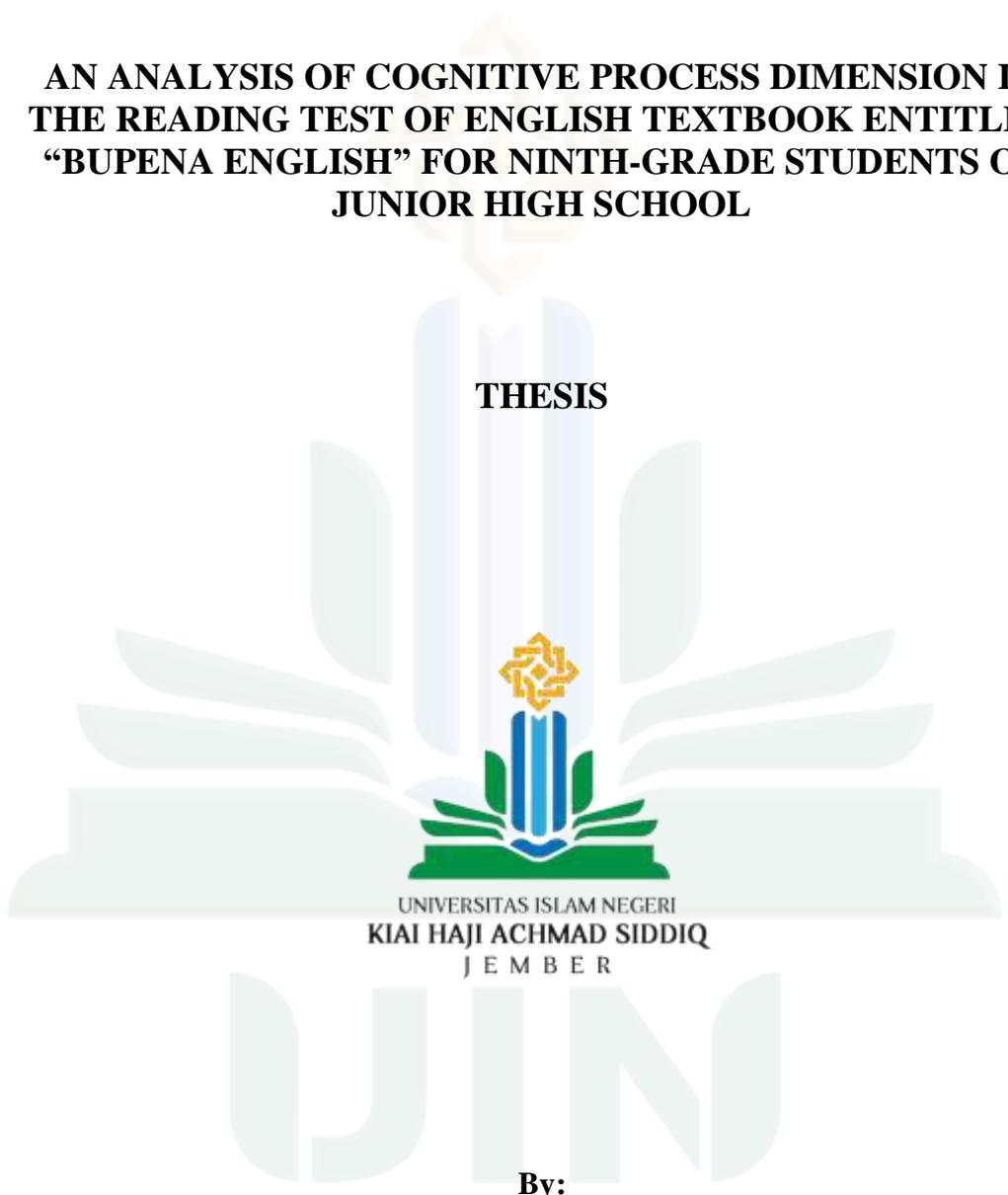


**AN ANALYSIS OF COGNITIVE PROCESS DIMENSION IN
THE READING TEST OF ENGLISH TEXTBOOK ENTITLED
“BUPENA ENGLISH” FOR NINTH-GRADE STUDENTS OF
JUNIOR HIGH SCHOOL**

THESIS



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R**

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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF KH. ACHMAD SIDDIQ JEMBER
APRIL 2022**

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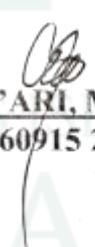
Submitted to State Islamic University KH. Achmad Siddiq of Jember
in partial fulfillment of the requirements for a bachelor's degree
of *Sarjana Pendidikan* (S.Pd)

Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

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THESIS

Has been examined and approved as the requirement to obtain
a bachelor’s degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day: Monday
Date: April, 26th 2022

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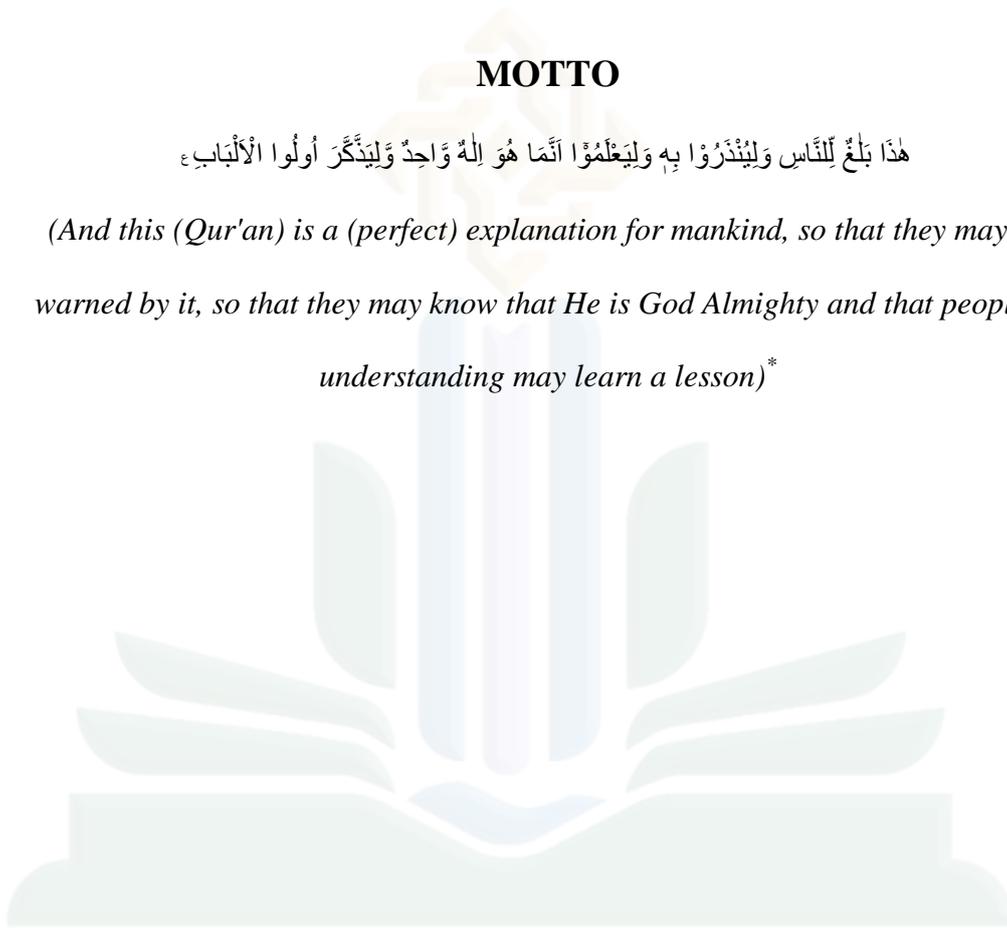


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MOTTO

هَذَا بَلِّغِ لِلنَّاسِ وَلِيُنذَرُوا بِهِ وَلِيَعْلَمُوا أَنَّمَا هُوَ إِلَهٌ وَاحِدٌ وَلِيَذَّكَّرَ أُولُو الْأَلْبَابِ ۗ

*(And this (Qur'an) is a (perfect) explanation for mankind, so that they may be warned by it, so that they may know that He is God Almighty and that people of understanding may learn a lesson)**



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* Usamah 'Abdul Karim ar-Rifa'I, *At-Tafsirul Wajiz li Kitabillahil 'Aziz* (Jakarta: Mu'assasah Darul 'ulum dan Darul Faiha', 2008), 70.

DEDICATION

I have proudly dedicated this thesis for;

1. My beloved family

I have thanked to Mr. Mahmud and Mrs. Sulastri as my wonderful parent and Agustin Mahla Sahinta as my beloved sister for always supporting, motivating, loving, and wishing me luck as long as being a student college till I have finished my thesis as well as possible.

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3. My coaches in public speaking

I have thanked to Ana Fitriyana, S.Pd., and Wildan Muhklisah Syafaah, S.Sos. who have taught and helped me to find my skills in public speaking.

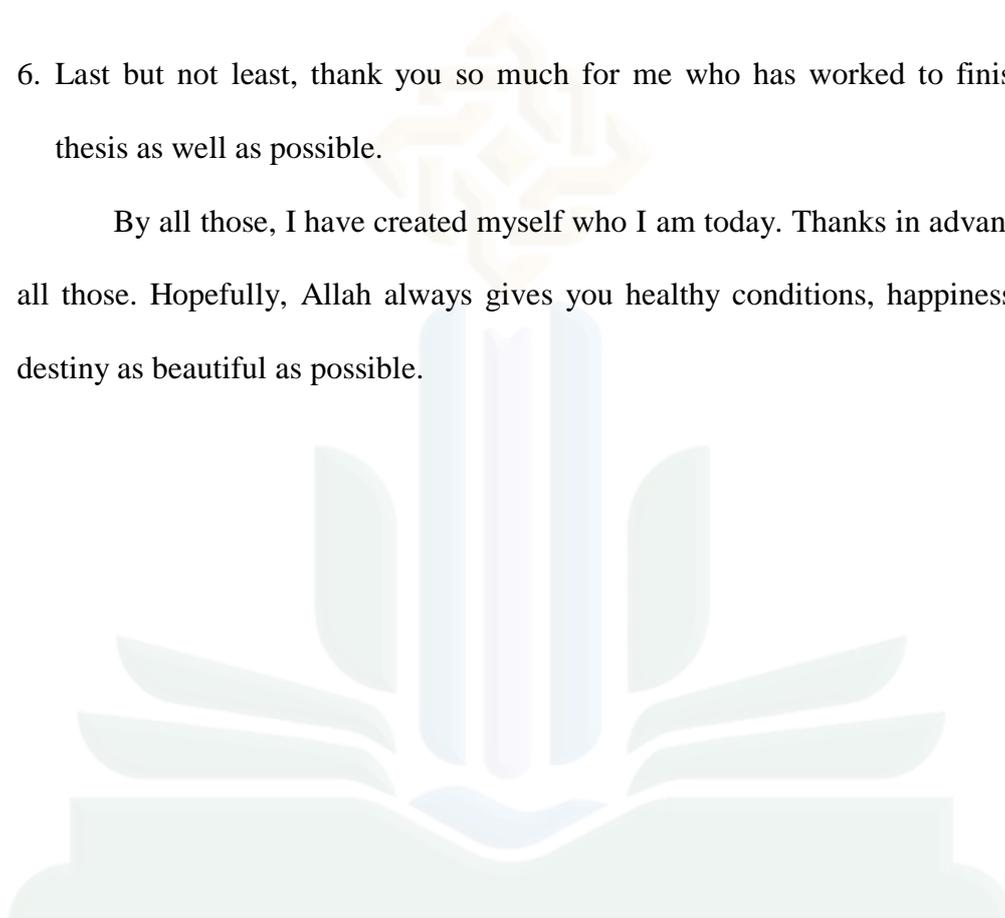
4. My true friends

I have thanked to my dearest girls who have stayed beside me all the time, and listened to my badness.

5. For my excellent class and my organizations (PMII- Pergerakan Mahasiswa Islam Indonesia, IKMPB- Ikatan Keluarga Mahasiswa Pergerakan Bondowoso, ICIS- Institute of Culture and Islamic Studies, and BRLS- Bintana Research and Literacy Shelter Indonesia).

6. Last but not least, thank you so much for me who has worked to finish the thesis as well as possible.

By all those, I have created myself who I am today. Thanks in advance for all those. Hopefully, Allah always gives you healthy conditions, happiness, and destiny as beautiful as possible.



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Thanks and praises Allah SWT who always gives me blessing to finish my thesis. Sholawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the brightness.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to the following people;

1. The excellency, Prof. Dr. H. Babun Suharto, SE.MM., as a Rector of the State Islamic University of KH. Achmad Siddiq of Jember has allowed me to study at this university.
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3. Mr. As'ari, M.Pd.I as the Head of the English Education Department and my advisor has motivated and guided me to study English.
4. The lecturers of the English Department who has taught me knowledge.

I realized that this thesis was far from being perfect. Therefore, I welcome all the criticism and suggestions. Hopefully, this thesis would be useful for readers and other researchers who need it.

Jember, April 18th 2022.

Zaenol Abidin

ABSTRACT

Zaenol Abidin, 2021: *An Analysis of Cognitive Process Dimension in the Reading Test of English Textbook Entitled "Bupena English" for Ninth-Grade Students of Junior High School.*

Keywords: *cognitive process dimension, reading test, textbook.*

One of the materials that should be represented in the English Textbook is the reading test. It is aimed to find the result of the teaching and learning process. Based on preliminary study, the researcher found the student couldn't remember the material given in the class, and they were lack of vocabulary and unconfident to produce sentences in English. Thus, the reading test in the textbook should be based on the cognitive process dimension of revised Bloom's Taxonomy in increasing the thinking skills. Therefore, it is important to know the category of cognitive processes dimension used in the reading test of an English textbook.

There are two research questions in this research, which are: 1) what category of cognitive process dimension is in the reading test of English textbook entitled "Bupena English" for ninth-grade students of junior high school? and 2) what are the types of reading tests in the English textbook entitled "Bupena English for ninth-grade students of junior high school?

The objectives of this research are: 1) To find out the category of cognitive process dimension in the reading test of English textbook entitled "Bupena English" for ninth-grade students of junior high school and 2) To find out the types of reading test provided in the English textbook entitled "Bupena English" for ninth-grade students of junior high school.

To answer those research questions, the researcher used qualitative as the approach and content analysis as the type in analyzing cognitive processes dimension in the reading test of an English textbook. Document analysis was used in collecting the data. The data of this research was the reading test in an English textbook entitled "Bupena English" for ninth-grade students of junior high school.

After analyzing the data, the researcher found some findings. 1) There were six categories of cognitive process dimension found in the reading test of this English textbook. Based on the finding, the most dominant category represented was "understand" category which consist of 322 items or 40%. Remember was 167 items or 21%, apply was 126 items or 16%, analyze was 90 items or 11%, evaluate was 68 items or 9%, and the lowest was create which consist 21 items or 3%. 2) There were seven types of reading tests represented in the English textbook. The most dominant type of reading test was "open-ended and miscellaneous items" which consist 21 times or 27%. The matching test was 10 times or 13%, true or false reading test was 6 times or 8%, multiple choices were 18 times or 23%, completion items was 12 times or 16%, rearrangement items was 2 times or 3%, cloze procedure was 8 times or 10%. There was one of type reading test which didn't represent in the English textbook. It was cursory reading. In addition, the entire reading test was represented by the cognitive process dimension of revised bloom's taxonomy.

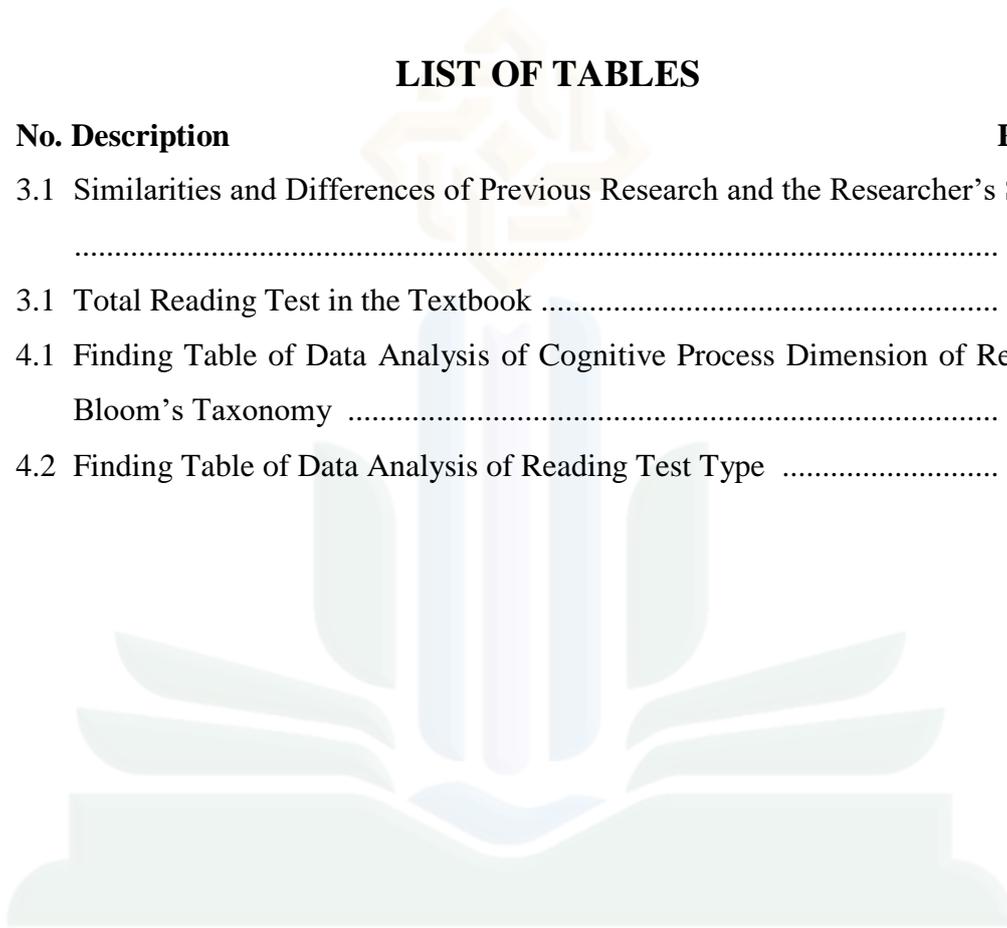
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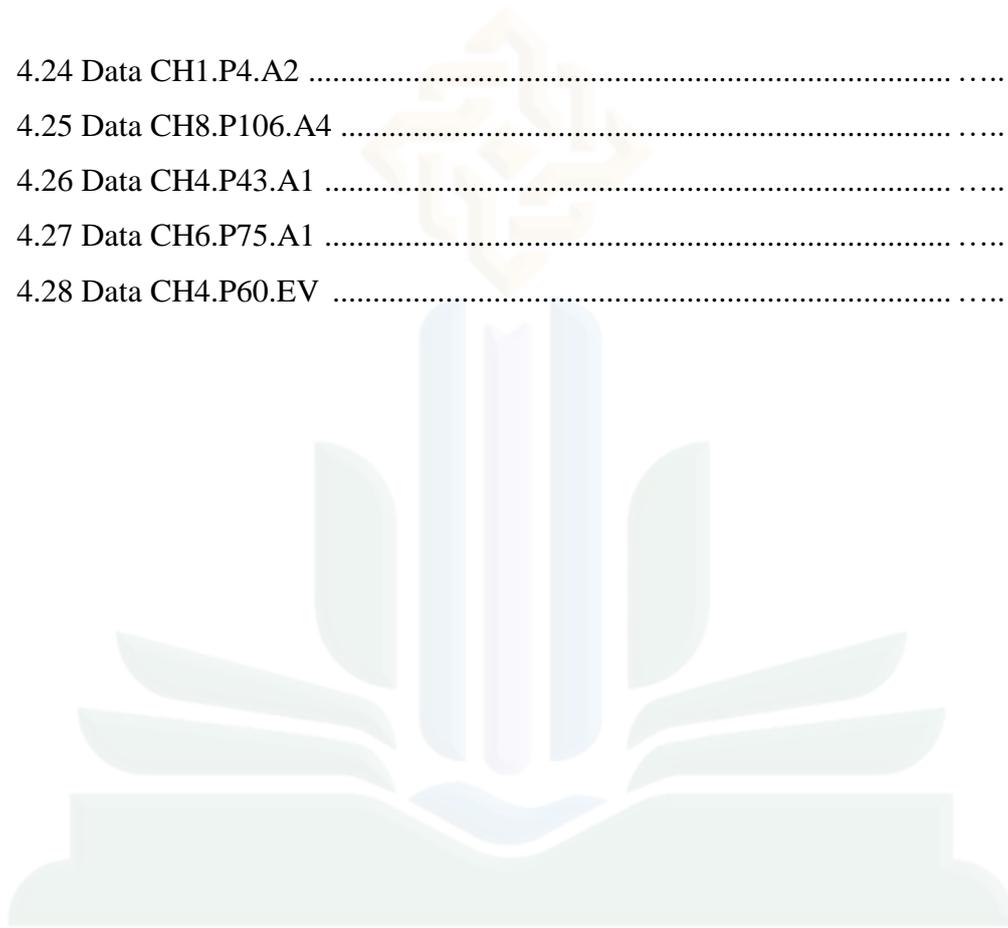
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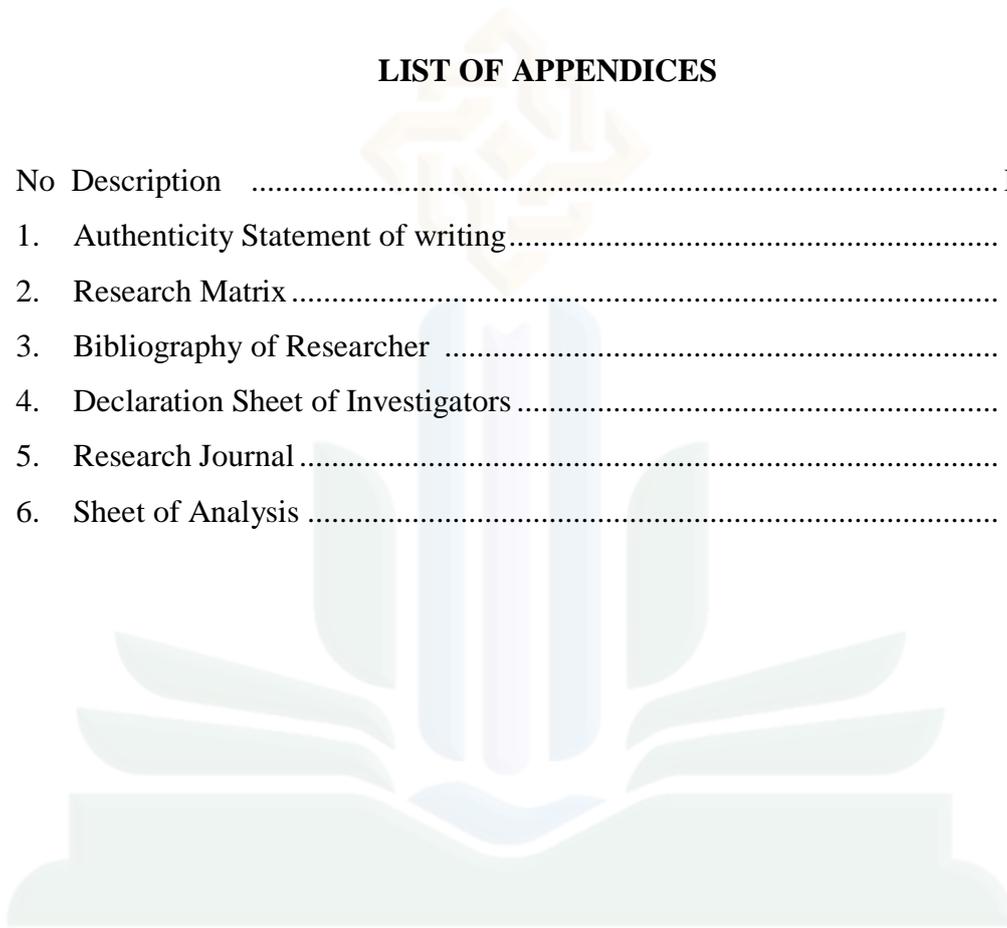
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CHAPTER I

INTRODUCTION

A. Background of Research

English becomes a communication tool in the world as an international language and should become a compulsory subject at all education levels in Indonesia. English has four skills in English that should be learned by the students in the English learning process; the four skills are speaking, writing, listening, and reading. Especially, reading is a basic skill; it becomes an interaction between text which gives information and the reader.² Besides, in the Islamic religion, reading has been taught for a long time even during the times of Prophet Muhammad SAW and reading becomes the greatest miracle of Prophet Muhammad SAW. Therefore, Allah commands us to do reading for increasing our knowledge and it explains clearly in the Holy Qur'an (Al- 'Alaq 1-5);

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ 1 خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ 2 اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ 3 الَّذِي عَلَّمَ بِالْقَلَمِ 4 عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ 5

The meaning; “Recite in the name of your God who made? 2) He has made human by a clot of blood, 3) Read! And your God is most courteous, 4) who teach human using kalam, 5) He taught human what they did not understand”. (Q.S Al- Alaq verses 1-5). Surah Al- 'Alaq contained basic skills in education which those could be

² William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (New York: Cambridge University Press, 2009), 15.

developed in further education based on the development of soul and absorption of students. As for explained in Surah Al- ‘Alaq, the verse of 1st and 3rd are about reading, 4th verse is writing, and 2nd is to understand oneself through biological creation.³ According to this verse, Allah commanded us to read in understanding knowledge in textbook and social activities. So that, the more you read, the more you have insight and abilities. Usually, we can do reading activity by reading newspaper, workbooks, textbooks, etc.

