizing. Recognize defines as the process of retrieving knowledge from the long-term memory and compared with the presented material (Anderson and Krathwol, 2001). This item demands the students to search for the reason why Jaka Linglung is punished. The answer is already stated in passage. The students just need to

								identify the possible answer in the text and then correspond it with the options.
29	A4.17/18.II.MC.29		✓					The item no 29 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of inferring. Based on Anderson and Krathwol (2001) Inferring refers to the process of abstracting the concept or principle that account for a set of examples. The idea of inferring is that it implies the idea that requires the expectation of something that needs to be inferred. The item is related with the previous passage about Aji Saka. This item demands the students to find out the incorrect statement that provided in the options. Therefore the students need to infer the information first and then they must relate with the

								presented information to find the incorrect statement.
30	A4.17/18.II.MC.30		✓					The item no 30 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. Anderson and Krathwol (2001) explain interpreting refers to the process of information changing, it could be words into other words, numbers etc. The item no 30 also relates with the passage Aji Saka. This item requires the students to find out the similar meaning of the underlined word. The student must understand with the context of the sentence first before conducting the interpretation of the word.
31	A4.17/18.II.MC.31		✓					The item no. 31 belongs to (C2) Understand level of Revised Bloom's Taxonomy. The indicator

								of the item belongs to summarizing. The indicator of summarizing underlines on abstracting general theme or major point (Anderson and Krathwol, 2001). The students must be able to abstract a summary. This item no 31 includes a passage with no title provided. This item asks the student to find out what is the passage about. Therefore the students need to understand the major point of the passage. The process of summarizing is included in order to find the general idea of the passage.
32	A4.17/18.II.MC.32		✓					The item no. 32 befits with the level of "Understanding" of Revised of Bloom's Taxonomy. The indicator is inferring. Inferring has the same term with predicting (Anderson and

							Krathwohl, 2001). Inferring involves the process of drawing logical conclusion. In this case, the item number 32 requires the students to predict what happen in Jakarta in 2025 about the supply of clean water. The indicator of inferring includes the process of predicting. Thus, the students need to understand the passage and make a logical conclusion regarding to the question.
33	A4.17/18.II.MC.33	✓					The item no. 33 belongs to (C2) Understand level of Revised Bloom's Taxonomy. The indicator of the item belongs to summarizing. This item is quite the same with the item no. 31. The difference is this item asks the students to find the main point from one paragraph only.

								The indicator of summarizing underlines on abstracting general theme or major point (Anderson and Krathwol, 2001). The students must be able to abstract a summary. Therefore the students need to understand the main point of the paragraph.
34	A4.17/18.II.MC.34		✓						The item no 34 belongs to Understanding (C2) of Revised Bloom's Taxonomy and the indicator meets the condition of inferring. The concept of inferring is that it implies the idea that requires the expectation of something that needs to be inferred. It also includes the process of predicting. The item number 34 includes the passage entitled Indonesian Tourism Industry Association Bali Offers Free Accommodation, the

			✓				passage is for number 34 and 35. In this item it demands the students to know the context of the written letter and predict the intention of the writer.
35	A4.17/18.II.MC.35		✓				The item no 35 belongs to Understanding (C2) of Revised Bloom's Taxonomy and the indicator is inferring. The concept of inferring is that it implies the idea that requires the expectation of something that needs to be inferred or concluded. The item number 35 includes the previous passage entitled Indonesian Tourism Industry Association Bali Offers Free Accommodation. In this item it demands the students to conclude the passage. Inferring includes the process of concluding the presented information.
36	A4.17/18.II.MC.36		✓				The item no 36 belongs to

| | | | | | | | | | Understanding (C2) of Revised Bloom's Taxonomy whereas the indicator. The general concept of inferring is that it implies the idea that requires the expectation of something that needs to be inferred or concluded.

The item number 35 includes the passage about tornadoes. In this item it demands the students to conclude the passage. Inferring includes the process of concluding the presented information. In this case the students need to infer the statement about tornadoes according to the passage. |
| 37 | A4.17/18.II.MC.37 | | ✓ | | | | | | The item no 37 belongs to Understanding (C2) of Revised Bloom's Taxonomy and the indicator is classifying. The main idea of classifying is that it requires the students to |

								determinate something into certain category. The item number 37 includes the passage about Tornadoes. Classifying includes the features that "fit" with certain category. In this item it demands the students to find out the correct statement about the categorization of destructive disaster. Thus the student must categorize the right statement in the options about tornadoes as one the destructive storms.
38	A4.17/18.II.MC.38		✓					The item no 38 belongs to the level Understanding (C2) of Revised Bloom's Taxonomy whereas it meets the condition of interpreting. Anderson and Krathwol (2001) explain interpreting refers to conversion of information into other forms.

No	Code	✓						Description
								The item no 38 requires the students interpret the word "it". The student must understand with the context of the sentence first, and then the students need to interpret the word. The students need to find the representation of the word it. It means that the students convert information from word into another word.
39	A4.17/18.II.MC.39	✓						This item is belongs to (C1) which is "Remembering" in Revised Bloom's Taxonomy. The suitable indicator is recognizing. Recognize defines as the process of retrieving knowledge from the long-term memory and compared with the presented material (Anderson and Krathwol, 2001).
								This item demands the students to search for the

							goal of the procedure text. The answer is clearly stated in passage. The students just need to read the text and then corresponds with the options. The students could recognize the information provided in the passage.
40	A4.17/18.II.MC.40	✓						This item number 40 is belongs to (C1) which is "Remembering" in Revised Bloom's Taxonomy in which the indicator is recognizing. Recognize defines as the process of retrieving knowledge from the long-term memory and compared with the presented material (Anderson and Krathwol, 2001). This item demands the students to search how many materials are used in the procedure text. The materials have been stated

								in the text. The students just need to identify the answer in the text given.
41	A4.17/18.II.SA.01		✓					This item no 41 belongs to the level of "Understanding" and the indicator is summarizing. Summarizing according to Anderson and Krathwohl (2001) is the process in which it involves the general theme and major point. In this item there is a passage provided, and the students are asked to determine what kind of experiences did the writer has. This item requires the students to understand and generalize the theme of the passage. Summarizing will help the students to find out the representation of the passage
42	A4.17/18.II.SA.02		✓					This item no 42 belongs to the level of "Understanding" which the indicator is summarizing.

| | | | | | | ✓ | | | Summarizing involves the idea that information could be presented through single statement. (Anderson and Krathwohl, 2001). The process of summarizing includes the abstraction of a concept. The item no. 42 is about the announcement in certain school, and the students need to guess what the general theme of the announcement. This is suitable with the concept of summarizing, in which the students also need to know about the general point of the information. |
| 43 | A4.17/18.II.SA.03 | | | | ✓ | | | | The item no. 43 appropriates with the level of Analyzing, which the indicator is organizing. According to Anderson and Krathwohl (2001) organizing is the process of identifying the elements of a |

| | | | | | ✓ | | | | communication or a situation and recognizing how each element connects into coherent structure. The item number 43 asks the students to rearrange the sentences into correct orders. There are seven sentences that are provided. The students need to analyze the whole arrangement of the sentences. The students need to break each of the sentences and the try to correlate each of the sentences into an overall correct structure. |
| 44 | A4.17/18.II.SA.04 | | | | ✓ | | | | The item number 44 considered as "Applying" level (C3) in Anderson and Krathwohl (2001) and the suitable indicator is executing. Based on Anderson and Krathwohl (2001) In *executing,* a student routinely carries out a procedure when confronted with a familiar |

								task (Le., exercíse). The item no 44 consists a passage about the analytical text. The students are asked to complete the blank space with the appropriate words. This item requires more than understanding because it demands the students to apply their grammatical ability.
45	A4.17/18.II.SA.05			✓				The item number 45 is belongs to "Applying" level (C3) in Anderson and Krathwohl (2001) whereas it meets the conditions of executing. Executing is included when the students carry certain procedure to deal with familiar task. In other words the students know what they will do. The item no 45 includes a letter and the students need complete the blank space with suitable connective words. In this

| | | | | | | | | case, the students are asked to write down their answer. The students need to apply their grammar ability as well. The indicator of executing is suitable because the students are instructed to fill the blank space with the suitable connectives. It means the students know what to do. |

Result of the interview

Transcription

Interviewee   : Made Yunita Parmawati, S.Pd

Date   : 08/09/2019

Time   : 12.15 P.M

Place   : SMA N 2 Singaraja

Code	Interview Result	Line
I-2	Iya nama saya Made Yunita Parmawati, S.Pd, saya guru kontrak di SMA N 2 Singaraja memegang mata pelajaran bidang studi bahasa inggris, sudah mengajar disini dari tahun 2014 sampai sekarang.	
R	langsung saja ke pertanyaan pertama, bagaimana ibu selaku guru mata pelajaran bahasa inggris kelas dua belas mengembangkan soal-soal sumatif ?	1
I-2	Soal sumatif itu maksudnya itu seperti ulangan akhir, ulangan umum, PAT, kalau kami disini pengembangan soalnya itu berdasarkan karakter peserta didik, dan juga berdasarkan tuntutan kurikulum, berdasarkan juga KKM yang kita kembangkan disini, jadi karena karakter siswa di SMA 2 Singaraja untuk bahasa inggris bisa saya kembangkan itu dari menengah kebawah, jadi soal yang para guru disini harus menyesuaikan denga kemampuan siswa.	
R	Cara ibu mengembangkannya itu biasanya memakai kisi-kisi atau bagaimana?	2
I-2	Iya biasa seperti itu, jadi ada instrumennya, sebelum membuat instrument soalnya itu, pasti kita mengacu pada silabus dulu, kemudian setelah silabus baru dipetakan ke KD-KD nya, dari masing-masing KD kita kembangkan indikator dan dari itulah akan muncul soalnya, sebelum membuat soalnya yang utuh, kita harus buatkan blueprint kisi-kisinya, kisi-kisinya kita buatkan dari KD lengkap dengan kunci jawabannya lalu kita juga buatkan kartu soal dan kunci jawabannya baru ke soalnya yang utuh.	
R	Yang menjadi pertimbangan dalam pembuatan soal sumatif di kelas dua belas itu apa?	3

I-2	Pertimbangan? Maksudnya pertimbangan yang seperti apa?	
R	pertimbangan yang tadi ibu jelasin seperti kemampuan siswa,	
I-2	kalau yang kelas dua belas, karena mereka orientasinya akan mengikuti ujian nasional, jadi saya biasanya mengembangkan soal sumatif kelas dua belas, saya mengacu pada soal-soal yang sering keluar di UN dan USBN itu ada beberapa *list* materi yang saya apa namanya saya kasih kode yang saya lebih prioritaskan, lebih ditekankan di kelas, mengingat itu yang berpeluang besar keluar di UN, jadi itu saya kasih bobot lebih banyak	
R	Nah selanjutnya pada pembelajaran abad 21, siswa kan dituntut agar bisa berpikir kritis, nah cara ibu membimbing siswa dalam setiap kegiatan pembelajaran agar bisa berpikir kritis itu kira-kira?	4
I-2	Kalau *critical thinking* untuk anak-anak SMANDA ya jujur masih belum bisa semua kita terapkan, apalagi ini adalah pembelajaran bahasa, kalau *science* ya mungkin kita lebih gampang untuk memunculkan *critical thinking* anak-anak, tapi kan pembelajaran bahasa kita lebih ke skill, begitu *communicativeness* kan begitu, jadi saya lebih memberikan anak-anak ke problem aja atau masalah kemudian minta tanggapan mereka, minta bagaimana *action* mereka ini karena *clue*-nya berbahsa inggris jadi *output*-nya adalah mengunakan English.	
R	Jadi selama ini proses belajar dan pembelajaran sudah memasukkan kemampuan berpikir kritis sebagai salah satu tujuan pembelajaran ibu?	5
I-2	Kalau saya di bahasa ingris sudah, karena *critical thinking* kan biasa kita tumbuhkan dari kegiatan berkelompok, ada masalah kemudian ada pemecahannya	
R	Selain pada strategi pembelajaran, apakah penting untuk mengembangkan siswa agar mampu berpikir kritis?	6
I-2	Sangat penting saya rasa, tapi kan kita masih banyak kendala, sumber daya manusia juga dari guru-guru, apalagi soal HOTS itu kami disini masih sedikit tidak begitu ada menangkap bayangan soal HOTS itu seperti apa karena kan untuk menerakan soal HOTS itu sangat susah sekali untuk siswa, gurunya dulu juga harus siap, soal yang memiliki *critical thinking* kan sudah masuk ke soal HOTS.	
R	Nah menurut Ibu, soal yang menuntut berpikir kritis itu kira-kira seperti apa?	7

