

A THESIS
AN ANALYSIS OF ENGLISH NATIONAL FINAL EXAM (UAN)
FOR JUNIOR HIGH SCHOOL
VIEWED FROM SCHOOL BASED CURRICULUM (KTSP)

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A4C006020

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MOTTO & DEDICATION

Holly Love is a great power to get rid of obstacles,

To strengthen in hesitation,

And to make the dreams come true

(Hastuti)

The deepest thanks to :

God, my husband, and my family for the love you give

This Thesis is dedicated to the people I love :

1. My beloved husband and children, who have motivated me and supported me to do this thesis.
2. My great family : My sister and my sisters in law who have supported me with good attention.

ACKNOWLEDGEMENT

Praise God the Almighty, who has given strength and true spirit so this thesis on “ An Analysis of English National Final Exam (UAN) for Junior High School Viewed from School Curriculum (KTSP) ” completed.

UAN is intended to test the competencies stated in the curriculum and therefore, UAN material must cover the lesson's material which is based on the syllabus. The syllabus must be based on the curriculum.

KTSP which is school oriented, based on teacher's creativity and the condition of local potential seems to be contradictive with UAN which is centralistic. Therefore, the doubt about UAN whether the competencies tested in UAN match with the competencies in KTSP is unavoidable. As a new curriculum, KTSP needs to be studied thoroughly in order to evaluate its weak points.

The writer hopes that the result of the study can be used as information for giving an input to The Department of National Education whether the new Curriculum has been well applied in National Final Examination for Junior High School 2006 / 2007 and 2007 / 2008. The teachers, the students, the stake-holder can understand better about the application of KTSP in UAN material, therefore they are hoped to be able to do their job appropriately based on the KTSP.

On this occasion, the writer would like to thank all those people who have contributed to the completion of this research report.

The deepest gratitude and appreciation are extended to Dr. Suwandi MPd, the writer's advisor who has given his continuous guidance, correction, moral support, advice and suggestions, without which it is doubtful that this thesis came into completion.

The writer's deepest thank also goes to the following :

1. Dra. Deli Nirmala, M Hum as the secretary of the Linguistics Program
2. Dr. Dwi Anggani Linggar Bharati MPd
3. Drs. Suharno, MSc as the examiner of thesis proposal examination

who have given their advice and suggestions.

The writer realizes that this thesis is still far from perfect. She, therefore will be glad to receive any constructive criticism and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful to the reader who wishes to know about School Curriculum (KTSP), and to understand a little bit more about English National Examination (UAN).

Semarang, June 2009

Hastuti Handayani

CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is in my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, June 2009

Hastuti Handayani

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ABSTRACT

This research is to find out whether the English UAN for Junior High School 2006/2007 and 2007/2008 are really constructed based on The Content Standard and to find out whether the material of the English UAN for Junior High School 2006/2007 and 2007/2008 match with the Competencies of the English Syllabus for Junior High School in Semarang.

This Research is Descriptive and Content Analysis. It was conducted from April 2008 to December 2008.

The main Data of this research is the material of English UAN for Junior High School 2006/2007 and 2007/2008. The units of analysis of this research are sentences and texts. The Technique of Collecting these Data is library / documentary technique / study.

Supporting data were taken by using questionnaires and interviewing 36 English Teachers of 24 Junior High Schools in Semarang, with and without intervention from the researcher. The technique of collecting these data is Field study.

To analyze the data, Item Analysis (Content Analysis) is used. The instrument used to analyze the data is the Matrix of the Competence Standard and Basic Competence of English Syllabus for Junior High School in Semarang which cover Discourse Competence in Reading, Writing, Speaking and Listening skill.

The result of this study revealed that most of the materials of The English National Final Examination for Senior High School 2006/2007 and 2007/2008 match with the Content Standard and match with the Competencies of the English Syllabus for Junior High School in Semarang.

Although the English UAN is a written test, The UAN of 2006/2007 contains competencies for all skills, and there are 5 items of the UAN material of 2006/2007 that do not match with the syllabus and the Content Standard. The UAN of 2007/2008 contains Reading and Writing skills only, and it matches with the syllabus and the Content Standard.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah UAN bahasa Inggris untuk SMP tahun 2006/2007 dan 2007/2008 disusun berdasarkan Panduan Kurikulum Tingkat Satuan Pendidikan (Standard Isi) serta sesuai dengan kompetensi yang ada dalam Silabus bahasa Inggris untuk SMP di Semarang.

Penelitian ini bersifat kualitatif, dan metodenya Deskriptif serta Content Analisis.

Penelitian ini dilakukan dari bulan April 2008 sampai dengan Desember 2008. Data utama dari penelitian ini adalah materi soal UAN Bahasa Inggris SMP tahun 2006/2007 dan 2007/2008 . Unit analisis adalah kalimat dan teks. Teknik Penyediaan data ini adalah Teknik Kepustakaan / Dokumenter.

Data Penunjang didapat melalui kuesioner dan wawancara terhadap 36 guru bahasa Inggris SMP dari 24 SMP di Semarang. Sebagian dilakukan dengan intervensi peneliti, dan sebagian yang lain tidak.

Untuk menganalisis data digunakan Item Analisis. Instrument untuk menganalisis data adalah Kisi-kisi Standard Kompetensi dan Kompetensi Dasar yang meliputi Kompetensi Wacana dalam empat skill dalam silabus bahasa Inggris untuk SMP di Semarang.

Hasil Analisis diketahui bahwa sebagian besar soal materi UAN Bahasa Inggris sesuai dengan Panduan Kurikulum Tingkat Satuan Pendidikan (Standard Isi) serta sesuai dengan kompetensi yang ada dalam Silabus bahasa Inggris untuk SMP di Semarang, Walaupun UAN Bahasa Inggris hanya mengetes secara tertulis, namun kompetensi yang diujikan dalam UAN 2006/2007 meliputi 4 skills, yaitu Reading, Writing, Speaking dan Listening. Selain itu, terdapat 6 nomer soal UAN 2006/2007 yang tidak sesuai dengan Syllabus dan Standard Isi. Sementara UAN 2007/2008 meliputi skill Reading dan Writing saja telah sesuai dengan syllabus dan Standard Isi.

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is one of the important factors of the development process of every country. In Indonesia, according to the Law number 20, 2004 education is a consciously planned effort to develop all potentials of the students through learning process. The aim of education is to develop the students' potential so that they have the strength of spirit, religion, self control, personality, intelligence, good spirit and skills needed as a member of the society. To achieve the honored education aim, a curriculum which is a set of plans and rules of the aim, content and material and learning method have been made.

Curriculum is used as a guidance in every learning activity to achieve the determined aim. To see the level of achievement, it needs evaluation. Therefore, the evaluation of education is one of the main components which can not be separated from education plan.

According to [http : // kesadaransejarah.blogspot.com /2007/11/ kurikulum- pendidikankitahtml](http://kesadaransejarah.blogspot.com/2007/11/kurikulum-pendidikankitahtml), curriculum in Indonesia has been changed from time to time.

Curriculum 1975 emphasized the objective that education can be more efficient and effective. It was influenced by MBO (Management By Objective) concept, which was common at that time. The method, material, and the aim of teaching were explained in The Procedure of Instructional System Development (

PPSI). “Unit of lesson” was very common; it was a lesson plan for every topic as unit. Every lesson unit must cover general objective, specific instructional goal (TIK), material, instrument, learning-teaching activity, and evaluation. This curriculum had got a lot of criticism, because it made teachers lose their time to write the target which should be achieved in every learning activity. Therefore, in 1984 the government changed the curriculum to curriculum 1984.

Curriculum 1984 brought the process of skill approach. Although the emphasis was on the process approach, the goal factor was still important. This curriculum was often called ” The completion of curriculum 1975”. Students were placed as a learning subject, from observing something, dividing into group, discussing, and reporting. This model was called Student Active Learning (CBSA). This curriculum had a lot of weaknesses when it was applied nationally, and finally it was changed to curriculum 1994

Curriculum 1994 was only an effort to combine the previous curriculums, but the combination between the process and the goal was not successful. It got a lot of criticism due to the big burden the students had got, such as the material capacity which was adapted to each region’s needs, such as Arts, Region skill etc. Variety of societies insisted to fill the certain issues in the curriculum. Therefore, curriculum 1994 became a very dense curriculum. After the fall of Suharto’s regime, Supplement Curriculum was issued, but it was only fixing some materials. Therefore, in 2004 another curriculum was set up which was called as Competence Based Curriculum (CBC) or Kurikulum Berbasis Kompetensi (KBK).

In KBK, competence is the main objective that should be achieved by students, but hesitation appeared, when it was connected to the student competence measurement instrument, the material of the Final National Exam with multiple choice form. If the competence target would be achieved, the evaluation should be more practical or in essay form that enables the teacher to measure the students' understanding and competence. Although it had just been tried out, many schools in Java and outside Java had applied KBK, and the result was not satisfying. Teachers did not understand what the competence was.

At the beginning of 2006 The Try Out of KBK was stopped. It was changed by School-based Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP). KBK is the basic design of KTSP, it can be said that KTSP is the completion of KBK. It is similar to KBK in the content, the process of competence target achievement, and the evaluation technique. The main difference is the teachers are given freedom to plan teaching material in accordance with the environment and the students' condition and school's conditions. The Graduate Competence Standard (SKL), Competence Standard and Basic Competence (SK/KD) in every lesson for every unit of education are all determined by The Department of National Education. The development of learning instrument such as syllabus and assessment system is in the authority of unit of education (school) under the coordination and supervision of the Regional / City Government

Based on the Government Regulation number 19, 2005, language education should develop the language competence with special emphasis on reading and writing according to the literacy level set up for every level of education. The

Curriculum contains Competence Standards with its ultimate goal to participate in discourse or to communicate ideas, feelings etc. in spoken and written English accurately, fluently, and in acceptable manners (BSNP,2006).

The Chief of The Education National Standard Board (BSNP) Yunnan Yusuf said in <http://www.atmajaya.ac.id/content> that KTSP is continuously examined, and hopefully all schools will be able to implement it in 2009.

The Deputy of the Head of National Education Department Bandung also stated in <http://riyanafirly.wordpress.com/2006/11/25/ktsp-terbuka-untuk-mulok/>, that although schools are still permitted to use KBK curriculum, but in 2009 all schools must have already implemented KTSP . KTSP should also be developed in accordance with the cultural context where the schools take place.

KTSP is unwisely responded by education holders. There are still a lot of opinions that the new curriculum is different from the previous one (KBK). This opinion created refusal and psychological rejection to the changes. It is admitted that the change of curriculum has spent a lot of time, finance and energy, and it takes a long process. However, many teachers and students are still confused in using this curriculum (Sutrisno,et al, 2008).

The indicators of the achievement of the objective stated in KTSP can be seen from the result of National Final Examination

(<http://riyanafirly.wordpress.com/2006/11/25/ktsp-terbuka-untuk-mulok>)

The National Final Examination (UAN) is the instrument of the National Education evaluation which was set up by The Education National Standard Board (BSNP) .

It has been stated by Education Master from Atmajaya University Jakarta, M Marcellino that KTSP which is school oriented, based on teacher's creativity and the condition of local potential seems to be contradictive with UAN. UAN, which is centralistic, hinders the school autonomy in developing its curriculum (<http://www.atmajaya.ac.id/content>)

UAN has to test the competencies stated in the curriculum because UAN material must cover the lesson material which is based on the syllabus. The syllabus must be based on the curriculum.

KTSP, which is school oriented, seems to be contradictive with UAN which is centralistic. As a new curriculum, KTSP has certainly many things to be criticized and analyzed.

By looking at the weak points of KTSP stated above, some problems can be stated as follows :

1. What Competencies are covered in English UAN for Junior High School 2006/2007 and 2007/2008 ?
2. Whether English UAN for Junior High School 2006/2007 and 2007/2008 are really constructed based on the Content Standard of KTSP ?

B. Purposes of the Study

The purposes of this research are :

1. To find out whether the competencies of the English UAN for Junior High School 2006/2007 and 2007/2008 match with the Competencies in English syllabus of Junior High School in Semarang.

2. To find out whether the English UAN for Junior High School 2006/2007 and 2007/2008 are really constructed based on the Content Standard of KTSP.

This research is trying to add an insight to the education stake-holder, mainly the teachers by showing the result of the implementation of KTSP through the English UAN material for Junior High School 2006/2007 and 2007/2008.

I hope the result of the study can be used as information for giving an input to The Department of National Education whether the new Curriculum has been well applied in National Final Examination for Junior High School 2006 / 2007 and 2007 / 2008.

Realizing this, the significances of the study are :

1. The teachers can understand better about the application of KTSP in UAN material, therefore they are expected to be able to do their job appropriately based on the KTSP.
2. The students will not be afraid of the material of UAN because the teachers can explain them about the application of KTSP on UAN
3. It can be used as information for the society (parents and stake-holders)

C. Scope of the Study

The focus of this research is limited to the Competencies covered in English National Final Examination (UAN) for Junior High School in 2006/2007 and 2007/2008. There are 2 kinds of materials, A and B in each UAN. They are not different in competencies, just the sentences were made

differently. They were made to avoid cheating that was probably done by students. The material A and B are given alternately to the students. So, there is no material which is the same for the students who sit side by side. In this research, the UAN 2006/2007 B and the UAN 2007/2008 A are used.

The UAN material will be analyzed based on the Competence Standard and Basic Competence of English Syllabus for Junior High School in Semarang arranged by Lesson Teachers Board (MGMP). The writer also analyzes whether the UAN material based on the aspects of the Content Standard of KTSP or not.

D. Method and Steps of Research

The method of this research is descriptive research. Descriptive research means to describe systematically a situation or area of interest factually and accurately (Isaac et.al,1987:42). Beside Descriptive, this research is also Content Analysis since it takes content to be inherent in a text. This is based on the definition stated by Carney (1972:19).

The Data of this research are the material of English UAN for Junior High School 2006/2007 and 2007/2008, they are also the object of this research. The units of analysis of this research are sentences and texts.

The Techniques of Collecting Data is library / documentary technique / study; that is collecting data from written sources as the document as well as in other form such as books, newspapers etc (Nawawi et.al, 1992:69). The main data is English UAN material for Junior High School 2006 / 2007 and 2007 / 2008

which were already available in schools. Supporting data were taken by using questionnaires and interview from 36 English Teachers of 24 Junior High Schools in Semarang to strengthen the analysis result of the main data

In this research, the population is all English National Written Final Examination for Junior High School from the time KTSP firstly applied until this research finished (The English UAN of 2006/2007 and 2007/2008). They are also taken as sample.

To analyze the data, Item Analysis (Content Analysis) is used because It revealed the content of KTSP inherently with the text of the English UAN by analyzing the tested competencies in UAN whether they match with the competencies in KTSP . Every item in English Final Examination (UAN) is analyzed.

The instrument used to analyze the data is the matrix of the Competence Standard and Basic Competence of the English Syllabus for Junior High School in Semarang, which cover Discourse Competence in Listening Skill , Speaking skill, Reading skill, and Writing skill.

E. Underlying Theory

In this section the writer discusses briefly the theories which are related to the topic. For analyzing the data, the writer uses the matrix of Competence Standard and Basic Competence of KTSP which covers Discourse capability, meaning capability to understand and/or to produce text, both in written and/or orally which is realized in 4 language skills : listening, speaking, reading, writing. The

competence also covers variety of short functional texts, monologues and essays in Genre : procedure, descriptive, recount, narrative, and report form. Therefore in this section, the writer describes type of tests, English National Final Examination (UAN), Curriculum, School-based Curriculum (KTSP) ,Syllabus, Discourse, Text, Short Functional Text, Text type (Descriptive, Narrative, Recount, Report, and Procedure), Transactional and Interpersonal Conversation. These related theories will be explained in detail in the next chapter.

F. Organization of the Writing

To create a systematic writing, the writer will present the writing outline as follows :

Chapter I : Introduction

This chapter consists of background of the study, scope of the study, purpose of the study, method and step of the research, underlying theory, and the organization of writing.

Chapter II : Review of the Literature

Every detail of the theory used in this research is explained in this chapter, including the previous research, Test, Assessment, Evaluation, Examination, Curriculum, Syllabus, KTSP, UAN, Discourse, Text, and Genre

Chapter III : Research Method

This chapter describes the research method used in this research. It consists of type of research, time and place of the

research, method of collecting data, population and sample, research variable, and technique of analyzing data, Research Method, and Data Analysis Result Presentation.

Chapter IV : Findings and Discussions

This chapter contains the findings of the research and discussions of all numbers of the English UAN

Chapter V : Conclusions and Suggestions

This chapter is a closing chapter that contains conclusions of this research and suggestions.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Research

So far , there are only a few studies concerning KTSP for it is a new curriculum that has just been applied for 2 years only. The previous studies dealing with the implementation of KTSP in Primary School, Junior High School and Senior High School in Jambi was done by Sutrisno and Nuryanto in 2008 , and the teacher's problems in the implementation of KTSP in Junior High School in Semarang was done by Agustina Dian in 2008.

1. “ The implementation of KTSP in Primary School, Junior High School and Senior High School in Jambi ” by Sutrisno and Nuryanto (2008)

The result shows the positive and the negative points of KTSP. The positive points are :

- a. As a curriculum that stresses the previous curriculum, it is not necessary to hold a public try-out. KTSP is applied in schools which are ready and have good supporting aspects.
- b. It is applied in schools which adapts the local condition.
- c. It pushes school's autonomy in carrying out education
- d. It pushes the teachers, the head master and school management to enhance their creativity in holding educations program

- e. KTSP enables every school to develop a particular lesson which is acceptable for students' needs
- f. KTSP gives a wider chance to schools to develop their curriculum based on their needs.

While the weak points of KTSP are :

- a. It lacks competent human resources who are able to interpret KTSP in every education unit.
- b. It lacks facilities that support infrastructures to complete the implementation of KTSP
- c. There are still many teachers who do not understand about the arrangement and the implementation of KTSP

2. “The English Teachers’ Problems in The Implementation of School Curriculum ” by Dian (2008)

This study was about the English teachers’ problems in the implementation of School Curriculum in Junior High Schools in Semarang.

The result showed that there were still teacher’s less understanding about the School Curriculum. Moreover the common problem that tend to be faced by the teachers was mostly the inability to understand the content of the School Curriculum because of the lack of sosialization of School Curriculum to the teachers (Dian,2008)

B. Underlying Theory

According to Berelson (1971) The Units of Content Analysis are Word, Theme, Character, and Item. The unit most frequently used in Content Analysis is **item**, i.e., the whole “natural” unit employed by the producers of symbol material.

According to Nitko (1983) one of the important things of Item Analysis , is areas of curriculum improvement. If particular kinds of items are repeatedly difficult for pupils, or if certain kinds of errors occur often, perhaps the problem extends beyond the individual teacher. A more extensive curriculum revision may be needed. Item analysis data are helpful in identifying specific problems.

According to Carney (1972:18) Content Analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use.

Carney (1972:19) also stated that there are 3 kinds of definitions of Content Analysis :

1. Definition that takes content to be inherent in a text
2. Definition that takes content to be a property of the source of a text
3. Definition that takes content to emerge in the process of a researcher analyzing a text relative to a particular context.

For this research, Content Analysis is applied based on the definition number 1 which is more applicable to this research.

The English National Final Examination (UAN) is one of the research’s variables. The word ‘ examination’ is often used interchangeably from a test,

measurement, assessment, and evaluation. In this part, those terms will be explained in detail as follows :

1. Test

The English UAN is a kind of summative test, therefore it is better to know further what test is .

Brown (2004) states that a test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain. A test is first a method. It is an instrument - a set of techniques, procedures, or items – that requires performance on the part of the test-taker. Second, some tests measure general ability, while others focus on very specific competencies or objectives. Third, a test measures individual's ability, knowledge or performance. Fourth, a test measures performance, but the results imply the test taker's ability or to use a concept common in the field of linguistics, competence. Most language tests measure one's ability to perform language, that is, to speak, write, read, or listen to a subset of language. Finally, a test measures a given domain. A well-constructed test is an instrument that provides an accurate measure of the test-taker's ability within particular domain.

An educational test is defined as a systematic procedure for observing and describing one or more characteristics of a person with the aid of either a numerical scale or a category system. Certain test may yield measurements (cf. Cronbach in Nitko ,1986:6).

Another example of a testing program designed to assess group rather than individuals is the National Assessment of educational progress (Tylor et.al in Nitko,1983:6).

Besides test, there are some terms which are similar in use such as Measurement, Evaluation, Assessment, and Examination.

2. Measurement

Measurement is a procedure for assigning numbers (usually called scores) to a specified attribute or characteristic of persons in such a manner as to maintain the real world relationship among the persons with regard to the attribute being measured. For example, if you are a better speller than I, a spelling test design to measure our spelling ability should result in your score (i.e., your measurement) being higher than mine. For many of the characteristics measured in education and psychology the “procedure” is to count the number of correct answers or number of points earned on a test. (Lord et.al in Nitko,1983:5)

While Tuckman (1975:12) states that measurement is a broad term that refers to the systematic determination of outcomes or characteristics by means of some sort of assessment device. Testing is a less specific term that has typically been taken to mean educational measurement. More specifically a test can be considered to be a kind or class of measurement device typically used to find out something about person. A test is sometimes taken to mean an instrument that is used to obtain data on which a person is “judged”, in the most individual sense of term.

3. Assessment

Brown (2004:4) states that tests are prepared administrative procedures that occur at identifiable times in curriculum when learner master all their faculties to offer peak performance, knowing that their responses are being measured and evaluated. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Tests are a subset of assessment; they are certainly not the only form of assessment that a teacher can make. Tests can be useful devices, but they are only one among many procedures and tasks that teacher can ultimately use to assess students

According to Brown (2004:5) there are 2 kinds of assessments : Formal and Informal Assessment. Informal assessment can take a number of forms, starting with incidental, unplanned comments and responsive, along with coaching and other impromptu feedback to the students. Informal assessment does not stop there, on the other hand, formal assessment are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. Is formal assessment the same as a test? We can say that all tests are formal assessment but not all formal assessment are testing.

Two functions are commonly identified in the literature formative and summative assessment. For all practical purposes, virtually all kinds of informal assessments are or should be formative. Formative Assessment is evaluating students in the process of “forming” their competence and skills with the goal of helping them to continue that growth process. The key to such formation is the delivery (by teacher) and internalization (by the student) of a appropriate

feedback on performance, with an eye toward the future continuation (or formation) of learning. Summative Assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives, but does not necessarily point the way to future progress. Final exams in a course and general proficiency exams are examples of summative test

4. Evaluation

Evaluation is the notion that the value or worth of someone or something is to be judged. Evaluation then involves judgment. Judgment may or may not be based on test. Clearly, evaluation does occur in the absence of test, measurement, or other objective information (Nitko,1983:7)

While Tuckman (1975:12) states that evaluation is a process wherein the parts, processes, or outcomes of a program are examined to see whether they are satisfactory, particularly, with reference to the program's stated objectives, our own expectation, or our own standards of excellence. The assessment of a program's outcome or results is facilitated by measurement. In other words, test may be used constructively in the process of evaluation. Essentially, tests are tools that are useful in a number of processes such as evaluation, diagnosis, or monitoring.

5. Examination

Examinations (or exams for short) are tests which aim to determine the ability of a student. Exams are usually written tests, although some may be practical or have practical component, and vary greatly in structure, content, and difficulty depending on the subject, the age group of the tested person. (<http://en.wikipedia.org/wiki/examination>)

Examination is a special test to see how good somebody is at something.

