

**AN ANALYSIS OF ENGLISH ACHIEVEMENT IN FINAL  
TEST BASED ON REVISED BLOOM'S TAXONOMY IN THE  
8<sup>TH</sup> GRADE OF SMP NEGERI 14 MATARAM**



**A THESIS**

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**Submitted as the Partial Fulfillment of the Requirements for the Degree of  
Bachelor (S-1) in English Education at Mataram University**

**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MATARAM UNIVERSITY  
2023**



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## **MOTTO AND DEDICATION**

### **Motto**

“Do the best for every chance you take. Learn, grow, evaluate, and be responsible”  
(*asr*)

### **Dedication**

This thesis is dedicated to my best supporters: my beloved parents, my brothers, my great family, my close friends, and myself.

## ACKNOWLEDGEMENTS

Praise be to Allah the Almighty (SWT), for the blessings of age and health that are bestowed to us so that the thesis entitled “An Analysis of English Achievement in Final Test based on Revised Bloom’s Taxonomy in the 8<sup>th</sup> Grade of SMP Negeri 14 Mataram” can be completed. Blessings of Allah be upon the Prophet Muhammad SAW., together with his family, friends, and all Muslims, who always uphold his sunnah until the Last Day.

This thesis is completed with the help from various parties. For this reason, the author would like to thank:

1. Prof. Ir. Bambang Hari Kusumo, M.Agr.St., Ph.D., as the Rector of Mataram University.
2. Drs. Lalu Zulkifli, M. Si., Ph. D., as the Dean of the Faculty of Teacher Training and Education, University of Mataram
3. Dr. Amrullah, S.Pd., M.Pd., as the Head of the Language and Arts Department.
4. Dr. Santi Farmasari, M.Ed.Tesol., as the Head of English Education Program
5. Drs. I Made Sujana, MA., the first supervisor, for the suggestions, guidance, assistance, and support since the thesis preparation.
6. Kurniawan Apgrianto, S.Pd., M.Pd., the second supervisor, for the suggestions, guidance, assistance, and support since the thesis preparation.
7. Drs. Untung Waluyo, MA., Ph.D., the examiner, for all advice and suggestions to improve this thesis.
8. All lecturers at the English Education Program of the Faculty of Teacher Training and Education for all knowledge, guidance, inspiration, and suggestions that have been given during the learning process.
9. Luh Sri Narasintawati, S.Pd., and all teachers in SMP Negeri 14 Mataram, for their support and assistances in conducting this thesis.
10. My beloved parents, Supardi and Samsi Rohmini, for always giving their best prayers, efforts, and unlimited support. I am so grateful.
11. My brothers, M. Faisal Rizky Rohadi and Akbar Fitra Rohadi, for always giving me strength and motivation to finish this thesis. Thank you, Bro.
12. My besties: Reza Sukma Dewi and Fina Wideasari, for always sending and giving their best support during this thesis phase.
13. My Fantastic4 friends: Zaenal, Dini, and Rani, for always accompanying me since in senior high school.
14. My Bale Bace team: Kak Nia, Kak Ibeng, Kak Ela, Kak Hendri, Kak Trisna, Kak Alid, Kak Satria, Kak Ennis, Kak Fitri, and U20 who cherish and teach me many life lessons.

15. The *Kambingers*: Aryak, Putri, Qanita, Nanda, and Puput for always giving motivation, strength, and support to each other. Thank you for coloring my college life.
16. My great family: My grandparents, aunties, uncles, cousins, and Neni.
17. All of my college friends who accompanied me since the first day of college life.
18. All of my friends that I could not mention one by one.
19. Last but not least, I thank myself for always being strong, and brave and never giving up through the ups and downs of life. Let's learn.

As a literary work, this thesis involuntary may contain some shortcomings and errors. Thus, suggestions and criticism from the readers are highly expected. The author hopes that this thesis will become a part of knowledge that is beneficial to others until the end of time.

**Mataram, February 2023**

Researcher,

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**ABSTRACT**

This study was conducted to find out the cognitive level that was achieved in the final test issued by the Education Office of Mataram and to find out students' achievement in the final test based on Revised Bloom's Cognitive Taxonomy. The population of this study was 269 students in the eighth grade of SMP Negeri 14 Mataram in the Academic Year 2021/2022 and 41 students were taken as the sample of this study by using simple random sampling. The data was obtained by collecting and analyzing the final test items and students' answer sheets. There are 12 questions or 30% of C1 (remembering), 16 or 40% of C2 (understanding), 3 or 7.5% of C3 (applying), and 9 or 22.5% of C4 (analyzing). In essay test items, there are 3 or 60% of C1 (remembering) and 2 or 40% of C2 (understanding). In addition, the mean score of students' total correct answers in the final test items was 18.08,  $SD = 6.97$ . The median was 19 and the modus was 20. On average, students' achievement in answering the final test items was sufficient (42.46%). Therefore, it implied that the test items were less well-distributed since the LOTS questions were dominant and the students need to practice more to improve their scores and sharpen their other cognitive skills.

*Keywords: Test Items, Revised Bloom's Cognitive Taxonomy, Students' Achievement*

ANALISIS PENCAPAIAN BAHASA INGGRIS DALAM UJIAN AKHIR  
BERDASARKAN TAKSONOMI BLOOM EDISI REVISI KELAS 8 SMP  
NEGERI 14 MATARAM

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**ABSTRAK**

Studi ini dilaksanakan untuk mengetahui capaian level kognitif ujian akhir yang dikeluarkan oleh Dinas Pendidikan Kota Mataram dan untuk mengetahui pencapaian peserta didik pada ujian akhir berdasarkan kognitif taksonomi Bloom edisi revisi. Populasi dalam studi ini adalah 269 peserta didik kelas delapan di SMP Negeri 14 Mataram tahun akademik 2021/2022 dan 41 peserta didik dijadikan sebagai sampel studi ini dengan pengambilan sampel secara acak. Data diperoleh dengan mengumpulkam dan menganalisis butir soal ujian akhir dan lembar jawaban peserta didik. Terdapat 12 pertanyaan atau 30% C1 (mengingat), 16 pertanyaan atau 40% C2 (memahami), 3 pertanyaan atau 7.5% C3 (menerapkan), dan 9 pertanyaan atau 22.5% C4 (menganalisis). Dalam butir soal esai, terdapat 3 atau 60% C1 (mengingat) dan 2 atau 40% C2 (memahami). Sebagai tambahan, skor rata-rata total jawaban benar peserta didik dalam ujian akhir adalah 18.08, SD= 6.97. Nilai tengah ialah 19 dan nilai yang sering muncul ialah 20. Secara rata-rata, pencapaian peserta didik dalam menjawab butir soal ujian akhir tersebut ialah cukup (42.46%). Dengan demikian, ini mengimplikasikan bahwa butir soal tersebut kurang terdistribusi dengan baik karena pertanyaan *LOTS (lower-order thinking skills)* lebih dominan dan peserta didik perlu untuk lebih berlatih untuk meningkatkan skor mereka dan mempertajam kemampaun kognitif mereka yang lain.

Kata Kunci: *Butir soal, Kognitif Taksonomi Bloom edisi revisi, Pencapaian Peserta didik*

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides the background of the study which is formulated by the reason this study is conducted and followed by the research questions that will be answered through the discussion of this thesis. The objectives of this study are formulated to answer the aims of this study, the significance of this study provides the benefits of this study followed by the scope and limitation of this study. The definition of key terms is aimed to avoid misunderstanding for readers.

### **1.1 Background of Study**

A teacher holds many roles to conduct teaching and learning activities. There are three essential roles of a teacher: being a planner, an executor, and an assessor. Being a planner means that teachers should design a plan for their teaching activities. A teacher has to arrange and improve teaching and learning documents i.e. lesson plans, materials, teaching media, and evaluation tools. In designing certain activities, a teacher must be based on the current curriculum (K-13) that is implemented in Indonesia. It has been displayed in core competencies (KI) and basic competencies (KD) that the instruction should cover the attitudes, knowledge, and skills of students. As stated by Sofiana, Mubarok, & Yuliasri (2019) that in ELT K-13, a lesson plan should involve the core competencies which include spiritual attitudes, social attitudes, knowledge, and skills. These competencies are broken down into basic competencies that consist of affective, cognitive and psychomotor aspects. Another role of a teacher is being an executor, which means



teachers conduct the teaching activities based on what they have planned before starting the class.

Following those roles, after conducting teaching and learning activities, teachers should assess their students to find out what materials have been achieved by students and what materials need to be improved for future instructions. Being an assessor helps teachers to find out what core competencies and basic competencies that have been achieved by students due to the instruction should be based on the current curriculum. Thus, assessment is an essential thing that should be conducted by teachers in their classes.

According to Brown & Abeywickrama (2019) assessment is conducted through teaching and learning processes that involve how students respond to a question, offer a comment, and try a new word or structure. Assessment is aimed to find out students' ability of certain materials taught by teachers and to find out students' difficulties in acquiring the material. Afriadi, Arifuddin, & Nuriadi (2021) emphasize that assessment is not only to ask students about what they have learned and how they use it in real life but it is also about how students learned and are supposed to learn something that relevant to knowledge.

They also state that there are two kinds of assessment based on their functions: formative assessment and summative assessment. Formative assessment is conducted during the teaching and learning activities to build students' competencies without giving a mark on a purpose. As stated by Chen & Fox (2017) that formative assessment is in accordance with assessment for learning in which assessment is conducted collaboratively and the result of this assessment is used to

decide how teaching and learning processes will be conducted in the future. On the other hand, summative assessment is in accordance with the assessment of learning because it happens after the instructions have occurred, this kind of assessment is also used to decide and make statements about students learning status of ability at a certain time (Chen & Fox, 2017). Summative assessment aims at finding out students' abilities by giving them a task or test that is supposed to measure students' abilities. Hanafi et al. (2021) also emphasize the characteristic of summative assessment is conducted as the summary of students' abilities after having finished all materials.

Regarding the summative assessment, giving a test is the most common way to measure students' abilities. Stated by Brown & Abeywickrama (2019), a method that is used to measure a person's ability, knowledge, or performance in a certain domain is called a test. A test consists of several instruments that are purposed to find out students' knowledge about the material that has been learned. Asserted by Douglas (2014) that in measuring language ability, a language test is used as the instrument. A test plays an important role in a class, it helps teachers to find out students' knowledge of certain materials. In relation to one of the dimensions of assessment i.e. Assessment of Learning (AoL) which aims to investigate students' ability after finishing certain materials, thus summative assessment is conducted by teachers. Generally, in schools in Indonesia, a test is usually given as a quiz or called as PH (*Penilaian Harian*) after finishing certain material, in the midterm (*Penilaian Tengah Semester*) and the final term (*Penilaian Akhir Semester*) and (*Penilaian Akhir Tahun* or called as *Ulangan Umum Bersama*). It is used to find out students'

attainment of learning objectives. Thus, it can be inferred that by conducting summative assessment teachers can investigate students' achievement in accordance with the current curriculum (K-13) as the benchmark. Thohir, Amrullah, Udin, & Putera (2020) emphasize that the learning objectives in K-13 should be able to help students prepare themselves to solve problems in the current era or known as the 21<sup>st</sup> century.

In learning, there are three domains involved, those are: cognitive, affective, and psychomotor. One of the domains introduced by Bloom in 1956 is a cognitive domain in which the taxonomy consists of six stages in it (Anderson et al., 2001). Moreover, the taxonomy is also used as the objective of the current curriculum in Indonesia (K-13). The cognitive domain is one of the most important domains that can be assessed by teachers by giving a test. The Cognitive domain that has been revised by Anderson et al. (2001) are (1) remembering, (2) understanding, (3) applying, (4) analyzing, (5) evaluating, and (6) creating. Cited in Thoifah (2021) that Pusat Asesmen Pembelajaran (Pusmenjar) the ministry of education and culture classifies the cognitive level into three levels i.e. remembering (C1) and knowledge (C2) into L1, applying (C3) into L2, and analyzing (C4), evaluating (C5), and creating (C6) into L3. According to Yuliatin, Thohir, & Arafiq (2019) that critical thinking and problem solving or known as complex judgmental skills are involved in HOTS (Higher Order Thinking) while LOTS (Lower Order Thinking) is used as the base requirement skill to move into HOTS (Higher Order Thinking).