I-2	Soal yang dari ranah C4, Taxonomy Bloom itu menuntut berpikir kritis jadi seperti misalnya di bahasa inggris dikasi teks itu misalnya ya, menemukan informasi yang tidak ada disana yang kontekstual yang tersirat itu sudah termasuk berpikir kritis, mengambil relevansi kaitan antara teks yang diberikan dengan konteks kehidupan siswa dengan permasalahan kehidupan siswa lalu memetik solusi itu juga bisa.	
R	berpikir kritis juga salah satu indikator dari *Higher Order Thinking Skills* atau HOTS, yang Ibu mungkin ketahui tentang HOTS kira-kira bisa dijabarkan lebih?	8
I-2	Soal HOTS itu kan soal *High Order Thinking* jadi soal itu hanya tidak sebatas kita *mention,* kayak begitu menyebutkan kemudian itu disusun atau segala macam itu lebih dari sekedar menjawab memerlukan penyelesaian waktu yang membutuhkan pemikiran yang lebih, jadi soal HOTS itu, bagaimana guru itu bisa merancang satu *item* butir soal itu bisa mewakili kemampuan berpikir anak-anak secara *multiple,* secara ganda bagaimana dia bisa menyelesaikan masalah kemudian mengaplikasikannya, mengkaitkannya terus mencerna , menyimpulkan.	
R	Soal yang sulit itu bisa dikatakan sebagai HOTS?	
I-2	Soal yang sulit sudah pasti dia adalah HOTS?	
R	Kalau menurut ibu bagaimana?	
I-2	Kalau menurut saya iya, soal yang sulit pasti membutuhkan pemikiran yang tinggi , soal yang membutuhkan pemikiran yang tinggi ya soal HOTS namanya.	
R	Terus terkait dengan HOTS, apa acuan yang bisa digunakan untuk membuat soal berbasis HOTS?	9
I-2	Mungkin dari sumber-sumber bacaan yang tingkat kesukarannya itu lebih tinggi untuk anak-anak sebayanya, misalnya kalo anak-anak SMA saya ambil referensi dari materi perkuliahan, SMP ambil di SMA, juga mengambil media pembelajaran yang sumbernya dari buku pustaka anak-anak gitu misalnya dari ensiklopedia dari novel, dari cerpen dari *news* itu misalnya	
R	Terkait dengan HOTS apakah Ibu sudah pernah mengikuti pelatihan , seminar-seminar kaya gitu?	10
I-2	Kebetulan baru Juli tanggal 8 kemarin di SMA 2 baru pertama	

	kali pelatihan soal HOTS sudah diberikan oleh tutor, namanya pak Gusti Agung kalau tidak salah	
R	Jadi ibu sudah pernah ya?	
I-2	sudah pernah	
R	menyangkut soal HOTS lagi berarti Ibu sudah pernah tidak membuat soal berbasis HOTS?	11
I-2	Kalau membuat soal berbasis HOTS kami disini belum, karena kami baru mendapatkan pelatihan itu dari kemarin, tapi kemungkinan semester ini kita coba untuk melakukan itu	
R	Nah dari soal-soal ini, kira-kira menurut Ibu ada yang mungkin bisa dikategorikan sebagai salah satu soal HOTS? Beberapa saja bu (Merujuk pada soal PAS)	12
I-2	Ini ya, mungkin ini ya *caption* ini, ini tapi tidak begitu HOTS ya, karena ini kan kita menyuruh anak-anak untuk menemukan jawaban yang tidak tertera disini, iya, nomor 26 juga baru termasuk iya levelnya tidak terlalu tinggi, kalau ini agar dia mau jadi soal HOTS, seharusnya gini pertanyaannya, *what is your opinion about this caption? What should we do as young generation related to the text?*	
R	Berarti soal yang seperti itu sudah mengarah ke soal HOTS bu?	
I-2	Kalau ini kan hanya menebak gambar, yang ini sudah mengarah karena membutuhkan juga pemikiran kreatif dari anak-anak	

Result of the interview

Transcription

Interviewee   : Ketut Darmayasa

Date   : 07/18/2019

Time   : 09.41 A.M

Place   : SMA N 3 Singaraja

Code	Interview Result	Line
R	Baik pertanyaan pertama, Bagaimana bapak sebagai guru kelas dua belas mengembangkan soal-soal sumatif?	1
I-3	Mengacu pada peraturan standar kurikulum yang terbaru ya dimana penilaian itu sudah tidak ada lagi yang istilahnya sumatif, jadi penialiannya itu akhir tahun namanya mengacu pada Permen nomor 23 jadi tentang standar penilaian revisi kurikulum, untuk bagaimana mengembangkan soal-soal sumatif atau penilaian akhir tahun ini kita mengacu pertama dari KI dan KD yaitu tentang darimana telah diatur dalam Permen nomor 24 tahun 2016 yang dikembangkan atau direvisi kembali menjadi Permen nomor 30 tahun 2018, tentang KI dan KD mata pelajaran, dari KI dan KD itu dikembangkan menjadi indikator, kemudian dari indikator kita membuat kisi-kisi soal untuk pembuatan soal-soal sumatif.	
R	Pada abad 21 ini siswa dituntut untuk berpikir kritis, bagaimana cara bapak agar bisa membimbing siswa untuk berpikir kritis?	2
I-3	Dalam kurikulum K13 implementasi K13 jadi siswa memang paradigma siswa itu sudah berubah, maksud saya paradigma pembelajaran sudah berubah kalau dulu mengacu pada *teacher center oriented*, kalau sekarang *student center oriented*, dimana pendekatan-pendekatan itu harus selalu bersifat *scientific,* makanya dalam K13 itu ada beberapa model pemelajaran yang disarankan yaitu pendekatan scientific, salah satunya misalnya dengan 5M, yang disamping juga beberapa model pembelajaran juga seperti *discovery learning* dan juga *inquiry learning* kemudian *problem based learning,* jadi hal-hal inilah yang diberikan kepada siswa sehingga anak itu sudah terlatih bagaimana memecahkan suatu masalah berdasarkan masalah-masalah real yang dihadapi.	

R	Apakah selama ini proses belajar dan pembelajaran sudah bapak terapkan dan memasukkan kemampuan berpikir kritis sebagai salah satu tujuan pembelajaran?	3
I-3	Iya sudah, karena itu merupakan suatu tuntutan daripada kurikulum 13, jadi sudah saya katakan tadi bahwa sekarang itu kita harus bisa mengubah paradigma proses belajar mengajar yaitu dari *teacher oriented* menjadi *students center oriented,* ya ini sudah jelas sekali kita masukkan, tujuannya agar bagaimana, agar siswa mampu memecahkan dan mencari solusi daripada masalah-masalah yang dihadapi, kita sebagai guru hanya sifatnya sebagai motivator dan fasilitator.	
R	Mahasiswa: selain pada strategi pembelajaran apakah penting untuk mengembangkan soal yang menggiring siswa untuk berpikir kritis?	4
I-3	Di dalam penyusunannya soal kan memang sudah diatur, artinya ada beberapa soal yang mengacu pada indikator-indikator yang telah dibuat, dan indikator yang dibuat itupun juga ada persentasinya, artinya ada soal yang bersifat *low, LOT* istilahnya (Low Order Thinking) artinya yang mengacu pada level satu dan level dua, sedangkan kalau sudah ditaraf HOT (High Order Thinking) itu artinya dari soal level 3, 4, dan 5.	
R	Menurut bapak soal yang menuntut siswa untuk berpikir kritis itu soal yang bagaimana?	5
I-3	Soal yang berpikir kritis itu artinya memang untuk menguji soal itu bahwa ini termasuk soal LOT atau soal HOT atau soal yang kritis ini perlu kajian, perlu di *try-out* kan dulu, soal yang bersifat kritis itu artinya soal-soal yang menantang , soal-soal yang yang membutuhkan banyak narasi-narasi atau masalah-masalah yang harus dipecahkan , itu bisa disebut sebagai soal yang kritis secara umum, katakanlah soal-soal yang memerlukan pemikiran yang serius dan juga pemecahan yang sedikit dalam artian dalam soal HOT	
R	Berarti contohnya seperti soal-soal yang menganalisis itu bisa?	
I-3	Iya sudah saya katakan dari soal level C4, C5 dan C6	
R	Berpikir kritis adalah salah satu indikator dari HOTS apa yang mungkin bapak ketahui dari HOTS?	6
I-3	Sudah saya katakan adalah soal yang levelnya dari C4, C5 dan C6, artinya soal-soal yang membutuhkan aplikasi,	

	penerapan dan sudah termasuk analisis	
R	Apa acuan yang bisa diguankan untuk membuat soal yang berbasis HOTS?	7
I-3	Acuannya adalah level kemudian indikator kemudian yang menjadi *basic-nya* sekali adalah materi pembelajaran termasuk juga level daripada materi itu, apakah ini termasuk C4, C5 atau C6, jadi kalau sudah materi itu mengacu sudah mengacu pada level C4, C5, atau C6 maka itu sudah bisa dikatakan HOTS.	
R	Apa bapak sudah pernah membuat soal yang berbasis HOTS?	8
I-3	Kebetulan saya salah satu tim penyusun soal untuk kisi-kisi pembuatan soal untuk tingkat SMA se-Bali, kami sudah pernah membuat soal-soal HOT, dan acuan-acuan apa yang dikatakan HOT itu sudah kami buat itu.	
R	Jadi Bapak mungkin tahu tentang istilah yang dinamakan Taxonomy Bloom,?	9
I-3	Iya Taxonomy Bloom itu kan sudah saya katakan merupakan pembagian daripada level-level dari kategori soal, apakah itu dari pemahaman, pengetahuan, penerapan, aplikasi, sintaksis itu termasuk Taxonomy Bloom, tapi sekarang Taxonomy Bloom ini sudah direvisi ada yang disebut dari… cobak nanti dicek lagi ya	
R	Dari soal-soal berikut, menurut Bapak kira-kira yang mana yang bisa Bapak kategorikan sebagai soal-soal HOTS?	10
I-3	Nomor 8, *this passage is mainly concern with..* soal ini memerlukan analisis yang matang dari siswa, kalau nanti misalnya siswa tidak mampu menguasai tentang wacana itu maka tidak akan bisa menjawab soal ini itu salah satu contoh soal HOTS, walaupun banyak juga kriteria-kriteria soal HOTS, sudah saya katakan soal HOTS itu dimulai dari level kognitif C4, C5 dan C6, tapi bagaimana membuat model-model soal itu kita ada acuannya tapi biasanya kelemahan daripada soal HOTS hanya bisa digunakan sekali, karena kalau lagi digunakan tahun berikutnya pasti sudah bisa ditebak, itu kelemahan dari soal HOTS.	
R	Berarti soalnya itu harus terus diperbaharui ya pak..	

Result of the interview

Transcription

Interviewee   : Made Risna Adnyana

Date   : 07/19/2019

Time   : 13.13 P.M

Place   : SMA N 4 Singaraja

Code	Interview Result	Line
R	Baik, yang pertama, Bagaimana bapak sebaga guru kelas duabelas mengembangkan soal sumatif di kelas bapak?	1
I-4	Sebenernya sih soal sumatif ini maksudnya soal ulangan akhir ya? Yang sekarang disebut dengan PAT (Penilaian Akhir Semester) atau UAS (Ulangan Akhir Semester), sudah pasti ini dilakukan dengan mengacu pada silabus yang dipakai, kemudian tujuan pembelajaran kemudian dituangkan ke dalam indikator, seperti itu supaya tidak terlepas dari apa yang kita ajarkan dan soal itu harus berbobot, tidak hanya sembarang membuat soal, jadi peserta didik itu juga harus diperhatikan tingkat kemampuannya, kalau kita membuat soal terlalu jauh mungkin, terlalu susah bagi siswa, antara kita tidak memberikannya disaat pembelajaran, itu kan tidak matching jadinya.	
R	Nah yang kedua, pertimbangan bapak dalam membuat soal sumatif itu seperti apa pak? Bapak menggunakan kisi-kisi atau…	2
I-4	Oh iya pasti itu, jadi kisi-kisi pasti digunakan karena itu sebagai apa namanya, penuntun kita untuk membuat soal supaya tidak melenceng dari target.	
R	Pada pembelajaran abad 21 siswa dituntut untuk agar bisa berpikir kritis, nah kalo bapak biasanya mengajar siswa agar berpikir kritis itu bagaimana?	3
I-4	Yang sudah biasa kami terapkan disini kan memakai strategi dalam pembelajaran, kalau tidak memakai strategi mungkin ngalor ngidul, Strategi yang dipakai adalah kebanyakan *student center,* jadi siswanya yang aktif, tidak hanya siswa itu memahamai dan mengingat, jadi supaya	