Examination is a formal test to show the ability of a student. A student who passes an exam may get a certificate or diploma (<http://simple.wikipedia.org/wiki/exam>)

6. National Final Examination (UAN)

The information about the success of education evaluation can be seen from the instrument of the evaluation whether it is appropriate and can measure every aim. Irrelevant instrument causes inaccurate measurement. The instrument is called a Test (Brown, 2004)

National Final Exams (UAN) is one of the evaluation instruments to see the achievement of the student's competencies held by Indonesian Government through The Education National Standard Board (Badan National Standard Pendidikan or BSNP). It is also an instrument to measure the level of education's aim achievement. Curriculum's objective is the measurement of the education quality.(lccptc,2008). The indicators of the achievement of the objective stated in KTSP can be seen from the result of The National Final Examination (<http://riyanafirly.wordpress.com/2006/11/25/ktsp-terbuka-untuk-mulok/>)

UAN for Junior High School in 2006/2007 covers 3 subjects : Mathematics, Indonesian, and English. The UAN 2007/2008 covers 6 subjects : Mathematics, Indonesian, English, Physics, Chemistry, and Biology. All schools in all over Indonesia have the same examination material. English UAN for Junior High School in 2006/2007 and 2007/2008 are in Multiple Choice form.

UAN has to test the competencies stated in the curriculum because UAN material must cover the lesson's material based on the syllabus. The Syllabus must be based on the curriculum. Therefore all items of UAN material should match with KTSP.

7. Curriculum

Curriculum is an instrument to achieve the goal of education. Curriculum covers program focus, instruction media, material organization, learning strategy, class management, and the role of the teacher (Arieh Lewy in Lccptc. 2008)

A curriculum in a school context refers to the whole body of knowledge that children acquire in schools (Richards, 2001:39), while Rodgers (1989) in Richards (2001 :39) comments :

Curriculum is all those activities in which children engage under the auspices of the school. This includes not only what people learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities.

Celce -Murcia (2000) defines that a curriculum is a document of an official nature, published by a leading or central educational authority in order to serve

as a framework or a set of guidelines for the teaching of a subject area – in our case of language – in a broad and varied context.

BSNP (2006:1751) defines : “ Curriculum is a set of plan and arrangement of objective, content, and lesson material, and also manner that is used as the guidance of learning activities to achieve the aim of education “.

Curriculum is used as a guidance in every learning activity to achieve the determined aim. To see the level of achievement, it needs evaluation. Therefore the evaluation of education is one of the main components which can not be separated from education plan.

8. Syllabus

Syllabus is a more particularized document that addresses a specific audience of learners and teacher, a particular course of study or a particular series of textbooks. Ideally in this sense, a curriculum should be implemented through a variety of syllabuses and each of these syllabuses should be compatible with the overall curriculum (Celce-Murcia, 2000:185)

Richards (2001:2) states that a syllabus is a specification of the content of a course of instruction and list what will be taught and tested.

Feez et.al (2002) define :

A Syllabus is an explicit and coherent plan for a course of study. The syllabus is a guide or map for the teacher and the learners which may need to be altered once the course commences. A syllabus is constructed by selecting and sequencing content, based on explicit objectives. It is a public document, usually prepared by teachers and negotiated with learners. It specifies what is to be taught in any particular course of study

BSNP (2006:1751) defines :

Syllabus is learning plan on one or group of lesson / certain theme which covers Competence Standard, Basic Competence, main material of learning, learning activities, indicator, assessment, time allocation and source / material/ tool of learning. Syllabus is **spelling out** of the Competence Standard and the Basic Competence into main material/learning, learning activities, and the indicator of competence achievement for assessment.

9. School – Based Curriculum (KTSP)

As mentioned in Chapter I , 2006 curriculum is called School- based curriculum which is in Bahasa Indonesia called Kurikulum Tingkat Satuan Pendidikan (KTSP). It replaced the curriculum 2004 which was based on competence (KBK). It is the main basis for every education institution in Indonesia to arrange their own syllabus for teaching and learning. It consists of socialization, Competence Standard and Basic Competence, syllabus, and also lesson plan.

KTSP as a new curriculum is a new paradigm in education world in Indonesia. It gives place for democratization to determine the education curriculum which is appropriate to the community context where the schools take place, financial context, human resources and other things of the Schools, so that the potential of each school can be optimized, and there is competition among schools. With KTSP, each school can make their own syllabus, curriculum and indicators. Although determining their own syllabus, the competence standard and the content has to be accordant with Education National Standard Board (BSNP) (<http://www.erlangga.co.id/index>).

KTSP is based on Law number 20, 2003 about National Education System and The Rules of Government of Republic of Indonesia number 19,2005 about The National Education Standard. It is applied in Primary School, Junior High School, Senior High School and also the Vocational School, arranged by unit of education based on the Content Standard (Standard Isi) and Passing Standard Competence (SKL) also according to the guidance arranged by The Education National Standard Board (BSNP). It is based on The Rule of Minister of National Education number 24,2006. Its arrangement involves teachers, employees and also The School Committee, with the hope that KTSP will reflect the aspiration of people, environment situation and condition, and the people's needs.

The characteristics of this curriculum according to Sutrisno et.al (2008) are :

- a. The learning result is realized through ability or competence that can be performed.
- b. All students have to achieve all the basic competencies
- c. The students' speed of learning are not the same
- d. Assessment using criteria guidance :
 - 1) There is remedial program, enrichment, and acceleration.
 - 2) The teachers design the students' learning experience.
 - 3) Teachers are facilitators
 - 4) Learning process covers affective aspects integrated into all fields of study.

Sutrisno et.al (2008) also states that as a concept and also as a program, KTSP has characteristics as follows :

- a. KTSP emphasized on the student's competence achievement. In KTSP , the students are formed to develop knowledge, understanding, ability, value, attitude and wants to be skilled and independent person.
- b. KTSP is learning process and variety oriented.
- c. Learning process uses various approaches and methods

- d. Teachers are not the only source, but the other educative sources are included
- e. Assessment emphasize the process and the result of study to achieve a competence.

The Documents of The School-Based Curriculum (KTSP)

There are 2 documents, they are Document I and Document II.

Document I

The Document I is KTSP which generally relates to the school. It consists of :

Chapter I . Introduction

Chapter II . Education goal

- 1) Education goal (Based on the education level)
- 2) School Vision
- 3) School mission
- 4) School Goal

Chapter III. Structure and Curriculum content

Chapter IV. Education Calendar

Document II

The Document II is KTSP that relates to certain subject, for example English, Mathematics, Geography etc. It is also called Content Standard (Standard Isi) which consists of :

- a. Syllabus and Lesson plan of the Competence Standard and the Basic Competence are developed by Central Government
- b. Syllabus and Lesson plan of the Competence Standard and the

Basic Competence are developed by School (Mulok, extra lesson)

In KTSP Document, there is **The Government Regulation number 19, 2005 about Education National Standard** that contains :

- b. Education National Standard is minimal criteria about education system in all over Indonesia
- c. Education National Standard domain covers :
 - 1) Content Standard (Standard Isi)
 - 2) Process Standard
 - 3) Graduate Competence Standard (SKL)
 - 4) Educator Standard
 - 5) Standard of means and infrastructures
 - 6) Management Standard
 - 7) Finance Standard
 - 8) Education Assessment Standard

Some elements of KTSP that relate to the analysis of this study are :

a. Content Standard (Standard Isi)

The Content Standard is a guidance to develop school-based curriculum :

- 1) Content Standard covers material and competence level that are filled in the conditions of Graduate Competence, lesson material competence and syllabus that must be fulfilled by the students in particular kind and level of education.

- 2) Content Standard contains the basic frame and the structure of curriculum , learning burden, school-based curriculum, and education calendar

b. Graduate Competence Standard (SKL)

- 1) Qualification of graduate's capability which covers attitude, knowledge, and skill.
- 2) It is used as an assessment guidance in deciding the student's passing of unit education.
- 3) It encompasses competence for all subjects of learning, or group of subjects of learning
- 4) Graduate Competence Standard for Subject of Language emphasizes Reading and Writing Competence that appropriate with level of education

c. Education Assessment Standard

It is Education National Standard that relates to mechanism, procedure, and assessment instrument of result study of the students.

National Final Exams (UAN) is one of the assessment instruments of the result study of the students to see the achievement of the student's competencies

d. Syllabus Development

In School-based Curriculum (KTSP) , syllabus development can be created by

The Syllabus is arranged based on the Content Standard; it contains Lesson Identity, Competence Standard and Basic Competence, Learning Material, Learning Activities, Indicator, Assessment, Time Allocation and Sources. Therefore the Syllabus , basically answers problems as follows (the explanation of each number of the columns in the syllabus) :

- 1) What competencies should be achieved by students according to The Content Standard (Competence Standard and Basic Competence)
- 2) What Learning material should be discussed and learned by the students to achieve the Content Standard .
- 3) What learning activities should be created by the teacher to enable the students interact with learning sources
- 4) What indicators should be formulated to know the target achievement of the Competence Standard and the Basic Competence .
- 5) How to know the competence achievement based on the indicator ,which is as the guidance in determining kind and aspect that will be assessed
- 6) How long does it take to achieve the Content Standard
- 7) What sources can be used to achieve certain competence

(BSNP, 2006:923)

e. Literacy Levels

Literacy is the ability to read and write language (Celce-Murcia 2000:239)

In The Content Standard , there are 4 Literacy levels for 4 levels of

education in Indonesia :

1) Performative Level for Primary School

The students are able to write, to read, to listen, and to speak by using symbols. They can use English to accompany actions, participate in classroom and school interactions, recognise simple written English.

2) Functional Level for Junior High School

The students are able to use language, to fulfill their daily needs such as reading news paper, manual or instruction

3) Informational Level for Senior High School

The students are able to access knowledge using language capability, use English in informal and formal contexts

4) Epistemic Level for University

The students are able to express knowledge into target language. (doing reasearch, writing reports, lecturing etc.), use English for aesthetic purposes

(Wells,1987 in BSNP, 2006:211)

English learning in Junior High School has target so that the students can achieve the Functional level, meaning that they can communicate in both spoken and written language in daily context.

In the Functional Level Learners can :

- 1) use English to get things done
- 2) use English for survival purposes (buying and selling, asking and giving permission, making and canceling appointments, reading and writing simple texts, reading popular science, etc.)

f. The Goal of Learning

According to the Process Standard in Chapter IV paragraph 20 of The Content Standard the communicative purposes of text are :

- 1) To give direction (procedure)
- 2) To describe (descriptive)
- 3) To entertain (narrative)
- 4) To retell (recount)
- 5) To report (report)

The Communicative purpose applies in all text forms :

- 1) Transactional conversation
- 2) Interpersonal conversation
- 3) Short functional texts (spoken and written)
- 4) Monologue
- 5) Essay

g. Communicative Competence

Based on the competency model developed by Celce Murcia et.al as cited in Depdiknas (2003), that communicative competence is discourse competence or a person's ability to understand and create discourse. Discourse is simply interpreted as text both spoken and written. To achieve the discourse competence, it needs mastering the proponent competencies. Those proponent competencies are :

- 1) Linguistics Competence, it is the understanding and ability to apply aspect of grammar, vocabulary, pronunciation, and spelling correctly
- 2) Actional Competence, it is the ability to use language to express communicative function (language act : spoken and written)
- 3) Socio-Cultural Competence, it is the ability to state and receive message correctly according to sosio cultural context
- 4) Strategic Competence, it is the ability and skill to be applied in various communication strategies how to handle the communication problems.

So far, there have been some competence principles related to the language from various perspectives. The general idea of School based curriculum is based on the model of Competence proposed by Celce-Murcia et.al (1995:10).

Language means Communication, not only a set of rules. The implication is that the model of formulated competence is the model which prepares language learners to communicate with language and to participate with language society. This model is called communicative competence. The

diagram below is the model of communicative competence that shows that the discourse competence is the primary competence.

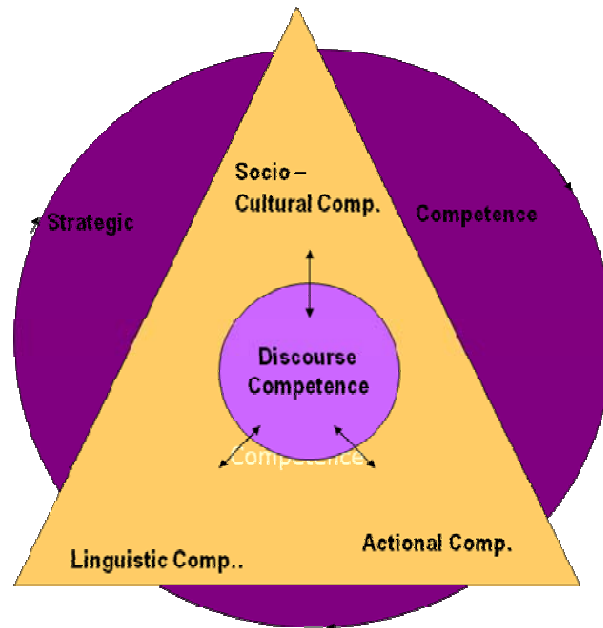


Figure 2.1 The Model of Communicative Competence (Celce-Murcia 1995:10)

This model is used as the basic of the domain of English lesson material for Junior High School in Supporting Competence (BSNP,2006:212), that is : Linguistics Competence (using grammar, vocabulary, pronunciation, and spelling), Socio Cultural Competence (using idiom, speech act acceptably in variety context of communication), Strategy Competence (Handling communication problem in communication process in many ways so that the communication still keep going), and Discourse Competence (using instrument to form discourse)

h. Competence Standard and Basic Competence (SKKD) of KTSP

The Competence in KTSP consists of Competence Standard and Basic

Competence which are developed based on Graduate Competence Standard

Competence Standard is the ability that can be shown / performed for a lesson. It is Competence in particular lesson that students must achieve, the ability that the graduate students must have in a particular lesson. Basic Competence is minimum ability in a lesson that graduate students should acquire. Graduate Competence is the ability that can be acquired, performed by the graduates that covers cognitive, affective, psychomotoric domain. (Departemen Pendidikan Nasional, 2006)

The Competence Standard covers aspects of thinking, skill and personality. The first aim of Competence Standard is to give direction to the teachers about the ability and skill which become the focus of learning and assessment.

The Ultimate Goal of Competence Standard is to participate in discourse or to communicate ideas, feelings etc. in spoken and written English accurately, fluently, and in acceptable manners (Content Standard, 2006).

i. Kinds of Meaning

Effective Communication happens when people understand each other, expressing meaning clearly, realizing nuances of meaning, and grammatical. English communication is exchanging nuances of meaning in English text.

All the Competencies in KTSP are dealing with meaning nuances, therefore it is important to understand further about meanings.

Halliday (1973) states that the fundamental meaning component in

language is functional component and all languages are arranged in 2 kinds of meaning : Ideational meaning and interpersonal meaning, besides textual meaning.

- 1) Ideational meaning is the form of someone's experience both in real world and in imaginary world. It is meaning " in the sense of content "
- 2) Interpersonal meaning is the form of attitude shown to other people (to listener or reader) for example statements, questions, offers, and commands usually followed by modalities (may, could, must, would).

(

BSNP,2006:921)

According to The Content Standard (BSNP,2006:921), there are 4 meanings should be tested in English UAN for Junior High School : Ideational, logical, interpersonal and textual meaning . These meanings are based on Halliday (1973) combines with Halliday (1989:45) who states that to be able to read a text, or listen to it, effectively and with understanding, we have to be able to interpret it in terms of all these metafunctions. In other words, anyone who is learning by listening to a teacher, reading a textbook has to :

- 1a) understand the processes being referred to, the participants in these processes, and the circumstances – time, cause, etc. – associated with them [EXPERIENTIAL]
- 1b) understand the relationship between one process and another, or one participant and another, that share the same position in the text [LOGICAL]

- 2) recognize the speech function, the type of offer, command, statement, or question, the attitude and judgments embodied in it, and the rhetorical features that constitute it as a symbolic act [INTERPERSONAL], and
- 3) grasp the news value and topicality of the message, and the coherence between one part of the text and every other part [TEXTUAL]

(Halliday ,1989:45)

Halliday (1989 : 23) also states that these strands of meaning are all interwoven in the fabric of the discourse. We cannot pick out one word or one phrase and say this has only experiential meaning , or this has only interpersonal meaning. Every sentence in a text is multifunctional. The meanings are woven together in a very dense fabric in such a way that, to understand them, we do not look separately at each different parts; rather, we look at the whole thing simultaneously from a number of different angles, each perspective contributing towards the total interpretation. That is the essential nature of a functional approach.

The 4 meanings above can be explained more detail as follows :

- 1) Ideational meaning :

The content of the text . Meanings about phenomena, about things and goings on, about circumstances surrounding the happenings and doings.

Realised in wordings through Participants, Processes and Circumstances.

Centrally influenced by the field of discourse

- 2) Interpersonal meaning :

The aim of the text, speech act to express a speaker's attitudes and

judgements . For acting upon and with others. Realised in wordings through MOOD and modality. Most centrally influenced by **tenor** of discourse

3) Textual meaning :

Expresses the relation of language to its environment (including what has been spoken or written before). Realised through patterns of theme and cohesion. Most centrally influenced by mode of discourse (including punctuation, **stylistics, coherence**)

4) Logical meaning

Logical relation among ideas. Usually it uses conjunction : nevertheless, although, because.

j. Education Assessment Standard (Chapter X paragraph 63 of The Content Standard)

Education Assessment Standard covers communication that happens in texts, students' ability to create and respond to texts in listening, speaking, reading, and writing.

The assessment covers 4 meanings that should be tested :

- 1) Ideational meaning
- 2) Interpersonal meaning
- 3) Textual meaning
- 4) Logical meaning

k. The Domain of English Subject in Junior High School

According to the Content Standard (BSNP,2006:212), the written competencies that should be acquired by the students of Junior High School cover Short Functional Text, the Genres of Descriptive, Procedure, Recount, Narrative and Report. While the Spoken Competencies cover Short functional text, Transactional Conversation, Interpersonal Conversation, Monologues. Therefore, all items of UAN material of English for Junior High School should test all materials in the domain of the English lesson for Junior High School which covers :

- 1) Discourse competence, meaning competence to understand and/or to produce text, both written and/or spoken which is realized in 4 language skills : listening, speaking, reading, writing to achieve the Functional level
- 2) Competence to understand and to create variety of short functional text and monologue and essay in Genre : procedure, descriptive, recount, narrative, and report form.
- 3) Supporting Competence that is Linguistic Competence (grammar, vocabulary, pronunciation, spelling), Socio-cultural competence (using idiom, speech act acceptably in variety of communication context) Strategy competence (handling communication problems in some ways to maintain the conversation) and Discourse Forming Competence (Discourse marker)

All points above are explained in detail in Standard of Competencies and Basic

Competencies for 3 years, which have been summarized as follows :

For the 7th grade

- 1) The Standard of Competencies emphasize short essay in the forms of Descriptive and Procedure.
- 2) The Basic Competencies emphasize short functional text in the forms of Instruction, List of things, Announcement, Greeting cards.

For the 8th grade

- 1) The Standard of Competencies emphasize short essay in the forms of Descriptive, Recount and Narrative .
- 2) The Basic Competencies emphasize short functional text in the forms of Invitation, Advertisement, Announcement, Short message.

For the 9th grade

- 1) The Standard of Competencies emphasize short essay in the forms of Narrative, Procedure and Report
- 2) The Basic Competencies emphasize short functional text in the forms of Personal letter, Advertisement

1. Mapping of The Competencies in KTSP

Table 2.1. The Competencies Standards and the Basic Competencies of **Listening** for Junior High School

7 th grade	8 th grade	9 th grade
<p>Competencies Standard</p> <ol style="list-style-type: none"> 1. Understanding meaning in very simple transactional and interpersonal conversation to interact with closest environment 2. Understanding meaning in short oral functional text and short monologue in the form of descriptive and procedure to interact with closest environment 	<p>Competencies Standard</p> <ol style="list-style-type: none"> 1. Understanding meaning in simple transactional and interpersonal conversation to interact with closest environment 2. Understanding meaning in functional orally text and short monologue in the form of descriptive and recount to interact with closest environment 	<p>Competencies Standard</p> <ol style="list-style-type: none"> 1. Understanding meaning in simple transactional and interpersonal conversation to interact with closest environment 2. Understanding meaning in functional orally text and short monologue in the form of narrative, procedure and report to interact with closest environment
<p>Basic Competencies</p> <ol style="list-style-type: none"> 1. Responding meaning in very simple transactional and interpersonal conversation using variety oral language accurately, fluently, acceptable to interact with closest environment which involve speech act; greeting people, introducing, ordering 	<p>Basic Competencies</p> <ol style="list-style-type: none"> 1. Responding meaning in very simple transactional and interpersonal conversation using variety oral language accurately, fluently, acceptable to interact with closest environment which involve speech act; asking, giving and refusing service, 	<p>Basic Competencies</p> <ol style="list-style-type: none"> 1. Responding meaning in very simple transactional and interpersonal conversation using variety oral language accurately, fluently, acceptable to interact with closest environment which involve speech act; asking and giving certainty,

7 th grade	8 th grade	9 th grade
<p>and forbidding, asking and giving information, expressing thankful and apology, expressing politeness</p> <p>2. Responding Speech Act meaning in short orally functional text accurately, fluently, and acceptably to be able to interact in daily context.</p> <p>Responding ideational meaning in short orally functional text accurately, fluently, and acceptably to be able to interact in daily context .</p>	<p>Asking and giving opinion, confess and deny a fact, inviting, congratulating</p> <p>2. Responding meaning in simple short orally functional text accurately, fluently, and acceptably to be able to interact in daily context</p> <p>Responding meaning in simple short monologue accurately, fluently, and acceptably to be able to interact in daily context in the forms of descriptive, narrative and recount text</p>	<p>expressing and responding doubt, asking repetition, giving attention, expressing admiration</p> <p>2. Responding meaning in simple short orally functional text accurately, fluently, and acceptably to be able to interact in daily context</p> <p>Responding meaning in simple short monologue accurately, fluently, and acceptably to be able to interact in daily context in the forms of procedure narrative and report</p>

Table 2.2 The Competencies Standard and the Basic Competencies of **Speaking** for Junior High School

7 th grade	8 th grade	9 th grade
<p>Standard of Competencies</p> <p>1. Expressing meaning in very simple transactional and interpersonal conversation to interact with closest environment</p>	<p>Standard of Competencies</p> <p>1. Expressing meaning in very simple transactional and interpersonal conversation to interact with closest environment</p>	<p>Standard of Competencies</p> <p>1. Expressing meaning in very simple transactional and interpersonal conversation to interact with closest environment</p>

7 th grade	8 th grade	9 th grade
<p>2. Expressing meaning in functional orally text and short monologue in the form of descriptive and procedure to interact with closest environment</p> <p>Basic Competencies</p> <p>1. Expressing meaning in very simple transactional and interpersonal conversation using variety oral language accurately, fluently, acceptable to interact with closest environment which involve speech act; asking and giving services, goods and fact, opinion, telling like and dislike, asking clarification, to respond interpersonally</p> <p>2. Expressing meaning in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive and procedure</p>	<p>2. Expressing meaning in functional orally text and short monologue in the form of descriptive and recount to interact with closest environment</p> <p>Basic Competencies</p> <p>1. Expressing meaning in, very simple transactional and interpersonal conversation using variety oral language accurately, fluently, acceptable to interact with closest environment which involve speech act; asking, giving and refusing service, Asking and giving opinion, confess and deny a fact.</p> <p>2. Expressing meaning in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive and recount</p>	<p>2. Expressing meaning in functional orally text and short monologue in the form of narrative, procedure and report to interact with closest environment</p> <p>Basic Competencies</p> <p>1. Expressing meaning in very simple transactional and interpersonal conversation using variety oral language accurately, fluently, acceptable to interact with closest environment which involve speech act; asking and giving services, goods and fact, opinion, telling like and dislike, asking clarification, to respond interpersonally, asking and giving certainty.</p> <p>2. Expressing meaning in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written narrative, procedure and report</p>

