COGNITIVE SKILLS IN SUMMATIVE TEST ITEMS OF SECONDARY VOCATIONAL SCHOOLS ACROSS CURRICULUMS (SCHOOL-BASED CURRICULUM AND CURRICULUM 2013)

THESIS

In Partial Fulfillment of the Requirements for Master Degree in Linguistics

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SEMARANG
2018

PROGRAM STUDI MAGISTER LINGUISTIK
PROGRAM PASCASARJANA UNIVERSITAS DIPONEGORO
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Semarang, May 31st, 2018

Bernadetta Yuniati Akbariah

ACKNOWLEDGMENT

Alhamdulillah, praise to Allah Subhanahu wa Ta'ala, the cherisher and the Sustainer of the world, for the mercy and guidance so that I can complete this thesis. Peace and blessing are upon the Prophet Muhammad Shalallahu 'alaihi wa Salam.

On this occasion I would like to thank to all of the people who always provided their praying, spirits, and valuable advice to complete this thesis. The deepest gratitude is particularly addressed to Dr. Deli Nirmala, M. Hum, my advisor, for her beautiful patience, great kindness, and helpful advice until this thesis was completed.

I would also like to extend the gratitude to:

1. Dr. Nurhayati, M. Hum, the secretary of Master Program in Linguistics of Diponegoro University.
2. Dr. Agus Subyanto, M.A, and all the lecturers of Master Program in Linguistics of Diponegoro University for sharing their knowledge, and all of the administration staff (Ahlis Ahwan and Wahyu Setyabudi).
3. Sofiana, S.Pd, the Vice Headmaster of curriculum affairs, and all of my colleagues in SMK N 4 Semarang
4. Sartiyah Sutomo, my beloved mother-in-law who always sends me with an endless praying and spirits, my daughter and son who always provide me with their wonderful understanding during my activities, and my husband.

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ABSTRACT

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Assessment is an essential part of measuring students' learning achievement. One form of assessing is by administering tests. Every year schools hold summative test to measure students' achievement. The items of the tests can be examined to see the objectives of the tests whether it meet the goal of the curriculum. In relation with cognitive process, the item tests can be examined to see to what extent the thinking level will be achieved by the tasks given in the items. In addition, the test formats and the topic contents in the items are also influence the levels of thinking process. This research analyzes the cognitive processes or thinking levels of the test items. The items as the objects of this research are taken from annual odd summative tests that involves eight academic years. The purpose of this research is to see the distribution of the categories of cognitive process in test items. The result shows that from the overall items 84% were in lower thinking level. Remembering (69.5%) consisted of recognizing 43.1% and recalling 26.4%. While category understand reached of 26.4% and the rest, 4.1%, were in higher thinking level (analyze).

Keyword: cognitive process, test format, syllabus contents, KTSP, K-13

Abstrak

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Penilaian merupakan bagian penting untuk mengukur pencapaian belajar siswa. Salah satu dari penilaian tersebut adalah dengan penyelenggaraan test. Setiap tahun sekolah mengadakan tes sumatif untuk mengukur pencapaian belajar siswa. Soal-soal didalam test bisa diteliti untuk melihat apakah tujuan dari kurikulum tercapai. Dalam hubungannya dengan proses berpikir atau kognitif, soal bisa diteliti untuk melihat sejauh mana tingkat berpikir siswa melalui soal yang diujikan dalam tes. Disamping itu, format tes dan topik yang ada dalam setiap soal juga berpengaruh pada tingkat proses berpikir. Penelitian ini menganalisa tingkat berpikir yang terdapat dalam soal-soal yang disajikan. Soal-soal yang dianalisa diambil dari soal ulangan semester ganjil meliputi 8 tahun akademik. Tujuan penelitian ini adalah untuk mengetahui penyebaran kategori proses berpikir dalam soal tes tersebut. Hasil penelitian menunjukkan bahwa dari keseluruhan soal, sebanyak 84% berada di proses kognitif rendah yaitu *mengingat* (69.5%) yang terdiri dari 43.1% *mengenali* (recognizing) dan 26.4% *mengingat kembali* (recalling). Sedangkan kategori *memahami* mencapai 26.4% dan sisanya 4.1% ada di level berpikir tinggi (menganalisa).

Kata kunci: proses berpikir, bentuk soal, daftar silabus, KTSP, K-13

CHAPTER I

INTRODUCTION

1.1. Background of the study

Assessment is one of 8 National Education Standards set by the Government. It purposes to reach the goal of education process. Assessment in Guideline Book of Assessment for Secondary Vocational School issued by the Government (2013) contains 3 main activities: (a) planning for evaluating learners that must meet the competencies by following the principles of assessment standards; (b) conducting professional assessments that are accessible, educative, efficient, and culturally acceptable; and (c) reporting the result of assessment objectively, accountable, and informative. In other words, assessment is a mandate of the government to see the learners' achievement in specific period. One of various methods in doing assessments conducted by schools is summative tests that are held every semester.

Summative test aims to measure the extent of student's achievement of the instructional goal (Harris, 1969:3). Therefore, it is also called achievement test. It covers all competencies that have been given in the current semester. The Department of Education and Culture Semarang City delegates Board of English Teachers to prepare and construct the items for the test. The Board will choose some of its members to do that project. Schools then accept the test papers few days before the tests are administered in their classes.

Actually, there is no obligation for schools to use the test written by the Board. It means that teachers are free to use their own tests. However, most teachers from different schools prefer the tests written by the Board as they want to see and to evaluate their students' achievements compared with those from other schools.

Since the implementation of Curriculum 2013, the discussion relating to the assessments gains serious concern. One of the education policies is the improvement of Guideline Book of Assessments. Teachers become familiar with the book called *Modul Penyusunan Soal Higher Order Thinking Skills (HOTS)* released by *Direktorat Pembinaan Sekolah Menengah Atas Dirjen Pendidikan Dasar dan Menengah Kementrian Pendidikan dan Kebudayaan.* It is a guidebook for every test maker as it contains the criteria for constructing test items that encourage students to have higher thinking skills. It means that students will achieve comprehensive knowledge on material they have learned.

The other reason why the government disseminates intensively the higher order thinking skills is the result of International Study released by PISA (*Programme for International Student Assessment.* The result shows that the skills of Indonesian students in reading literacy, mathematical literacy, and scientific literacy are low. Those weak skills are (1) understanding complex information; (2) understanding the theory, analysis, and problem-solving; (3) using equipment, and following procedures; and (4) investigating.Considering those facts, the government needs to make improvement by changing the system

of learning assessment. The assessments that are developed by teachers must promote higher order thinking, increase creativity, and support students' independence.

To conduct the improvement, the Government employs Bloom's Taxonomy as the fundamental theory. In this taxonomy, levels of thinking skills are ordered from the lowest to the highest. The lower cognitive skill covers memorizing or remembering and the higher skills involve critical, logical, reflective, meta-cognitive, and creative thinking. They are recalled when students encounter unfamiliar problems, uncertainties, questions, or dilemmas. By following Bloom's Taxonomy in designing test items for assessment, it is expected that students will explore their skills to understand the texts comprehensively (reading literacy) so they are able to identify the best answers (problem solving). This, of course requires the skills of teachers, who design the test questions in such manner. If this program works, the repetitive practices (mechanical drills) done by teachers, which emphasize solely on thinking process of *remember*, can be avoided. As commonly happens, to increase students' scores, teachers drill students with massive question-responses of previous test items instead of exploring students' excellence.

1.2. Identification of the Research Problem

As an English teacher in a secondary vocational school, every semester after administering the summative test, the writer always reads,

checks, and retypes the test items that have been tested. She observes and evaluates several aspects of those items written by Board of English Teachers. One of her assumptions is that as the curriculum changes there should be adjustment in the item constructions such as the level of difficulty of the tasks, the test formats, or the contents of items. Following the requirements of recent curriculum, the tasks provided in the items should promote higher order thinking skills. On the contrary, she finds that the tasks of the test items seem similar from year to year.

Based on the observation above, the writer wants to identify the levels of cognitive processes in the items whether they remain in lower orders or move to higher orders thinking skills.

The summative tests of elementary level (grade 11) are selected as the main data because of some reasons. First, the numbers of syllabus contents are not too broad, only a half contents of syllabus. Accordingly, those restricted numbers of contents facilitate the writer in processing and analyzing the data. Second, summative tests reflect the range of syllabus teaching completion in one semester. Third, in 2013, when Curriculum 2013 was firstly introduced, the writer assumed that the summative test would have different construction. Fourth, based on the writer's experience, not all teachers have proper understanding on cognitive process.

1.3. Statement of the Research Problem

To avoid irrelevant discussion and to be more focus on discussion of higher order thinking skills, the writer proposes the following questions:

1. What categories of cognitive processes are mostly covered in the summative test items?
2. What categories of cognitive processes are covered in the test format construction?
3. What categories of cognitive processes are mostly covered in the syllabus contents?
4. What kinds of topic contents in the test items are considered irrelevant issues?

1.4. Objective of the Study

In line with the problem formulation above, the objectives of the study are as follows:

1. To describe the distribution of the cognitive process categories in test items.
2. To describe the distribution of the cognitive process categories in the test formats.
3. To describe the distribution of the cognitive process categories in the syllabus contents.

4. To present the irrelevant topics in the test items based on the requirements of test item characteristic.

1.5. Significances of the Study

By conducting the research, the writer would like to give significant contributions to the Board of Teachers of Semarang Municipality that is responsible in writing semester test items.

First, this research can be considered as theoretical significance, the quality improvement in writing and designing test items is needed continuously by carefully following the criteria which is listed and informed in *Modul Pembuatan Soal HOTS* released by the Department of Education and Culture. The evidence of the improvement will be in better test items that cover more tasks of developing higher thinking. To write suitable items, it is unavoidable to prepare and equip teachers who concern in developing and designing qualified test items. By giving test items with higher thinking level, it will have significant impact to teacher's daily assessment.

Second, from the pedagogical significance, this study will support the establishment of the Board of Test Writers. This board must have high concern in developing test items particularly for vocational students. By having an adequate team of test makers, the discussion of after-administering test will be widely open for all teachers who involve in using the tests. By having the same perception on how to write appropriate test questions,

teachers will have similar approaches in improving assessment process in their own classes. Until this research is completed, the discussion has met no lane.

Third, from the view of practical significance, teachers will have additional reference to construct test questions which encourage students to engage with higher order thinking skills.

1.6. Scope of the Study

This study is quantitative and qualitative research. The data to be analyzed are documents (test paper). It studies the quality of question stems and alternatives of summative test items.

As mentioned previously, the data are taken from test items of odd semester tests. It consists of 5 summative tests of School-Based Curriculum implementation and 3 summative tests of Curriculum 2013 implementation. This research particularly views the items in accordance with the categories of cognitive process based on Bloom's Taxonomy.Therefore, the result of the test, the validity, reliability and those relating to the technique of writing will not be discussed.

1.7. Definition of the Key Terms

To give a framework of the discussion, this research determines a definition on several key terms. Those are listed below:

1) Test as a kind of assessment

> 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. To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers; a writing prompt with a scoring rubric; an oral interview based on a question script and a checklist of expected responses to be filled in by the administrator (Richard, 2004)

This term involves the construction and the formats of the tests.

2) Cognitive Process or thinking process

Cognitive process or thinking process dimension is the thinking skills involve six categories listed in Revised Bloom's Taxonomy. In this discussion the terms cognitive process or thinking process will be used interchangeably. In addition, levels or categories are to describe the thinking activities and will be written in italic font to differ from those words in categories from the verbs used for discussion. Cognitive skills or thinking skills describe the achievements of cognitive process that is split into two main classifications. First, lower order thinking skills consists of *remember*, *understand*, and *apply*. Second, higher order thinking skills are *analyze*, *evaluate*, and *create* (Krathwohl, 2002: 214).

3) School-Based Curriculum (KTSP or K-2006)

It refers to the curriculum implemented during the academic years from 2007 to 2013 launched by The Department of Education and Culture under the Education Act no. 61. It was named School-Based Curriculum because through those periods, schools were given authority to develop their own curriculum based on needs and sources available or potential in their area. The curriculum was officially in effect in 2007.

4) Curriculum 2013 (K-13)

This is the name of the recent curriculum nationally implemented. Under the Education Act no.60 on July 15, 2014, Ministry of Education and Culture officially launched Curriculum 2013. There are some aspects that make this curriculum different from the previous one i.e. the employment of cognitive process - promoting higher order thinking skills – in the material learning and especially in the assessment constructions. Another aspect is the emphasis of literacy approach in learning materials. Thus, the competency standards are mostly to improve the literacy skills.

5) Topic Contents

Topic contents are the substances presented in each item. Harmer (2001: 252) described it as topical knowledge or knowledge of the world that students commonly see, hear, and experience in their daily life. In other words, topic contents are the pictures framed in syllabus contents.

1.8. Outlines of the Report

This research is organized in some chapters to facilitate the flow of the discussion. It can be seen as follow:

Chapter 1 is introduction. It explains the background of the study, identification of the problem, statement of the problem, objective of the study, significance of the study, underlying theories, scope of the research, research method, definition of key terms, and the outline of the study report.

Chapter 2 is the explanation of the basic theory. It relevancy with the issue discussed in the research. This chapter contains the definition of some key terms, School-Based Curriculum, Curriculum 2013, and Bloom's Taxonomy. The taxonomy will be explored intensively as it is the main element of the research. Other discussion is type of questions and item analysis.

Chapter 3 is presenting research method. It explains research design, population and sample, research instrument, method of collecting data, and method of analyzing data.

Chapter 4 is exploring the research finding and discussing the description of the finding.

Chapter 5 is the end of the report. It provides the conclusion of the overall research and the writer's suggestion.

CHAPTER II

REVIEW OF THE REALTED LITERATURE

Studies on test items analysis were previously conducted several times. They had various points of views in examining the items. From the most complicated descriptive computation to more simple and applicative analysis which generated significant contributions in their area. Some of them listed below influenced the writer to conduct a research on test items from the different sights.

2.1. Previous Study

Handayani (2009) wrote a study entitled "An Analysis of English National Final Exam (UAN) for Junior High School Viewed from School-Based Curriculum". Her research on test-pack for final exam of Academic Year 2007/2008 resulted that the items were corresponding the Content Standard and Competencies of English syllabus for SMP in Semarang.

Bekleyen (2010) had research about language achievement test. He examined test paper from sixteen schools in Diyarbakar, Turkey. The result indicated that grammar is the most frequent tested element in language tests followed by vocabulary. He entitled his research "An Examination of language Achievement Tests Administered in Primary Education".

Nafsah (2011) conducted "An Analysis of English Multiple Choice Questions (MCQ) Test of 7th Grade of SMP BUANA WARU Sidoarjo". She investigated the quality of Multiple Choice Questions written by SMP Buana English teachers. Her study showed that the quality of the test items is considered good based on the characteristic of good test, face and content validity, reliability, and index of difficulty.

Salwa (2012) revealed "The Validity, Reliability, Level of Difficulty, and Appropriateness of Curriculum of the English Test". She compared the End Semester Test-Packs for Five Graders written by English Teachers Work Group (KKG) of the Department of Education and Culture and of The Department of Religion. She found that in quantitative, the test-pack written by both departments were equally similar. In contrary, from the point of qualitative view, the test-pack written by Department of Education and Culture was superior to the other.

Maryoto (2014) researched about "Developing Formative Assessment on Recount for the Ten Graders of Senior High School 11 Semarang", he considered developing high quality test items, by organizing teachers to write the items. Furthermore he had a considerable team in examining whether the items fulfilled all the criteria of good test items or, in contrary, the items had so many weaknesses that must be thrown out from the list. This research had similar discussion that done by Suryani and her team of lectures from UniversitasWidya Dharma Klaten (2013). in "*Peningkatan Mutu Pendidikan di Kabupaten Klaten*

Melalui Pengembangan Bank Soal" She developed test collection by organizing mathematics, science, and Indonesian and English Language teachers to write qualified test items for Klaten regency.

Dita (2015) discussed about "The Suitability of English School Examination and National Examination through the Syllabus Format and Linguistic Feature in KTSP". His research gave illustration from two points of views. First, the material contents distributed in school and national examinations were equally difficult. Second, linguistic features found in the school examination were more complex that those found in the national examination.

Brunfault and McCray (2015) studied the cognitive process in reading test items to find the speed of eye-tracking that resulted when test takers did complex items, the speed was moving slowly. In contrary, the speed was gradually increased when the items were simple.

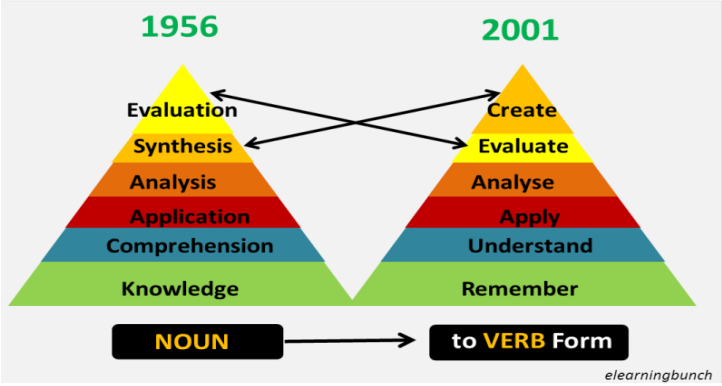
From all the researches mentioned above, it can be seen that the analysis is focused on the quality of the item. They used syllabus, linguistic features, validity, or test makers factors in constructing analysis.