	ada kegiatan siswa yangmana siswa itu berusaha untuk menganalisis, kemudian evaluasi sampai menciptakan, sehingga kemungkinan untuk mereka mendapat kesempatan berpikir kritis itu lebih luas.	
R	Terus selanjutnya selama ini proses belajar yang bapak terapkan itu apakah sudah menerapkan kemampuan berpikir kritis, sebagai salah satu tujuan pembelajaran bapak?	4
I-4	Iya tentu, didalam pembelajaran itu karena seperti yang saya sampaikan tadi siswa diberikan semacam penugasan yang mana *center*-nya adalah siswa, didalamny kan sudah ter-*cover* ini, jadi didalam tujuan pembelajaran tersebut ya, sudah diisi peningkatan kemampuan berpikir kritis seperti tadi.	
R	Selain pada strategi pembelajaran, apakah penting menurut bapak untuk mengembangkan soal-soal yang menggiring siswa untuk berpikir kritis?	5
I-4	Sangat penting karena sekarang kan siswa dituntut untuk berpikir kritis, jadi dengan perkembangan teknologi informasi seperti sekarang, jadi siswa diharapkan untuk lebih bisa inovatif, tidak hanya menirukan, meskipun sudah ada, paling tidak mereka bisa berinovasi begitu dengan memodifikasi, itu kan hasil-hasil berpikir kritis, tidak stagnan hanya meniru, meniru, meniru seperti itu.	
R	Terus selanjutnya, menurut bapak soal yang menuntut siswa untuk berpikir kritis itu soal yang bagaimana?	6
I-4	Nah ini agak susah	
R	Mungkin soal yang sulit atau..	
I-4	Ohh, soal yang memerlukan penalaran, tidak hanya… seperti taxonomy bloom itu, tidak hanya pada tiga tiga ranah, tiga scoop atau dua.. yang kita sering berikan secara konvensional apa, mengerti, memahami yang itu kemudian menerapkan, sudah ada tingkat evaluasi dan analisis bahkan menciptakan, jadi kita acuannya ke taxonomy itu.	
R	Selanjutnya berpikir kritis itu adalaha salah satu indikator dari HOTS atau *High Order Thinking Skills*, nah apa yang bapak ketahui tentang HOTS?	7
I-4	HOTS itu adalah soal yang menuntut penalaran siswa, menuntut siswa untuk berpikir lebih kritis, dan	

	menggunakan nalar tidak hanya siswa itu berpikir lebih jauh tentang soal tersebut sehingga melatih mereka itu untuk lebih maju, lebih inovatif, lebih kreatif, dan mengikuti perkembangan IPTEK.	
R	Hubungannya dengan Taxonomy Bloom yang tadi, menurut bapak yang termasuk HOTS itu dari C berapa?	8
I-4	C4 keatas, komplit dia dari apa, mengingat, memahami, kemudian menerapkan, kemudian menganalisis, mengevaluasi, baru mencipta, harus komplit itu, semuanya harus ada disana kalau kita berbicara tentang HOTS.	
R	Terus acuan yang digunakan untuk soal berbasis HOTS itu ada nggak kira-kira?	9
I-4	Sementara itu acuannya adalah Taxonomy Bloom, mungkin ada acuan yang lainnya yang tidak bisa saya sebutkan.	
R	Apakah bapak sudah pernah membuat soal berbasis HOTS ?	10
I-4	Tentunya sudah, pada saat UASBN, kemudian beberapa ulangan kalo disini disebut sumatif ya, Ulangan Akhir Semester, kemudian Ulangan Akhir Tahun, sudah kami terapkan.	
R	Nah, cara bapak dalam membuat soal itu bagaimana, apakah bapak membuat sendiri, atau bapak menemukan dari sumber lain…	11
I-4	Modifikasi lah.., iya jadi mencari daris sumber lain kemudian mencocokkan dengan apa yang dibuat di-*draft* atau mungkin murni mengambil dari sumber lain, kalau soal USBN, kebanyakan itu saya olah, pasti sesuai dengan kisi-kisi yang diberikan provinsi, itu tidak bisa kita lepas karena di-cek kembali soal itu baru direvisi, dikembalikan lagi, kita ngadain pertemuan di MGMP masalah soal-soal itu, ditelaah lagi begitu, ada pembicaraan tentang itu soal HOTS apa tidak.	
R	Ini adalah contoh soal-soal yang bapak kasi, nah kira2 menurut bapak yang mana saja yang bisa disebut sebagai HOTS, bisa dikasi beberapa contoh saja..	12
I-4	Kayaknya soal yang *imply,* implicit, karena mereka harus menganalisis, memahami.	
R	Biasanya kan tidak stated jawabannya kan pak?	

I-4	Iya, *implied* dia.. nah ini, soal HOTS itu kan tidak mesti susah , kalau mereka sering membaca, sering berlatih soal, akan lebih cepat dia mendapatkan jawaban. Nah ini soal nomor 12, 13,
R	Nomor 14 kira-kira bagaimana, kan disuruh mencari caption yang sesuai..
I-4	Iya, ini termasuk juga ya, ini kan menganalisis gambar yang sesuai jadinya, ini gambar apa saja, nanti baru digabungkan, setelah itu baru dia menciptakan dia, kira-kira mana yang cocok kan begitu. Nomor 15 juga, susah ini.. bisa dibolak balik
R	Saya juga harus mengorganisir dia..
I-4	Kadang-kadang ada yang mirip begitu, tidak ada connectives-nya susah dah dia, harus tahu struktur dia.
R	Kira-kira kalau soal essay juga ada HOTS pak ya,
I-4	Iya, nah soal nomor 25 ini soal HOTS juga karena disini kan dia harus memahami semua teks ini, keseluruhan teks ini, harus mencari, dia harus membaca semuanya dan memahami keseluruhan, termasuk menganalisis ini, menganalisis tiap paragraf, Michael Faraday dedicates his life… Apakah kata ini explicit ada disini?
R	Tidak
I-4	Jadi mereka harus memahami setiap poin yang ada di paragraf ini, yang mana disini yang ditanyakan kan yang mana yang benar kan?
R	Yang mana *statement* yang sesuai..
I-4	Semua kalimat yang disini, hampir tidak ada disini secar explicit, mereka harus menganalisis setiap alinea. Kalau ini kan tidak, ini kan padanan kata. Ini lagi..
R	Nomor 29, berarti harus dibaca dulu baru bisa dijawab pak ya?
I-4	Iya, tapi bobotnya tidak seberapa ini karena levelnya juga..
R	Kalau ini, what is predicted to happen..
I-4	Ini tertera langsung ini,
R	berarti ada jawabannya ini pak ya..
I-4	Jelas sekali ini, yang ini jawabannya di alinea satu.. Ini lagi

R	Nomor 35, *from the text we may conclude that..* menyimpulkan berarti..	
I-4	membuat kesimpulan ini, berarti sudah beberapa kali lewat proses analisa, ini tidak bisa dibaca sekali,	
R	berarti semua paragraph dia harus ngerti gitu pak ya..	
I-4	Paling tidak semuanya dibaca, meskipun jawabannya ada di alinea berapa begitu, karena berhubungan dengan *conclusion.* Nah ini essaynya lagi.. Nah kalo ini.. eh bukan	
R	Ini kan ada di teks pak	
I-4	Oh iya, Nah ini kayaknya.. karena mencari main idea.. (Halo engken, ne nu ade mahasiswa interview, panake ube dini, nah langsung binsep mulih) sedang menjawab telepon

ini termasuk juga ini, karena mereka tidak ada pilihan jadi mengisi sendiri, harus memahami setiap kalimat disini | |
R	dengan kalimat yang cocok kan pak..	
I-4	Dan menciptakan, menciptakan kalimat yang pas	
R	Nah kalau nomor 45 pak?	
I-4	Kalau ini kan mengingat dia, sesuai pertanyaanya kan mengingat dia.. *connectives*	
R	Mengungat kata hubung kan ya..	
I-4	Iya.. Kalau mereka tahu, memahami tentang ini, bisa mereka jawab, kalau yang tadi kan membuat kalimat dia, kala yang ini tidak struktur yang ditanyakan ini.	

Object Instruments

Semester 1

DOKUMEN SEKOLAH SANGAT RAHASIA

SOAL PENILAIAN AKHIR SEMESTER
TAHUN PELAJARAN 2018/2019

PAKET SOAL :
WAJIB (W)

Mata Pelajaran : BAHASA INGGRIS
Jenjang Pendidikan : SMA / MA
Kelas/Program : XII IBB/IPA/IPS
Hari, Tanggal : RABU, 28 NOPEMBER 2018
Pukul : 07.30 – 09.00 WITA

DINAS PENDIDIKAN
PROVINSI BALI
SMA NEGERI 2 SINGARAJA
Alamat : JALAN SRIKANDI-SINGARAJA
2018

PETUNJUK UMUM :
1. Tulislah terlebih dahulu Nomor , Nama peserta , Nomor Absen ,Kelas, kode paket soal anda pada lembar jawaban yang telah disediakan.
2. Periksa dan bacalah soal-soal sebelum anda menjawab
3. Laporkan kepada pengawas ulangan kalau terdapat tulisan yang kurang jelas, rusak atau jumlah soal kurang
4. Dahulukan soal-soal yang anda anggap mudah
5. Silanglah jawaban (X) yang dianggap paling benar
6. Apabila ada jawaban yang salah dan ingin memperbaikinya, gosok/coretlah dengan dua garis lurus mendatar pada huruf jawaban yang salah, kemudian beri tanda silang (X) pada huruf yang dianggap benar

    Contoh : Pilihan semula : X̶ B C D E
    Dibetulkan menjadi : X̶ B X̶ D E

7. Periksalah pekerjaan anda sebelum diserahkan kepada pengawas ujian
8. Tidak diperbolehkan menggunakan kalkulator, HP, tabel matematika atau alat bantu hitung

---

I. Choose the best answer between A, B, C, D or E to the questions below

Kim : Hi James, you look so serious, what's the matter with you, ___1___ James?

James : Yea, I found difficulties in finding the answer of these questions

Kim : Can I See? It seems like ___2___

James : Thanks so much bro

Kim : Look, I can solve it for you

James : wow amazing you!

1. A. let me help you
   B. Can you do me a favor
   C. Do you mind helping me
   D. Do you need some help
   E. Would you like to help me

2. A. I can help you
   B. It is hard to finish
   C. I don't think I can do this
   D. This is really difficult
   E. you need to do it yourself

3. Which offering is suitable to the picture below!

   A. What's the matter with you?
   B. You should go to the doctor!

C. May I take you to the doctor?

D. Did you see the doctor already?

E. Seems like you got a toothache

4. Man : Welcome to Paradise Hotel Madam, May I drop your luggage into your room Madam?

Madam: Alright, thanks so much

From the offering of the man we know that his job is?

A. Flight Attendance

B. Front Desk clerk

C. Conductor

D. Room Boy

E. Waiter

5. Man : Instead of English, I could speak Japanese and French as well. I am good in communicating with the customers. My ability in dealing the business with the customers could be your big consideration. The biggest achievement I had is when I was working in Royal King Company in New York.

HRD : Wow. That's sound interesting

What does the Man tell about?