Table 2.3. The Competencies Standard and the Basic Competencies of **Reading** for Junior High School

7 th grade	8 th grade	9 th grade
<p>Standard of Competencies</p> <p>Understanding meaning in short functional written text as well as simple and short essay in the forms of descriptive and procedure to be able to interact in daily context</p> <p>Basic Competencies</p> <ol style="list-style-type: none"> 1. Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts, 2. Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive and procedure 	<p>Standard of Competencies</p> <p>Understanding meaning in functional written text as well as simple and short essay in the forms of descriptive, recount and narrative to be able to interact in daily contexts</p> <p>Basic Competencies</p> <ol style="list-style-type: none"> 1. Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts, 2. Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive, recount and narrative 	<p>Standard of Competencies</p> <p>Understanding meaning in functional written text as well as simple and short essay in the forms of narrative, procedure and report to be able to interact in daily contexts,</p> <p>Basic Competencies</p> <ol style="list-style-type: none"> 1. Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts 2. Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written narrative, procedure and report

Table 2.4. Standard of Competencies and the Basic Competencies of **Writing** for Junior High School

7 th grade	8 th grade	9 th grade
<p>Standard of Competencies</p> <p>Expressing meaning in very simple short functional written text as well as simple and short essay in the forms of descriptive and procedure to be able to interact in daily context</p> <p>Basic Competencies</p> <ol style="list-style-type: none"> 1. Expressing meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts, 2. Expressing meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive and procedure 	<p>Standard of Competencies</p> <p>Expressing meaning in functional written text as well as simple and short essay in the forms of descriptive, recount and narrative to be able to interact in daily contexts</p> <p>Basic Competencies</p> <ol style="list-style-type: none"> 1. Expressing meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts, 2. Expressing meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive, recount and narrative 	<p>Standard of Competencies</p> <p>Expressing meaning in functional written text as well as simple and short essay in the forms of narrative, procedure and report to be able to interact in daily contexts,</p> <p>Basic Competencies</p> <ol style="list-style-type: none"> 1. Expressing meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts 2. Expressing meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written narrative, procedure and report

The Competencies above can be summarized in groups according to the

competencies of each skill :

1) The Basic Competence of Listening

Responding meaning in :

- a) Very simple transactional conversation
- b) Very simple interpersonal conversation
- c) Simple oral short functional text
- d) Simple short oral monologue mainly in discourse in the form of
Descriptive, Narrative, Report, Recount and Procedure

2) The Basic Competence of Speaking

Expressing meaning in :

- a) Very simple Transactional conversation
- b) Very simple Interpersonal conversation
- c) Simple oral short functional text
- d) Simple short oral monologue, mainly in Discourse in the form of :
Descriptive, Narrative, Report, Recount and Procedure

3) The Basic Competence of Reading

Responding meaning in :

- a) Simple and Short Functional text
- b) Responding meaning and rhetorical steps in simple short essay in the
forms of written Descriptive, Narrative, Report, Recount and Procedure

4) The Basic Competence of Writing

Expressing meaning in :

- a) Simple and Short Functional text

- b) Expressing meaning and rhetorical steps in simple short essay in the forms of written Descriptive, Narrative, Report, Recount and Procedure

m. Development of Examination Material and Analysis of Examination

Result.

There is **Test Making Technique** in the Content Standard

1) Items indicator

- a) Item indicator indicates the achievement of competence
- b) Indicator uses operational verb which is measurable
- c) Indicator based on learning material matches with the competence

2) Multiple Choice Item

- a) Kinds of Multiple Choice Item
 - (1) Questions Stem. It is ended by using question mark (?)
 - (2) Statement Stem. It is ended by using
- b) Material Component
 - (1) Stem (main matter)
 - (2) Option
- c) **Items writing rules :**
 - (1) Material must match with the indicators
 - (2) Tricked item must be functional.
 - (3) Each item must have 1 correct answer.
 - (4) The stems must be formulated clearly.

- (5) The stems do not give clue to the correct answer
- (6) The stems do not contain double negative questions.
- (7) The answer choices must be homogenous and logical viewed from material side.
- (8) The length of the answer choices must be relatively the same.
- (9) The answer choices must not contain statement “All the answers are correct / wrong”.
- (10) Answer choices in forming of digit or time have to be arranged in order or based on the time chronology.
- (11) Pictures, graph, table, diagrams in items must be clear and functionable.
- (12) The formulation of the stems must not use uncertain words or expression like : generally, sometimes, it had better
- (13) Each item must not depend on the previous answer.
- (14) The language used must be a communicative language, so the questions are easily understood by the students.

As it has been mentioned on the previous page that all items of UAN material of English for Junior High School should consist of Discourse competence, meaning competence to understand and/or to produce text, variety of short functional text and monologue and essay in Genre : *procedure, descriptive, recount, narrative, and report* form (BSNP,2006)

All the terms relate to Discourse Competence should be explained as follows

10. Discourse

Generally , discourse is defined as text above the level of sentence (Carney, 1973)

Celce-Murcia et.al. (1995:13) states that discourse competence concerns the selection, sequencing, and arrangement of words, structures and utterances to achieve a unified spoken or written text. Discourse is language use beyond sentence, language use in contexts. It is social practice. Discourse is realized by texts, communication happens in text. Text is central to discourse analysis.

There are two types of definition traditionally given for the term “Discourse”. Formal definition of discourse is a unit of coherent language consisting of more than one sentence; functional definitions characterized discourse as language in use (Schiffrin ,1994 in Celce-Murcia,2000)

The most satisfying definition of discourse according to Celce-Murcia (2000) is “ A piece of discourse is an instance of spoken or written that has describable internal relationship of form and meaning (e.g. words, structures, cohesion) that relate coherently to an external communicative function or purpose and a given audience / interlocutor “.

11. Text

It is a semantic unit. Something is called a text when it is meaningful. It can be spoken and written. It is not a phonological or a graphological unit. It occurs in a context of situation. (Celce-Murcia et al. 1995:13).

According to Anderson (2003:1), when these words are put together to communicate a meaning, a piece of text is created. When you speak or write to

communicate a message, you are constructing a text. When you read, listen to, or view a piece of text, you are interpreting its meaning.

He stated that there are two main categories of texts – Literary and Factual.

Within these are various text types :

- 1) Literary text : Narrative, Poetry, Drama
- 2) Factual text : Recount, Explanation, Discussion, Report, Procedure, Advertisement, Announcement etc.

The competencies in KTSP consist of text types : Short Functional Text, Transactional conversation, Interpersonal conversation, and the basic English Genres.

12. Genre

A Genre is a culturally and linguistically distinct form of discourse (Celce - Murcia 2000:6).

According to Bhatia in Celce-Murcia (2000), a Genre is a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs.

According to Nunan (1993), a Genre is a text type which has :

- a. Communicative purpose : Telling about something, explain objectively, as the result of systematical observation or analysis. It can be general conclusion
- b. Generic structure (particular stages; distinctive beginnings, middles and ends)
- c. Linguistic features

Genre encompasses :

- a. Transactional Text (spoken)
- b. Interpersonal Text (spoken)
- c. Short Functional Text (Written & Spoken)
- d. Monolog (spoken) / Essay (written)

a. Transactional Text

- 1) It occurs when the participants are concerned with the exchange of goods and services (Nunan, 1993:18)
- 2) It is to get things done. (Depdiknas, 2006)

b. Interpersonal Text

It occurs when the participants less concerned with the exchange of goods and services, than with socializing (Nunan, 1993:18).

c. Short Functional Text

It is a short Factual text, presents information or idea and aim to show, to tell or persuade the audience (Anderson et.al,2003:3). It can be in the form of personal letter, announcement, short message, notice, etc

d. Monolog / Essay

KTSP contains Graduate Standard Competence (SKL) which covers Competence in 5 basic English Genres for Junior High School : Procedure, Descriptive, Recount, Narrative, and Report. They are explained in detail by Nunan (1993) as follows :

1) Procedure

- (a) The purpose of Communicative Text:
 - (1) Procedures tell us how to do something
 - (2) Procedural text informs us of a set of rules, or instructions on doing something, or directions to get to a place. It is usually written in the format of a list
- (b) Generic structure:
 - (1) The Title or the purpose of activity.
 - (2) The materials
 - (3) Steps
- (c) Linguistics Features:
 - (1) Sentences pattern is *imperative*, for example : *Cut, Don't mix*, dsb.
 - (2) *action verbs* for example *turn, put, don't, mix*, dsb.
 - (3) *connectives* to order activities, for example *then, while*, etc
 - (4) *adverbials* to detail explain about the time, the place, the accurate way, for example : *for five minutes, 2 centimeters from the top*, etc

2) Descriptive

- (a) Communicative purpose : Describing the feature of someone, something or certain place
- (b) Generic structure :
 - (1) Introducing things, people or something will be described
 - (2) Description : Describing the features of thing, such as its color, shape,size,where it comes from, it's delight. This description only gives information about certain thing or certain people, for example about "My dog" The characteristics of 'my dog' are different from the other dogs
- (c) Linguistics Features:
 - (1) *Definitive nouns*, for example : *teacher, house,my rabbit*, etc
 - (2) *Simple present tense*.
 - (3) *Detailed noun phrase* giving information about the subject, for example *She is a sweet young lady*.
 - (4) Variety of *adjectives*, which is *describing, numbering, classifying*, for example : *two strong legs, two white fangs*, etc
 - (5) *Relating verbs* to give information about the subject , for example : *My mum is really cool, It has very thick fur*, etc.

3) Recount

A Recount is the unfolding of a sequence of events in the past

- (a) Communicative purpose :
To tell / retell past events with purpose to announce or to entertain
- (b) Generic Structure:
 - (1) Introduction (orientation), giving information about *what, who*,

where, when.

- (2) Report a set of events or activities, usually told in order.
- (3) Personal comment, **assignment**
- (c) Language Features:
 - (1) *nouns* and *pronouns* of human, animal or thing involved, for example : *David, the monkey, we* etc.
 - (2) *action verbs* : *go, sleep, run* etc.
 - (3) *past tense*, for example : *We went to the zoo; She was happy* etc.
 - (4) *conjunctions* and *time connectives* to make the events or activities in order. For example : *and, but, then, after that*, etc.
 - (5) *adverbs* and *adverb phrases* for place, time and manner, for example : *yesterday, at my house, slowly* etc.
 - (6) *adjectives* to explain *nouns*, for example *beautiful, funny*, etc.

4) Narrative

- (a) The purpose of communicative Text:
 - (1) To entertain listeners or readers with real or fantasy experience.
 - (2) The narrative features are : has conflict element (problem) and its solution. The conflict may be one, or may be more. .
- (b) Generic Structure:
 - (1) Introducing background : figure, time and place.
 - (2) Developing conflict
 - (3) Solution of conflict
 - (4) Coda: Change on the figure, good lesson from the story
- (c) Linguistics Features
 - (1) *Particular nouns* as personal pronoun in tale, for example: *stepsisters, housework*, etc.
 - (2) *adjectives* forming *noun phrase*, : *long black hair, two red apples*.
 - (3) *time connectives* and *conjunctions* : *then, before that*, etc.
 - (4) *adverbs* and *adverbial phrases* to explain the place or location of the event : *here, in the mountain, happily ever after*, etc.
 - (5) *action verbs* in *past tense*; *stayed*, etc.
 - (6) *saying verbs* : *said, told*, and *thinking verbs* : *thought, felt*, etc.

5) Report

Communicative purpose is achieved by arranging the text structure in particular way, so it can be easily understood by the listener and the reader.

- (a) The Communicative Purpose :
Giving information about something as reality, as the result of systematical observation or analysis. The description can encompass a nature phenomena, environment, things made by human or social phenomena. The description of a Report Text can be a general

conclusion about something for example about a simple house , by describing the subject features so that can be categorized as a simple house, etc.

(b) Generic Structure :

(1) General statement that explains reported Subject, explanation, and the classification

(2) Description

(c) Linguistics Features :

(1) general *nouns*, such as '*Reptiles in Comodo Island*'.

(2) *relating verbs* to explain the feature for example *reptiles are scaly animals* (This feature is for all reptiles)

(3) *action verbs* in explaining attitude, for example *lizards cannot fly*.

(4) present *tense* to state something for example *Komodo dragons usually weight more than 160 kg*.

(5) Technical term, for example *water contains oxygen and hydrogen*.

(6) paragraph with *topic sentence* to arrange some information.

CHAPTER III

RESEARCH METHOD

This chapter consists of the explanation of the type of research, time and place of the research, research variable, population and sample, technique of collecting data, method of analyzing data, research instrument, and the result of the study.

A. The Type of Research

Research can be described as a systematic and organized effort to investigate a specific problem that needs a solution. It is a series of steps designed and followed, with the goal of finding answers to the issues that are of concern to us in the work environment (Sekaran, 1992:4).

Tuckman (1978:1) defines “Research is a systematic attempt to provide answers to questions.”

According to Borg in Cohen et.al (2007:7) research is a combination of both experience and reasoning and must be regarded as the most successful approach to the discovery of truth, particularly as far as the natural science are concerned.

The type of this research is qualitative descriptive research. Descriptive research means to describe systematically a situation or area of interest factually and accurately (Isaac et.al,1987:42), while qualitative means nothing is dealt with numbers (Hadi .S, 2004)

Based on the definition of descriptive above, it can be said that this research is descriptive, because it describes systematically the UAN and the KTSP

factually and accurately. Based on the definition of Content Analysis as mentioned in chapter 2, it is also Content Analysis because it takes the content of KTSP to be inherent in the texts of UAN.

B. Time and Place of the Research

This research started in April 2008 until December 2008. Firstly, the English UAN material of 2006/2007 were taken from SMP Maria Goretti Semarang in April 2008 as the main data. The English UAN material of 2007/2008 were taken in the end of May 2008 after the UAN was finished, and then the supporting data were taken from 24 Junior High Schools in Semarang in November until December 2008.

C. Research Variable

Variable is an attribute of a person or an object.

1. Independent and Dependent Variable

Tuckman (1978:58-59) defines “Independent variable is that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon. Dependent variable is the factor which is observed and measured to determine the effect of the Independent variable”.

The Independent variable in this research is the English Syllabus for Junior High School in Semarang. The dependent variable is the English UAN for Junior High School 2006/2007 and 2007/2008

2. Operational definition of Variable

An Operational definition is a definition based on the observable characteristics of that which is being defined (Tuckman, 1978:79)

The operational definition of the English Syllabus for Junior High School in Semarang (the Independent variable) :

Syllabus is learning plan on one or group of lesson / certain theme which covers Competence Standard, Basic Competence, main material of learning, learning activities, indicator, assessment, time allocation and source / material/ tool of learning. Syllabus is **spelling out** of the Competence Standard and the Basic Competence into main material/learning, learning activities, and the indicator of competence achievement for assessment.

(BSNP 2006:1751)

The operational definition of the English UAN for Junior High School 2006/2007 and 2007/2008 (the dependent variable) :

It is one of the evaluation instruments to see the achievement of the student's competencies held by Indonesian Government through The Education National Standard Board (Badan National Standard Pendidikan or BSNP). It is also an instrument to measure the level of education's aim achievement. The indicators of the achievement of the objective stated in KTSP can be seen from the result of The National Final Examination

(<http://riyanafirly.wordpress.com/2006/11/25/ktsp-terbuka-untuk-mulok/>)

D. Population and Sample

Population refers to the entire group of people, events or things of interest that the researcher wish to investigate. A sample is a subset of the population (Sekaran,1992:225-226). In this research, the population is all English National Written Final Examination for Junior High School since KTSP was firstly

applied until this research finished (The English UAN of 2006/2007 and 2007/2008) . They are also taken as samples

The data of this research are also the materials of English UAN for Junior High School 2006/2007 and 2007/2008, and they are also the object of this research. The units of analysis of this research are sentences and texts.

E. Technique of collecting Data

There are two kinds of data resources, they are Primary data and Secondary data. Primary data are data which are directly obtained as a result of self-collecting and represent original data. Secondary data are data which are obtained by the second part, and usually a copy of the original (Arikunto, 1998:114). In other words, Primary data is collected data, and Secondary data is available data

The main data of this research are the materials of English UAN for Junior High School 2006/2007 and 2007/2008; they are also the object of this research, therefore they are considered as Secondary data. They were taken from SMP Maria Goretti Semarang in May 2008 after the National Final Examination of Junior High School 2008 was finished. This technique of collecting data is called library / documentary technique / study; that is collecting data from written sources as the document as well as in other form such as books, newspapers etc (Nawawi et.al, 1992:69).

The primary data were taken by using field research technique that is by giving questionnaires and interviewing to 36 English teachers from 24 Junior High Schools in Semarang. The purpose of giving the questionnaire is to get

supporting data to strengthen the result of data analysis of the main data.

The questionnaires were given to the teachers at their schools by using 2 techniques :

1. Giving questionnaire with the researcher's guidance for those who had enough time to be disturbed at school.
2. Giving questionnaire without the researcher's guidance for those who were busy at school, let them fulfill the questionnaires by themselves at home

The elements of the questionnaire are :

1. Competencies in KTSP
2. Competencies tested in UAN
3. The dominant tested competencies
4. Untested competencies
5. Teacher's understanding about KTSP
6. The problem in implementation of KTSP.

F. Method of Analyzing The Data

In this research, Item Analysis is used to analyze the data because it reveals the items of KTSP inherently with the text of the English UAN whether they match with the competencies in KTSP and also match with Content Standard of KTSP. All items of the English UAN were analyzed (100 numbers totally) by using research instrument.

G. Research Instrument

The instrument used to analyze the data is the Matrix of Competence Standard and Basic Competence of English Syllabus for Junior High School in Semarang which cover Discourse Competence in Listening skill, Speaking skill, Reading skill, and Writing skill. The English UAN should be constructed based on these Competencies

The UAN of 2006/2007 tested the student's ability in Listening competence ,Speaking competence, Reading competence, and Writing competence, while The UAN of 2007/2008 tested the student's ability in Reading competence and Writing competence, therefore the instruments used are the matrix of Standard of Competencies and the Basic Competencies of Listening, Speaking, Reading and Writing of English Syllabus for Junior High School in Semarang which are summarized as follows :

Table 3.1. The Matrix of The Standard of Competencies and The Basic Competencies of **Listening** of English Syllabus for Junior High School in Semarang

Competence Standard	Basic Competence	Material	Indicators
1. Understanding meaning in simple transactional and interpersonal conversation to interact with closest	1. Responding meaning in very simple transactional and interpersonal conversation using variety oral language	Short Functional Text Interpersonal and Transactional	Responding expressions agree and disagree Responding expression of giving and

Competence Standard	Basic Competence	Material	Indicators
<p>environment</p> <p>2. Understanding meaning in functional orally text and short monologue in the form of narrative, procedure and report to interact with closest environment</p>	<p>accurately, fluently, acceptable to interact with closest environment which involve speech act; greeting people, introducing, ordering and forbidding, asking and giving information, expressing thankful and apology, expressing politeness</p> <p>2. Responding Speech Act meaning in oral short functional text accurately, fluently, and acceptably to be able to interact in daily context.</p> <p>Responding ideational meaning in oral short functional text accurately, fluently, and acceptably to be able to interact in daily context</p>	<p>conversation</p> <p>Descriptive</p> <p>Narrative</p> <p>Recount</p> <p>Procedure</p> <p>Report</p>	<p>asking information</p> <p>Responding expression of asking , giving, accepting and refusing goods, services, fact</p> <p>Responding expressions interpersonally</p> <p>Responding greeting, praising expression</p> <p>Responding expressions of starting, lengthen, close conversation</p>

Source : Processed English Syllabus for Junior High School in Semarang

Table 3.2. The Matrix of The Standard of Competencies and The Basic Competencies of **Speaking** of English Syllabus for Junior High School in Semarang

Competence Standard	Basic Competence	Material	Indicators
<p>1. Expressing meaning in simple transactional and interpersonal conversation to interact with closest environment</p> <p>2. Expressing meaning in functional orally text and short monologue in the form of narrative, procedure and report to interact with closest environment</p>	<p>1. Expressing meaning in very simple transactional and interpersonal conversation using variety oral language accurately, fluently, acceptable to interact with closest environment which involve speech act; greeting people, introducing, ordering and forbidding, asking and giving information, expressing thankful and apology, expressing politeness</p> <p>2. Expressing Speech Act meaning in oral short functional text accurately, fluently, and acceptably to be able to interact in daily context.</p> <p>Expressing ideational meaning in oral short functional text accurately, fluently, and acceptably to be able to interact in daily context .</p>	<p>Short Functional Text</p> <p>Interpersonal and Transactional conversation</p> <p>Descriptive</p> <p>Narrative</p> <p>Recount</p> <p>Procedure</p> <p>Report</p>	<p>Asking and giving certainty</p> <p>Expressing and responding doubt</p> <p>Expressing agree and disagree</p> <p>Asking and giving information</p> <p>Expressing like and dislike</p> <p>asking , giving, accepting and refusing goods, services, fact</p> <p>Expressing meaning interpersonally</p> <p>Expressing meaning of greeting, praising</p> <p>Expressing meaning of starting, lengthen, close conversation</p>

Source : Processed English syllabus for Junior High School in Semarang

Table 3.3. The Matrix of The Competence Standard and The Basic Competence of **Reading** of English Syllabus for Junior High School in Semarang

Competence Standard	Basic Competence	Material	Indicators
Understanding meaning in functional written text as well as simple and short essay in the forms of descriptive, recount, narrative, procedure and report to be able to interact in daily contexts,	<p>1. Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts</p> <p>2. Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written narrative, procedure and report</p>	<p>Short Functional Text:</p> <ul style="list-style-type: none"> -instruction, --notice -list of things -greeting cards -invitation -advertisement -announcement -short message -personal letter <p>Essay :</p> <ul style="list-style-type: none"> Descriptive Narrative Recount Procedure Report 	<p>Determining factual information based on the text</p> <p>Finding the detail information of the text</p> <p>Finding the main idea of the text</p> <p>Finding the implicit information of the text</p> <p>Finding meaning of a word from the text</p> <p>Finding the referral word from the text</p> <p>Determining the synonym of a word of the text</p> <p>Determining the antonym of a word of the text</p> <p>Identifying the rhetorical steps of text</p> <p>Identifying the linguistics feature of text</p> <p>Identifying the communicative purpose of text</p>

Source : Processed English Syllabus for Junior High School in Semarang

Table 3.4. The Matrix of The Competencies Standard and The Basic Competencies of **Writing** of English Syllabus for Junior High School in Semarang

Graduate Competence Standard	Basic Competence	Material	Indicators
<p>Understanding meaning in functional written text as well as simple and short essay in the forms of descriptive, narrative, recount, procedure and report to be able to interact in daily contexts,</p>	<p>1. Expressing meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily context.</p> <p>2. Expressing meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive, recount, narrative, procedure and report</p>	<p>Short Functional Text:</p> <ul style="list-style-type: none"> -instruction, -notice -list of things -greeting cards -invitation -advertisement -announcement -short message -personal letter <p>Descriptive</p> <p>Narrative</p> <p>Recount</p> <p>Procedure</p> <p>Report</p>	<p>Completing the blank spaces in the text</p> <p>Arranging the jumble words into a good sentence</p> <p>Arranging the jumbled sentences into a good paragraph (text)</p> <p>Identifying the Linguistics feature of text</p> <p>Identifying the communicative purpose of text</p> <p>Identifying the rhetorical steps of text</p>

Source : Processed English Syllabus for Junior High School in Semarang

The English syllabus for Junior High School in Semarang is not different from the English syllabus guidance in KTSP

H. Data Analysis Result Presentation

There are two ways to present the data analysis result : formal and informal. This research uses both informal and formal data analysis presentation. Informal data analysis presentation is formulated in common words although in technical terminology. Formal data analysis presentation is formulated in signs, symbols, pictures such as table, graph etc (Sudaryanto, 1993:145).