Due to the current situation of Covid-19, The Ministry of Education and Culture issued a pandemic emergency curriculum (*Kurikulum Darurat Pandemi*),

this curriculum has been simplified to be adjusted to the current situation to support teaching and learning activities. As stated by The Ministry of Education and Culture, Nadiem Anwar Makarim “The curriculum of education units on certain occasions permits the flexibility for schools to choose a curriculum that suits students’ needs in learning and teaching activities.” (Kemendikbud, 2020). According to the Circular Letter of The Ministry of Education and Culture number 1 about the nullification of the National Examination and Equivalence Test (*Ujian Kesetaraan*) and the implementation of School-based Examination (*Ujian Sekolah*) during the emergency of Corona Virus Disease (Covid-19) spreading stated in decision number 1 that National Examination and Equivalence Test (*Ujian Kesetaraan*) is abolished. Following the decision number 3 letter c that students are declared to be graduated from Education Unit after following the examination held by Education Unit.

Assessment is an essential thing to be conducted to report students’ achievement in English lessons because the assessment takes a role as one of the students’ grade promotion requirements. Thus, it is important to investigate the distribution of the test items. This study takes place in SMP Negeri 14 Mataram in eighth grade and aims to find out students’ achievement by analyzing the final test items made by the Education Office of Mataram. The final test was issued by the Education Office of Mataram from the MGMP (*Musyawarah Guru Mata Pelajaran*) which has been elected by the Education Office of Mataram. Then, this study is aimed to analyze students’ final test answers according to Revised Bloom’s Cognitive Taxonomy.

## **1.2 Research Question**

Based on the background of the study above thus the research question of this study is:

1.2.1 What levels of the cognitive domain are achieved in the final test issued by the Education Office of Mataram according to Revised Bloom's Taxonomy?

1.2.2 What is students' achievement in the final test issued by the Education Office of Mataram?

## **1.3 Objective of study**

According to the research question above, the objective of this study is:

1.3.1 To find out the cognitive levels that are achieved in the final test issued by the Education Office of Mataram according to Revised Bloom's Taxonomy.

1.3.2 To find out students' achievement in the final test issued by the Education Office of Mataram.

## **1.4 Significance of study**

1.4.1 For Teacher

This research is expected to help teachers to find out their students' achievement during the teaching and learning activities based on Revised Bloom's Cognitive Taxonomy. By conducting this research, the teachers will know at what level their students are and what level that needs to be improved. In addition, it will help

teachers to know what basic competencies of cognitive that have been achieved by students.

#### 1.4.2 For Other Researchers

This research is expected to give extra information or reference for other researchers when conducting similar topics and give a wider literature to be read or analyzed by other researchers.

### **1.5 Scope and limitation of study**

The scope and limitation of this study are, that this research only focuses on students' cognitive domain in final test issued by the Education Office based on Revised Bloom's Cognitive Taxonomy and the subject of this study is eighth-grade students of SMP Negeri 14 Mataram in the academic year 2021/2022.

### **1.6 Definition of Key Terms**

#### 1.6.1 Test item

According to Haladyna (2004), a test item is fundamental to observation in a test. She also states that test item accommodates students' response and she believes each test item represents a certain type of content and cognitive aspect. The test item is used as the instrument to measure students' abilities. In this study, the test item is issued by the Education Office of Mataram.

#### 1.6.2 Revised Bloom's Cognitive Taxonomy

According to Anderson et al. (2001), a taxonomy table is a useful structure that aims to analyze certain materials that are being taught and to plan materials in the future. Febriana, Usman, & Muslem (2019, p.6) state that "Bloom Taxonomy is a classification of cognitive thinking skills developed by Bloom". The revised version

of Bloom's Cognitive Taxonomy was introduced by Anderson et al. (2001). This revised taxonomy is used as a tool to analyze the test items and analyzed students' final test answers.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter provides the review of related literature of this study and detailed information about the terms that are used in this research. It provides the related literature of assessment, testing and achievement test, teacher-made test, test items, and Revised Bloom's Taxonomy. This chapter also provides the previous studies that is related to this research to support the findings.

#### **2.1 Assessment**

Assessment is an essential thing that must be conducted by teachers to know how well the instructions run and how well the learning objectives have been reached. Assessment has a wider range of learning and teaching activity it includes the ways how teachers appraise their students. The assessment aims to build students' motivation in learning and to give feedback to students related to the materials that they have learned.

Brown & Abeywickrama (2019) divide assessment into two kinds: formal assessment and informal assessment. Formal assessment deals with structured exercise that is stored to be a final judgment of students' knowledge. Meanwhile, informal assessment deals with how a teacher gives a comment, feedback, and motivation to construct students' intention to learn. In addition, according to Brown & Abeywickrama (2019), the function of assessment is divided into two categories:



(1) Formative assessment functions to form students' knowledge and ability through teaching and learning processes; (2) Summative assessment functions to sum up how far and well the students' knowledge and abilities of certain materials.

Therefore, formative assessment and summative assessment are integrated to assess students precisely as emphasized by Sujana et al. (2020) that assessment in the instructions process is not only to measure learning achievement (summative function) but also to increase the learning process (formative function).

## **2.2 Testing and Achievement Test**

Testing is a part of an assessment that aims to measure students' knowledge. Brown & Abeywickrama (2019) state that "a test is a method of measuring a person's ability, knowledge, or performance in a given domain". Based on the definition, there are some components emphasized i.e. first, a test is a method, a procedure, a technique, an item, or an instrument that is used to measure students' performances or ability that consists of a certain objective domain to be tested. Second, the test must have the capability to measure what is supposed to be measured based on certain explicit procedure and rule (Bachman: 1990, 18-19) in (Brown & Abeywickrama, 2019). Third, the test must measure test-takers or students' abilities, knowledge, or performances. Fourth, the test must measure a certain domain. One of the tests that are used in teaching and learning processes to find out students' achievement of a certain ability is the achievement test.

An achievement test is a test that aims to measure students' ability regarding certain material. This test gives the advantage to find out whether or not the students have reached the learning objective. This test is conducted after finishing the course

within a certain time and focusing on achieved objectives. Regarding the purpose is to measure students' abilities, this test is categorized as a summative assessment due to the result of the test can be collected by a teacher to be the data in making a final judgment. There are some specifications to determine achievement tests according to Brown & Abeywickrama (2019, p.10): "(1) objectives of the lesson, unit, or course being assessed. (2) relative importance (or weight) assigned to each objective. (3) tasks used in classroom lessons during the unit of time. (4) time frame for the test itself and for returning evaluations to students. (5) potential for formative feedback".

### **2.3 Teacher-made test**

A teacher-made test is a test made by a teacher based on the materials that have been taught. The test is used in teachers' classrooms themselves to measure students' knowledge. A teacher is a person that knows how well their students thus it is important to find out students' knowledge. The test items made by the teacher are also constructed by taking into account the learning indicator and learning objective of certain material. Arikunto (2005, p. 146) in Razali & Jannah (2015) state that the teacher-made test consists of questions that have the same volume from certain material or knowledge that is involved in the test. The advantage of the teacher-made test is, that the students are familiar with the test because it is adjusted to the previous material that has been taught. As stated by Naar (2021) that teachers can design a test based on materials that they taught during the instruction, this is one of the advantages of the teacher-made test.

## 2.4 Test Items

A test item is an instrument used by teachers to test their students. Harmer (2007) categorizes test items into two kinds: direct test items and indirect test items. If students are asked to perform their communicative-skill then it is categorized as direct test items. It relates to how students use the language or real-life language use. On the other hand, indirect test items aim to measure students' language abilities by testing their receptive and productive language skills. It measures students' knowledge using certain items to find out students' abilities or knowledge.

In addition, Harmer (2007) explains some steps to make direct test items reach the valid and reliability, those are: first, create a "level playing field", which means that the teachers or the test designers should construct test items that cover all levels of students. Second, replicating real-life interaction, it means that in constructing test items teachers should consider the real-life interaction and should be realistic in a way of how people usually speak, read, write, or listen.

There are also some types of indirect test items explained by Harmer (2007).

Those types are:

### a) Multiple-choice questions

Multiple-choice questions are usually used to measure students' grammar and vocabulary knowledge. Although MCQs have problems such as difficulty to write and difficulty designing the distractor, it is still categorized as practical whereas the reliability and the validity are wondered.

#### b) Cloze procedure

Cloze procedure can test any language elements such as grammar, collocation, fixed phrases, and reading comprehension. Since this type of test deletes certain words, the students are asked to fulfill the sentences based on the context thus this type of test can imply students' knowledge in understanding material based on the context. This type of test can also be used for the placement test, achievement test, or proficiency test if it is modified based on what is supposed to be used.

#### c) Transformation and paraphrasing

Transformation and paraphrasing ask students to re-write sentences in different forms or patterns, but the meaning is still maintained. It tests students' knowledge of the language system since it asks students to construct sentences that should be grammatically as correct as possible.

#### d) Sentence re-ordering

Sentence re-ordering tests students' knowledge of syntax and lexicogrammatical elements since it asks students to place words to build correct sentences, this type is also called as a fair test because there is not always one correct order.

There are other types of indirect test items mentioned by Harmer (2007) such as sentence fill-ins, choosing the correct tense or verb in sentences and passages, finding errors in sentences, and choosing the correct form of a word. Those types are efficient to score and to find out students' knowledge.

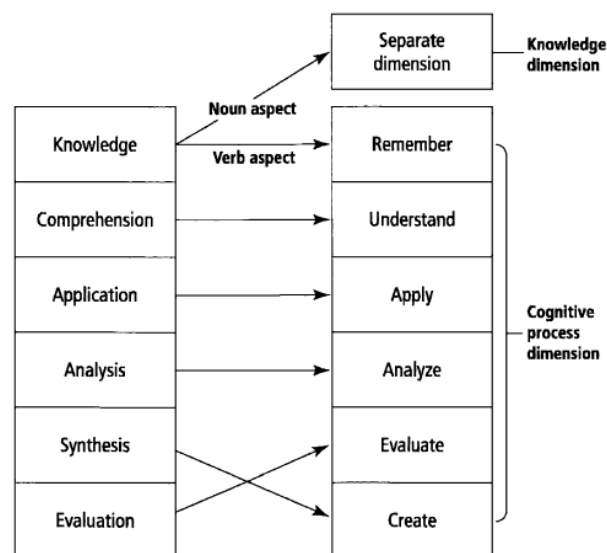
In addition, another type of test item is the extended response task. According to Douglas (2014), the extended response is when students are asked to produce a written or spoken discourse text. Douglas (2014) states that in a writing task, essay or composition is the most common pattern of extended response tasks. He also explains that in essays or compositions, students are given a guide to writing what is asked and how it is supposed to be scored.

### **2.5 Revised Bloom's Cognitive Taxonomy**

Bloom's Taxonomy has been introduced by Bloom in 1956 (Anderson et al., 2001). This taxonomy is used in the educational field to design learning objectives of teaching and learning activities. Since an instruction should have certain goals to be achieved by the end of the instruction as emphasized by Anderson et al. (2001) that the learning objective is important because it is a conscious and reasoned act. The taxonomy is used to help teachers construct what learning objectives would be reached in their teaching and learning processes since instruction should have certain goals to be achieved by the end of the teaching and learning processes. Taxonomy is a set of pyramid hierarchy that is constructed from the lower stage to the higher one. Krathwol (2002) and Haris & Omar (2015) cited in Köksal & Ulum (2018) state that the cognitive domain in Bloom's Taxonomy consists the cognitive thinking skills as the basis in allocating students' skills or what they have learned by the end of the teaching and learning activities. The cognitive domain deals with the order of the thinking process, the affective domain deals with the attitude of learners while the psychomotor deals with the motor-skill area. Bloom and colleagues classified the six levels of cognitive taxonomy

(Anderson et al., 2001): Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. These levels have been revised by Anderson et al. in 2001. They categorized the changes into three categories: the changes in the emphasis, the changes in the terminology, and the changes in the structure. For further explanation, here is the summary of the revised cognitive taxonomy:

Figure 2 1: The summary changes of Bloom's Taxonomy in Anderson et al. (2001, p. 268)



The first category is the changes in the emphasis. This category emphasizes the primary use of the taxonomy i.e. in planning curriculum, instruction, assessment, and others that align those three activities. The revision is also purposed to cover a wider level of students. The sample assessment tasks are provided earlier to help students transfer meaning. The revised version also emphasizes the subcategories of each cognitive stage.