A. His Job

B. His reasons

C. His experiences

D. His qualifications

E. His considerations

6. My **ability** in dealing with the customers could be your big consideration. The underline word has synonym word to:

A. Competence

B. Weakness

C. Capability

D. Disability

E. Skill

7. 1. I am ready for an interview anytime needed and I am looking forward hearing from you soon

2. I am Jonahs Mathew fresh graduated from Management degree of Melbourne University

3. I am replying for your advertisement which is published in Aussie Daily Post on 21st June 018

4. I am interesting to apply a position of Marketing Manager in your company

5. I am good in communicating with the client including dealing with the business' tender agreement

A. 3-4-2-5-1

B. 2-4-3-5-1

C. 4-2-3-5-1

D. 2-3-4-5-1

E. 3-2-4-5-1

8. Years – Bank – Working– in – been – I – have – Fortune – for – 3
   1   2   3   4   5   6   7   8   9   10
   A. 8-6-7-5-4-8-2-9-10-1
   B. 6-7-5-3-4-8-2-9-10-1
   C. 6-7-8-9-3-4-2-5-10-1
   D. 9-10-1-6-7-5-8-3-4-2
   E. 9-10-1-6-5-7-8-3-4-2

The text below is for questions number 9 – 14

27 Gerstrard Street   3rd November, 2018
Bergharen, Netherland
02062016

HRD Manager of Medica Health Care Center
Oak-wood Street 32 Den Haag Netherland

Dear Mr. Ruud Van Martha

   I am writing to express my interest in the Nursery Nurse role that I saw in NL daily news advertised on 2nd November 2018.
   I am Ellen Waldron Van Roy and I am qualified Nursery Nurse and I have been working in the position for two years at local early years center, but I decided to take a new challenge of working with the health visiting team at your surgery. In my current role, I am responsible to coordinating many activities with the children, including song time, creative play, basic literacy and numeracy activities. I am excellent in communicating, good in giving children's motivation and creative which I think are very important trait for Nursery Nurse.
   I have attached a copy of my CV detailing my other qualifications and achievements for your perusal. I would be able to attend an interview anytime you need. You may reach me in this personal contact +31 32270409.
   I look forward hearing from you soon. Thank you

Kindest regard

Ellen Waldron Van Roy

9. What is the purpose of the text above?
   A. To apply for a job
   B. To persuade the reader to apply a job
   C. To inform the reader about the writer's letter
   D. To tell the reader how to make an application letter
   E. To make the company interested and call the writer for an interview

10. From the text we know that the qualifications of the company's needed are?
    A. Creative and having good personality
    B. Hard Work and excellent in communicating
    C. Could speak English well and responsible to the work
    D. Able in giving motivation to the children and could operate computer
    E. Responsible to the work, having good skill in communication and creative

11. What does the writer include in her curriculum?
    A. Her qualifications and achievement
    B. Her education and experiences
    C. Her biography and ability
    D. Her requirement
    E. Her willing

12. What is the main idea of the second paragraph?
    A. The writer's challenge
    B. The writer's responsible
    C. The writer's qualifications
    D. The writer's experience
    E. The writer's motivation

13. "...which I think are very important **trait** for Nursery Nurse" second paragraph. The underline word has similar word to?
    A. Point
    B. Trailer
    C. Training
    D. treatment
    E. Characteristic

14. You may reach me in this personal contact +31 32270409. What does it mean?
    A. The company could call Ellen by the number mentioned
    B. Together with Ellen, the company can reach the number
    C. Only the company could owning Ellen's number
    D. The company may not call Ellen to that number
    E. Actually Ellen has personal number

Filling the blank by choosing the best answer on the number 15 to 19

I am writing this letter to __15__ your advertisement published in Daily Post.
I would like to __16__ as Consultant in your company. I recently __17__ my bachelor's degree with high distinction in the office management. Here I __18__ my resume CV, recent photograph and my working experience certificate while I was study that might be your big __19__ in taking decision.

15. A. Send
    B. Read
    C. Submit
    D. Respond
    E. Advertise
16. A. Propose
    B. Employ
    C. Apply
    D. Have
    E. Go
17. A. Grabbed
    B. Reached
    C. Obtained
    D. Took
    E. Put
18. A. Gave
    B. Pushed
    C. Released
    D. Enclosed
    E. Inserted
19. A. Deal
    B. Goal
    C. Point
    D. Agenda
    E. Consideration

The form is for question number 20 to 21

AXIS BANK

Job Application Form

To be filled in by the Panel Member		Please affix your photograph here
Date of interview		
Place of interview		
Suitable for the post of	AVP/MGR/DM/EXE/JE	
Profile	Function	Sub-Function
	Branch Operations / Advances / CBO / Forex / Retail Banking / Business Banking / Human Resources / Administration / Compliance / Audit Compliance / Risk / Legal / Scanning Hubs	

(Fill the application in capitals)

1.	NAME	Rebecca Fetucini smith	(Name)
2.	FATHER'S NAME	Ferderico Jose smith	
3.	a) DATE OF BIRTH	2 May 1994	

20. The form above tells about?

    A. Apply for bank vacancy

B. Self-introduction form
C. Job Vacancy
D. Interview
E. Exercise

21. How old does the applicant now?
   A. 20 years old
   B. 22 years old
   C. 24 years old
   D. 26 years old
   E. 28 years old

22. Give the suitable caption to the following picture!

A. Do not wait for the hand, do it alone!
B. Success has nothing with what you gain
C. Our prime purpose in life is to be together
D. You may not be able to help, but never hurt them
E. Helping hands are more valuable act rather than praying lips

23.

"The best way to not feel hopeless
Is to get up and do something"
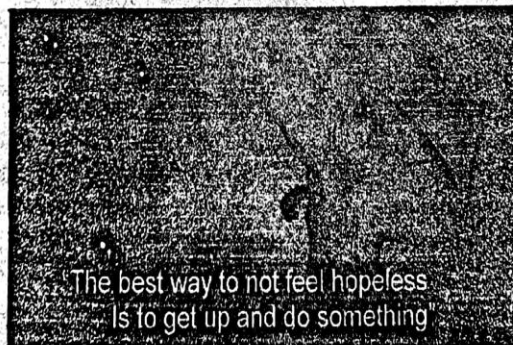
What does the caption above mean?
A. Keep hoping and dreaming
B. There is no other way if you feel hopeless
C. Hopeless will make you even more disappointing
D. The way to get something is not easy like dreaming
E. Do not just stay, do something and fight for your goal

24. The caption above consist of:
A. Memory
B. Motivation

C. Persuasion
D. Suggestion
E. Statement

25. To write an Organization Structure it is much more better using caption of:
    A. Photograph
    B. Picture
    C. Graphic
    D. Chart
    E. Table

26.
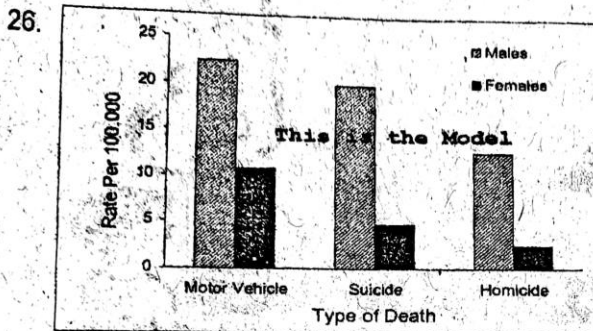
From the caption of the table above, we know that:
    A. The highest males death are cause by accident
    B. The suicide death males are more less than the female
    C. Both motor vehicles and suicide are cause people death soon
    D. The Homicide death is reaching the number of 15 rate per 100.000
    E. The males homicide death is reaching the same number as the female motor vehicle death

27. What does Suicide mean?
    A. The sick death
    B. The stress death
    C. The accident death
    D. The killing self death
    E. The murdered death

28.
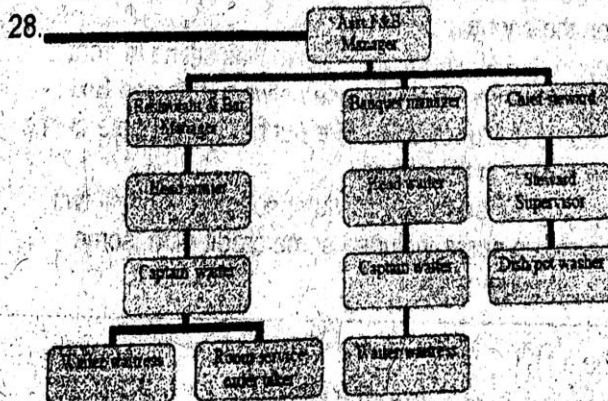
What is the best caption match to the chart above?
A. The Food & Beverage Organization Chart

B. The Best Employee of the Month
C. The Restaurant Management
D. The position of the Employer
E. The Hotel Organizations

29. "My mom is a super woman. She loves me since I was in her belly. For her, career means nothing if she forget her role as a mother, she said kids come first then other"

Find the picture match to the caption above!

A.

D.

B.

E.

C.

The text is for the question number 30 to 34

Dailyfinance.com
PARK SLOP – a woman had her purse stolen while she was sitting on her front stoop and chatting on the phone

According to the police report, the 40 years old – victim was sitting in front balcony of her apartment building on Garfield place between fifth and Sixth avenues on 21st October about the lunch time. She put her black purse on the chair next to her while she spoke on the phone

A female thief with a ponytail grabbed the purse, jumped into the black two doors sedan and fled. The stolen purse included some credit card, some cosmetic and a $820 cash of money

30. What is the purpose of the text?
A. To suggest the reader to be aware of the stuff belonging
B. To Inform the reader about the crime event
C. To Invite the reader to read the news

D. To warn the reader to be careful

E. To retell about past event

31. What we can learn from the text

A. We should save our money in the bank

B. We should not sit outside at the lunch time

C. We should to be aware of the stuff belonging

D. We should not bring a cash money in the purse

E. We should to make a phone call in the save place

32. '..a woman had her _purse_ stolen..' first paragraph. The underline word has closest mean to?

A. Hand bag

B. Clutch

C. Pocket

D. Box

E. Wallet

33. "A female thief with a ponytail grabbed the purse". What does it mean? Last paragraph

A. The thief took the purse

B. The thief pulled the purse

C. The thief bought the purse

D. The thief handed the purse

E. The thief received the purse

34. What time was the woman losing her purse?

A. About 9-10 am

B. About 7-8 pm

C. About 5-6 pm

D. About 3-4 pm

E. About 1-2 pm

35. Tom : Can I borrow your laptop to take home, mine has trouble with its keyboard

Kim : Not mine please, can I give you mum's laptop. She is free now.

Tom : Really? Well, that is okay anyway.

What does Kim express to Tom?

A. Suggestion

B. Instruction

C. An Offering

D. Announcing

E. Notice

36. Catty : where are you going Lucy?

Lucy : I am going the library

Catty : okay......................................

The appropriate 'if clause' respond to say is;

A. If you feel bored, just go to the library

B. If you wait me, I will be in the library

C. If You meet Alex in Library, ask him to find me here

D. If you want to meet me, find me in the library

E. If you think this is not good, then don't go to the library

37. Money - just - if - mine - you - borrow - don't - have
     1   2   3   4   5   6   7   8

A. 3-2-5-7-8-6-4-1

B. 3-5-7-8-1-2-6-4

C. 3-2-1-4-5-6-7-8

D. 3-4-5-6-7-8-1-2

E. 3-8-7-6-5-4-2-1

38. "if you finish your work earlier,......................" (give an imperative sentence)

A. You can come with me to the movie

B. Your mom will proud of you

C. You will not get stress

D. You will not get rain

E. Your work will be finished soon

Fill the blank by looking the answer in the number 39 to 40

Three young Komodo dragons have gone missing from the zoo Ranggunan Surabaya, Wednesday 3rd November 2018, a spokesman said today, warning that the lost lizards were __39__ and fast on their feet. The missing reptiles, which __40__ 50 centimeters to 70 Centimeter long, were each around one year old and run from their cage early this month. Agus Semongko Reported from Ranggunan Zoo, Surabaya East_Java

---

39. A. Bad

B. Tame

C. Aggressive

D. Dangerous

E. Disgusting

40. A. Size

B. Reach

C. Length

D. Wide

E. Large

II. Short Essay

1. Please make a caption to the picture below!

2. Please mention at least 3 informations that you may get in the Job Vacancy before you are going to make an application letter!

3. What is the extension of:
   a. CV
   b. HRD

4. If you meet an old woman carrying such a heavy stuff, what will you offer her?

5. If you study hard,..........................
   (continue the sentence above by giving an imperative sentence)

GOOD LUCK ^_^

Petunjuk Umum :
1. TulisIdentitasandadenganbenar
2. Periksalahkelengkapansoal yang andaterima
3. Laporkankepadapengawasjikaterdapattulisan yang kurangjelas, rusakataulembarsoal yang kurang
4. Dahulukanmenjawabsoalyang anda anggap lebih mudah
5. Periksalah kembali lembar jawaban anda sebelum diserahkan kepada pengawas

PetunjukKhusus :
1. Tuliskan jawaban yang dianggap benar pada lembar jawaban dengan menyilang huruf A, B, C, D atau E yang ada pada lembar jawaban.
2. Jika terdapat jawaban yang salah dan ingin memperbaikinya berikan tanda sama dengan, kemudian silang jawaban yang dianggap benar

Soal

A. Choose A, B, C, D or E for the correct answer!

1. Edo : "Happy birthday, Lia."
   Lia : "Thank you Edo. You are the first who congratulate me."
   Edo : "Oh really? Here is a little present for you. i hope you like it."
   Lia : "Thank you very much. You are really my best friend."

   Why does Edo give Lia a present?
   A. Because Lia likes present.
   B. Because today Dayu's birthday.
   C. Because Edo has a lot of money.
   D. Because Lia is celebrating her birthday today.
   E. Because They are friend

This text is for number 2 and 3

Tanjung Benoa Beach

Tanjung Benoa is a beach town. It is located at the elite are in Nusa Dua Bali. The are is situated with the view of the sea in Blai. On the north side, there are Benoa harbour, Mertasari Recreation Park, and Serangan Island. The foreigners call it the turtle island, because it is used to breed the turtles.

At Tanjung Benoa Beach, tourists can have various activities, such as swimming, sailing, waterskiing, and surfing. Surfing is a water sport of riding waves that are coming towards the shore by standing or lying on a special board called surfboard. It is a very enjoyable and an impressive sport. Most surfing lovers call it the most challenging water sport, as it needs skill, strength, as well as bravery. The others think that it is a very dangerous sport, as it fights against the dangerous waves of sea.