Textbooks together with workbooks, cases, and educator guides are mutual form of schooling materials in the language education. Usually, textbooks are used in dissimilar ways in language programs.⁴ Besides, a textbook can be ideal in one situation because it is suitable to the needs of the situation perfectly. The textbook can be used with a little groundwork by inexperienced educators and it has equal attention to grammar and the four skills.⁵ Therefore, students and teachers could use a good textbook as media in English education process for the teaching and learning process could run as well.

The use of textbooks in teaching has mutually advantages and disadvantages, based on how the textbooks are used and the contexts for their usage.⁶ The author of a textbook is generally concerned to produce a text that teachers will find advanced, creative, and relevant to their student’s needs,

³ Ahmad Islahud Daroini, “Tafsir Ayat Pendidikan dalam Q.S. Al- ‘Alaq Ayat 1-5 Menurut Quraish Shihab” (A Thesis, UIN Raden Intan Lampung, 2018), 38-39.

⁴ Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), 254

⁵ Jack C. Richard, 256.

⁶ Jack C. Richard, 254.

and they will adore in education process.⁷ So that, teacher became the most important role to select a textbook appropriately based on learners' need.

In addition, the content of the textbook consists such as materials, instruction, illustrations, and questions or tests. Especially in the test section, the test is a technique for assessing an individual's ability, knowledge, or performance in an assumed domain. The test is a subset of assessment, it is certainly not the only system of assessment that a teacher can create. The assessment itself is a continuing process that includes a much broader domain whenever students reply to a question, proposal a comment, or try out a new word or structure; the teacher creates an assessment of the students' show.⁸ Therefore, the assessment was significant to measure the students' thoughtful during education process did. The result of the assessment could be an evaluation of the teacher and students in creating a better teaching process.

One of the tests which must be assessed is the reading test. Reading test is very carefully connected to the type of practice material used by the teacher to progress the reading skills. Some teachers would contend the importance of reading; what are still immediately compulsory in many classroom tests are better mindfulness of the definite process complex in reading and the manufacture of suitable exercise and test materials to support the mastery of these processes. The types of reading tests which are used in English textbooks are matching tests, true or false reading tests, multiple choices (short and long tests), completion items, rearrangement items, cloze

⁷ Jack, C. Richard, 257.

⁸ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (California: Longman, 2003), 3- 4.

procedure, open-ended and miscellaneous items, and cursory reading.⁹ Types of reading test could be implemented to the assessment test for knowing the result of the learning process.

The reading test must deal to increase the individual's ability and skills in dissimilar topics and corrections. Thoughtful skills can be measured as one of the required skills which it is extremely obligatory to ease learners' life with the bang of information. Their recollections couldn't to bear the marvelous quantity of information and digits. It supports students to deal with the changes in the 21st century; those are cognitive skills and competencies that need to be increased in different levels.¹⁰ Besides, based on the revised curriculum 2013, students must be increased in 4 main united factors in lesson design, encompassing charm building, literateness, 4C (creative, critical thinking, communicative, and collaborative), and higher-order thinking skill (HOTS).¹¹ Therefore, reading test must be considered carefully. It could treat students improve their thinking level toward facing problems at their social lives. Thinking skills should be enhanced by put on it in the teaching-learning process. Then, it would deal with one educational objective which is called as cognitive process dimension.

⁹ J. B. Heaton, *Writing English Language Tests* (London and New York: Longman, 1975), 105-133.

¹⁰ Rania Qasrawi, Abdullah BeniAbdelrahman "The Higher and Lower- Order Thinking Skills (HOTS and LOTS) in Unlock English Textbook (1st and 2nd Editions) Based on Bloom's Taxonomy: An Analysis Study", *A Journal of International Online Journal of Education and teaching (IOJET)*, (June, 2020). 744.

¹¹ Bustami Usman, Asnawi Muslem, "Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS)", *A Journal of English Education Journal*, (January, 2019), 2.

According to the cognitive process dimension, it involves the process of information as well as the growth of thinking skills and abilities¹². The cognitive process dimension of revised bloom's taxonomy has six levels which it has been revised by Anderson and Krathwohl; remember, understand, apply, analyze, evaluate, and create.¹³ Those are needed by the students to manage with stresses of the 21st century and the revised curriculum 2013. The stresses require learners to have a suitable equal of communication, teamwork, critical thinking, and creativity among additional skills. Therefore, those could help students to get invention, life, occupation skills, and technology skills.

Based on my experience, when I was doing PLP at one of MTsN in Bondowoso, the researcher found how students couldn't remember the material given in the class; but they could understand even produce the example of the question when the researcher helped the students to remember the material. It could be proved by the fact when the researcher asked students, "*Please, mention the characteristic of procedure text!*" and the student answered, "*Goals, ingredients*". Those were the structure of the procedure text. Then, the researcher mentioned one of the characteristics of procedure text. "*Do you remember the meaning of imperative sentence?*" The students answered "*kalimat perintah*". The researcher said "*Give me an*

¹² Randip K. V. Singh, Azianura H. Shaari, "The Analysis of Higher Order Thinking Skills in English Reading Comprehension Tests in Malaysia", *Malaysian Journal of Society and Spaces*, (February, 2019), 14.

¹³ Lorin W. Anderson, David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing* (New York: Longman, 2001), 66- 87.

example of it!". The students said, "Close the door!".¹⁴ According to the conversation above, we could understand how if the students didn't have a reminder to help them in remembering what they have learned; they would fail to get the result of teaching and learning process. Whereas, remembering knowledge is crucial for evocative learning and problem solving as that knowledge is used in a more complex task.¹⁵ Therefore, the thinking skills must be implemented and developed as well as possible in the teaching and learning process.

In a preliminary study, the researcher found that the students had difficulties in the education process. In this case, the researcher provided the students a question but they couldn't answer the question because the student didn't have enough vocabulary, and were unconfident to produce sentences in English.¹⁶ Whereas, in the English education process, students could remember, understand, apply, analyze, evaluate, and create what they have learned in the class.

Agreeing the explanation above, the researcher was concerned to examine the reading test that found in English Textbook entitled "Bupena English" by Erlangga for ninth-grade students of junior high school. The researcher chosen this English textbook because it became a recommendation of English teacher in the 2nd Islamic Junior High School of Bondowoso (MTs N 2 Bondowoso). The English teacher was excited because the result of this

¹⁴ Irmawati, Helena Nasywa, Anggun Safitri, interviewed by researcher, Bondowoso, 27 October 2021.

¹⁵ Lorin W. Anderson, David R. Krathwohl, 66.

¹⁶ Irmawati, Helena Nasywa, Anggun Safitri, interviewed by researcher, Bondowoso, 27 October 2021.

research would help the teacher to continue applying this textbook or not in the teaching and learning process. As the teacher, we must know the quality of English textbook which used in our English teaching and learning.¹⁷ Then, the researcher decided to analyze the English textbook entitled “Bupena English” by Erlangga which used in the 2nd Islamic Junior High School of Bondowoso.

According to the explanation above, the researcher tried to analyze and interpret it under the title **“An Analysis of Cognitive Process Dimension in the Reading Test of English Textbook Entitled "Bupena English" For Ninth-Grade Students of Junior High School”**.

B. Research Questions

The researcher analyzed the reading test in the English textbook entitled “Bupena English” for ninth-grade students of junior high school. So, the researcher formulated the following research questions that would be answered in the result of this research;

1. What category of cognitive process dimension is in the reading test of English textbook entitled “Bupena English” for ninth-grade students of junior high school?
2. What are the types of reading test in English textbook entitled “Bupena English” for ninth-grade students of junior high school?

¹⁷ Agustia Nurul Bararah, S.Pd., interviewed by researcher, Bondowoso, 26 Oktober 2021.

C. Research Objective

According to the research question above, the objectives of this study were;

1. To find out the category of cognitive process dimension in the reading test of English textbook allowed “Bupena English” for ninth-grade students of junior high school.
2. To find out the types of reading test provided in English textbook entitled “Bupena English” for ninth-grade students of junior high school.

D. Research Significances

The result of the research was fully predictable to give some contributions to;

1. Students of English Department

Hopefully, this research contributes and can be used as reference material for all students of English department to explore further knowledge about something which it is relevant to this study.

2. English Teacher

The result of this study is expected to give inputs to the English teacher in order they can pay attention in developing thinking skills of students by choosing the appropriate textbook.

3. Other Researcher

This research will give a motivation for other researchers to find new ideas who are interested in conducting similar research.

E. Definition of Key Term

The researcher had two definitions of key term that used to clarify the meaning of the key term. It would be explained as follows:

1. Cognitive Process Dimension of Revised Bloom's Taxonomy

Cognitive process dimension of revised bloom's taxonomy is thinking ability level that has 6th categories to increase the students' thinking ability in the teaching and learning process. It was implemented in the English textbook entitled "Bupena English" by Erlangga for ninth-grade students of junior high school. The 6th categories of cognitive process dimensions consist remember, understand, apply, analyze, evaluate, and create.

2. Reading Test

Reading test is a method to measure the students' understanding of reading skills. It can be created by the teacher as practice materials in increasing the thinking ability of students. It has some of types; there are matching test, true or false reading test, multiple choice, completion items, rearrangement items, cloze procedure, open-ended and miscellaneous items, and cursory reading.

3. English Textbook

English textbook is a material of learning process that can be used in the classroom following the students' need. The textbook provides material, illustration, and exercise based on its program. For instance, the reading textbook provides practice materials to increase the students' reading

skills through reading test provided in the textbook. In this research, the researcher has decided to analyze the English textbook entitled “Bupena English” by Erlangga that is being used for ninth-grade students of junior high school.

F. Structure of the Report

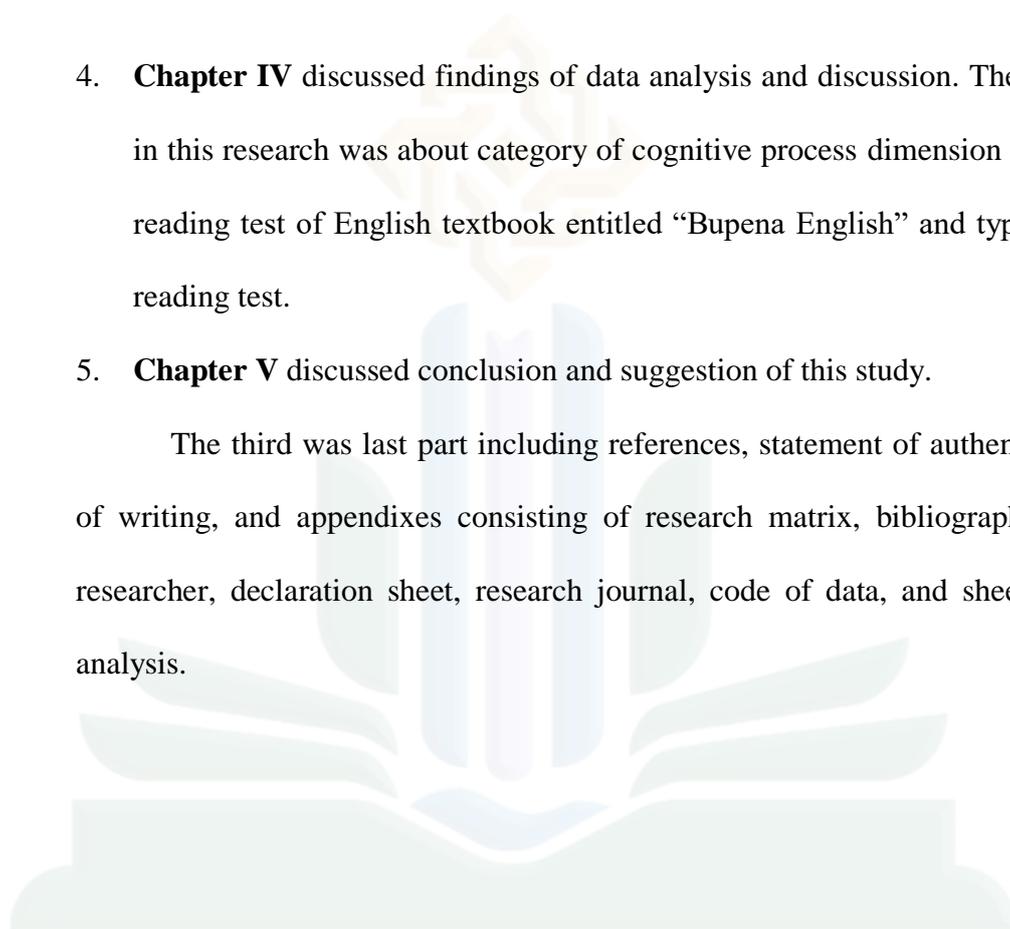
This research had five chapters. Each chapter had some sub chapters but having relevance one another. Generally, research had three parts. They were preliminary part, essential part, and final part that would be described below;

The first was preliminary part. It concluded the research title, approval sheet, approval from board examiners, motto, dedication, acknowledgment, abstract, table of content, and list of table. The second was the core part. It concluded;

1. **Chapter 1** discussed about introduction of thesis. It consist research background, research questions, research objectives, research significances, and definition of key terms, and structure of the report.
2. **Chapter II** discussed about review of connected literature which consist of previous research of this research, and theoretical framework.
3. **Chapter III** discussed research methodology of this research which consists of research approach and type of research, data and source of data, technique of data collection, technique of data analysis, and validity of data.

4. **Chapter IV** discussed findings of data analysis and discussion. The data in this research was about category of cognitive process dimension in the reading test of English textbook entitled “Bupena English” and types of reading test.
5. **Chapter V** discussed conclusion and suggestion of this study.

The third was last part including references, statement of authenticity of writing, and appendixes consisting of research matrix, bibliography of researcher, declaration sheet, research journal, code of data, and sheets of analysis.



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CHAPTER II

RELATED LITERATURE REVIEW

A. Previous Research

This research is not the first research in analyzing reading test. The researcher found some research that related to this study, some of them are;

1. The first study was conducted by Kurnia Atiullah, Sri Wuli Fitriati, and Dwi Rukmini, state university of Semarang, 2019, entitled “Using Revised Bloom’s Taxonomy to Evaluate Higher Order Thinking Skills (HOTS) in Reading Comprehension Questions of English Textbook for X of High School”. This research was shown to evaluate the obtainability of higher-order thinking skills in reading comprehension questions of the English textbook for year X of the high school published by the ministry of education. This research used an intuitive approach to the analysis of qualitative data. The data was examined qualitatively to decide the cognitive level of each question based on revised Bloom’s Taxonomy, questions types according to which cognitive process is essential to answer, and forms of questions. The result of this research is determined that the reading comprehension questions of the English textbook for year X of high school is the absence of higher-order thinking skills.
2. The second was conducted by Yasya Indillah, University of Muhammadiyah Sumatera Utara, 2020, entitled “An Analysis of Reading Comprehension Question by Using Revised Bloom’s

Taxonomy through Quizizz Application. This research is pointed to catch out the level of cognitive domain that was used in reading comprehension questions according to Revised Bloom's Taxonomy through Quizizz application. This research used qualitative research. The data was taken from Quizizz application which had 35 questions. The result of this research is concluded that the most domain cognitive domain level of Revised Bloom's Taxonomy found on the reading comprehension question in the Quizizz application was remember level. It was categorized as the lowest level of the cognitive domain.

3. The third research was conducted by Maha Nader Tayyeh, Asst. Prof. Sabeeha Hamza Dehham, and Asst. Prof. Dr. Hadeel Aziz Muhammed, University of Babylon, 2021, entitled "An Analysis of Reading Comprehension Questions in English Textbook "English for Iraq" According to Revised Bloom's Taxonomy". This research was aimed to examine reading comprehension questions available in the English textbook "English for Iraq" for 2nd middle grade based on the cognitive domain of Bloom's taxonomy. This research used a mixed-method of content analysis. The research sample was all reading comprehension questions in the textbook. A checklist as an instrument was used to accumulate, list, and categorize questions based on the level of Bloom's Taxonomy. The result was concluded that the lower-level of the cognitive process was the most dominant of the questions. Therefore, the textbook failed to involve learners in the questions of higher-order levels. It was

because of the unprovoked spreading among the six levels of the cognitive domain.

Table 2.1
Similarities and Differences of Previous Research
Previous Research and the Researcher's Study

No	Researcher's Name and Title	Similarities	Differences
1	2	3	4
1	Article in Journal by Kurnia Atiullah, Sri Wuli Fitriati, and Dwi Rukmini "Using Revised Bloom's Taxonomy to Evaluate Higher Order Thinking Skills (HOTS) in Reading Comprehension Questions of English Textbook for X of High School", 2019.	Both researchers analyzed the reading test based on Revised Bloom's Taxonomy.	<ol style="list-style-type: none"> 1. Previous research analyzed English textbook by ministry of education while this research analyzed English textbook by Erlangga. 2. Previous research analyzed the order thinking skills (HOTS) while this research analyzed the cognitive process dimension. 3. Previous research applied intuitive approach to the analysis of qualitative data while this research used the qualitative approach, content analysis by Donald Ary, at, al.
2	Thesis by Yasya Indillah, "An Analysis of Reading Comprehension Question by Using Revised Bloom's Taxonomy through Quizizz Application", 2020.	<ol style="list-style-type: none"> 1. Both researchers analyze the reading test in the textbook according to cognitive domain of Revised Bloom's Taxonomy. 2. Both researchers used qualitative approach. 	Previous research analyzed Quizizz Application while this research analyzed English textbook.

1	2	3	4
3	A Journal by Maha Nader Tayyeh, Asst. Prof. Sabeeha Hamza Dehham, and Asst. Prof. Dr. Hadeel Aziz Muhammed, "An Analysis of Reading Comprehension Questions in English Textbook "English for Iraq" According to Revised Bloom's Taxonomy", 2021.	Both researchers analyze the reading test in the textbook according to cognitive domain of Revised Bloom's Taxonomy.	<ol style="list-style-type: none"> 1. Previous research analyzed textbook "English for Iraq" while this research analyzed textbook "Bupena English" 2. Previous research used mixed method of content analysis while this research used the qualitative approach, content analysis by Donald Ary, et al.

Based on the similarities and differences above, it could be understood that all the researchers had their ways to analyze the subject of research. The similarities of the pieces of previous research above with this research were they analyzed the cognitive process dimension of Revised Bloom's Taxonomy in the reading test. Meanwhile, the differences between this research with three pieces of previous research were to examine the types of reading tests by J.B. Heaton in the English textbook entitled "Bupena English" for ninth-grade students in junior high school and the researcher applied the content analysis by Donald Ary, et al. as the type of qualitative approach.

B. Theoretical Framework

In analyzing this research, it needed the existence of several theories related to this research. This theoretical framework would help the researcher to answer the research question. However, it would be explained in the following below;

1. Educational Objective

a. The Nature of Educational Objective

Educational objectives are designs of how students are projected to be transformed by the educative process. Educational objectives will be able to change students' thinking, approaches, and movements. Some the possible changes can happen in the students as a result of learning experiences, but the school has limited time and resources. Therefore, it is urgently required that the major objectives of the school or unit of instructions be recognized not to waste the time and effort doing something less important. The work of school could be guided by some plan to create a few possibilities that can be realized in students' learning.¹⁸ We could understand that educational objectives are important to design a good teaching and learning process.

According to Benjamin S. Bloom, the educational objectives are cognitive, affective, and psychomotor. Cognitive is dealing with intellectual abilities and skills development, and knowledge of recall and recognition, the objectives which describe changes in interest, values,

¹⁸ Benjamin S. Bloom, *Taxonomy of Educational Objectives* (America; Longman, 1956), 28.

and attitudes were included in affectives. Lastly, psychomotor is the manipulative or motor- skill area.

Based on the research questions of this study, the researcher would only attention to the cognitive process dimension objectives which it was delivered and revised by Lorin W. Anderson and David R. Krathwohl. That's called the cognitive process dimension of revised Bloom's Taxonomy.

b. Cognitive Process Dimension of Revised Bloom's Taxonomy

1) The Nature of Cognitive Process Dimension of Revised Bloom's Taxonomy

The cognitive process dimension involves the information process as well as thinking skills and abilities development. It also includes specific evidence and concepts recognition for developing one's intellectual abilities and skills. The cognitive process dimension consists of six levels. It starts from the lowest level includes the information and the ability to recall knowledge or that's called retention and ends at the thinking highest level such as critical thinking and the ability to evaluate and create.¹⁹

According to Anderson and Krathwohl, the most important of educational goals are retention and transfer. Retention is the skill to remember material in the same way at a later time according to presented during instruction. A transfer is the ability to find problem-

¹⁹ Randip K. V. Singh, Azianura H. Shaari, "The Analysis of Higher Order Thinking Skills in English Reading Comprehension Tests in Malaysia", *Malaysian Journal of Society and Spaces*, (February, 2019), 14.

solving, find answer of the question, or ease learning the new subject matter. Therefore, retention orders students not to only remember but they can apply what they have learned in the classroom.²⁰

Agreeing to explanation above, cognitive process dimension is a process of thinking and ability development. It can help students maximally through implementing the six levels of cognitive process dimension in learning process.

2) The History of Cognitive Process Dimension of Revised Bloom's Taxonomy

The taxonomy system idea was designed at an informal meeting of college examiners presence the 1948 American Psychological Association Convention in Boston. At this meeting, interest was uttered in a theoretical framework that could be used to assist communication examiner one another. The examiner has considered problems that happened in the classification of educational objectives and other problems in analyzing the research education. There were some of the anxieties expressed in the early meeting that the availability of taxonomy might tend to abort the thought and plan of teachers based on the curriculum. Therefore, it was suggested that the taxonomy was useful to the teachers who have gone through some steps in thinking about educational objectives and curriculum.