This paper proposed a study of analyzing test items from the cognitive processes perspective. This study tries to provide evidences to respond the current issue on the compulsion of implementing cognitive process in instructional material. As generally known, the Department of Education and Culture promotes Higher Order Thinking Skills (HOTS) based on Bloom's Taxonomy. In other word, the main discussion of this research is about the

conformity between test items and the characteristics of categories in cognitive process, instead of investigating validity and reliability, error analysis and so on which gain lots concerns from language researchers.

2.2. Cognitive Process and Cognitive Categories

Cognitive process is an activity of thinking when students get information input. It is a hierarchical level of thinking process from the simple to the more complex skills when a learner engages with tasks. In 1956, Bloom introduced the term 'taxonomy' to refer the hierarchical process of thinking (Anderson, et al., 2001). In that year, Bloom's Taxonomy consisted of six main categories with fourteen sub-categories which then, to accommodate more aspects in education objectives, in 2001 the categories were revised by Anderson and Krathwohl. The terminology was renamed and the numbers of sub-categories were expanded. The figure below shows both versions:



https://elearningbunch.wordpress.com/2013/02/20/revised-bloom-taxonomy/

Nowadays, educators and teachers are familiar with the term Revised Bloom's Taxonomy to guide the development of assessment, curriculum, and instructional method (http://glossary.org/bloom-taxonomy, 2017).

Taxonomy plays important role in education field. Anderson, et al., (2001: 212) described its functions as a framework to set learning goals. By employing the taxonomy, statements of expected learning achievement can be classified. It is also used to set the result of instruction. In line with Anderson, Amer (2008: 2015) defined taxonomy as a logical framework to help educators and teachers to understand the basic ways a learner obtains new knowledge and then develop it. In accordance with tests, the categories in the taxonomy help teachers to measure the same learning objectives by designing different tests. By setting the taxonomy as guidance in planning instructions and designing assessments that align with the learning objectives in curriculum, teachers will be guaranteed to improve teaching quality (Anderson, et al., 2001: 11). Therefore, understanding the taxonomy becomes significant competency for teachers not only of its benefits but also of its relevancy in implementing Curriculum 2013.

As stated previously, cognitive process is classified in six main categories. The first 3 categories represent lower thinking skills that gradually move to higher thinking skills. The leveling, symbolized as pyramid, describe learner's gradual competency that to have higher ability, the lower must be previously achieved (Krathwohl, 2002: 218). The lower order thinking skills involve *remember, understand,* and *apply* while the higher order involves *analyze*,

evaluate and *create*. Each main category has two to seven sub-categories in which the total numbers are 19.

2.2.1. Lower Order Thinking Skills (LOTS)

Remember category has two sub-categories i.e. *recognizing* and *recalling*. Both sub-categories have slight difference characteristics that in practice it is difficult to clearly separate each other (Anderson, et al., 2001: 105). The characteristic that differ *recognizing* from *recalling* is the activity of *identifying*. In *recognizing* the process of thinking involves locating knowledge in long-term memory that is consistent with the presented material. This is likely a product of mechanical drills in which students will retrieve their memory of word bank to handle the tasks in the presented material. In another hand, *recalling* is an activity of retrieving relevant knowledge from long-term memory to adjust it with the prompt item tasks. However, both sub-categories link to the activity of *remember*. Thus, test items which asks student to engage with these cognitive activities are categorized *remember*.

The second category in LOTS is *understand* with seven sub-categories, *interpreting, exemplifying, classifying, summarizing, inferring, comparing,* and *explaining.* The characteristic of *interpreting* is any activities of changing from one form of representation to another. Thus, a test item which gives students task to paraphrase, describe a graph in sentences, or change numerical data into a text is grouped in *interpreting*. *Exemplifying* occurs when a task in an item requires

students to find a series of connected expressions in a specific term, group, situation, and the like. On the contrary, when a task provides students with a series of objects and asks students to group it in particular category, then it is grouped in *classifying*. *Summarizing* happens when a test item asks students to work with abstracting a general theme or major points.The other sub-category is *inferring* or *concluding*. It is a thinking activity of drawing a logical conclusion from presented information. Thus, test item which asks students to conclude or even predict a speech, for example, is grouped in *inferring*. *Comparing* is a thinking activity of detecting correspondences between two ideas, objects, and the like. A test item which provides students with some phenomena and asks students to contrast those phenomena is grouped in *comparing*. The last sub-category in understand is *explaining*. A test item which gives students task to construct a cause-and-effect model of a system is grouped in *explaining*.

The third category of LOTS was *apply* with two sub-categories, *executing* and *implementing*. The first happens when a test item ask students to carry out a procedure of a familiar task. In the other hand, implementing happens when the task is asking students to use an unfamiliar procedure, manual or principle.

2.2.2 Higher Order Thinking Skills (HOTS)

The categories which considered as HOTS are *analyze*, *evaluate*, and *create*. Each category is broken down into sub-categories with their particular characteristics. *Analyze* consists of three sub-categories *differentiating*,

organizing and *attributing*. A test item is grouped in *differentiating* when it givesstudents with tasks to separate relevant from irrelevant parts of presented material. *Organizing* is the activity of thinking process when students work with a task which asks them to integrate elements that fit or function within a structure. A test item is grouped in *attributing* when it asksstudents to establish a point of view, bias, principles, or meaning underlying presented material. Actually, *attributing* covers the author's view or principle from the text presented. However, in this research, the simplification is necessary to makein order to adjust with the presented material.

The next category is *evaluate* with two sub-categories, *checking* and *critiquing*. The first is relating to the thinking activity that involves detecting the effectiveness of a procedure being implemented and testing the inconsistencies of fallacies within a process or product. In the other hand, *critiquing* involves the activity of detecting the external criteria of inconsistencies or inappropriateness of a given procedure. In other word, checking is judging an object or a procedure based on internal criteria. Sub-category *critiquing* is judging based on external criteria. Thus a test itemwhich provides task with those characteristics is categorized *evaluate*.

The last category is *create* with three sub-categories: *generating*, *planning*, and *producing*. A test items was grouped in *generating* when it provided students with task to build alternative assumption based on certain criteria. The next, *planning*is activity relating to designing procedure to complete

particular task. The last sub-category is *producing* that involves an activity of inventing a product.

2.3. Multiple-Choices and Test Formats in Summative Tests

To check the coverage competencies in one period the form of assessment used by schools is summative test. This kind of test is described by Brown (2004: 5) as an obligatory task from the Authority to measure students' learning achievement.

Multiple-choice is one of assessment formats used for the summative tests because of its several potential advantages (Brame, 2013). Although it consumes longer time with high difficulty in construction (Clay, 2001; Brown, 2004: 55) it is considered the most efficient test for classical test takers. As informed in http://dapo.dikdasmen.kemdikbud.go.id, the vocational school students who participated in the tests reached more than twelve thousands. In accordance with cognitive process, multiple-choice can be used to test not only information recall but also students' ability in analyzing and evaluating. Clay (2001: 13) stated that multiple-choice gives students tasks to recall memorized information, apply theory to routine cases or to new situation, and make judgment in more complex tasks. In contrary, Brown said that multiple-choices only test students' recognition knowledge (2004: 55). However, several online sources support Clay's statement that by expanding the questions or stem in the item, and setting the proper question words higher thinking process can be covered. The expanding test items will be explained later in test format discussion.

2.3.1. Incomplete Dialogue

The first section in the test paper is items formatted in incomplete dialogue. This is the shortest form of sequence of exchange slot consisted of initial-response-feedback (Eggin and Slade, 1997: 43). Actually, the task provided in incomplete dialogues ranges from a simple recall to a more complex thinking process although they are constructed in multiple-choice test. The omitted part to be completed can be in initial, response, or feedback depends on the objective of the test determined by the test writer. However, in the section of incomplete dialogue, isolated sentence and scrambled sentence are appeared that cause the different classification must be employed.

2.3.2. Error Recognition

This format is usually placed in the second section.Actually, Philip in Brown (2004: 198) suggested this format to test reading passage by editing inappropriate grammar. The items in these tasks are constructed to assess linguistic competence in grammar i.e. for testing grammar, introducing authentic tasks of reading, and discriminating errors. Individual item consisted of a single sentence in which four words were underlined. Students have to recognize – the activity of cognitive process – which word is inappropriate. In recent summative tests, the item is extended to a set of dialogue in which the underlined words are not only a word but also a phrase or a fixed-expression following the recommendation from the Authority in the Document of *Modul Penyusunan Soal Higher Order Thinking Skills* (2017). This

extended format of error recognition become very different from which found in an international standardized test such as TOEFL.

2.3.3. Reading Comprehension Passage

The next format is reading comprehension passage. The items in this format are available in two forms. First, the items are presented in multiple-choices and the second; they are presented in short answer. Actually, reading has four purposes: perceptive, selective, interactive and extensive (Brown, 2004: 189). The purposes of reading comprehension in summative tests, as taken for the data, aligned with those of selective reading i.e. to find out the students' recognition of lexical, grammatical, or other language components by providing a short stretch of texts. The passage covers the comprehension of finding main idea, expressions, grammatical features, vocabulary in context and inferring implied detail (p. 206). Kim and Goetz (1995: 205) stated that recognition and comprehension are the most important components of reading. Therefore, in line with cognitive process, tasks in reading comprehension involved recognizing and comprehending. These are thinking activities of, interpreting, inferring, and other skills. By this means, a research can examine question items of a reading comprehension passage to find its conformity with cognitive process.

2.3.4. Short Answer Task

Short answer task is usually placed in the last section of the test paper. Other term for this format is constructed-response. Student must supply the answer with a sentence or some sentences to support the explanation. The question items are based on a reading passage. In some summative tests this format interchanges with cloze test. Clay (2001: 34) stated that short answer questions are considered good to measure students' understanding of certain language principles. It does not only test simple recall or recognition but also test more various aspects of the presented information. However, there are some items of short answer which give students task of reordering scrambled dialogue and combining two sentences. This format is no longer used in summative test items of K-13.

2.3.5. Cloze Test

On the test paper, cloze test is placed in the last section replacing short answer. Other term for this format is *fill-in-the-blank* (Clay, 2008: 34; Brown, 2004: 201). The summative test uses this format since Academic Year 2014/2015. Cloze test is a reading passage usually consists of 150 to 300 words (*Modul Penyusunan Soal Higher Order Thinking Skills*, 2017). The item is the passage itself with some deleted details. It is particularly useful to assess mastery of factual information when a specific word or phrase is important to know. In other word, the thinking process involve in this format is recognizing and recalling the required information. Actually, there are four variants of cloze tests. However, cloze test in the summative tests for

this research has same features with one of Brown's models(2004: 203) cloze procedure, *rational deletion*. The deletions are purposively placed in particular sequences that give students a task to supply it with appropriate words.

2.3.6. Scrambled Dialogue

There is other format that likely inserted in incomplete dialogue or in short answer instead of being placed in separated section. The test problem is set in senseless order of a dialogue. Students are required to reorder those scrambled sentences by finding the coherencies into a stretch of acceptable dialogue. In daily practice, students are familiar with the direction of 'rearrange scrambled sentences'. In fact, this format can be used to promote HOTS.

To sum up, in accordance with cognitive process, each of the test formats has its own characteristic as stated by Hoadley (2008: 6) that the structure, wording, format, and learning outcomes in constructing items contribute to the level of cognitive process. In other word, Anderson, et al., (2001: 70-76) simply termed those activities of structuring and wording as 'format assessment' which represent students' thinking level. For that reason, test formats can be used to analyze test items to find its conformity withcognitive processcategories.

2.4. Syllabus Contents

Syllabus contents in this research refer to topics or instructional materials listed in curriculum. In teaching activities, teachers used this list as guidance in

writing lesson plan, selecting relevant topics, and preparing assessment. According to Clay (2001) syllabus contents are considered as learning outcomes.

2.4.1. Competencies in School-Based Curriculum (KTSP)

School-Based Curriculum was implemented from 2007 to 2013 to replace Competency-Based Curriculum (KBK). In this curriculum, the Department of Education and Culture did not particularly state the cognitive skills. In other words, the document of KTSP did not classify the coverage of contents, language function or language components.

However, the statements to measure the cognitive levels can be seen from the competency standards and several basic competencies. Those statements are important key for this research because they can be used to deduce the levels of cognitive skills as suggested by Anderson, et al., (2001: 16) to categorize the test items.

2.4.2. Competencies in Curriculum 2013 (K-13)

Seven years after the implementation of KTSP, the government considered to replace it with more comprehensive and challenging curriculum named K-13. The goal of the new curriculum is to prepare school graduates struggling against competitive world in 21st century. In addition, a strong reason to create new curriculum is the result of PISA (Program for International Student Assessment) and TIMSS (Trends in International Mathematics and Science Study) showed that

Indonesian students were lack of critical, analytic, and procedural competencies. In one point, it can be claimed as a reason of need analysis in developing the curriculum (Richard, 2002: 2).

Furthermore, curriculum development, especially in language teaching focuses on designing, revising, implementing, and evaluating that become an interrelated set of process in language program. Therefore, the curriculum changing is needed by the education system to improve the process of education itself. K-13 contains four core competencies. For the purpose of this research, the competency that will be analyzed cognitive competency (KI-3) and psychomotor competencies (KI-4). In addition, the statements of cognitive process were explicitly read in the core competencies which were broken down in several basic competencies. While the syllabus contents which will be explored arethose for first semester. Core competency for cognitive skill stated:

> "Comprehending, applying, analyzing the knowledge of factual, conceptual, procedural and metacognitive based on the students' interests on science, technology, art, culture, and humanism based on the concept of humanitarian, nationalism, and civilization in relation with causal factors of phenomena and conjunctures, and also putting into practice the procedural knowledge (that students have learned) to the specific domain according to students' aptitudes and interests to find problem-solving." (Document of Curriculum 2013: 2013).

The statement above is followed by statement phrases in basic competencies which considered as syllabus contents.

In the first semester, there are six contents of which have statements that reflect cognitive processes. Those contents are *analyzing* social function, text

structure, and language components of (1) suggestions and offers, (2) opinions and ideas, (3) wishes and extended hopes, (4) formal invitations, (5) personal letters, and (6) procedures, manual and tips in appropriate contexts. The psychomotor skill in core competency is stated as below:

> "Dealing with, reasoning, and presenting, in concrete and abstract domain, the development of subjects that students have learned at school independently, effectively, and creatively and having ability in using scientific principles." (Document of Curriculum 2013: 2013)

Psychomotor skills have six contents with slight different emphasis of each. The skills which tend to increase speaking are, in brief, composing spoken and written text to express, ask, and respond (1) suggestions and offers, (2) opinions and ideas, (3) extended hope and wishin appropriate contexts and social functions. The other tended to increase writing skill that is composing, editing, and replying (4) formal invitation and (5) personal letter. The sixth skill emphasizes more practices like (6) demonstrating procedures, manuals and tips.

From the statements above, it can be concluded that the cognitive process for both competencies (cognitive and psychomotor) involve thinking activities such as analyzing, composing, responding, writing, dealing, reasoning, presenting, and demonstrating. In fact, those activities represent higher order thinking skills (HOTS).

In line with the requirements in the document of *Buku Pembuatan Soal Higher Order Thinking Skills* (2017), test items must encourage students to explore their higher thinking skills.It means that test items presented for assessing students'

achievements include such questions for analyzing, evaluating, and creating process of thinking.

2.5. Topic Contents

Topics refer to substances which are presented in individual test item that students actually engage with. Before the Department of Education and Culture set the constraints in item constructions, the substances had gained serious concerns from Bachman and Palmer (2000: 66). They stated that topics involve emotional feeling influenced students' performance. In addition, a controversial topic is also effect on students' decision on understanding the items. Instead of thinking about the use of the language, students will be driven to lean on their personal values. The examples of such topics are abortion, gun control, and national sovereignty (p. 67). Further, they suggest that topics should be chosen from students' real world that can promote their feeling of comfort or safety. Whereas the range of vocabularies in the topics should be determined appropriately with the materials they have learned.

Accordingly, Clay (2001:6) also suggested that contents in items should not contain controversial issues. While Brown (2004: 78) stated that contents should follow what are recommended in syllabus.

In line with the suggestions above, the document of *Buku Panduan Pembuatan Soal SMA/MA/SMK* (2017) requires careful topic selection to be included in instructional material and particularly in test items. The document asserts that test items must avoid sensitive issues.They are grouped into 2 statements. First, the items

must be free from issues of racism, pornography, and religious faiths that probably will offend or create resistance among social groups or communities.Second, the topics must be free from political interests and figures, product advertisements or names of institution, or violence that generate benefits or harmful effects for certain people. The reasons that probably underlay this policy are to keep the national save and order which in some conditions are easy nuisances by those issues.

CHAPTER III

RESEARCH METHODOLOGY

There is no single definition about research that satisfies all domains. One of definitions that has simple and clear idea comes from Creswell (2012). He stated that research is a process of steps used to collect and analyze information to increase understanding of a topic or issue (p. 3). Research consists of, at general level, 3 steps: (1) pose a question; (2) collect data to answer the question; and (3) present an answer to the question. This is considered as framework to conduct a published or own study. Through research, results can be developed to help answer questions. As the results accumulated, readers get better understanding of the problem. This research tries to cover all the descriptions above..