A part from swimming around the beach, snorkeling and diving are also kinds of water sports favored by the tourists. Through diving goggles, the beauty of Bali marine park can be viewed. Those who cannot dive can also enjoy the beauty of the marine park through the glass bottomed motor boats that are specially provide for the tourists.

2. Why is Serangan Island called turlte island?
   It is called turtle island because....
   A. it is used to trade many kinds of turtle
   B. it is a place where thousand turtles live naturally
   C. it is used to breed turtles
   D. it is used to breed and to trade turtles
   E. it is used to hunt turtles

3. "Those who cannot..." (Paragrah three)
   The word "those" refers to....
   A. The tourists
   B. water sport
   C. turtles
   D. swimming and diving
   E. islands

This text is for number 4 and 5

ANNOUNCEMENT

Pay attention!
Please join us!
Are you ready?
Our school will have an English Debate Competition
Participants: All students in our school
It will be held from 28th – 29th September 2018
Prizes:
I Rp 1.000.000
II Rp 750.000
III Rp 500.000

4. What is the announcement about?
   A. A school debate
   B. A school competition
   C. Participants of debate
   D. An English debate competition
   E. Extracurricular activities

5. According to the text, the competition …
   A. is only for students with good grade
   B. is in the form of spoken arguments
   C. is in the form of written arguments
   D. will be held after school hours
   E. will run for two days

This text is for number 6 and 7

> You are Officially invited
> To join us as we celebrate
> Andi Prihadi
> 16th Birthday
> The party will begin at
> Seven o'clock in the evening
> on March 10 2019
> at our house
> Tegal Mawar 25 Singaraja

6. To join **us** as we celebrate . . . .
   The word "us" refers to . . . .
   A. Andi Pribadi's friends
   B. Andi Pribadi
   C. Andi Pribadi's parents
   D. Andi Pribadi and his friends
   E. Andi Pribadi and his parents

7. Why does Andi Pribadi send this invitation letter?
   Because
   A. he wants to join the party
   B. he wants to gather all of his friends
   C. he wants his friends to have dinner together
   D. he wants to celebrate his birthday
   E. he wants his friends know about his age now

This text is for question numbers 8 – 9.

Should People Shop in Online Shop?

Nowadays, the activity of online shopping has risen steadily around the world. It has become a new lifestyle for people in modern city since 21St century. Even though there are still many people who prefer buying their daily needs in a market to shopping online, shopping online for certain people has more advantages than its drawbacks.

There are strong arguments in favour of online shopping. For some people, particularly working people, they argue that the existence of online shop is very utilitarian in their life. That is because they do not have to go to a market which they may spend much time. Moreover, online shop has offered many types of goods that customer can buy, so they have many preferences to select the best ones.

Furthermore, nowadays, there have been many online shops which put some buyer testimonies on their websites. If customers feel worried about the quality of goods, they can see and read some testimonies concerning the quality of those goods. Therefore, with the presence of testimony, consumers can easily determine whether the quality of goods is decent or not.

In conclusion, online shopping has advantages and merits for many people. Thus, people can utilize online shopping as new lifestyle due to its benefits.

8. This passage is mainly concerned with ....
   A. the arguments about online shopping
   B. the easiness given by online shopping
   C. the new lifestyle among carrier woman
   D. the rise of online shopping around the world
   E. the supportive arguments on online shopping

9. "Therefore, with the presence of testimony, consumers can easily <u>determine</u> whether the quality of goods is decent or not." (par. 3)
   The underlined word may be best replaced by ....
   A. considerable
   B. respectable
   C. acceptable
   D. credible
   E. reliable

10. Ina : Will you come to my party?
    Edy : If I get invitation from you. I will come to your party.
    Ina : Sure, here it is.
    Edy : What time will the party be hold?
    Ina : You can read the letter.
    Where is the dialogue taken place?
    A. At Edy's house
    B. At the post office
    C. At Ina's house
    D. At the office
    E. At Ina's party

This text is for number 11 and 12

> December 18, 2018
>
> Dear Miss Susan,
>
> I hope this letter finds you well. I can't believe it has been so long since we've seen one another. I regret that we visited only briefly over the holidays. I was hoping to visit you for New Year but my father's schedule made me sad. I hope I have time for the next holiday. I want to spend my holiday with you and your mother at your garden. Your mother has taught me a lot about plants and flowers.
>
> Well, I hope my parents ask me to visit our grandma and I can meet you again. Send my regard to your other private students.
>
> With love
>
> Putra

11. What is the main idea of paragraph 2?
    A. Susan wants to visit her grandma
    B. Putra wants to see his own grandma
    C. Putra's parents will visit Susan's grandma
    D. Susan and Putra want to visit their grandma
    E. Putra hopes that he will meet Susan

12. "<u>I</u> was hoping to visit you . . . . "
    The word "I" refers to . . . .
    A. Susan   D. Putra
    B. grandma   E. father
    C. mother

This text is for number 13 and 14

> Singaraja. 16 Pebruari 2018
>
> Human Resources Department
> Jaya Finance
> Denpasar

Dear Sir/ Madam,

I would like to apply for the position of marketing staff in your company as advertised in Bali post on February 12th 2018.

I graduated from management major of Economy Faculty of a reputable university in 2016. I have worked as marketing staff in Dean Company since two years ago. Now, I want to try a new challenge as one of your team.

I have a good communication skill. I had ever won an award as the best marketing staff in Glory Finance Company. I can work in a team well and sometimes I can make good solution if we meet some problems.

I enclose my curriculum vitae and resume

13. What is the social function of the text?
    A. To make the writer interest to the job
    B. To make the employer agree to recruit him
    C. To make the employer interested and call for an interview
    D. To make the employer know much about the writer ability
    E. To apply for the job formally

14. What is the letter about?
    A. Job application
    B. Marketing staff
    C. Accountant Manager
    D. HRD manager
    E. Economy Faculty

15. Mona : Linda, Are you busy right now?
    Linda : No, I am free. Is there anything I can do for you?
    Mona : Yes, could you tell me to open this application?
    Linda : Sure.
    Mona : Thanks.
    ' . . . tell me to open this application. The similarity of the word underlined is . . . .
    A. pattern
    B. formula
    C. program
    D. example
    E. the way

The following text is for questions 16 and 17.

My Most Unforgettable Holiday

In 2015, I went to Derawan Island with my friends and that marks my most memorable holiday ever!

In June, our school was having summer holiday, so we thought to ourselves that it shouldn't go to waste. We quickly browsed the internet to find a good holiday destination and after an hour of heated debate, the four of us agreed to give Derawan Island a try. It was purely out of curiousity as none of us had been there before.

We arrived at Soekarno-Hatta International Airport at 05.30 a.m. as the flight was at 07.00 a.m. First, we flew to Balikpapan and waited for about an hour to continue the flight to Berau. As soon as we touched down in Berau, my friend called the tour agent that we had contacted earlier in Jakarta. They had got a car ready to

take us to Labuan Batu. From Labuan Batu, we took a speedboat for about an hour to Derawan Island. It was such a long trip to Derawan but it all paid off as soon as we saw how beautiful the island was.

My friends and I were quickly ushered to our rooms in the resort. It was fantastic! The rooms were in a cottage that was situated right above the sea. So we only had to step out the terrace to find ourselves out in the open sea! After unpacking our luggages and washing up, we went to the dining hall to grab our dinner. The dinner was only simple seafood dishes. The surrounding totally enhanced the dining experience, making the food taste much better.

The following day, we took a speedboat tour, hopping from one island to another Our first trip stop was Kakaban Island where we hiked to reach the lake and swam among stingless jellyfish. The last time I heard, there were only three places in the world that have stingless jellyfish; two of them in Indonesia! Isn't that great? The next stop was the Sangalaki Island where we got to visit sea turtle conservation and took lots of pictures with sea turtle babies. They were so cute!

Our last stop was the Maratua Island where we were able to feed fish and see a three-legged sea turtle. The three-legged sea-turtle wasn't born that way. We were told that it was swimming in the open sea when it was still a baby then its leg got caught in plastic trash and couldn't grow even when the sea-turtle reached adulthood. One of the island's guards saw the sea-turtle and saved it. He also untangled the plastic trash that bound the sea-turtle's leg but it was too late. Since then, the sea-turtle is kept in a special space next to the resort in Maratua Island and the guards take turns feeding it to ensure its survival. This is why we should never litter and endanger other creatures! After Maratua Island, we headed back to Derawan Island to catch a late dinner and turned in.

The following morning, we wake up early and ate our breakfast in the dining room. Then, the driver drove us back to the airport so we could catch a flight back to Jakarta. We arrived at Jakarta, exhausted but terribly happy! It was the most unforgettable trip I have ever experienced so far!

16. What is the writer's purpose in writing the text?
    A. To share the readers the writer's most enjoyable experience.
    B. To inform to the readers about the beauty of Derawan Island
    C. To invite readers to visit the holiday destination mentioned.
    D. To give readers some insights on how to have a great holiday.
    E. To warn readers to be careful and mindful in order to have a great holiday.

17. What did the writer learn in the Maratua Island?
    A. Littering can endanger sea creatures.
    B. We should save three-legged turtles from extinction.
    C. Sea creatures depend on human beings for their survival.

D. Maratua Island is the best habitat for three-legged turtles.

E. Save Maratua Island, and you will save the three-legged turtles

18. Mother : Darling, can you help me for a while?
Daughter : Yes. Mom. What can I do for you?
Mother : Cut the carrot and put it into the soup.
Daughter : . . . .
What is the most appropriate response to say next?
A. I don't know for sure
B. I think I'll cut it
C. I don't think you are right
D. Okay, Mom. I'll do it.
E. I do too

This text is for number 19 and 20

April 24, 2016

Mr. And Mrs. Smith
10/4 Epping Road
North Ryde 2113
NSW Australia

Dear Mom and Dad,

I am writing to share my enjoyable experience with you. I hope this letter will find you all well. Yesterday, my friends and i went to visit five tourism objects in Jojakarta and its surrrounding, e.g. the Sultan Palace, Tamansari Water Castle, Monumen Yogja Kembali, Prambanan Temple, and Borobudur Temple. We hired a mini bus. Budi, my friend in Yogyakarta, acted as a tour guide. We departed very early in the morning and were back home at 6:15 p.m. So, we spent the whole day.

All of the five objects are interesting but Borobudur and Prambanan temples are more interesting than the others. Borobudur is a Buddhist temple, while Prambanan is a Hindu one. A friend of mine said that these two temples were really wonderful. After I saw them by myself, they are even more wonderful than what imagined. Of these two temples, Borobudur is the most wonderful temple I have ever seen. It is much bigger than Prambanan. I am sure you will admire it too. Make sure you take your camera with you when you visit it next year.

Well, I will write letter to you again next week to tell you more about the temples.

Love,

John

19. What did John tell to Mr./Mrs. Smith in his letter?
A. His feeling during her stay in Jogjakarta
B. His visit to tourism objects in Jogjakarta
C. His impression of Borobudur temple
D. His experience in writing the letter
E. His appreciation for her parents

20. When did John and his freinds arrive at home?
A. Early in the morning

B. At midday
C. In the evening
D. At midnight
E. The following day

This text is for number 21 and 22
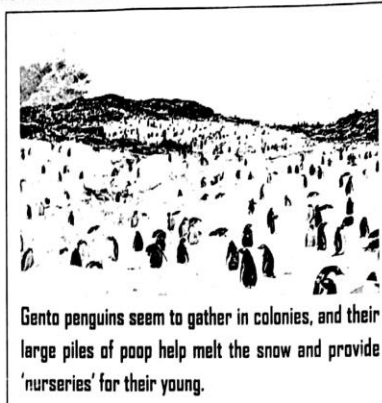
Gento penguins seem to gather in colonies, and their large piles of poop help melt the snow and provide 'nurseries' for their young.

21. How do they live?
A. They usually in group
B. They live alone
C. They live in snow area
D. They never live in colony
E. They usually stay separately from the others

22. What is the caption about?
A. North pole
B. Gento penguins
C. Nurseries
D. Penguins colonies
E. Large piles of snow

This text is for questions 23 to 26.

Try the following tips
1. **Stay out of the sun during peak hours.** While these times may vary slightly depending on the season and where you live. You should be indoors if all possible between 10:00 and 15:00.
2. **Keep covered up.** Floppy hats and large umbrellas work well and so do cover-ups. Long-sleeved cotton shirts are excellent for hiking, cycling etc; see your sports store for special brands that allow breathing as well as cover-up.
3. **Use sunscreen on any exposed areas.** An SPF of 45⁺ is recommended for it allows even the fairest skinned folks to stay out in the sun for a few hours before reapplying. Try chopstick on your lips. Follow the instructions on sunscreen carefully. Always reapply after leaving the water, as it'll have washed off.
4. **Don't forget hard-to-reach places.** Don't forget to cover the backs of your knees, back of your neck, elbows and back of your ears (if you have short hair). Feet should also be included if you are wearing sandals, flip-flops or going bare-foot. Even these places can hurt a lot with sunburn.
5. **Don't lie in the sun purposefully seeking a tan.** This is not only damaging to your skin but might burn you the first few times you try it at the

beginning of the season. If you want to tan, do it gradually and sensibly, with short exposure and building up over time.