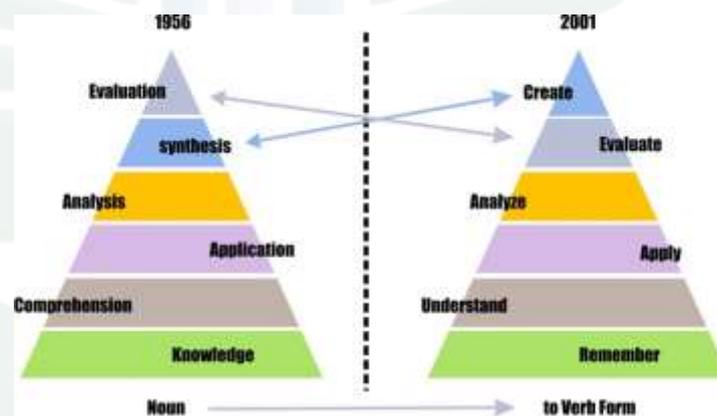
²⁰ Lorin W. Anderson, David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing* (New York: Longman, 2001), 63,

The result of discussing taxonomy principles that could be developed was agreed that the taxonomy is an educational, logical, and psychological classification system. First, it could be an educational consideration. Insofar as possible, the boundaries between categories must be related to the differences in what teachers made in designing curriculum or choosing study situations. Second, the taxonomy should be a logical classification and each effort must be done to define the term as good as and used consistently. The last, taxonomy must be consistent based on principles and psychological theories. Therefore, the taxonomy consists of three domains; cognitive, affective, and psychomotor.²¹

Dr. Benyamin Bloom as an educational psychologist was born in Pennsylvania and got a doctorate in education from Chicago University in 1941. Bloom's Taxonomy was recognized in 1956 under his leadership. Bloom Taxonomy was applied as the tool for evaluation and as the model design to extend the low-level skills and higher-level skills in 1970. In 1980, the validity of Bloom's Taxonomy and the teaching of higher-order thinking levels were measured to be repaired. ASCD (association for supervision and curriculum development) was agreed to the problem of students' poor performance with higher-order thinking duties but they did not create a revision of Bloom's Taxonomy.

²¹ Benjamin S. Bloom, 4-7.

A revision of Bloom's Taxonomy was published by Anderson, Krathwohl, and colleagues in 2001. It was named Bloom's Revised Taxonomy. It repaired the original one by adding the two dimensional frameworks; there were cognitive process dimension and the knowledge dimension. The cognitive process dimension is similar to the original one. The significant changes are the use of the verb to describe an action and the position of cognitive level that evaluate (C5) comes before create (C6). Those are described in the following;²²



Picture 2.1
The Differences of Bloom's Taxonomy and
Revised Bloom's Taxonomy

Those are bloom's taxonomy history. It means the taxonomy is created toward useful to the teachers who have gone through some of the steps in thinking around educational objectives and curriculum. Besides, the taxonomy is concerned with the 3 domains; cognitive, affective, and psychomotor. Those were suitable to the

²² Bustami Usman, Asnawi Muslem., 6.

psychological theories. According to the research objective, this research only focused on the cognitive process dimension of Revised Bloom's Taxonomy.

3) The Categories of Cognitive Process Dimension

a) Remember

Remember involves recovering related knowledge from long-term memory. Remembering knowledge is an important thing in the learning process to find problem-solving because knowledge is implemented in other complex tasks. Students can be assess in the simplest process category by giving them recognition or recall task in a similar task to what the student learned in the material. For instance, the student learned the Indonesia equivalent of 25 English words, and then a test of remembering can include ordering the students to match the English words in a suitable list with their Indonesia counterparts in a second list (i.e., *recognize*) or to pen the matching Indonesia word next to every English word provided in the list (i.e., *recall*). The two related cognitive processes are recognizing and recalling.

1. Recognizing

Recognizing is saving related knowledge from long-term memory by requesting to compare it with the existing information. In recognizing, the student seeks long-term

memory aimed at some material that is identical even the same one to the existing material (as denoted in working memory). If the teacher provided new material, the student defines whether that material appropriates the before learned material or looking for an equal. Recognizing can be called identifying.

2. Recalling

Recalling is recovering related knowledge from long-term memory. In recalling, students seek long-term memory to find some material and carry the material to the functioning memory where it can be processed.

b) Understand

Understand means the student creates a relation between new knowledge that will be gotten with their previous knowledge. Especially, their understanding is united with presented schemas and cognitive frameworks. Moreover, understand means the students can build meaning from the instructional messages, containing oral, written, and graphic communications, or those are represented to students; through lectures, in books, or on computer displays. The categories of understand contain interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

1. Interpreting

Interpreting means students can translate the material from one representational form to another. Interpreting is such as translating words to words (e.g., paraphrasing), images to words, words to images, numbers to words, words to numbers, musical notes to tones, and etc. Other words of interpreting are such as translating, paraphrasing, representing, and clarifying.

2. Exemplifying

Exemplifying means students can give a specific example of a general or principle concept. It is such as identifying decision features, general concepts, and principles. Those can be used to choose or make certain example. Other words of exemplifying are illustrating and instantiating.

3. Classifying

Classifying means the student recognizes something based on its category. Classifying is detecting a relevant feature or pattern with a specific example and principle or concept. Classifying is begun with an example, and the student is ordered to find general concepts. The terms of classifying are; categorizing, and subsuming.

4. Summarizing

Summarizing is suggesting a statement that presents existing material or summaries a general one which is delivered by students such as the meaning of a scene in a role play and extracting a summary from it. Other words of summarizing are; generalizing and abstracting.

5. Inferring

Inferring is finding a series instances pattern. Student can convert a concept that it explains a set of instances by encoding each suitable features and noting connection among them. Besides, inferring is the student can make comparison among the entire of instances. For instance, to decide what number will come up in the series above, the student should identify the concept. Other words of inferring are; extrapolating, interpolating, predicting, and concluding.

6. Comparing

Comparing means students are able to detect the matches and dissimilarities between two or other items, occasions, thoughts, complications, or conditions. Other words of comparing are; contrasting, matching, and mapping.

7. Explaining

Explaining is creating and using a cause and effect model that is supplied by students. A complete explanation includes the made of cause and effect model, and each main part or event in the chain. Therefore, the cause and effect model is used to decide how a change that happened in one part of the system influences the change of another part. Another word of explaining is constructing a model.

c) Apply

Apply is closely related to the procedural knowledge. It means, the student can apply the knowledge by using procedures to do exercises or find problem solving. An exercise is assignments to students who are already know the appropriate process to use, and the students have developed approach to it routinely. Therefore, if the task has an acquainted exercise to the students, they will recognize what procedural information to use. Besides, if the task is an inexperienced difficult, they must define what understanding they will use. The apply category consist of two cognitive processes; executing and implementing.

1. Executing

Executing is doing the procedure when met with a familiar task. The similarity of the problem often gives a

proper clue to finish the problem easily. Another word for executing is; carrying out.

2. Implementing

Implementation is choosing and applying an inexperienced task because the selection is needed. The students must have an understanding of the types of a problem faced and the provided procedures. The alternative term for implementing is using.

d) Analyze

Analyze is flouting material to be its component and deciding how the parts related to one another in the overall structure. Analyzing educational communication is a goal in many studies and one of their important objectives such as science teacher, social study, humanities, and arts. Other words for analyze are differentiating, organizing, and attributing.

1. Differentiating

Differentiating is the student separates relevant from irrelevant material or important from unimportant material and focuses on the relevant or important material. Therefore, differentiating is separating the parts from the entire structure of relevance and importance. Other words of differentiating are discriminating, selecting, distinguishing, and focusing.

2. Organizing

Organizing is recognizing the parts of communication and distinguishing how they relate to one another in a coherent structure. The student will build the pieces of existing material to be coherent and systematic relation. Other words of organizing are; structuring, integrating, finding coherence, outlining, and parsing.

3. Attributing

Attributing is the student can decide the author's intention, provided material, and make sure the point of view, prejudices, moral, or the intention of the basis of communication. Therefore, attributing is a process of deconstruction. Another term for attributing is; deconstructing.

e) Evaluate

Evaluate is the student could create a judgment according to criteria and standards. The criteria are mostly used such as; value, effectiveness, efficiency, and consistency. Besides, the standards consist of quantitative, and qualitative. For instance, the students create a decision about the certain procedure to the problem happened or they create judgment whether the two objects are same or different. Other words of evaluate are; checking and critiquing.

1. Checking

Checking is examining for discrepancies or errors in a process or a product. For instance, the student examines whether or not a conclusion appropriates its grounds, whether the data supports or disconfirms a hypothesis, or whether existing material contradicts one another. Other words of checking are; testing, detecting, monitoring, and coordinating.

2. Critiquing

Critiquing is a student could differentiate the positives and negatives feature of a product and make judgment according to those features. Critiquing can be called judging.

f) Create

Create is the student can unite the components to be a coherent one. The student makes a new product by reorganizing some parts in a clear structure. The student must take a function of components from sources and put them together in the relative pattern toward the previous knowledge. A new result that may be observed and more than the students' beginning materials is resulted by create category itself. Other words of create are; generating, planning, and producing.

1. Generating

Generating is hypothesizing or demonstrating the problem based on certain criteria. Sometimes, one way to represent a problem can suggest a possible solution, but redefining carries out new representations of the problems to propose a dissimilar solution, that's is called as creative thinking. Thus, another term of generating is hypothesizing.

2. Planning

Planning is devising or designing a solution based on the problem's criteria. Planning is when a student carries out the secret as long as the sequence of creating a product. Another term for planning is designing.

3. Producing

Producing is using a plan in problem solving based on specification. In create objective category, originality and uniqueness are one of the specification. Other word of producing is constructing.²³

According to explanation of cognitive process dimension by Revised Bloom's Taxonomy, the six categories may extent the students' understanding and develop students' thinking ability about material given in education process. The cognitive

²³ Lorin W. Anderson, David R. Krathwohl, 66- 87

process dimension may be implemented in the English skills, especially reading skills.

2. Reading

a. The Nature of Reading

Reading is a comprehending process and linguistic process. It is a communication between the reader and the writer. It will give an understanding to readers of what the writer delivered in written text. In doing the reading activity, the reader carries out the background knowledge to build the meaning of the text what the writer means. Besides, reading adopts a clear understanding that the cognitive process is related to the fundamental goal.²⁴

Reading is closely related to the meaning by transferring it from the mind to the mind. It becomes a message from the writer to the readers. Besides, it is not only simple of it; we can make any interpretations of the word reading because it is not a central one. The reader can explore how he gets an understanding by doing a reading activity. The teacher, reader, and text are contributed to each process.²⁵

Reading is an interaction process between the reader and the writer. The reader does not only see the printed, but he also pays attention to punctuation on each page, and decides what the meaning of it is and how they relate to one another. The reader also thinks about

²⁴ William Grabe, *Reading in a Second Language: Moving from Theory to Parctice* (New York: Cambridge University Press, 2009), 16.

²⁵ Christine Nuttall, *Teaching Reading Skills in a foreign language* (Hong Kong: Macnillan, 1996), 03.

what they read, how the existing information relates to the prior understanding, and what they wish in the next text happened. Besides, the student can think about how useful, entertaining, bored, crazy, the text is.²⁶ Therefore, reading test is needed to practice and develop students' reading skills.

We could understand that reading is a communication between the text and the reader. Reader can take some of understanding about the text to be his insight in the education process. The reader feels useful, bored, crazy, and even sad in reading the text. Exactly, there is a useful insight that author delivered inside.

b. Reading Test

Reading test is most related to the material practice types used by the teacher to increase students' reading skills. The urgently required reading test is a better awareness of the actual process included in the reading, the suitable test production, and the test material to help the mastery of these processes. But the test maker should make sure the competency of students' reading skills. Although the student has mastered the first language in reading, it can't guarantee at all that the student can transfer those skills to another language. Besides, the difficulties of reading tests will help the teacher to identify the students' skills in reading.²⁷

²⁶ J. Charles Alderson, *Assessing Reading* (Cambridge: Cambridge University Press, 2000). 3

²⁷ J. B. Heaton, *Writing English Language Tests: New Edition* (London and New York: Longman Group, 1988). 105.

Agreeing to explanation above, reading test is practice material of the teacher to develop students' reading skills. It is aimed to give specific understanding of the reading material itself. So, it will be useful to enrich insight which it will be expedient in further future.

c. Techniques of Testing Reading

1) Discrete Point Versus Integrative Technique

Discrete- point or analytic approaches is the intention which is to examine one thing at the same time. Besides, integrative approach is the test designer which aims to increase a much general idea of how well students read. In the letter case, it happens may be because we recognize that the all thing is more than the sum of the parts. Moreover, it is because there is no time to examine one thing at the same time, or the test's purpose may not require a detailed assessment of a students' understanding or skills.

A discrete approach is to test the students' flawed reading. It is better not to analyze the reading into each part because it may distort the reading nature. Therefore, the validity is a much global, unitary, and approach.

2) The Cloze Test and Gap- Filling Test

Cloze test is usually built by erasing selected text and the student is ordered to complete the deleted word. The test maker should provide a word that makes sense in the gap, although the word is not originally deleted.

Gap filling test is a bit different because the test maker doesn't use a random procedure to identify the word that will be deleted. They decide based on some rational basis which word will be deleted, but it doesn't leave fewer than five or six words in the gap.

Although these two types of test are potentially very different from each other. They are often called as cloze test, or gap-filling procedures are also known as the rational cloze technique.

3) Multiple Choice Technique

Multiple choice test is a task to test the students' comprehension. The test maker can control some possibilities for comprehension test, and process students' thoughts when they are doing the test. The students can learn how to answer the multiple choice test by removing the impossible answer. Then, the multiple choice test can be marked by a machine.

4) Matching Technique

Matching test is a test that provides one set but is separated to be two parts. Therefore, the student is ordered to match both in good order. For instance, the suitable title to the paragraphs is to their suitable paragraphs, etc.

5) Ordering Task

Ordering task is a group of words, sentences, paragraphs, or texts which are scrambled. The student is ordered to arrange those in good order.

6) Dichotomous Items

Dichotomous items test is one of the popular techniques. This test provides a related statement to the text target and has to decide whether the statement is false or true, or whether the text is agreed or disagreed with the statement. But, the test maker should reduce the guessing possibilities by involving the third category which doesn't be said in the text; especially it intends to test the students' ability how to infer the meaning.²⁸

Agreeing the explanation above, the test maker could choose the technique which fits to the assessment's need. It will be useful for teachers in knowing the result of students learning. Besides, the test maker should consider which technique that appropriate to the students' ability in doing the test. The techniques of testing reading are discrete point versus integrative technique, the cloze test and gap filling, multiple choice, matching, ordering, and dichotomous items.

²⁸ J. Charles Alderson, 202- 222.

d. Reading Performances

1) Perceptive

Perceptive reading is a task that appears the parts of larger stretches of discourse; letters, words, punctuation, and other grapheme symbols.

2) Selective

Selective is generally an artifact of the assessment form. It is to make sure the students' understanding of lexical, grammatical, or discourse language features within a shorter language. The types of reading performance of selective are picture-cued tasks, matching, true or false, multiple choices, etc. The test involves sentences, short paragraphs, simple charts, and graphs. Therefore, a brief respond is also included.

3) Interactive

Interactive type is stretches of language in some paragraphs till one page or more where the reader must interact with the text.

Interactive tasks are identifying the appropriate feature. Those are; lexical, symbolic, grammatical, and discourse) in a brief text with the objective of maintaining the information that is processed.

4) Extensive

Extensive type is used to text that is more than one page. The texts are such as; professional articles, essays, technical reports, short stories, and textbooks. The assessment is to know the students' understanding of the text globally.²⁹

In short, the reading performances consist of perceptive, selective, interactive, and extensive. The teacher or test maker could consider or identify which reading performance is suitable for the students' reading assessment.

e. Types of Reading Test

1) Matching Test

Matching test is focused in word and sentence recognition.

In matching tests, the students separate among words which are spelt in related ways. Therefore, the students have gained the familiarity and confidence in doing the text, because their performances should be timed to force them reading the test under some pressure.

a) Word matching

The test is ordered the student to draw a line under the similar word with the words which are on the left. In instance,

now bow/ not/ how/ now/ mow

²⁹ H. Douglas Brown, *Language Assesment: Principles and Classroom Practices* (California: San Fransisco State University, 2003), 189.

sheep shop/ shape/ sleep /heap /sheep

b) Sentence matching

The sentence matching is closely related to the word matching. The students identify sentence which has the same word in the same order. Example;

Beni and Dava are not going to your school

1. Beni and Dava are not going to your school
2. Beni and Dava are going to your school
3. Beni and Dava are not coming to your school
4. Beni and Dava are not coming to your school

c) Pictures and sentence matching

Pictures and sentence matching test are the students focus on word and sentence comprehension by applying pictures to test this skill. The test maker provides one sentence and some of different pictures but there is one picture which fits to the sentence. Therefore, the student chooses the correct answer by choosing the picture which is suitable to the sentence order.

2) True or False Reading Test

True or false reading test is a usually used test in reading comprehension. It can be useful in the progress class because the test is created easily and fast. Therefore, it gives much time to the teacher in doing other tasks.

The true or false reading test items should be fully understood, clear and concise. True or false reading test gives true and false statements to the students. Although, this test is easier for the students, it gives a clear statement of the problems. True or false reading test has two types. As follows;

- a) The first type is possible to build true or false items which are complete in themselves. The items are examined by a set of general truth. Students are given statements and the student puts circle around the letter T or F according to the statement given.
- b) The second type deciding the items of true or false reading items based on a reading form. A passage or text is given to the student. After reading the passage, some statements are given to the student. Then, the student is ordered to put letter T or F in the box next to the statement given.

3) Multiple Choice

Multiple choices test is a useful test to examine students' reading comprehension but not all multiple choices test is a good tests. As far as the test is successful to measure the students' reading comprehension is based on the effectiveness of each item used. It was because the certain general aspects of reading tests may be suspect.

Multiple choices can be used in the short or long text but the long test must be related to the difficulty level. The difficulty level of text should be suitable for the student's skills in English. The test maker should remember that the reading test material used in test outside must be selected for enjoyment and at a lower level rather than the actual standard of reading skills acquired.

Multiple choices have a correct answer which it must be based on the reading text's comprehension than on general knowledge. The correct answer should be the same length as the distractors. Besides, all the options must be grammatically correct and appropriate in some the distractors.

4) Completions Items

Completion items test measures recall than recognition. Completion items are the same as the open-ended test in reading comprehension. It is often recognized as belonging more to be objective of the item test. Completion items test is ordered the student to supply a word or short phrase except if great care is given to make sure that there is a correct answer. The assessment will be hardly proven when the student is faced with some answer that can be acceptable and unacceptable. All valid interpretations should be whether this is available or unavailable in the writer's thought when test construction must be recognized as correct one.

Completion items test consists of two types of completion items.

As follows;

a) Type 1

The first type becomes a matching test where the word and phrase are needed and suitable in the completion items. Nevertheless, less emphasis is put on writing skills. For instance, this type describes how short informal letters can be used to give a basis for the completion item test.

b) Type 2

This type is ordered the student to fill the blank space provided in the reading test. The blank has been replaced with what the writer considers are most significant words. Therefore, a possible weakness of the test can result from the failure to give acceptable guidance to the students.

5) Rearrangement Items

Rearrangement item is much useful to examine the competency in understanding a sequence of steps in a narrative process. Rearrangement item is used to test students in rewriting the jumbled sentences become their correct sequence. The students are ordered to write simply the text by choosing the numbers or letters of jumbled sentence itself. The test maker is suggested to give answers options by one or more. The test is ordered the student to arrange it by starting from the first sentence; two or three

are arranged in the false order. It will be impossible for the student to arrange the remaining sentences in good order. Other words, one wrong answer will influence to the second wrong answer, and so on. The types of rearrangement items are;

a. Type 1

The first type provides random sentences, and the student is ordered to arrange the jumbled sentences in good order. The student is ordered to put the letter of sentence in their good order.

b. Type 2

The second type provides reading comprehension texts. The students are ordered to arrange those in the light of the light of the material included in the text. The student only writes the letter of sentence in their good order in the box at the final of the items given. This type also orders the students to understand the text before answering the item.

6) Cloze Procedure

Completion items and cloze test are different tests.

Completion items delete the words subjectively. The cloze procedure test deletes the words systematically. The blank spaces which are replaced the deleted word should be suitable for the length of the deleted word. Generally, the cloze procedure test has

the same blank spaces except for the photocopy of the actually printed texts are being applied.

The most common aim of cloze procedure tests is to measure the students' reading comprehension. It also measures the independence of phrase, sentence, and paragraph in the text. The types of cloze procedure tests consist of elementary and advanced level. Both have similar form but different difficulty level of text.

7) Open Ended and Miscellaneous Items

Open-ended is a test that is ordered the student to produce a subjective answer. The response required is about one or two sentences. Open-ended assessment is suggested to give a reward such as two or three scores for each correct answer, although the item requires a complete sentence. It will be useful to write how to give the score, even if only one marks the item. This assessment scheme will be a reminder for all items. If there is more than one examiner, it will be most important to write brief assessment guidelines for open-ended test.

8) Cursory Reading

Cursory reading is a general term to indicate the reading skills quickly; it consists of skimming and scanning. Skimming is used to become familiar with the text content. Scanning is used to find specific information. The reading test of cursory reading is given a limited time to the student in doing the reading activity.

The test hopes the student to avoid creating questions about irrelevant point and is familiar with the arranged step. The reading test speed is suggested not to be more than 300 words per minute because many people read the text slower under the condition when they are asked to answer the question of the text.

Skimming gives a rubric for the student to glance through the text and make note of the main point generally. The students are given a piece of short question about the main point and general thing of the text. The student is given some minutes to take a note that they want to make at the end of skimming, but they are usually allowed to read the text. If the student is allowed to retain the text, the students are given limited time to answer the questions. It is done to avoid referring back to the text.

Scanning gives questions to the student before reading the text, because they are ordered to read the text specifically and know the detailed information. It will be more useful to set simple open-ended questions than multiple choices. The last type of item is only to confuse the students because they are required to remind four or five options for each item they read.³⁰

Some ways to examine the students' reading comprehension can be done as the explanation above. Several item types are suitable to examine certain reading comprehension rather than other types.

³⁰ J. B. Heaton, 107- 134.

Although the multiple choices test is the most appropriate instrument to examine reading comprehension, it can't be used over. Based on the explanation above, there are a lot of interested reading test types and useful to the students' reading skills development.

3. English Textbook

a. The Nature of Textbook

Textbook is such as workbooks, cassettes, and teachers' guides that those are used in the teaching and materials in language teaching. The textbook is used in different ways in language programs. For instance, a reading textbook might be the basis for the teaching and learning process on reading skills, providing both a set of reading texts and exercises for skills practices. In writing skills, the textbook provides model compositions and a list of topics for students to write about. The grammar textbook provides exercises to develop grammatical knowledge. The speaking textbook provides passages for students to be read and discussed. A listening textbook provides an audiocassettes or CDs as the primary listening.³¹ It means textbook is a material of teaching and learning process that can be used in the classroom following the students' need. The textbook will help the students and teachers to get success in the process of learning.

³¹ Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2001), 254

b. The Use of English Textbook

Textbook in teaching and learning process has advantages and disadvantages based on how the textbook is used and the context for their use. According to Jack C. Richards, the advantages of textbooks are;

- 1) It provides structure and a syllabus for a program
- 2) It helps standardize instruction
- 3) It maintains quality
- 4) It provides a variety of learning resources
- 5) It is efficient
- 6) It can provide affective language models and input
- 7) It can train teachers
- 8) It is visually appealing

Whereas, the disadvantages of textbooks are;

- 1) It may contain inauthentic language
- 2) It may distort content
- 3) It may not reflect students' needs
- 4) It can deskill teachers
- 5) It can be expensive³²

Therefore, the role of teacher is needed to choose a textbook as well as possible. The teacher is able to choose the textbook in accordance with the students' need. It helps the students to get success in the result of learning process.

³² Jack C. Richards, 254-256.

c. English Textbook Entitled “Bupena English”

One of English textbooks for ninth-grade students of junior high school is English textbook entitled “Bupena English”. This English textbook is published by Erlangga of 2017 revised edition. The writer is Nur Zaida. It has been edited by E. Tyas Utami, Tania Saraswati, and Dwi Wahyu P.