The formal data analysis in this research is presented in the form of table and graph for explaining the Competencies tested in The English UAN for Junior High School 2006 / 2007 and 2007 / 2008. The informal data analysis is the explanation of the formal data analysis.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. English UAN of 2006/2007. B.

English UAN of 2006 / 2007. B. consists of 50 items with 4 Standard Competencies : Listening, Speaking, Reading, and Writing competencies. Each of the skills is discussed as follows :

a. Listening Competence

The items number 1, 4, 5 belong to Listening Competence. They are presented in the following table :

Table 4.1. The **Listening** Competencies tested in The English UAN for Junior High School 2006 / 2007

UAN '06/'07 Number	Responding meaning in very simple transactional and interpersonal conversation, with Indicator :				
	Responding expression of asking fact	Responding expression of asking information	Responding expression of asking opinion	Responding expression of asking service.	Responding expression of giving attention
1	Logical meaning				
4			Interpersonal meaning		
5				Interpersonal meaning	

Source : Processed Secondary data , 2008

According to The Content Standard, there are 4 meanings are tested in English UAN for Junior High School : ideational, interpersonal, textual and logical meaning, therefore all items of UAN should contain these meanings .

Every item contains nuance of meanings (metafunctional). But only the strongest meaning or the most salient meaning will be discussed.

There are 3 items of Listening competence. The item number 1 with indicator Responding expression of asking fact, containing Logical meaning. The item number 4 with indicator Responding expression of asking opinion, containing Interpersonal meaning. The item number 5 with indicator Responding expression of asking service, containing Interpersonal meaning

b. Speaking Competence

The item number 2 and 7 belong to Speaking Competence. Every item contains nuance of meaning. They are presented in the following table :

Table 4.2. The **Speaking** Competencies tested in The English UAN for Junior High School 2006 / 2007

UAN 2006/2007 Number	Expressing meaning in very simple transactional and interpersonal conversation, with Indicator :	
	Expressing meaning of asking information	Expressing meaning of giving attention
2	textual meaning	
7		interpersonal meaning

Source : Processed Secondary data , 2008

There are 2 numbers of Speaking Competence.

The item number 2 has the indicator of expressing meaning of asking information, containing textual meaning. The item number 7 with the indicator expressing meaning of giving attention containing Interpersonal meaning

c. Reading Competence

The items number 6 - 48 belong to the Reading Competence, consisting of Short Essays and Short Functional Text. Every item contains nuance of meaning. They are presented in the following table :

Table 4.3. The **Reading** Competencies tested in The English UAN for Junior High School 2006 / 2007 in the form of Essay.

UAN '06/'07	Responding meaning and rhetorical steps in simple short essay in the forms of :				
Number	Descriptive	Narrative	Recount	Procedure	Report
8					Logical meaning
9					Ideational Meaning
10					Ideational Meaning
14					Ideational meaning
15					Logical meaning
16					Logical meaning
17					Ideational meaning
19					Logical Meaning
20					Logical Meaning

UAN '06/'07	Responding meaning and rhetorical steps in simple short essay in the forms of :				
Number	Descriptive	Narrative	Recount	Procedure	Report
22	Ideational meaning				
23	Ideational meaning				
24	Ideational meaning				
27		Ideational meaning			
28		Ideational meaning			
29		Logical meaning			
31				Ideational meaning	
32				Ideational meaning	
33				Ideational meaning	
37	Ideational meaning				
38	Ideational meaning				
39	Ideational meaning				
40	Logical meaning				
41	Ideational meaning				

Source : Processed Secondary data , 2008

The Reading competence contains 12 numbers of Short Functional Text, 8 Descriptives, 3 Narratives, 3 Procedures and 9 Reports. Most of them contain ideational meaning, except the items number 8, 15, 16, 19, 20, and 29, contain logical meaning. There is no Recount text.

The Short Functional Text consists of some different types as follows :

Table 4.4. The **Reading** Competencies tested in The English UAN for Junior High School 2006 / 2007 in the form of Short Functional Test

UAN 06/07	Responding meaning in Simple and Short Functional text in the forms of :							
	Invitation	Announcement	Greeting Card	Personal Letter	Instruction	Notice	Advertisement	Short message
No								
6						Ideational meaning		
11							Ideational meaning	
12							Ideational meaning	
13							Ideational meaning	
21						Ideational meaning		
42						Ideational meaning		
43						Ideational meaning!		
44				Ideational meaning				
45				Logical meanng				
46				Ideational meaning				
47								Ideational meaning
48								Ideational meaning

Source : Processed Secondary data , 2008

In English UAN 2006/2007, the Reading competence contains 12 numbers of Short Functional text; they consist of : 3 Personal letters, 4 Notices, 3 Advertisement, and 2 Short Messages. Most of them contain ideational meaning, except the item number 45 contains logical meaning.

There is no Invitation, Greetingcard, Instruction, and Announcement text.

d. Writing Competence

In English UAN 2006/2007 the item number 3, 25, 26, 30, 34, 35, 36, 49, 50 belong to Writing Competence. Every item contains nuances of meaning.

They are presented in the following table :

Table 4.5. The **Writing** Competencies tested in The English UAN for Junior High School 2006 / 2007

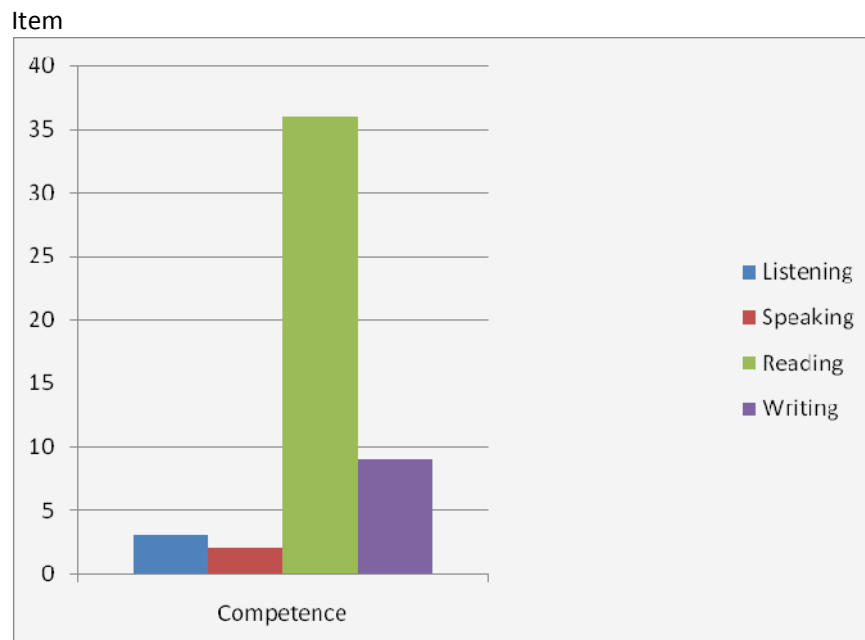
Expressing meaning and rhetorical steps in simple short essay in the forms of written Descriptive, Narrative, Report, Recount and Procedure With Indicator :				
UAN 06/'07 number	Completing the blank spaces in the sentences correctly	Arranging the jumble words into a good sentence	Arranging the jumble sentences into a paragraph of Report	Identifying the linguistics feature of the text
3	Textual meaning			
25	Logical meaning			
26	Logical meaning			
30			Textual meaning	
34	Logical meaning			
35	ideational meaning			
36	Logical meaning			
49		Textual meaning		
50			Textual meaning	

Source : Processed Secondary data , 2008

The Writing competence contains 6 Completing the blank spaces in the sentences correctly, 1 Arranging the jumble words into a good sentence, and 2 Arranging the jumble sentences into a paragraph of Report.

The items number 25, 26, 34, and 36 contain logical meaning, and the items number 3, 30, 49, 50 contain textual meaning, and the item number 35 contains ideational meaning.

Chart 4.1. The Skill Competencies in The English UAN of 2006/2007



The English UAN of 2006/2007 consists of :

- 3 items containing Listening competence
- 2 items containing Speaking competence
- 36 items containing Reading competence
- 9 items containing Writing competence

2. English UAN of 2007 /2008. A. (BSNP 2007/2008)

English UAN of 2007 /2008. A. consists of Reading and Writing competencies.

a. Reading competence

The items number 1 – 43 belong to Reading Competence, consisting of Short Essay and Short Functional Text. Every item contains nuance of meaning. They are presented in the following tables :

Table 4.5. The **Reading** Competencies tested in The English UAN for Junior High School 2007 / 2008 in the form of Essay.

UAN '07/'08	Responding meaning and rhetorical steps in simple short essay in the forms of :				
Number	Descriptive	Narrative	Recount	Procedure	Report
10	Ideational meaning				
11	Logical meaning				
12	Ideational meaning				
13	Ideational meaning				
14		Ideational meaning			
15		Ideational meaning			
16		Ideational meaning			
17		Ideational meaning			
20					Ideational meaning
21					Ideational meaning
22					Ideational meaning
23					Ideational meaning

UAN '07/'08	Responding meaning and rhetorical steps in simple short essay in the forms of :				
Number	Descriptive	Narrative	Recount	Procedure	Report
24					Ideational meaning
27		Ideational meaning			
28		Ideational meaning			
29		Ideational meaning			
35				Ideational meaning	
36				Ideational meaning	
37				Ideational meaning	
41	Ideational meaning				
42	Ideational meaning				
43	Ideational meaning				

Source : Processed Secondary data , 2008

In English UAN of 2007/2008, The Reading competence contains 21 Short Functional texts, 7 Descriptive texts, 7 Narrative texts, 3 Procedures texts, and 5 Report texts. There is no Recount text.

The Short Functional texts consist of some different types as follows :

Table 4.6. The **Reading** Competencies tested in The English UAN for Junior High School 2007 / 2008 in the form of Short Functional Text

UAN '07 / '08	Responding meaning in Simple and Short Functional text in the forms of :							
Number	Invitation	Letter	Instruction	Notice	Advertisement	Short message	Announcement	Graph
1				Ideational meaning				
2	Logical meaning							
3	Ideational meaning							
4				Ideational meaning				
5			Ideational meaning					
6			Ideational meaning					
7				Ideational meaning				
8								Ideational meaning
9								Ideational meaning
18					Ideational meaning			
19					Ideational meaning			
25			Ideational meaning					
26			Ideational meaning					
30	Ideational meaning							
31	Ideational meaning							
32					Ideational Meaning			
33					Ideational meaning			
34					Ideational meaning			
38		Ideational meanig						
39		Ideational meanig						
40		Logical meaning						

Source : Processed Secondary data , 2008

The Short Functional Texts in UAN 2007/2008 consist of 4 invitations, 3 Personal Letters, 4 Instructions, 3 Notices, and 5 Advertisements. Most of them contain ideational meaning, except the items number 2 and 40 contain logical meaning.

There are no Announcement, Greeting card, and Short Message

b. Writing Competence

The items number 44 -50 belong to Writing Competence. Every item contains nuance of meaning. They are presented in the following table :

Table 4.7. The **Writing** Competencies tested in The English UAN for Junior High School 2007 / 2008

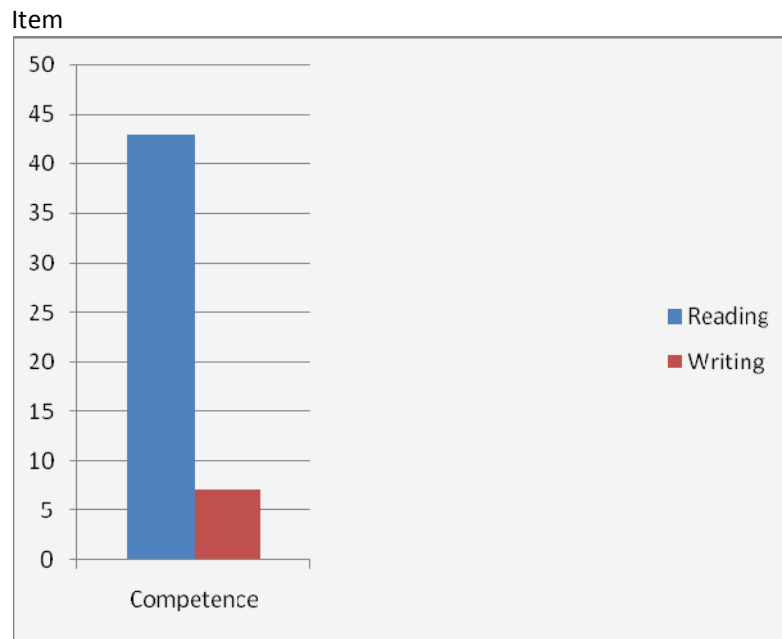
Expressing meaning and rhetorical steps in simple short essay in the forms of written Descriptive, Narrative, Report, Recount and Procedure With Indicators :				
UAN 07/08 numb	Completing the blank spaces in the text correctly	Arranging the jumbled words into a good order	Arranging the jumbled sentences into a text	
			Descriptive	Recount
44	Ideational meaning			
45	Textual meaning			
46	Ideational meaning			
47				Textual meaning
48			Textual meaning	
49		Textual meaning		
50		Textual meaning		

Source : Processed Secondary data , 2008

In English UAN 2007/2008, The Writing Competence consists of 3 items Completing the blank spaces in the sentences correctly, 2 items Arranging the jumble words into a good order, 1 item Arranging the jumbled sentences into a Descriptive text, and 1 item Arranging the jumbled sentences into a Recount text.

The items number 44, 45, 46 contain ideational meaning. The items number 47, 48, 49, 50 contain textual meaning.

Chart 4.2. The Skill Competencies in The English UAN of 2007/2008



in The English UAN of 2007/2008 consists of :

- 43 items containing Reading competence
- 7 items containing Writing competence

B. Discussions

In UAN 2006/2007 there are some items of dialogue texts which are not based on

The Competence Standard and Basic Competence. According to The Competence Standard and Basic Competence, Dialogue text is only material for Listening skill and Speaking skill test. The UAN is only in written form, but the UAN of 2006/2007 contains competencies of Listening and Speaking.

UAN of 2007/2008 is based on to the Competence Standard and Basic Competence, there is neither Listening nor Speaking skill were tested in written form.

Five points below are used to determine the item match with the Competencies in English syllabus of Junior High School in Semarang and match with the Content Standard :

1. Items which match with the Literacy Level for Junior High School (based on the Content Standard, BSNP,2006:211) which is mentioned on the page 30
2. Items which match with the Competence Standard and Basic Competence in English syllabus of Junior High School in Semarang
3. Items which match with the indicator in the English syllabus of Junior High School in Semarang
4. Items which match with the technique of assessment in the English syllabus of Junior High School in Semarang. Whether the item was given in written form.
5. Items containing the nuance of meaning that should be tested (based on the Content Standard, BSNP,2006:921) which is mentioned on the page

6. Items match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on page 46.

Therefore every item of the English UAN will be discussed based on the 6 points above as follows :

I. The material of The English UAN of 2006 / 2007. B. (BSNP 2006/2007)

1. X : Have you done your homework Rizki ?
Y : Please forgive me, sir. I haven't finished it yet. I had to take my mother to the doctor
X : Oh, I'm sorry to hear that. Well, do it now.

Where does the dialogue take place ?

- a. At home
- b. In the library
- c. In the classroom
- d. In the bedroom

Discussions

Based on the Syllabus, conversations text only belong to Listening and Speaking competence. According to the technique of assessment in the Syllabus, the Speaking competence is only tested in the form of spoken test. The Listening competence is tested in both forms, Written and Spoken. Therefore the item number 4 contains of Listening competence, although it was not listened by the student .

‘ USE THE HAND DRYER’ is a Short functional Text (notice)

The question in the UAN item is to know whether the students understand the meaning of that short Functional text.

a. It matches with the level of Literacy for Junior High School in the Content Standard, because it is about conversation in daily context

b. It matches with the Competence Standard and Basic Competence of KTSP

The Competence Standard of **Listening** for 7th grade is : Understanding meaning in simple transactional and interpersonal conversation to interact with closest environment, with the Basic Competence : Responding meaning in simple transactional and interpersonal conversation accurately, fluently and acceptably to interact with the environment involving speech act. (table 3.1)

c. It matches with the indicator of Listening competence in the English syllabus of KTSP : Finding the implicit information of the text

d. It matches with the technique of assessment in the English syllabus of KTSP:

It was given in written test. But it does not match with the example of the instrument of assessment which is recorded material, because this item was not listened by the students.

e. It contains the meaning that should be tested : Logical meaning, because the answer is not in the text, but we have to think logically, or we have to find the logical relation between the sentences in the dialogue text.

f. It matches with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46.

The conclusion is : the item number 1 matches with the Competence

Standard and Basic Competence of English Syllabus for Junior High School in Semarang, and also matches with The Content Standard of KTSP , **But it does not match with the instrument of assessment in the syllabus of KTSP.**

2. Lusi :is your school from the bus station ?
Anti : It's about two kilometers.
- a. How long
 - b. How wide
 - c. How far
 - d. How

Discussions

Based on the Syllabus, conversations text only belong to Listening and Speaking competence. The item number 2 contains speaking competence because it expresses meaning in asking information. Expressing meaning belongs to speaking competence, never belongs to listening competence. Listening competence is Responding meaning.

- a. It matches with the level of Literacy for Junior High School** in the Content Standard. It is about conversation in daily context. Using English to get things done.
- b. It matches with the Competence Standard and Basic Competence of Speaking in KTSP.** The material number 2 is about completing the dialogue in **transactional** conversation. The Competence Standard of **Speaking** for 7th grade : Expressing meaning in very simple transactional and interpersonal conversation to interact with closest environment. Its

Basic Competence is : Expressing meaning in very simple transactional and interpersonal conversation accurately, fluently and acceptably to interact with closest environment by involving speech act. (table 3.2)

- c. **It matches with the indicator of Speaking competence** in the English syllabus of KTSP : Expressing meaning in asking information
- d. **It does not match with the technique of assessment** in the English syllabus of KTSP which states that the speaking competence test should be spoken by the students. In this case the Speaking competence test was not spoken by the students, it was only given in written form.
- e. **It contains the meaning should be tested** : Textual meaning because it is about the coherence of the text.
- f. **It matches with the Items Writing Rules of the Test Making Technique** (Based on the Content Standard) which is mentioned on the page 46.

The conclusion is : the item number 2 matches with the Competence Standard and Basic Competence of English Syllabus of Speaking for Junior High School in Semarang, and also match with the aspects in The Content Standard. But it **does not match with the technique of assessment in the syllabus.**

- 3. William Shakespeare was born in 1564 at Stratford – on – Avon in England. When he left school, William was employed by his father. He.....a local girl, Anne Hathaway, when he was eighteen.
 - a. marries

- b. married
- c. will marry
- d. have married

Discussions

a. It matches with the level of Literacy for Junior High School in the Content Standard. It is about reading simple text. The text is a Recount text, because it has the characteristics of Recount text

- 1) Communicative Purpose is to tell/retell past events with purpose to inform
- 2) Generic Structure
 - a) Introduction (orientation), giving information about *what, who, where, when.*
 - b) Report a set of events, told in order.
- 3) Linguistics features
 - a) *nouns* and *pronouns* of human, animal or thing involved, for example : *William, he,*
 - b) *action verbs* : *left.*
 - c) *past tense*

b. It matches with the Competence Standard and Basic Competence of KTSP

Based on the Competence Standard **Writing** for the 8th grade (table 3.3) : Understanding meaning in functional written text as well as simple and short essay in the forms of descriptive, **recount** and narrative to be able to

interact in daily contexts. The Basic Competence is Expressing meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive, **recount** and narrative

- c. It matches with the indicator of writing competence** in the English syllabus of KTSP : Completing the blank spaces in the text
- d. It matches with the technique of assessment of Writing** in the English syllabus of KTSP : **It was given in written test.**
- e. It contains the meaning should be tested** : textual meaning, because it discusses grammar (cohesion)
- f. It matches with the Items Writing Rules of the Test Making Technique** (Based on the Content Standard) which is mentioned on the page 46.

The conclusion is : the item number 3 matches with the Competence Standard and the Basic Competence of English Syllabus for Junior High School in Semarang, and also matches with the Content Standard of KTSP

4. Andre : There is something wrong with my computer. Do you think Andini can repair it ?
Mario :Her own computer is out of order, too.
Andre : Really ?
- a. No doubt
 - b. I doubt that
 - c. I'm sure
 - d. I'm certain

Discussion

The text number 4 is conversation texts. Based on the Syllabus, conversations text only belong to Listening and Speaking competence. Based on the technique of assessment in the Syllabus, the Speaking competence is tested only in the form of spoken test. The Listening competence is tested in both forms, Written and Spoken. Therefore the item number 4 contains of Listening competence.

- a. **It matches with the level of Literacy for Junior High School** in the Content Standard. It is about conversation in daily context
- b. **It matches with the Competence Standard and Basic Competence of KTSP**

The Competence Standard of **Listening** for the 8th grade is Understanding meaning in simple transactional and interpersonal conversation to interact with closest environment. Its Basic Competence is Responding meaning in very simple transactional and interpersonal conversation using variety oral language accurately, fluently, acceptable to interact with closest environment which involve speech act; asking, giving and refusing service, **Asking and giving opinion**, confess and deny a fact, inviting, congratulating

- c. **It matches with the indicator of Listening competence** in the English syllabus of KTSP : Responding expression of **asking opinion** by using the relevant gambit.
- d. **It matches with the technique of assessment** in the syllabus, which states that the Listening competence test can be in written form. But it does not

match with the instrument of assessment in the syllabus which states that the material should be listened by the students, while this item is not listened by the students.

- e. **It contains the meaning should be tested** : interpersonal meaning, because it expresses feeling or judgment.
- f. **It matches with the Items Writing Rules of the Test Making Technique** (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The item number 4 matches with the Competence Standard and the Basic Competence of English Syllabus for Junior High School in Semarang, and also matches with The Content Standard of KTSP , but **it does not match with the example of the assessment** instrument in the syllabus.

5. Mother : Santi, let's prepare for lunch. Help me set the table. Look, the table is dirty, could you clean it ?
Santi :it's time to have lunch. Anything else ,mom ?
Mother : No, that's all.
- a. Sorry mom, I can't
 - b. I can't decide
 - c. I'm not sure
 - d. By all means

Discussion

Based on the Syllabus, conversations text only belong to Listening and Speaking competence. The Speaking competence is tested only in the form of spoken test. The Listening competence is tested in both forms, Written and

Spoken. Therefore the item number 4 contains of Listening competence.

- a. **It matches with the level of Literacy for Junior High School** in the Content Standard. It is about conversation in daily context.
- b. **It matches with the Competence Standard and Basic Competence of KTSP**

The Competence Standard of **Listening** competence for the 8th grade is: Understanding meaning in very simple transactional and interpersonal conversation to interact with closest environment. Its Basic Competence is Responding meaning in very simple transactional and interpersonal conversation using variety oral language accurately, fluently, acceptable to interact with closest environment which involve speech act : asking and giving service.