6. **Put a small amount of oil or sunscreen in your hair so you will avoid burning your scalp.** Or cover it with a hat. Some shampoos and hair conditioners contain SPF protection.

23. The text tells us about ...
   A. The steps to cure sunburn.
   B. The ways to catch the sunlight.
   C. The tips how to prevent sunburn.
   D. The information how to apply sunscreen.
   E. The warning to avoid sunlight during the day time

24. What is the writer's intention in writing the text?
   A. To explain how to stay out during the day.
   B. To discuss the information about sunburn.
   C. To give some suggestion to avoid sunburn.
   D. To tell the important ways to protect the sun.
   E. To describe how to apply the sunscreen shampoo.

25. What should we wear to avoid sunburn?
   A. Long-sleeved cotton shirt.
   B. Sleeved satin dress.
   C. Wool sweater.
   D. Backless shirt.
   E. Plastic cover up.

26. Why should we spend indoors between 10,00 and 15.00?
   A. It's recommended to lie in the sun to find a tan.
   B. It's the moment to put a small amount of oil in our hair.
   C. It's the time to wear floppy hats and large umbrellas.
   D. It's the best time to avoid sun exposure from sunburn
   E. It's suggested to apply sunscreen with an SPF of 45+.

This text is for number 27 and 28

Photosynthesis is a synthesis process of food to be an energy source in green plant (a chlorophyll plant). In Biology dictionary, Photosynthesis can be defined as a process of making food that happen in the leaf, which done by the chlorophyll and helped by the sun light. There are some factors which influence the photosynthesis process, such as: light, chlorophyll, temperature, carbon dioxide, and water. Do you know how does photosynthesis happen?

Water (H_2O) and carbon dioxide (CO_2) are very important as a **raw material** during the photosynthesis process. Water can be found in the bottom of the soil by using root of the plant, the root will separate and enlarge to absorb water around. Water and carbon dioxide which have absorbed will collect in the palisade tissue and do the photosynthesis process in the leaf. During the photosynthesis they are helped by sun light which find in the green coloured pigment (chlorophyll).

27. What is the benefit of Photosynthesis for plants?
   A. To make the plant grows shorter
   B. To make the plant wither easily
   C. To give energy in making food
   D. To give yellow colour for plant
   E. To give food for the insect around the plant

28. "Water and carbon dioxide which have **absorbed**...." The underlined word has similar meaning with . . . .
   A. Take out
   B. Take off
   C. Take in
   D. Take around
   E. Take on

This text is for number 29 and 30

Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter's name is Misna. She is beautiful but she had envious heart.

One day she saw girl of her age passing by her hut. The girl was joining her father hunting. She dressed in beautiful cloth. His father's assistants respected her. Misna could not sleep when she was remembering this. She was very angry with her condition. She hated her hopeless mother.

In the morning she shouted at her mother. She wanted her mother to buy the most beautiful gown in the markets for her. Of course her mother could not afford it. Then she cried and cried. She did not want to eat anything. Her mother was very sad. She decided to sell a piece of land, the only valuable thing that she had. She bought her beloved daughter a very beautiful dress.

Misna admired herself. She wanted to show everybody that she was a very beautiful girl. She asked her mother to bring her to another village. Along the way, she smiled to everyone. People in the village thought that she was a princess. They gave her a high respect and invited her to have meal in their house. Misna enjoyed this and told everybody that she was princess and mother was maid. Her mother was very sad but she kept her felling deep in the heart.

On the way home Misna met a handsome prince. He was interested in her and wanted to marry her. Misna told the prince that her mother had died and father went married to another woman. She was having a long trip with her loyal maid. Listening to this, her mother was very upset. She cried loudly Misna was very angry to her and told her to be away from her.

Suddenly there was a heavy rain accompanied with big thunders. Everyone run away to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead.

29. How could her mother buy her a beautiful dress?
   a. from her saving
   b. by asking her relative some money
   c. by robbed a bank
   d. from her salary
   e. by selling the only land she had

30. What do learn from the text ?
   a. We should smile to everyone
   b. We should live happily
   c. We should remember our parents
   d. We should respect to our parents and treat them well
   e. We should ask our parents to join our trip.

This text is for number 31 and 34

This text is for questions 31 to 34.

> Recycling is important in today's world if we want to leave this planet for our future generations. It is good for the environment, since we are making new products from the old products which are of no use to us. There are many reasons why it's important to recycle as much as possible.
>
> Making new products out of recycled materials reduces the need to consume precious resources. So recycling helps protect raw materials and protect natural habitats for the future.
>
> Using recycling materials in the manufacturing process uses considerably less energy than that required for producing new products from raw materials.
>
> Recycling reduces the need for extracting (mining, quarrying and logging), refining and processing raw materials all of which create substantial air and water pollution. As recycling saves energy, it also reduces greenhouse gas emissions, which helps to tackle climate change.
>
> There are over 1,500 landfill sites in the UK and, in 2001, these sites produced a quarter of the UK's emissions of methane, a powerful greenhouse gas that is released as the biodegradable waste (such as food and paper) decomposes. Existing landfill sites are filling up fast and there is very limited space for new ones.
>
> A massive reduction in the amount of waste we send to landfill is required if we are to avoid the heavy fines and the landfill taxes that are being imposed by Central Government on councils that exceed their landfill allowances. Increases in your Council Tax or service cuts in other areas would be the only way of paying these penalties.

31. What does the text highlight?
   A. Reasons to recycle.
   B. Conserving the energy.
   C. Protecting the environment.
   D. Environmental construction.
   E. Saving money through recycling.

32. We know from the text that ... if we recycle.
   A. landfill sites will decrease
   B. climate change will continue
   C. more new products will be reduced
   D. natural habitats will never be affected
   E. air and water pollution will be affected

33. "Recycling reduces the need for extracting (mining, quarrying and logging). refining and processing raw materials all of which create substantial air and water pollution."
   Based on this quote. we conclude that the writer is telling us that

   A. recycling saves us money
   B. recycling reduce landfill
   C. recycling saves energy
   D. recycling conserves raw materials
   E. recycling helps protects the environment

34. Recycling reduces the need for extracting ... it reduces pollution.
   A. because
   B after
   C. where
   D. but
   E. so

This text is for number 35 and 36

> DREAMS
> Author: Langston Hughes
>
> Hold fast to dream
> Far it dreams die
> Life is a broken winged bird
> That can not fly
> Hold fast to dream
> For when dreams go
> Life is barren field
> Frozen with arrow

35. What is the message from the song above?
   a. How hard is the life
   b. We should not give up
   c. Life sometimes great or hard
   d. Dream can be come true
   e. We can not fly

36. What is the poem about?
   A. Hope   D. Problem
   B. Life   E. Desire
   C. Love

This text is for number 37 and 38

> The Surabaya Police have arrested a man, identified only as MN, for allegedly buying an infant via Instagram.
> MN was arrested at his house on Jl. Karah in Jambangan district in Surabaya, East Java, on Sunday. He was found to have paid some Rp 3.8 million (US$250) for a baby boy when he was only three days olD.
> Surabaya police chief Sr. Comr. Rudi Setiawan said recently that the transaction was conducted in Semarang, Central Java, on Sept. 23. The baby's parents live in Tangerang in Banten.
> "The baby is now safe with the Surabaya administration," Rudi said on Monday (The Jakarta Post, Tue, October 16, 2018)

37. What is the purpose of the text?
   A. To inform readers about arrested man for buying an infant
   B. To describe the important person for readers
   C. To argue that arresting the man is important
   D. To explain how police arrested the man
   E. To convince reader that buying infant is illegal

38. "MN was arrested at his house..." The underlined word refers to a house belongs to.......
    A. The police officer
    B. The arrested man
    C. The infant parent
    D. A Surabaya administration officer
    E. A Semarang administration officer

This text is for number 39 and 40

> How to Clean an LCD Screen
> 1. Shake up the detergent and put it 15 — 20 cm away from the LCD screen.
> 2. Spray on the LCD screen surface directly.
> 3. Cleanse gently using the fabric cleanser or brush.
>
> You can also do the following steps:
> 1. Spray the detergent on the fabric cleanser.
> 2. Clean the LCD screen surface to make it as bright as a new one.

39. What should you do to detergent first?
    A. Spray it
    B. Clean it
    C. Put it away
    D. Shake it up
    E. Throw it

40. "Cleanse gently with the fabric cleanser or brush" (step 3). What does the underlined word mean?

    A. Carefully
    B. Directly
    C. Harshly
    D. Cleanly
    E. Tightly

B. Essay

41. **Rearrange the following sentences to form a correct manual!**
    1. Decide whether you want the phone photos to be erased.
    2. Plug your phone into your PC. You can use the USB changing card that comes with your mobile phone.
    3. Click import. Your photos should now be your window photos gallery.
    4. Select the folder where you want to store your phone photos.
    5. Wait a few moment for the computer to recognize the device.
    6. Click the option to "import pictures and video using windows in the auto play box.

42. **Complete the following text with the suitable words!**

> Nature has a perfect system for recycling water. Water is used again and again. It falls as .... It might seep slowly through the soil as it flows through the reservoir underground. It might disappear into the air by evaporating quickly. It

> might run off into the streams to rivers in the ocean

43. **Rearrange the following sentences into a good order.**

    HOW TO CLEAN A REFRIGERATOR
    1. Never scrape or jab at the ice with a sharp instrument. You may cause serious damage to the freezing unit. Allow it to melt.
    2. Remove all frozen foods and ice cube trays. If you have a second refrigerator, use it to temporary store these items. If not, put the food in a cardboard box and cover it with newspaper. Dump the ice cubes.
    3. Either turn the temperature control "defrost" or unplug the electricity to the refrigerator (or both).
    4. Removes all other food stuff and place on your kitchen counter or in cardboard boxes.
    5. Either put a flat pan under the freezer to catch the drips or put a large towel in the bottom of the refrigerator.

The following text is for number 44 and 45.

> **Thailand:** Forty-two passengers were injured and two were missing after two boats carrying Thai and foreign tourists collided in the popular island beach party, police said Sunday.
>
> The speedboats were ferrying tourists to the Pha-Ngan Island for a "Full moon" party. a monthly event that attracts thousands of young. mostly western tourists.
>
> Provincial police officer. Adipong Tapee said of the 42 travelers injured, 39 were hospitalized including four Britons. four Australians and four Singaporeans. Also among them were Irish, Norwegian, Malaysian and Thai tourists, he said.
>
> The boats collided and overturned before midnight Saturday, throwing the passengers into the rough sea water just off the island, the website of The Nation newspaper said. -AP

44. We know from the text that...

45. What had possibly caused the accident?

Object Instrument (SMAN 4 Singaraja)

USBN

G. 14

Bahasa Inggris
(IPA/IPS)

SMA/MA

UTAMA

Tahun 2017/2018

2

A. PILIHAN GANDA

Heru   : Good morning, Satya!

Satya : Hello! Morning, Heru!

Heru   : How is everything with you?

Satya : Fine, thanks. What about you?

Heru   : Very well.

Satya : Where are you going?

Heru   : There is something special. Let's go to canteen. I'll treat you

Satya : Thanks. Is it your birthday?

Heru   : No. I won a cartoon drawing contest and received money as the prize

Satya : Please accept my warmest congratulations

Heru   : Thank you

1. What does the dialog tell about?
    A. Heru's congratulation for Satya's achievement
    B. Satya's congratulation for Heru's achievement
    C. Their winning in the cartoon drawing contest
    D. Their lose in the cartoon drawing contest
    E. Their conditions in the early morning

Mark : Excuse me. Are you Chan's cousin?

Anne : Yes. Let me introduce myself. My name is Anne Lee. I'm from Singapore. What is your name?

Mark : I'm Mark, Chan's friend. I'm from Australia. He asked me to fetch you here. Have you been waiting for me for a long time?

Anne : Not yet. My ship just anchored

2. What is the purpose of the dialog?
    A. Introducing each other at the airport
    B. Introducing each other at the harbour
    C. Introducing Anne to someone at the bus stop
    D. Introducing Anne to someone at the bus station
    E. Introducing Anne to someone at the railway station

Anne : What are you going to do next year?

George : I'd like to go to University.

Bob   : I plan to go to ~ France for our holidays. And Sam wants to buy a new car.