3.1 Research Design

The approach of this study is qualitative as it analyzes the data based on particular theories in such a way to prove the evidences whether or not the data are compatible with those theories. Subsequently, the result is explained in description.

3.2 Subjects of the Research

The subjects of this research are summative test items of odd semesters from eight academic years. The subjects are school's documents of test paper that have

been widely used for vocational schools in Semarang Municipality. Thus, this is a document-based research.

3.3 Research Instruments

There are three units of analysis used in this research. The first is cognitive process in Revised Bloom's Taxonomy (Anderson, et al., 2001) which contains 6 main categories and 19 sub-categories. The characteristics of each sub-category are used to examine the individual test item to which category the item is included. The second is the test formats that are frequently presented in summative tests are used to examine each item whether they have contribution on the cognitive process. The third is the syllabus contents with 12 competencies from two curriculums are used to analyze the item in accordance with cognitive process. The additional analysis will be done concerning on the restriction of the topics included in test items as required in *Buku Panduan Membuat Soal untuk SMA/MA/SMK 2017*. The table below describes the instrument:

Table 1. The instruments of analysis

<table>
<tr><th>Cognitive Process</th><th>Test Format</th><th colspan="2">Syllabus Contents</th></tr>
<tr><td>Remember</td><td>Incomplete dialogue</td><td rowspan="6">Basic standards of KTSP</td><td rowspan="6">Standard competencies K-13</td></tr>
<tr><td>Understand</td><td>Error recognition</td></tr>
<tr><td>Apply</td><td>Reading comprehension</td></tr>
<tr><td>Analyze</td><td>Short answer</td></tr>
<tr><td>Evaluate</td><td>Scrambled dialogue</td></tr>
<tr><td>Create</td><td>Cloze test</td></tr>
</table>

3.4 Source of the Data

Data refer to

> "A collection of fact usually collected as the result of experience, observation or experiment, or process within a computer system, or a set of premises. It is often viewed as the lowest level of abstraction from which the information and knowledge are derived" (www.wikipedia.com).

The writer took the data from the collection of test paper of school's documents. Thus, these data are considered as a primary data because it is drawn from the primer source.

The test paper is summative test for first semester from KTSP and K-13 written by the Board of English Teacher (MGMP) Semarang Municipality. As seen in the table, summative tests of Academic Year 2009/2010 and 2010/2011 are not included because the tests are written by the classroom teacher. The overall amounts of the items are 390 items as seen below:

Table2. Overall Data of Summative Test Items across Years

School-Based Curriculum (KTSP)			
No	Academic Year	Numbers of items	Time of administration
1	2007/2008	45	03-01-2007
2	2008/2009	45	05-01-2008
3	2011/2012	50	06-12-2011
4	2012/2013	50	04-12-2012
5	2013/2014	50	09-12-2013
Total numbers:		240	

Curriculum 2013 (K-13)			
6	2014/2015	50	01-12-2014
7	2015/2016	50	30-11-2015
8	2016/2017	50	06-12-2016
Total numbers: 150			

The reason why the items are purposively selected only those written by MGMP is to respect to some test writers who have experiences in constructing test items for national examination. In fact, schools allow teachers to use teacher-made test, yet most schools prefer test made by MGMP.

3.5 Method of Collecting Data

During the selection of the data, the writer decides to include summative tests form KTSP to K-13. She wants to analyze the cognitive process throughout those years which embedded in the test items. This large number of items (390) is purposively selected toobtain more accurateanalysis. The steps of data collection and analysis are described below:

a. Selecting the test paper written by Board of English Teacher Kota Semarang;
b. Grouping the test items based on the thinking level categories;
c. Grouping the test type based on the thinking levelcategories;
d. Selecting topics based on contextual criteria.

3.6 Method of Data Analysis

The analysis aims to investigate the quality of the items in which they agree with thinking skills category. Therefore, overall distribution of thinking skills can be seen. Individual item is examined with three kinds of units as stated above. First, analysis isdone according to the agreement between the tasks provided in the items with the characteristic of each sub-category. Second, it is done according to the conformity between the characteristic of sub-category and the test format. Third, the analysis is done to find the conformity of the syllabus contents and the category of cognitive process.

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter will discuss two main points. First, the finding of the data analysis in which the classifications of all items from summative tests during KTSP and K-13 are presented. Second, the discussion of each finding in relation with the several theories as mentioned in chapter II will be described.

To group individual item in each category of cognitive process, the writer employs the suggestions of Anderson, et al., (2001: 105). They stated that a teacher is allowed to deduce the implicit meaning of statements to determine the category of cognitive process. This is especially done to measure the test items during the implementation of KTSP. As explained previously that the compulsory of including cognitive process is not explicitly stated in the KTSP. In the other hand, in K-13 the requirement of employing cognitive process is clearly stated in the core competencies and in the basic competencies. Thus, those statements can be directly used to classify the items in the appropriate category. However, the classification of individual items to a certain category needed careful consideration especially when an item has an ambiguous task. In this case, the item which has the closest similar features with the characteristics of a certain category is grouped in that category.

4.1 FINDING

The data which will be discussed consists of 390 items of summative tests from 8 academic years of two curriculums. There are 240 items when school implemented KTSP taken from 5 academic years. In Academic years 2007/2008 and 2008/2009, the numbers of items are 45 each. Numbers 1 to 40 are multiple-choices, while number 41 to 45 are essays and short answers. Both have different criteria of scoring. Since Academic Year 2011/2012 all test items are constructed in multiple-choices. The other 150 items are taken from 3 academic years throughout the implementation of the current curriculum or K-13 (see p. 31). In summary, the overall numbers of the items across curriculum were 390.

4.1.1 The Distribution of Cognitive Processes in Test Items during KTSP Implementation

The first classification to be discussed is the cognitive process in each item by considering the task given in the item, without looking at its format or content. This is done because several items have bias tasks that cannot be strictly included in neither category. The result shows that under KTSP implementation, the items which are categorized in lower order thinking skills (*remember*, *understand*, and *apply*) reach 232 items or 99% from the overall data (240 items). The following pie chart shows the result of all categories.

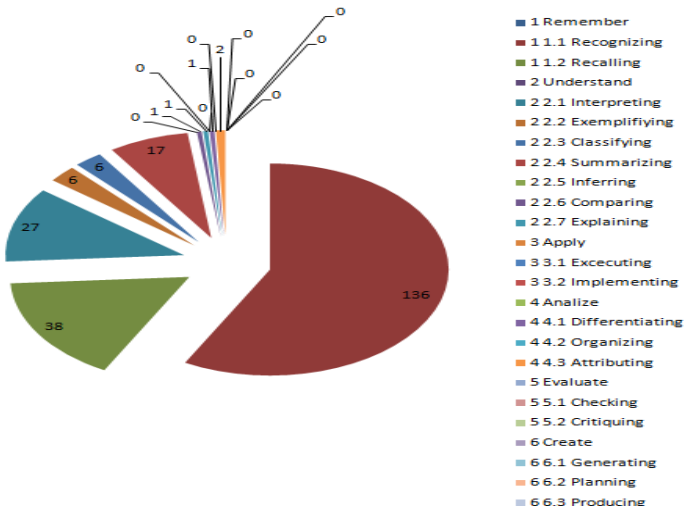


Chart 1. The distribution of cognitive process in the items within categories

It can be seen from chart 1 that the largest portion of items is lower order thinking skills (LOTS). The first category of cognitive process, *remember* with 174 items (76%), consists of *recognizing* 136 items and *recalling* 38 items. The second category, *understand*, reaches 25 items (10%). This category consists of *interpreting* with 11 items; *exemplifying* and *classifying* are 6 items in each; *summarizing* with 17 items; and *comparing* and *explaining* with only 1 item in each. The third category, *apply*, has no item because the features of the items are not suitable with the characteristics of *apply*.

Items categorized in higher order thinking skills are 9, available only in *analyze* with 8 items. It consists of 1 item in *differentiating*; 4 items in *organizing*; and 3 items in *attributing*. There are no items that can be matched with the characteristics of *evaluate* and *create* categories. The more detail description, see Table 3 in appendix.

To sum up, during the implementation of KTSP, items which are categorized in lower order thinking skills have the largest portion (99%), compared with 1 % of those which are in higher order thinking skill.

4.1.2 The Distribution of Cognitive Process and Test Items during K-13 Implementation

From 3 academic years of summative tests, the total numbers of items are 150 consist of 50 items in each years.

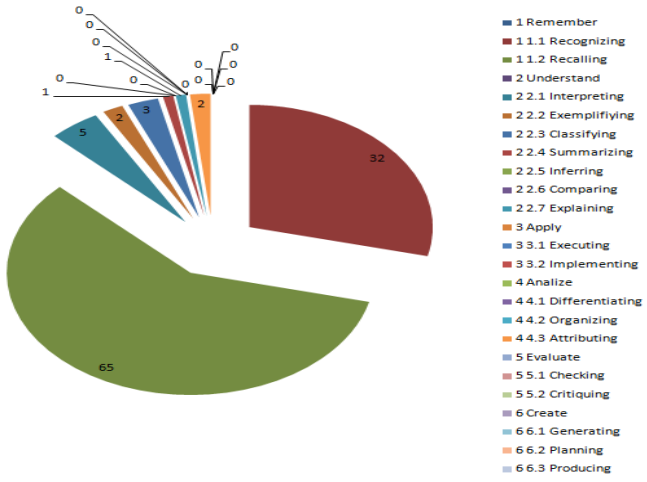


Chart 2. The distribution of items within categories

The result shows that items in lower order thinking skills reach142 (95%) from the total numbers (150). They consist of 97 items or 65% in *remember* (32 items in *recognizing* and 65 in *recalling*); 45 items or 30% in *understand*; and 8 items or 5% in *analyze*. There are no items agree with the characteristic of *apply*.

In higher order thinking skills, the numbers of *analyze* reach 8 items or 5%. From the analysis, the features of items that agree with the characteristics of *evaluate* and *create*are not available.

In summary, the numbers of items categorized in lower order thinking skills from both curriculums are almost similar. In KTSP, the lower order is 99% compared with 95% in K-13. On the contrary, the items which are categorized in higher order thinking skills have 1% in KTSP and 5% in K-13. However, there is a shifting items distribution particularly in *remember* category (see Table 5). When school implemented KTSP the numbers of *recognizing* are 57% much higher than the numbers in *recalling*, 16%. In contrary, when schools implement K-13, *recognizing* are 21% a half lower than the numbers of *recalling*, 43%. The result also shows other significant features in the categories of *understand*. During the implementation of KTSP, *interpreting* sub-category has the highest numbers with 27 items followed by *summarizing* with 17 items. In other hand, during the implementation of K-13, the numbers of *interpreting* are 19 followed by *classifying* with 10 items and *summarizing* only has 5 items.

4.1.3 The Distribution of Cognitive Process and Test Formats during KTSP implementation

The analysis on test formats in accordance with cognitive processes is done to examine whether there are significant numbers in certain category when items are constructed in particular formats. Based on the test formats, in the academic years

when KTSP was implemented, the items which are categorized in lower order thinking skills reach 98% (235 of all 240 items), while another 2% (5 items) are in higher order thinking skills. The result can be seen in the following chart:

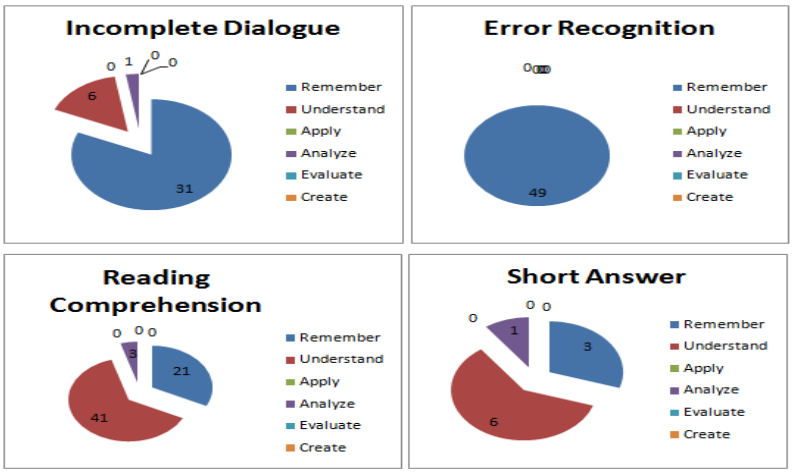


Chart 3. The distribution of cognitive process in the items within test formats (KTSP)

The distribution of cognitive processes in incomplete dialogue is *remember* with 31 items (13%); *understand* reach 6 items, and *analyze* has 2 item (0.8%). Other test format, error recognition is in *remember* category with 49 items (33%). Reading comprehension consists of *remember* 2 items or 0.8%, *understand*41 items or 17%, and a*nalyze* 6 items or 4%. Short answer consists of *remember* 3 items or 1%, *understand* 6 items (2.5%), and *analyze* 1 items (0.6%). Although cloze test is not separated in different section, the analysis finds that this format is likely incidentally inserted in incomplete dialogue. It consists of 75 items categorized *remember*, and 3 categorized *understand*.

To sum up, based on the test formats, error recognition and incomplete dialogue contribute the largest portion of lower order thinking skills *remember* and *understand*. For more detailed data see Table 4.

4.1.4 The Distribution of Cognitive Process and Test Formats during K-13 implementation

During the implementation of K-13, the test formats are only 3 types. The analysis is done to see in what category those formats mostly contribute the levels of cognitive process. The result can be seen in the following chart:

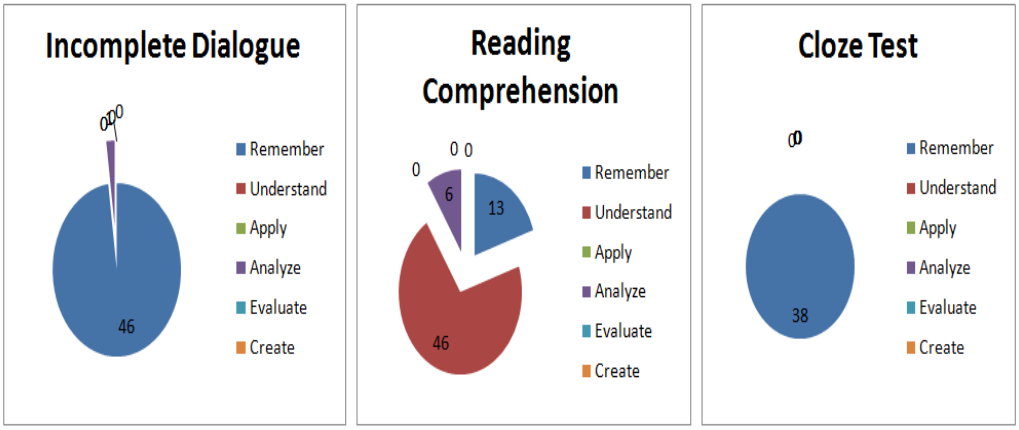


Chart 4. The distribution of cognitive process in the items within test formats (K-13)

In incomplete dialogue, *remember* reach 46 items (31%) and *analyze* has 1 item (1%). In reading comprehension, *remember* has 13 items (9%), *understand* has 46 items (31%), and *analyze* has 6 items (4%). Whereas in cloze test, 38 items (25%) are all in *remember* category.

To sum up, all the test format constructions used in the summative tests throughout the implementation of K-13 examine lower order thinking skills, 95% and 5% of higher order thinking skills. Compared with test formats of KTSP implementation, the higher order thinking skill based on test formats increase 4%.

4.1.5 The Distribution of Cognitive Process and Syllabus Contents during KTSP Implementation

The analysis is also done to see whether the syllabus contents contribute the items construction to test higher cognitive processes. There are 7 basic competencies for elementary level. Teachers usually divide those numbers into two parts for first and second semester. As in the first semester the effective weeks are usually longer (24 meetings) than the second semester (18 meetings); the basic competencies which are given to students are more than in the second semester. In daily teaching, the basic competency no. 2.5: *Expressing Various Intention*and no 2.6: *Understanding Simple Instruction* should be given in the second semester, yet, they emerge in the items of first semester of summative tests. Accordingly, these items are also analyzed. Basic competency no. 2.1 contributes 157 items in *remember*, 27 in *understand*, and 6 in *analyze*. The competency no. 2.2 provides 2 items in *remember*, 4 items in *understand*, and 1 item in *analyze*. Basic competency no. 2.3 provides 10 items all in *understand*. Basic competency no. 2.4 contributes 2 items in *remember*, 6 items in *understand*, and 1 item in *analyze*. Competency no. 2.5 provides 14 items that all are

in*remember*. While, the last data, competency no 2.6, contributes 8 items all are in *remember*. The result is displayed in the following pie chart:

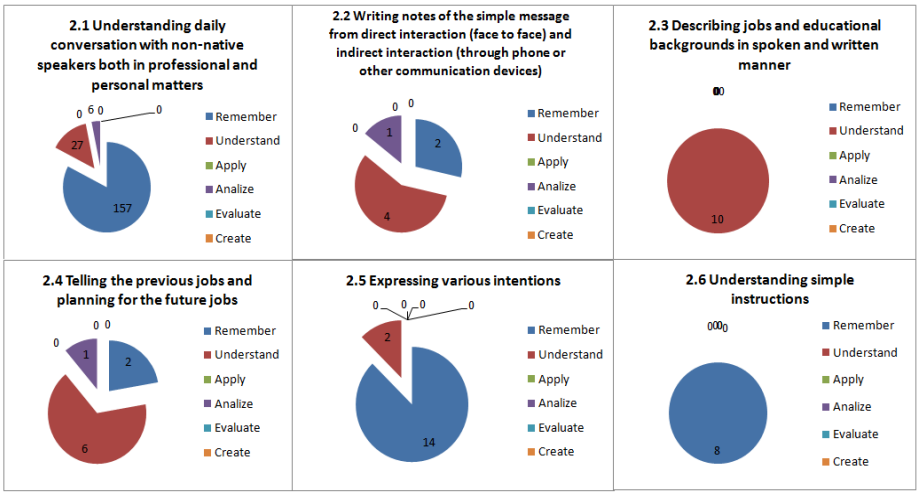


Chart 5. The distribution of cognitive process in the items within syllabus contents (KTSP)

In summary, all basic competencies included in the items are mostly, 97%, examine lower order thinking skills (232 out of 240 items). In contrary, higher order thinking skills are only 3% (8 items).