- c. **It matches with the indicator of Listening competence** in the English syllabus of KTSP : Responding expression of asking service.
- d. **It matches with the technique of assessment** in the syllabus, which states that the Listening competence test can be in written form. But it does not match with the example of the assessment instrument in the syllabus which states that the material should be listened by the students, while this item is not listened by the students.
- e. **It contains the meaning should be tested** : interpersonal meaning, because it uses gambit for being polite, expresses someone's attitude
- f. **It matches with the Items Writing Rules of the Test Making Technique** (Based on the Content Standard) which is mentioned on the

page 46

The conclusion is : the item number 5 matches with the Competence Standard and the Basic Competence of English Syllabus for Junior High School in Semarang, and also matches the Content Standard of KTSP. But It does not match with the example of the instrument of assessment in the syllabus.

6.

Canada	-	9,976,000 square kilometers
USA	-	9,363,000 square kilometers
Brazil	-	8,512,000 square kilometers

Canada is the.....country among them

- a. large
- b. largest
- c. bigger
- d. smallest

Discussions

a. It matches with the level of Literacy for Junior High School in the Content Standard. It is about reading a text. The text above is a Short Functional Text.

b. It matches with the Competence Standard and Basic Competence of KTSP

The Standard of Competencies of **Reading** for the 7th class (see the table 1) : Understanding meaning in short functional text. Its Basic Competence : Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily

contexts with materials in form of Notice.

- c. **It matches with the indicator of Reading competence** in the English syllabus of KTSP : Determining detail information
- d. **It matches with the technique of assessment** in the syllabus : It was given in written form
- e. **It contains the meaning should be tested** : Ideational meaning, because it is about the content of the text
- f. **It matches with the Items Writing Rules of the Test Making Technique** (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The item number 6 matches with the Competence Standard and the Basic Competence of English Syllabus for Junior High School in Semarang, and also matches with The Content Standard of KTSP

7. Sonny : Hi, John,.....the road is very slippery because of the rain just now
John : Alright Son. Don't worry, we will drive down the hill slowly
- a. be careful
 - b. watch out
 - c. look out
 - d. hurry up

Discussions

- a. **It matches with the level of Literacy for Junior High School** in the Content Standard. It is about conversation in daily context
- b. **It matches with the Competence Standard and Basic Competence of Speaking of KTSP**

The material number 7 is Completing the dialogue by using the relevant

gambit. It is based on the Basic Competence of **Speaking** for 7th grade :

Expressing meaning in simple transactional and interpersonal conversation, accurately, fluently and acceptable for interaction in daily context which involve speech act : asking and giving services, good and fact

c. It matches with the indicator of Speaking competence in the English syllabus of KTSP: **expressing attention**

d. It does not match with the technique of assessment in the English syllabus of KTSP which states that the Speaking competence test should be an oral test. In this case, the Speaking competence test is not oral test, but written test.

e. It contains the meaning should be tested : interpersonal meaning, because for acting upon and with others. It expresses someone's attitude, feeling, someone cares to someone else

f. It matches with the Items Writing Rules of the Test Making Technique
(Based on the Content Standard) which is mentioned on the page 46

The conclusion is : the item number 6 matches with the Competence Standard and the Basic Competence of Speaking of English Syllabus for Junior High School in Semarang, and also matches with the Content Standard of KTSP. But it does not match with the technique of assessment in the syllabus.

The text is for question number 8 to 10

Animals are almost extinct if their number is getting smaller. It means more animals become rare. One of the rare animals is Rhinoceros

Rhinoceros is a large heavy mammal with a thick skin. The word Rhinoceros is derived from Greek. Rhino means nose and Ceros means horns. Some rhinoceros have two horns, and others have one horn. These horns are not part of the body structure of the head. They don't have any bony core. They are out growth of the skin.

Rhinoceros are herbivorous. They eat plant. They live in grassy areas or in a jungle. Rhinoceros spend most of their time in water. They usually live alone, except during the breeding season. One of these rare Rhinoceros is the Java Rhinoceros. The Java Rhinoceros, the Sondaicus, is comparatively small and slender. It's about 1,7 meters high. The males have a single horn up to 10 inches (25 feet) length, and the females are usually hornless.

Formerly the Java Rhinoceros live in Myanmar, Indochina, The Malay Peninsula, Java and Sumatera. They are now relatively scarce. People hunted them for their horns. We only find them in Ujung Kulon, West Java now. If we don't want the Java Rhinoceros to be extinct, we must protect them: we must preserve their habitat. The law prohibits hunter to hunt them

8. The whole text tells us that.....
 - e. Rhino's horn is special
 - f. We should protect the rhinoceros by breaking the law
 - g. Rhinoceros with their specific horns are almost extinct
 - h. People can find rhinoceros in any jungle in Indonesia

9. Where do rhinos like to spend their time better ?
 - i. Both in the water and on land
 - j. Mostly in water
 - k. Neither in water or on land
 - l. Mostly in land

10. "We must preserve their habitat." (paragraph 4)
The word "preserve" in this sentence means.....
 - m. destroy
 - n. save
 - o. reduce
 - p. experience

Discussions

- a. **They match with the level of Literacy for Junior High School** in the Content Standard. It is about read simple text. The text above is a Report,

because it has the characteristics of a Report :

1). Communicative Purpose :

Giving information about rhinoceros as reality, as the result of systematically observation or analysis. The description can encompass a nature phenomena, environment. The description of this Report Text can be a general conclusion about rhinoceros, by describing its features

2) Generic Structure :

a) General statement that explains reported Subject, Explanation, and the classification

b) Description

3) Linguistics Features :

a) General *nouns*, such as '*Rhinoceros is a mammal*'.

b) *Relating verbs* to explain the feature for example *Rhinoceros is a large heavy mammal with a thick skin*

c) *Action verbs* in explaining attitude, for example *They eat plant.*

d) Present *tense* to state something for example *They eat plant. They live in grassy areas or in a jungle*

e) Technical term, for example. Rhinoceros are *herbivorous*

f) Paragraph with *topic sentence* to arrange some information.

b. They Match with the Competence Standard and Basic Competence of KTSP

The Competence Standard of **Reading** for 9th grade : Understanding meaning in functional written text as well as simple and short essay in the

forms of narrative, procedure and **report** to be able to interact in daily contexts, with Basic Competence : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written narrative, procedure and **report**

c. They match with the indicator :

Item number 8 : Finding the main idea of the text

Item number 9 : Determining detail information of the text

Item number 10: Finding meaning of a word from the text

d. They match with the technique of assessment in the syllabus : They were given in written form

e. They contain the meaning should be tested : Ideational meaning, because they are about the content of the text

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : the items number 8, 9, 10 match with the Standard of Competence and the Basic Competence of Reading of English Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP.

Read the text and answer questions 11 to 13

SOUTHGATE AREA

Brand new luxury 1 and 2 bedroom apartments. At Heatherdowns and Green Street. Convenient to Southgate Shopping Center. Close to bus route 22.

Rentals from \$250 include the following utilities : heat, air, shag carpet, appliance, dishwasher, patio, laundry, room, pool, 1 year lease and security deposit.

**One-preschool-aged child considered in 2 bedrooms
Absolutely no pets**

**Model open weekdays 1-6, Sun. 1-5 or by appointment 241 – 7721.
Managed by Sands Corporation.**

An equal housing opportunity

11. Which of the following statements is TRUE according to the text ?
- a. Only one-bedroom apartments are available
 - b. There is no lease required
 - c. The bus route is far away
 - d. The rent includes some utilities.
12. Which of the following families would be able to rent an apartment according to the advertisement ?
- a. A woman and her twelve-year-old child
 - b. A husband, wife and their preschool child
 - c. A man with a small cat
 - d. A husband, wife and two small pets
13. “Rentals from \$250 include heat, air shag carpet, appliance.....”
The underlined word means.....
- a. requirements
 - b. improvements

- c. devices
- d. apartments

Discussions

a. It matches with the level of Literacy for Junior High School in the Content Standard. It is about reading a text. The text above is a Short Functional text, in the form of Advertisement.

b. They match with the Competence Standard and Basic Competence of KTSP

The Standard of Competence of Reading for the 7th grade is Understanding meaning in short functional written text, and The Basic Competence : Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in form of Advertisement.

c. They match with the indicator in the syllabus

Item number 11 : Determining factual information of the text

Item number 12 : Determining factual information of the text

Item number 13 : Finding the meaning of word in the text.

d. They match with the technique of assessment : They are given in written form

e. They contain the meaning should be tested : ideational meaning because it is about the content of the text

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 11, 12, 13 match with the Standard of Competence and the Basic Competence of Reading of English Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP.

Read the following text to answer questions 14 to 17.

The Indonesian Archipelago

Indonesia is an archipelago. It is the largest one. It lies between the Pacific Ocean and the Indian Ocean. This archipelago is flanked by two continents namely Asia and Australia.

This archipelago consists of 13,667 islands. Its total land area is 1,905,453 square kilometers.

There are five main islands in Indonesia. They are Java, Sumatera, Kalimantan, Sulawesi, and Papua, and the western part of New Guinea. The capital city of Indonesia is Jakarta. This city becomes the center of government and economic activities.

The climate in Indonesia is tropical with high humidity, slight changes in temperature and heavy rainfall. It is because Indonesia lies along the equator. From November to February this country undergoes the wet season. The dry season prevails from June to September.

We can see a large variety of plant and animal's life. Some species are endemic. They live in an island or a part of a large island. Some wildlife reserves have been established by the government throughout the country. Those wildlife reserves are used to protect the rare species from extinction. The rare animals are the orang utan primates in Sumatera and Kalimantan, the komodo dragon in Komodo island, the one horned- rhinoceros in West Java, the pig deer and anoa, the dwarf buffalo in Sulawesi and many different species of monkeys and birds.

14. Indonesia hasislands.
 - a. 1,770
 - b. 5,152
 - c. 13,667
 - d. 1,905,453
15. The main idea of paragraph four is.....

- a. Indonesia has a tropical climate
 - b. Indonesia has high humidity
 - c. Indonesia has high rainfall
 - d. Indonesia lies along the equator line
16. How is the weather like from November to February ?
- a. hot
 - b. cool
 - c. warm
 - d. bright
17. Why does the government set up the wildlife reserve ?
To protect the.....
- a. orang utans
 - b. komodo dragons
 - c. one horned-rhinoceros
 - d. rare species

Discussions

- a. It matches with the level of Literacy for Junior High School** in the Content Standard. It is about reading a text. The text above is a Report, because it has the characteristics of a Report :
- 1) The Communicative Purpose :
- Giving information about Indonesia as reality, as the result of systematically observation or analysis. The description can encompass a nature phenomena, environment. The description of a Report Text can be a general conclusion about Indonesia.
- 2) Generic Structure :
- a) General statement that explains reported Subject, Explanation, and the classification

b) Description

3) Linguistics Features :

a) General *nouns*, such as '*Indonesia is an Archipelago*'.

b) *Relating verbs* to explain the feature for example “ *This archipelago is flanked by two continents namely Asia and Australia.*” “*This archipelago consists of 13,667 islands.*”

c) Present *tense* to state something for example “*It lies between the Pacific Ocean and the Indian Ocean*”, “*This archipelago consists of 13,667 islands.*”

d) Technical term, for example . *endemic, humidity*

e) Paragraph with *topic sentence* to arrange some information.

b. They match with the Competence Standard and Basic Competence of KTSP

Competence Standard of Reading for 9th grade : Understanding meaning in functional written text as well as simple and short essay in the forms of narrative, procedure and **report** to be able to interact in daily contexts, with Basic Competence : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written narrative, procedure and **report**.

c. They match with the indicator in the syllabus

Item number 14 : Finding the implicit information of the text

Item number 15 : Determining the main idea of the text

Item number 16 : Finding the implicit information of the text

Item number 17 :. Determining factual information based on the text

d. They match with the technique of assessment : They are given in written form

e. They contain the meaning that should be tested

Items number 14, 15 and 17 : ideational meaning because it is about the content of the text

Item number 16 : logical meaning because the answer is not in the text, but we have to think logically to answer

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 14, 15, 16, 17 match with the Standard of Competence and the Basic Competence of Reading in English Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP.

18. Choose the sentence which has a misspell word

- a. Nadia looks happy trying on her new dress
- b. She sewwed the cloth carefully yesterday.
- c. She made the pattern of the dress last week
- d. Mother cuts the pattern using a pair of scissors.

Discussion

The item number 18 is about spelling. It matches with the domain of English

lesson material for Junior High School in Supporting Competence (BSNP,2006:212), that is : Linguistics Competence (using grammar, vocabulary, pronunciation, and spelling) . But it does not match with the 4 components :

- a. The item number 18 does not match with the level of literacy for Junior High School. The literacy level for Junior High School is Functional, meaning that the students can communicate in both spoken and written language in daily context. They can use English to get things done and use English for survival purposes. This item is about writing competence, but it is only about spelling, it does not have communicative purpose .
- b. It does not match with Standard of Competence and the Basic Competence of Reading in the English Syllabus for Junior High School in Semarang
- c. It does not match with the indicators in syllabus.
- d. It does not test the nuance of meaning that should be tested

The conclusion is : the item number 18 does not match with the Standard of Competence and the Basic Competence in English Syllabus for Junior High School in Semarang and the Content Standard.

For questions 19 and 20 choose the best meaning of the underlined words in the text

There are many reasons why people go to the beach. People go to the beach because they want (19) to get fun and enjoy the beauty of the sea and it's surrounding. They also enjoy the activities which they can do there. For

example : swimming or sun bathing, parasailing or speed boating. Although different beaches offer different activities, there is (20) something in common, You will always find sand around them.

19.
 - a. have pleasure
 - b. explore the sea
 - c. examine the wave
 - d. enjoy the tide

20.
 - a. specialty
 - b. similarity
 - c. average
 - d. a whole

Discussions :

- a. **They match with the level of Literacy for Junior High School** in the Content Standard. It is about reading a text. The text above is a Report, because it has the characteristics of a Report :

- 1) The Communicative Purpose :

Giving information about something as reality, as the result of systematically observation. It describes about nature phenomena, environment.

- 2) Generic Structure :

- a) General statement that explain reported subject, explanation.
- b) Description

- 3) Linguistics Features :

- a) general *nouns*, such as *people, beach*
- b) *action* verbs in explaining attitude, for example *to get fun*

- c) present *tense* to state something for example *People go to the beach because they want. They also enjoy the activities which they can do there*
- d) Technical term, for example *parasailing, speed boating*

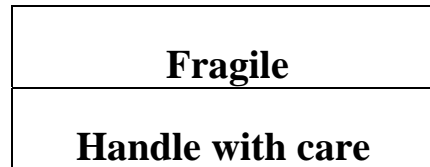
b. They match with the Competence Standard and Basic Competence of KTSP

Standard of Competence of Reading for 9th grade : Understanding meaning in functional written text as well as simple and short essay in the forms of **narrative, procedure and report** to be able to interact in daily contexts, with Basic Competence : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written **narrative, procedure and report**

- c. **They match with the indicator in the syllabus :** Finding meaning of a word from the text
- d. **They match with the technique of assessment in the syllabus :** They are given in written form
- e. **They contain the meaning that should be tested :** ideational meaning, because it is about the content of the text
- f. **They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard)** which is mentioned on the page 46

The conclusion is : The items number 19 and 20 match with the Standard of Competence and the Basic Competence of Reading in English Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP.

21.



The label above means that we have to carry the stuff

- a. gently and carefully
- b. hurriedly and quickly
- c. carelessly and quickly
- d. recklessly and quickly

Discussions

- a. **It matches with the level of Literacy for Junior High School** in the Content Standard. It is about reading a simple text. The text above is a Short functional Text in the form of Notice.
- b. **It matches with the Competence Standard and Basic Competence of KTSP**

The Standard of Competencies of Reading for the 7th class (see the table 1) : Understanding meaning in short functional written text, with the Basic Competence : Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in form of Notice

- c. **It matches with the indicator for Reading in the syllabus**

Determining implicit meaning of the text

d. It matches with the technique of assessment in the syllabus : It is given in written form

e. It contains the meaning that should be tested

Ideational meaning, because it is about the content of the text

f. It matches with the Items Writing Rules of the Test Making Technique

(Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The item number 21 matches with the Standard of Competence and the Basic Competence of Reading in English Syllabus for Junior High School in Semarang, and also matches with The Content Standard of KTSP.

Read the text and answer questions 22 to 24.

There are many teachers in my school.
Most of them are kind and helpful.
But my favorite one is Mr. David, my English teacher
Mr. David is tall and slim
He is about thirty years old and wears glasses.
Mr. David is always neatly dressed

22. How old is Mr. David ?
He isyears old

- a. 30
- b. 35
- c. 40
- d. 45

23. Which of the statements is NOT TRUE about Mr. David ?

- a. He is kind
- b. He wears glasses
- c. He dresses neatly
- d. He has a big size body

24. The word “one” in the text above refers to.....(Line 3)

- a. school
- b. teacher
- c. dress
- d. age

Discussions

a. It matches with the level of Literacy for Junior High School in the Content Standard. It is about reading a simple text. The text above is a **Descriptive** text, because it has the characteristics of Descriptive text :

1) Communicative purpose :

Describing the feature of someone (*teacher*)

2) Generic structure :

a) Description : Describing the features of teacher, such his, shape, size, age, his habit. This description only gives information about certain teacher which is different from other teachers

3) Linguistics Features:

a) Certain nouns : *teacher, school*

b) Simple present tense.

c) Variety of describing adjective : *Mr. David is tall and slim*

d) Relating verbs to give information about the subject : *Mr. David is always neatly dressed*

b. They match with Competence Standard and Basic Competence

The Standard of Competencies for 8th class is : Understanding meaning in functional written text as well as simple and short essay in the forms of **descriptive, recount** and **narrative** to be able to interact in daily contexts, with The Basic Competence : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written **descriptive and procedure**

c. They match with the indicator of Reading test in the Syllabus

The items number 22 and 23 are match with the indicator : Determining factual information based on the text

The item number 24 match with the indicator : Finding the referral word from the text

d. They match with the technique of assessment in the syllabus : they are given in written form.

e. They contain the meaning that should be tested : Ideational meaning, because they are about the content of the text

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 22, 23, 24 match with the Standard of Competencies and the Basic Competencies of Reading in English Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP.

For question number 25 and 26 fill in the blanks with the suitable words.

My sister, Yulia, works for a travel bureau. Actually she does not like her job

Because the work is not(25). The salary is low and the boss is not friendly. So, she will.....(26) for another job at the end of this month. She wants to be a secretary.

- 25.. a. boring
b. disappointing
c. degusting
d. interesting

26. a. look
b. wait
c. ask
d. search

Discussions

- a. It matches with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is Descriptive text because it has :the characteristics of Descriptive text :

1) Communicative purpose :

Describing the feature of someone (Yulia)

2) Generic structure :

a) Introducing people will be described

b) Description : Describing the Yulia's job. This description only gives information about Yulia's job.

3) Linguistics Features:

a) Certain nouns : *My sister, Yulia, a travel bureau*

b) Simple present tense.

c) Various adjectives : The salary is *low* and the boss is not *friendly*

b. They match with the Competence Standard and Basic Competence of KTSP

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre), which covers **Writing**, that students are able to express the meaning of short functional text. It is explained in The Competence Standard of Writing for the 8th grade : Expressing meaning in functional written text as well as simple and short essay in the forms of **descriptive**, recount and narrative to be able to interact in daily contexts

The Basic Competence : Expressing meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts

c. They match with the indicator in the syllabus : Completing the blank spaces in the sentences of Descriptive text correctly.

d. They match with the technique of assessment in the syllabus : they are given in written form.

e. They contain the meaning that should be tested : logical meaning because **there are logical relation among the ideas of the text**

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 25 and 26 match with the Standard of Competence and the Basic Competence of Reading in English Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP.

Read the text and answer the questions 27 to 29.

The lion was having a nap when a little mouse woke him up. The lion was annoyed, so he picked up the little mouse and threatened to eat him up.

“Please spare me, oh king of the jungle. If you do, I will do something for you one day !” begged the mouse.

“What! A little thing like you ? Ha ! This is really very funny” laughed the lion. Then he got the little mouse free because he thought that the little creature did not even taste good.

Several days later when the lion was walking in the jungle, he got into a trap. He struggled hard, but still he could not free himself. When he was about to give up, the little mouse came. He gnawed at the ropes of the net and then said, “Didn’t you once laugh at me for being little ? Look how I have saved your life today,”

27. Where did the story happened ?

- a. in the kingdom
- b. in the village
- c. in the jungle
- d. in the field

28. How could the lion be free from the problem?

- a. The lion walked into the trap
- b. The lion killed the little mouse
- c. The mouse gnawed at the net and set it free
- d. The mouse woke up the lion

29. What can we learn from the story ?

- a. Help your friend only if you get a reward
- b. Don’t underestimate those who are smaller
- c. Strength as always useful when we are in trouble
- d. Don’t put your friend in trouble

Discussions

a. **They match with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is Narrative text because it has the characteristics of Narrative :

1) The purpose of Communicative Text:

- a) To entertain listeners or readers with fantasy story.
- b) The Narrative features are : has conflict element (problem) and it's solution. The conflict may be one, or maybe more. .

2) Generic Structure:

- a) Introducing background : figure, time and place.
- b) Developing conflict
- c) Solution of conflict
- d) Coda: Change on the figure, good lesson from the story

3) Linguistics Features

- a) *Certain nouns* as personal pronouns in a tale : *King of the jungle*
- b) *adjectives form noun phrase* : **little mouse , little creature**
- c) *time connectives* and *conjunctions* to make the events in order :
then, so
- d) *adverbs* and *adverbial phrases* to show the events location : *in the jungle, in the mountain*
- e) *action verbs in past tense* : *begged, threatened, laughed*
- f) *saying verbs* : *said, begged* and *thinking verbs* : *thought*

b. They match with the Competence Standard and Basic Competence of KTSP

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre)

The Standard of Competencies for 8th grade is : Understanding meaning in functional written text as well as simple and short essay in the forms of descriptive, recount and **narrative** to be able to interact in daily contexts.

With the Basic Competence : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive, recount and **narrative**

c. They match with the indicator in the syllabus :

The item number 27 and 28 : Determining factual information based on
the text

The item number 29 : Determining the main idea of the text

d. They match with the technique of assessment in the syllabus : they are given in written form

e. They contain the meaning that should be tested :

The item number 27 : ideational meaning, because it is about the content
of the text

The item number 28 : ideational meaning, because it is about the content
of the text

The item number 29 : logical meaning because there is logical relation among the ideas of the text

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 27, 28, 29 match with the Standard of Competencies and the Basic Competencies of Reading in English Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP .

- 30.
1. They prevent the soil from erosion and landslide
 2. The water flows into the river
 3. Men must take care of forest
 4. A new spring emerges from the ground
 5. Rain water does not flow freely
 6. It soaks to the ground.