The second category is the changes in the terminology. This category maintains the major category of cognitive processes. The knowledge is reorganized, and the knowledge becomes a dimension that consists of (1) factual knowledge (2) conceptual knowledge (3) procedural knowledge, and (4) metacognitive knowledge. The names of the stages in Bloom's Taxonomy are replaced from nouns to verbs, this change helps teachers to construct learning objectives effectively. The changes in the terms are from comprehension to understanding and synthesis creating.

The third category is the changes in structure. The separation of the verbs and the noun components as mentioned above that knowledge is separated to be another dimension. The two dimensions become the foundation of the Revised Bloom's Taxonomy table. The process categories do not construct a cumulative hierarchy. The structure of the synthesis in the fifth stage of the former taxonomy becomes the creating in the sixth stage of the revised one. The evaluation is in the sixth stage in the former taxonomy becomes the evaluating stage in the fifth stage. Therefore, the revised taxonomy consists of six stages: (1) Remembering (2) Understanding (3) Applying (4) Analyzing (5) Evaluating (6) Creating. Anderson et al. (2001) explains the sub-cognitive processes derived from the six cognitive processes:

### **2.5.1 Remembering**

Remember is aimed to promote the retention of certain materials. Remembering recalls the relevant knowledge from long-term memory. The

cognitive process of this stage is recognizing and recalling. In order to assess this stage, the students are given a task regarding recognizing or recalling certain materials that have been taught.

**a) Recognizing**

Recognizing aims to compare the present information to the relevant knowledge from students' long-term memory. The students are expected to be able to determine whether the present material is correspondent to what they have learned previously. The alternative term for recognizing is identifying.

**b) Recalling**

Recalling happens when students are given a prompt question and can retrieve it to the relevant knowledge in long-term memory. In recalling, students search and bring the piece of information to working memory to be processed. Retrieving is another term for recalling.

**2.5.2 Understanding**

The next five stages are focused to promote “transfer” rather than “remember”. Understanding occurs when students are able to build meaning from oral or written information. Students are said to be understood if they can link “new” knowledge to the preliminary knowledge. The cognitive process of understanding involves: interpreting, exemplifying, summarizing, inferring, comparing, and explaining.



**a) Interpreting**

Interpreting is the process of converting information from one piece of information to another one. In the interpreting process, students are expected to be able to change a certain information form to another form. Translating, paraphrasing, representing, and clarifying are the alternative terms for interpreting.

**b) Exemplifying**

Exemplifying means that students are able to give an example based on a certain concept or principle of a certain material by identifying those features students are expected to construct an appropriate example based on it. In exemplifying, students should give and construct examples that they have not met before in the instructions. Alternative terms are illustrating and instantiating.

**c) Classifying**

The classifying process occurs when students are able to detect something that “fits” certain information or concept. It involves detecting and specifying appropriate features, patterns, or instances that qualify a certain concept or principle. Categorizing and subsuming are alternative terms for classifying.

**d) Summarizing**

Summarizing process is when students can draw a statement based on the present information. It involves how students construct information, when given a task, students can construct the meaning, main point, or abstract summary of certain material. Generalizing and abstracting are the other terms for summarizing.

**e) Inferring**

Inferring occurs when students are able to abstract a certain concept or principle explained in a certain example by encoding and paying attention to the correlation between the relevant features and instances. In cognitive tasks, inferring and executing are often used. Other terms for inferring are: extrapolating, interpolating, predicting, and concluding.

**f) Comparing**

Comparing is the cognitive process of noticing the similarities and differences between two or more pieces of information (objects, events, ideas, problems, or situations). It also deals with the finding of one-to-one correspondence between elements and patterns in one piece of information. When associated with inferring (abstracting the familiar situation) and implementing (applying it to the less familiar situation) then comparing can make a reasonable analogy. The alternative terms for comparing are contracting, matching, and mapping.

**g) Explaining**

Explaining happens when students are able to construct and determine how part of something (cause) links to a certain chain (effect). In explaining, the ability to construct a cause-and-effect model are needed, it deals with how a part in a chain is used to determine another part by linking them. Another term for explaining is constructing a model.

### **2.5.3 Applying**

Applying involves the usage of procedures to solve certain problems. Two kinds of tasks that can be used by a teacher to build students applying stages, an exercise task, in which the students already know the proper procedure to use to solve a problem. On the other hand, in the problem task, the students do not know the proper procedure to be used then they have to develop it by themselves. The cognitive process of this category is executing and implementing.

#### **a) Executing**

Executing happens when students are able to conduct a procedure, method, or technique when encountering a familiar task. Executing also involves adequate clues in order to guide students to use an appropriate procedure. Another term for executing is carrying out.

#### **b) Implementing**

In implementing the process, the students need to select and use a procedure to conduct an unfamiliar task. Regarding selection, the students have to know what type of problem they encountered as well as the procedure that will be used. Due to being faced with unfamiliar tasks thus, the students may not know which procedure is fit well to the task then some modification in the procedure is needed.

### **2.5.4 Analyzing**

Analyzing occurs when students are able to break the material into its elements and determine the parts into the whole structure. Analyzing becomes the objective goal in many fields of study in which students are able to analyze in a

field of educational communication thus the term “learning to analyze” is often implemented as the essential objective in certain fields of study. Therefore, the ability of analyzing is needed in many fields of education. Differentiating, organizing, and attributing are needed in this process.

**a) Differentiating**

Differentiating is the process of how students distinguish a part of a whole structure and fit it into its element of certain material according to the relevancy and importance. It involves when students discriminate or select relevant information or important information from unimportant information. The difference between differentiating and comparing is the use of a larger context in determining the relevancy and importance of certain information. The alternative terms for differentiating are discriminating, selecting, distinguishing, and focusing.

**b) Organizing**

Organizing occurs when students are able to identify and recognize elements and how certain information conforms to a systematic and coherent structure. Organizing is also associated with differentiating in which the students are asked to identify and determine what relevant element is fit. Structuring, integrating, finding coherence, outlining, and parsing are the alternative terms for organizing.

**c) Attributing**

The process of attributing occurs when students are able to redesign certain information to the present information. It involves the students’ ability in

ensuring the point of view, biases, values, or intention in underlying communications. In attributing, it consists of the processes of re-build and determining the author's perspective on the present material. Another term for attributing is deconstructing.

### **2.5.5 Evaluating**

Evaluating occurs when students are able to make a judgment according to certain criteria or standards. The quality, effectiveness, efficiency, and consistencies are the most-used criteria or standards. The criteria or standard can be qualitative or quantitative. In evaluating, checking, and critiquing are included.

#### **a) Checking**

Checking happens when students are able to test whether or not the inconsistencies or fallacies fit into certain operations or procedures. When associated with planning and implementing then checking decides how well the plan works. Testing, detecting, monitoring, and coordinating are the alternative terms for checking.

#### **b) Critiquing**

Critiquing occurs when students make judgments based on criteria and standards. In critiquing, students make a judgment on the positivity and negativity of a certain product. Critiquing is the essence of critical thinking since it needs the process of making judgments. Judging is another term for critiquing.

### **2.5.6 Creating**

Creating is the process of how students build elements together to form certain information. The objective of creating is making a new product by reorganizing some elements and fitting it into a certain pattern or structure that has not been presented before. The process involves in creating students' previous learning experience or students' prior knowledge. The goal of creating may or not may involve the originality or uniqueness of certain specifications. The cognitive processes of this category consist of generating, planning, and producing.

#### **a) Generating**

Generating occurs when students are able to represent a problem and bring an alternative assumption that fulfills certain criteria. When students exceed certain boundaries of prior knowledge, thus this process is involved in forming the core of creative thinking. The difference between generating and understating is the goal, in generating the goal is to meet the various possibilities or circumstances, whereas in understanding, the goal is to meet in a single meaning. Another term for generating is hypothesizing.

#### **b) Planning**

Planning occurs when students are able to design a solution and fulfill the problem's criteria. In planning, students, may develop sub-goals or break the task into subtasks to solve a problem. Planning is often skipped by the teachers then the students conduct planning secretly or in an unconscious way when they construct a product in producing cognitive process. Designing is another term for planning.

### **c) Producing**

Producing occurs when students are able to conduct a plan to solve a certain problem that is given and converge the problems' specifications. Producing can also involve the four knowledge dimensions (factual conceptual, procedural, and metacognitive dimensions). Constructing is the alternative term for producing.

## **2.6 Previous studies**

Syahdanis, Sofyan, & Yunita (2021) conducted research about an analysis of HOTS in the English Teacher-Made Test. They conducted research at Senior High School number 6 and Senior High School number 11 grades X and XI in Bengkulu City. The research questions of their research are: 1) to find out the distribution of HOTS questions 2) to find out the relevancy of those questions in a simplified syllabus 3) to find out the reason for less appearance of HOTS questions. They used a mixed-method research design by percentage formula to analyze the data and explain the data theoretically. The result of their research based on those research questions showed that: 1) the dominant level of both Senior High School number 6 and Senior High School number 11 was in MOTS level. 2) the relevance of those two senior high schools to the simplified syllabus was categorized as very relevant. 3) the reasons come from both the teachers and the students. The research stated that the teachers are less training in HOTS and the students are less practicing HOTS questions, it is because not every student could work with HOTS questions.

Amaliyah (2018) conducted a study about analyzing multiple-choice items made by a teacher based on Revised Bloom's Taxonomy Theory. She used a

descriptive qualitative research design and collects the data using the documentation method. She analyzed the teacher-made test of SMAN 1 Sidoarjo by copying and collecting multiple-choice test items for the final examination. The objective of her study is to know the levels of the multiple-choice items made by the teacher. The result showed that understanding placed the highest result in which there are 26 questions of understanding level (C2), 6 multiple choice items of applying level (C3), and 2 multiple choice items of remembering level (C1). She concluded that there were three out of six levels of Revised Bloom's Cognitive Taxonomy that appeared in the teacher-made test. She concluded that C4 (analyzing), C5 (evaluating), and C6 (creating) could not be assessed using multiple-choice since in analyzing, students need to break down the information, in evaluating, evidence is needed to support students' arguments and in creating, students should create new product.

Nair et al. (2019) conducted research about the difference between male and female students in answering LOTS and HOTS reading comprehension according to revised Bloom's Taxonomy. The objectives of their study are to investigate the difference between LOTS and HOTS reading comprehension tests, to investigate the difference between female and male students' mean scores in answering LOTS and HOTS questions of reading comprehension tests, and to find out teachers' perspectives on helping their students to improve students' ESL reading comprehension. They used descriptive design and the Quan-qual model to collect the data. The sample of their study consists of 100 students of 3rd-year senior high school students in Urumqi, China, and three English teachers to conduct an



interview. They also conducted a pilot study to ensure the reliability and validity of their research instruments. They utilized an independent t-test and paired sample test (SPSS). They used the purposive sampling technique and there are 55 male students and 45 female students with an average age of 16 to 18. They used two instruments i.e. interview questions and an ESL reading comprehension test that consists of LOTS and HOTS questions. The result of their study shows that female students marked higher mean score than males both in LOTS and HOTS questions. The result shows that there is a significant difference between LOTS and HOTS questions, in which LOTS questions' mean scores is higher than HOTS questions. The result also shows that female students' mean scores is higher both in LOTS and HOTS questions than male students. In HOTS questions, female students also perform better than male students. The interview was also conducted to find out teachers' perspectives on how their students answer LOTS and HOTS ESL reading comprehension test, what problems that students encountered in answering HOTS questions, and how they help their students to answer HOTS comprehension questions.