4.1.6 The Distribution of Cognitive Process and Syllabus Contents during the implementation of K-13

K-13 has 4 core competencies and 12 basic competencies. As said previously, the data for this research are only a half of all basic competencies (6 of 12). Similar with the result of other analysis, syllabus contents contribute lower order thinking skills, 95% (remember 65% and remember 30%). Only 5% are in higher order thinking skills (analyze).The data analysis result in the following chart:

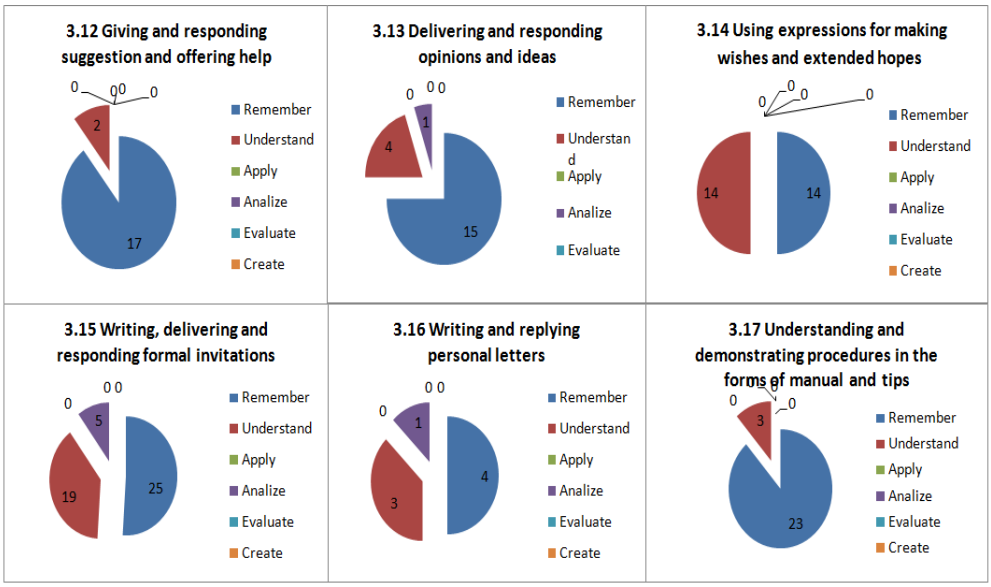


Chart 6. The distribution of cognitive process in the items within syllabus contents (K-13)

As seen in chart 6, most syllabus contents contribute *remember* category of cognitive process. The first competency, *giving and responding suggestions and offering helps*, contributes 17 items for *remember* and 2 items for *understand* categories. In other word, the first competency gives 64% items of lower order thinking skill. The second competency, *delivering and responding opinions and ideas*, contributes 15 items for *remember*, 4 items for *understand*, and 1 item for *analyze*. The third competency, *using expressions for making wishes and extended hopes*, contributes 14 items for *remember* and *understand* in each. The fourth competency, *writing, delivering, and responding formal invitation*, contributed 25 items for *remember* and 19 items for *understand*. The fifth competency, *writing and replying personal letter*, contribute 4 items for *remember*, 3 items for *understand*, and 1 item for analyze. The sixth competency, understanding and *demonstrating procedures in*

the form of manual and tips, contributes 23 item for *remember* and 3 items for *understand*.

4.1.7 The Topic Contents in Test Items

This analysis is a slightly similar with that of syllabus contents. The aspect that makes this analysis different is the emphasis. The analysis of syllabus contents covers the basic competencies listed in syllabus or curriculum. In the other hand, analysis on topic contents refers to specific topics or substances that are actually being read by students in each item. By following the requirements of *Buku Panduan Pembuatan Soal SMA/MA/SMK* (2017), the topics should be free from 2 essentials as stated in Chapter 2. The examination of the topics will be viewed according to three points.

4.1.7.1 Topics in the written dialogues

There are 180 items set in written dialogues that found in different formats, of summative tests during KTSP implementation. The topics were *talking about daily activities, hobbies, jobs, hopes, wishes, opinions*, etc. (as seen in the chart below). In the other hand, during the K-13 implementation, the written dialogues are 64 items with topics of *daily talks such as asking for suggestion, offering something, inviting to an events,* etc. From all the topics in the items of both curriculums, the items presented in written dialogues are free from irrelevant issues or topics relating to political issues, racisms, and specific religious faiths.

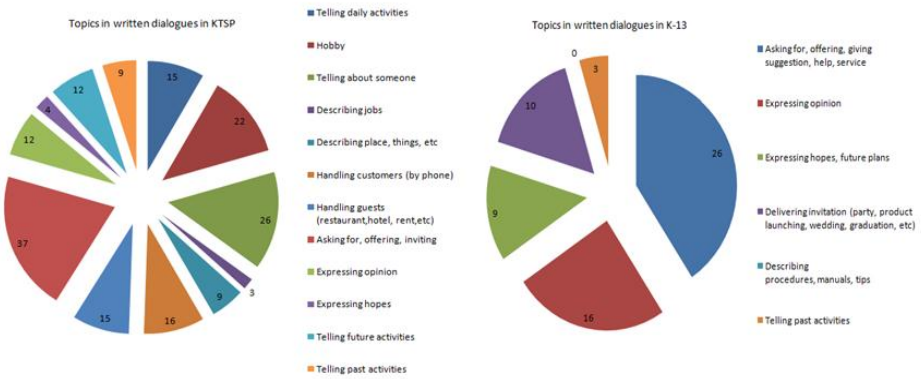


Chart 7. The topics (substances) in items across curriculum

4.1.7.2 Topics in isolated sentence

All the isolated sentences are only available in summative tests during KTSP implementation. From 7 topics in the items, there are no found irrelevant issues. The contents are interpersonal matters such as *telling about future plans*, *about daily activities* and *past activities*, and personal opinions. While transactional conversation is found in a fixed expression on *handling guest*.

To sum up, all items that written in isolated sentences are considered free from irrelevant issues.

4.1.7.3 Topics in reading passages

In summative tests of KTSP and K-13, the substances of the items contained 8 topics distributed in 48 items. They are written in the reading passages, graphs, greeting cards, and CVs. All topics in KTSP areconsidered free from irrelevant issues such as racism, pornography, religion faiths or political interests.

In K-13, the topics in texts are presented in two forms of reading. First, they are in common reading passages with some paragraphs such as *personal recount* (letters that telling the writer's experience in the past), *procedures* (included manual and tips), and *opinions*. Second, the topics are also presented in greeting cards (hopes, wishes, and formal invitation).

From 150 items in summative tests of K-13, there are 5 items (3%) can be considered as items that should be removed or replaced with other topics. Those items are available in summative test 2014/2015, 2 items (numbers 17 and 18) are in a greeting card that present about the leadership of Muhammad, the prophet of Islam. Other 3 numbers (22, 23, and 24) are also presented in a greeting card that expressed wishes of the New Year. Both greeting cards were retrieved from http://islamgreatreligion.net.

4.2 DISCUSSION

Data cannot be read and summarized before having analysis. By using proper units of analysis, the result will show its values, whether it is beneficial or harmful (Bekleyen, 2010). In addition, it also shows the research objective whether it arrives at the satisfying answer or moves away from the starting point. However, the result of a research can be specifically added to the existing knowledge in its area from some points of views. Creswell (2012: 4) stated, at least, there are three essentials. First, it can provide an evidence to confirm or disconfirm of prior studies. Second, it can help add to the literature about practices that work or advance better practices that

educators might try in their educational setting. Third, it can provide information about people and places and other issues that have not been previously studied. This research costs its effort to arrive at those three views.

Revised Bloom's Taxonomy is not familiar for teachers and education before the implementation of Curriculum 2013 (K-13). In 2006, when School-based Curriculum (KTSP) was first introduced, the taxonomy was not explicitly written in the documents of the curriculum or handbooks, especially for secondary vocational schools. Therefore, it can be understood in that period a teacher who wrote test items for her daily or formative tests, or even for a summative test, did not take into account to purposely include the cognitive process in the test construction. However, Richard (2004: 16) stated that although a teacher does not know the levels of cognitive processes, the teacher is actually led by her intuition to check her students' abilities with the thinking activities of remember, understand, apply, analyze, evaluate, and create. All of those activities areactually in accordance with cognitive process. Furthermore, although those cognitive activities are not deliberately written in the curriculum documents, the teacher can deduce them (Anderson, et al 2001:60) from the statements in competency standards, in the list of basic competencies, in the suggested material, or in recommended handbooks.

4.2.1 The Conformity between Lower Order Thinking Skillsand Test Items

Remember refers to a thinking process that asks students to explore his long-term memory a piece of information that identical with the presented information. In

other words, *remember* is the simplest process before tapping to more complex one, *understand*, *apply*, and so on. Students will be able to determine whether that information corresponds to previously learned knowledge. The data shows that *remember*has the largest portion of cognitive process with its two sub-categories, *recognizing* and *recalling* that in some features both cannot be strictly differed each other.

The largest portion of lower thinking skills can be considered as additional evidence of Clay's study on teacher-made tests in 2001. His study showed that teacher tended to give students tests that involved the thinking activity of *remember* 80% to 90% in a time (2001: 6). He further explained the information in *recognizing* and *recalling* that embedded in test items involve asking about date, events, persons, places, facts, principles, methods and procedures (p. 7). Thus, stems contain those questions are typical items which provide lower cognitive process. On the contrary, Burton and Sudweek (2001) and Albino (2016) stated that those kinds of question can be extended into larger contexts depending on what learning objectives to be assessed. For example, Brown (2004: 194) broke down the multiple choices into some variants. The multiple-choice grammar/vocabulary task only tested *recognition* as seen in the item sample below:

10. We usually watch a film in Citraland Cinema, but . . . we watch it in Plaza Cinema.
    A. tonight
    B. now
    C. tomorrow
    D. yesterday

(source: Summative Test 2007/2008, test item no. 10 administered on 3-1-2007)

Excerpt 1: itemcategorized *recognizing*in an isolated sentence

The item above is presented in an isolated sentence in which students will directly recognized present verb in the stem then match it with the alternatives (adverb of frequency). This task can be done without attending the meaning. The same process of engaging with this kind of task is presented even in written dialogue as seen below:

(14) Ryan: Mandarin is very important language, . . .?
Titi : You're right. It is spoken by more than one billion people in the world.
A. is it
B. didn't it
C. doesn't it
D. isn't it

(source: Summative Test 2011/2012, test item no. 14 administered on 6-12-2011)

Excerpt 2: item categorized *recognizing*in a written dialogue

Although the stem provides a context of question-and-response, the task that students have to do is similar with the task in an isolated sentence i.e. to find the agreement between the affirmative sentence (auxiliary *is*) and the appropriate negative tag (matching). Without attending the meaning of the whole sentence, students will recognize that the clue *is* in positive statement, is always followed by *isn't* in negative

form (Azar, 2000: A16). The following sample is an item presented in error recognition format:

(31) Dini : I wonder (A) to know who Winda Hamidin is. (B)

Dana : Don't (C) you know her? Winda Hamidin is a politician. She know (D) politic much.

(source: Summative Test 2012/2013, test item no. 39 administered on 4-12-2012)

Excerpt 3: item categorized *recognizing*

In the sample above, students employ their knowledge of grammatical rule (subject-verb agreement) by recognizing the inappropriate word. This task does not required students to understand the context. This process is also happened in cloze-test that have identical task with the previous samples as seen below:

Before the installation, you are . . (44). . to do the following:

- Check if your computer. .(45). . the system requirements needed to install KaperKuper Anti-Virus 2014
- Check if other KaperKuper Lab products or other incompatible third-party anti-virus software is . . (46). . on the computer.
- If . .(47). . third-party software or other KaperKuper Lab product is installed on your computer, uninstall it.
- Close all running application

44	45	46	47
A. recommend	A. met	A. install	A. improbable
B. recommends	B. meet	B. installs	B. incompatible
C. recommended	C. meets	C. installed	C. compatible
D. recommending	D. meeting	D. installation	D. portable

Source: Data 24. Summative Test 2013/2014, test items no. 44-47 administered on 9-12-2013

Excerpt 4: item categorized *recognizing*in reading passage

The tasks of the items above ask student to recognize grammatical rules. For further discussion on test formats see the next sub-chapter.

Although presented in various formats, the tasks provided in the samples above ask students to recognize mainly the grammatical rules. Regardless attending the meaning, students still can do the task by recognizing the verb forms by searching

the agreement (rule) between the components. However, the comparison can be made to see the shifting numbers of items on *recognizing* from both curriculum as seen on the table below:

Table 3. The distribution of *remember* in test items of KTSP and K-13

No	Cognitive Process	School-Based Curriculum					Curriculum 2013			Total items	%
		2007	2008	2011	2012	2013	2014	2015	2016		
1	Remember										
	1.1 Recognizing	34	25	35	19	23	13	10	9	168	43
	1.2 Recalling	1	3	8	13	13	19	21	25	103	26
	numbers/curriculum	174 = 72.5% (from 240 items)					97 = 65% (from 150 items)			271	69

The percentage of items considered *recognizing* is high (46%) when school implemented KTSP. It can be understood because the cognitive process has not been introduced yet. In contrast, the number of recognizing decreases to 21% when school implemented K-13. It can be predicted that the decreased numbers of *recognizing* probably happen because, first, the promotion of higher order thinking skills by the Department of Education meet its goal i.e. to train teachers to be skillful in assessing students with higher thinking level. Second, as Richard (1995: 66) stated that teachers, by nature, have desire to test students with more challenge tasks.

In short, the thinking process in *recognizing* is students identify presented information which identical with what they have learned in daily instruction so in overcoming the problem students retrieve their memory. In the case students do not remember what they have learned, they will fall into fallacy. Consequently, items constructed in this form is classified in lower order thinking skill as students do not

need to develop their idea in a sentence nor in paragraph, in a simple nor broader context.

Tasks in the sample items presented above are the result of mechanical drilling in which students only repeat the grammatical rules, without attending the meaning. They recall their prior knowledge that has been learned during the activities of learning to overcome the identical tasks. This sort of drilling actually does not ask students to learn anything instead of parroting the pattern or grammatical rule (NCLR, 2004). Thus, this is actually the basic characteristics of lower thinking.

The reason why *recognizing* have large portion of the items can be predicted as Johnson in Richard (1995: 37) stated about the belief of teaching. He found one of the approaches done by ESL teachers was a rule-based approach which emphasizes the important of grammatical rules and a conscious understanding of the language system. As the result, the students' achievement is viewed from the ability in arranging sentence by using correct grammar. Besides, Burton, et al. (1991) stated that, constructing simple item consumes less time and provides greater success than writing the complicated one.

The critical questions arise when data show many items fall in *recognizing.* The expectations can be made. First, those kinds of items are not complicated to do. Constructing the stems and the alternatives do not consume longer time, and it is prompt in the after-test scoring (Burton and Steven, 1991). Second, the test writers probably do not refer firmly to syllabus when they write the items. Third, the test writers are probably not capable to adjust the items and the contents syllabus

(Bachman and Lyle, 2000: 23). Advance research is needed to explore the strong reasons behind these kinds of item constructions.

The other sub-category in remember is *recalling*. In this thinking activity a student brows long-term memory for a piece of information and brings that piece of information to working memory for further processing. There are two significant features in recalling. It can vary in the amount of embedding or the extent to which the items are placed within a smaller meaningful context or low embedding and within a larger context or high embedding items.

Based on the explanation above, an item can be categorized in *recalling* when the features come up with alternatives (1) grammatical features in larger context, (2) vocabularies choice, and (3) fixed expressions. The presented information in the item offers tasks that require students not only remember the pattern but also identify the connection between the sentences or the dialogues then use the knowledge they have learned in a broader context. The sample below is typical low embedded item:

Sardi : Do they often . . . across the channel?
Diman : Yes. They quite strong, aren't they?
A. run
B. swim
C. go
D. walk

source: Summative Test 2011/2012, test item no. 1 administered on 6-12-2011

Excerpt 5: low item categorized *recalling*

To handle the task in the item above, students can not only retrieve the sentence pattern (in the stem) they have learned before, but also think about the clue

that connects cohesively those two sentences. When students have identified the sentence as simple present, they have to choose the correct meaning of the verb to meet the phrase ‘across the channel’. For students who are unfamiliar with that phrase, they tend to guess the answer (Brame, 2013). These features make recalling slightly different from *recognizing*.