The correct order of the sentences to make a paragraph is

- a. 3 – 2 – 4 – 1 – 6 – 5
- b. 3 – 1 – 5 – 6 – 4 – 2
- c. 3 – 6 – 4 – 5 – 1 – 2
- d. 3 – 4 – 6 – 1 – 5 – 2

Discussions

- a. **It matches with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is Short Functional Text in the form of Notice. The text above is a Notice , because it is **a short text that has function to inform people**
- b. **It matches with the Competence Standard and Basic Competence of KTSP**

The material number 30 is arranging the jumbled sentences into a text

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre) , which covers **Writing**, that students are able to express the meaning of short functional text. It is explained in The Basic Competence number 1 for the 7th grade (see the table 2.4.) : Expressing meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with indicator **Arranging the jumbled sentences into a text**

- c. **It matches with the indicator in the syllabus** : arranging the jumbled sentences into a paragraph
- d. **They match with the technique of assessment in the syllabus** : they are given in written form
- e. **It contains the meaning that should be tested** : textual meaning, because it is about the cohesion and the coherence of the text
- f. **It matches with the Items Writing Rules of the Test Making Technique** (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The item number 30 matches with the Standard of Competencies and the Basic Competencies of Writing in English Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP .

Read the text and answer the questions 31 to 33.

EPE BANANA

Ingredients :

- 1 bunch of 'kepok' bananas (not too ripe)
- 1 litter of water
- 2 kg brown sugar
- 50 gr white sugar
- 10 gr vanilla essence

Preparation :

- Peel the bananas, then roast them over charcoal until somewhat soft and brown.
- Flatten them with special wooden clamp or, if you don't own one, use a large flat wooden spoon to flatten the bananas on a cutting board
- Sauce : Boil the water with the brown sugar, white sugar and vanilla essence until it dissolves into thick syrup, then pour over the bananas

For 10 portions

31. What does the last thing we do in making Epe Banana ?
- a. Peel a bund of bananas
 - b. Flatten the bananas
 - c. Roast the bananas
 - d. Make sauce of Epe Banana
32. How much white sugar do we need to make Epe Banana?
- a. 10 grams
 - b. 50 grams
 - c. 1 kilogram
 - d. 2 kilograms
33. “Flatten them with a special wooden clamp.”
The underlined word means
- a. fry
 - b. cook
 - c. press
 - d. steam

Discussions

- a. **They match with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is a **Procedure**, because it has the characteristics of Procedure text :

The purpose of Communicative Text:

- a. Procedures tell us how to do something
- b. Procedural text informs us of instructions on doing something. It is written in the format of a list

Text structure:

- a. The Title or the purpose of activity.
- b. The materials
- c. Steps

- b. **They match with the Competence Standard and Basic Competence of KTSP**

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre).

The Standard of Competencies for year 7th number 2 is : Understanding meaning in functional written text as well as simple and short essay in the forms of descriptive and **procedure** to be able to interact in daily contexts

With the Basic Competence : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive and **procedure**

- c. **They match with the indicator in the syllabus:**

The items number 31 and 32 : Determining factual information based on
the text

The items number 33 : Finding meaning of a word from the text

d. They match with the technique of assessment in the syllabus : they
are given in written form

e. They contain the meaning that should be tested

The items number 31, 32, 33 contain ideational meaning because they are
about the content of the text

**f. They match with the Items Writing Rules of the Test Making
Technique (Based on the Content Standard)** which is mentioned on the
page 46

The conclusion is : The items number 31, 32, 33 match with the
Standard of Competence and the Basic Competence of Reading in English
Syllabus for Junior High School in Semarang, and also match with The
Content Standard of KTSP .

For questions 34 to 36 choose the best words to complete the text

On a bright and sunny day I went fishing. When I reached the jetty. I put
a worm on the hook and threw the line in and waited for the fish to bite. I
was very.....(34) when I did not catch anything after waiting for three hours.

I pulled in the line and to my surprise, there was a small fish at the end
of the line.....(35) was so small that I did not feel anything on the line.

I was even more surprised when the fish started to talk. “ Let me
go.....(36) I will turn you into a frog.” I was startled that I just stared at it.

34. a. happy
b. good
c. interested
d. disappointed
35. a. It
b. she
c. he
d. they
36. a. and
b. or
c. because
d. for

Discussions

- a. **It matches with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is a **Recount**, because it has the characteristics of Recount text :

1) Communicative purpose

To tell / retell past events with purpose to announce or to entertain

2) Generic Structure:

- a) Introduction (orientation), giving information about what, who, where, and when.
- b) Report a set of events or activities, usually told in order.

3) Language Features:

- a) *nouns* and *pronouns* are human, animal or thing involved : *I, fish, worm, the line*
- b) *action verbs* : went, reach, catch
- c) *past tense* .

- d) *conjunctions and time connectives : and, when*
- e) *adverbs and adverb phrases to express place and time : the jetty, on a bright and sunny day*
- f) *adjectives to explain nouns : bright, sunny*

b. Match with the Competence Standard and Basic Competence of KTSP

According to The Standard of Competencies of **Writing** of KTSP for the 8th year of Junior High School, number 2.(The table 1, page) : Expressing meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive, **recount** and narrative, with The Basic Competencies : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive and **Recount**

c. Match with the indicator of Writing competence in the syllabus :

The items number 34, 35, 36 : Identifying the linguistic features

d. They match with the technique of assessment in the syllabus : they are given in written form

e. They contain the meaning that should be tested :

The item number 35 contains ideational meaning because it is about the content of the text.

The item number 34 and 36 contain logical meaning because they are about logical relation among ideas.

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 34, 35, 36 match with the Standard of Competence and the Basic Competence of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP.

For questions 37 and 38 choose the word closest in meaning to the underlined words.

Elephants are the largest mammals in the world. Although they have huge (37) bodies and great power, their movements are slow and gentle (38)

37. a. very big
b. wide
c. spotted
d. rough

38. a. fast
b. sharp
c. polite
d. soft

Discussions

a. It matches with the level of Literacy for Junior High School in the Content Standard. It is about reading text. The text above is a Descriptive ,because it has the characteristics of Descriptive text :

1) Communicative purpose

Describing the feature of elephant

2) Generic structure :

- a) Introducing elephant will be described.
- b) Description : Describing elephant. This description only gives information about elephant which is different from other animals.

3) Linguistics Features:

- a) Certain nouns : *mammal, great power*
- b) Simple present tense.
- c) Variety of describing adjectives : *huge bodies, great power, slow and gentle*

d) Relating verbs to give information about the subject :

Although they *have* huge_bodies and great power, their movements *are* slow and gentle

b. They match with the Competence Standard and Basic Competence of KTSP

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre)

The Standard of Competencies of **Reading** for year 7th, number 2 is :
Understanding meaning in functional written text as well as simple and short essay in the forms of **descriptive and procedure** to be able to interact in daily contexts ; with the Basic Competence : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written

descriptive and procedure

c. They match with the indicator of Reading competence in the syllabus

The Items number 37 and 38 : Finding meaning of a word in the text

d. They match with the technique of assessment in the syllabus : they

are given in written form

e. They contain the meaning that should be tested

The Items number 37 and 38 contain ideational meaning because they are about the content of the text

f. They match with the Items Writing Rules of the Test Making

Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 37 and 38 match with the Standard of Competence and the Basic Competence of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

Read the text and answer questions 39 to 41

**The Jaguar
(Panthera Onca)**

Although the jaguar is an animal that is not found in Asia, it is famous in Asia because of the car named after the animal. This report provides information on the characteristics, habitat and life of the jaguar.

The jaguar belongs to the cat family. It is one of the four big (roaring) cats : the lion, the tiger and the leopard. Because it has spots, a jaguar is often mistaken for the leopard. However a jaguar has larger rosette markings, a

stronger body and shorter tail. A rosette is a rose shaped spot on an animal. The rosettes of jaguar sometimes look like the print of an animal paw.

The jaguar is brownish-yellow in color and has spots on the head, neck and legs, and rosettes on other parts of its body. It can weight up to 100 kilograms and has a powerful jaw that it can easily crush the skull of its prey.

39. Which paragraph tells about the differences between a jaguar and a leopard ?
- Paragraph 1
 - Paragraph 2
 - Paragraph 1 and 2
 - Paragraph 2 and 3
40. How do people differentiate between a jaguar and a leopard ?
- A jaguar has larger marking on it's body
 - A leopard has a stronger body
 - A jaguar only lives in Asia
 - From the shape of their bodies
41. "Because it has spots, a jaguar is often mistaken for the leopard."
The underlined word has the same meaning with.....
- lines
 - dots
 - scratches
 - rosettes

Discussions

- a. The items number 39, 40, 41 match with the level of Literacy for **Junior High School** in the Content Standard. It is about reading text. The text above is a Descriptive ,because it has the characteristics of Descriptive text :
- 1) Communicative purpose
Describing the feature of jaguar
 - 2) Generic structure :
 - a) Introducing jaguar will be described

b) Description : Describing the jaguar. This description only gives information about jaguar which is different from other kinds of cat family

3) Linguistics Features:

a) Certain nouns : *The jaguar belongs to the cat family*

b) Simple present tense.

c) Variety of describing adjectives : *it is famous in Asia, a jaguar has larger rosette markings, a stronger body and shorter tail.*

d) Relating verbs to give information about the subject : *a jaguar has larger rosette markings*

b. They match with the Competence Standard and Basic Competence of KTSP

According to the Competence Standard for **Reading** of KTSP for the 7th grade : Understanding meaning in short functional written text as well as simple and short essay in the forms of **descriptive** and procedure to be able to interact in daily context, with its Basic Competencies : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written **descriptive** and procedure (the table 2.3.)

c. They match with the indicator of Reading competence in the syllabus :

The items number 39 and 40 : Determining factual information based on
the text

The item number 41 : Finding the synonym of a word from the text

d. They match with the technique of assessment in the syllabus : they are given in written form

e. They contain the meaning that should be tested :

The Items number 39, 40, 41 contain Ideational meaning because they discuss about the content of the text.

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 39, 40, 41 match with the Standard of Competencies and the Basic Competencies of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

42.

Fasten your seatbelt while seated

Where do you usually find this instruction ?

- a. in the truck
- b. in the bus
- c. in the ship
- d. in the plane

43.

**Please keep your city clean
Don't drop litter**

What does the text mean ?

- a. You are not supposed to put the garbage in a dustbin
- b. You are not allowed to put the garbage properly
- c. You are not allowed to clean the garbage everywhere
- d. You are not supposed to clean the garbage in the city

Discussions

a. The items number 42 and 43 match with the level of Literacy for Junior High School in the Content Standard. It is about reading text. The text number 42 and 43 are short functional text in the form of Notice. It is a short text which has communicative purposes to inform / to warn people

b. They match with the Competence Standard and Basic Competence of KTSP

According to The Standard Competence of Reading number 1 for the 7th grade : Responding meaning in simple and short functional, with its Basic Competence : Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in form of Notice (the table 2.3.)

c. They match with the indicator in the syllabus :

The items number 42 and 43 : Finding the main idea of the text

d. They match with the technique of assessment in the syllabus : they are given in written form

e. They contain the meaning that should be tested :

The item number 42 contains logical meaning because there is logical relation between the ideas of the text. The item number 43 contains

Ideational meaning because it is about the content of the text.

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 42 and 43 match with the Standard of Competencies and the Basic Competencies of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

Read the letter and answer the questions 44 to 46

Sudirman	23 jalan Jendral Bandung, Jawa Barat March, 4, 2007
Dear aunt Dewi,	
How clever of you to send me blue beads ! I was planning to wear a blue sweater and a plaid skirt to the morning bazaar next Sunday, and the beads will match perfectly.	
Our bazaar is going to be bigger than ever this year. We're having exhibits of arts and crafts, books, food and flower arrangements. In the bazaar there will be folk dances and games.	
You should be there !	
Thank you again for your thoughtful gift.	
Your loving niece, Nita	

44. What did aunt Dewi give to Nita ?

- a. blue beads
- b. a plaid skirt
- c. a nice sweater
- d. a big book

45. Nita wanted aunt Dewi to go to the bazaar because.....
- Her aunt promised to go there to run the bazaar
 - She wanted aunt Dewi to watch the folk dances and games
 - She thought her aunt would not be busy then
 - Their flower arrangements would be exhibited there
46. Which of the statements is NOT TRUE about Nita ?
- She lived at jalan Sudirman 23 Bandung.
 - She wrote her letter on March, 4 , 2007.
 - She was Ms. Dewi's loving younger sister
 - She liked the gift that Ms. Dewi gave.

Discussions

- a. The items number 44, 45, 46 match with The the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is a Short Functional Text in the form of a personal letter. The communicative purposes of text is giving information to the person to whom the letter is sent.
- b. They match with the Competence Standard and Basic Competence of KTSP**

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre) , which covers reading, that students are able to understand the meaning of short functional text. It is explained in The Standard Competence number 1 for the 9th grade (see the table 1) : Understanding meaning in functional written text, with its Basic Competence : Responding meaning in simple

and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in form of Personal letter

c. They match with the indicator in the Syllabus:

The items number 44, 45, 46 : Determining factual information of the text

d. They match with the technique of assessment in the syllabus : they are given in written form

e. They contain the meaning that should be tested :

The item number 44 and 46 contains ideational meaning because it is about the content of the text. The item number 45 contains logical meaning because there is logical relation between ideas in the text

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 44, 45 and 46 match with the Standard of Competencies and the Basic Competencies of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

Read the text and answer questions 47 and 48

Dear Mr. Anto,

Your appointment to see Mr. Charlie is on Tuesday 7th June at 2.15 p.m.
Please be on time.

Margareth

47. From the text we know that Mr. Anto will come to see Mr. Charlie.....
- In the morning
 - In the afternoon
 - In the evening
 - at midnight
48. "Please be on time."
The sentence means "to come....."
- Fast
 - Early
 - Punctually
 - Quickly

Discussions

- a. The items number 47 and 48 match with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is Short Functional Text in the form of Short Message, because it is a short text contains short message from someone to someone else. The communicative purposes of the text is giving information, or reminding about appointment.
- b. They match with the Competence Standard and Basic Competence of KTSP**
- According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre) , which covers reading, that students are able to understand the meaning of short functional text. It is explained in The Standard Competence of

Reading number 1 for the 8th grade : Understanding meaning in functional written text; with The Basic Competence is : Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in form of **Short message**

c. They match with the indicator in the syllabus :

The item number 47 : Determining factual information based on the text

The item number 48 : Finding the meaning of the sentence of the text

d. They match with the technique of assessment in the syllabus : they are given in written form

e. They contain the meaning that should be tested : ideational meaning because it is about the content of the text.

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 44, 45 and 46 match with the Standard of Competencies and the Basic Competencies of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

Read the text and answer questions 47 and 48

49. There is – where – a way – a will – there is
1 2 3 4 5

The correct arrangements of the words to make sentence is

- a. 2 – 5 – 1 – 3 – 4
- b. 1 – 2 – 3 – 5 – 4
- c. 2 – 5 – 4 – 1 – 3
- d. 1 – 2 – 4 – 5 – 3

Discussions

a. The item number 49 match with the level of Literacy for Junior High School in the Content Standard. It is about reading text. The text above is a Short Functional Text in the form of Proverb with the communicative purpose is **advising**

b. It matches with the Competence Standard and Basic Competence of KTSP

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre) , which covers **Writing**, that students are able to express the meaning of short functional text. It is explained in The Basic Competence number 1 for the 7th class (see the table 4) : Expressing meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with indicator **Arranging the jumbled words into a good sentence**

c. It matches with the indicator in the syllabus : arranging the jumbled words into a good sentence

d. It matches with the technique of assessment in the syllabus : it is

given in written form

e. It contains the meaning that should be tested : textual meaning because it deals with cohesiveness and coherence

f. It matches with the Items Writing Rules of the Test Making Technique

(Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The item number 1 matches with the Competencies Standard and the Basic Competencies of Writing in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

50. Choose the right order of the following sentences to make a paragraph.

1. It takes place three days or more
2. The more important the person who dies, the more buffalo they slaughter.
3. It is carried out in honor of the dead person
4. One of the Torajan traditions is the funeral ceremony.
5. It is done by slaughtering a water buffalo

- a. 2, 5, 4, 3, 1
- b. 2, 3, 5, 4, 1
- c. 4, 3, 1, 5, 2
- d. 4, 3, 5, 2, 1

Discussions

a. The item number 50 matches with the level of Literacy for Junior High School in the Content Standard. It is about reading text The text above is a Genre in form of short Report because it has the characteristics of a Report :

- 1) Communicative Purpose Giving information about something as reality, as the result of systematically observation or analysis. The description can encompass a nature phenomena, environment,
- 2) Generic Structure :
 - a) General statement that explain reported Subject, Explanation, and the classification
 - b) Description
- 3) Linguistics Features :
 - a) general *nouns* : *person, buffalo, ceremony*
 - b) *relating verbs* to explain the feature for example : ***Then I realized what was happening.***
 - c) *action verbs* in explaining attitude, for example *slaughter*

b. It matches with the Competence Standard and Basic Competence of KTSP

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre) , which covers **Writing**, that students are able to express the meaning of short functional text. It is explained in The Basic Competence number 1 for the 9th grade (the table 2.4) : Expressing meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts

c. It matches with the indicator in the syllabus : Arranging the jumbled sentences into a report text

- d. **It matches with the technique of assessment in the syllabus** : it is given in written form
- e. **It contains the meaning that should be tested** : textual meaning because it deals with the coherence of the text
- f. **It matches with the Items Writing Rules of the Test Making Technique** (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The item number 50 matches with the Standard Competence and the Basic Competencies of Writing in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

II. The material of English UAN 2007 /2008. A. (BSNP 2007/2008)

1. Read the following notice. It's put on the wall



It means

- A. The place is special for you as visitors
- B. This is a place for you to wait
- C. You can not wait anyone here
- D. You should not stay here

Discussions

a. The item number 1 matches with the level of Literacy for Junior High School in the Content Standard. It is about reading text The text above is a Short functional Text in the form of Notice with the communicative purpose giving information in very short form.

b. It matches with the Competence Standard and Basic Competence of KTSP

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre), which covers reading, that students are able to understand the meaning of short functional text. It is explained in The Competence Standard number 1 for the 7th grade (the table 2.3) : Understanding meaning in short functional written, with its Basic Competence : Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in the form of Notice

c. It matches with the indicator in the syllabus : Determining the main idea of the text

d. It matches with the technique of assessment in the syllabus : it is given in written form

e. It contains the meaning that should be tested : ideational meaning because it is about the meaning of the text

f. It matches with the Items Writing Rules of the Test Making Technique

(Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The item number 1 matches with the Standard of Competencies and the Basic Competencies of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

The text is for question 2 and 3

To : Vita Maharani

I will be glad if you come to my 15th birthday party.

Day / date : Sunday / July, 29-2008

Time : 7 pm

Place : Jl. Gatot Subroto no. 365 Sungai Liat

Yours truthfully

Tika Panggabean

2. How old will Tika be in 2016 ?

- A. 21
- B. 22
- C. 23
- D. 24

3. When will the party be held ?

- A. In the evening
- B. In the morning
- C. In the afternoon
- D. At midnight

Discussions

a. The items number 2 and 3 match with the level of Literacy for Junior High School in the Content Standard. It is about reading text. The text above is a Short Functional Text in the form of Invitation.

b. They match with the Competence Standard and Basic Competence of KTSP

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre), which covers reading, that students are able to understand the meaning of short functional text. It is explained in The Competence Standard number 1 for the 7th grade : Understanding meaning in functional written text, with its Basic Competence : Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in form of Invitation (the table 2.3.)

c. They match with the indicator in the syllabus :

The item number 2 : Finding the implicit meaning of the text

The item number 3 : Determining the factual information of the text

d. They match with the technique of assessment in the syllabus : They are given in written form

e. They contain the meaning that should be tested :

The item number 2 : Logical meaning because there is logical relation among the ideas in the texts

The item number 3 : Ideational meaning because it is about the content

of the text

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 2 and 3 match with the Standard of Competence and the Basic Competence of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

4. Read this notice

Heavy traffic in Cawang

It is meant.....

- A. To give warning about an accident in heavy traffic.
- B. To forbid the drivers to enter the free way in Cawang
- C. To allow the drivers to enter the free way from Cawang
- D. To inform the people so that they can choose a better route

Discussions

a. It matches with the level of Literacy for Junior High School in the Content Standard. It is about reading text. The text above is a Short functional Text in the form of Notice , with it's communicative purpose is informing / warning people.

b. It matches with the Competence Standard and Basic Competence of

KTSP

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre) , which covers reading, that students are able to understand the meaning of short functional text. It is explained in The Standard Competence of Reading for the 7th grade : Understanding meaning in short functional written, with its Basic Competence : Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in form of Notice (the table 2.3.)

- c. It matches with the indicator in the syllabus :** Determining the main idea of the text
- d. It matches with the technique of assessment in the syllabus :** it is given in written form
- e. It contains the meaning that should be tested :** Ideational meaning because it is about the content of the text.
- f. It matches with the Items Writing Rules of the Test Making Technique**
(Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The item number 4 matches with the Competence Standard and the Basic Competence of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

Read the following text and answer questions 5 and 6

Attention

Those who have finished with the experiment, please clean the microscopes and put them back in their boxes.

Thank you

5. What is the announcement about ?
- A. Information while doing the experiment
 - B. Direction before cleaning the boxes
 - C. Instruction after using microscope
 - D. During the experiment
6. When do the students have to put the microscopes back in the boxes ?
- A. After cleaning them
 - B. While cleaning them
 - C. Before the experiment
 - D. During the experiment

Discussions

a. The items number 5 and 6 match with the level of Literacy for Junior High School in the Content Standard. It is about reading text. The text above is a Short functional Text in the form of Instruction with its communicative purposes is giving instruction.

b. They match with the Competence Standard and Basic Competence of KTSP

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre), which covers reading, that students are able to understand the meaning of

short functional text. It is explained in The Competence Standard of Reading number 1 for the 7th grade : Understanding meaning in short functional written, with its Basic Competence : Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in form of Instruction (see the table 2.3.)

c. They match with the indicator in the syllabus :

The item number 5 : Determining the main idea of the text

The item number 4 : Determining the factual meaning of the text

d. They matches with the technique of assessment in the syllabus : they are given in written form

e. They contain the meaning that should be tested : Ideational meaning because it is about the content of the text

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 4 and 6 match with the Standard of Competence and the Basic Competence of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

7. Study the notice !

USE THE HAND DRYER

What does the notice above mean ?

- A. We don't have to dry our hands
- B. We can't use our hand to dry something
- C. We should use the dryer to dry our hands
- D. We should use our hand to dry something

Discussions

'USE THE HAND DRYER' is a Short functional Text (notice).

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre) , which covers reading, that students are able to understand the meaning of short functional text

- a. **The item number 7 matches with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is a Short Functional Text in the form of Notice, because it is a short text that has function to inform
- b. **It matches with the Competence Standard and Basic Competence of KTSP**

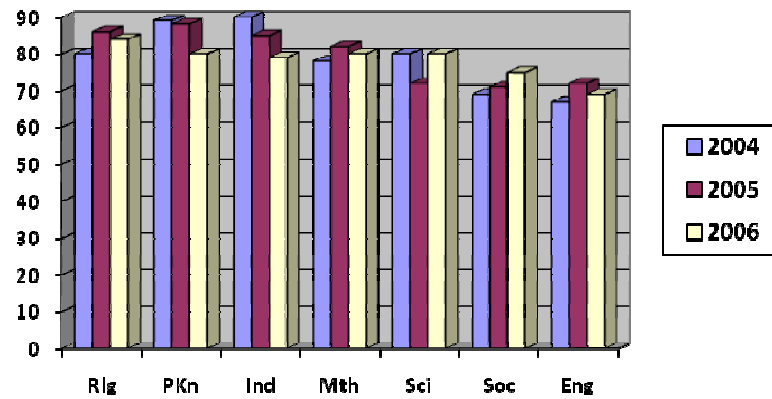
According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre) , which covers reading, that students are able to understand the meaning of short functional text. It is explained in The Competence Standard of Reading number 1 for the 7th grade : Understanding meaning in short

functional written, with its Basic Competence : Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in form of instruction/notice (see the table 2.3)

- c. It matches with the indicator in the syllabus** : Determining the main idea of the text
- d. It matches with the technique of assessment in the syllabus** : It is given in written form
- e. It contains the meaning that should be tested** : Ideational meaning because it is about the content of the text
- f. It matches with the Items Writing Rules of the Test Making Technique** (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The item number 7 match with the Standard of Competence and the Basic Competence of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

Read the graph and answer question 8 and 9.