This textbook is based on curriculum 2013 for junior high school. 2013 curriculum is designed to carry out 21st century learning model. This textbook is emphasized to build attitude, knowledge, and student skills in reading through reading test provided. Nevertheless, this textbook will help students to achieve 4 main competences in 2013 curriculum. In this textbook, the students will find some information that is related to their daily activity. It is because this book designed to improve language skills as well text learning. The design is completed with some picture to illustrate the situation of the reading test to make the students easy to understand.

There are some reasons to choose this English textbook for the research. First, this textbook is based on 2013 curriculum for junior high school. Second, this textbook is aimed to build attitude, knowledge, and skill students through test. Third, the researcher can find many reading test in accordance with cognitive process dimension of revised bloom’s taxonomy. The fourth, this textbook is cheap but it has a good quality. The last, it was written by academician.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Type of Research

This research used a qualitative approach. Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.³³ In brief, the result of this study was provided in the form of a description.

This research used content analysis as a type of qualitative approach. The content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, films, tapes, letters, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents.³⁴ In this research, the researcher analyzed and interpreted the category of cognitive process dimension based on Revised Bloom's Taxonomy and types of reading test based on J. B. Heaton in the reading test of English textbook entitled "Bupena English" for ninth-grade students' junior high school.

³³ Donald Ary at al., *Introduction to Research in Education: 8th edition* (Belmont, USA: Wadsworth, 2010), 29.

³⁴Ary, et al, 29- 30.

B. Data and Source of Data

The data was taken from the entire reading test in the textbook. There were sixty-five reading tests as the total of assignment and evaluation tests provided in the English textbook. The detail could be seen in the following table;

Table 3.1
Total Reading Test in the Textbook

No	Chapter	Assignment	Evaluation	Total	Page
1.	Chapter I	3	1	4	1-12
2.	Chapter II	3	1	4	13-24
3.	Chapter III	3	1	4	25-40
4.	Chapter IV	5	1	6	41-60
5.	Chapter V	6	1	7	61-72
6.	Chapter VI	7	1	8	73-84
7.	Chapter VII	7	1	8	85-102
8.	Chapter VIII	7	1	8	103-114
9.	Chapter IX	7	1	8	115-136
10.	Chapter X	7	1	8	137-155
Total Reading Test		55	10	65	

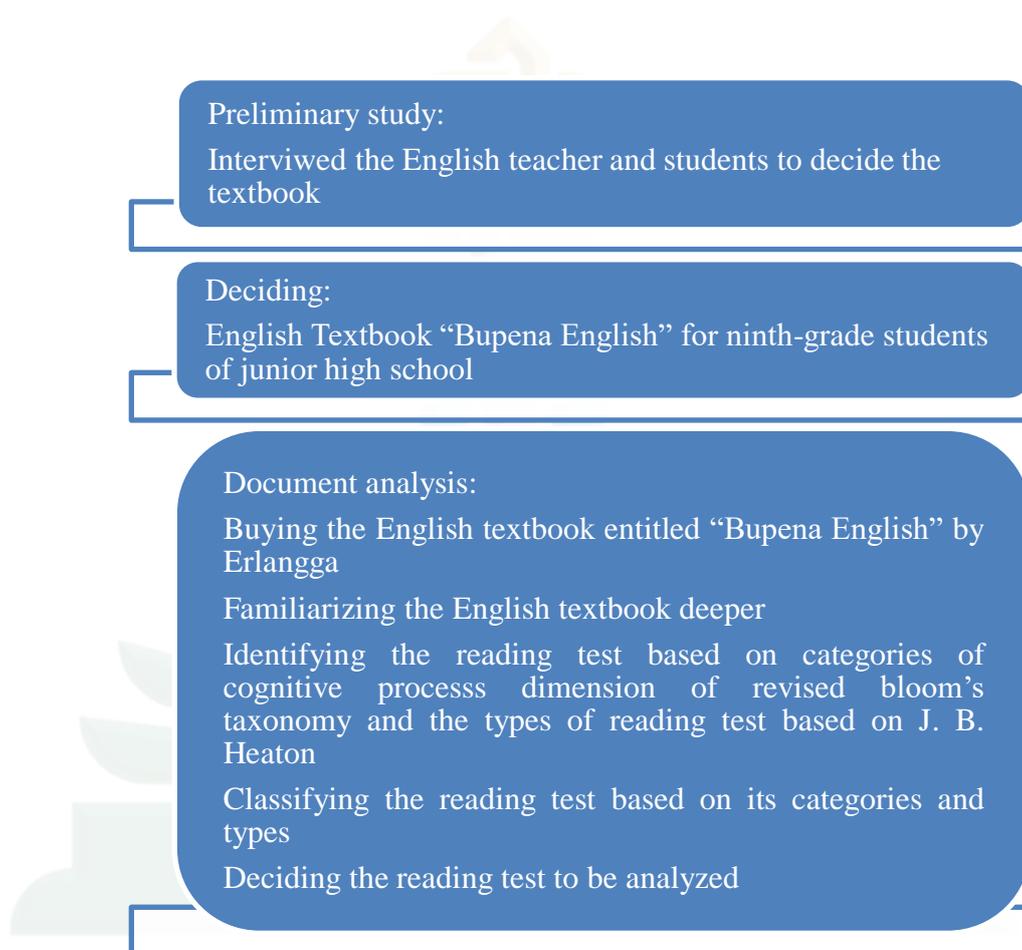
According to the table above, it was known that the totals of reading test in the textbook were 65 reading tests. There were different totals of reading tests in each chapter. Chapter I consists of four (4) reading tests, chapter II consists of four (4) reading tests, chapter III consists of four (4) reading tests, chapter IV consists of six (6) reading tests, chapter V consists of seven (7) reading tests, chapter VI consist of eight (8) reading tests, chapter VII consists eight (8) reading tests, chapter VIII consists eight (8) reading tests, chapter IX consists eight (8) reading test, and chapter X consists eight (8) reading tests.

In this research, the main sources of data were taken from an English Textbook Entitled "Bupena English" for Ninth-Grade Students of Junior High School. It was published by Erlangga.

C. The Technique of Data Collection

The researcher used document analysis to collect the data. Document analysis can be off written or text-based artifacts (textbooks, novels, journals, meeting minutes, letters, etc.) or non-written records (photographs, audiotapes, videotapes, etc.).³⁵ This research applied document analysis because the data was in form of a document or written text. The data collection was taken from a textbook.

³⁵ Ary, et al., 442.



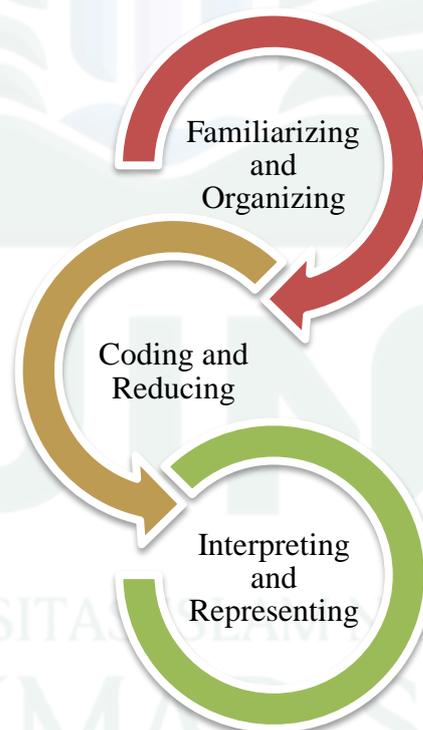
Picture 3.1
The Technique of Data Collection

The textbook analyzed was an English textbook entitled “Bupena English” for ninth-grade junior high school. Some steps were done by the researcher in collecting data. The steps were; preliminary study, deciding, and document analysis. In the preliminary study, the researcher interviewed the English teacher, and the students to decide the English textbook that could be analyzed. In deciding, the researcher decided to analyze the English textbook entitled “Bupena English” for ninth-grade students of junior high school based on the interview result. In the document analysis, the researcher bought the English textbook, the researcher familiarized the

English textbook deeper, the researcher identified the reading test based on cognitive process dimension of revised bloom's taxonomy and types of reading test based on J. B. Heaton, the researcher classified the reading test based on its category and types, and the researcher decided the reading test to be analyzed.

D. The Technique of Data Analysis

In this research, the researcher used content analysis based on Donald Ary et, al, theory to analyze the data. There were some steps used to analyze the data. Those would be explained as follows;³⁶



Picture 3.2
The Technique of Data Analysis

³⁶ Ary, et al, 481.

1. Familiarizing and Organizing

a. Familiarizing

The researcher must be immersed in the data. Therefore, the researcher was familiar with the data through reading and rereading the reading test in the textbook. The researcher chose the entire reading test represented in the textbook.

b. Organizing

The researcher could create a complete list of data sources. The researcher organized and managed how many reading tests would be analyzed by reading the entire chapters carefully. Therefore, the data could be easily analyzed by the researcher.

2. Coding and Reducing

a. Coding

The researcher read and reread all of the data that had been organized. The researcher gave code the assignment and evaluation test. The assignment and evaluation test consists of the reading test which was appropriate to the cognitive process dimension by Bloom's Taxonomy and types of reading test. Therefore, the researcher also made some codes for each test. Then researcher gave the codes to each data that would be analyzed. The example of data coding used in the research is as follows;

CH1.P3.A1 = Chapter (1), Page (3), Assignment (1)

CH1.P8-12.EV = Chapter (1), Page (8-12), Evaluation

b. Reducing

The researcher also described the reading test that indicated the cognitive process dimension of Bloom's Taxonomy and types of reading test in the textbook. The researcher started by taking the data apart and breaking them into small pieces. The researcher remarked on the reading test which represented of cognitive processes dimension category of revised bloom's taxonomy, and reading test types. Then, the researcher concluded that the reading test was included in its category.

3. Interpreting and Representing

a. Interpreting

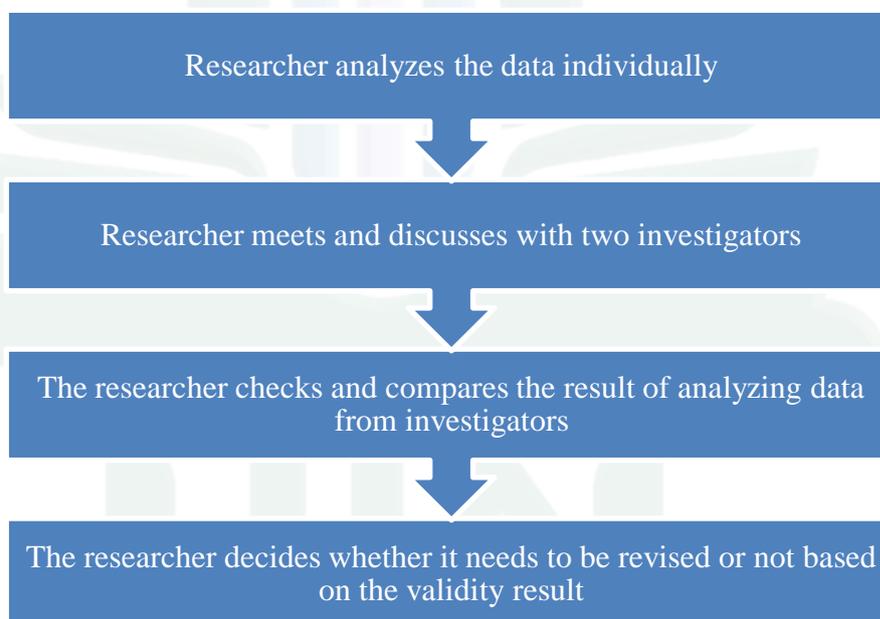
The researcher could provide an explanation that could be supported by data and theory. Therefore, the researcher restated the statement about reading tests based on cognitive process dimension by bloom's taxonomy and types of reading in the textbook.

b. Representing

The researcher represented the findings based on the qualitative approach taken and by the types of data analyzed. Therefore, the researcher could demonstrate the data through descriptive detail.

E. Validity Data

The researcher used triangulation to test the validity of the data. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research.³⁷ There were some types of triangulation; those are time triangulation, space triangulation, theoretical triangulation, investigator triangulation, etc. The steps of validity data were described in the diagram as follows;



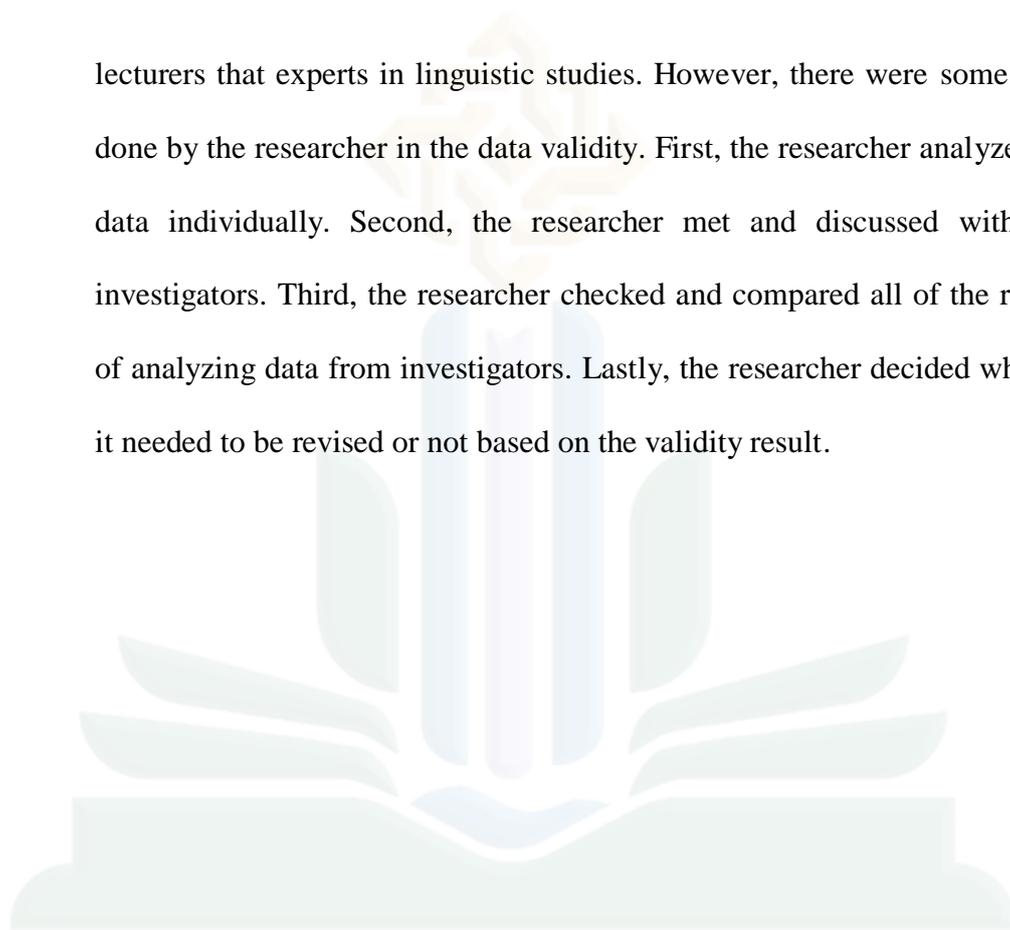
Picture 3.3
Validity Data

This research applied an investigator triangulation. The type of this triangulation is often used by the researcher who used library research. Investigator triangulation engages independently by more than one observer.³⁸ The investigators of this research were a researcher and English

³⁷ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, (New York: routledge, 2018), 265.

³⁸ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, 265.

lecturers that experts in linguistic studies. However, there were some steps done by the researcher in the data validity. First, the researcher analyzed the data individually. Second, the researcher met and discussed with two investigators. Third, the researcher checked and compared all of the results of analyzing data from investigators. Lastly, the researcher decided whether it needed to be revised or not based on the validity result.



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CHAPTER IV

THE RESULT OF THE ANALYSIS

A. Source Data

The researcher used an English textbook for Junior High School entitled “Bupena English” for IX grade of SMP/ MTs as the recommendation from one of the English teachers in Junior High School. The English textbook was published by Erlangga. It contains one hundred and fifty-eight (158) pages and has ten (X) chapters.

The data themselves were collected from the reading test in English textbook entitled “Bupena English” for IX grade of SMP/ MTs started from chapter I-X. The chapters were analyzed; Chapter I “Good Luck!”, Chapter II “I Agree with You”, Chapter III “Read before You Eat”, Chapter IV “Follow the Steps”, Chapter V “I was Having A Good Time”, Chapter VI “I have Cleaned the Room”, Chapter VII “Happily Ever After”, Chapter VIII “The Classroom is Cleaned Every Day”, Chapter IX “Amazing World”, and Chapter X “Grab It Fast!”.

B. Result of Data Analysis

The researcher presented the data analysis of research focuses. Further, the data analysis would be presented based on research questions. There were (1) what category of cognitive process dimension is in the reading test of English textbook entitled “Bupena English” for ninth-grade students of Junior High

School? and (2) what are the types of reading test in English textbook entitled “Bupena English” for ninth-grade students of Junior High School?

The research was analyzed based on Lorin W. Anderson, and David R. Krathwohl’s theory to find out the result of the first research question, there were six categories; remember, understand, apply, analyze, evaluate, and create. Besides, the researcher used J. B. Heaton’s theory to find out the types of reading test included in the English textbook. The types of reading tests based on J. B. Heaton’s theory were matching test, true or false reading test, multiple-choice, completion items, rearrangement items, cloze procedure, open-ended and miscellaneous items, and cursory reading. Then, the researcher analyzed the data as follows;

1. Cognitive Process Dimensions category represented in the reading test of English textbook entitled “Bupena English”.

a) Remember

The researcher found remember category in the entire chapters; Chapter I consist 12 (twelve) items, chapter II consist 20 (twenty) items, chapter III consist 28 (twenty eight) items, chapter IV consist 13 (thirteen) items, chapter V consist 20 (twenty) items, chapter VI consist 20 (twenty) items, chapter VII consist 9 (nine) items, chapter VIII 21 (twenty one) items, chapter IX consist 13 (thirteen) items, and chapter X consist 11 (eleven) items. Therefore, the total of remember category represented in the English textbook entitled “Bupena English” for ninth-grade students of

junior high school was 167 (one hundred sixty-seven) items. The total percentage of remember category in the textbook was 21%. The indicators of remember category that appeared in the reading test were recognizing and recalling. One of remember category data was;

Read the dialogues and choose the correct answers.
The following dialogue is for questions 1-4.

Nia : What's the matter? You look sad.
Dandi : My father got sick. He is now in the hospital.
Nia : I'm sorry to hear that. What kind of sickness?
Dandi : The doctor said he has a lung disease.
Nia : I hope he gets well soon.
Dandi : I do hope so. Thanks.



3. What kind of sickness did Dandi's father have?
A. A heart attack.
B. A skin disease.
C. Lung disease.

Picture 4.1
Data: CH1.P4.A2
Question Number: 3

The reading test provided a dialogue between Nia and Dandi which talked about “*Dandi's father was sick*” and a question that had some answers option. The answer options were a correct answer and two wrong answers. Then, the test ordered the student to cross a correct answer based on the question. In doing the test, the student was given recognition to seek his long-term memory about what they read in the dialogue and absolutely the information of the Dandi's father's disease included in the dialogue. The student could remember the information in the dialogue itself.

b) Understand

The researcher found understand category in some chapters; chapter I consist 22 (twenty two) items, chapter II consist 6 (six) items, chapter III consist 24 (twenty four) items, chapter IV consist 48 (forty eight) items, chapter V consist 65 (sixty five) items, chapter VII consist 47 (forty seven) items, chapter VIII consist (four) items, chapter IX consist 46 (forty six) items, and chapter X consist 60 (sixty) items. Therefore, the total of remember category represented in the English textbook entitled “Bupena English” for ninth-grade students of junior high school was 322 (three hundred twenty-two) items. The total percentage of remember category in the textbook was 40%. The indicators of understand category that appeared in the reading test were interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. One of understand category data was;

The following dialogue is for questions 8–10.

Elli : You look happy. What's up?
 Sam : I got 80 for my English test.
 Elli : Well done, Sam.
 Sam : Thanks. You know, this is the first time I got 80. I usually get 50 or 60.
 Elli : I'm happy for you.



8. Why did Sam look so happy?
 A. He failed to follow an English test.
 B. He found what he'd lost.
 C. He got a good mark.

Picture 4.2
Data: CH1.P5.A2
Question Number: 8

The reading test provided a dialogue between Elli and Sam which talked about “*English test score*” and a question that had some options. The options were a correct answer and two wrong answers. Then, the test ordered the student to cross a correct answer according to the question. In doing the test, the student could understand the reason why Sam looks so happy. It meant the student could explain the cause and effect system and absolutely the test measured the students’ understanding deeply.

c) Apply

The researcher found understand category in some chapters; chapter I consist 6 (six) items, chapter II consist 9 (nine) items, chapter VI 60 (sixty) items, chapter VII consist 1 (one) item, and chapter VIII consist 50 (fifty) items. Total of apply category represented in the English textbook entitled “Bupena English” for ninth-grade students of junior high school was 126 (one hundred twenty-six) items. The total percentage of remember category in the textbook was 16%. The indicators of apply category that appeared in the reading test were executing and implementing. One of apply category data was;

Look at the pictures. What has happened? Choose from the following list.

close the door	go to bed	wash her shoes	stop raining	take a bath	finish the party
----------------	-----------	----------------	--------------	-------------	------------------

No.	Before	Now	Activity
1.			<i>He has taken a bath.</i>
2.			

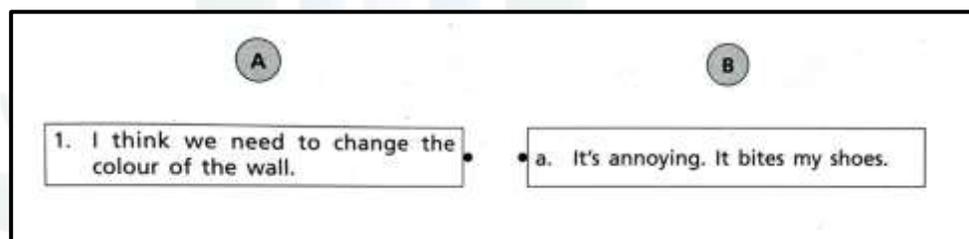
Picture 4.3
Data: CH5.P79.A1
Question Number: 2

The reading test provided two pictures and some utterance options. The test ordered the student to choose an utterance that described the two pictures themselves. In doing the test, the student could choose an utterance which related to the pictures and they must change the utterance to be perfect tense form. Therefore, they could implement what they learned about perfect tense in doing the test.

d) Analyze

The researcher found analyze category in some chapters; chapter I consist 10 (ten) items, chapter II consist 25 (twenty five) items, chapter III consist 1 (one) items, chapter IV consist 17 (seventeen) items, chapter VII consist 12 (twelve) items, chapter VIII consist 10 (ten) items, chapter IX consist 1 (one) items, and chapter X consist 14 (fourteen) items. The total of analyze category represented in the English textbook entitled “Bupena

English” for ninth-grade students of junior high school was 90 (ninety) items. The total percentage of analyze category in the textbook was 11%. The indicators of analyze category that appeared in the reading test were differentiating, organizing, and attributing. One of analyze category data was;



Picture 4.4
Data: CH2.P17.A3
Question Number: 1

The reading test provided a statement and some responses. The statement provided was “*I think we need to change the color of the wall*”. The test ordered the student to choose an appropriate response to the statement itself. In doing the test, the student could analyze the statement and responses options to recognize how they relate to each other in a coherent structure. Therefore, the statement and response would be a coherent connection.

e) Evaluate

The researcher found evaluate category in some chapters; chapter III consist 27 (twenty seven) items, chapter IV consist 1 (one) items, chapter VI consist 5 (five) items, chapter VII consist 10 (ten) items, chapter VIII consist 5 (five) items, and chapter IX consist 20 (twenty) items. The total of evaluate category represented in the English textbook entitled “Bupena English” for ninth-grade students of junior high school was 68 (sixty-eight) items. The total percentage of analyze category in the textbook was 9%. The indicators of evaluate category that appeared in the reading test were checking, and critiquing. One of evaluate category data was;

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Read the explanation provided and tick TRUE or FALSE based on it.