Different from low embedding items, high embedding items are items which include within the context of a larger problem. It needs more complex process of thinking level although the sentences remain simple for advance learners. However, when students meet the item categorized in *recalling*, they do not just recognize the word forms but they have to use more thinking process to find something is considered acceptable. The sample of *recalling* in high embedding item is presented below:

Operator: Hello, Frank and Brothers, How can I help you?
Firman : This is Firman Maulana. Can I have extension 3421?
Operator: Certainly, hold on a minute. . . .

A. may I talk to
B. I’ll put you through
C. I’ll get it connected
D. would you put me through

source: Summative Test 2012/2013, test item no. 2 administered on 4-12-2012

Excerpt 6: high embedding item categorized *recalling*

To determine the appropriate expressions students have to identify the meaning of each expression provided in alternatives before supplying it to the complete sentence. The thinking activity that involves continuous process from

remembering, finding the clue in the context, and completing the task (test item) is the characteristics of *recalling*. The following sample provides more complicated thinking process. However, the given task remains *recalling*:

Lusi : Good morning. Can I help you?
Ratih : . . . is this bracelet?
Lusi : It's only Rp. 500.000,-
Ratih : . . . Rp. 300.000,-
Lusi : Sorry, it's a fixed price.

A. What – Change it into
B. What – Can you make
C. How – Please make into
D. How much – Can you make it

Source: Summative Test 2007/2008, test item no. 21 administered on 3-1-2007

Excerpt 7: high embedded item categorized *recalling*

The item above asks students two problem-solving. First, students have to identify the appropriate question word. Consequently, they need to remember the meanings and functions of each word suitable for the context. Second, they have to select expression that makes the whole context acceptable. Actually, an item with more than one task is better avoided by the test writer because it does not meet the characteristic of good item (Burton, Sudweeks, and Richard: 1991). However, items with more than one task frequently appeared in summative tests when school implemented KTSP. In contrast, these kinds of items are no more available in K-13.

Compared with the numbers of items categorized *recognizing* which decrease 25% (46% to 21%) following the change of curriculum, the numbers of *recalling* increase 47% (from 10% to 57%. The change of numbers can be seen in the following table:

The percentage of *recalling* numbers across curriculums

No	Academic Year	Recalling	Amounts of Items	Percentage per year
1	2007/2008	1	45	2
2	2008/2009	3	45	7
3	2011/2012	8	50	16
4	2012/2013	13	50	26
	Total	25	240	10%

No	Academic Year	Recalling	Amounts of Items	Percentage per year
6	2014/2015	19	50	26
7	2015/2016	21	50	40
8	2016/2017	25	50	50
	Total	85	150	57%

Although there are shifting numbers in sub-categories, they remain in the first main category of lower order thinking skills, *remember*.

The lower cognitive process reflected in test items can be explained through Dardjowidjoyo's view on memory retrieval. Memory is an integral part of human's existence (2005: 270). This part is the most thinking activity done by human in daily life. Besides, this is a simple process from receiving input, keeping it, and extracting it when certain condition requires.

In *recognizing* and *recalling*, a student employs three external information (Dardjowiyono, 2005: 280). First, he connects it with knowledge of language. It means that when a student delivers a word, phrase, or sentence, he will select whether those utterance is probably used. Second, he uses knowledge of the world, in a set of dialogue, for example, he will select a series of relevant words. Third, a student considers picking appropriate discourse convention, reference for example, in his utterance. Therefore, in doing with a test, a student likely uses that external information to process inputs (test items) in order to handle the problem (choosing correct alternative). Despite words, phrases, and fixed expressions, actually a simple

declarative sentence is also easily stored in memory (p. 282). Accordingly, a student should undoubtedly trouble doing test items presented in isolated sentences.

As for Indonesian students English is a second language, retrieving memory in form of words or fixed expressions merely require effort to emerge a memory of what have been known or learned rather than finding equal meaning or ideas from certain context. Johnson explained this phenomenon as "processing lexical items into grammatical items for semantic information" (2003: 66). This process is probably experienced by the test writers; hence the item constructions result in tasks that ask students to remember the known words. Thus, if a student do not know, learn or hear the words, phrases, or fixed expressions before, this cognitive process definitely will not work. Other potential constraint that will rise in this task is the matter of 'forget' or 'out of mind'. Someone who forgets a word means that he fails to use word memory.

The next category in lower order thinking skills is *understand*. Clay stated that *understand* is a thinking activity which involves comprehending information such as restating and translating from one form to another (2001: 7). Students are considered *understand* when they can adjust prior knowledge to develop incoming knowledge (Anderson, et al, 2001: 70). Accordingly, the item construction which initiates the stem or question with restate, convert, or list is considered as *understand.*This category has seven sub-categories: *interpreting*, *exemplifying*, *classifying, summarizing, inferring, comparing,* and *explaining*. Although in general the process of thinking which involves these activities is identical, yet each of them

has distinguished features that can be discriminate one to another. However, during the analysis when several items have very similar features, the classification is done by considering the most features that the items tend to. The details of item classification in each sub-category can be seen in appendix.

The first item classification is done for *interpreting* category. Items are categorized *interpreting* when they provide students with tasks to convert information from one representational form to another (p. 70). This activity involves converting words to words (e.g. paraphrasing), pictures to words, words to pictures, numbers to words,words to numbers, musical notes to tones, and the like Anderson, et al., (2001: 70). Accordingly, items constructed in graphs also grouped in this category. The item samples below represent the activity of *interpreting*:

(24) Combine these two words!
The technicians work all day in the workshop.
They are tired of it.

A. The technicians are tired of working all day in the workshop
B. The technicians are tired to work all day in the workshop
C. The technicians are tired to work in the workshop
D. The technicians are in the workshop tired at working all day

(source: Summative Test 2007/2008, test item no. 24 administered on 3-1-2007)

Excerpt 7: item categorized *interpreting*

The features of the item above categorized interpreting because that item asks students to remember the rule – prior knowledge – then to use the rule to rewording or paraphrasing the material presented. The result shows that the numbers of item considered *interpreting* increase 2% (from 11% in KTSP to 13% in K-13). However,

this slight increasing cannot be assumed that the thinking activity has moved from lower to higher levels. Further number percentages see appendix.

The second sub-categories in *understand* is *exemplifying*. The distinguished features of exemplifying occur when an item asks students to state a series of object in certain group. The sample below is the typical item categorized *exemplifying*:

(14) Teacher : Do you know what picture it is, children?
Pupil : A driver, mom!
Teacher : All right. Can you mention the tools for him to work with?
Pupils : . . ., . . . , and . . .
A. Uniform, oil, and chair
B. Driving license, ID and water.
C. Driver's hat, driving name tag, and cables.
D. Driver's hat, driving license, and name tag.

(source: Summative Test 2012/2013, test item no. 14 administered on 4-12-2012)

Excerpt 8: item categorized *exemplifying*

The task offered by the item above is instantiating i.e. students have to find specific instances from a general concept the item provided. To cope with such tasks students need to employ their knowledge of the world as explained in Chapter II (Dardjowoyo, 2005: 280). A student will not draw from his word memory an irrelevant object like 'knife', for example, although he have very limited vocabularies relating to driver's tool.

However, according to Burton, et al., (1991: 20) the sample item above has poor alternatives because it provides a clue in each alternative. A student tends to find the clue then make an attempt to identify the distinct alternative as correct answer. Consequently, this item tends to lead to a process of *recognizing* instead of *exemplifying*. Item contains general knowledge has some weaknesses. First, if

students do not familiar with objects relating to‘driver’, the answer will lay on guessing. It also happens to students who never learn the lexical area relating to ‘driver’. Second, the tools as intended in the item are more social agreement and various in real life that everything can be used as tools. This social agreement definitely influences the thinking process of students when they overcome the problem.

Another variant of *exemplifying* is *illustrating* in which the task set in the item is initiated with an illustration of something. In multiple choice formats, the illustration is commonly written in stem, while the examples are put in alternatives as seen in the following sample item:

Heni : My father works in a newspaper publisher. He is a journalist.
Mahmud: What does he do?
Heni : He . . .
A. serves food to guests
B. build houses
C. keeps books and records them
D. writes and reports news

source: summative Test 2013/2014, test item no. 22 administered on 9-12-2013

Excerpt 9: item categorized *exemplifying*

Few numbers of *exemplifying* (2.5% in KTSP and 5% in K-13) describes that those kinds of tasks are probably considered easy to do especially for 11th graders. Another assumption is the incapability of test writers in constructing the items because of less training (Clay, 2001: 5).

Actually, several online sources concern on cognitive process offer question stems for examining *exemplifying* in various contexts. One of those recommendations

is that *exemplifying* is better given in reading comprehension in which the various texts, as listed in curriculum, can be designed in such a way with series of objects or activities. Thus, students will be challenged to improve their thinking skills on *exemplifying*. For example, when a teachers explains about 'Personal Letter' (Basic Competence number 3.16 in K-13), the instruction like 'Write your activity in your last holiday' can be considered as *exemplifying*. Another instruction such as 'What equipment do you usually find the manual inside their boxes?' (Basic Competence number 3.17 in K-13) is also included in *exemplifying*. From the samples in the data, items including *exemplifying* are not so complicated thus the test writers will not need much time to construct them.

If in *exemplifying* students work with items that ask them to point out a series of objects, in contrary, in *classifying* students have to collect a series of relevant objects and bring it into a specific group. This thinking activitydoes not only involve the understanding of knowledge of the language but also knowledge of the world (Dardjowiyono, 2005: 280). The typical item of *classifying* is presented below:

(19) Lukman is carrying a handsaw, a hammer, and some nails.
What do you think he is going to do?

A. He is going to repair the door
B. He is going to paint the door
C. He is going to open the door
D. He is going to close the door

(source: Summative Test 2015/2016, test item no. 19 administered on 30-11-2015)

Excerpt 10: item categorized *classifying*

As seen in the item above *classifying* begins with a specific instance and asks students to find a general concept (Anderson, at al., 2001: 72). It is actually a

complementary process to *exemplifying*. In selected response tasks a student is given instances and a list of specific category as the item above. To process this input, recalling declarative memory plays important role. This is a long-term memory that formatted because of frequently used. Accordingly, students are familiar with the objects provided in the stem as well as the action verbs in the alternatives. However, Burton and Sudweeks (1991: 16) considered this item is poorly written because of repeating redundant phrases. As a result, students will grab the meaning of different words, instead of paying attention to the whole sentence.

The numbers of items categorized classifying is 3% in KTSP and 8% in K-13. This significant increasing can be assumed that item construction is more contextual in K-13 that results in more complex tasks. Nevertheless, those significant increasing can also be predicted that the items are intuitively constructed. This is proved by the absent of the items in Academic Year 2016/2017 while in previous Academic Years 2014/2015 and 2015/2016 (4 item) the items reach 16 numbers.

The fourth sub-category of *understand* is *summarizing*. Anderson, et al (2001: 73) described *summarizing* a task that asks students to abstract a long passage in a general theme or major points. In other words, Adler (2012) stated that, *summarizing* requires students to determine the topics they are reading and to put it into their own words. The thinking activities involve are reading the passage, finding the main points, abstracting the passage that result in one single statement. In selection tasks, the abstractions are commonly provided in the alternatives.

The data show that items categorized s*ummarizing* are always found in every summative test. All of them appear in reading comprehension. No items of summarizing found in incomplete dialogues or other formats. The following sample is typical item of*summarizing*:

. . . passage . . .

(40) What is the main idea of the text above?

A. A hard working student who want to get success.
B. A very diligent boy who sells food at the canteen.
C. A young entrepreneur gets success in his age.
D. A boy with an amazing talent.

(source: Summative Test 2012/2013, test item no. 40 administered on 4-12-2012)

Excerpt 11: item categorized *summarizing*

The item which asks students to find the main idea is in line with Adler's suggestion in constructing items for *summarizing* category. Before deciding which alternative referred appropriately to the passage, students need to understand the whole text. Other question considered *summarizing* is seen below:

…greeting card…

What does the message imply?

A. Husna is Bobi's boss
B. Bobi was out at the moment
C. The restaurant was fully booked
D. Bobi would come at 3 pm.

Source: summative test 2013/2014, test item no. 38 administered on 9-12-2013

Excerpt 12: item categorized *summarizing*

In the item above, the word 'imply' refers to the conclusion of the text. It occurs when students read and abstract the main points of the whole passage.

However, the data show that the numbers of *summarizing* in KTSP is higher (7%) than that in K-13 (2%). This probably happens because the items constructed in reading passages have more numbers in previous curriculum, while in the recent curriculum, the reading passages presented in forms of greeting cards and invitation cards result in other thinking process.

The next sub-category is *inferring.* An item is grouped in *inferring* when students work with logical conclusion from presented information (Anderson, et al., 2001: 74). It results in metacognitive ability in predicting what come next after certain ongoing information. The item that considered *inferring* can be seen below:

. . . greeting card . . .

(20) Based on the txt above, what would we do if we find the spiritual problem?
A. We pray only
B. We pray and keep our effort
C. We just think and do nothing.
D. We pray, eat, and work.

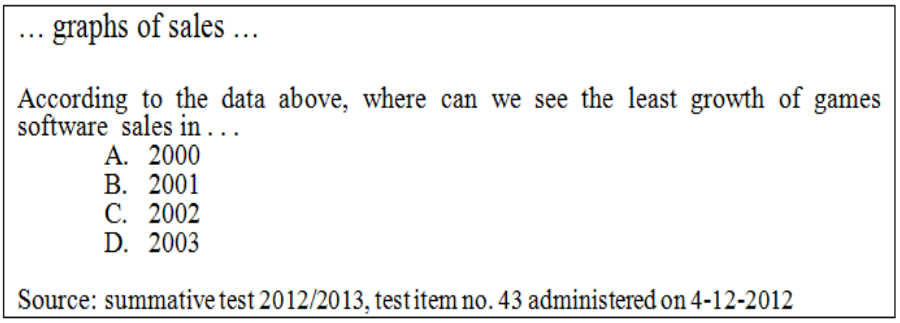
(source: Summative Test 2015/2016, test item no. 20 administered on 30-11-2015)

Excerpt 13: item categorized *inferring*

The item above gives students a task of predicting the next event in given condition. *Predicting* is an activity of inferring (Anderson, et al., 2001: 74). This task occurs in a context that supplies an expectation of what is to be inferred.To focus solely on the inferring process, the question in the task can be to state the underlying concept or principle the student is using to arrive at the correct answer. In another test construction, students are required to identify the pattern to arrive at correct answer. However, in some features, *inferring* will overlap with *explaining*.

The data show that items categorized inferring are all found in summative tests of KTSP. In contrary, in K-13, there are no items can be categorized *inferring*because the features did not agree with the characteristic of the category.

Sub-category *comparing* happens when a task given in an item asks students to identify the connection between two objects, ideas, or other information. The thinking activity to process the information is detecting the similarity and the difference of quality, the size, shape, or other information that can be measured. As seen in the item presented below, *comparing* is done by identifying the presented information in a graph.


… graphs of sales …

According to the data above, where can we see the least growth of games software sales in . . .

A. 2000
B. 2001
C. 2002
D. 2003

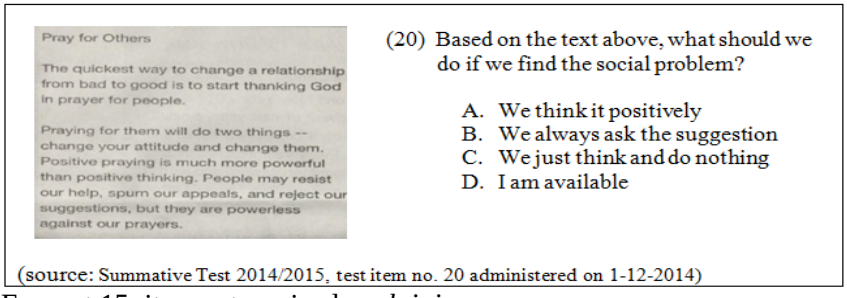
Source: summative test 2012/2013, test item no. 43 administered on 4-12-2012

Excerpt 14: item categorized *comparing*

To solve the problem, students will look at the diagram, identify the numeric data and compare those data to find the difference among them. The item above is a very simple instance of comparing. According to the theory of cognitive process, actually *comparing* refers to a broad context for analysis process. According to Anderson, et al., (2001: 74) the context is, for example, two sale strategies in which one will see the strength and weakness when those strategy are conducted. However,

in a context of item construction for secondary school, it will be too complicated to employ that process as long as the characteristics of the comparing are held out. Thus, it is necessity to simplify the theory to be adaptable for lower learners. Nevertheless, items with comparing activity are found 2 or less than 1% when school implemented KTSP. They are not available in K-13. This simplification is also done later for category in higher order thinking skills, *analyzing*.