However, there are some similarities and differences between this study and the three previous studies above. In The first study, the difference is, that the study analyzed the HOTS questions in an English teacher-made test. In contrast, this study is aimed to analyze both test items in the English Final test and students' answers based on the test. In addition, the similarity of this study is the use of Revised Bloom's Taxonomy as the tool to find out students' level of thinking process. In the second study, the difference is, that she used a descriptive qualitative

research design while this study uses a descriptive quantitative research design. The objective of her study is to find out the teacher's multiple choice test levels based on Revised Bloom's Taxonomy, whereas this study not only finds out the test level but also students' achievement based on Revised Bloom's Taxonomy. The similarity between this research and her study is, that this study is aimed to analyze and to classify the final test issued by Education Office using Revised Bloom's Cognitive Taxonomy. In the third study, the differences of their study are the objectives of the study in which the researchers aim to investigate the differences between female and male students in answer reading comprehension test and find out students' problems in answering HOTS reading comprehension questions. Another difference is, that the study used students' reading comprehension test, whereas this study takes a final test issued by the Education Office and students' final test answers as the source of data. In addition, the similarities of this study are the use of Revised Bloom Taxonomy as the tool to find out students' level in answering reading comprehension questions.

On the other hand, some gaps or limitations appear in the previous studies above. In the first study, the weakness that was found by the researchers is the less distribution of HOTS questions and less training for teachers and students about HOTS questions. In the second research, the researcher only used one grade as the subject of her research and only analyze the multiple-choice items. Her study also found that there are only three levels (C1, C2, and C3) out of six levels of revised Bloom's taxonomy that appeared in teacher-made test. In the third study, it has been mentioned by the researchers that the limitations or the weaknesses of their study

are, (1) the small size of the sample, (2) the limited types of text that were used in the research, thus it cannot be generalized into other types of passages, (3) there are only multiple-choice questions, thus it cannot be generalized into other types of tests.

Based on those discussions above, it shows that the novelties of this study are: (1) this study is purposed to analyze and to classify final test items issued by the Education Office of Mataram from the MGMP team (*Musyawah Guru Mata Pelajaran*) based on Revised Bloom's Cognitive Taxonomy. (2) this study is purposed to analyze students' final test answers to find out students' achievement.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter provides the research design of this study, research setting, the population, sample and sampling technique, the data collection technique, source of data, the research instrument, and the data analysis technique.

#### **3.1 Research Design**

This study is a descriptive quantitative design. The aim of using the research design is to understand the data in depth. A descriptive method is used to investigate the real phenomenon that is occurring in the surrounding, according to Arikunto (2014) the descriptive method is a research method that investigates the real circumstances of a certain area without giving a treatment. This study is purposed to investigate and inform the real circumstances thus descriptive method is an appropriate method to be used to describe the phenomenon that occurred. In addition, a quantitative method was used to observe the dominant data appearance. Arikunto (2014, p. 27) states that “a quantitative research deals with numeric, it shows from the data collection, data interpretation, the result appearance. The research conclusion is also better if it appears with a table, graphic, picture, or others. Despite the quantitative research using numeric, it also needs more information using qualitative research”. This quantitative method is used to make a conclusion using numeric after getting the data. Therefore, this study is purposed to investigate the real circumstance of a certain area and to draw a conclusion using numeric percentages.

### **3.2 Research Setting**

The research was conducted in SMP Negeri 14 Mataram, i.e. junior high school located in Mataram.

### **3.3 Population, Sample, and Sampling Technique**

The population of this study was the eighth-grade students of SMP Negeri 14 Mataram. According to Arikunto (2014), the whole subject of a research is called population. In addition, a sample is part of a population and should represent the population that will be researched (Arikunto, 2014). Then, a simple random sampling was used to gain the sample. This technique was aimed to give equal rights subjects to be chosen as the sample (Arikunto, 2014). In total, there are 8 classes (8A to 8H) and 269 students. According to Arikunto (2010, p.112) in Rusdi & Zainil (2019) that when the population is less than 100 people then all the samples should be taken whereas when the population is more than 100 people then 10-15% or 20-25% can be taken as the sample. Therefore, 15% of the total population were taken as the sample. Therefore, there were 41 students' final answer sheets as the sample gained by using a lottery technique.

### **3.4 Data Collection Technique**

The data were collected using documentation data collection. According to Arikunto (2014), documentation is a method that is used to collect data in the form of written or performance. The data were gained by documenting the final test items issued by the Education Office of Mataram and students' answer sheets.

### 3.5 Source of Data

This study is purposed to analyze students' achievement according to Revised Bloom's Cognitive Taxonomy. The source of the data is, first, the final test issued by the Education Office of Mataram, there are 40 questions of multiple-choice and 5 questions of the essay. Second, students' answer sheets for the final test are used as the source of the data. Third, the blueprint of the test.

### 3.6 Research Instrument

The research instrument is 1) multiple-choice research instrument 2) essay research instrument 3) students' answers to multiple-choice questions and 4) students' answers to essay test items.

### 3.7 Data Analysis Technique

The data were analyzed using tabulation and graphic data. After having collected the data, the data would be analyzed in the following steps:

- a. Analyzing the test items issued by the Education Office of Mataram using Revised Bloom's Cognitive Taxonomy.
- b. Classifying the test items issued by the Education Office of Mataram using tabulation.

$$Ratio = \frac{x}{N} \times 100\%$$

The explanation for multiple-choice and essay test items:

Ratio = The emersion of revised Bloom's Cognitive Taxonomy level that will be observed in the test items.

x = The number of Revised Bloom's Cognitive Taxonomy questions in the test issued by the Education Office.

N = The total of questions, there are 40 questions of multiple-choice questions and 5 questions in the essay.

c. Analyzing and classifying students' Final test answers based on Revised Bloom's Cognitive Taxonomy.

$$C = \frac{\Sigma n}{\Sigma x \times \Sigma S} \times 100\%$$

The explanation for multiple-choice and essay test items:

C = The level of cognitive taxonomy.

$\Sigma n$ : The number of correct answers of cognitive level.

$\Sigma x$  = The number of cognitive level questions.

$\Sigma S$  = The total of the sample.

d. Classifying students' Final test answers using tabulation.

e. Calculating the mean, standard deviation, median, and modus scores.

f. Drawing a conclusion.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter provides the finding and the discussion of this study. The finding shows the result of this study by collecting and analyzing the data. The discussion shows deeply explanation based on the findings.

#### 4.1 Findings

##### 4.1.1 The distribution of cognitive skills level in the final test

The findings were gained by collecting the final test items and students' answer sheets, analyzing the cognitive level, and drawing a conclusion using tables and numeric percentage. The final test items are in the form of multiple-choice and essay test items. There are 40 questions of multiple-choice and 5 questions of essay. The result of this study is shown in the following tables.

Table 4.1: The ratio of multiple-choice questions in the final test items issued by the Education Office of Mataram in eighth-grade

NO	Cognitive Level	Level	Frequency	Percentage
1	C1 (remembering)	L1	12	30%
2	C2 (understanding)		16	40%
3	C3 (applying)	L2	3	7.5%
4	C4 (analyzing)	L3	9	22.5%
5	C5 (evaluating)		-	-
6	C6 (creating)		-	-

From the table above, the distribution of cognitive levels in the multiple-choice questions showed that there is 30% of C1 (remembering) and 40% of C2



(understanding). The C1 (remembering) and C2 (understanding) are categorized into L1 (*Pengetahuan dan Pemahaman*). Then, there is 7.5% of C3 (applying) or L2 (*Aplikasi*). In addition, there is 22.5% of C4 (analyzing), and the cognitive level is categorized into L3 (*Penalaran*). The example of C1 (remembering), C2 (understanding), C3 (applying) and C4 (analyzing) questions as follow:

- 1) Where is the waterfall located? (Question number 1)
- A. At Sendang Gila      C. On the river bank  
B. At Senaru Village      D. Near the writer's school

The question is categorized into C1 (remembering) because the question “what” indicates to recall students' memory after reading the text.

- 2) Based on the text above, we know that the writer (Question number 7)
- A. live in Bima      C. was bored with the holiday  
B. enjoyed the holiday      D. didn't like playing with new friends

The question is categorized as the C2 (understanding) because the students need to understand the text to be able to summarize what the text is about.

- 3) Zarril: Hi Beni! I've heard that you got accidents two days ago.  
Beni: Yes, that's right.  
Zarril: What a pity! .....?  
Beni: It happened on the way to Alif's house. When I was going to cross the street, suddenly a car hit me from beside. Luckily Ridho grabbed my hand quickly. (Question number 17)
- A. What did you do      C. Where did it happen

B. How did it happen    D. Who were you with

The question is categorized as the C3 (applying), the students are asked to fill in the dialogue by applying the correct sentence.

4) “It made us exhausted”. This sentence describes that the way to the waterfall is... (Question number 3)

A. nice    C. tiring

B. scary    D. horrible

The question is categorized as C4 level (analyzing), the students should be able to analyze what the sentence in the quotation marks implies.

Table 4.2: The ratio of essay test items issued by the Education Office of Mataram in Eighth Grade

NO	Cognitive Level	Level	Frequency	Percentage
1	C1 (remembering)	L1	3	60%
2	C2 (understanding)		2	40%
3	C3 (applying)	L2	-	-
4	C4 (analyzing)	L3	-	-
5	C5 (evaluating)		-	-
6	C6 (creating)		-	-

In addition, in essay test items, there are 5 questions that consist of a text and a dialog. There is 60% of C1 (remembering) and 40% of C2 (understanding) these cognitive levels are categorized into L1 (*Pemahaman dan Penalaran*).

The example of an essay test items is as follows:

- 1) What did they enjoy at Jimbaran beach? (Question 42)

The question “what” indicates to recall students’ memory after reading the text which means that the question is at the C1 level (remembering).

- 2) How did the writer and family go to Bali? (Question number 41)

It shows that the students are asked to infer what vehicle the writer and family use to go to Bali. This question is at the C2 level (understanding).

According to the tables above, it shows that LOTS (lower-order thinking skills) is more dominant rather than HOTS (higher-order thinking skills) level. In multiple-choice questions, 77.5% of the test items are LOTS questions while 22.5% of the test items are HOTS questions. In addition, in essay test items, 100% of the test items are LOTS questions.

#### **4.1.2 Students’ achievement in final test items**

This study is aimed to find out students’ achievement in final test items based on revised Bloom’s Cognitive Taxonomy by classifying the students’ answers. The sample consists of 41 students which was obtained with the assistance of Microsoft Excel to randomize the sample and take the first 41 numbers. It is displayed in appendix 1 (see appendices). The result of students’ total correct answers in multiple choice questions and essay test items are as follow:

Table 4.3: The percentage of students correct answers in Multiple-choice questions in the final test items issued by the Education Office of Mataram

NO	Cognitive Level	Question Frequency	Sample	Total correct answers	Percentage
1	C1 (remembering)	12	41	224	45.53%
2	C2 (understanding)	16		305	46.49%
3	C3 (applying)	3		44	35.77%
4	C4 (analyzing)	9		143	38.75%
5	C5 (evaluating)	-		-	-
6	C6 (creating)	-		-	-

The table above shows the distribution of students' answers to the test items in each level. The percentage of students' total correct answers in multiple choice questions in C1 (remembering) is 45.53%, C2 (understanding) is 46.49%, C3 (applying) is 35.77% and C4 (analyzing) is 38.75%.

Table 4 4: The percentage of students correct answers in essay final test items issued by the Education Office of Mataram

NO	Cognitive Level	Question Frequency	Sample	Total correct answers	Percentage
1	C1 (remembering)	3	41	77	62.6%
2	C2 (understanding)	2		21	25.61%
3	C3 (applying)	-		-	-
4	C4 (analyzing)	-		-	-
5	C5 (evaluating)	-		-	-
6	C6 (creating)	-		-	-

In the essay, the data was gained by cross-checking students' answer sheets to the answer key and giving 1 as a mark if the answer is totally correct (given 4 as the score by the teacher). In addition, the distribution of students' total correct answers is 62.6% in C1 (remembering) and 25.61% in C2 (understanding).