In order to know the amount of foods you're eating, you can check it from nutrition labels that you can find on the products. From the labels, you can get information on energy, fat, carbohydrates, protein, and salt. For example, kilojoules (kJ) and kilocalories (kcal), which usually referred to as calories are often found on both food and drink labels. Additional information on certain nutrients can also be found there which is usually provided per 100 grams or per portion of the food. The food label provided the nutrition information of a loaf of white bread.

To know if a food is high or low in fat, saturated fat, salt, or sugar, we can take a look at the guidelines:



Nutrition Information				
Typical values	100g contains	Each slice (typically 44g) contains	% RI*	RI* for an average adult
Energy	985kJ 235kcal	435kJ 105kcal	5%	8400kJ 2000kcal
Fat	1.5g	0.7g	1%	70g
of which saturates	0.3g	0.1g	1%	20g
Carbohydrate	45.5g	20.0g		
of which sugars	3.8g	1.7g	2%	90g
Fibre	2.8g	1.2g		
Protein	7.7g	3.4g		
Salt	1.0g	0.4g	7%	6g

This pack contains 16 servings
*Reference intake of an average adult (8400kJ/2000kcal)

Nutrition	High	Low
Total Fat	more than 17.5 g of fat per 100 g	3 g of fat or less per 100 g
Saturated Fat	more than 5 g of saturated fat per 100 g	1.5 g of saturated fat or less per 100 g
Sugars	more than 22.5 g of total sugars per 100 g	5 g of total sugars or less per 100 g
Salt	more than 1.5 g of salt per 100 g (or 0.6 g sodium)	0.3 g of salt or less per 100 g (or 0.1 g sodium)

Some nutrition labels have colour-coding to differentiate whether the amounts are high or low. They are red, amber, and green. Red is for high, amber means medium, and green shows low. The more you see green on the labels mean the healthier the contents in the food.

	SENTENCE	TRUE	FALSE
1.	Kcal is an abbreviation of kilocalories.		

Picture 4.5
Data: CH3.P28.A2
Question Number: 1

The reading test provided an advertisement and some statements according to the advertisement itself. The statement was “*Kcal is an abbreviation of kilocalories*” which was provided in the column. The test ordered the student to tick the column true or false option next to the statement. In doing the test, the student could make a judgment about the appropriateness between the statement and the information provided in the advertisement. The student could check the data whether it was a true or

false statement. Therefore, the student could evaluate the data provided in the advertisement itself.

f) Create

The researcher found create category in some chapters; chapter I consist 15 (fifteen) items, and chapter VII consist 1 (one) items. The total of create category represented in the English textbook entitled “Bupena English” for ninth-grade students of junior high school was 21 (twenty one) items. The total percentage of analyze category in the textbook was 3%. The indicators of create category that appeared in the reading test were generating, planning, and producing. One of create category data was;

Give a response to each situation. You may use “Enjoy..., Have a ..., Good ...”
1. I won the singing contest.

Picture 4.6
Data: CH1.P7.A1
Question Number: 1

The reading test provided a sentence. The sentence was “*I won the singing contest*”. The test ordered the student to give an appropriate response to the sentence itself by using “*Enjoy..., Have a..., Good...*”. In doing the test, the student could understand the utterance provided and produce a response according to their prior knowledge which had originality. Therefore, the student could produce the response by themselves.

2. Types reading test represented in the reading test of English textbook entitled “Bupena English”.

a) Matching Test

The researcher found matching test in some chapters; chapter I consist 1 (one) type, chapter II consist 1 (one) type, chapter III consist 1 (one) type, chapter IV consist 2 (two) types, chapter V consist 1 (one) type, chapter VI consist 1 (one) type, chapter VII consist 1 (one) type, and chapter X consist 1 (one) type. Therefore, the total matching test types in the English textbook entitled “Bupena English” for ninth-grade students of junior high school was 10 (ten) types. The percentage of matching test types in the textbook was 13%. One of matching test data was;

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A	B
1. I think we need to change the colour of the wall.	a. It's annoying. It bites my shoes.
2. What if we go hiking this weekend?	b. Yes. The room will look much better.
3. I don't think we need to copy this article.	c. Great. I need some fresh air. Let's ask some friends to join us.
4. What do you think of our new pet?	d. I don't think so either. We have had enough reading.
5. I'm going to join the basketball team.	e. Good for you. You'll be healthier and you'll make some new friends.
6. You should take the blouse. It's beautiful.	f. You're right. The leaves have blocked the path.
7. It's raining. Don't go outside.	g. I like the shape, but I don't like the colour.
8. I think the film was awesome.	h. Do you think so? I'll read it then.
9. You must read this novel. The story is interesting.	i. Uh! Sorry, I was sleeping during the film.
10. We must trim the plants.	j. Too bad. I really wanted to take a walk in the park.

Picture 4.7

Data: CH2.P17.A3

Question Number: 1

The test provided statements and its responses. The test ordered the students to choose appropriate response to the statements provided. The student could analyze the statements and its responses to recognize how they related each other in order a coherent structure. Therefore, this test was included in the term of *matching test* as the type reading test.

b) True or False Reading Test

The researcher found true or false reading test in some chapters; chapter III consist 2 (two) types, chapter VII consist 1 (one) type, and chapter IX consist 3 (three) types. The total of true or false reading test in the English textbook entitled “Bupena English” for ninth-grade students of junior high school was 6 (six) types. The percentage of true or false reading test types in the textbook was 8%. One of true or false reading test data was;



Read the story. Decide if each statement is true or false.

The Magic Box
(A Story from Taiwan)

Once upon a time, there was a poor farmer. He lived with his wife. One day, when he dug his field, he found a big box.

'What's this?' he asked. He brought the box home and showed it to his wife. They did not know what to do with the box. After they had cleaned it, they kept it in their house.

One morning, his wife accidentally dropped an apple into the box. Amazingly, the apple multiplied quickly. Soon the box was filled with apples. The wife was so surprised. She took one apple from the box but another apple replaced the missing one. No matter how many apples were taken out, the box was never empty of apples.

'How about if I drop a coin into this box?' asked the farmer. Surprisingly, the apples disappeared and coins started to multiply inside the box. Soon, the box was full of coins.

The farmer and his wife were very happy. Every day, they collected hundreds of coins from the box. They became very rich.

One day, the farmer's grandfather came and lived with them. He was very old and weak, so the farmer asked him to only take the coins out of the box. After some days, the grandfather was so tired. He wanted to rest, but the farmer got angry with him.

'You are so lazy! You should work harder,' the farmer yelled at his grandfather.

The old man did not say anything. He continued working. Suddenly he fell into the box and died. At once, all the money in the box disappeared and the box was filled with dead grandfathers. The farmer regretted his words, but it was too late. He pulled all the grandfathers out of the box. But there were so many. And the farmer had to use all his money for the funeral.

At the end, the box broke. The farmer became poor again. If only the farmer had treated his grandfather well, he would not have become this unfortunate.

	True	False
1. The farmer made a wooden box for keeping his coins.	<input type="radio"/>	<input type="radio"/>
2. The wife accidentally dropped an apple into the box.	<input type="radio"/>	<input type="radio"/>
3. The old man was old and weak.	<input type="radio"/>	<input type="radio"/>
4. The old man insisted to help the farmer to collect the money.	<input type="radio"/>	<input type="radio"/>
5. The old man died and fell into the box.	<input type="radio"/>	<input type="radio"/>
6. The old man died because he was too tired.	<input type="radio"/>	<input type="radio"/>
7. The farmer didn't find the old man body.	<input type="radio"/>	<input type="radio"/>
8. The farmer treated his grandfather well.	<input type="radio"/>	<input type="radio"/>
9. The farmer spent all of his money for the funeral.	<input type="radio"/>	<input type="radio"/>
10. The box finally was given to the old man.	<input type="radio"/>	<input type="radio"/>

Picture 4.8

Data: CH7.P91-92.A5

Question Number: 1

The test provided a text, correct and incorrect statements, and blank space of true and false column. The test ordered the student to choose or tick true or false in the column based on the information provided. The student could check which one correct and incorrect statement is according to the text. Therefore, this test was included in term of true or false reading test type.

c) Multiple Choices

The researcher found multiple choices in the entire chapters; chapter I consist 2 (two) types, chapter II consist 2 (two) types, chapter III consist 1 (one) type, chapter IV consist 3 (three) types, chapter V consist 1 (one) type, chapter VI consist 1 (one) type, chapter VII consist 3 (three) types, chapter VIII consist 1 (one) type, chapter IX consist 2 (two) types, and chapter X consist 2 (two) types. The total of multiple choices in the English textbook entitled “Bupena English” for ninth-grade students of junior high school was 18 (eighteen) types. The percentage of multiple choices types in the textbook was 23%. One of multiple choice data was;

Read the previous procedure text again. Choose the correct answers.

- What are the main materials for making the object?

A. Cardboard and scissors.	C. A jar lid and scissors.
B. A jar lid and cardboard.	D. Glue and cardboard.
- What is the aim of writing the text?

A. Showing how beautiful a photo frame a jar lid can be become.
B. Describing the materials used to make a photo frame.
C. Describing how to make a photo frame using a jar lid.
D. Explaining the process of decorating a photo.
- The title of the procedure is "Cap Photo Frame." What is the synonym of *cap*?

A. Jar.	C. Gift.
B. Lid.	D. Shape.
- "After that, cut out the picture and then **glue** it" (Step 3)
The bold word has a similar meaning to

A. fix	C. push
B. fold	D. attach
- Which shape goes with the word *triangle*?

A. 	C. 
B. 	D. 

Picture 4.9
Data: CH4.P45.A4
Question Number: 1

The test provided a question, and some option. The option consist one correct answer and three incorrect answers. The test ordered the student to choose the correct answer according to the question given. Therefore, this test was included in the term of multiple choices type.

d) Completion Items

The researcher found completion item in some chapters; chapter II consist 1 (one) type, chapter V consist 2 (two) types, chapter VI consist 3 (three) types, chapter VII consist 1 (one) type, chapter VIII consist 2 (two) types, chapter IX consist 2 (two) types, and chapter X consist 1 (one) type.

The total of completion items type in the English textbook entitled “Bupena English” for ninth-grade students of junior high school was 12 (twelve) types. The percentage of completion items types in the textbook was 16%. One of completion items data was;

Complete the following sentences. Use *already* and the present perfect tense.

1. When are you going to finish your new book?
2. Don't forget to turn off the stove.
3. When does Antonio start his new class?
4. Do you want to read the newspaper?
5. When is Reyhan leaving Semarang?
6. When will Andi and Supinah send their emails?

I *have already finished* it.
 I _____ it _____
 He _____ it.
 No, I _____ it.
 He _____
 They _____ them.



Picture 4.10
Data: CH6.P80.A2
Question Number: 2

The test provided fifth incomplete sentences. The deletion words are selected subjectively. The test ordered the student to complete the test by supplying words or phrase. The student could implement what they learned in the classroom to answer the question. Therefore, this test was included in term of completion items as the type of reading test.

e) Rearrangement Items

The researcher found rearrangement items in some chapters; chapter IV consist 1 (one) type, and chapter VIII consist 1 (one) type. The total of rearrangement items type in the English textbook entitled “Bupena English” for ninth-grade students of junior high school was 2 (two) types. The percentage of rearrangement items type in the textbook was 3%. One of rearrangement items data was;

Order the following words to make good sentences.

1. onion – and – set – it – aside – slice – the

2. grate – squeeze – it – the – coconut – and

3. some – attach – the – using – glue – beads

4. end – of – make – a knot – at – the – the – rope

5. soup – for – simmer – the – about – three – minutes

6. the – from – the – dirt – apples – thoroughly – wash

7. with – a – tip – poke – the – cardboard – of – a knife

8. cheese – as – sprinkle – some – grated – the – topping

9. drawing – some – decorate – the – craft – by – pictures

10. the – paper – into – an – envelope – in – half – and – fold – put – it

Picture 4.11
Data: CH4.P43.A1
Question Number: 2

The test provided jumbled sentences. The test ordered the student to arrange the jumbled sentences to be in correct order. The student could organize or find coherences how the words relate each other. Therefore, this test was included in the term of rearrangement items as the type of reading test.

f) Cloze Procedure

The researcher found cloze procedure in some chapters; chapter II consist 1 (one) type, chapter III consist 1 (one) type, chapter VI consist 2 (two) types, chapter VII consist 1 (one) type, chapter VIII consist 2 (two) types, and chapter X consist 1 (one) type. The total of cloze procedure type in the English textbook entitled “Bupena English” for ninth-grade students of junior high school was 8 (eight) types. The percentage of cloze procedure type in the textbook was 10%. One of cloze procedure data was;

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Fill in the puzzle with the synonym or the meaning of the words. Consult your dictionary.

1.	C										
2.	A										
3.	O										
4.	E										
5.	C										
6.	V										
7.	H										
8.	T										
9.	P										
10.	B										

Clues:

1. party	6. holiday
2. birthday	7. strong and well
3. a home for orphans	8. rip
4. Amuse	9. track
5. competition	10. nibble

Picture 4.12
Data: CH2.P15.A1
Question Number: 2

The test provided incomplete vocabularies, and clues. The test ordered the student to complete the blank spaces based on clue given. The student could recall the vocabularies through understanding the clues. The test was deleted systematically to measure the interdependence word. Therefore, this test was included in the term of cloze procedure as the types of reading test.

g) Open-Ended and Miscellaneous Items

The researcher found open-ended and miscellaneous items in some chapters; chapter I consist 2 (two) types, chapter III consist 2 (two) types, chapter IV consist 2 (two) types, chapter V consist 5 (five) types, chapter VI consist 2 (two) types, chapter VII consist 2 (two) types, chapter VIII consist

3 (three) types, chapter IX consist 2 (two) types, and chapter X consist 1 (one) type. Therefore, the total of open-ended and miscellaneous items type in the English textbook entitled “Bupena English” for ninth-grade students of junior high school was 21 (twenty one) types. The percentage of open-ended and miscellaneous items type in the textbook was 27%. One of cloze procedure data was;

Arrange the following words to form negative sentences. Use the present continuous tense. One has been done for you as an example.

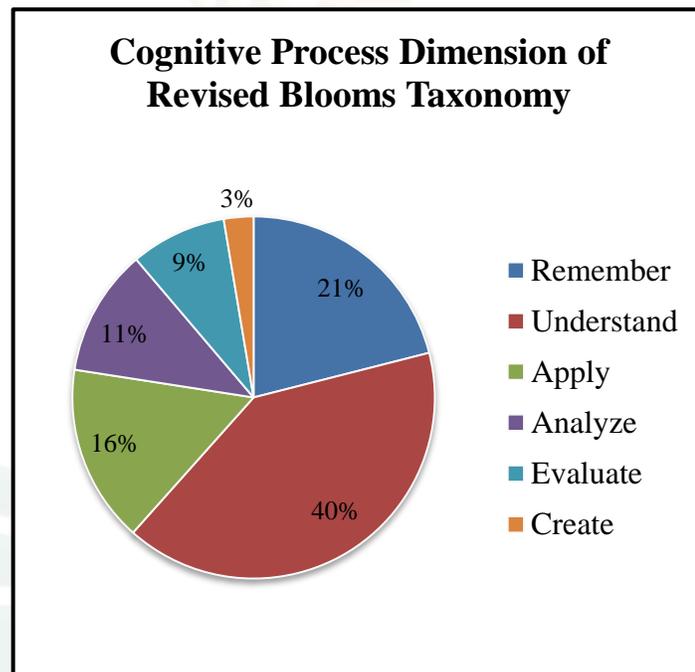
1. (I/wash/my clothes)	<i>I'm not washing my clothes.</i>
2. (it/rain)	_____
3. (sit/on a chair)	_____
4. (the sun/shine)	_____
5. (I/wear/shoes)	_____
6. (I/listen/to music)	_____
7. (I/learn/English)	_____
8. (he/read/a comic)	_____
9. (Nina/sing/a song)	_____
10. (my sister/eat/fried rice)	_____
11. (you/drink/a cup of tea)	_____

Picture 4.13
Data: CH5.P67.A1
Question Number: 2

The test provided incomplete sentences. The test ordered the student to write one sentence based on its clue. The student could implement what they learned in the class about present continuous tense. The students' answer would be a completely subjective response. Therefore, this test was included in the term of open-ended and miscellaneous items as the type of reading test.

Table 4.1
Finding Table of Data Analysis
Cognitive Process Dimension of Revised Bloom's Taxonomy

No	Research Questions	Chapter	Title of Chapter	Cognitive Processes Dimension					
				Remember	Understand	Apply	Analyze	Evaluate	Create
1	What category of cognitive process dimension is in the reading test of English textbook entitled "Bupena English" for IX grade students of junior high school?	I	Good Luck!	12	22	6	10	-	15
		II	I Agree with You	20	6	9	25	-	-
		III	Read Before You Eat	28	24	-	1	27	-
		IV	Follow the Steps	13	48	-	17	1	-
		V	I Was Having a Good Time	20	65	-	-	-	-
		VI	I Have Cleaned the Room	20	-	60	-	5	-
		VII	Happily Ever After	9	47	1	12	10	1
		VIII	The Classroom Is Cleaned Every Day	21	4	50	10	5	-
		IX	Amazing World	13	46	-	1	20	5
		X	Grab It Fast!	11	60	-	14	-	-
Total				167	322	126	90	68	21



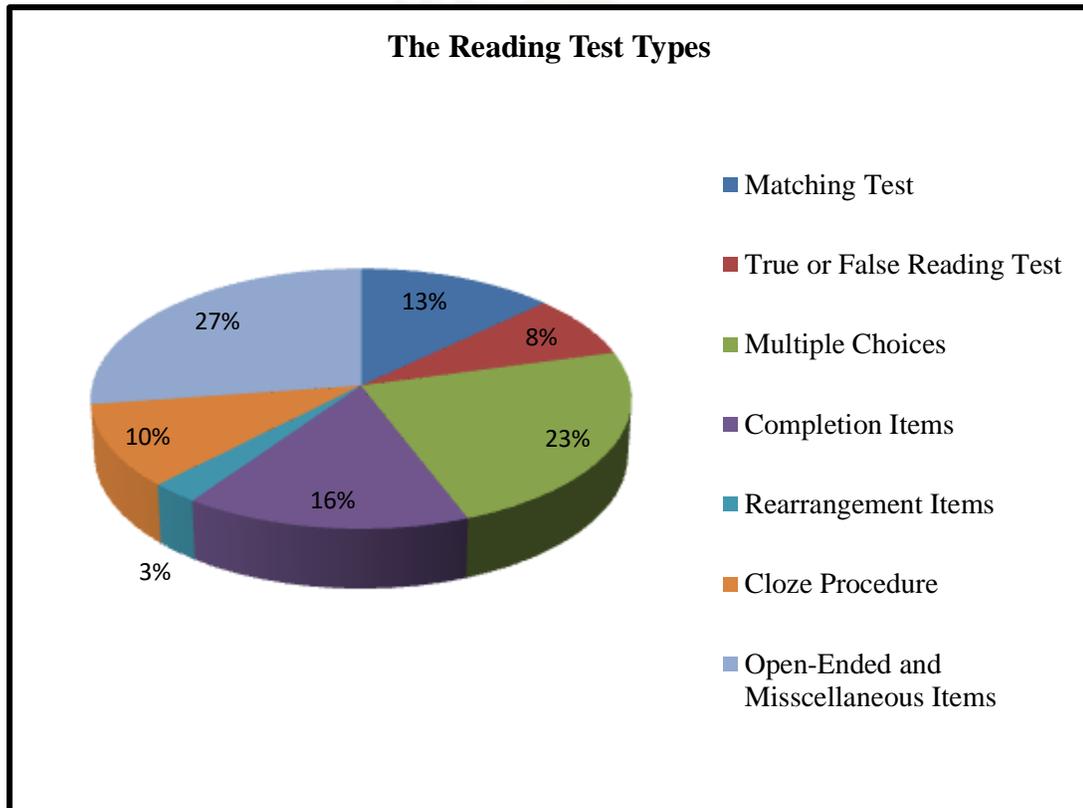
Picture 4.14

The Percentage of Cognitive Process Dimension of Revised Blooms' Taxonomy

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Table 4.1
Finding Table of Data Analysis
Reading Test Types

No	Research Questions	Chapter	Title of Chapter	Reading Test Types							Pages
				Matching Test	True or False Reading Test	Multiple Choices	Completion Items	Rearrangement Items	Cloze Procedure	Open Ended and Miscellaneous Items	
2	What are the types of reading test in English textbook entitled “Bupena English” for IX grade students of junior high school?	I	Good Luck!	1	-	2	-	-	-	2	1-12
		II	I Agree with You	1	-	2	1	-	1	-	13-24
		III	Read Before You Eat	1	2	1	-	-	1	2	25-40
		IV	Follow the Steps	2	-	3	-	1	-	2	41-60
		V	I Was Having a Good Time	1	-	1	2	-	-	5	61-72
		VI	I Have Cleaned the Room	1	-	1	3	-	2	2	73-84
		VII	Happily Ever After	1	1	3	1	-	1	2	85-102
		VIII	The Classroom Is Cleaned Every Day	-	-	1	2	1	2	3	103-114
		IX	Amazing World	-	3	2	2	-	-	2	115-136
		X	Grab It Fast!	2	-	2	1	-	1	1	137-155
Total				10	6	18	12	2	8	21	77



Picture 4.15
The Percentage of Reading Test Types

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Based on the data above, all cognitive process dimension categories of revised Bloom's Taxonomy were presented in the textbook. Remember category represented 167 times or 21%, understand category represented 322 times or 40%, apply category represented 126 times or 16%, analyze category represented 90 items or 11%, evaluate category represented 68 times or 9%, and create category represented 21 times or 3%. Therefore, the total of cognitive process dimension categories represented in the textbook was 794 times. On another hand, the totals of reading test types represented in the textbook were 77. It was consisted of 10 matching tests or 13%, 6 true or false reading tests or 8%, 18 multiple choices or 23%, 12 completion items or 16%, 2 rearrangement items or 3%, 8 cloze procedures or 10%, 21 open-ended and miscellaneous items or 27%. There was one reading test type which didn't include in the reading test called cursory reading. However, the result showed that the totals of cognitive process dimension more represent than the totals of the reading test types. It was because each category reading test accounted for item by item in the reading test type. Thus, all the categories of cognitive processes dimension were presented in the reading test of English textbook based on Lorin W. Anderson, and David R. Krathwohl's theory.

C. Discussion

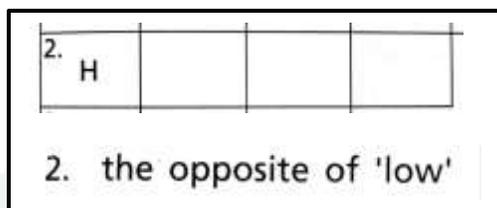
In this section, the researcher discussed findings, there were two important points here;

1. Cognitive Processes Dimension category represented in the reading test of English textbook entitled “Bupena English”.

The researcher discussed six categories represented in the reading test of English textbook. Those were;

- a. Remember

The finding showed 167 (one hundred sixty-seven) times or 21% of remember category (C1) which was represented in the English textbook. One of the data was;



Picture 4.16

Data: CH3.P27.A1

Question Number: 2

The data showed that the reading test provided a blank box that had a letter and clue under the box. The test ordered the student to complete the blank spaces to complete the word which represented the clue given. The word was started from the letter “H”, and the clue was “*the opposite of low*”. In doing the test, the student was given a recall to seek his long-term memory which was suitable to the clue given. The student could

recall the opposite of the word “low” which was started from the letter “H” and only less than three letters to complete the uncompleted word itself.