3. Which one is correct?
    A. They have the same plan
    B. Nobody has the same plan
    C. George is going to buy a new car
    D. Sam is going to study in a university
    E. All of them plan to do nothing next year

Alan : Hey, what's wrong with you, Alice. You look sad today

Alice : Sorry for I cannot take you to go to the waterfall today.

Alan : It is okay. But what is the matter?

Alice : Someone has stolen my money. That is not mine, but, Lucy's money.

Alan : When and where did it lost?

Alice : I didn't know exactly.

Alan : But take it easy, Alice. We have the same problem. I also lost my money. Someone stole it last night in my room. Let's complain about it to the receptionist.

Alice : Ok

4. What is the difference of their problem?
A. Alan knew the time and the place the incident happened, but Alice did
B. Alan knew the time and the place the incident happened, but Alice didn't
C. Alan didn't knew the time and the place the incident happened, but Alice did
D. Both Alan and Alice didn't knew the time and the place the incident happened
E. Alan didn't knew the time and the place the incident happened, and Alice didn't

Beny : Hi Anton, why do you look so sad?

Anton : I have a serious problem today. I have just lost my wallet.

Beny : Really? Where did you lose it?

Anton : Hmm... Maybe it happened in the park.

Beny : I think you should be more careful with your belongings.

Anton : Yeah, I think so. This is my fault.

Beny : Don't be sad Anton. I hope you can find it really soon.

Anton : Thank you Beny. Do you have any suggestion for me?

Beny : If I may suggest, you should go to the park and look for it more detail.

5. What does Benny do to solve Anton's problem?   *Apply   Executing*
A. Suggest him to relax
B. Suggest him to do it
C. Suggest him to regret it
D. Suggest him to ignore it
E. Suggest him to find it well

Emily : Hi Tom! What are you doing?

Tommy : I'm reading a newspaper.

Emily : Any good news?

Tommy : I've just read about full day school.

Emily : So what your opinion about that?

Tommy : In my view, it is useful for Indonesian education development. Because if school time is extended until 4 or 5 PM, students can learn more. So, Indonesia's educational ranking in the world can be increased.

Emily : Do you think like that? But how about the students? Don't you think it is too boring for them? At school all day.

Tommy : No, If the teacher can bring class situation more fun, giving them exciting activities, so the student will enjoy their day in school.

Emily: I think you're right.

6. What is Tommy's opinion about full day school?   *Understand → inferring*
A. He thinks it gives benefit for students

C1 /C2

B. He thinks it bring nothing for students
C. He thinks it gives worst things for students
D. He thinks it does not bring benefit for students
E. He thinks it does not bring anything for students

Andrew : I was absent yesterday. Was there any important announcement in the flag ceremony?
Billy : Nothing's important. Because of the rain, it was canceled.
Andrew : What do you mean?
Billy : The flag ceremony was canceled because it rained hard
Andrew : Oh, I see. Thanks a lot

/7./ Why does Andrew ask to Billy twice?
A. He makes a joke
B. He can catch the point of Billy's answer
C. He can't catch the point of Billy's answer
D. He doesn't want to know what was happening
E. He doesn't care to what was going on at school

Nils : What do you think are the most destructive natural disasters?
Inge : I think that all natural disasters are destructive. They are all wreak havoc on the places they hit and cause damage to property and people. There is reason that they are called disasters. There's no categorizing them, there's only trying to find ways to help those who are affected by them.

8. What does Inge mean?   *Understanding → inferring.*
A. No disaster causes destruction
B. How to treat the victims is more important
C. How to vary the disasters is more important
D. How to compare the disasters is more important
E. Nothing is important if we talk about natural disasters

Guest : Excuse me, but can you help me?
Staff : Of course ma'am,... ?
Guest : Someone just stole my purse off my shoulder outside the hotel.
Staff : Are you OK?
Guest : Yes, just shaken up a bit.
Staff: Why don't you sit down here and I'll call the police for you.
Guest : Thank you; I appreciate your help.
Guest : I don't understand what the taxi driver is trying to say. Could you translate for me?
Staff : Of course sir, I'd be delighted to help.

9. What is the suitable expression to complete the dialog above?   *Apply → inferring*
A. What can you do for me?
B. You should do something
C. What can I do for you?

D. What can you do?

E. What can I do?

Dewi   :   We have only two stalks of celery

Sunny   :   No problem. If we have finished seasoning the chicken, bake the chicken now.

Dewi   :   How long ?

Sunny   :   About an hour and half. If it is done, remove and cover it with aluminum foil. Then rest it. If it has been rested for 30 minutes, serve it.

Dewi   :   Oh, it is easy.

10. What is incorrect statement based on the dialog :

    A. Dewi can finish cooking it well

    B. It takes an hour to finish cooking

    C. Sunny doesn't know well how to cook it

    D. It takes more than one hour to finish cooking.

    E. There is enough ingredients in cooking the dinner

This text is for question numbers 11 and 12.

2nd April 2018

Mrs. Anita Liana Dewi

Marketing Manager

PT Nusantara

Dear Madame :

I would like to inform you that I am resigning from my position as Marketing Supervisor for PT Nusantara, effective 1st May 2018 because I have to continue my studies abroad.

Thank you for the support and opportunities that you have truly enjoyed my tenure with PT Nusantara, and am more that grateful for the encouragement you have given me in pursuing my professional and personal growth objectives.

If I can be of any assistance during this transition in order to facilitate the job passing of my responsibilities to my successor, please let me know. You can reach me on my e-mail lianadewi@yahoo.co.id or my mobile phone 08559988444666. I would be glad to help whenever I can

Sincerely,

Meiga Mulya Putri

11. Why is the letter written?

    A. To apply for a job

    B. To express gratitude

    C. To submit resignation

    D. To promote a higher position

    E. To recommend a person for a job

12. What is the sender's expectation through the letter?
    A. Mrs. Anita calls her soon
    B. Mrs. Anita replies her e-mail
    C. Mrs. Anita approves her letter
    D. Mrs. Anita gives her a job in abroad
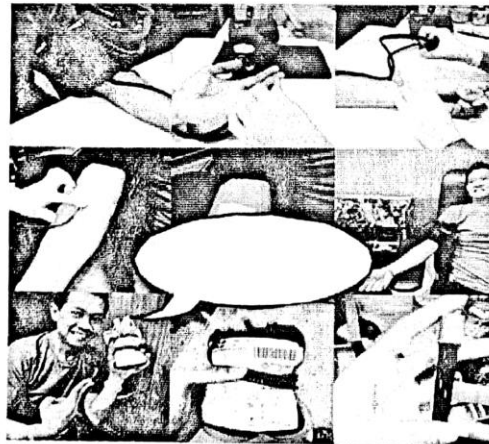   E. Mrs. Anita assists her in handling a job
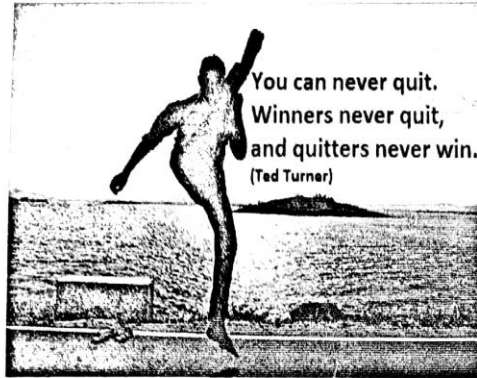
You can never quit.
Winners never quit,
and quitters never win.
(Ted Turner)

13. What does the caption mean?
    A. To be successful
    B. Don't be successful
    C. Do it if you want to succeed
    D. Don't do this if you want succeed
    E. For success, you have to be strongly motivated

14. The most suitable caption for the picture is ....
    A. Me and the blood
    B. Keeping my blood to home
    C. I am proud of donating my blood
    D. Getting much profit from selling blood
    E. Getting my blood away, it hurts so much that I am crying!

The best way to share a video is to upload it to YouTube. As a Google account holder, you also have a YouTube account. You can use the YouTube app on your Android phone to upload videos to the internet, where everyone can see them and make rude comments about them

The followings are the disorder ways how to upload a video to YouTube:

1) Touch the upload button
2) Fill in the blanks to describe the video
3) Touch the Share button, and choose YouTube from the menu
4) View the video you want to upload. Or simply have the video displayed on the screen
5) From the Apps Menu screen, choose the Gallery app
6) Activate the phone's Wi-Fi
7) To view your video, open the YouTube app on the app menu, press the Menu soft button, and choose My Channel command.

15. Rearrange the sentences above into correct order
    A. 1-2-3-4-5-6-7
    B. 2-1-3-4-5-7-6
    C. 7-6-5-4-3-2-1
    D. 6-5-4-3-2-1-7
    E. 6-4-5-3-2-1-7

Analyze → organizing

This text is for question numbers 16 and 17.

To fill this semester vacation, there will be excursing program to Pulau Seribu held by The SMANSA Students Board. The program will be held on December 23, 2017. There will be interesting programs during the excursion. Please be registered before December 20, 2017. For detailed information, please contact Adinda, the program coordinator, at 08577846817.

16. The purpose of the text is ....
    A. To describe vacation program.
    B. To tell about Students Board activity.
    C. To inform about Students Board activity.
    D. To announce students excursion to Pulau Seribu.
    E. To introduce new program of the Students Board.

Understand → summarizing

17. When is the due date of the registration?
    A. On December 20, 2017.
    B. On December 23, 2017.
    C. After December 23, 2017.
    D. Before December 20, 2017.
    E. Before December 23, 2017.

This text is for question numbers 18 – 20.

Should People Shop in Online Shop?

Nowadays, the activity of online shopping has risen steadily around the world. It has become a new lifestyle for people in modern city since 21St century. Even though there are still many people who prefer buying their daily needs in a market to shopping online, shopping online for certain people has more advantages than its drawbacks.

8

There are strong arguments in favour of online shopping. For some people, particularly working people, they argue that the existence of online shop is very utilitarian in their life. That is because they do not have to go to a market which they may spend much time. Moreover, online shop has offered many types of goods that customer can buy, so they have many preferences to select the best ones.

Furthermore, nowadays, there have been many online shops which put some buyer testimonies on their websites. If customers feel worried about the quality of goods, they can see and read some testimonies concerning the quality of those goods. Therefore, with the presence of testimony, consumers can easily determine whether the quality of goods is decent or not.

In conclusion, online shopping has advantages and merits for many people. Thus, people can utilize online shopping as new lifestyle due to its benefits.

18. This passage is mainly concerned with ....
    A. the arguments about online shopping
    B. the easiness given by online shopping
    C. the new lifestyle among carrier woman
    D. the rise of online shopping around the world
    E. the supportive arguments on online shopping

19. Based on the text, which of the followings is reason why people choose online shopping?
    A. the high price
    B. can be done everywhere
    C. the limited kind the goods
    D. the laziness of the customer
    E. the practically of transaction

20. "Therefore, with the presence of testimony, consumers can easily determine whether the quality of goods is decent or not." (paragraph 3)
    The underlined word may be best replaced by ....
    A. considerable
    B. respectable
    C. acceptable
    D. credible
    E. reliable

This text is for question numbers 21 and 23.
Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the Dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After

arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

21. The text mainly focuses on
    A. The floors in Petruk Cave
    B. The wonderful Petruk Cave
    C. The Local tourism in Kebumen
    D. The tourism industry in Kebumen
    E. The stalactites and stalagmites in Petruk Cave

22. Why did Petruk cave named as one of character in Punokawan puppet?
    A. Because Petruk is buried at the cave
    B. Because the cave is belong to Petruk
    C. Because Petruk is the first explorer of the cave
    D. Because the cave's length is as long as Petruk's nose
    E. Because the cave's depth is as deep as Petruk's hair

23. What is stalactites means?
    A. A type of formation that hangs from the ceiling of caves
    B. Types of formation that lay on the floor of caves
    C. Someone who guide the visitor in the cave
    D. Types of food given to ancestor
    E. Kind of animals in the cave

This text is for question numbers 24 and 26.

    Faraday studied the magnetic field around a conductor carrying a DC electric current. While conducting these studies, Faraday established the basis for the electromagnetic field concept in physics, subsequently enlarged upon by James Maxwell. He similarly discovered electromagnetic induction, diamagnetism, and laws of electrolysis. He established that magnetism could affect rays of light and that there was an underlying relationship between the two phenomena. His inventions of electromagnetic rotary devices formed the foundation of electric motor technology, and it was largely due to his efforts that electricity became viable for use in technology.

    As a chemist, Michael Faraday discovered benzene, investigated the clathrate hydrate of chlorine, invented an early form of the Bunsen burner and the system of oxidation numbers, and popularized terminology such as anode, cathode, electrode, and ion.