Rlg = Religion
 Ind = Indonesian
 Mth = Mathematics
 Sci = Science
 Soc = Social
 Eng = English

8. The graph tells us the students' achievement.....

- A. Since 2004
- B. In three years
- C. For the last five years
- D. For the last four years

9. What subject got the highest achievement in the year 2006 ?

- A. Religion
- B. Indonesian
- C. English
- D. Mathematics

Discussions

a. **The items number 8 and 9 match with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is a Short functional Text (an Information). The graph above is a short functional text, because it is very short text which has function to give information about the student's achievement in 6 subjects.

b. They match with the Competence Standard and Basic Competence of KTSP

According The Competence Standard of Reading : Understanding meaning in short functional written text, with its Basic Competence : Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts.

c. They match with the indicator in the syllabus : Determining the factual information of the text

d. They match with the technique of assessment in the syllabus : They are given in written form

e. They contain the meaning that should be tested : ideational meaning because it is about the content of the text

f. It matches with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 8 and 9 match with the Competence Standard and the Basic Competence of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

Read the text and answer question 10 to 13.

Vanessa Mae Vanakorn Nicholson is a musician.

She is only nineteen years old, but she is a world - famous violinist. When she plays classical violin concertos on her electric violin, the world listens.

Vanessa Mae is Thai – Chinese. Her mother is Chinese and her father is Thai. She is from Singapore, but she now lives in London with her mother and her English stepfather. She’s got cousins, aunts, uncles and grandparents in Thailand, Singapore, China and England

(Adapted from *Snapshot, Starter* page 46)

10. What is the text about ?

- A. a violinist
- B. a musician
- C. a pianist
- D. an artist

11. Vanessa plays violin.....

- A. badly
- B. carefully
- C. classically
- D. wonderfully

12. From the text we know that people.....

- A. In the world are interested in all violinist
- B. Like to listen to Vanessa’s playing violin
- C. Are eager to play violin with Vanessa
- D. Play the violin very well in a concert

13. “....., but she now lives in London with her mother and her English stepfather “ (paragraph 3)

The word ‘stepfather’ means a male who’s married to

- A. one’s aunt

- B. one's sister
- C. one's mother
- D. one's daughter

Discussions

- a. **The item number 10, 11, 12, 13, 14 match with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is Descriptive, because it has the characteristics of Descriptive text :
- 1) Communicative purpose
Describing the feature of Vanessa Mae
 - 2) Generic structure :
 - a) Introducing Vanessa Mae will be described
 - b) Description : Describing Vanessa Mae. This description only gives information about Vanessa Mae which is different from other violinists
 - 3) Linguistics Features:
 - a) Certain nouns : *Violin, violinist*
 - b) Simple present tense.
 - c) Variety of describing adjectives : she is a world - *famous* violinist
 - d) Relating verbs to give information about the subject : *She's got cousins*
- b. **They match with the Competence Standard and Basic Competence of KTSP**

According to **Competencies Standard** of Reading of KTSP for the 7th grade : Understanding meaning in short functional written text as well as simple and short essay in the forms of **descriptive** and procedure to be able to interact in daily context, with its Basic Competencies : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written **descriptive** and procedure (The table 2.3.)

c. They match with the indicator in the syllabus :

The item number 10 : Finding the main idea of the text

The item number 11 : Finding the implicit meaning of the text

The item number 12 : Determining the factual information of the text

The item number 13 : Finding the meaning of a word of the text

d. They match with the technique of assessment in the syllabus : They are given in written form

e. They contain the meaning that should be tested :

The item number 10, 12, 13 contain ideational meaning because they are about the content of the text.

The item number 11 contains logical meaning because there is logical relation between ideas

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 10-13 match with the Competence Standard and the Basic Competencies of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

The text is for questions 14 to 17

Once upon a time, there was a king and his queen who lived in the Kingdom of Belinyu. They didn't have any child. Until one night, the queen had a dream of a turtle. It said that the queen would have a baby, and she had to give a Komala necklace to her baby. The queen woke up and she was holding a Komala necklace in her hand. She told her dream to the king, and he was very happy.

Shortly, the queen's dream became reality, she delivered a beautiful baby girl. The king named her Komala. She grew up as a pretty girl, however, she had a bad attitude because her parents always spoiled her too much.

One day, Komala heard her parents were talking about the turtle in her mother's dream. She thought that the turtle was very interesting animal, so she wanted it as her pet.

Accompanied with the King's guard, Komala searched the turtle, and finally she found it in a beach. She shouted to it, "Penyu busuk wait for me" in several times, but the turtle kept swimming. Komala ran after it into the sea, she tried to catch it. Until then she finally drowned and disappeared, and all of her guards could not save her. Now people call the beach, penyusuk.

14. What does the story tell us ?
- A. A bad attitude girl
 - B. A Kingdom in Belinyu
 - C. The legend of Penyu Busuk
 - D. The legend of Penyusuk Beach

15. What is the main idea of the last paragraph ?
- A. The King permitted Komala to find the turtle
 - B. The celebration of Komala's birthday
 - C. Komala drown into the sea
 - D. The turtle disappeared
16. Komala had a bad attitude because.....
- A. she was a princess
 - B. her father was a King
 - C. she was a beautiful girl
 - D. her parents spoiled her too much
17. Until then she finally drown.....(last paragraph)
The synonym of the word "drowned" is.....
- A. disappeared
 - B. floated
 - C. swam
 - D. sank

Discussions

- a. **The items number 14 – 17 above match with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is a Narrative, because it has the characteristics of a Narrative :
- 1) The purpose of Communicative Text:
 - a) To entertain readers with fantasy story.
 - b) The Narrative features are : has conflict element (problem) and it's solution.
 - 2) Generic Structure:
 - a) Introducing background : figure, time and place.
 - b) Developing conflict

- c) Solution of conflict
- d) Coda: Change on the figure, good lesson from the story

3) Linguistics Features

- a) *Certain nouns* as personal pronoun in the story: *king, queen*
- b) *noun phrase*,: *a beautiful baby girl*
- c) *time connectives and conjunctions* : *then, so, finally*
- d) *adverbs* and *adverbial phrases* to show the event location: In *Kingdom*
- e) *action verbs* in *past tense* : *said, heard, shouted*
- f) *saying verbs* : *shouted, told* and *thinking verbs* : *thought, felt.*

b. They match with the Competence Standard and Basic Competence of KTSP

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre)

The Standard of Competencies for 8th year is : Understanding meaning in functional written text as well as simple and short essay in the forms of descriptive, recount and **narrative** to be able to interact in daily contexts, with its Basic Competence : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive, recount and **narrative**

c. They match with the indicator in the syllabus :

The item number 14 and 15 : Determining the main idea of the text

The item number 16 : Determining the factual information of the text

The item number 17 : Finding the synonym of a word of the text

d. They match with the technique of assessment in the syllabus : They are given in written form

e. They contain the meaning that should be tested :

The items number 14, 15, 16 and 17 : ideational meaning because it is about the content of the text

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 14, 15, 16, 17 match with the Competence Standard and the Basic Competence of Reading in the Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

Read the text and answer question 18 and 19

REQUIRED

A National plus school is looking for teachers for the academic year 2008 / 2009.

1. A Playgroup Teacher
2. A Kindergarten Teacher
3. An Elementary Teacher
4. An Elementary Teacher (assistant)
5. An English Teacher
6. Sport Teacher (male & female)

Qualifications needed :

1. Fluency in English (1 – 6)
2. Min 3 years experience in a good reputation school (1 – 5)
3. Good behavior and performance
4. Educational background min S1; Science (1-4), Social or Literacy (1-2)
5. Taking care of children (1-4)
6. TOEFL (5)
7. Could be American, Canadian, England or Australian (7)

Please submit the application before May 1, 2008 and put the application code to

HR Department

Jl. Terbang Layang no 21 Pondok Cabe 15418

18. Which qualification must all teacher candidates have ?

- A. TOEFL
- B. experiences
- C. education certificate
- D. good behavior and performance

19. What does the phrase ‘taking care of’ mean ?

- A. looking at
- B. looking for
- C. looking over
- D. looking after

Discussions

- a. **The items number 18 and 19 match with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is a short functional text in the form of advertisement. The communicative purpose of the text is informing public
- b. **They match with the Competence Standard and Basic Competence of KTSP**

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre) , which covers reading, that students are able to understand the meaning of short functional text. It is explained in The Basic Competence of Reading number 1 for the 7th grade : Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in form of advertisement (table 2.3.)

c. They match with the indicator in the syllabus :

The item number 18 : Determining the factual information of the text

The item number 19 : Finding the meaning of a word of the text

d. They match with the technique of assessment in the syllabus : They are given in written form

e. They contain the meaning that should be tested : ideational meaning because it is about the content of the text

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 18 and 19 match with the Standard of Competence and the Basic Competence of Reading in the Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

Read the text and answer question 20 to 24

EARTHQUAKE

I had just got into bed about half past eleven when I felt the tremor. The bed started to tremble and I noticed the electric light, which was hung on the ceiling, was swaying.

Then I got out of bed quickly and went to look out of the windows. As I looked, I saw the house opposite began to fall sideways. Then I realized what was happening. I put on my dressing-gown hurriedly and rushed out into the garden.

I was alone in the house. My wife and children had gone to visit my mother – in-law

For three or four minutes, I heard a terrible noise of walls falling down, and people screaming, and I saw clouds of dust in the air. Then the trembling stopped.

There were about fifty persons killed and more than two hundreds injured. The damage to property was considerable, and about three hundred houses would have to be completely rebuilt

20. What is the purpose of the text ?

- A. Entertaining the readers with a funny story
- B. Describing a particular and special thing
- C. Presenting points of view about an issue
- D. Informing a past event

21. When did the writer realize what was happening ? While he was.....

- A. Feeling his bed started to tremble
- B. Noticing the electric light swaying
- C. Hearing a terrible noise of wall falling
- D. Watching the house began to fall sideways

22. How did the writer save his life ?

- A. By looking out of the window
- B. By rushing out into the garden
- C. By turning the electric light off
- D. By getting the bed out of the room

23. Paragraph 5 tells us about

- A. Rebuilding houses
- B. The screaming people
- C. Considerable property
- D. The victims of the earthquake

24. “ The bed started to tremble and I noticed the electric light,.....”
What does the world underlined mean ?

- A. Hung
- B. Saw
- C. Sway
- D. Turned on

Discussions

a. **The items number 20 – 24 above match with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is a Report, because it has the characteristics of a Report :

1) The Communicative Purpose

Giving information about something as reality, as the result of systematically observation or analysis. The description can encompass a nature phenomena, environment,

2) Generic Structure :

c) General statement that explain reported Subject, Explanation, and the classification

d) Description

3) Linguistics Features :

a) general *nouns* : *I, my wife, children*

b) *relating verbs* to explain the feature for example *Then I realized what was happening.*

c) *action verbs* in explaining attitude, for example : I *put on* my dressing-gown hurriedly and *rushed out* into the garden.

d) paragraph with *topic sentence* to arrange some information.

b. They match with the Competence Standard and Basic Competence of KTSP

Standard of Competencies for 9th class is Understanding meaning in functional written text as well as simple and short essay In the forms of narrative, procedure and **report** to be able to interact in daily context, with its Basic Competence is : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written narrative, procedure and **report**

c. They match with the indicator in the syllabus :

The item number 20 : Determining the communicative purpose of the text

The item number 21 : Determining the factual information of the text.

The item number 22 : Determining the factual information of the text

The item number 23 : Determining the main idea of the text

The item number 24 : Finding the meaning of a word of the text

d. They match with the technique of assessment in the syllabus : They are given in written form

- e. **They contain the meaning that should be tested :** Ideational meaning because it is about the content of the text
- f. **They match with the Items Writing Rules of the Test Making Technique** (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 20, 21, 22, 23, 24 match with the Standard of Competence and the Basic Competence of Reading in the Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

Read the text and answer question 25 and 26

<p>FINE CARTRIDGE GENUINE CANON 0615800003 (AA) 40 (BLACK) For PIXMA Series /iP 1200 / iP 1300 / iP 1600 /iP 1700 /iP 2200 / MP 150 / MP 160/ MP 170 / MP 180 / MP 150 /MP 460</p> <ul style="list-style-type: none">• Do not open the fine cartridge until you are ready to use it. After opening gently remove the protective tape and then promptly install the cartridge in the printer.• To obtain the best print quality, store the box with the bottom facing down.• Use up all ink within 6 months after opening to obtain the best quality• Refer to the user's manual provided with the printer for information on how to open and install the fine cartridge in the printer and for other precautions.• Store in a location out of the reach of children <p>INSTALL BEFORE 2009. 01.</p>

25. What does the text tell you about ?
- A. The steps to protect new cartridge
 - B. The method to obtain new cartridge
 - C. The instruction to use fine cartridge
 - D. The information to install new printer
26. Which statement is NOT TRUE based on **the above text** ?
- A. The color of printer is black
 - B. Children may touch and play with it
 - C. It is good to be used before January 2009
 - D. The cartridge is suitable for certain canon printers

Discussions

- a. **The items number 25 and 26 match with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is a Short functional Text in the form of Advertisement. It's communicative purpose is to inform public about a product.
- b. **They match with the Competence Standard and Basic Competence of KTSP**

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre), which covers reading, that students are able to understand the meaning of short functional text. It is explained in The Competence Standard number 1 for the 7th grade (see the table 2.3): Understanding meaning in short functional written text, with its Basic Competence : Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily context with materials in form of Notice

c. They match with the indicator in the English Syllabus of Junior High

School :

The item number 25 : Determining the main idea of the text

The item number 26 : Determining the factual information of the text

d. They match with the technique of assessment in the syllabus : They are

given in written form

e. They contain the meaning that should be tested : ideational meaning

because it is about the content of the text.

f. They match with the Items Writing Rules of the Test Making

Technique (Based on the Content Standard) which is mentioned on the

page 46

The conclusion is : The items number 25 and 26 match with the Standard of Competence and Basic Competence in the Syllabus for Junior High School in Semarang, and also match with the Content Standard of KTSP

Read the following text and answer question 27 to 29

The Goose that Laid Golden Eggs

Once upon a time, there lived a happy family in a village. A man and his wife lived happily on a little farm, tending their flock of geese and selling their eggs at the market. They were not rich, but they were happy with their life together.

Then one day a new goose flew in among their flock. The couple was surprised to find a shiny golden egg in her nest. Each and every day after that, the goose laid another egg of solid gold !

They were soon richer than they had ever dream of, but they were not happy. They grew impatient with only one golden egg a day. The farmer said to his wife, “ Our goose must be full of gold. Why should we wait to have more eggs ?”

“ If we cut her open,” his wife agreed, “ we can get all the eggs at once.”

So they killed the goose ! They were very surprised to find that it was just like any other goose inside. Even worse, there would never be any more golden eggs !

27. How many golden eggs did the couple get each day ?

- A. 1
- B. 2
- C. 3
- D. 4

28. How did the couple relieve their impatient ?

- A. By killing the goose
- B. By selling the new goose
- C. By tending their flock of geese
- D. By selling the eggs

29. What moral value can we learn from the story ?

- A. We should know our limitation
- B. We must be honest to get success
- C. We should stand on our own feet
- D. We must be patient, not be greedy to get richer

Discussions

a. **The items number 27, 28, 29 match with the level of Literacy for Junior**

High School in the Content Standard. It is about reading text. The text above is a Narrative, because it has the characteristics of Narrative :

1) The purpose of Communicative Text :

a) To entertain readers with fantasy story.

b) The Narrative features are : has conflict element (problem) and it's solution.

2) Generic Structure:

- a) Introducing background : figure, time and place.
- b) Developing conflict
- c) Solution of conflict
- d) Coda: Change on the figure, good lesson from the story

3) Linguistics Features :

- a) *Certain nouns* as personal pronoun in the story : *the farmer, the man*
- b) *noun phrase* : *a shinny golden egg*
- c) *time connectives and conjunctions* : *then, but*
- d) *adverbs and adverbial phrases* to show the event location : *In a village, on a little farm*
- e) *action verbs in past tense* : *lived, killed, flew*
- f) *saying verbs* : *said, agreed*

b. They match with the Competence Standard and Basic Competence of KTSP

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre)

The Standard of Competencies for 8th year is : Understanding meaning in functional written text as well as simple and short essay in the forms of descriptive, recount and **narrative** to be able to interact in daily contexts, with its Basic Competence : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive, recount and

narrative

c. They match with the indicator in the syllabus :

The item number 27 and 28 : Determining the factual information of the
text

The item number 29 : Determining the main idea of the text

d. They match with the technique of assessment in the syllabus : They
are given in written form

e. They contain the meaning that should be tested : ideational meaning
because they are about the content of the text.

The conclusion is : The items number 27, 28, 29 match with the
Standard of Competence and the Basic Competence of Reading in the
Syllabus for Junior High School in Semarang, and also match with The
Content Standard of KTSP

Read the following text and answer the question 30 and 31

Mr. and Mrs. Joseph Sembiring
invite you to share the joy
of the marriage uniting their daughter
Alice Sembiring
To
Jeffry Sitorus
Friday, the thirteenth of June
two thousand and eight
At three o'clock in the afternoon

Gajah Wong Restaurant
Jl. Affandi Yogyakarta

30. The purpose of the text is to invite you.....

- A. to attend Mr. and Mrs Sembiring's marriage
- B. to unit Alice and Jeffry in a wedding party
- C. to attend Alice and Jeffry's wedding party
- D. to mary with Mr. and Mrs Sembiring

31. Which statement is TRUE based on the text ?

- A. The party will be held on June 13th , 2008
- B. Jeffry Sitorus is Mr. and Mrs Joseph Sembiring's son
- C. The party will be sponsored by Gajah Wong Restaurant
- D. Mr. and Mrs Joseph Sembiring will celebrate their anniversary.

The text above is a Short Functional Text (invitation)

Discussions

a. The items number 30 and 31 match with the level of Literacy for Junior High School in the Content Standard. It is about reading text. The text above is a Short functional Text in the form of invitation with its communicative purpose is to invite

b. They match with the Competence Standard and Basic Competence of KTSP

The Competence Standard of Reading for the 7th grade According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre) , which covers reading, that students are able to understand the meaning of short functional text. It is explained in The Competence Standard number 1 for the 7th grade (the table 2.3.) : Understanding meaning in short functional written text, The Basic Competence : Responding meaning in simple

and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in form of Invitation

c. They match with the indicator in the syllabus :

The item number 30 : Identifying the communicative purpose of the text

The item number 31 : Determining the factual information of the text

d. They match with the technique of assessment in the syllabus : They are given in written form

e. They contain the meaning that should be tested : ideational meaning because they are about the content of the text.

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 32, 33, 34 match with the Standard of Competence and the Basic Competence of Reading in the syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP.

Questions 32 to 34 are based on the following text

<p style="text-align: center;">MINUTEMAN Excellence Meets Clean CARPET MACHINE One Stop Cleaning Solution</p>

Minuteman's Ambassador*

Carpet Extractors – are the ideal choice for effective carpet and upholstery cleaning.

Minuteman's MPV*

Multi-Purpose Vacuum maximum performance in changeable, lightweight, dual motor vacuum lightweight with added bag capacity for longer, more effective cleaning power

Gotcha! *

Self contained, Lightweight, portable, Spot Removal System. Minuteman's gotcha!* is designed for spot removal and carpet maintenance operation that require good skill, efficiency, power, and hassle-free, one person operation

32. What is the advertisement about ?
- A. carpet machine
 - B. minuteman carpet
 - C. multi Purpose Carpet
 - D. Excellent Meets Clean
33. Which statement is TRUE based on the text ?
- A. Only one person may operate the machine
 - B. It's hard for one person to empower the machine
 - C. It can be operated by one person easily
 - D. The machine cleans the power of the person
34. “.....and carpet maintenance operations that require good skill.....”
The underlined word can be best replaced by
- A. take
 - B. have
 - C. need
 - D. make

Discussions

- a. **The items number 32, 33, 34 match with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is a Short functional Text in form of advertisement.

b. They match with the Competence Standard and Basic Competence of KTSP

The Competence Standard of Reading for the 7th grade is Understanding meaning in short functional written text to be able to interact in daily context

The Basic Competence number 1 for the 7th grade is Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in form of Notice

c. They match with the indicator in the syllabus :

The item number 32 : Determining the main idea of the text

The item number 33 : Determining the factual information of the text

The item number 34 : Finding the synonym of a word of the text

d. They match with the technique of assessment in the syllabus : They are given in written form

e. They contain the meaning that should be tested : Ideational meaning because they are about the content of the text

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 32, 33, 34 match with the Standard of Competence and the Basic Competence of Reading in the Syllabus for Junior High School in Semarang, and also match with The Content Standard

of KTSP

Read the following text and answer questions 35 to 37

Anzac Biscuits

You will need :

2 cups of rolled oats
1,5 cups of caster sugar
4 tablespoons of golden syrup
2 tablespoons of boiling water
1 cup of plain flour
250 grams of butter
1 teaspoon of baking soda

1. Turn oven 160 C
2. Lightly grease oven tray
3. Mix oats, flour and sugar in a large bowl
4. Melt butter and golden syrup in a pan
5. Mix baking soda and boiling water in a cup
6. Add this mixture to melted butter and golden syrup
7. Add this to the oats mixture in the large bowl, mix together well
8. Roll tablespoonfuls of the mixture into balls. Put on tray 5 cm apart
9. Press lightly on top of each with a fork
10. Bake for 20 minutes

35. What is the purpose of the text ?

- A. To tell how to make Anzac biscuits
- B. To see the ingredients of Anzac biscuits
- C. To announce a new recipe of Anzac biscuits
- D. To prepare everything for cooking Anzac biscuits

36. Why do we use fork to make Anzac biscuits ?

- A. To mix baking soda and boiling water
- B. To press the balls of mixture
- C. To put the balls on tray
- D. To roll the mixture

37. “ Add this to the oats mixture in
- What does the word ‘this’ refer to ? It’s the mixture of.....
- A. Baking soda, boiling water
 - B. Oats, flour, sugar and melted butter
 - C. Melted butter, golden syrup, and baking soda
 - D. Baking soda, boiling water, melted butter and golden syrup.

Discussions

- a. **The items number 35, 36, 37 match with the level of Literacy for Junior High School** in the Content Standard. It is about reading text. The text above is a Procedure, because it has the characteristics of a Procedure :

1) The purpose of Communicative Text:

- a) Procedures tell us how to do something
- b) Procedural text informs us of a set of rules, or instructions on doing something, or directions to get to a place. It is usually written in the format of a list

2) Text structure:

- a) Title or the purpose of activity.
- b) The materials
- c) Steps

- b. **They match with the Competence Standard and Basic Competence of KTSP**

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre).