According to Lorin W. Anderson, and David R. Krathwohl’s theory, remember is recovering relevant knowledge from the long-term memory. Remembering knowledge is meaningful learning to solve the problem in more complexes. The students can be assessed in the simplest process category by giving them recognition or recall task under conditions very similar to those in which students learned the material.³⁹ In recalling, the students seek long term memory to find a few of information and bring the information to the working memory which it can be processed. Therefore, the student could recall what they learned about vocabularies itself to answer the question given.

b. Understand

The finding showed 322 (three hundred twenty-two) times or 40% of understand category (C2) which represented in the English textbook.

One of the data was;

³⁹ Lorin W. Anderson, David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing* (New York: Longman, 2001), 66-69.

The following dialogue is for questions 8–10.

Elli : You look happy. What's up?
 Sam : I got 80 for my English test.
 Elli : Well done, Sam.
 Sam : Thanks. You know, this is the first time I got 80. I usually get 50 or 60.
 Elli : I'm happy for you.



8. Why did Sam look so happy?
 A. He failed to follow an English test.
 B. He found what he'd lost.
 C. He got a good mark.

Picture 4.17
Data: CH1.P5.A2
Question Number: 8

The data showed that the reading test provided a dialogue between Elli and Sam which talked about “*English test score*” and a question that had some options. The options were a correct answer and two wrong answers. The test asked “*why did sam look so happy?*” and the answers options were “*a. He failed to follow an English test., b. He found what he'd lost., and c. He got a good mark*”. Then, the test ordered the student to cross a correct answer according to the question. In doing the test, the student could understand the reason why Sam looks so happy. It meant the student could explain the cause and effect system and absolutely the test measured the students’ understanding deeply.

Based on Lorin W. Anderson, and David R. Krathwohl’s theory, understand means the students build a connection between the new knowledge to be gained and their prior knowledge which is integrated

with existing schemas and cognitive framework.⁴⁰ In understand category, includes explaining indicator. Explaining is constructing and using a cause and effect model of a system which could be delivered by the students.⁴¹ The test had a question “*why did Sam look so happy?*”. Therefore, the student could understand the cause and effect of why did Sam look so happy by crossing a correct answer.

c. Apply

The finding showed 126 (one hundred twenty six) times or 16% of apply category (C3) which represented in the English textbook. One of the data was;

Look at the pictures. What has happened? Choose from the following list.

close the door	go to bed	wash her shoes	stop raining	take a bath	finish the party
No.	Before	Now	Activity		
1.			He has taken a bath.		
2.					

Picture 4.18
Data: CH5.P79.A1
Question Number: 2

⁴⁰ Lorin W. Anderson, David R. Krathwohl, 70.

⁴¹ Lorin W. Anderson, David R. Krathwohl, 75.

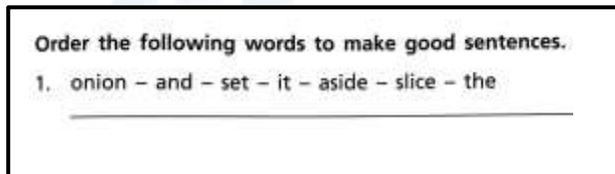
The data showed that the reading test provided two pictures and some utterance options. The test ordered the student to choose an utterance that described the two pictures themselves. The utterance options were “*close the door, go to bed, stop raining, take a bath, and finish the part*”. In doing the test, the student could choose an utterance which related to the pictures and they must change the utterance to be perfect tense form. Therefore, they could execute what they learned about perfect tense in doing the test.

According to Lorin W. Anderson, and David R. Krathwohl’s theory, apply category is procedural knowledge. It means the student can apply the knowledge by using procedures to perform exercises or solve the problem. When the task is a familiar exercise to the students, they will know what procedural knowledge to use. Whereas, when the task is an unfamiliar problem, they must determine what knowledge they will use. Apply had executing and implementing indicators. In executing, it is routinely carrying out a procedure when confronted with a familiar task. The familiarity of the situation often provides appropriate clues to guide the choice of the proper procedure to use.⁴² Therefore, the student could execute what they learned about perfect tense to do the test based on the pictures provided and an example given.

⁴² Lorin W. Anderson, David R. Krathwohl, 77.

d. Analyze

The finding showed 90 (ninety) times or 11% of analyze category (C4) which was represented in the English textbook. One of the data was;



Picture 4.19
Data: CH4.P43.A1
Question Number: 1

The reading test provided a jumbled sentence. The test ordered the student to arrange the word to be a correct sentence. In doing the test, the student analyzed word by word and arranged those to be the correct order. The student could build and find the coherences among the words. Therefore, the sentence would be coherent and systematically arranged.

Based on Lorin W. Anderson, and David R. Krathwohl's theory, analyze is breaking material into its parts and defining how the parts are related to one another and to an overall structure. Analyze has differentiating, organizing, and attributing indicators.⁴³ In organizing, it is an identifying the elements of a communication or situation and recognizing how they relate each other into a coherent structure.⁴⁴ Therefore, the student could organize the words to be correct order by finding coherences among the words.

⁴³ Lorin W. Anderson, David R. Krathwohl, 79.

⁴⁴ Lorin W. Anderson, David R. Krathwohl, 81.

e. Evaluate

The finding showed 68 (sixty-eight) times or 9% of evaluate category (C5) which was represented in the English textbook. One of the data was;

Read the explanation provided and tick TRUE or FALSE based on it.

In order to know the amount of foods you're eating, you can check it from nutrition labels that you can find on the products. From the labels, you can get information on energy, fat, carbohydrates, protein, and salt. For example, kilojoules (kJ) and kilocalories (kcal), which usually referred to as calories are often found on both food and drink labels. Additional information on certain nutrients can also be found there which is usually provided per 100 grams or per portion of the food. The food label provided the nutrition information of a loaf of white bread.

To know if a food is high or low in fat, saturated fat, salt, or sugar, we can take a look at the guidelines:

Nutrition Information

Typical values	100g contains	Each slice (typically 44g) contains	% RI*	RI* for an average adult
Energy	985kJ 235kcal	435kJ 105kcal	5%	8400kJ 2000kcal
Fat	1.5g	0.7g	1%	70g
of which saturates	0.3g	0.1g	1%	20g
Carbohydrate	45.5g	20.0g		
of which sugars	3.9g	1.7g	2%	90g
Fibre	2.8g	1.2g		
Protein	7.7g	3.4g		
Salt	1.0g	0.4g	7%	6g

This pack contains 16 servings
*Reference intake of an average adult (8400kJ/2000kcal)

Nutrition	High	Low
Total Fat	more than 17.5 g of fat per 100 g	3 g of fat or less per 100 g
Saturated Fat	more than 5 g of saturated fat per 100 g	1.5 g of saturated fat or less per 100 g
Sugars	more than 22.5 g of total sugars per 100 g	5 g of total sugars or less per 100 g
Salt	more than 1.5 g of salt per 100 g (or 0.6 g sodium)	0.3 g of salt or less per 100 g (or 0.1 g sodium)

Some nutrition labels have colour-coding to differentiate whether the amounts are high or low. They are red, amber, and green. Red is for high, amber means medium, and green shows low. The more you see green on the labels mean the healthier the contents in the food.

SENTENCE	TRUE	FALSE
1. Kcal is an abbreviation of kilocalories.		

Picture 4.20
Data: CH3.P28.A2
Question Number: 1

The data showed that the reading test provided an advertisement and some statements according to the advertisement itself. The statement was “Kcal is an abbreviation of kilocalories” which was provided in the column. The test ordered the student to tick the column true or false

option next to the statement. In doing the test, the student could make a judgment about the appropriateness between the statement and the information provided in the advertisement. The student could check the data whether it was true or false statement. Therefore, the student could evaluate the data provided in the advertisement itself.

According to Lorin W. Anderson, and David R. Krathwohl's theory, evaluate is the student could make judgments based on criteria and standards. For example, the students make a judgment about the appropriateness of a particular procedure for a specified problem or they make a judgment whether two objects are similar or different. Besides, evaluate has checking and critiquing indicators. In checking, the student can test the errors in an operation even a product⁴⁵. According to the test, the test ordered the student to evaluate whether the statements included in the false or true judgment. Therefore, the student could tick the true or false in the column according to the information of advertisement.

⁴⁵ Lorin W. Anderson, David R. Krathwohl, 83.

f. Create

The finding showed 21 (twenty-one) times or 3% of create category (C6) which was represented in the English textbook. One of the data was;

Read the following texts. Then complete the table below.

Text 1



Cheirotoporus Barconus Saltatore is a scientific name for Horsfield's Tarsiers, which live in Belitung. The locals call these animals *Belek'an*.

Tarsiers are small primates. It is said that the tarsiers are the tiniest primate in the world, due to their less than 150 grams weight. Tarsiers have a distinctive appearance with long tails, which are longer than the entire body and big eyes that seem disproportionate to the little heads. Like every animal which has a tail, tarsier's tail also function to maintain balance. Tarsiers' hair has a unique shade which is between grayish-brown to reddish-brown. They also have long hind legs that help them move from one tree to another. Their long legs are probably due to the elongation of bones in an area called tarsus, located around the foot. This is how they get their name.

Tarsiers are omnivorous, and their favourite food is insects. Their big eyes help them scout for their prey, by rotating a complete 180 degrees.

Tarsiers are nocturnal animals, and like dogs, they mark their territory with their urine. Not only that, they are also just like bats. They communicate using ultrasonic waves. Tarsiers do not move in a pack, because they are solitary animals, but interestingly, just like wolves, tarsiers mate for life.

Sadly, right now there are not many tarsiers left in Belitung. Their population is declining because they are losing their habitat. There are many reasons for the habitat loss, but the main reason is because of humans who cut down the forest for palm oil plantations. Besides that, humans also destroy tarsiers' homes for mining.

Text 2



Bees are insects that can fly. They are closely related to ants and wasps. Bees are known mostly for producing honey and beeswax and also for their role in pollination.

There are many species of bees. There are around 20,000 species from around 9 families. However, these are not their actual number because experts claim that their species and families are most probably more varied than that. Bees can be found anywhere but Antarctica. It may be because they are insects that live in places that have many insects-pollinated flowering plants.

Every bee has a long tongue, which scientifically called a proboscis. Their tongues help them get nectar from flowers. Though male bees and female bees look almost the same, they can be differentiated by their antennae. The male bees have 13 segments in their antennae while the female bees have only 12 segments. All bees have a pair of wings, but some have short and hind wings while others don't. It all depends on the species, sex, and caste.

The smallest bee in the world is called *Trigona minima*. The workers from *Trigona minima* are only 2.1 mm long, and not all can sting. On the other hand, the biggest bee in the world is *Megachile pluto* which are leaf cutters. The females from *Megachile pluto* are around 29 mm long. The most common bees that can be found in the Northern Hemisphere are called Halictidae. They are also called sweat bees. They are often mistaken as flies or wasps due to their small size.

No	Characteristics	Text 1	Text 2
1.	Physical appearance		

Picture 4.21
Data: CH9.P122.A4
Question Number: 1

The data showed that the reading test provided two different texts and a question in the table. The table had two columns of text 1 and 2 next to the characteristic column. The test ordered the student to complete the blank spaces in column text 1 and 2. In doing the test, the student observed the text as his resource to create sentences that represented the characteristic itself. Therefore, the student could produce sentences according to the physical appearance information in both of texts.

According to the Lorin W. Anderson, and David R. Krathwohl theory, create is when a student must take a function of elements from many sources and put them together into a structure or pattern relative to his or her prior knowledge. A new product that it can be observed and more than students' beginning materials is resulted by create category itself. Create has generating, planning, and producing indicators.⁴⁶ In producing, the student carries out a plan for solving a problem based on certain specifications and it has originality and uniqueness in one specification.⁴⁷ Based on the test, the student could produce some words even sentences to explain the characteristic asked. Therefore, they could create the sentences based on their prior knowledge and sources of text that they read.

⁴⁶ Lorin W. Anderson, David R. Krathwohl, 85.

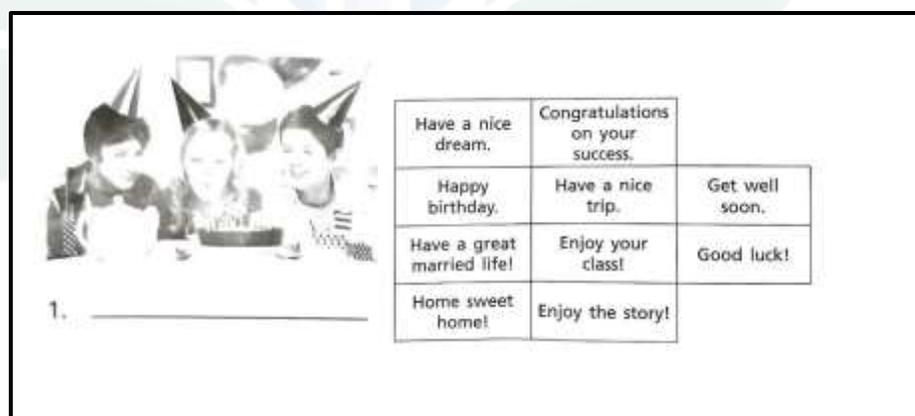
⁴⁷ Lorin W. Anderson, David R. Krathwohl, 87.

2. Types reading test represented in the reading test of English textbook entitled “Bupena English”

The finding showed that there was one of type reading test that it didn't include in the English textbook. Therefore, there were seven types of reading test in the English textbook. Those were as follows;

a. Matching Test

The finding showed 10 (ten) times of matching test which represented in the English textbook. One of the data was;



Picture 4.22

Data: CH4.P3.A1

Question Number: 1

The data showed that the reading test provided a picture and some sentences. The test ordered the student to match the vocabulary to the appropriate sentence. According to the J. B. Heaton theory, matching test is focused on word and sentence recognition. The student discriminates visually between words that are spelled in similar ways. In matching test,

there are three kinds of matching test; word matching, sentence matching, and pictures and sentence matching.

According to the test provided, the test was into pictures and sentence matching. Pictures and sentence matching are the students concentrating on word and sentence comprehension by using pictures to test this skill.⁴⁸ The test maker provided a picture and some the different sentence but there was a sentence that fits the picture itself. Thus, this test included in the term of matching test.

b. True or False Reading Test

The finding showed 6 (six) times of true or false reading test which was represented in the English textbook. One of the data was;

⁴⁸ J. B. Heaton, *Writing English Language Tests: New Edition* (London and New York: Longman Group, 1988). 108.

Read the story. Decide if each statement is true or false.

The Magic Box
(A Story from Taiwan)

Once upon a time, there was a poor farmer. He lived with his wife. One day, when he dug his field, he found a big box.

'What's this?' he asked. He brought the box home and showed it to his wife. They did not know what to do with the box. After they had cleaned it, they kept it in their house.

One morning, his wife accidentally dropped an apple into the box. Amazingly, the apple multiplied quickly. Soon the box was filled with apples. The wife was so surprised. She took one apple from the box but another apple replaced the missing one. No matter how many apples were taken out, the box was never empty of apples.

'How about if I drop a coin into this box?' asked the farmer. Surprisingly, the apples disappeared and coins started to multiply inside the box. Soon, the box was full of coins.

The farmer and his wife were very happy. Every day, they collected hundreds of coins from the box. They became very rich.

One day, the farmer's grandfather came and lived with them. He was very old and weak, so the farmer asked him to only take the coins out of the box. After some days, the grandfather was so tired. He wanted to rest, but the farmer got angry with him. 'You are so lazy! You should work harder,' the farmer yelled at his grandfather.

The old man did not say anything. He continued working. Suddenly he fell into the box and died. At once, all the money in the box disappeared and the box was filled with dead grandfathers. The farmer regretted his words, but it was too late. He pulled all the grandfathers out of the box. But there were so many. And the farmer had to use all his money for the funeral.

At the end, the box broke. The farmer became poor again. If only the farmer had treated his grandfather well, he would not have become this unfortunate.

True False

1. The farmer made a wooden box for keeping his coins.

Picture 4.23
Data: CH7.P92.A1
Question Number: 1

The data showed that the reading test provided a narrative text entitled "*The Magic Box*", a statement, and true or false choices. The test ordered the student to analyze the statement and put the letter (T) true or (F) false according to the appropriateness of the statement in the narrative text itself. Based on J. B. Heaton's theory, true or false reading is a widely used test in reading comprehension. The true or false reading test

items should be fully understood, clear, and concise.⁴⁹ Indeed, the correct and incorrect statements were given to the students.

According to this test, the test ordered the student to read a passage and the student was given a statement. The student was ordered to put the letter T or F in the box next to the statement given. Therefore, this test was included in the term of true or false reading test.

c. Multiple Choices

The finding showed 18 (eight teen) times of Multiple Choices which represented in the English textbook. One of the data was;

Read the dialogues and choose the correct answers.
The following dialogue is for questions 1-4.

Nia : What's the matter? You look sad.
Dandi : My father got sick. He is now in the hospital.
Nia : I'm sorry to hear that. What kind of sickness?
Dandi : The doctor said he has a lung disease.
Nia : I hope he gets well soon.
Dandi : I do hope so. Thanks.



3. What kind of sickness did Dandi's father have?
A. A heart attack.
B. A skin disease.
C. Lung disease.

Picture 4.24
Data: CH1.P4.A2
Question Number: 3

The reading test had a dialogue between Nia and Dandi which talked about Dandi's father was sick, a question, and three answers choices. The answer choices were a correct answer and two wrong

⁴⁹ J. B. Heaton, 114.

answers. After reading the dialogue, the student was ordered to choose a correct answer. Based on J. B. Heaton's theory, multiple choices are a useful way to test reading comprehension. The test is successful in measuring what it is measured depending on the effectiveness of each of the items used. Indeed, all the choices must be grammatically correct and appropriate in some of the distractors.⁵⁰ It meant, the test could be recalled as the multiple choices test when the test had more than two answers choices and the student was ordered to cross a correct answer. Therefore, the test of data included in the term of multiple choices test which.

d. Completions Items

The finding showed 12 (twelve) times of completion items which was represented in the English textbook. One of the data was;

Complete the following sentences with the words in brackets.

1. The soccer players cannot play in the stadium. It _____ (renovate).

Picture 4.25

Data: CH8.P106.A4

Question Number: 1

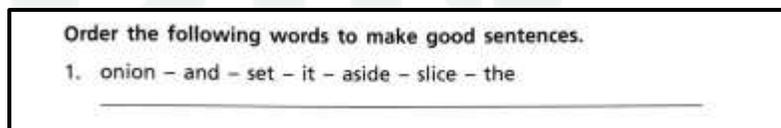
The reading test provided an uncompleted sentence and a vocabulary next to the sentence. The test ordered the student to supply a word even phrase to complete the sentence itself. According to the J. B.

⁵⁰ J. B. Heaton, 117.

Heaton theory, completion items were one the test in reading comprehension. The test ordered the student to supply a word or short phrase. The assessment will prove very difficult when the student is confronted with some the answers ranging from acceptable to unacceptable. Completion items had type 1 and type 2. The test of data included in the term of completion items type 2. It was because the test ordered the student to complete the blank spaces provided in the reading test.⁵¹ It meant the students' answer would be correct or false in completing the word or phrase. Therefore, the test of data was included in the term of completion items.

e. Rearrangement Items

The finding showed 2 (two) times of rearrangement items which was represented in the English textbook. One of the data was;



Picture 4.26
Data: CH4.P43.A1
Question Number: 1

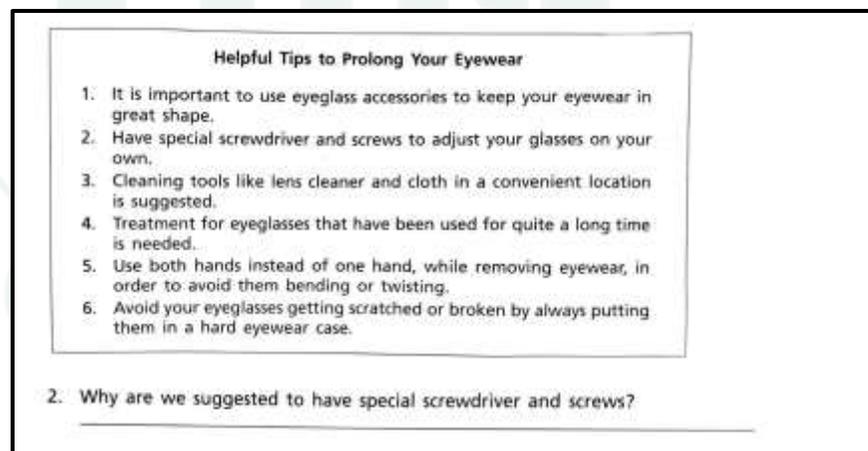
The reading test provided a jumbled sentence. The test ordered the student to order the jumbled sentence to be a good sentence. Based on J. B. Heaton's theory, rearrangement items are particularly useful for testing the ability to understand a sequence of steps in a process or events in a

⁵¹ J. B. Heaton, 124.

test to measure students' reading comprehension in which the words are deleted systematically. The blank substituted for the deleted word would correspond to the length of the missing word but in most cloze tests all the blanks are now of uniform length. Indeed, the test measures the interdependence of phrases, sentences, and paragraphs within the text.⁵³ It meant, cloze procedure was a test that had deleted words systematically and it was ordered the student to complete the blank spaces. The test of data had the same deletion words in each item. Therefore, the test of data was included in the term of cloze procedure.

g. Open-Ended and Miscellaneous Items

The finding showed 21 (twenty one) times of open-ended and miscellaneous items which was represented in the English textbook. One of the data was;



Picture 4.28
Data: CH4.P60.EV
Question Number: 2

⁵³ J. B. Heaton, 131.

The reading test provided a procedure text and a question according to the text. The test ordered the student to answer the question based on information in the text. Based on J. B. Heaton's theory, open-ended and miscellaneous items is a test that is used to produce a completely subjective response. The students' answer required about a one-word answer to one or two sentences. It is always useful to write how scores should be awarded, even if only one person is making the items.⁵⁴ It meant the students' answers would be completely subjective response to the question given. The answer was about one to two sentences. Therefore, the test of data was included in the term of cloze procedure.

Those were the analysis data result of cognitive process dimension of revised bloom's taxonomy and types of reading test. Based on the analysis data, the researcher found the relationship between cognitive with reading test. In creating reading test, the test maker should consider the category of cognitive process dimension that implemented in each item of reading test. According to J. Charles Alderson, each reader has knowledge and ability. The ability is not only to learn new knowledge but ability is to process the information. The reader may have relevant knowledge but they may not possess, or have learned, and their ability is to process the text. It is possible that what distinguishes good readers from poor readers, or poor understanding from good understanding, is not so much the existence of relevant schemata or even ability to activate them, but a more

⁵⁴ J. B. Heaton, 134.

general cognitive ability. Besides, reading ability is crucial to the assessment of reading. If the readers are not able to define what we mean by the ‘ability to read’, it will be difficult to devise means of assessing such abilities.⁵⁵ It means test maker should know the students’ thinking ability before creating the test because the success of assessment in the teaching and learning process is based on how good the test is created by the test maker. Therefore, when the reading test is defined and measured as one of cognitive process dimension of revised bloom’s taxonomy, it becomes relevant that reading test types can demonstrate the students’ cognitive category.

⁵⁵ J. Charles Alderson, *Assessing Reading* (Cambridge: Cambridge University Press, 2000). 48-49.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in chapter three, two conclusions could be drawn as follows;

1. The category of cognitive processes dimension in the reading test of English textbook entitled “Bupena English” for ninth-grade students of junior high school is;

Related to the first objective of this research, there were six categories of cognitive process dimension which was found in the reading test of this English textbook. Those were; remember, understand, apply, analyze, evaluate and create. Based on the finding, the most dominant category represented in this English textbook was “understand” category. It was presented 322 items (three hundred twenty-two) or 40%. The second was “remember” category. It was represented 167 items (one hundred sixty-seven) or 21%. The third was “apply” category. It was represented 126 items (one hundred twenty-six) 16%. The fourth was “analyze” category. It was represented 90 items (ninety) 11%. The fifth was “evaluate” category. It was represented 68 items (sixty-eight) or 9%. And the last was “create” category. It was represented 21 items (twenty-one) 3%.