The last sub-category in understand is *explaining*. An item is grouped in *explaining* when it provides task of building a cause-and-effect model of system (Anderson, Krathwohl, et al., 2001: 75). In selection test items, this task likely too complicated as it needs broad context of information or cases. There are three assessments in *explaining*: *trouble shooting*, *redesigning*, and *predicting*. As the data for this research are multiple choice test items, the writer tries to carefully classify the items which very much close to *predicting*. Consequently, it results in items that resemble with *inferring*, as seen in the following sample:


Pray for Others

The quickest way to change a relationship from bad to good is to start thanking God in prayer for people.

Praying for them will do two things -- change your attitude and change them. Positive praying is much more powerful than positive thinking. People may resist our help, spurn our appeals, and reject our suggestions, but they are powerless against our prayers.

(20) Based on the text above, what should we do if we find the social problem?

A. We think it positively
B. We always ask the suggestion
C. We just think and do nothing
D. I am available

(source: Summative Test 2014/2015, test item no. 20 administered on 1-12-2014)

Excerpt 15: item categorized *explaining*

The item above is quite similar with inferring. However, compared with the sample item of *inferring*, this item contains a cause-and-effect task even in very simple way. While in *inferring* the task tends to ask *predicting*.

Although some reading passages included in the summative tests have rather long texts, the item construction seems far from encouraging students with more challenging cognitive activity. Burton and Sudweek (2001: 15) suggested that by expanding the stems, the more complex thinking activity can be grabbed. It is also suggested by Clay (2001:6).

The data show that the numbers of *explaining*is only 1 item (0.4%) in KTSP compared with 4 items (3%) in K-13. Theincrease numbers of *explaining* can be predicted from the more numbers of reading passages presented in the summative tests in K-13. The following table shows the percentages from both curriculums.

Table 4. The percentage of understand in KTSP and K-13

No	Cognitive Process	School-Based Curriculum					Curriculum 2013			Total items	%
		2007	2008	2011	2012	2013	2014	2015	2016		
2	Understand										
	2.1 Interpreting	3	7	2	6	9	4	6	9	46	12
	2.2 Exemplifying	0	0	0	5	1	3	4	0	13	3
	2.3 Classifying	0	4	1	1	0	6	4	0	16	4
	2.4 Summarizing	4	5	4	3	1	2	1	2	22	6
	2.5 Inferring	0	0	0	0	0	0	0	0	0	0
	2.6 Comparing	0	0	0	1	0	0	0	0	1	0
	2.7 Explaining	1	0	0	0	0	1	1	2	5	1
	Numbers/curriculum	58= 24% (from 240 items)					45=30% (from 150 items)				

The last main category of lower order thinking is *apply*. As *apply* requires practical activity (Anderson,et al., 2001: 77), while multiple choice is paper based work activity, it is difficult to match the features of the test items with the

characteristic of *apply*. The classification is more complicated considering the sub-categories, *executing* and *implementing*, which cannot fulfilled with a paper-penciltest like summative tests (2001: 77). Thus the data analysis do not find even a single item which conform the characteristics of *apply*.

4.2.2 The Conformity between Higher Order Thinking Skills and Test Items

Analyze is relating to how to break material into relating parts and determining how the parts have links to one another and to an overall structure. These thinking activities involve distinguishing, discriminating, determining idea, and connecting conclusion with idea and the like (Anderson, et al., 2001: 78-80). *Analyze* has 3 sub-categories, *differentiating,organizing*, and *attributing*. In cognitive process, *analyze* is considered higher order thinking skills. This analysis tries to classify the items in sub-categories. The following sample is a typical item of*attributing*:

…reading passage…

What does the writer want to be someday?

A. A food service.
B. An outlet guard.
C. A handicraft businessman.
D. A talented entrepreneur.

Source: Summative Test 2012/2013, test item no. 47 administered on 4-12-2012)

Excerpt 16: item categorized *attributing*

Actually, attributing emphasizes on determining bias, value, or intent from author's point of view. In the sample above, the task that requires students to find the writer's intent isclassified in attributing. However, this very simple task is far from

the real purpose of attributing. At least one characteristic of this category, author's intent, has been fulfilled. The data shows that the items with the features of attributing appear 3 times (1%) in KTSP and 8 times (5%) in K-13.

The other sub-category is organizing which requires students to finding coherences and structuring. The following item provides a task with similar to the characteristic of *organizing* in less complex activity. To cope with task presented in this items, students have to retrieve their memory of lingusitic information (Cook, 2015). This information containes a linguistic competence that recall students's grammatical rules, phonological rules, lexical items, and other types of information that make up the language.

Arrange these sentences below into good dialogue!

(1) I'm her friend, Aris.
(2) Tell her to call me at 7 this evening!
(3) Good morning. May I speak to Tania?
(4) Thank you so much
(5) Who is speaking, please?
(6) Yes, please
(7) Good morning, Can I help you?
(8) OK, I'll give her the message
(9) I'm sorry, she is not in the office now
(10) Can I leave the message then?

source: summative test 2007/2008, test item no. 45 administered on 3-1-2007

Excerpt 17: item categorized *organizing*

In broader context the activities of *organising* involves intergrating, outlining, and parsing. The following table shows the percentage of analyze from both curriuclums.

Table 4. The percentages of analyze form KTSP and K-13

No	Cognitive Process	School-Based Curriculum					Curriculum 2013			Total items	%
		2007	2008	2011	2012	2013	2014	2015	2016		
4	Analyze										
	4.1 Differentiating	0	0	0	0	1	0	0	0	1	0
	4.2 Organizing	2	1	0	1	0	0	0	0	4	1
	4.3 Attributing	0	0	0	1	2	2	3	3	11	3
	Numbers/curriculum	8 = 3% (from 240 items)					28 = 19% (from 150 items)				

Other categories classified in higher order thinking skills are *evaluate* and *create*. *Evaluate* is defined as making judgment based on particular criteria and standards. The criteria involve quality, effectiveness, efficiency, and consistency. They may be determined by the students or by others. The standard can be in quantitative or qualitative. *Evaluate* has two sub-categories,*checking* and *critiquing*. Tasks given by *evaluate* needs rather long discussion that it will not be sufficient provided by multiple choice tests. In other words, *evaluate* needs broader contexts and tasks with high complicity that cannot be fulfilled by doing multiple choice tests. Consequently, the result shows that there is no single item can be classified in this category.

In the other hand, *create* is described as thinking process involving *generating, planning* or *designing*, and *producing* or *constructing* (Anderson, et al, 2001: 86). The process of *create* needs a product of its activity that cannot be accomplished by doing paper-pencil tests.Clay (2001: 59) stated that *create* describes the use of the knowledge in a concrete situation other than in which it is learned. By considering

characteristics which embedded in create, there are no items that have features suitable with those characteristic.

Analyzing, evaluating, and *creating* are interrelated. They are considered as higher order thinking skill according to Revised Bloom's Taxonomy. They can be interrelated in the same time and separate in another time. Both depend on the context. For example, to be able in creating a product, someone must take a look a previous product to see its weakness (*checking*). In the other hand, someone who understands a product may not be able to describe it clearly about its quality (*evaluating*).

The critical questions arise why question stem in multiple choices type cannot meet the criteria of higher order thinking skills. Anderson, et al, (2001) explained the features of the format assessment that can be followed or become guideline for test writers to construct the items based on these requirements.

The dissemination of Revised Bloom's Taxonomy in which the higher order thinking skill are promoted intensively in K-13 has been done. However, the skills of teachers in constructing test items by including purposely the higher cognitive process have not showed the significant improvement yet. This evidence can be seen by comparing items in summative tests of KTSP and those of K-13.

4.2.3. The Conformity between Cognitive Process and Test Format

The test formats that frequently appear in summative tests are *error recognition, reading comprehension,* and *cloze test*. All of them are framed in multiple-choices. Short answer also appears in summative tests. However, this format

is used in previous two academic years, 2007/2008 and 2008/2009, with 10 items. Actually, incomplete dialogue and cloze test are similar. Yet, in this research, the data shows that both formats are presented in different section. In incomplete dialogue, the blanks space or the deletion must be supplied with phrases or expressions in acceptable structure and meanings. On the other hand, in cloze tests, the blank spaces or deletion must be supplied with word classification, word form, or synonym. Beside, incomplete dialogue and cloze test are usually placed in different section. This research analyzes test formats in order to explore its alignment with cognitive process. In relation with cognitive process, cloze test reaches the highest numbers (113) in category remember. The discussion will first begin with incomplete dialogue as presented in the table 4.

Incomplete dialogue

Incomplete dialogue is different from cloze test in some parts, although both have similar construction. They are included in text completion or *multiple-choices gap-fill*. This test is constructed in a set of written dialogue in which the deletion can be in one part of the slot. A dialogue is usually arranged as initial-response-feedback in a brief sample of talks or exchange of slot (Eggins and Slade, 1997: 44). In multiple choices, the stem is set with blank space in part of the initial, response, or feedback.

As in summative tests incomplete dialogue and cloze-test are placed in different section, this research tries to discriminate each of them based on the

different features. An item is considered incomplete dialogue when the deletion (blank space) must be supplied with an expression or a phrase in correct structure and acceptable meaning. While in cloze-test, the deletion must be supplied with language components such as word form, word classification, or word similarity and the like. Incomplete dialogue contribute 8% of remember category. It means that this format do not challenge students to use their higher process of thinking. The following sample represents the task that frequently provided in incomplete dialogue particularly in summative tests of K-13:

Susi : Today the students can do the task and finish their study without attending the class. It saves money and time.
Santi : . . . although we are in the virtual world, we still need the teacher for it.

A. I think so
B. I can do it
C. Probably not
D. I'm not so sure but let me try

(source: Summative Test 2014/2015, test item no. 9 administered on 1-12-2014)

Excerpt 18: test item formatted in *incomplete dialogue*

Actually the written dialogue in KTSP that set as adjacency pair is fundamental unit of conversation (Kurum, 2013). In the sample above, the adjacency pair involves acceptance and rejection (Levinson, 1983: 304). In adjacency pair, the context of conversation is sufficient enough to give understandable task. Such dialogue involves more than grammatically correct sentences, it also covers broad areas of mechanical functions, pragmatic, and social interaction. Thus, incomplete dialogue can be used to promote items with higher order thinking skills.

Error recognition

The visible feature of error recognition is the underlined words. It usually aims to measure students' grammatical knowledge and indirectly test writing skills, consist of a complete sentence, with four underlined parts, one of which is grammatically wrong (Clay, 2001). In accordance with cognitive process, the items ask students to recognize the inappropriate word in a sentence. Brown (2004: 208) provided examples of error identification in which the items are written in reading passage. This kind of error identification is called *contextual grammar editing task* to test various range of students' performance in linguistic competence. Accordingly, such items can test more challenging thinking process. The error identification format is perceived as being convenient, efficient and economical for teachers to prepare and construct (Nihae, 2014: 81). The following sample shows the limited tasks that provided by this format:

Instructor : Please finish your assignment and check it before you collect it.
A B
Students : Sure, Sir. We always check ours before collect.
C D

source: summative test 2007/2008, test item no. 41 administered on 3-1-2007

Excerpt 19: test item formatted in error recognition

This test format always appears in summative tests particularly when schools implemented KTSP. However, this format is replaced with cloze-test since Academic Year 2014/2015. The finding shows that error recognition has 49 items in *remember*

category. There is no single item can be grouped in higher thinking level. It means that to overcome the problem presented in this format, students use their ability in recognizing the word forms in the stem. Thus, this format reflected testing lower thinking level.

Reading comprehension

Grab and Stoller (20012: 12) stated that from various kinds of texts which someone read, the overall goals of reading is not to remember most of the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to back ground knowledge as appropriate. Kim (1994:205) stated that reading involves cognitive process. During reading activity, readers construct meaning by identifying linguistic information of the text. The most components of reading activity are word recognition and comprehension. Readers (in this discussion refer to students) also use previous knowledge and expectation.

There are three kinds of contexts in a reading text, situational, conceptual and linguistic contexts (Kim, 1995: 206). In general, these contexts help students to use their cognitive capacities to understand the text being read. Consequently, when students engage with test items of reading comprehension, they will refer to those contexts.

Accordingly, test writers can use those reading contexts to provide tasks in the items with question stems which test higher thinking process. Texts designed in small

cases give students with analyticalor evaluative thinking process. This is in line with Brown (2004: 2011) suggested that reading can test higher thinking skills. When the items arepresented in graphs, the tasks can be constructed to cover analyze, evaluate, and create. However, although reading comprehension offers broader contexts to be explored, the test items remain in *remember* and *understand* – the lower order thinking level (31%) compare with 3% in higher order.

Cloze test

Cloze test is a reading passage usually a minimum of two paragraphs in length (perhaps 150 to 300 words as recommended in *Modul Penyusunan Soal*) in order to account for discourse expectancies. The texts are also found in written dialogue where the deletion must be supplied in a word class, word forms or word synonym or other language components instead of meaningful phrase or expressions. The following sample is task given in cloze test format of K-13:

Hi Dandy,

It has been so long since the last time we met each other. I am . .(48). . you so much. Now I am running a small business in catering with my mom. I help her to run the franchise of . .(49). . crispy banana. It is just to spend my free time when I have no class in a college. I missed the event when we were discussing about our future: how to plan a business and how to start it independently. Daniaz, I think you have been a very . .(50) . . man, now. I hope that everything will okay and you have a nice family to share.

Warm regards,
Daniel.

source: summative test 2014/2015, test item no. 48-50 administered on 1-12-2014)

Excerpt 20: test item formatted in cloze test

One of the key controversies of the cloze type task (whether the traditional cloze with n^{th}- word deletions or gap-fill with targeted deletions) has been whether

they can measure global or just local reading, and higher – or just lower level process. Empirical finding of cloze test are conflicting, with some indicating that they can measure high-level reading processes process (Bachman in Brunfault& McCray, 2015) but many indicate that they are poor to measure such process which looks into an item. The finding shows that cloze-test had 113 items in *remember* category and 3 items in *understand* or total numbers 116 items in lower level.

Short answer

Short response item or essay question is considered the most appropriate means to measure learning objective which asks students to supply their responses. A reading passage is presented, and the test-takers read questions to be answered in a sentence or two (Brown, 2004: 207).

Short answer is included in essay tests. Davis (1993:272) stated that essay tests are the best measure of students' skills in higher-order thinking and written expression. They let students display overall understanding of a topic and demonstrate their ability to think critically, organize their thoughts, and be creative and original. Yet, they are difficult in constructing and time-consuming to score. While short-answer questions are easier to design, some faculty prefers short-answer items to essay tests. The following sample shows the tasks provided in this format:

41. Where did Arwana go?

42. How was Arwana's flight?

43. What did Arwana have in his flight?

44. Why did Arwana read a book?

45. How was Arwana after passing Customs?

Source: summative test 2008/2009, test item no.41-45 administered on 5-1-2008

Excerpt 21: test item formatted in short answer or essay

Regarding to the sample items above, number 41 and 43 are tasks involved *recognizing* and *recalling*. While the rests are *understand* category. However, this format appears only in Academic Year 2007/2008 and 2008/2009 with 10 items in both or 2.5% of overall items (390). The data show that 3 of them are categorized *remember*, 6 items *understand*, and 1 item *analyze*.

Reordering tasks

This format refers to reorder scrambled sentences. However, in test paper, it is found in short answer and some in incomplete dialogues. Brown (2004: 209) described this task as an assessment with global understanding of a context and of the cohesive devices that assembled the whole context. Thus, in fact this task could cover higher thinking skills. The data show that the items are categorized *organizing*.

4.2.4. The Conformity between Cognitive Process and Syllabus Contents

KTSP and K-13 provide various contents in the syllabus. They include linguistic competence (language components) and actional competence (language function) as suggested by Murcia, et al., (1995; 18 and 22). The contents also serve the suggested course contents of Richard (2001:47). KTSP offered more details in recommended materials with indicators in which teachers as the operator of the curriculum could follow the syllabus clearly by confirming the list of contents syllabus. In the other hand, K-13 only provides basic competencies with themes in which teachers should develop those themes in their own capacity. However, although written in general, K-13 has cognitive goal in its core competency.

By having various contents, it facilitates a test writer to construct items which encourage students' thinking process into higher level. In addition, K-13with its various themes, teachers might choose any topics appropriate to students' ability. K-13 also supports literacy approach in which the materials are mostly constructed in reading texts. Materials emphasized in reading passages have some advantages to improve higher order thinking. In constructing items, particularly in objective formats, those passages can be tricked by making a small case that make students think more complex. Graphs, a description of specific situation, or tables also can be used to encourage students in analyzing and evaluating. Thus, the skills of test writer to construct items are the major aspects in developing students' thinking process. (https://citl.indiana.edu/teaching-resources/assessing-students-learning/test-construction/. Other advantage is, as the passage varies in more challenging tasks, the

alternative can be expanding, or set homogenously (Burton and Sudweek, 1991:4). The homogenous alternatives will result in students' more attention to work with the tasks. Besides, the extended item can be in the stems which challenge the students to work with analysis or evaluation or in alternatives. While in alternative, students are driven to choose the best answer multiple-choice variation rather than choose the correct answer (Brown, 2004: 194).

Appropriate topic choices will help students to cope with text comprehension as when students engage with the tasks the items provided, they are getting familiar with the contents (Bachman and Palmer, 2000: 65).