On average, students' distribution in answering the final test items was sufficient (42.46%). The interpretation of the result is based on the example that is provided by Arikunto, the quantitative criteria without consideration pay attention to the range number. She states the example that the maximal condition that is expected for learning achievement is 100% then it is multiplied by five categories (Arikunto, 2018)

## **4.2 Discussions**

### **4.2.1 The distribution of cognitive skills level in the final test**

This study showed the distribution of cognitive levels in the final test, thus it implied that the final test issued by the Education Office of Mataram was in LOTS (lower-order thinking). Referring to the operational verbs, basic competency 3 (*Pengetahuan*) in the pandemic emergency curriculum for the second semester. It is displayed in basic competencies 3.3 and 3.4 consist of C2 (*membandingkan*) and C5 (*menafsirkan*) since those basic competencies encourage students to be able to compare (recount text material) and interpret (song material). Thus, to be able to interpret a lyric of a song, the students need to acquire the previous four cognitive levels of Bloom's Revised Taxonomy. Therefore, it meant that the test items did not cover all those two basic competencies for the second semester and the

distribution was less well-distributed due to the LOTS questions were more dominant than the HOTS questions. This is in accordance with the study of Syahdanis, Sofyan, & Yunita (2021). They found that the distribution of HOTS questions was in the lowest category or there were 0% questions of HOTS in the tenth grade and 10% questions of HOTS questions in the eleventh grade of Senior High School number 6 in Bengkulu City. Moreover, there were 6% of HOTS questions in the tenth grade and 20% of HOTS questions in the eleventh grade of Senior High School number 11 in Bengkulu City. Meanwhile, MOTS (middle-order thinking skills) questions were the highest distribution of the teacher-made test. In addition, Amaliyah (2018) also found in her study that there were no HOTS questions in the teacher-made test. She found that the teacher-made test consisted of 2 questions of C1 (remembering), 26 questions of C2 (understanding), and 6 questions of C3 (applying) which meant that the test items were at the LOTS level.

In addition, a mini-interview was conducted to discuss about the result of the final test items with the teacher. Based on the mini-interview, there are 3 questions that are different from the blueprint. The first is question number 19, it is stated in the blueprint that the question is in L3 (*Penalaran*) but it is displayed in the test items that students are asked to fill in the blank using correct conjunction thus it is categorized into C3 (applying) or L2 (*Aplikasi*). The second is question number 24, it is stated in the blueprint that the question is in L3 (*Penalaran*) but the question asks students to infer the closest meaning of the word thus, this question is categorized into C2 (understanding) or L1 (*Pengetahuan dan Pemahaman*). The third question is number 37, the question asks students the title of the song and it is

categorized into L3 (*Penalaran*) but since the lyrics of the song already existed in the seventh-grade textbook thus this question is categorized into C1 (remembering) or L1 (*Pengetahuan dan Pemahaman*) since the students are asked to recall their memory to the previous instructions.

Additionally, a misconception was also found in the test items. It is displayed in the final test that there is an essay test. However, the term 'essay' was misleading since the questions asked students to answer the questions based on the text that was given thus it should be open-ended questions.

#### **4.2.2 Students' achievement in final test items**

The students' mean score was 18.08 SD = 6.97. The Median was 19 and Modus was 20. On average, students could answer for about 18 questions correctly and the dominant correct answer was at the C1 level (remembering) and C2 level (understanding). In addition, on average, students' achievement in answering multiple-choice questions and essay test items was sufficient (42.46%). Students' correct answers are shown in appendix 2 and 3 (see the appendices), from those appendices, it was difficult for students to answer question number 3 (multiple-choice question) and 41 (essay test items), in the questions, the students were asked to analyze the meaning of the sentence in the quotation marks. They were also difficult to answer question number 41 in which the students were asked to infer what vehicle was used by the writer and family to go to Bali due to the vehicle or transportation did not mention directly in the text. Thus, it meant that the students need to practice more in order to improve their scores to a certain level and to

sharpen their other cognitive skills as well. This present study focused on the students' mean scores in answering the final test without differentiating the mean score for LOTS and HOTS questions whereas Nair et al. (2019) differentiates students' mean scores for LOTS and HOTS questions. They found that students' LOTS (lower-order thinking skills) mean score in reading comprehension was higher than HOTS (higher-order thinking skills) mean score.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter provides the conclusion and suggestion that is related to the findings and discussions in the previous chapter. The conclusion and suggestions are drawn to give feedback.

#### **5.1 Conclusion**

Based on the result of the study above, it can be concluded that LOTS questions were more dominant than HOTS questions. In multiple-choice, the most dominant level was C2 (understanding) and the least dominant level was C3 (applying). Meanwhile, in essay test items, all those five questions were in LOTS questions.

On average, the students could answer for about 18 questions correctly. Most students could answer the C1 (remembering) and C2 (understanding) particularly in multiple-choice questions correctly which was related to the dominant cognitive levels in the test items. Meanwhile, it showed that it was difficult for students to answer questions if they were asked to draw meaning and to infer the correct answer which the words did not state directly in the text. In addition, on average, students' achievement in answering the final test items was sufficient (42.46%).

## 5.2 Suggestion

Based on the findings and discussions above, this study would like to offer some suggestions as follow:

a) The Education Office of Mataram

In the future, the Education Office should provide well-distributed test items to train and measure students' cognitive skills. The well-distributed test items will train students' other cognitive skills thus the teacher will know which levels the students are less to answer correctly and which levels are more capable to be answered correctly. It is also suggested to the Education Office of Mataram to re-evaluate the test items in order to construct better test items in the future.

b) Teacher and students

For future instruction, the teachers also should provide students with more synonyms and vocabulary to sharpen students' other cognitive skills and to train students how to infer and draw meaning that is not stated in the text. In addition, the students should practice more at the C3 level (applying) to improve their scores and also practice more to improve their other cognitive skills as well.

c) Other Researchers

For the future researcher, it is expected that other researchers will provide more validators to give extra support to the data findings and obtain more valid data.

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# APPENDICES

## Appendix 1: The random sampling data

No	Sample
1	216
2	56
3	259
4	167
5	94
6	2
7	70
8	223
9	58
10	18
11	20
12	130
13	71
14	229
15	77
16	176
17	228
18	38
19	247
20	76
21	57
22	160

23	185
24	88
25	210
26	166
27	22
28	189
29	31
30	7
31	14
32	35
33	149
34	72
35	172
36	226
37	82
38	192
39	224
40	21
41	68
42	105
43	220
44	116
45	32

Appendix 2: The distribution of cognitive level in multiple-choice questions in the final test items of Eighth Grade issued by the Education Office of Mataram

No	Question Number	Question	Explanation	Cognitive Level
1	Q1	Where is the waterfall located?	The question “where” indicates to recall students’ memory after reading the text.	C1
2	Q2	What did the writer and friends do after arriving at Senaru Village?	The students need to understand the text to be able to answer the question what did of the writer and friends do after arriving at Senaru Village.	C2
3	Q3	“It made us exhausted”. This sentence describes that the way to the waterfall is...	The question asks students to find the meaning of the sentence by analyzing the text.	C4
4	Q4	“I did not join them but took a lot of pictures.” The word “them” refers to...	The question asks students to find the correct reference of the quotation word.	C4
5	Q5	What did the writer do at the first day?	The students need to understand the text to be able to answer the question due to it did not mention directly the phrase “the first day”	C2
6	Q6	How many days did the writer spend holiday in Bima?	The question asks students to interpret the answer by reading the text.	C2
7	Q7	Based on the text above, we know that the writer....	The question asks students to summarize what they have read based on the text.	C2
8	Q8	What did the writer think about the local people?	The question “what” indicates to recall students’ memory after reading the text.	C1



9	Q9	What is the main program of the English Club?	The question “what” indicates to recall students’ memory after reading the text.	C1
10	Q10	What do the writer and friends hope for the next?	The question “what” indicates to recall students’ memory after reading the text.	C1
11	Q11	How did the writer and friends feel about the program? They felt....	The students need to understand the text in order to be able to answer the question what they felt due to it the word “felt” did not mention directly in the text.	C2
12	Q12	How many students joined the hunting tourist program? There were....students	The question asks students to count how many students joined the hunting program based on the text.	C2
13	Q13	Where did the dialog happen?	The question asks students to infer where the dialog may take place.	C2
14	Q14	Why did Caca get bored with her holiday?	The question asks students to recall the memory after reading the text.	C1
15	Q15	What should Caca and Dayu do to stop the spreading of the pandemic?	The question asks students to recall the memory after reading the text.	C1
16	Q16	Mrs Lina: Alfin, You weren’t join the class yesterday. Where did you go? Alfin: I’m sorry Mrs. Lina. I had a headache so I just....at home yesterday. Mrs. Lina: How is your feeling right now?	The question asks students to fill the blank by analyzing which word or verb is correct to complete the dialog.	C4

		Alfin: It's better Mrs. Lina		
17	Q17	Zarril: Hi Beni! I've heard that you got accident two days ago. Beni: Yes, that's right. Zarril: What a pity! .....? Beni: It happened on the way to Alif's house. When I was going to cross the street, suddenly a car hit me from beside. Luckily Ridho grabbed my hand quickly.	The question asks students to fill the blank by applying which word-question is correct to complete the dialog.	C3
18	Q18	Siti: Hi Edo! Have you submitted your writing task to Mr. Agus? Edo: Yes, I have. Siti:....did you submit it? Edo: In the early morning before the English Class.	The question asks students to fill the blank by applying which word-question is correct to complete the dialog.	C3
19	Q19	Raka: Congratulation, Doni! You are the best story teller in our school. Doni: Thank you, Raka. Raka: How long did you practise.....joining the story telling competition? Doni: I practised for about a week.	The question asks students to apply the correct conjunction to complete the dialog.	C3

20	Q20	Why didn't Dina have breakfast before going to school at the day?	The question asks students to infer the reason why Dina didn't have breakfast before going to the school.	C2
21	Q21	Where did Dina realize that it was Sunday?	The question "where" indicates to recall students' memory after reading the text.	C1
22	Q22	From the text, we know that....	The question asks students attribute the whole meaning by analyzing the text.	C4
23	Q23	The song is dedicated for a ....	The question asks students to interpret to whom the song is dedicated to.	C2
24	Q24	"Promise to see you this summer". The word "see" has the closest meaning with...	The question asks students to find the closest meaning of the quotation-word	C2
25	Q25	When does the girl promise to meet her mother?	The question "when" indicates to recall students' memory after reading the text.	C1
26	Q26	What did the writer do after she arrived at school?	The question "what" indicates to recall students' memory after reading the text.	C1
27	Q27	Why didn't the writer hang out with other neighbourhood kids? Because she....	The question asks students to explain the reason why the writer didn't hang out with her neighbourhood.	C2
28	Q28	The purpose of writing the text is to...	The question asks students to summarize the purpose of writing the text.	C2
29	Q29	How did the writer feel after she knew that she was different from	The question asks students to infer how did the writer feel by understanding the text.	C2

		her friends? She was...		
30	Q30	Who is Josh Groban?	The question asks students to infer who is Josh Groban by understanding the lyrics of the song.	C2
31	Q31	The song tells us that....in life.	The question asks students to fill the blank by analyzing which sentence is correct to fulfil the sentence.	C4
32	Q32	The sing teaches us NOT to be....if we have problems.	The question asks students to fill the blank by analyzing which adjective is correct to fulfil the sentence.	C4
33	Q33	When did Indra start playing drums?	The students are asked to infer the meaning of certain phrase by understanding the text in order to answer the questions correctly.	C2
34	Q34	What did Indra's cousin do in Bandung?	The question "what" indicates to recall students' memory after reading the text.	C1
35	Q35	What is the relationship between Noval and Indra? They are....	The question "what" indicates to analyze the relationship between the two speakers.	C4
36	Q36	From the dialog, we know that...	The question asks students to summarize what is the dialog about.	C2
37	Q37	What is the title of the song?	The question asks students to give the correct title for the song, this question is categorized into C1 due to the song is available in the	C1

			seventh-grade textbook.	
38	Q38	The song motivates us to be....	The question asks students to complete the sentence by analyzing the lyric of the song.	C4
39	Q39	How does the writer describe the colour of the rainbow in the song?	The question indicates to recall students' memory after reading the text.	C1
40	Q40	"I hear babies crying, I watch them grow". The word "them" refers to...	The question asks students to find the correct reference in quotation-word.	C4