2. The types of reading test in the English textbook entitled "Bupena English" for ninth-grade students of junior high school are;

The researcher found seven types of reading tests represented in this English textbook. The researcher didn't find one type of reading test, it was cursory reading. The seventh types of reading tests were; matching test, true or false reading, multiple choices, completion items, rearrangement items, cloze procedure, and open-ended and miscellaneous items. This English textbook had 10 (ten) times of matching test types or 13%. It had 6 (six) times of true or false reading types or 8%. It had 18 (eight teens) times of multiple choices or 23%. It had 12 (twelve) times of completion items or 16%. It had 2 (two) times of rearrangement items or 3%. It had 8 (eight) times of cloze procedure or 10%. Lastly, it had 21 (twenty-one) times open-ended and miscellaneous items or 10%. Therefore, the most dominant reading test type was open-ended and miscellaneous items.

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JEMBER

B. Suggestion

Based on the conclusion above, the researcher provided some suggestions for the teacher, other researchers, and textbook writers.

1. For the English teacher

The researcher hoped the result of this thesis could be a consideration to choose relevant English textbooks which consist of cognitive processes dimension category in improving students' thinking skills.

2. For other researchers,

The researcher suggested they analyze the effective and psychomotor of English textbooks and use a better technique in analyzing the data.

3. For the English textbook writer

The researcher found that each chapter had a different total category of cognitive processes dimension. The English textbook had had all the categories. But, it would be better if the writer added a higher level of category to increase the students' thinking ability. For instance, each chapter should be filled all the categories. It would help the student to develop their thinking skills through practicing it level by level. Therefore, the student could practice his English skills based on the cognitive process dimension of revised bloom's taxonomy.

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AUTHENTICITY STATEMENT OF WRITING

The undersigned below:

Name : Zaenol Abidin
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Institution : UIN KH Achmad Siddiq Jember
Place and Date of Birth : Bondowoso, 01st January 2000
Address : Koncer Kidul, Tenggarang, Bondowoso.

Hereby declares that the content of the thesis entitled “**An Analysis of Cognitive Process Dimension in the Reading Test of English Textbook Entitled “Bupena English” for Ninth-Grade Students of Junior High School**” is the result of my research/ work, except in part referred by the source.

Jember, April 18th 2022

Stated by



Zaenol Abidin

NIM. T20186006

Appendix I

RESEARCH MATRIX

TITLE	VARIABLE	Indicator	DATA RESOURCES	RESEARCH METHODS	RESEARCH QUESTIONS
An Analysis of Cognitive Process Dimension in the Reading Test of English Textbook Entitled “Bupena English” for Ninth-Grade Students of Junior High School	Cognitive Process Dimension of Revised Bloom’s Taxonomy	1) Remember 2) Understand 3) Apply 4) Analyze 5) Evaluate 6) Create	English textbook Entitled: “Bupena English” by Erlangga for Ninth-Grade Students of Junior High School	1. Research approach Qualitative approach 2. Types of research Content analysis 3. The technique of data collection Document analysis 4. Data analysis Content analysis based on Donald Ary, et.al a. Familiarizing and organizing b. Coding and reducing c. Interpreting and representing 5. Validity of data Investigator triangulation	1. What category of cognitive process dimension is in the reading test of English textbook entitled “Bupena English” for ninth-grade students of junior high school? 2. What are the types of reading tests in the English textbook entitled “Bupena English” for ninth-grade students of junior high school?
	Reading Test	Types of reading test by J. B. Heaton			

Appendix II: Bibliography of Researcher

Researcher's Bibliography**Personal Information:**

- Name : Zaenol Abidin
- NIM : T20186006
- Gender : Male
- Place, Date of Birth : Bondowoso, 01st January 2000
- Address : Koncer Kidul, Tenggarang, Bondowoso.
- Religion : Islam
- Department/ Majors Courses : Language Education/ English Department
- E-mail Address : zaenolabidin530@gmail.com

Education Background:

2006 – 2012 : SDN Sumber Salam 01

2012 – 2015 : SMP Nurul Kholil

2015 – 2018 : MAN Bondowoso

Achievements:

The 2nd champion of Indonesian speech AKSIOMA 2016

The 1st champion of Storytelling English Olympiad 2018

The 3rd champion of English oratory FTIK's Got Talent 2019

The 1st champion of Podcast Competition IKMPB 2020

The 2nd champion of Writing Poem competition IKMPB 2020

Appendix III: Declaration Sheet

DECLARATION SHEET

The undersigned below;

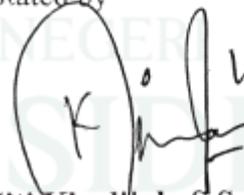
Name : Siti Khodijah, S.S., M.Pd
ID Number : 198609192019032016
Position : Lecturer of UIN KHAS of Jember

Stated that I have validated the data based on the analysis data which was done by Zaenol Abidin in his research entitled ***“An Analysis of Cognitive Process Dimension in the Reading Test of English Textbook Entitled “Bupena English” for Ninth-Grade Students of Junior High School.***

Thus, this declaration sheet is made to be used following the needs.

Jember, February 17th, 2022.

Stated by



Siti Khodijah, S.S., M.Pd
NIP. 198609192019032016

Appendix III: Declaration Sheet

DECLARATION SHEET

The undersigned below;

Name : Nina Hayuningtyas, M.Pd
ID Number : 198108142014112003
Position : Dosen UIN KHAS JEMBER

Stated that I have validated the data based on the analysis data which was done by Zaenol Abidin in his research entitled *“An Analysis of Cognitive Process Dimension in the Reading Test of English Textbook Entitled “Bupena English” for Ninth-Grade Students of Junior High School.*

Thus, this declaration sheet is made to be used following the needs.

Jember, March 02nd, 2022.

Stated by



Nina Hayuningtyas, M.Pd.
NIP. 198108142014112003

Appendix IV: Research Journal

RESEARCH JOURNAL**COLLECTED THE DATA FROM NOTE-TAKING STRATEGY**

No	Things to Do	Time	Notes
1	Specifying and presenting the primary data	September, 18 th 2021	Deciding category of cognitive process dimension and types of reading test that would be analyzed; <ol style="list-style-type: none"> 1. The sixth categories based on the cognitive process dimension of revised bloom's taxonomy. 2. The eighth type of reading test is based on J. B. Heaton's theory.
2	Diving the data	September, 18 th 2021	Choosing the reading test that would be analyzed; <ol style="list-style-type: none"> 1. The sixth categories based on the cognitive process dimension of revised bloom's taxonomy. 2. The seventh type of reading test is based on J. B. Heaton's theory.
3	Counting the data	November, 15 th 2021	Counting the chosen data. How much the data in the textbook would be analyzed; There were 65 reading tests in the 10 th chapter.
4	Coding the data	November, 28 th 2021	Giving the code to every data that had chosen
5	Analyzing the data	December 11 th , 2021	Analyzing the data in every chapter
6	Representing the data	January, 06 th 2022	<ol style="list-style-type: none"> 1. Representing the finding of analysis in the sheet of analysis 2. Describing the sheet of analysis

7	Validation of data	March, 03 rd 2022	Checking and validating the data; Two people English lecturers
8	Conclusion	March, 04 th 2022	Concluding the data, based on the results of analysis data



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SHEET OF ANALYSIS
(English Textbook Entitled Bupena English Published by Erlangga)

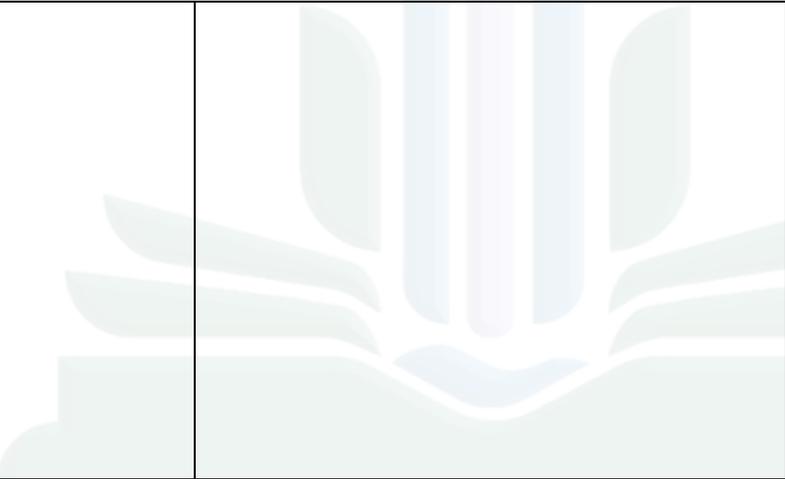
No	Code	Category	Type Reading Test	Data	Item Numbers	Description													
						Category	Type Reading Test												
1	CH1.P3.A1	Understand	Matching Test	<p>Write down the wishes and the compliments under each picture.</p>  <table border="1" data-bbox="997 938 1312 1120"> <tr> <td>Have a nice dream.</td> <td colspan="2">Congratulations on your success.</td> </tr> <tr> <td>Happy birthday.</td> <td>Have a nice trip.</td> <td>Get well soon.</td> </tr> <tr> <td>Have a great married life!</td> <td>Enjoy your class!</td> <td>Good luck!</td> </tr> <tr> <td>Home sweet home!</td> <td colspan="2">Enjoy the story!</td> </tr> </table>	Have a nice dream.	Congratulations on your success.		Happy birthday.	Have a nice trip.	Get well soon.	Have a great married life!	Enjoy your class!	Good luck!	Home sweet home!	Enjoy the story!		1-10	<p>In understand category, there is interpreting indicator. Then, the student could interpret the picture to words.</p>	<p>In matching test, there is picture and sentence matching. It was concentrated on word and sentence comprehension by using picture.</p>
Have a nice dream.	Congratulations on your success.																		
Happy birthday.	Have a nice trip.	Get well soon.																	
Have a great married life!	Enjoy your class!	Good luck!																	
Home sweet home!	Enjoy the story!																		

2	CH1.P3-6.A2	Remember	Multiple Choices	<p>Read the dialogues and choose the correct answers.</p> <p>The following dialogue is for questions 1-4.</p> <p>Nia : What's the matter? You look sad. Dendi : My father got sick. He is now in the hospital. Nia : I'm sorry to hear that. What kind of sickness? Dendi : The doctor said he has a lung disease. Nia : I hope he gets well soon. Dendi : I do hope so. Thanks.</p>  <p>1. Who got sick? A. The girl's father. B. The boy's father. C. The boy's mother.</p> <p>2. Why did Nia say 'I'm sorry to hear that'? A. To apologize for her mistake. B. To show her sympathy. C. To make the boy sad.</p> <p>3. What kind of sickness did Dendi's father have? A. A heart attack. B. A skin disease. C. Lung disease.</p> <p>4. What did Nia hope for Dendi's father? A. He got well soon. B. He rested in peace. C. He found a new place.</p> <p>The following dialogue is for questions 5-7.</p> <p>Ava : I'm leaving for Jakarta next week. Elvis : Do you have something to do there? Ava : Yes! I'm going to join a dance competition. Elvis : A dance competition? Ava : Yes, a dance competition in Inboon. Elvis : Well, good luck! Ava : Thanks.</p>  <p>5. Why does Ava leave for Jakarta? A. To visit the boy. B. To visit her relative. C. To join a dance competition.</p> <p>6. When will Ava leave for Jakarta? A. This week. B. Next week. C. Next month.</p> <p>7. What did Elvis say to wish her luck? A. Yes! B. Thanks. C. Well, good luck!</p> <p>The following dialogue is for questions 8-10.</p> <p>Elli : You look happy. What's up? Sam : I got 80 for my English test. Elli : Well done, Sam. Sam : Thanks. You know, this is the first time I got 80. I usually get 50 or 60. Elli : I'm happy for you.</p>  <p>8. Why did Sam look so happy? A. He failed to follow an English test. B. He found what he'd lost. C. He got a good mark.</p> <p>9. What did Elli say about Sam's success? A. Well done, then. B. Congratulations! C. Good for you.</p> <p>10. What score does Sam usually get? A. 50 or 60 B. 80 C. 90</p> <p>The following dialogue is for questions 11-15.</p> <p>Ivan : How will you spend this school vacation? Dona : I'm going to spend it in Singapore. Ivan : Oh, and how long will you stay there? Dona : About a week. My family and I are going to leave tomorrow. Ivan : Have a great journey, then.</p> 	1, 3, 4, 6, 7, 9, 10, 11, 12, 13, 15.	In remember category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the dialogue that they read.	In multiple choices , there is a question and some options. The student could choose the correct option according to the question given.
		Understand			2	In understand category, there is interpreting indicator. The student could interpret the words to words.	

				<p>Dona : Thank you, Ivan. What about you? How will you spend the vacation? Ivan : I'm going to take a maths Olympiad course. I must prepare myself for this year's competition. Dona : Gee. You're such a hard worker. Ivan : Ha ha ha ha! I don't think so. Dona : Well, I hope your course runs well. I believe you'll soon master math. Ivan : Thank you. I do hope so.</p> <p>11. Where will Dona spend her vacation? A. Hong Kong B. Singapore C. Brunei</p> <p>12. What does Ivan say about Dona's vacation plan? A. Have a great journey. B. Have a nice trip. C. Have fun.</p> <p>13. How will Ivan spend his vacation? A. By taking a maths Olympiad course. B. By doing social activities. C. By joining a competition.</p> <p>14. Why must Ivan take the course? A. For his remedial program. B. For improving his English. C. For preparing for the coming competition.</p> <p>15. What does Dona wish for Ivan plan? A. I hope you take another course. B. I hope your course runs well. C. I hope the course is hard.</p>	5, 8, 14.	<p>In understand category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the dialogue.</p>	
3	CH1.P7.A1	Create	<p>Open Ended and Miscellaneous items</p>	<p>Give a response to each situation. You may use *Enjoy..., Have a ..., Good ...</p> <ol style="list-style-type: none"> I won the singing contest. We have moved to our new house. I got a terrible headache. Happy Birthday! Have a nice trip! I'm leaving for Batu, Malang, to spend my school vacation there. I'm worried about the result of my science test. I'm going to the movies to see 'Sang Pencerah'. I'm so tired. I'm going to bed now. I'm taking the national exam next week. 	1-10	<p>In create category, there is producing indicator which originality and uniqueness become one of specification. Then, the student could make a new product by reorganizing some elements into a structure to be clear.</p>	<p>In open ended and miscellaneous items, the test ordered the student to give response to the situation provided. Thus, the students' answer would be a completely subjective response.</p>

4	CH1.P8-12.EV	Understand	Multiple Choices	<p>A. Choose the correct answers.</p> <p>1. Look at the picture and choose the best wish.</p>  <p>A. Have a great school day, my friend. B. I like the way you speak. Congratulations! C. Congratulations on your graduation! I'm happy for you. D. Congratulations on being the best singer. You did very well.</p> <p>2. Look at the picture and choose the best wish.</p>  <p>A. Congratulations on your achievement. B. Congratulations on your graduation. C. Have a wonderful birthday! D. Have a great journey!</p> <p>3. Look at the picture and choose the best option.</p>  <p>A. Have a great weekend. B. What a wonderful day! C. How beautiful. Thank you. D. You did it! I knew you could do it.</p> <p>4. Look at the picture and choose the best wish.</p>  <p>A. Happy New Year! B. Congratulations! C. Have a nice day! D. Good job!</p> <p>Questions 5-8 are based on the following dialogue.</p> <p>Wahyu : The children haven't come yet. Zaenal : No, they haven't. I'm worried. Wahyu : Me too. (5) . . .</p> <p>5. A. Where are you? B. Why are they here? C. Where are they from? D. Why are they so late?</p> <p>6. A. I don't think they will come. B. I hope everything is alright. C. I can't understand why. D. I need you to know.</p> <p>7. on story your success in the contest</p> <table border="1" data-bbox="1060 479 1291 527"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td colspan="7">congratulations telling</td></tr> <tr><td>8</td><td colspan="6">9</td></tr> <tr><td>A.</td><td>8-1-3-4-7-5-2-9-6</td></tr> <tr><td>B.</td><td>8-1-3-4-9-6-5-2-7</td></tr> <tr><td>C.</td><td>8-1-3-4-5-6-2-9-7</td></tr> <tr><td>D.</td><td>8-1-3-4-7-6-2-5-9</td></tr> </table> <p>8. you every day joy your special wishing on</p> <table border="1" data-bbox="1060 609 1323 706"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>A.</td><td>7-1-3-4-8-5-2-6</td></tr> <tr><td>B.</td><td>7-1-2-4-3-5-6-8</td></tr> <tr><td>C.</td><td>7-1-2-8-8-5-3-4</td></tr> <tr><td>D.</td><td>7-1-2-4-8-5-6-3</td></tr> </table> <p>9. the congratulations exam on passing</p> <table border="1" data-bbox="1060 722 1228 803"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>A.</td><td>2-3-5-1-4</td></tr> <tr><td>B.</td><td>2-4-3-1-5</td></tr> <tr><td>C.</td><td>2-4-1-5-3</td></tr> <tr><td>D.</td><td>2-4-5-1-3</td></tr> </table> <p>10. on being as congratulations the best student in school elected</p> <table border="1" data-bbox="1060 820 1323 933"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>A.</td><td>4-1-2-10-3-5-6-7-8-9</td></tr> <tr><td>B.</td><td>4-1-2-9-3-5-8-7-10-8</td></tr> <tr><td>C.</td><td>4-1-2-3-5-10-6-7-8-9</td></tr> <tr><td>D.</td><td>4-1-2-10-3-8-6-5-7-9</td></tr> </table> <p>11. Selena : ... on your exam, Justin. Justin : Thanks. I need that. A. Bad luck. B. Good luck. C. Wish me luck. D. Congratulations.</p> <p>12. Gómez : ... on your success as the winner of the Grammy Awards. Beiber : Thanks a lot. A. Congratulations. B. Wish you luck. C. Well done. D. Good luck.</p> <p>13. Sheerah : I hope you ... Sia : Thank you. I feel better now. A. can go home. B. get well soon. C. get good mark. D. stay in the hospital.</p> <p>15. A. Are they yours? B. What can we do. C. What do you think. D. Do you want to borrow them.</p> <p>16. A. They are not so good. B. Don't be so sure. C. Congratulations. D. Look at them.</p> <p>Questions 17-18 are based on the following text.</p> <div data-bbox="1081 1144 1291 1242" style="border: 1px solid black; padding: 5px;"> <p>Have a Special 'Nepes' Day! Nepes Day is a time for remembering our past and thinking our future. Your friend, Linda</p> </div> <p>17. Who sent the card? A. The teacher. B. Your friend. C. The school. D. Linda.</p>	1	2	3	4	5	6	7	congratulations telling							8	9						A.	8-1-3-4-7-5-2-9-6	B.	8-1-3-4-9-6-5-2-7	C.	8-1-3-4-5-6-2-9-7	D.	8-1-3-4-7-6-2-5-9	1	2	3	4	5	6	7	8	A.	7-1-3-4-8-5-2-6	B.	7-1-2-4-3-5-6-8	C.	7-1-2-8-8-5-3-4	D.	7-1-2-4-8-5-6-3	1	2	3	4	5	A.	2-3-5-1-4	B.	2-4-3-1-5	C.	2-4-1-5-3	D.	2-4-5-1-3	1	2	3	4	5	6	7	8	9	10	A.	4-1-2-10-3-5-6-7-8-9	B.	4-1-2-9-3-5-8-7-10-8	C.	4-1-2-3-5-10-6-7-8-9	D.	4-1-2-10-3-8-6-5-7-9	1, 2, 3, 4, 20.	In understand category, there is interpreting indicator. Thus, the student could interpret the picture to words or words to picture.	5, 18.	In understand category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the dialogue or card.	19	In understand category, there is summarizing indicator. The student could suggest a single statement that represented the	In multiple choices , there is a question and some options. The student could choose the correct option according to the question given.
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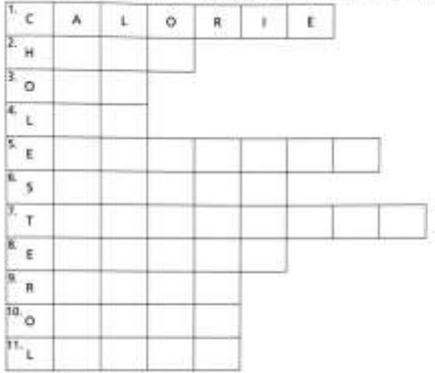
		<p>Apply</p>		<p>14. Tomo : I'm going to have my final test tomorrow. Mother: You have to study hard, then. Tomo : ... mom. Mother: Sora. A. OK B. I hope so C. Wish me luck D. Wish you luck</p> <p>15. What is the intention of sending the card? A. To invite someone to come to a birthday party. B. To wish for someone's birthday. C. To hope for a wonderful time. D. To send smiles.</p> <p>16. "Filled with smiles and happiness" Which of the following pictures represents the underlined word? A.  B.  C.  D. </p> <p>17. Questions 15-16 are based on the following dialogue. Novi : Wow, a pair of new in-line skates! Reza : Yeah. (15) ... Novi : They look sporty and light. Reza : Indeed. They are the best. Novi : (16) ... Reza. Hope you can gain more achievements with the new shoes. Reza : Thanks, Nov.</p> <p>18. Why did she send the card? A. To wish her friend a sacred Nyepi Day. B. To let her friend know about Nyepi Day. C. To warn her friend about the sacred Nyepi Day. D. To ask her friend to celebrate Nyepi Day together.</p> <p>19. Questions 19-20 are based on the following picture. </p> <p>20. Hana : I want to continue my studies in a high school. Tom : Well, I think I know the reason. Hana : (20) ... Tom : Well, I hope you will be a successful veterinarian in the future. Hana : (21) ...</p> <p>21. A. give B. come C. enroll D. convince</p> <p>22. A. farmer B. teacher C. engineer D. shopkeeper</p> <p>23. A. I wish you will stay. B. I wish you all the best. C. I hope you will tell me D. I hope you enjoy your trip</p> <p>24. A. I bet you do. B. You don't know. C. You cannot guess! D. I must not tell you about it.</p> <p>25. A. How did you know B. You know it, Tom. C. Thanks, Tom. D. I see it.</p>	<p>6, 11, 12, 13, 14, 16.</p>	<p>information. In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about hope and congratulations materials.</p>	
		<p>Remember</p>		<p>15. What is the intention of sending the card? A. To invite someone to come to a birthday party. B. To wish for someone's birthday. C. To hope for a wonderful time. D. To send smiles.</p> <p>20. "Filled with smiles and happiness" Which of the following pictures represents the underlined word? A.  B.  C.  D. </p> <p>17. Questions 21-25 are based on the following dialogue. Hana : What are you going to do after graduating? Tom : I am going to follow my parents' move to Lampung. Hana : Are you? Tom : Yes. I think I am going to (21) ... myself in a vacation school. Hana : Why? Tom : I want to learn about farming. Hana : Oh, Tom : I want to be a successful (22) ... in the future. Hana : Well, (23) ... there in Lampung. Tom : Thanks, Hana. What about you? What is your plan?</p> <p>21. A. give B. come C. enroll D. convince</p> <p>22. A. farmer B. teacher C. engineer D. shopkeeper</p> <p>23. A. I wish you will stay. B. I wish you all the best. C. I hope you will tell me D. I hope you enjoy your trip</p> <p>24. A. I bet you do. B. You don't know. C. You cannot guess! D. I must not tell you about it.</p> <p>25. A. How did you know B. You know it, Tom. C. Thanks, Tom. D. I see it.</p>	<p>17</p>	<p>In remember category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the dialogue that they read.</p>	

		Analyze			7, 8, 9, 10, 15, 21, 22, 23, 24, 25.	In analyze category, there is organizing indicator. Therefore, the student could organize or find coherences how the words relate each other.	
		Create	Miscellaneous Items		1- 5	In create category, there is producing indicator which originality and uniqueness become one of specification. Then, the student could make a new product by reorganizing some elements into a structure to be clear.	In open ended and miscellaneous items , the test ordered the student to give response to the situation provided. Thus, the students' answer would be a completely subjective

		Understand		<p>The following dialogue is for questions 6-10.</p> <p>Elsa : I want something different for this year's the school anniversary this year. Jack : Yes? What's on your mind? Elsa : I want some new contests, such as cooking contest and fashion show contest. Jack : I agree with the cooking contest, but I don't agree with the fashion show contest. Elsa : What if we have a storytelling instead? Jack : You mean storytelling in English? Elsa : Well, I am not sure. In English or in Indonesian, I can't decide. Jack : How about both? Elsa : You mean there are two storytelling contests, in English and in Indonesian? Jack : Yes. What do you think? Elsa : Awesome!</p> <p>6. What did Elsa suggest for the school anniversary this year? A. A cooking class. B. A make-up class. C. Some new contests.</p> <p>7. Which contest did Jack agree with? A. Cooking contest. B. Make-up demo. C. Modelling contest.</p> <p>8. What did Jack say to show that he didn't agree? A. I don't agree. B. I don't know. C. I don't like it.</p> <p>9. What did Elsa suggest as an alternative? A. Storytelling. B. Story-writing. C. Poem-reading.</p> <p>10. How many storytelling contests will they have? A. One. B. Two. C. Three.</p>	5	In understand category, there is interpreting indicator. The student could interpret or convert words to words.	
					7	In understand category, there is summarizing indicator. Thus, the student could suggest a single statement that presented the information in the dialogue.	
7	CH2.P17-18.A3	Analyze	Matching Test	<p>(A)</p> <p>1. I think we need to change the colour of the wall.</p> <p>2. What if we go hiking this weekend?</p> <p>3. I don't think we need to copy this article.</p> <p>4. What do you think of our new pet?</p> <p>5. I'm going to join the basketball team.</p> <p>(B)</p> <p>a. It's annoying. It bites my shoes.</p> <p>b. Yes. The room will look much better.</p> <p>c. Great. I need some fresh air. Let's ask some friends to join us.</p> <p>d. I don't think so either. We have had enough reading.</p> <p>e. Good for you. You'll be healthier and you'll make some new friends.</p>	1-10	In analyze category, there is organizing indicator. Indeed, the student could identify the elements of a communication how they relate each other.	In matching test , there is sentence matching. Indeed, the student could match the statement to its response.