The Standard of Competencies for year 7th, number 2 is : Understanding meaning in functional written text as well as simple and short essay in the forms of descriptive and **procedure** to be able to interact in daily contexts, with the Basic Competence : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written descriptive and **procedure**

c. They match with the indicator in the syllabus :

The item number 35 : Determining the communicative purpose of the text

The item number 36 : Determining the factual information of the text

The item number 37 : Finding the referral word of the text

d. They match with the technique of assessment in the syllabus : They are given in written form

e. They contains the meaning that should be tested :

The items number 35, 36, 37 contain ideational meaning because they are about the content of the text

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 35, 36, 37 match with the Competence Standard and the Basic Competence of Reading in Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP.

Read the following text and answer questions 38 to 40

Dear aunt Tia,

Aunty, I have some good news for you. Last month I passed my final examination. A week ago I succeeded to join in a senior high school English competition. Last night my parents promised to send me to a famous English course in my town. They also promised me if my scores in English are good, they will send me to a foreign University. Great, isn't it ? I 'll work hard. I want to be a great pediatrician like you, aunty.

Well, that's all for now. Looking forward to having your news

Love,

Debby

38. What is the purpose of the text ?
- A. To inform some good news
 - B. To describe the writer's school
 - C. To retell the writer's experience
 - D. To entertain the reader with a joke
39. What did Debby's parents promise her ?
- A. To make her a pediatrician
 - B. To send her to an English course
 - C. To send her to a senior high school
 - D. To make her pass the final examination.
40. How does Debby feel ?
- A. glad
 - B. scared
 - C. anxious
 - D. thoughtful

Discussions

- a. The items number 38, 39, 40 match with the level of Literacy for

Junior High School in the Content Standard. It is about reading text. The text above is a Short Functional Text in the form of a personal letter

b. They match with the Competence Standard and Basic Competence of KTSP

According to the Level of Literacy for Junior High School, the student should achieve Discourse Competence in English Text types (Genre), which covers reading, that students are able to understand the meaning of short functional text. It is explained in Competence Standard for Reading number 1 for the 9th grade (see the table 2.3) : Understanding meaning in functional written text as well as simple and short essay in the forms of **narrative, procedure and report** to be able to interact in daily contexts. Its Basic Competence is **Responding meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts with materials in form of Personal letter**

c. They match with the indicator in the syllabus

The item number 38 : Determining the communicative purpose of the text

The item number 39 : Determining the factual information of the text

The item number 40 : Finding the implicit meaning of the text

d. They match with the technique of assessment in the syllabus : They are given in written form

e. They contain the meaning that should be tested :

The items number 38, 39, 40 contain ideational meaning because they

are about the content of the text

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 38, 39 and 40 match with the Standard of Competence and the Basic Competence of Reading in the Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

Read the text and answer questions 41 to 43

DINOSAURS

Dinosaurs were a type of lizards. They lived from about 230 million to about 65 million years ago. In 1842, Sir Richard Owen created the word Dinosaur. It came from Greek words *deinos*, meaning 'terrible' and *sauros* meaning 'lizard'. Dinosaurs lived on earth for about 140 million years.

During the dinosaurian era, the days were short. The sun was not as hot as it is today. On earth there was only one big continent and one big ocean. The name of the continent was *pangea* (all lands) and the name of the ocean was panthallassa (all seas)

There were many kinds of dinosaurs. Some of them were very big and some others were small. Some dinosaurs ate leaves and some others ate meat. Some dinosaurs could fly.

What happened to dinosaurs? Dinosaurs became extinct because there was a large comet hitting the earth. The comet caused fire and it killed the trees. Dinosaurs could not eat because there were no trees on earth and finally they died and became extinct.

41. What were the days like during the dinosaurs era ?

A. long

- B. cold
- C. warm
- D. short

42. What is the main idea of paragraph 3 ?

- A. There were many kinds of dinosaurs
- B. Some dinosaurs can fly in the sky
- C. Many dinosaurs were small in form
- D. Dinosaurs ate leaves and meat

43. The writer wrote the text.....

- A. To describe what the dinosaurs look like
- B. To show the steps how to measure dinosaurs
- C. To inform people about dinosaurs and their lives
- D. To amuse people by showing the dinosaurs' power

Discussions

- a. **The items number 41, 42, 43 match with the level of Literacy for Junior High School** in the Content Standard. It is about reading text.

The text above is a Report, because it has the characteristics of a Report :

1) The Communicative Purpose

Giving information about something as reality, as the result of systematically observation or analysis. The description can encompass a nature phenomena, environment,

2) Generic Structure :

a) General statement that explain reported Subject, Explanation, and the classification

b) Description

3) Linguistics Features :

a) general nouns : *Dinosaurs were a type of lizards*

b) *relating verbs* to explain the feature for example : *Some of them were very big and some others were small.*

c) *action verbs* paragraph in explaining attitude, for example *Some dinosaurs could fly.*

d) with *topic sentence* to arrange some information.

b. They match with the Competence Standard and Basic Competence of KTSP

Standard of Competencies for 9th class is Understanding meaning in functional written text as well as simple and short essay In the forms of narrative, procedure and **report** to be able to interact in daily contexts ; with its Basic Competence is : Responding meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written narrative, procedure and **report**

c. They match with the indicator :

The item number 41 : Determining the factual information of the text

The item number 42 : Determining the main idea of the text

The item number 43 : Identifying the communicative purpose of the text

d. They match with the technique of assessment in the syllabus : They are given in written form

e. They contain the meaning that should be tested :

The items number 41, 42, 43 contain ideational meaning

f. They match with the Items Writing Rules of the Test Making

Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 41, 42, 43 match with the Standard of Competence and the Basic Competence of Reading in the Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

Read the text and answer questions 44 to 46

This character's name is Puck-Wudgle. (44).....has a fat head, big bulgy eyes with long eyelashes, a pig-like nose, and a wide mouth with a big silly grin. On its enormous ears it.....(45) log dangling earrings with frills. Its hair and neck are long. It has a round stomach with a.....(46) belly button, not the big one, four stubby arms and two stubby legs. It loves to dance all night to punk music

44. A. It
B. Its
C. They
D. Their
45. A. having
B. have
C. had
D. has
46. A. little
B. large
C. long
D. huge

Discussions

- a. The item number 44, 45, 46 match with the level of Literacy for

Junior High School in the Content Standard. It is about reading text. The text above is Descriptive because it has the characteristics of a Descriptive :

1) Communicative purpose

Describing the features of Puck-Wudgle

2) Generic structure :

a) Introducing Puck-Wudgle will be described

b) Description : Describing Puck-Wudgle. This description only gives information about Puck-Wudgle which is different from other characters

3) Linguistics Features:

a) Certain nouns : *four stubby arms* and *two stubby legs*

b) Simple present tense.

c) Various describing adjectives : *fat* head, *big bulgy* eyes with *long* eyelashes, a *pig-like* nose, and a *wide* mouth

b. They match with the Competence Standard and Basic Competence of KTSP

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre) , which covers **Writing**, that students are able to express the meaning of short functional text. It is explained in The Basic Competence number 1 for the 8th class (see the table 4) : **Expressing meaning in simple and short functional written text accurately, fluently, and acceptably to be**

able to interact in daily contexts.

c. They match with the indicator :

The items number 44, 45, 46 identifying the linguistics feature of the text

d. They match with the technique of assessment in the syllabus : They are given in written form

e. They contain the meaning that should be tested : textual meaning because they deal with the coherence of the text

f. They match with the Items Writing Rules of the Test Making Technique (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 44, 45, and 46 match with the Standard of Competencies and the Basic Competencies of Reading in the Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

47. Which one is the best arrangement of the sentences below ?

1. His short bill could not reach the water
2. He looked everywhere to find some water, but there was not any.
3. Then, he found a tall jar with a very low water in it
4. At last, he drank the water as much as he liked
5. Soon, he filled the jar with stones so the water came up higher.
6. One day a crow was very tired and thirsty

- A. 6 – 4 – 5 – 1 – 2 – 3
- B. 6 – 2 – 3 – 1 – 5 – 4
- C. 6 – 2 – 1 – 3 – 5 – 4
- D. 6 – 3 – 2 – 4 – 5 – 1

Discussions

a. The item number 47 matches with the level of Literacy for Junior High School in the Content Standard. It is about reading text. The text above is

A **Recount text** because it is the unfolding of a sequence of events in the past, which has characteristics :

1) Communicative purpose

To tell / retell past events with purpose to announce or to entertain

2) Generic Structure:

a) Introduction (orientation), giving information about what, who, when, where

b) Report a set of events or activities, usually told in order.

3) Language Features:

a) *nouns* and *pronouns* as personal, animal or thing pronoun involved
: *a crow, a jar, water* .

b) *action verbs* : *could not reach, look, drank, filled*

c) *past tense*

d) *conjunctions* and *time connectives* : *and, but, then, at last*

e) *adverbs* and *adverb phrases* to express time : *one day*

f) *adjectives* to explain *nouns* : *short bill, tall jar, low water*

b. It matches with the Competence Standard and Basic Competence of
KTSP

According to the Level of Literacy for Junior High School, The student should achieve Discourse Competence in English Text types (Genre) , which covers **Writing**, that students are able to express the meaning of short functional text. It is explained in The Basic Competence number 1 for the 9th grade (see the table 2.4.) : Expressing meaning in simple and short functional written text accurately, fluently, and acceptably to be able to interact in daily contexts.

- c. It matches with the indicator in the Syllabus** : Arranging the jumble sentences into recount text
- d. They match with the technique of assessment in the syllabus** : They are given in written form.
- e. It contains the meaning that should be tested** : Textual meaning, because it deals with cohesiveness of the text
- f. It matches with the Items Writing Rules of the Test Making Technique** (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 47 matches with the Standard of Competence and the Basic Competence of Writing in the Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

48.

1. A female elephant carries her unborn young for about 20 to 22 months.

2. Although they have huge bodies and great power, their movements are smooth and gentle
3. When they grow up, the hair becomes sparser
4. The baby elephant is usually about one meter high and weighs about one hundred kilograms.
5. Elephants are the largest mammals in the world.
6. Within an hour of birth, baby elephants can stand on its own feet
7. Newly born elephants usually have thick hair all over their bodies.
8. Adult elephants have almost no hair.

Which one is the best arrangement of the sentences above ?

- A. 7 – 4 – 1 – 6 – 3 – 8 – 2 – 5
- B. 5 – 2 – 1 – 6 – 4 – 7 – 3 – 8
- C. 1 – 2 – 4 – 7 – 6 – 8 – 5 – 3
- D. 5 – 3 – 2 – 4 – 1 – 7 – 6 – 8

Discussions

a. The item number 48 matches with the level of Literacy for Junior

High School in the Content Standard. It is about reading text. The text above is a Descriptive, because it has characteristics :

1) Communicative purpose

Describing the features of elephant

2) Generic structure :

a) Introducing elephant will be described

b) Description : Describing elephants. This description only gives information about Elephant which is different from other kinds of mammal

3) Linguistics Features:

a) Certain nouns : *baby elephant, mammal*

b) Simple present tense.

c) Various describing adjectives : *huge* bodies , *great* power,
their
movements are *smooth and gentle*

b. It matches with the Competence Standard and Basic Competence of KTSP

The Competence Standard of Writing for the 7th grade is Expressing meaning in short essay in the forms of **descriptive** and procedure to be able to interact in daily context. The Basic Competence number 2 is Expressing meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably to be able to interact in daily context in the forms of written **descriptive** and procedure

c. It matches with the indicator in the syllabus : arranging the jumbled sentences into a descriptive text

d. They match with the technique of assessment in the syllabus : They are given in written form.

e. It contains the meaning that should be tested : textual meaning, because it deals with the cohesiveness of the text

f. It matches with the Items Writing Rules of the Test Making Technique
(Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The item number 48 matches with the Standard of Competence and the Basic Competence of Writing in the Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

For questions 49 and 50 arrange the words into good sentences

49. a better – keep – life – always – clean – for – our - environment.

1 2 3 4 5 6 7 8

A. 2 – 4 – 5 – 6 – 1 – 3 – 7 – 8

B. 4 – 2 – 5 – 7 – 8 – 6 – 1 – 3

C. 2 – 5 – 7 – 8 – 4 – 6 – 1 – 3

D. 4 – 5 – 7 – 8 – 6 – 2 – 1 – 3

50. little – up – your – please – at – school – brother – pick

1 2 3 4 5 6 7 8

A. 4 – 3 – 1 – 7 – 8 – 2 – 5 – 6

B. 4 – 3 – 7 – 8 – 2 – 1 – 5 – 6

C. 4 – 8 – 3 – 1 – 2 – 7 – 5 – 6

D. 4 – 8 – 3 – 1 – 7 – 2 – 5 – 6

Discussions

a. The items number 49 and 50 match with the level of Literacy for

Junior High School in the Content Standard. It is about reading a text.

The text number 49 and 50 are Short Functional Texts. The item number 49 is a notice, and number 50 is a message

b. They match with the Competence Standard and Basic Competence of

KTSP

The Competence Standard and The Basic Competence for **Writing**

number 1 for the 7th grade (see the table 2.4.) : Expressing meaning in

simple and short functional written text accurately, fluently, and

acceptably to be able to interact in daily contexts

- c. **They match with the indicator in the syllabus** : arranging the jumbled words into a meaningful sentence .
- d. **They match with the technique of assessment in the syllabus** : They are given in written form
- e. **They contain the meaning that should be tested** : textual meaning, because it deals with the cohesiveness of the text
- f. **They match with the Items Writing Rules of the Test Making Technique** (Based on the Content Standard) which is mentioned on the page 46

The conclusion is : The items number 49 and 50 match with the Standard of Competence and the Basic Competence of Writing in the Syllabus for Junior High School in Semarang, and also match with The Content Standard of KTSP

C. The Supporting Data

Questionnaires were used to get supporting data. The respondents of the questionnaire are 36 English teachers of the 3rd grade from 24 Junior High Schools in Semarang.

In Semarang there are 161 Junior High Schools, 40 are Government's and 121 are Private 's. The sample are 36 English teachers for the 3rd grade from 24 schools, they are 8 government schools and 16 Private Schools. They were taken by using Stratified Non Random sampling. They are selected by regarding the quality level of Government schools and Private schools in Semarang, All levels should be represented (see the Appendix)

According to Hadi (2004:90) if the population consists of heterogenic sub population, and every sub population are represented in the research, the sample can be taken regardless how many population is in each sub population. In this case, the population is Junior High Schools in Semarang which consists of heterogenic sub population (different level of quality of the schools). Therefore the sample were taken regardless how many schools are in every level of school's quality

The questionnaire is open questionnaire, it was answered by the teachers with or without researcher intervention. When the respondent were very busy, they took home the questionnaire and filled in the questionnaire by themselves independently. But if the were not busy, they did with the researcher guidance.

The Results of the Questionnaires are :

1. Most of the teachers and students understand KTSP which has been being applied since 2006.
2. According to the most teachers, the English UAN material match with the Competence Standard and the Basic Competence of KTSP
3. Most of the teacher's want is that the UAN shouldn't be centralistic, they are given autonomy to make their own UAN for each area of education (district or municipality) through MGMP (Lesson Teachers Board)
4. Most of the English teachers do not understand or miss understood about the Competencies. They do not understand why they should create the lesson materials which had and will never be the same with the material (reading text) of The English UAN. They do not see that the most important thing is

the competencies in the materials of UAN are the same with the competencies of KTSP.

5. Half of the respondents do not understand what skills were actually tested in UAN . Their answers were very varied
6. The most problem in implementing KTSP is lack of lesson materials. If the teachers have minor skill in computer technology, it would be difficult for them to find good and actual lesson materials, while buying books is expensive.
7. Most of the teacher stated that the English UAN was dominated by Reading competencies.
8. Most of the teachers have doubt about the material of UAN made by BSNP centralistically, because the lesson materials have very wide coverage, no lesson material guidance, and difficult for the teacher to predict what kind of reading text will be in the UAN

CHAPTER V

CONCLUSIONS & SUGGESTIONS

A. Conclusions

1. Most of the items of The English National Final Examination (UAN) for Junior High School 2006/2007 match with the Competence Standard and the Basic Competence of the English Syllabus for Junior High School in Semarang and The Content Standard of KTSP. While all items of the English National Final Examination for Junior High School 2007/2008 match with the Competence Standard and the Basic Competence of the English Syllabus for Junior High School in Semarang and The Content Standard of KTSP. It is also supported by the result of the Questionnaire in which most teachers stated that the English UAN materials match with the Competence Standard and the Basic Competence of KTSP of the English Syllabus for Junior High School in Semarang and The Content Standard of KTSP.
2. In the UAN material of 2006/2007, there are 4 numbers containing Listening competence, 2 numbers of Speaking Competence, 8 numbers containing Writing competence, 35 numbers are Reading competence. The ratio of these skills are not appropriate.

3. The English UAN of 2006/2007 still has 1 number that does not match with the competencies of The English Syllabus for Junior High School in Semarang and The Content Standard of KTSP (the item number 18)
4. The English UAN of 2006/2007 also contains Dialogue text. These do not match with the instrument of assessment in English syllabus in the Content Standard in which dialogue text is only material for Listening skill and Speaking skill test that should be listened and spoken by the students. But these items were neither listened nor spoken by the students. (the items number 1,2,4,5,7).
5. In the UAN 2007/2008, there is no Speaking and Listening competence. It is supported by the result of the Questionnaire in which most teachers stated that the English UANs do not test Speaking and Listening Competence. Only 7 numbers are Writing competence, and 43 are Reading Competence. This ratio is also inappropriate.

This English UAN tends only to test the Reading and Writing competence . It matches with The Government Regulation number 19, 2005 that language education should develop the language competence with special emphasis on reading and writing according to the literacy level set up for every level of education .

6. The items of the UAN 2007/2008 had been corrected, therefore the mistakes in UAN 2006/2007 did not happen again in UAN 2007/2008. There is neither Dialogue text nor item which does not match with the

competencies of the English Syllabus for Junior High School in Semarang and The Content Standard of KTSP

7. Reading competence are dominant in the material of both UAN. It is supported by the result of the questionnaire in which most teachers stated that the English UAN materials are dominated by Reading competence (see the appendix).
8. The material of both English UAN are dominated by Short Functional Text, which is more often found in daily context than Essays.
9. There is no Recount text in Reading competence, while Reading competence dominate the UAN material in both UAN. This is not in accordance to the Basic Competence of Reading which must cover Descriptive, Narrative, Report, Recount and Procedure.
10. According to the supporting data that most of the teachers have doubt about the material of UAN made by BSNP centralistically, because the lesson materials have very wide coverage, besides there is no lesson material guidance, therefore it is difficult for the teacher to predict what kind of reading text will be included in the UAN, but actually there is no need to worry about the contradictive between UAN which is centralistic and KTSP which is school oriented, because in fact, most of the items of UAN was constructed based on the competencies of KTSP .
11. Most of the English teachers do not understand or miss understood about the Competencies. They do not understand why they should create the

lesson materials which will never be the same with the material (reading text) of The English UAN. They do not know that the most important thing in the materials of UAN are the competencies which are the same as the competencies of KTSP.

B. Suggestions

1. The English National Final Exams (UAN) should be fully based on the Competence Standard and Basic Competence of KTSP. Otherwise, the teachers and the students will be confused . The worse is there will be a lot of students fail in the examination . BSNP as the policy maker of UAN should be aware of this.
2. In both UAN there are no Recount text in Reading competence. Reading competence in English UAN for Junior High School should cover all the basic English Genre for Junior High School that are Descriptive, Narrative, Recount, Report and Procedure as stated in the Basic Competence of Reading in KTSP.
3. The Reading competencies tested are not balance with the Writing competencies tested. The number of the competencies Reading covered in UAN is about 75% while the number of the Writing competencies less than 20%, it looks inappropriate. Therefore, it is suggested that UAN should test the four skills with emphasis on Reading and Writing, but the number of each skill should be appropriate.

4. Listening and Speaking competencies in the English UAN were not tested neither in the form of recorded material nor in spoken material. This is not in accordance to the instrument of assessment in the syllabus in which Listening and Speaking competence should be tested in the form of recorded material and spoken material that are listened and spoken by the students.
5. All schools have to train their teachers to understand more about KTSP, especially about the competencies that the students should achieve, so that the teachers have to be able to implement the competencies of KTSP in every English lessons, to develop the lesson material and the Basic Competence for all degrees.
6. As long as the schools syllabus based on the syllabus guidance created by BSNP , and the teachers teach based on the syllabus and the Content Standard, there is nothing to be worried about the English UAN.

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THE SCHOOL WHERE THE SUPPORTING DATA WERE TAKEN

1. SMP 2, Mojopahit st
2. SMP 3 ,Kampung Kali
3. SMP 5, Let.Jend S Parman st
4. SMP 7, Imam Bonjol st
5. SMP 25, Ki Mangunsarkoro
6. SMP 32, Tanah Mas
7. SMP 37, Sompok st
8. SMP 40, Suyudono st
9. SMP Masehi II, Indraprasta st
10. SMP Maria Goretti, Imam Bonjol st
11. SMP Kartini, Imam Bonjol st
12. SMP Mataram, Mataram st
13. SMP Nusa Putera,
14. SMP Hasanuddin 3, Seteran st
15. SMP Muhammadiyah 1, Indraprasta
16. SMP Muhammadiyah 6, Brotojoyo st
17. SMP Masehi 1, Poncol
18. SMP 10 November, Wonodri st
19. SMP Walisanga, Ki Mangunsarkoro st
20. SMP Theresiana I, Kampungkali

21. SMP Theresiana III, Gajah Mada st
22. SMP Ksatrian 1, Gajah Mada st
23. SMP Advent, Mataram st
24. SMP Maria Mediatrix, Mataram st

1. The good Schools are represented by :

- a. Government School : SMP 2,
SMP 3
SMP 5
- b. Private School : SMP Theresiana 1
SMP Theresiana 3
SMP Maria Mediatrix

2. The middle Schools are represented by :

- a. Government School : SMP 7
SMP 32
- b. Private School : SMP Maria Goretti
SMP Mataram

3. The other schools represent the lower level

QUESTIONNAIRE

1. Do you fully understand about School Curriculum (KTSP) ?

teachers fully understand	45,9 %
teachers fairly understand	43 %
teachers still confuse	10,8 %

2. Since when have you been implementing KTSP ?

since 2006	59,4 %
since 2007	13,5 %
since 2008	21,6 %
not fully KTSP , still combine with the curriculum 1994	5,4 %

3. According to you, what is the problem in implementing KTSP ?

Lack of lesson material	43,2 %
The student's have low capability in English	16,2 %
The teachers are not ready yet	10,8 %
The teachers have lack of skill in computer technology	10,8 %

4. Is there any doubt about the material of UAN made by BSNP centralistically , while the lesson material are made by giving autonomy to each schools ? Give your explanation.

Have doubt 75,6 %

No doubt 24,4 %

5. Does The English UAN fully contain the competencies of Competence Standard and Basic Competence of KTSP ?

Yes 62,1 %

No 37,9 %

6. The competencies in what skill are in The English UAN in KTSP period ?

Reading 13,5 %

Reading, Writing 56,75 %

Reading, Writing, Speaking 18,9 %

7. What skill dominated The written English UAN

Reading 40,55 %

Reading and Writing 59,45 %

8. What skill was not tested in English UAN ?

Speaking, Listening, Writing	5,5 %
Speaking ,Listening	50 %
Listening, Writing	5,5 %
Writing	2,7 %
Listening	13,8 %
Speaking	2,7 %
Nothing	5,5 %
Other answers	13,8 %

9. Do you think it is better if the English UAN material made by each schools as the autonomy spirit ?

Yes	56,75 %
No	43,25 %

10. Do the teachers and students still confuse about the implementation of KTSP. Explain your opinion.

Yes	56,75 %
No	43,25 %