The overall analysis results the tasks that examine lower order thinking skills. The numbers of lower order reach 232 items (97%) in KTSP and 48 items (32%) in K-13. The tasks that test lower thinking skills are probably caused by the uninformed teachers of understanding the Bloom's taxonomy. The less in-service training on the taxonomy is another reason that causes the construction fall in lower order thinking skills (Clay, 2002: 5). Burton and Sudweek (1995: 6) suggested that test writers should improve their ability in writing tests by practicing and experiencing. Nevertheless, teachers commonly will reflect themselves when making tests whether the material of the tests is in appropriate level of difficulty (Richard, 1994: 87).

The consideration to set sequencing the syllabus contents from lower thinking to higher thinking process is not written in the curriculum document or in the in-service training. This is as Clay (2001: 6) claimed that every new material is introduced, students will use the process of recognizing. This process is step by step

increasing depends on the methods or approaches the teachers use. Anderson, et al., (2001: 67) stated the similar notion. The sequencing difficulty of thinking process cannot be settled as course materials might have different familiarity that influencesstudents' ability. On the contrary, the Document of K-13, written in core competency, the range of cognitive process that should be achieved in one course varies from the lower to the higher thinking process (understand to create). Thus, teachers, as the operator of curriculum have to determine those thinking process on their own.

4.2.5. The Topic Contents in the Test Items

As stated in the *Modul Panduan Penulisan Soal SMA/MA/SMK* that the content should avoid issues relating to racism, religious faiths, and certain groups that will probably offend or create resistance among social groups or communities. Other issue is the topics must be free from political interests and figures, pornographies, product advertisements or names of institution, or violence that generate benefits or harmful effects for certain people. The substances of topics also gain serious concerns from Bachman and Palmer (2000: 66) years before The Department of Education and Culture inform it to teachers. They stated that topics that involves emotional feeling influence students' performance. In addition, a controversial topic is also affect on students' preferences, positive or negative responses. The examples of such topics are abortion, gun control, and national sovereignty. They suggested that topics should be chosen in students' real world that can promote their feeling of

comfort or safety. Whereas the range of vocabularies in the topics should be determined appropriately to the materials they have learned.

In relating with racism, it was found in http://slideplayer.com/slide/3051323/ that SAT and IQ test were giving more benefits to white middle class background than other test takers. This is important for Indonesian people who consist of hundred tribes and communities to keep the test in neutral contents. In summative test items, contents which presented about underestimating on specific social group or overestimate that group must be avoided.

Regarding to the political interest, the Indonesian people still remember the noisy controversy of president candidate's name that written in national examination in April 2014. The same name was not only appeared in National Examination for high schools (in Social Science subject) but also in test items for junior high schools and schools for disable in *Bahasa Indonesia* subject (https://www.merdeka.com/peristiwa/). The debate boosted up because the time the name emerged close to the time of general election. Public opinion fell into frictions. Some said that the text including the name was such an ordinary text that told about hardworking, perseverance, and the like. The other opinion said that the text was considered as closed-campaign that beneficial for certain party or candidate. At that time, Minister of Education responded that controversy by delivering his clarification and explaining that test items had to be free from any vested interests so that the test items were in neutral position https://nasional.kompas.com/read/2014/04/15/0722288/Kemendikbud.Harus.Jelaskan

In summative tests, items relating to irrelevant topic, religious faiths for example, are found in items presented in a greeting card. The question stem is predisposed compliments to Prophet Muhammad's leadership (a Muslim figure). These itemsare available in numbers 16, 17, and 18 of Academic year 2015/2016. If this text is evaluated with the criteria based on *Modul Panduan Membuat Soal SMA/MA/SMK 2017* then it will create irritated feeling for those test participants who have different beliefs or other religion backgrounds. The copy of the news on the names of political figure is presented in appendix.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The overall data taken for this research are 390 test items from selected summative tests consist of 240 items during KTSP implementation and 150 items during K-13 implementation. The research examines the individual item in accordance to categories or level in cognitive process. Its purpose is to see to what extent the tasks provided by the items distribute the cognitive processes. The discussion begins with the conformity between the cognitive process and test items. The data shows that items reflect lower cognitive process categorized *remember* reach271 or 69% from overall data (390 items). The numbers categorized understand that have 58 items or 14%. Both categories classified as lower order thinking level. Only small numbers, 16 items or 4% are considered higher order thinking level.

The second discussion is the conformity between cognitive process and testformats. The finding shows that cloze test contributes the largest number of *remember* (113 items of 390), followed by incomplete dialogue (77 items), error recognition (49 items) and followed by reading comprehension (33 items). The least number in *remember*is short answer that have only 3 items. In contrary, *understand* category have 87 items which are contributed by reading comprehension. It is followed by incomplete dialogue and short answer (6 items in each), and the least numbers is contributed by cloze test (3 items).

The third discussion is the conformity between cognitive levels and topics in basic competencies. In KTSP, the largest numbers in category *remember* is basic competency number 1: *Talking Daily Activities* which contributes 157 items from overall data (390). The lower numbers is given by basic competency number 5: *Expressing Various Instruction* which has 14 items, and basic competency number 6 with 8 items. In the other hand, basic competency number 1 also contributes large portion of category *understand* (27 items), followed by competence number 3 which contributes 10 items. Competency number 4 gives 6 items and the least is in competency number 5 (2 items). The higher order thinking level is reflected by 6 items in competency number 1, competence number 2 and 4 gives 2. Thus, items reflected higher order thinking levels are only 16 from overall data.

The result of the analysis from three aspects of item constructions shows that test items are mostly (96%) give students tasks that require their lower thinking process in solving the problem. Only small numbers give students tasks that encourage more complex thinking process. The reason for the high numbers of items with lower thinking skills is the weaknesses of the test writers in constructing the items. These weaknesses are probably caused by the less training for teachers (Clay, 2001:5). The other reason is the less practices of teachers in designing and constructing test items (Burton and Sudweek, 1994:4), neglecting the beneficial results of the taxonomy use. The existence of these phenomena is still relevant decades after those experts suggested.

The last discussion is the substances or topics that areembedded in the individual item that must be free from irrelevant issues such as racism, pornography, religious faith, and political interests. There are found that 5 items in summative tests contain specific religious faiths. As the participants of the test participants, in this case students of secondary vocational schools, have various religious background, the substances of the items should be replaced with more general topics.

5.2 Suggestions

The sample of item tests presented in this study shows that teachers in secondary schools tend to test grammar and vocabulary (learning about language) rather than language functions (learning the language). It can be seen from the percentage of lower order thinking skills which reach 97% of all the items. To help the language teachers improve their skills, especially for constructing item tests based on categories in cognitive process, in-service testing course should be provided by recommended intuitions (universities, quality control assurance on education) or by the Department of Education and Culture. In addition, teachers may be provided with practical booklets or such pocket bookscontain short explanation and sample of constructing test items.

More intensive training especially emphasizes on the understanding categories in Bloom’s Taxonomy is probably needed for teachers as they are the test writers either for classroom evaluation or, in broader scale, for summative assessment.

Teachers should always improve their understandings on cognitive process by searching sources relating to items construction. It can be done individually or in group of teacher association. The activities in teacher meetings should have more practices rather than socializing government regulations.

Teachers who will be appointed as test writer should have a study group to confirm and analyze the test items among the members before being administered by schools. Later, all these efforts of the teachers' skills improvement will contribute to the development of their daily learning practices.

In choosing substances or topics that will be used to frame the items, test writers must refer to the characteristics of topics required in from *Modul Penulisan Soal SMA/MA/MAK*.

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TABLES

Table 3: The distribution of cognitive process within summative tests items during the implementation of School-Based Curriculum (KTSP)

No	Cognitive Process	School-Based Curriculum					Total Items	%	Level of Thinking
		2007	2008	2011	2012	2013			
1	Remember								
	1.1 Recognizing	34	25	35	19	23	136	57	Lower Order Thinking Skills
	1.2 Recalling	1	3	8	13	13	38	16	
2	Understand								
	2.1 Interpreting	3	7	2	6	9	27	11	
	2.2 Exemplifying	0	0	0	5	1	6	3	
	2.3 Classifying	0	4	1	1	0	6	3	
	2.4 Summarizing	4	5	4	3	1	17	7	
	2.5 Inferring	0	0	0	0	0	0	0	
	2.6 Comparing	0	0	0	1	0	1	0	
	2.7 Explaining	1	0	0	0	0	1	0	
3	Apply								
	3.1Excecuting	0	0	0	0	0	0	0	
	3.2 Implementing	0	0	0	0	0	0	0	
4	Analyze								
	4.1 Differentiating	0	0	0	0	1	1	0	Higher Order Thinking Skills
	4.2 Organizing	2	1	0	1	0	4	2	
	4.3 Attributing	0	0	0	1	2	3	1	
5	Evaluate								
	5.1 Checking	0	0	0	0	0	0	0	
	5.2 Critiquing	0	0	0	0	0	0	0	
6	Create								
	6.1 Generating	0	0	0	0	0	0	0	
	6.2 Planning	0	0	0	0	0	0	0	
	6.3 Producing	0	0	0	0	0	0	0	
	Total numbers	45	45	50	50	50	240	100	

Table 4: The distribution of cognitive process within summative tests items during the implementation of Curriculum 2013 (K-13)

No	Cognitive Process	Curriculum 2013			Total items	%	Level of Thinking
		2014	2015	2016			
1	Remember						
	1.1 Recognizing	13	10	9	32	21	Lower Order Thinking Skill
	1.2 Recalling	19	21	25	65	43	
2	Understand						
	2.1 Interpreting	4	6	9	19	13	
	2.2 Exemplifying	3	4	0	7	5	
	2.3 Classifying	6	4	0	10	7	
	2.4 Summarizing	2	1	2	5	3	
	2.5 Inferring	0	0	0	0	0	
	2.6 Comparing	0	0	0	0	0	
	2.7 Explaining	1	1	2	4	3	
3	Apply						
	3.1 Executing	0	0	0	0	0	
	3.2 Implementing	0	0	0	0	0	
4	Analyze						
	4.1 Differentiating	0	0	0	0	0	Higher Order thinking Skills
	4.2 Organizing	0	0	0	0	0	
	4.3 Attributing	2	3	3	8	5	
5	Evaluate						
	5.1 Checking	0	0	0	0	0	
	5.2 Critiquing	0	0	0	0	0	
6	Create						
	6.1 Generating	0	0	0	0	0	
	6.2 Planning	0	0	0	0	0	
	6.3 Producing	0	0	0	0	0	
	Total Items/year	50	50	50	150	100	

Table 5: The distribution of cognitive process within Test Formats in summative tests during the implementation of School-Based Curriculum (KTSP)

Format Test	Academic Year	Cognitive Process Category						total	%
		Remember	Understand	Apply	Analyze	Evaluate	Create		
Incomplete Dialogue	2007/2008	2	0	0	1	0	0	3	1
	2008/2009	4	4	0	0	0	0	8	2
	2011/2012	5	1	0	0	0	0	6	2
	2012/2013	11	1	0	0	0	0	12	3
	2013/2014	9	0	0	0	0	0	9	2
				0		0			0
Error Recognition	2007/2008	10	0	0	0	0	0	10	3
	2008/2009	9	0	0	0	0	0	9	2
	2011/2012	10	0	0	0	0	0	10	3
	2012/2013	10	0	0	0	0	0	10	3
	2013/2014	10	0	0	0	0	0	10	3
			0	0	0	0	0		0
Reading Comprehension	2007/2008	12	5	0	0	0	0	17	4
	2008/2009	0	6	0	0	0	0	6	2
	2011/2012	3	7	0	0	0	0	10	3
	2012/2013	4	12	0	1	0	0	17	4
	2013/2014	2	11	0	2	0	0	15	4
				0		0	0		0
Cloze Test	2007/2008	10	0	0	0	0	0	10	3
	2008/2009	14	3	0	0	0	0	17	4
	2011/2012	24	0	0	0	0	0	24	6
	2012/2013	11	0	0	0	0	0	11	3
	2013/2014	16	0	0	0	0	0	16	4
				0	0	0	0		
Short Answer	2007/2008	1	3	0	1	0	0	5	1
	2008/2009	2	3	0	0	0	0	5	1
	2011/2012	0	0	0	0	0	0	0	0
	2012/2013	0	0	0	0	0	0	0	0
	2013/2014	0	0	0	0	0	0	0	0
Total numbers		179	56	0	5	0	0	240	100

Table 6: The distribution of cognitive process within Test Formats in summative tests during the implementation of Curriculum 2013 (K-13)

no	Format Test	Academic Year	Cognitive Process Category						total	%
			Remember	Understand	Apply	Analyze	Evaluate	Create		
1	Incomplete Dialogue	2014/2015	12	0	0	0	0	0	12	8
		2015/2016	15	0	0	0	0	0	15	10
		2016/2017	19	0	0	1	0	0	20	13
										0
2	Reading Comprehension	2014/2015	8	14	0	2	0	0	24	16
		2015/2016	5	20	0	1	0	0	26	17
		2016/2017		12	0	3	0	0	15	10
										0
3	Cloze Test	2014/2015	13	0	0	0	0	0	13	9
		2015/2016	10	0	0	0	0	0	10	7
		2016/2017	15	0	0	0	0	0	15	10
										0
4	Short Answer	2014/2015	0	0	0	0	0	0	0	0
		2015/2016	0	0	0	0	0	0	0	0
		2016/2017	0	0	0	0	0	0	0	0
Total numbers of item			97	46	0	7	0	0	150	100

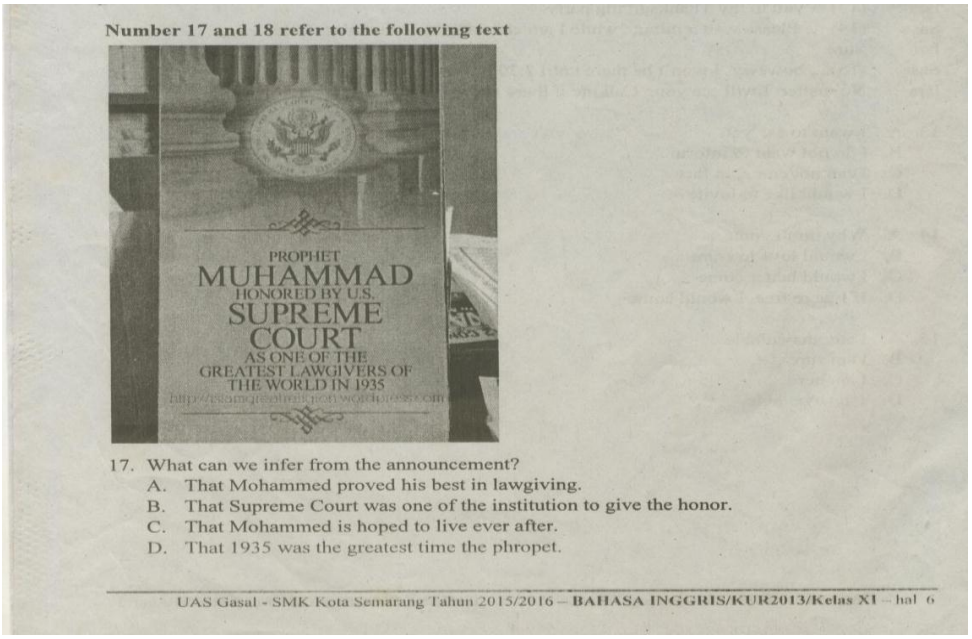
Table 7: The distribution of cognitive process within the syllabus contents during the implementation of School-Based Curriculum 201(KTSP)

no	Basic Competencies	Cognitive Process Categories						total	%
		Remember	Understand	Apply	Analyze	Evaluate	Create		
1	Understanding daily conversation with non-native speakers both in professional and personal matters	157	27	0	6	0	0	190	79
2	Writing notes of the simple message from direct interaction (face to face) and indirect interaction (through phone or other communication devices)	2	4	0	1	0	0	7	3
3	Describing jobs and educational backgrounds in spoken and written manner	0	10	0	0	0	0	10	4
4	Telling the previous jobs and planning for the future jobs	2	6	0	1	0	0	9	4
5	Expressing various intentions	14	2	0	0	0	0	16	7
6	Understanding simple instructions	8	0	0	0	0	0	8	3
Numbers/category		183	49	0	8	0	0		
Total numbers of items								240	100

Table 8: The distribution of cognitive process within the syllabus contents during the implementation of Curriculum 2013 (K-13)

no	Basic Competencies	Cognitive Process Categories						total	%
		Remember	Understand	Apply	Analyze	Evaluate	Create		
1	Giving and responding suggestion and offering help	17	2	0	0	0	0	19	13
2	Delivering and responding opinions and ideas	15	4	0	1	0	0	20	13
3	Using expressions for making wishes and extended hopes	14	14	0	0	0	0	28	19
4	Writing, delivering and responding formal invitations	25	19	0	5	0	0	49	33
5	Writing and replying personal letters	4	3	0	1	0	0	8	5
6	Understanding and demonstrating procedures in the forms of manual and tips	23	3	0	0	0	0	26	17
	Numbers/category	98	45	0	7	0	0		
							Overall Numbers of items	150	100

Appendix 5a: Sample of item which contained of particular religious faith

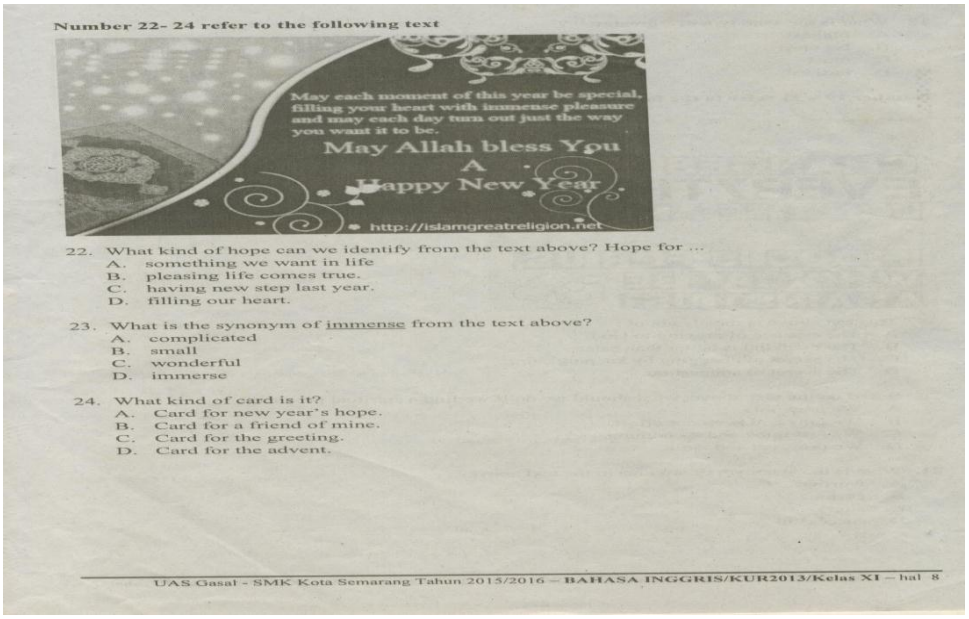


Number 17 and 18 refer to the following text

17. What can we infer from the announcement?
    A. That Mohammed proved his best in lawgiving.
    B. That Supreme Court was one of the institution to give the honor.
    C. That Mohammed is hoped to live ever after.
    D. That 1935 was the greatest time the phropet.