Note: Revised based on the validation sheets

Appendix 3: The distribution of cognitive level in essay final test items of Eighth Grade issued by the Education Office of Mataram

NO	Question Number	Question	Explanation	Cognitive Level
41	Q41	How did the writer and family go to Bali?	The question asks students to infer how the writer and family go to Bali by understanding the text.	C2
42	Q42	What did they enjoy at Jimbaran beach?	The question "what" indicates to recall students' memory after reading the text.	C1
43	Q43	How long did the writer and family stay in Bali?	The question asks students to infer how long the writer and family stay in Bali by understanding the text.	C2
44	Q44	Why didn't Edo's parents allow him to join the camping activity?	The question asks students to recall their memory after reading the dialog.	C1
45	Q45	What does Dani hope for Edo?	The question asks students to recall their	C1

			memory after reading the dialog.	
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## Appendix 4: Students' answers to Multiple-choice Questions

Sample Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
S1	0	1	0	1	1	0	0	1	0	0
S2	0	0	0	1	0	1	0	1	0	0
S3	0	0	0	0	0	1	1	1	0	1
S4	0	1	0	1	1	1	1	1	0	1
S5	0	1	0	0	1	0	0	1	0	1
S6	0	1	1	1	1	0	1	1	1	0
S7	1	1	1	1	1	1	1	1	1	1
S8	0	1	0	0	0	1	1	1	0	0
S9	0	1	0	1	0	1	0	0	0	0
S10	0	0	0	0	1	1	1	1	1	0
S11	0	0	0	1	0	0	1	0	0	0
S12	1	1	0	1	0	0	1	1	0	1
S13	0	0	0	1	1	1	1	1	0	0
S14	1	0	0	1	0	0	0	0	0	0
S15	0	0	0	0	0	0	0	0	0	1
S16	0	1	0	1	1	0	1	1	0	1
S17	0	0	0	1	1	1	0	0	0	0
S18	0	0	0	0	0	1	0	0	0	0
S19	1	1	0	0	0	0	0	1	0	0
S20	0	0	0	0	1	0	0	1	1	1
S21	1	0	0	0	1	0	1	1	1	0
S22	0	1	0	1	0	0	1	1	1	1
S23	1	1	0	0	1	1	1	1	0	1
S24	0	1	0	0	0	0	0	1	0	0
S25	0	0	0	1	0	0	0	1	0	0
S26	0	1	0	0	0	0	1	1	1	1
S27	0	0	0	0	0	0	0	1	0	0
S28	0	1	0	1	1	1	1	1	1	1
S29	0	0	0	1	0	1	0	1	1	0
S30	1	1	0	1	1	0	1	1	0	0
S31	1	1	1	1	1	0	1	1	0	0
S32	0	1	1	0	1	0	0	0	0	0
S33	0	1	0	1	0	1	1	0	0	0
S34	1	1	0	0	1	1	1	1	1	1

S35	0	1	0	1	1	1	1	1	0	1
S36	1	0	0	1	1	1	0	0	0	0
S37	0	1	0	0	0	0	0	1	0	1
S38	0	0	0	0	1	0	0	1	0	0
S39	1	1	0	1	1	1	0	1	1	1
S40	0	1	0	0	0	1	0	0	1	1
S41	1	1	0	0	1	1	1	1	1	1
Sum	12	25	4	22	22	20	21	31	13	18

Sample Question	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
S1	1	0	1	1	0	1	1	0	0	1
S2	1	0	0	0	0	0	0	0	0	1
S3	1	0	0	0	0	0	0	0	1	0
S4	0	0	0	0	0	0	0	1	0	0
S5	0	0	0	0	0	0	1	0	0	0
S6	1	0	0	0	1	0	0	1	1	1
S7	1	0	1	1	1	0	0	1	1	1
S8	0	0	0	0	1	0	0	0	0	1
S9	1	0	0	1	1	0	0	0	1	1
S10	1	0	1	0	0	0	1	1	1	0
S11	1	1	0	1	0	0	0	0	0	1
S12	0	1	1	1	0	0	1	0	0	1
S13	1	0	0	1	0	1	0	0	0	0
S14	0	0	0	0	0	0	0	0	0	0
S15	0	0	0	1	0	0	0	0	0	0
S16	0	0	1	1	1	1	1	1	0	1
S17	1	0	0	1	1	0	1	0	0	1
S18	1	0	0	0	0	0	0	0	0	0
S19	1	0	0	0	0	0	1	1	1	1
S20	0	0	0	0	0	0	1	0	0	1
S21	1	0	1	1	1	0	0	0	0	0
S22	1	0	1	0	1	0	1	0	1	0
S23	1	0	1	1	1	0	1	0	1	1
S24	0	0	1	1	1	0	1	0	0	0
S25	1	0	0	1	0	0	0	0	1	1
S26	1	0	1	0	0	0	0	1	0	0
S27	0	1	0	0	0	0	0	0	0	0
S28	0	1	1	1	1	1	0	1	0	1
S29	0	0	1	1	0	0	1	0	0	0
S30	0	0	0	0	1	0	0	1	1	1

S31	0	0	0	0	1	0	0	1	1	1
S32	1	1	0	1	1	0	1	0	1	1
S33	0	0	1	0	1	0	0	0	0	1
S34	0	0	0	1	0	1	0	1	0	0
S35	0	0	1	0	0	0	0	1	0	0
S36	1	0	0	1	1	0	1	0	0	1
S37	0	0	0	0	1	1	1	0	0	1
S38	0	0	0	1	1	0	0	0	0	0
S39	1	0	0	1	1	1	1	1	1	1
S40	0	0	0	0	0	0	1	0	0	0
S41	0	0	0	0	0	1	0	1	0	0
Sum	20	5	14	20	19	8	17	14	13	22

Sample Question	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
S1	0	0	0	0	0	1	1	0	1	0
S2	0	0	1	0	0	0	0	1	0	0
S3	1	0	1	0	0	0	1	0	0	0
S4	0	0	1	1	1	1	0	0	0	1
S5	1	0	1	0	0	0	1	0	1	0
S6	1	1	1	1	1	1	1	0	0	1
S7	1	0	1	1	1	0	1	0	1	1
S8	0	0	1	0	1	0	0	0	1	1
S9	0	0	1	0	1	0	0	0	0	1
S10	0	0	1	0	0	0	0	0	1	1
S11	0	0	1	1	0	0	1	1	0	0
S12	0	1	0	0	0	0	0	0	1	0
S13	0	0	1	1	0	0	0	0	1	1
S14	0	0	0	1	0	0	0	0	0	0
S15	0	0	1	1	0	1	0	0	1	0
S16	1	0	1	1	1	1	1	0	1	1
S17	1	0	1	1	0	0	1	0	0	0
S18	0	0	1	0	0	0	0	0	0	0
S19	1	0	0	0	1	0	0	0	1	0
S20	1	1	1	1	1	1	1	1	1	1
S21	0	1	1	0	0	1	0	0	1	1
S22	0	0	1	0	0	1	0	0	0	0
S23	0	1	1	1	1	0	1	0	1	1
S24	0	0	1	0	0	0	0	0	0	0
S25	0	0	1	1	0	1	0	0	0	0
S26	1	1	1	1	0	0	0	0	0	1



S27	0	1	0	0	1	1	1	0	0	0
S28	1	1	1	1	0	0	0	1	1	1
S29	0	1	1	0	0	1	0	0	0	1
S30	1	1	1	1	1	1	1	0	0	1
S31	1	1	1	1	1	1	1	0	0	1
S32	0	0	1	1	1	0	1	0	1	0
S33	1	0	1	1	1	1	1	0	1	0
S34	0	1	0	1	1	1	0	0	1	0
S35	0	0	1	1	1	1	0	0	0	1
S36	1	0	1	1	0	0	1	0	0	0
S37	0	1	0	1	1	1	1	0	0	1
S38	0	0	1	1	0	1	1	0	0	0
S39	1	0	1	1	0	0	1	0	1	1
S40	0	0	0	0	0	1	0	1	1	0
S41	0	0	0	1	1	1	0	0	1	0
Sum	15	13	32	25	18	20	19	5	20	19

Sample Question	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40
S1	1	0	0	0	1	1	0	1	0	1
S2	0	0	1	0	0	0	1	1	1	0
S3	0	0	1	0	1	0	1	1	0	0
S4	1	0	0	1	1	1	1	0	1	0
S5	1	0	1	1	1	0	0	1	0	0
S6	1	1	1	1	1	1	1	0	1	1
S7	1	1	1	1	1	0	0	1	1	1
S8	0	0	0	0	1	1	0	0	1	1
S9	1	0	0	1	1	0	0	0	0	0
S10	1	0	0	0	1	1	0	0	0	0
S11	0	0	0	0	0	1	0	1	0	1
S12	0	0	0	0	1	0	1	1	0	0
S13	0	0	1	0	0	0	0	0	1	1
S14	0	0	0	0	0	0	0	0	0	0
S15	1	0	1	1	0	0	0	0	0	0
S16	1	1	0	0	1	1	1	0	0	0
S17	1	0	0	0	1	0	1	0	1	1
S18	0	0	0	0	0	0	0	0	0	0
S19	1	1	1	0	1	0	0	1	1	0
S20	1	1	1	0	1	1	0	1	1	1
S21	1	0	0	0	0	0	1	0	0	0
S22	0	0	0	1	1	1	1	1	1	0

S23	1	0	1	1	1	1	1	0	1	0
S24	0	0	0	0	0	1	0	1	0	0
S25	1	0	0	1	1	0	0	1	0	0
S26	1	0	0	1	1	1	1	0	1	0
S27	0	0	0	0	0	0	1	0	0	0
S28	0	1	0	1	1	1	1	0	1	1
S29	0	0	0	1	1	1	0	0	0	0
S30	1	1	1	1	1	1	1	0	1	1
S31	1	1	0	1	1	1	1	0	1	1
S32	1	0	0	0	1	1	1	0	1	0
S33	1	1	0	0	1	0	0	0	0	1
S34	1	0	1	1	1	1	1	1	1	1
S35	1	1	0	0	1	1	1	0	0	0
S36	1	0	0	0	1	0	1	0	0	0
S37	1	0	1	0	1	1	1	1	1	1
S38	0	0	0	0	1	0	1	0	1	0
S39	1	0	0	0	1	0	1	1	1	1
S40	0	0	1	0	0	1	0	0	0	0
S41	1	0	1	1	0	0	0	0	0	0
Sum	26	10	15	16	30	21	22	15	20	15

Appendix 5: Students' answers to essay test items

Sample Question	Q41	Q42	Q43	Q44	Q45
S1	0	0	1	1	1
S2	0	0	0	0	0
S3	0	0	0	0	1
S4	0	0	1	1	1
S5	0	1	1	1	1
S6	0	1	0	1	1
S7	0	1	1	1	1
S8	0	1	1	1	1
S9	0	1	0	0	0
S10	0	1	1	1	1
S11	0	0	0	0	1
S12	0	1	0	1	1
S13	0	0	0	1	1
S14	0	0	0	0	0
S15	0	1	1	1	1
S16	0	1	1	0	0
S17	0	1	0	0	0

S18	0	0	0	0	0
S19	0	1	1	1	1
S20	0	1	1	1	1
S21	0	0	0	0	0
S22	0	0	0	1	1
S23	0	1	1	1	1
S24	0	1	1	0	1
S25	0	0	0	1	0
S26	1	1	1	1	1
S27	0	1	0	0	0
S28	0	1	1	1	1
S29	0	0	0	1	1
S30	0	0	0	1	1
S31	0	0	0	1	1
S32	0	0	0	0	0
S33	0	1	0	0	1
S34	0	1	1	1	1
S35	0	0	1	1	1
S36	0	1	1	0	0
S37	0	1	1	1	1
S38	0	0	0	0	1
S39	0	1	1	1	1
S40	0	1	1	1	0
S41	0	0	0	1	0
Sum	1	23	20	26	28

Note:

- 1) For the correct answers the sample will be given 1 as a mark whereas if the answer is incorrect, the sample will be given 0 as a mark.
- 2) Q = Question
- 3) S = Sample

## Appendix 6 : The validation sheet

**THE DISTRIBUTION OF COGNITIVE LEVELS IN THE FINAL TEST ITEMS ISSUED BY THE EDUCATION OFFICE OF MATARAM IN THE ACADEMIC YEAR 2021/2022**

The purpose:

This attachment is aimed to validate the analysis of the final test items issued by the Education Office of Mataram based on Revised Bloom's Cognitive Taxonomy.