    Although Faraday received little formal education and knew little of higher mathematics, such as calculus, he was one of the most influential scientists in history. Historians of science refer to him as the best experimentalist in the history of science. The SI unit of capacitance, the farad, is named after him, as is the Faraday constant, the charge on a mole of electrons (about 96,485 coulombs). Faraday's law of induction states that magnetic flux changing in time creates a proportional electromotive force.

    Faraday was the first and foremost Fullerian Professor of Chemistry at the Royal Institution of Great Britain, a position to which he was appointed for life.

    Albert Einstein kept a photograph of Faraday on his study wall alongside pictures of Isaac Newton and James Clerk Maxwell.

    Faraday was highly religious. He was a member of the Sandemanian Church, a Christian sect founded in 1730 that demanded total faith and commitment. Biographers have noted that a strong sense of the unity of God and nature pervaded Faraday's life and work.

24. What was Michael Faraday expert?
    A. science, history and religion
    B. chemistry, electricity and calculus
    C. electronic, technology and religion
    D. chemistry, physic and mathematics

10

    E.   physic, technology and photography

25. Which of the following statements closely relates to Michael Faraday?
    A.   Michael Faraday dedicated his life in science and religion.
    B.   Michael Faraday was downhearted his life in science.
    C.   Michael Faraday concentrated his life in technology.
    D.   Michael Faraday was one of successful scientists.
    E.   Michael Faraday poured his science in technology.

26. "Faraday's law of induction states that magnetic <u>flux</u> changing in time creates a proportional electromotive force." (paragraph 3)

The underlined word means ....
    A.   Ability
    B.   Stability
    C.   Instability
    D.   Disability
    E.   Compatibility

This text is for question numbers 27 and 29.

In the Kingdom of Medang Kamulan, in Java, came a young man, by the name of Aji Saka to fight Dewatacengkar, the cruel King of The Country who had a habit to eat human flesh of his own people. Aji Saka came from Bumi Majeti.

One day he told his two servants, by the name of Dara and Sembodo, that he was going to Java. He told them that while he was away, both of them have to guards his Heirloom / Pusoko. No one except Aji Saka himself was not a allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the South Sea. Dewata Cengkar did not die, he became a Bajul Putih (White Crocodile). Aji Saka became a ruler of Medangkamulan.

Meanwhile a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung (Rice Barn). After a certain period the egg vanished, instead a snake found in the rice barn. The villagers would like to kill the snake, but the snake said: "I'm the son Aji Saka, bring me to him".

Aji Saka told the snake, that he would be recognized as his son, if he could kll the Bajul Putih in the South Sea. After a long stormy battle which both sides demonstrating physical strength and showing skilful ability of fighting, the snake could kill Bajul Putih.

As had been promised the snake was recognized as Aji Saka's son and he was given a name Jaka Linglung (a stupid boy).

In the palace Jaka Linglung greedily ate domestic pets of the palace. He was punished by the King, expelling him to live in the Jungle of Pesanga. he was tightly roped until he could not move his head. He was instructed only to eat things which fell to his mouth.

One day, a group of nine village boys were playing around in that Jungle. Suddenly it was raining heavily. They had to find a shelter, luckily there was a cave. Only eight boys went inside the cave, the other one who was suffering from very bad skin disease, sting and dirty, had to stay out of the cave. All of a sudden, the cave was falling apart. The eight boys vanished; only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

27. What does the text tell about?
    A.   The battle of Aji Saka with his enemy
    B.   The man who was conquered by Aji Saka
    C.   The woman who found out the egg on the barn
    D.   The battle between his guards Dara and Sembodo
    E.   The story of Aji Saka with his own son named Jaka Linglung

28. Why did the King punish Jaka Linglung to live in the jungle of Pesanga? Because ......
    A.   Jaka linglung could kill Bajul Putih
    B.   Jaka linglung put the egg in the rice born

C. Jaka linglung greedily ate human flesh of the village
D. Jaka linglung greedily ate domestic pets of the palace
E. Jaka linglung pushed Dewata Cengkor to fall to the Sout sea

29. Based on the text, which sentence is incorrect?

A. Aji Saka could kill his enemy in the battle
B. The snake was able to prove that he was Aji Saka's son
C. There was only one boy who was still alive in the incident
D. The eight boys regarded Jaka Linglung's mouth as a big cave
E. Jaka Linglung was punished heavily because of his own guilty

30. "The eight boys vanished; only the one who stayed outside was safe."

The underlined word has the closest meaning to the word ......

A. beaten
B. broken
C. awaken
D. appeared
E. disappeared

This text is for questions numbers 31 – 33.

Lately, concerns have arisen that Jakarta, the capital city of Indonesia, and its immediate surroundings are threatened to experience a clean water crisis by 2025. Clean water, which is produced by two private operators – PAM Lyonnaise Jaya (Palyja) and Aetra Air Jakarta – currently totals 18.7 m3 per second. However, by 2025, demand for clean water will reach 41.3 m3/second as the population of Jakarta is estimated to grow to 14.6 million people from 9.6 million currently (the unofficial figure is possibly much higher).

It has been reported that city-owned property developer Jakarta Propertindo (Jakpro) and city-owned developer Pembangunan Jaya will acquire a combined 100 percent stake in Palyja. If the Jakarta administration has a direct stake in the city water operators, it will increase public supervision on the local clean water industry.

PAM Lyonnaise Jaya, which manages the clean water supply in the west side of Jakarta, is a private water operator that is partly controlled by Astra International through its subsidiary Astratel Nusantara. Palyja has been active in Jakarta for about 16 years. However, last year a law suit was filed demanding that the court will annul the agreement between city water operator PAM Jaya and Palyja and Aetra Air Jakarta (Aetra) claiming that public access to affordable clean water has been hindered.

Based on information from the World Bank, Indonesia plans to achieve universal clean water access by 2019 but almost half of the population still do not have access to clean water at present.

31. What is the text about? It's about ....

A. the growth of water supply
B. PAM Lyonnaise Jaya
C. clean water industry
D. city water operators
E. clean water crisis

32. What is predicted to happen in 2025?

A. Public access to affordable clean water will be hundred.
B. Indonesia to achieve universal clean water access.
C. There will be more water supply operators.
D. The demand for clean water will decrease.
E. Jakarta will experience water crisis.

33. Paragraph one discusses ...

12

A. The demand for clean water.
B. Clean water crisis in Jakarta in 2025.
C. The rapid growth of Jakarta population.
D. The production of clean water in Jakarta.
E. Two private operators producing clean water.

This text is for questions numbers 34 and 35.

Indonesian Tourism Industry Association Bali offers free accommodation

Jakarta | Tue, November 28, 2017 | 12:35 pm

Indonesian Tourism Industry Association (GIPI) Bali is offering free accommodation for stranded tourists at the Ngurah Rai International Airport Bali that has been closed since Nov. 27 due to volcanic ash from Mount Agung.

"Not a single tourist should stay overnight at the airport, GIPI Bali together with Badung regional administration is providing free accommodation for tonight and tomorrow, if the airport remains closed," said GIPI Bali head, Gus Agung

"We've set aside two billion rupiahs for two nights, one room is allocated for two guests," Gus added.

The accommodation also includes breakfast.

In the era of social media, Gus Agung mentioned, unsatisfied tourists are free to express their frustrations. "But if they are served well with respect, they will also post their happiness amid the panicky situation," he added.

Tourism minister Arief Yahya praised GIPI Bali for initiative, "What is being done by the Badung regency and GIPI Bali is very good. This is what we call a long-term investment," he said.

The two billion rupiahs is relatively small compared to Badung's average Locally-Generated Income (PAD) in a year that is at seven trillion rupiahs.

---

34. The writers intention in writing the above text is ....
    A. to tell that people are panic because of the ash
    B. to tell the audience about some new worthy
    C. to describe the situation due to volcanic ash
    D. to tell the audience free accommodation
    E. to describe the panicky situation

35. From the text we may conclude that ....
    A. all tourists should stay overnight at the airport
    B. tourists should stay overnight because of the ash
    C. the fund allocated for serving the tourists is reasonable
    D. GIPI Bali and Badung regency have served the tourists well
    E. unsatisfied tourists expresses their frustration in social media

This text is for question numbers 36 to 38.

13

Tornadoes are among the most violent storms on earth, with the potential to cause very serious damage.

Although no two tornadoes are the same, they need certain conditions to form – particularly intense or unseasonable heat. As the ground temperature increases, moist air heats and starts to rise when the warm, moist air meets cold dry air, it explodes upwards, puncturing the layer above. A thunder cloud may begin to build.

A storm quickly develops. There may be a rain, thunder, and lightning. Upward movement of air can become very rapid. Winds from different directions cause it to rotate. A visible cone or funnel drops out of the cloud towards the ground.

The vortex of winds in size and shape, and can be hundreds of meters wide. A tornado can last from several seconds to more than an hour and may travel dozens of miles

36. From the text we know that tornadoes
    A. Happen in the shape of the circle
    B. Are similar around the world
    C. May travel dozens of miles
    D. Are not violent storm
    E. Move slowly

37. Why are tornadoes categorized very destructive disasters?
    A. Tornadoes can happen only in seconds and long distance
    B. Tornadoes can happen only in seconds and short distance
    C. Tornadoes can happen in long period of time and distance
    D. Tornadoes can happen in short period of time and distance
    E. Tornadoes can happen in long period of time and in small shape

38. Winds from different directions cause *it* to rotate.(paragraph 3)

    The word *it* refers to……
    A. Wind
    B. Storm
    C. Cloud
    D. Thunder
    E. Lightning

This text is for question numbers 39 to 40.

How to make a Balloon Powered Rocket

You will need a balloon, sticky tape, sensors, string, a plastic drinking straw.
1) Thread the string carefully through the drinking straw.
2) The one end of the string to an object (tree, door handle, post, and so on)
3) The other end of the string to something ten meters away making sure that the string is tight.
4) Cut two pieces of sticky tape.
5) Gently blow a little air into the balloon.
6) Hold the end of the balloon tightly so the air does not escape.
7) Tape the balloon firmly to the straw.
8) Blow more air into the balloon and again hold the end tightly.
9) Quickly release the end of the balloon and watch it travel along the string.

39. What is the goal of the text?
    A. Telling about the balloon powered rocket
    B. Making a balloon powered rocket
    C. Making a rocket power balloon
    D. Powered rocket with balloon
    E. Powered rocket is a balloon

40. How many materials are needed to make a balloon powered rocket ….
    A. 1

14

B. 2
C. 3
D. 4
E. 5

B. URAIAN

41. **Read the following text and answer the question.**

> When we had a holiday last year, my family and I went to a place at the seaside and borrowed a boat from one of our friends. We sailed and finished on the sea all day.
>
> When the sea was rough, we sailed on a small lake near the sea instead. There were not many fish in the lake, but in the sea we caught a lot with a hook, line and small pieces of bread.
>
> When the weather was fine, we collected pieces of dried wood and fired or grilled our fish over them on the beach.

What kind of experience did the writer have in the text?

42. **Read the following text and answer the question.**

Announcement

As young generations, we must learn leadership. Students Organization will hold leadership training on Saturday, July 8 2017 at 8 a.m. until 4 p.m. at the school hall. All students may participate in it.

If you are interested in it and want to know more information about it, please contact Andika at C lass XII MIPA 1

Committee

What is the announcement mostly about?

43. **Rearrange the following sentences into correct order.**

   a) There were so few local divers at the time, and because of the distance from other well-known diving areas in Indonesia, Kapoposang has basically remained a secret.
   b) Diving has been an important activity at Kapoposang since the mid-1990s
   c) Kapoposang and the nearby islands were declared a Nature Tourism Park by the Department of Forestry in 1999..
   d) The larger ones include Papandangan, Kondongbali, Suranti and Tambakulu.
   e) Several other islands, both inhabited and uninhabited, lie near Kapoposang.
   f) Kapoposang covers an area of around 50,000 hectares and is inhabited by around 100 families.
   g) Kapoposang is one of the largest of the Spermonde Islands, around 70 km northwest of Makassar, South Sulawesi

44. **Complete the following invitation with suitable words**

Dear Oakley Barnett,

You have been selected to attend a Focus Group as part of the consultation period Northampton Borough Council is running on proposed changes to Housing Allocation and

15

Tenancy Strategy. It is very 1) .... that you attend and give your views on the proposals as they could significantly affect the future of the way social housing is allocated and managed.

The date of the event is 10th May 2017 at 5.30 p.m. in the Court Room, the Guildhall, and should take no more than an hour.

Please confirm your attendance by calling 01604837112 or 01604837942

If you require any further 2) .... and assistance, please do not hesitate to contact the numbers above.

Your faithfully
Nicky McKenzie

Team Leader
Housing Choice 7 Resettlement

1. ....
2. ....

45. **Complete the following text with suitable connectives**

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them. 1)....................., the city is very **busy**. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

2)....................., cars should be banned from the city for the reasons listed.

1. ....
2. ....

Appendix Pictures