Source: Summative Test Academic Year 2015/2016

Appendix 5b: Sample of item which contained of particular religious faith



Number 22- 24 refer to the following text

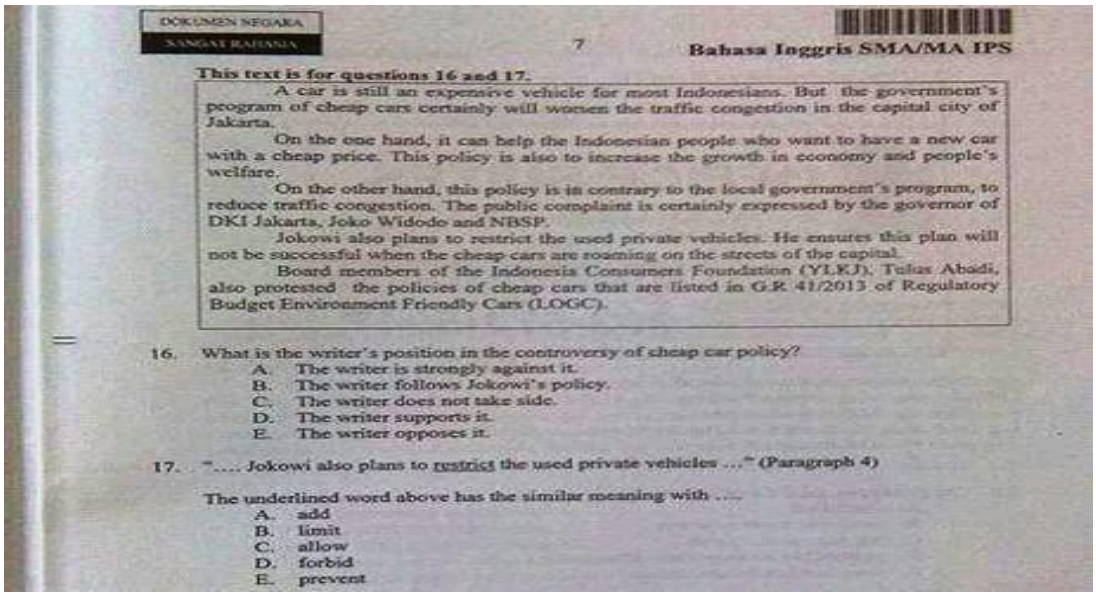
22. What kind of hope can we identify from the text above? Hope for ...
    A. something we want in life
    B. pleasing life comes true.
    C. having new step last year.
    D. filling our heart.

23. What is the synonym of immense from the text above?
    A. complicated
    B. small
    C. wonderful
    D. immerse

24. What kind of card is it?
    A. Card for new year's hope.
    B. Card for a friend of mine.
    C. Card for the greeting.
    D. Card for the advent.

Source: Summative Test Academic Year 2015/2016

Appendix 6: Sample of item which contained of political figure



DOKUMEN NEGARA
SANGAT RAHASIA

7

Bahasa Inggris SMA/MA IPS

This text is for questions 16 and 17.

A car is still an expensive vehicle for most Indonesians. But the government's program of cheap cars certainly will worsen the traffic congestion in the capital city of Jakarta.

On the one hand, it can help the Indonesian people who want to have a new car with a cheap price. This policy is also to increase the growth in economy and people's welfare.

On the other hand, this policy is in contrary to the local government's program, to reduce traffic congestion. The public complaint is certainly expressed by the governor of DKI Jakarta, Joko Widodo and NBSP.

Jokowi also plans to restrict the used private vehicles. He ensures this plan will not be successful when the cheap cars are roaming on the streets of the capital.

Board members of the Indonesia Consumers Foundation (YLKI), Tulus Abadi, also protested the policies of cheap cars that are listed in G.R 41/2013 of Regulatory Budget Environment Friendly Cars (LOGC).

16. What is the writer's position in the controversy of cheap car policy?
    A. The writer is strongly against it.
    B. The writer follows Jokowi's policy.
    C. The writer does not take side.
    D. The writer supports it.
    E. The writer opposes it.

17. "…. Jokowi also plans to restrict the used private vehicles …" (Paragraph 4)

    The underlined word above has the similar meaning with ….
    A. add
    B. limit
    C. allow
    D. forbid
    E. prevent

Source: https://news.detik.com/berita/2556699/nama-jokowi-muncul-lagi-di-soal-un-bahasa-inggris-smama-hari-ini retrieved on 2-2-2018

KURIKULUM TINGKAT SATUAN PENDIDIKAN (2006)

NAMA SEKOLAH :
MATA PELAJARAN : **BAHASA INGGRIS**
KELAS/SEMESTER : XI / 3-4

STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*
KODE KOMPETENSI :
ALOKASI WAKTU : 146 X 45 menit

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	• Pertanyaan dengan pola *yes-no questions* dalam konteks kegiatan sehari-hari diperagakan dan dijawab dengan benar. • Pertanyaan dengan pola *question tags* dalam konteks kegiatan sehari-hari diperagakan dengan benar. • Pertanyaan dengan pola *question words* dalam konteks kegiatan sehari-hari diperagakan dan dijawab dengan benar. • Berbagai bentuk dan ungkapan digunakan dengan tepat untuk membicarakan kegemaran /hobi dan minat. • Ungkapan untuk menangani tamu hotel, restoran, travel agency, dll. diperagakan dengan benar.	• Talking about hobbies and interests - Do you like fishing? - What do you like doing in your spare time? • Guest handling - What can I do for you, Sir? - Welcome to our hotel. - I hope you enjoy the food. Grammar Review • Yes – No questions - Are you a secretary? • Question tags - The board meeting starts at seven, doesn't it? • Questions with question words - Where does the boss live? - Why do you come late? • Gerund as subjects and objects - Smoking is dangerous. - I don't like fishing. • Gerund as complement - Her job is sorting the mail. • Gerund after preposition: - Are you interested in collecting stamps? • Constructions with 'too' and 'enough' - The soup is too salty for me. - The hotel room is comfortable enough.	• Listening: – Answering questions based on recorded materials. – Dialogues about guest handling • Speaking: – Telling about one's own daily activities. – Role playing about guest handling • Reading: – Answering questions about hobbies and interests • Writing: – Writing descriptions of other's daily activities. – Writing sentences containing gerund. – Arranging sentences containing "too" and " enough"	• Tes lisan – Dialog berpasang-an • Tes tertulis – Melengkapi kalimat – Pilihan Ganda – Membuat paragraf pendek	20			❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa)

2.2. Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat	• Pesan (*message*) yang diterima lewat telepon dicatat dengan benar. • Pesan (*message*) yang diterima secara langsung dicatat dengan benar.	• Expressions dealing with telephone conversations Grammar Review: • Personal pronouns - I – me – my – mine - myself • Reported speech - He said that you had to pay for the tickets - He asked you to pay for the tickets. - He wanted to know if you would be available in the afternoon. - He wanted to know where you put his umbrella. • Adjective Clause - Do you know the staff who will be promoted our new division manager?	• Listening: – Listening for information from recorded materials. – Understanding telephone conversations • Speaking: – Telling the infomation obtained from recorded materials – Role playing on telephone conversations • Writing: – Writing messages based on telephone conversations – Composing sentences using reported speech, personal pronouns and adjective clause.	• Tes tertulis – Melengkapi kalimat – Membuat kalimat dengan reported speech – Mencatat pesan yang diterima • Tes lisan – Menceritakan pesan yang diterima	20			❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa)

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
2.3. Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan	• Bentuk kata kerja digunakan dalam *Simple Present* dengan tepat untuk menerangkan tugas dan pekerjaan berbagai macam profesi. • Bentuk kata kerja digunakan dalam *Simple Past* dengan tepat untuk menerangkan latar belakang pendidikan berbagai macam profesi. • *Curriculum Vitae* yang sederhana ditulis dengan benar. • Berbagai ungkapan digunakan dengan tepat untuk menjelas-kan fakta dan angka (*facts and figures*) pada suatu sajian data.	• Telling about people's job using the Simple present tense: - A cook prepares food. - Pilots fly aeroplanes. • Telling about people's educational background using the Simple past tense. - She graduated from SMKN 8 Bandung. - The new secretary learned shorthand at the college. • Samples of curriculum vitae • Expressing facts and figures : - The graph shows that population growth has been high this last decade. - The latest data show that about three billion rupiahs have been spent for the construction of the factory.	• Listening: – Dictation – Answering dialogues given by the teacher • Speaking – Explaining someone's profession • Reading – Understanding and discussing diagrams containing facts and figures • Writing – Rewriting someone else's curriculum vitae – Writing one's own curriculum vaitae	• Tes lisan – Menjelaskan profesi – Menjelaskan diagram • Tes tertulis – Melengkapi kalimat/ form – Menulis curriculum vitae	20			❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa) ❖ English New Concept
2.4. Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang	• Ungkapan tentang kegiatan masa lampau dikemukakan dengan benar. • Ungkapan untuk mengemuka-kan kegiatan di masa datang digunakan dalam *Tense* yang benar. • Surat pribadi yang menceritakan tentang kehidupan masa lalu dan rencana di masa depan ditulis dengan benar.	• Telling about past events - I saw the crowds were helping the accident victim. - We had locked the room when she came. • Telling about future plans - The meeting will be over at two PM. - When you arrive at the office, I will be conducting a meeting. • Sample of a personal letter (telling about past and future events) • Grammar review: - Relevant tenses.	• Listening – Answering questions of one's past experiences. • Speaking – Telling one's own plans (future) • Reading – Reading for information: dialogues, passages • Writing – Composing personal letters – Translation	• Tes lisan – Menceritakan peristiwa masa lalu – Dialog • Tes tertulis – Melengkapi kalimat – Membuat surat – Menerjemahkan	24			❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa)

2.5. Mengungkapkan berbagai macam maksud hati	• Ungkapan-ungkapan untuk menyampaikan undangan digunakan dengan tepat. • Ungkapan-ungkapan untuk melakukan tawar-menawar (*bargaining*) digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan kepastian (*certainty*) digunakan dengan tepat. • Ungkapan-ungkapan untuk memberi dan merespon pujian digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan pendapat/opini digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan persetujuan (*agreeing-disagreeing*) digunakan dengan tepat. • Ungkapan-ungkapan untuk menyatakan argumentasi digunakan dengan benar.	• Giving invitations - Would you like to come to my place for dinner tonight, please? - With pleasure. - I'm afraid I can't, I've already got an appointment. • Bargaining - Is there any discount for this shirt? - How about fifty thousand rupiahs? • Expressing certainty - I'm sure that it's going to rain this afternoon. - It must be him who called. • Giving and responding to compliments - Fantastic! - You look beautiful tonight. - Thank you. • Expressing opinions - I think that's not true. - What I have in my mind is that …. • Expressing agreement/ disagreement: – You're right. – I'm afraid you've got wrong information, Sir. • Expressing argument – Yes, but don't forget … – That may be so but… • Grammar review – Conjunctions / concessive relationship.	• Listening: – Answering questions based on dialogues about giving invitations, bargaining, expressing certainty, compliments, expressing opinions, agreeing/disagreeing , and arguing • Speaking: – Performing dialogues based on given situations. • Reading: – Answering questions based on written texts. • Writing: – Writing dialogues based on given situations.	• Tes lisan melalui role play / dialog • Tes tertulis – Melengkapi dialog – Menjawab pertanyaan – Melengkapi kalimat – Membuat dialog	28			❖ Practical English Usage ❖ Global Access to the World of Work ❖ Person to Person ❖ English for SMK (Ang-kasa)

Kurikulum 2013

Mata Pelajaran : BAHASA INGGRIS-WAJIB
Kelas : XI
Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta	**Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya** *Fungsi Sosial* • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain • Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya	**Mengamati** • Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. • Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. • Siswa belajar mengambil giliran dalam melakukan tindak komunikasi **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: - Fungsi sosial	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya • Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian	2 x 2jp	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
responnya, sesuai dengan konteks penggunaannya 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	*Ungkapan* Saran dan tawaran: *Why don't you…* *What about …?* *You should …* *You can ….* *Do you need ….?* *Unsur kebahasaan* (1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata *Topik* Keteladanan tentang perilaku peduli, kerjasama, dan proaktif	- Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. **Mengeksplorasi** • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi **Mengasosiasi** • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan	**CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		merespon dengan yang diperoleh dari sumber lain **Mengkomunikasikan** • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas,dalam bentuk percakapan/simulasi dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat 'learning journal'			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan	**Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya** *Fungsi Sosial* • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain *Ungkapan* menyatakan pendapat/pikiran *I think …*	**Mengamati** • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Siswa menirukan model interaksi menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian	2 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
pendapat dan pikiran, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.	*I suppose...* *In my opinion …* *Unsur Kebahasaan* Ucapan, tekanan kata, intonasi	mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks *simulasi, role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (*learning journal*).	**CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			melaksanakan komunikasi		
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.1.Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (*extended*), sesuai dengan konteks penggunaannya 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (*extended*) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks	**Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya** *Fungsi sosial:* Menjaga hubungan interpersonal dengan guru, teman, dan orang lain *Ungkapan:* harapan dan doa - *I hope ...* - *I wish you all the best. Thank you.* *Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	**Mengamati** • Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa • Siswa mengikuti interaksi harapan dan doa • Siswa menirukan model interaksi harapan dan doa • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks *simulasi, role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap • Ketepatan dan kesesuaian menggunakan struktur dan	2 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: ◦ www.dailyenglish.com ◦ http://americanenglish.state.gov/files/resource_files ◦ http://learnenglish.britishcouncil.org/en/
		berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (*learning journal*).	unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	**Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana** *Fungsi Sosial* Menjagahubungan transaksional dengan orang lain *Struktur* *Salutation* - *Will/ Could you come with me to*	**Mengamati** • Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). • Siswa berlatih menentukan gagasan utama, dan informasi rinci • Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**:	3 x 2 JP	• Berbagai undangan dalam bahasa Inggris • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: ◦ www.dailyenglish.com ◦ http://americanenglish.state.gov/file

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya 4.4 Menangkap makna teks undangan resmi. 4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	*the exhibition?* - *Is it possible for you to attend my birthday partyr?* *Closing* ***Unsur kebahasaan***: (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (4) Layout (5) Rujukan kata	isi, format dan tata letak penulisan. **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. • Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. **Mengeksplorasi** • Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber • Siswa **Mengasosiasi** • Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisienci, efektivitasnya. • Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. • Siswa menyunting undang yang diambil dari berbagai sumber • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur	**Unjuk kerja** • Melakukan *role-play* (bermain peran) mengundang secara resmi • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi **Pengamatan (observations** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca		sites/resource_files - http://learnenglish.britishcouncil.org/en/
		kebahasaan yang di sampaikan dalam kerja kelompok **Mengkomunikasikan** • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat kliping undangan resmi • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan • Siswa memperoleh penguatan dari guru dan teman sejawat	**Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3. Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.5 Menganalisis fungsi	**Surat pribadi sederhana** Fungsi Sosial Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis Memberi informasi kepada teman Struktur Date	**Mengamati** • Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). • Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. • Siswa berlatih menentukan gagasan utama, dan informasi rinci	**Kriteria penilaian**: • Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi • Tingkat kelengkapan dan keruntutan struktur teks surat • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan • Kesesuaian format penulisan/	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/resource_files - http://learnenglish.