Instruction:

Please give (✓) mark if the analysis is correct whereas giving (×) if the analysis is incorrect. The correction is needed in order to provide correct data.

No	Types of test items	Cognitive Level	Explanation	Mark	Correction
1	Multiple-Choice	C1	The question asks students to recall the information based on the text.	✓	
2	Multiple-Choice	C1	The question asks students to recall the information based on the text.	×	C <sub>2</sub>
3	Multiple-Choice	C4	The question asks students to determine the writer's intention in the sentence.	✓	
4	Multiple-Choice	C4	The question asks students to find the correct reference word by integrating it into the previous information.	✓	
5	Multiple-Choice	C1	The question asks students to recall the information based on the text.	×	C <sub>2</sub>
6	Multiple-Choice	C2	The question asks students to interpret how many days the writer spent his/her holiday.	✓	
7	Multiple-	C2	The question asks	✓	

	Choice		students to summarize how is the writer feeling after spending the holiday.		
8	Multiple-Choice	C1	The question asks students to recall the information based on the text.	✓	
9	Multiple-Choice	C1	The question asks students to recall the information based on the text.	✓	C2
10	Multiple-Choice	C1	The question asks students to recall the information based on the text.	✓	
11	Multiple-Choice	C1	The question asks students to recall the information based on the text.	X	C2
12	Multiple-Choice	C1	The question asks students to recall the information based on the text.	X	C2
13	Multiple-Choice	C2	The question asks students to infer where did the dialogue happen.	✓	
14	Multiple-Choice	C1	The question asks students to recall the information based on the text.	✓	
15	Multiple-Choice	C1	The question asks students to recall the information based on the text.	<del>X</del> ✓	<del>C2</del> m?
16	Multiple-Choice	C4	The question asks students to determine the correct verb to fill in the blank.	✓	
17	Multiple-Choice	C3	The question asks students to apply the correct sentence to fill in	✓	

			the blank.		
18	Multiple-Choice	C3	The question asks students to apply the correct question word to fill in the blank.	✓	
19	Multiple-Choice	C4	The question asks students to determine the correct conjunction to fill in the blank.	 X	C3
20	Multiple-Choice	C2	The question asks students to infer the reason why the Dina didn't have breakfast before going to school in that day.	✓	
21	Multiple-Choice	C1	The question asks students to recall the information based on the text.	<del>X</del>	<del>C1</del>
22	Multiple-Choice	C4	The question asks students to determine the writer's intention in the sentence.	✓	
23	Multiple-Choice	C2	The question asks students to infer the correct information about the song.	✓	
24	Multiple-Choice	C4	The question asks students to analyze the closest meaning of the bracketed word.	X	C2
25	Multiple-Choice	C1	The question asks students to recall the information based on the song.	✓	
26	Multiple-Choice	C1	The question asks students to recall the information based on the text.	✓	
27	Multiple-	C2	The question asks	✓	

	Choice		students to explain the reason why the writer didn't hang out with other neighborhood kids.		
28	Multiple-Choice	C2	The question asks students to summarize the purpose of the text.	✓	
29	Multiple-Choice	C2	The question asks students to infer the writer's feelings.	✓	
30	Multiple-Choice	C2	The question asks students to infer who is Josh Groban.	✓	
31	Multiple-Choice	C4	The question asks students to fill in the blank by integrating the correct sentence.	✓	
32	Multiple-Choice	C4	The question asks students to fill in the blank by using the correct adjective.	✓	
33	Multiple-Choice	C1	The question asks students to recall the information based on the dialogue.	✗	C2
34	Multiple-Choice	C1	The question asks students to recall the information based on the dialogue.	✓	
35	Multiple-Choice	C4	The question asks students to analyze the relationship between Noval and Indra based on the dialogue.	✓	
36	Multiple-Choice	C2	The question asks students to summarize certain	✓	

			information based on the dialogue.		
37	Multiple-Choice	C4	The question asks students to analyze the title of the song.	X	C1.
38	Multiple-Choice	C4	The question asks students to analyze the motivation that is given by the song.	✓	
39	Multiple-Choice	C1	The question asks students to recall the information based on the song.	✓	
40	Multiple-Choice	C4	The question asks students to find the correct referenced word by integrating it into the previous information.	✓	
41	Essay	C2	The question asks students to infer the answer using the information given in the text.	✓	
42	Essay	C1	The question asks students to recall the information based on the text.	✓	
43	Essay	C2	The question asks students to interpret how long the writer stayed in Bali.	✓	
44	Essay	C1	The question asks students to recall the information based on the text.	✓	
45	Essay	C1	The question asks students to recall the information based on the text.	✓	



Suggestions and comments:

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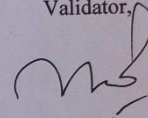
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Mataram, 15 Nov 2022

Validator,



Luh Sri Harasintawati, S-Pd.  
NIP - 19710130 199512 2 001

## Appendix 7: The Final Test Items



**DOKUMEN NEGARA  
SANGAT RAHASIA**



**KURIKULUM 2013**  
KURIKULUM 2013



**KOTA MATARAM**

**PENILAIAN AKHIR SEMESTER GENAP  
TAHUN AJARAN 2021/2022**

**Sekolah Menengah Pertama (SMP)**  
**Kamis, 9 Juni 2022**  
**07.30 - 09.30 Wita**

**BAHASA INGGRIS**  
**KELAS VIII**

**DINAS PENDIDIKAN KOTA MATARAM**  
**TAHUN 2022**



**PEMERINTAH KOTA MATARAM**  
**DINAS PENDIDIKAN**

Jl. Majapahit No. 14 Sekeloa Sekeloa Timur, Mataram 83125  
Bid. PNF : 649329, Bid. Kebudayaan 640826 Fax. 639608 Mataram 83125

**SOAL PENILAIAN AKHIR SEMESTER GENAP**  
**SEKOLAH MENENGAH PERTAMA (SMP) KOTA MATARAM**  
**TAHUN AJARAN 2021/2022**

Mata Pelajaran : Bahasa Inggris  
Kelas : VIII Kurikulum 2013  
Hari, Tanggal : Kamis, 9 Juni 2022  
Waktu : 07.30 – 09.30 Wita

**Petunjuk Umum !**

1. Isikan identitas Anda ke dalam Lembar Jawaban yang tersedia.
2. Tersedia waktu 120 menit untuk mengerjakan paket tes tersebut
3. Jumlah soal sebanyak 45 butir terdiri atas 40 butir soal pilihan ganda dengan 4 (empat) pilihan jawaban dan 5 butir soal uraian.
4. Periksa dan bacalah soal-soal sebelum Anda menjawabnya.
5. Kerjakan terlebih dahulu soal-soal yang dianggap mudah
6. Kerjakan pada lembar jawaban yang disediakan dengan bolpoint/pulpen yang bertinta biru atau hitam
7. Laporkan kepada pengawas, apabila terdapat lembar soal yang kurang jelas, rusak, atau tidak lengkap.
8. Tidak diizinkan menggunakan kalkulator, tabel matematika atau alat bantu hitung lainnya.
9. Periksalah pekerjaan Anda sebelum diserahkan kepada pengawas ujian

**Petunjuk Khusus !**

Pilihlah satu jawaban yang paling tepat dengan memberikan tanda silang (X) pada huruf A, B, C atau D pada Lembar Jawaban yang disediakan !

**Read the text for question no 1 to 4.**

Last week my class arranged a tour to Sendang Gila waterfall. We gather at six in the morning. A big bus was ready at school. We were all thirty-five. There were two teachers accompanied us. At half past six, we got into the bus and left for Sendang Gila waterfall.

Along the way, we sang cheerful songs and clapped, shouting and rejoicing also. We ate some snacks and drank soft drinks. Two and a half hours later, we arrived at Senaru village where the waterfall is located. Then, we started our journey to Sendang Gila water fall on foot. We stepped on about two- hundred stairs, 40 meters height, then we crossed a bridge above a valley. We followed the track along the river bank to reach the water fall. It made us exhausted.

Our sweat during the way was swept away by the cool breeze and the stunning view of the surrounding. The first water fall came from the cliff and the water fell to a big pond. The water from the big pond then fell to the ground and made a stream. The water was crystal clear and cool. Some of my friends jumped into the water and splash it to one another. I did not join them but took a lot of pictures in front of the water fall. I could feel water splash in the air and made my clothes damp. We spent three hours in Sendang Gila water fall before stepping back the track to reach the bus.

Then it's the time for us to return home from journey. We were very happy returning home. I myself enjoyed my picnic very much.

1. Where is the waterfall located?  
A. At Sendang Gila  
B. At Senaru village  
C. On the river bank  
D. Near the writer's school

2. What did the writer and friends do after arriving at Senaru Village?  
 A. Crossed a bridge above a valley  
 B. Spent three hours in Sendang Gila water fall  
 C. Took a lot of pictures in front of the water fall  
 D. Started the journey to Sendang Gila water fall on foot
3. "It made us exhausted". This sentence describes that the way to the waterfall is ...  
 A. nice C. tiring  
 B. scary D. horrible
4. "I did not join them but took a lot of pictures." The word "them" refers to ....  
 A. the writer C. the local people  
 B. the teacher D. the writer's friends

Read the text for question no 5 to 8.

Last year was an unexpected holiday for me. I didn't have any holiday schedule. But my father gave a surprise. He asked me to visit my uncle in Bima who had not met for two years.

I prepared everything needed. We went to Mandalika station to get the bus. Along the way, I saw such an amazing view from the bus. We arrived at my uncle's house after sitting ten hours more on the bus. I didn't expect my uncle and family to greet us. On the day, I had to take a rest for freshen my body after the long journey.

The second day there, my uncle asked me to go to the garden to harvest seasonal fruit called "garoso". We just walked on foot since the garden was not so far from my uncle's house. We passed a river to reach the garden. I amazed to see the water was so clear. Many people busy to washing and bathing. Some children looked very happy playing around. Everytime we met other people, they smiled at us. They were very friendly although we didn't know each other.

After a week there, we had to go back to Mataram. I felt very sad to leave the place, since I had many new friends who always asked me to play everyday. I got a lot of experience with them. I hope that I can visit them for the next school holiday.

5. What did the writer do at the first day?  
 A. He went to garden C. He played with new friends  
 B. He picked seasonal fruit D. He took a rest for freshen his body
6. How many days did the writer spend holiday in Bima?  
 A. five C. Seven  
 B. Six D. Eight
7. Based on the text above, we know that the writer ....  
 A. live in Bima C. was bored with the holiday  
 B. enjoyed the holiday D. didn't like playing with new friends
8. What did the writer think about the local people?  
 A. Friendly C. Annoyed  
 B. Arrogant D. Vicious



Read the text for question no 9 to 12.

Last holiday the English Club Extracurricular held a hunting tourist program. As it is still in pandemic situation, the teacher suggest to ask a representatives of each class to join it. Our first schedule was visiting Bukit Seger to enjoy the beautiful view of the new International Circuit of Mandalika then continued to the main program to practise our English by interviewing tourists around the art market in Kuta beach. There were twenty four of us including our teachers, Mrs. Yanti Mrs. Anisa and Mr. Sani.

Our friends, Caca and Danu guided us as tour leader. They explained everything around and told us the traditional story of Princess Mandalika in English. After an hour, we arrived at Bukit Seger. The view of the circuit from the height was very amazing. We didn't forget to take the pictures.

Before doing our main program, We went to the restaurant around kuta beach for having lunch. After that, we got a short briefing relate with the interview. We had one hour for this activities, then we all would gather at the parking lot again. We thought that it was a challenging moment since it was the first time for us to talk with tourists in order to practise our English.

On the way home, some of us felt sleepy. While the others enjoyed listening to the music. Most of all, we were very happy. Next, we hope that all members can join this program again.

9. What is the main program of the English Club?
  - a. Visiting bukit seger
  - b. Taking photo of the international circuit
  - c. Interview tourists for practising English
  - d. Having lunch at the restaurant around kuta beach
10. What do the writer and friends hope for the next ?
  - a. All members can join the same program again
  - b. They can enjoy the view of bukit Seger
  - c. They will go to International Circuit
  - d. They will have nice lunch together
11. How did the writer and friends feel about the program? They felt ...

A. worry	C. sleepy
B. happy	D. tired
12. How many students joined the hunting tourist program ? There were ... students.
 

A. 21	C. 23
B. 22	D. 24 ✓

The dialog below is for questions no 13 to 15.

- Dayu : Where did you go last holiday, Caca?  
 Caca : I didn't go anywhere. We just stayed at home since the pandemic still spread outside.  
 Dayu : I did the same to you. My parents didn't allow us to a crowded place.  
 Caca : It was so boring staying at home.  
           We studied from home for a long time then spent holiday at home too.  
           I want to have a normal school schedule again, where we can meet all our friends.  
 Dayu : How if we wait for them after this class? ✓  
 Caca : I think we can not do this. We must go home as soon as the class over.  
           That's the rule of our school to avoid the crowded.  
 Dayu : You are right. We just meet them online. I miss the time we gather in canteen.  
 Caca : Let's obey the health protocol in order to stop the spreading of this pandemic.



13. Where did the dialog happen?  
 A. At school  
 B. At canteen  
 C. At Caca's house  
 D. At Dayu's house
14. Why did Caca get bored with her holiday?  
 A. She studied all time when holiday  
 B. She met crowded everywhere  
 C. She couldn't meet Dayu  
 D. She just stayed at home
15. What should Caca and Dayu do to stop the spreading of the pandemic?  
 A. Go to crowded place  
 B. Gather in school canteen  
 C. Obey the health protocol  
 D. Wait their friends after class over

Complete the dialog below!

16. Mrs. Lina : Alfin, You weren't join the class yesterday.  
 Where did you go?  
 Alfin : I'm sorry Mrs. Lina. I had a headache so I just ----- at home yesterday.  
 Mrs. Lina : How is your feeling right now?  
 Alfin : It's better Mrs. Lina.
- A. stay  
 B. stays  
 C. stayed  
 D. staying
17. Zarril : Hi Beni! I've heard that you got accident two days ago.  
 Beni : Yes, that's right.  
 Zarril : What a pity! ----- ?  
 Beni : It happened on the way to Alif's house. When I was going to cross the street, suddenly a car hit me from beside. Luckily Ridho grabbed my hand quickly.
- A. What did you do  
 B. How did it happen  
 C. Where did it happen  
 D. Who were you with
18. Siti : Hi Edo! Have you submitted your writing task to Mr. Agus?  
 Edo : Yes, I have.  
 Siti : \_\_\_\_\_ did you submit it?  
 Edo : In the early morning before the English class.
- A. How  
 B. Why  
 C. When  
 D. Where
19. Raka : Congratulation, Doni! You are the best story teller in our school.  
 Doni : Thank you, Raka.  
 Raka : How long did you practise ----- joining the story telling competition?  
 Doni : I practised for about a week.
- A. or  
 B. and  
 C. after  
 D. before

This text is for questions no 20 to 22.

Last Sunday, my little sister, Dina, did something funny. She got up very late, at six. She ran to the bathroom. She thought she would be very late to school. She forgot it was Sunday. She took a very quick bath, got dressed, took her bag and ran off to school. She did not even have breakfast.

After walking for five minutes, she noticed that no other children going to school. She looked around the street, No one walked in uniform like her. Soon she realized it was Sunday! Before reached the school, she walked back home. We all laughed at her when she got home. She also laughed at herself. Then she changed her clothes, and went back to bed.



20. Why didn't Dina have breakfast before going to school at the day?  
 A. She was very full  
 B. She thought she would be very late  
 C. She spent long time to walk to school  
 D. The school gate had closed if she was late
21. Where did Dina realize that it was Sunday?  
 A. On the way to school  
 B. In the bathroom  
 C. At school  
 D. At home
22. From the text, we know that ...  
 A. Dina is a discipline student  
 B. Dina usually gets up late every day  
 C. The writer is Dina's younger brother  
 D. Dina's house is very far from her school

The text below is for question no 23 to 25.

*Mother, How are you today?  
 Here is a note from your daughter  
 With me everything is okay  
 Mother, How are you today?*

*Mother, don't worry, I'm fine  
 Promise to see you this summer  
 This time there will be no delay  
 Mother, How are you today?*

*I found the man of my dreams  
 Next time you will get to know him  
 Many things happened while I was away  
 Mother, How are you today?*

23. The song is dedicated for a ....  
 A. daughter  
 B. mother  
 C. friend  
 D. man
24. "Promise to see you this summer".  
 The word "see" has the closest meaning with ...  
 A. meet  
 B. text  
 C. greet  
 D. search
25. When does the girl promise to meet her mother?  
 A. today  
 B. Next year  
 C. Every time  
 D. This summer

The text below is for question no 26 to 29.

I was 12 years old when my family and I moved to a new neighborhood. I was starting my 6th grade in a new school, with new people and no friends. I was a quiet and shy person, so I never hung out with the other neighborhood kids. Before school had started, I had met a few people who were in the same grade as me. After that initial meeting, I never saw them again until the first day of school.

For the first day of school, I asked my mom to do my hair that morning so it would look nice. She did my hair in my regular hairstyle, five ponytails with the barrettes on the end. I arrived to school then went into my new classroom. Everyone stopped their conversation to turn and look at me. I looked around the classroom and noticed that all the females either had their hair in one ponytail or had it pressed and curled into a style. My hair was styled like the 3rd or 4th graders at that school. I was so embarrassed that I wanted to cry!



26. What did the writer do after she arrived at school?  
 A. She asked her mother to do her hair  
 B. She went into her new classroom  
 C. She looked around the classroom  
 D. She wanted to cry
27. Why didn't the writer hang out with other neighbourhood kids? Because she ...  
 A. was twelve years old  
 B. just move from other city  
 C. was a shy and quiet person  
 D. didn't have the same age friends
28. The purpose of writing the text is to...  
 A. tell how to make ponytail  
 B. inform the writer's activity  
 C. describe the writer's new school  
 D. retell the writer's past experience
29. How did the writer feel after she knew that she was different from her friends? She was ...  
 A. quiet  
 B. upset  
 C. annoyed  
 D. embarrassed

This text is for question no 30 to 32.

*You raise me up*  
**Josh Groban**

*When I am down, and, oh my soul so weary  
 When troubles come, and my heart burdened be  
 Then, I am still and wait here in the silence  
 Until you come and sit a while with me*

*You raise me up, so I can stand on mountain  
 You raise me up to walk on stormy seas  
 I am strong when I am on your shoulders  
 You raise me up more than I can be*

30. Who is Josh Groban?  
 A. a singer  
 B. a reader  
 C. a listener  
 D. a speaker
31. The song tells us that ... in life.  
 A. we must not care our family  
 B. we need others to be strong  
 C. we mustn't live in harmony  
 D. we need to wait for trouble
32. The song teaches us NOT to be ... if we have problems.  
 A. hopeless  
 B. optimis  
 C. strong  
 D. brave

This dialog is for question no 33 to 36.

Noval : You played the drums very beautifully at the school farewell party.  
 I haven't seen you play it before.

Indra : Thank you, Noval.

Noval : How many times did you practise before playing it?

Indra : Actually, I didn't have regular schedule to practise. Everytime I can play it.  
 Depend on my mood. I began playing it last year. One day I saw my cousin performing on the  
 drums very beautifully so I asked him to teach me.

Noval : It was your cousin who taught you play the drums?

Indra : Yes, aren't you interesting in playing it?

Noval : Honestly, yes, but nobody can teach me. What about your cousin?

Indra : Unfortunately, He is not here now. He is continuing his study in Bandung and has lived there with  
 his parents for six months. Anyway, why don't you attend a music course?  
 There is one near my house.

Noval : Good idea. Thank you.





33. When did Indra start playing drums?  
 A. Six months ago  
 B. Two years ago  
 C. One year ago *last year*  
 D. This year
34. What did Indra's cousin do in Bandung?  
 A. Performing on the drums  
 B. Being a course instructor  
 C. Continuing his study  
 D. Joining a course
35. What is the relationship between Noval and Indra? They are ...  
 A. twins  
 B. friends  
 C. families  
 D. brothers
36. From the dialog, we know that ....  
 A. Indra wanted to join drums course  
 B. Noval continuing his study in Bandung  
 C. Indra played drums beautifully at school farewell party  
 D. Noval and Indra joined the course together near Indra's house

This text is for question no 37 to 40.

I see trees so green, red roses too  
 I see them bloom for me and you  
 And I think to myself what a wonderful world

I see skies so blue and clouds so white  
 The bright blessed day, the dark sacred night  
 And I think to myself, what a wonderful world  
 The colour of the rainbow so pretty in the sky  
 Are also on the faces of people going by

I see friends shaking hands saying how do you do  
 They're really saying I love you  
 I hear babies crying, I watch them grow  
 They'll learn much more than I'll ever know

And I think to myself, what a wonderful world  
 Yes I think to myself, what a wonderful world  
 Yes I think to myself, what a wonderful world

*Ada 2.  
 buku paket.*

37. What is the title of the song?  
 A. The bright blessed day  
 B. What a wonderful world  
 C. Friends shaking hands  
 D. The colour of rainbow
38. The song motivates us to be ...  
 A. ambitious  
 B. hopeless  
 C. pessimist  
 D. optimist
39. How does the writer describe the colour of the rainbow in the song?  
 A. pretty  
 B. white  
 C. green  
 D. red
40. "I hear babies crying, I watch them grow" The word "them" refers to ...  
 A. writer  
 B. friends  
 C. babies  
 D. people



### Essay Test

#### Answer questions no 41 to 43 based on the text.

Last year, my family and I spent holidays in Bali. We directly went to the hotel from Ngurah Ray airport. We stayed three nights in a hotel in Denpasar. We visited some favorite places there like Bedugul, Jimbaran and Safari Marine Under Park.

On the first day, we visited Bedugul. We rented a motorboat to surf Lake Bratan. We enjoyed the activity very much. After that, we took photo of beautiful panorama around the lake.

On the second day, we went to Jimbaran. It is a famous beach located on the south of Denpasar. My father asked us to enjoy grilled fish on Jimbaran Beach. My mother bought some fish in a market there, then, we rented a place that grilled the fish. The grilled fish was really delicious.

On the last day we went on our travel to Safari Marine Under Park. It is located in Gianyar. My brother liked to feed some animals there like: elephant and camel. In the afternoon, we went home to Lombok.

That was an unforgettable moment for me. My sister hopes that next year we will visit some other nicer places in Bali.

41. How did the writer and family go to Bali?
42. What did they enjoy at Jimbaran beach?
43. How long did the writer and family stay in Bali?

#### Answer question no 44 and 45 based on the dialog!

Dani : Why didn't you camp last week? We were happy as we did many attracting activities at the campsite

Edo : Actually I was interested in joining, but my parents didn't allow me. I've got asthma and they worry if I have a relapse during the camp.

Dani : You have asthma?

Edo : Yes, I have suffered it since I was in the fourth grade of elementary school.

Dani : I'm sorry to hear that. Hope you recover quickly.

Edo : Thanks

44. Why didn't Edo's parents allow him to join the camping activity?
45. What does Dani hope for Edo?