			<p>6. You should take the blouse. It's beautiful.</p> <p>7. It's raining. Don't go outside.</p> <p>8. I think the film was awesome.</p> <p>9. You must read this novel. The story is interesting.</p> <p>10. We must trim the plants.</p> <p>f. You're right. The leaves have blocked the path.</p> <p>g. I like the shape, but I don't like the colour.</p> <p>h. Do you think so? I'll read it then.</p> <p>i. Uh! Sorry, I was sleeping during the film.</p> <p>j. Too bad. I really wanted to take a walk in the park.</p>			
8	CH2.P20-24.EV	Apply	<p>A. Choose the correct answers.</p> <p>1. A : What if we go camping this coming vacation? B : ... I love camping. A. I'm doubtful. B. Sounds great. C. Let's go somewhere else. D. Well, I will have to think about it.</p> <p>2. A : It's a beautiful painting, don't you think? B : ... All the things in the painting look alive. A. You're right. B. I love painting. C. I don't think so. D. You don't know.</p> <p>3. A : Yogs is such a helpful person, I think. B : ... He's always ready to give a hand to those who need help. A. Indeed. B. You're wrong. C. I don't think so. D. That is not true.</p> <p>Questions 4-6 are based on the following dialogue.</p> <p>Fekri : These math problems are so difficult. Purba : (4) ... I have worked on them for hours. Fekri : What about you, Rahma? (5) ...? Rahma : Well, actually (6) You just need to reread the formulas given by our teacher.</p> <p>4. A. You're right. B. I don't agree. C. You're wrong. D. I don't think so.</p> <p>5. A. What do you think of them? B. Do you know about them? C. Do you make it easy? D. Do you like math?</p> <p>6. A. they are not that difficult. B. they are so difficult. C. you are stupid. D. you are right.</p> <p>7. A : What do you think of 'Spiderman Seven' film? B : ... I haven't seen the film yet. A. I can't say anything. B. I don't think so. C. You are right. D. Yes, it is.</p> <p>8. A : Do you think it's going to rain? B : ... A. Yes, look at the sky. B. The rain has gone.</p> <p>9. A : How do you like your new school, dear? B : ... I have made friends. They are nice. A. I don't want to stay. B. I think I like it. C. I don't like it. D. Yes, it is.</p> <p>10. A : It's a beautiful day, isn't it? B : ... A. Yes, it is. B. The air is here. C. The day is always bright. D. There are some people there.</p> <p>Questions 11-12 are based on the following dialogue.</p> <p>Mother : Where (11) ... to go? It's almost nine. Thomas : I'm going to return this notebook to Bobby. Mother : Can't you do it tomorrow? Thomas : No, I must return it tonight. I have promised him. Mother : OK, but please take your cell phone with you (12) ... I can contact you. Thomas : Sure.</p> <p>11. A. will you B. you going C. are you go D. are you going</p> <p>12. A. in order to B. although C. because D. so that</p> <p>Questions 13-14 are based on the following dialogue.</p> <p>Wahyu : We're going to have a day off tomorrow. What shall we do?</p>	1, 2, 3, 4, 7, 8, 9, 10, 19.	In apply category, there is implementing indicator. The test ordered the student to implement what they learned in the classroom about agreement and disagreement.	In multiple choices , there is a question and some options. The test ordered the student to choose a correct answer.
		Analyze		5, 6, 11, 12, 13, 14, 15, 17, 18, 20.	In analyze category, there is organizing indicator. Indeed, the student could identify the elements of a communication how they relate each other.	

	Remember		<p>Sti : Why don't we go to Water Blaster? Wahyu : It's so far from here. We (13) ... go there by our bicycle. Sti : We can go by bus (14) ... arrive there fast. Wahyu : Ok. Let's go there tomorrow.</p> <p>13. A. can B. will C. must D. can't</p> <p>14. A. so B. so that C. because D. in order to</p> <p>15. Anbar : Oh no, the assignment is so difficult. Mother: Why don't you ask your brother for a help? They ... help you if you need help. A. will B. can't C. don't D. will not</p> <p>Question 16 is based on the following text. From: Varel Dear Ima, Turn on the TV now. IKOS athletes are playing. I agree with you, they are excellent. I think they will win the competition.</p> <p>16. Based on the text, we can conclude that Varel ... with Ima's opinion about IKOS. A. agree B. agrees C. disagree D. disagrees</p> <p>Questions 17-18 are based on the following dialogue. Lusi : (17) ... backpack do you think is the best for me? Umi : Well, I think the blue one is the best. Lusi : I think it's too big. (18) ... the green one? Umi : The green one is good, too. The colour is pretty.</p> <p>17. A. What B. When C. Where D. Which</p> <p>18. A. What B. Which C. How will D. What about</p> <p>Questions 19-20 are based on the following dialogue. Diba : Our backyard needs some more plants. Ola : (19) ... Let's plant some flowers there. Diba : Sunflowers will be wonderful. Their yellow colour will brighten our yard. Ola : Yeah, but roses are beautiful, too. Diba : Okay. We (20) ... to plant roses and sunflowers.</p> <p>19. A. Let's go. B. We need it. C. You're right. D. Are you sure?</p> <p>20. A. are going B. must C. will D. are</p>	16, 22.	In remember category, category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the dialogue that they read.	
	Understand		<p>Questions 21-25 are based on the following dialogue. father : Why is Tania crying? Mother : She just lost her wallet. father : Really? Mother : Yes. I think I am going to ask her to go shopping, so that she will forget about her wallet. father : Brilliant. You could buy her a new wallet too. Mother : Oh, okay. I almost forget about that. father : Why don't you make a list of things that you want to buy? Mother : Okay, that's a good idea, so I won't miss any important things. father : Yes. By the way, do you want me to take you to the market? Mother : Can you? Aren't you busy? father : I am busy, but I want to cheer her up, too. Mother : Thank you. Okay, we will leave at seven. father : Okay.</p> <p>21. What is the dialogue about? A. A quarrel about the lost wallet. B. A cheerful girl, called Tania. C. A plan to comfort someone. D. A plan to go shopping.</p> <p>22. What has happened to Tania? A. She has lost her wallet. B. She has failed to keep her promise. C. She has missed some important things. D. She has refused to go to the market.</p> <p>23. "Brilliant. ..." Why does father say it? A. To tell how smart Tania is. B. To praise the new wallet. C. To express his agreement. D. To show his gratitude.</p> <p>24. What is father going to do to make Tania happy? A. Take Tania and her mother to the market. B. Give her some money for shopping. C. Make her busy by helping him. D. Buy her a new wallet.</p> <p>25. By reading the text, we know that Father ... with Mother's idea to cheer Tania up. A. complains B. supports C. agrees D. rejects</p>	21, 24.	In understand category, there is summarizing indicator. The student could suggest a single statement that represented the information.	
				23, 25.	In understand category, there is interpreting indicator. The student could	

		Analyze		<p>Sari : Our room looks dull. Sonya : Indeed. Sari : Shall we (1) _____ it? Sonya : I guess so. I want the walls to be grey. Sari : Well, I have just read an article saying that grey is not good colour for rooms. Sonya : Really? What does the (2) _____ say? Sari : Well, she says that grey colour makes the residents feel gloomy and stuck. Sonya : Well, that's ridiculous, actually. (3) _____ I don't want to feel gloomy and stuck, either. Sari : Come on, there are a lot of colours to choose. Sonya : Yeah, you are right. What about you? What colour do you want for the wall? Sari : White, I think. Sonya : I am sorry, but don't you think white is a little (4) _____? I see white everywhere. The fence of our house is white. Even our school is white. Sari : You are right, I guess. What should we do then? Sonya : What (5) _____ we cover the walls with wallpaper? Sari : Wow! I like the idea, but I heard wallpaper is expensive. Sonya : Well, we won't cover all walls, only one or two. Sari : Let's tell father about it.</p> 	1-5	interpret the words to words. In analyze category, there is organizing indicator. Therefore, the student could organize or find coherences how the words relate each other.	In completion items , the deletion words are selected subjectively. Then, the student could supply a word to complete the dialogue.
9	CH3.P27.A1	Remember	Cloze Procedure	<p>Read the clues and fill in the following boxes. Number 1 has been done for you.</p>  <p>1. a unit of energy which is used as a measurement for the amount of energy which food provides 2. the opposite of 'low' 3. a smooth, thick liquid produced from animals or plants that is used in cooking. 4. the opposite of 'high' 5. similar to 'outside' 6. a soft silver-white chemical element which is found in salt 7. a type of fat which is produced by hydrogenation (w/when vegetable oil is made into solid fat) and is used in margarine, fried foods, etc. 8. the power and ability to be mentally and physically active 9. to use water to clean soap or dirt from something 10. It has a similar meaning to 'happen'. 11. a piece of paper or other material which gives information about the object. it is fixed to</p>	2-11	In remember category, there is recalling. Indeed, the student could recall seeking long term memory. It could find a few of information and bring it to the working memory where it could be processed.	In cloze procedure , the words are deleted systematically to measure the interdependence phrase, sentences and paragraph. Indeed, the student could complete the blank spaces based on the clue given.

10

CH3.P28-29.A2

Evaluate

True or False Reading

Read the explanation provided and tick TRUE or FALSE based on it.

In order to know the amount of foods you're eating, you can check it from nutrition labels that you can find on the products. From the labels, you can get information on energy, fat, carbohydrates, protein, and salt. For example, kilojoules (kJ) and kilocalories (kcal), which usually referred to as calories are often found on both food and drink labels. Additional information on certain nutrients can also be found there which is usually provided per 100 grams or per portion of the food. The food label provided the nutrition information of a loaf of white bread.

To know if a food is high or low in fat, saturated fat, salt, or sugar, we can take a look at the guidelines:



Typical values	100g contains	Each slice (typically 44g) contains	% RI*	RI* for an average adult
Energy	985kJ 235kcal	435kJ 105kcal	5%	8400kJ 2000kcal
Fat	1.5g	0.7g	1%	70g
of which saturated	0.3g	0.1g	1%	20g
Carbohydrate	45.5g	20.0g		
of which sugars	3.8g	1.7g	2%	90g
Fibre	2.5g	1.2g		
Protein	7.3g	3.4g		
Salt	1.8g	0.8g	7%	6g

This pack contains 18 servings.
*Reference Intake of an average adult (8400kJ/2000kcal)

Nutrition	High	Low
Total Fat	more than 17.5 g of fat per 100 g	3 g of fat or less per 100 g
Saturated Fat	more than 5 g of saturated fat per 100 g	1.5 g of saturated fat or less per 100 g
Sugars	more than 22.5 g of total sugars per 100 g	5 g of total sugars or less per 100 g
Salt	more than 1.5 g of salt per 100 g (or 0.6 g sodium)	0.3 g of salt or less per 100 g (or 0.1 g sodium)

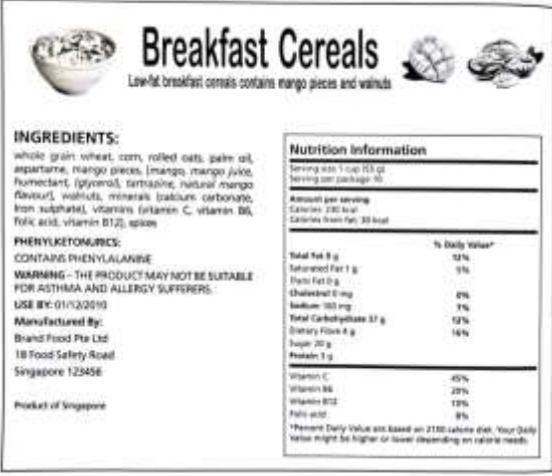
Some nutrition labels have colour-coding to differentiate whether the amounts are high or low. They are red, amber, and green. Red is for high, amber means medium, and green shows low. The more you see green on the labels mean the healthier the contents in the food.

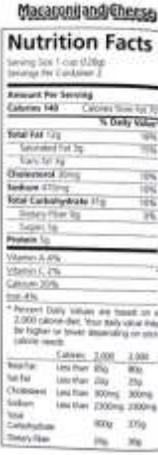
SENTENCE	TRUE	FALSE
1. Kcal is an abbreviation of kilocalories.		
2. All nutrition information on a label is provided per 10 grams and not per portion of the food.		
3. RI stands for Raw Intake.		
4. A pack of food may contain more than one serving.		
5. An adult needs approximately 2000 kcal every day.		
6. A product is considered to be low in sugar if it contains more than 22.5 g of sugars per 100 g.		
7. A product is considered to be high in saturated fat if it contains more than 5 g of saturated fat per 100 g.		
8. A product is considered to be high in salt if it contains more than 1.5 g of salt per 100 g.		
9. If the nutrition label uses red colour for salt, it means the product is high in salt.		
10. If the nutrition label uses green colour for saturated fat, it indicates that the product is low in saturated fat.		

1-10

In **evaluate** category, there is checking indicator. The student could test for errors in a product. Therefore, the student could make judgment based on its information provided.

In true or false reading, there is a correct and incorrect statement which is given to the students. Thus, the student could tick true or false based on the information provided.

11	CH3.P29-P30.A3	Understand	Matching Test	<p>Read the label. Match each word with the correct meaning.</p>  <p>1. flammable 2. contain 3. external use 4. irritation 5. thoroughly</p> <p>a. in a detailed and careful way b. to have something inside c. a painful or sore feeling in a part of the body d. for outside use e. describes something that burns easily</p>	1-5	In understand category, there is interpreting indicator. The student could interpret the words to words.	In matching test, there is picture and sentence matching. It was concentrated on word and sentence comprehension.
12	CH3.P30-31.A4	Evaluate	True or False Reading	<p>Observe the two labels provided. Answer the questions.</p> 	1-10	In evaluate category, there is checking indicator. The student could test for errors in a product. Therefore, the student could make judgment based on its information provided.	In true or false reading, there is a correct and incorrect statement which is given to the students. Thus, the student could tick true or false based on the information provided.

				<p style="text-align: center;">GISTA Cough Syrup Sussartree for Kids. 125ML</p> <p>GISTA syrup is homeopathic combination for children that helps relieve coughs. This product is Best for used 2 to 12 years old children. It is most useful for dry and productive coughs. GISTA has a pleasant honey-based flavour.</p> <p>INGREDIENTS Antimonium tartaricum 6ch, Bryonia dioica 3ch, Cocculus cacti 3ch, Drosera 3ch, Ipecacuanha 3ch, Pulsatilla 6ch, Rumex crispus 6ch, Spongia tosta 3ch, Strickia pulmonaria 3ch.</p> <p>INACTIVE INGREDIENTS honey, sucrose, purified water, monohydrate, citric acid, sodium benzoate.</p> <p>DOSAGE adult-by 1 tablespoon 3-5 times/day; children-by 1 teaspoon 3-5 times/day. Consult with your doctor for duration of use.</p> <p>SIDE EFFECT Currently there are no side effects found. If you experience any, please consult with the doctor.</p> <p>CONTRA INDICATIONS Increased individual sensitivity to the individual components of the drug.</p> <p>PREGNANCY AND LACTATION Consult with your doctor first. Please consider the syrup contains 200 mg Ethanol/ tablespoon and 69 mg Ethanol/teaspoon.</p> <p>CAUTIONS If no improvement is found after several days, please consult with your doctor. People with diabetes should be considered. Each tablespoon of syrup contains 0.34 HE, each teaspoon of syrup contains 0.11 HE.</p> <p>It has no effects on ability to drive vehicles and management mechanisms.</p> <p>TERMS AND CONDITIONS OF STORAGE Put the drug in a dry place and protected from light at temperature from 15° to 25°C. Out of reach of children. Shelf life is up to 5 years.</p> <p>GISTA is manufactured by PT. BDM Makmur, Tangerang.</p> <table border="1" data-bbox="766 527 1165 755"> <thead> <tr> <th>No.</th> <th>Content</th> <th>Available</th> <th>Not Available</th> </tr> </thead> <tbody> <tr><td>1.</td><td>Name of the product</td><td></td><td></td></tr> <tr><td>2.</td><td>Weight of the product</td><td></td><td></td></tr> <tr><td>3.</td><td>Ingredients</td><td></td><td></td></tr> <tr><td>4.</td><td>Nutrition facts</td><td></td><td></td></tr> <tr><td>5.</td><td>Side effects</td><td></td><td></td></tr> <tr><td>6.</td><td>Manufacturer</td><td></td><td></td></tr> <tr><td>7.</td><td>Contraindications</td><td></td><td></td></tr> <tr><td>8.</td><td>Cautions/Warnings</td><td></td><td></td></tr> <tr><td>9.</td><td>Expiry date</td><td></td><td></td></tr> <tr><td>10.</td><td>Dosage</td><td></td><td></td></tr> </tbody> </table>	No.	Content	Available	Not Available	1.	Name of the product			2.	Weight of the product			3.	Ingredients			4.	Nutrition facts			5.	Side effects			6.	Manufacturer			7.	Contraindications			8.	Cautions/Warnings			9.	Expiry date			10.	Dosage				
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13	CH3.P32-34.A1	Remember	Open Ended and Miscellaneous Items	<p>Read the labels. Answer the questions.</p> <p>Questions 1-6 are based on the adjacent label.</p> <ol style="list-style-type: none"> How much is one serving size? How many persons is one container intended for? Is the saturated fat of the product low or high? How do you know? Is the sodium of the product low or high? How do you know? How much calcium does the product contain? Does the product contain fibre? <p>Questions 7-9 are based on the following label.</p>   <p>1, 2, 5, 6, 7, 8, 9, 10, 11.</p>	<p>In remember category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the product that they read.</p>	<p>In open ended and miscellaneous items, the test ordered the student to give response to the situation provided. Thus, the students' answer would be a completely subjective</p>																																												

		Understand		<p>7. What is the name of the product?</p> <p>8. What are the ingredients of the product?</p> <p>9. How much liquid does the carton contain?</p> <p>Questions 10–15 are based on the following label.</p>  <p>10. What is the function of the product?</p> <p>11. Is it recommended to use the product when water is available?</p> <p>12. How is the product used?</p> <p>13. What should we do if the product gets into the eyes?</p> <p>14. What should we do if the product is swallowed by children?</p> <p>15. Why should we keep the product away from fire?</p>	3, 4, 12, 13, 14, 15.	In understand category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the dialogue.	
14	CH3.P34-40.EV	Understand	Multiple Choices	<p>Choose the right answers. Question 1–4 are based on the following label.</p> 	2, 11, 16, 17, 21, 22.	In understand category, there is interpreting indicator. The student could interpret the words to words or words to picture	In multiple choices , there is a question and some options. The student could choose the correct option according to the question given.

1. "Ingredients: dehydrated potatoes, ..." The underlined word is closest in meaning to
 A. spiced C. kept
 B. dried D. cut
2. How many craps are there in the container?
 A. 10. C. 120.
 B. 30. D. 200.
3. How much sodium does the food contain?
 A. 3 g C. 200 g
 B. 21 g D. 200 mg
4. The product is not a ... source of vitamin A.
 A. significant
 B. common
 C. popular
 D. fresh
5. Based on the label, the fat of the food is considered to be
 A. medium
 B. zero
 C. high
 D. low

Questions 8-9 are based on the following label.

Snack-It GRANOLA BARS



120 Calories
Naturally flavored
NET WT 120g (4.30g bars)

Ingredients: whole grain oats, light vegetable oil, brown sugar, raisins, dried fruit, high fiber bran, sunflower, coconut, honey, sea salt, almonds, soy, soy lecithin, milk, baking soda, barley, malt, wheat, natural flavor.

CONTAINS 10% WHOLE GRAIN (CONTAINS FOLIC ACID, VITAMIN B6, VITAMIN B12, VITAMIN E, VITAMIN K, VITAMIN C, VITAMIN D, VITAMIN A, VITAMIN B1, VITAMIN B2, VITAMIN B3, VITAMIN B5, VITAMIN B9, VITAMIN B10, VITAMIN B11, VITAMIN B12, VITAMIN B13, VITAMIN B14, VITAMIN B15, VITAMIN B16, VITAMIN B17, VITAMIN B18, VITAMIN B19, VITAMIN B20, VITAMIN B21, VITAMIN B22, VITAMIN B23, VITAMIN B24, VITAMIN B25, VITAMIN B26, VITAMIN B27, VITAMIN B28, VITAMIN B29, VITAMIN B30, VITAMIN B31, VITAMIN B32, VITAMIN B33, VITAMIN B34, VITAMIN B35, VITAMIN B36, VITAMIN B37, VITAMIN B38, VITAMIN B39, VITAMIN B40, VITAMIN B41, VITAMIN B42, VITAMIN B43, VITAMIN B44, VITAMIN B45, VITAMIN B46, VITAMIN B47, VITAMIN B48, VITAMIN B49, VITAMIN B50, VITAMIN B51, VITAMIN B52, VITAMIN B53, VITAMIN B54, VITAMIN B55, VITAMIN B56, VITAMIN B57, VITAMIN B58, VITAMIN B59, VITAMIN B60, VITAMIN B61, VITAMIN B62, VITAMIN B63, VITAMIN B64, VITAMIN B65, VITAMIN B66, VITAMIN B67, VITAMIN B68, VITAMIN B69, VITAMIN B70, VITAMIN B71, VITAMIN B72, VITAMIN B73, VITAMIN B74, VITAMIN B75, VITAMIN B76, VITAMIN B77, VITAMIN B78, VITAMIN B79, VITAMIN B80, VITAMIN B81, VITAMIN B82, VITAMIN B83, VITAMIN B84, VITAMIN B85, VITAMIN B86, VITAMIN B87, VITAMIN B88, VITAMIN B89, VITAMIN B90, VITAMIN B91, VITAMIN B92, VITAMIN B93, VITAMIN B94, VITAMIN B95, VITAMIN B96, VITAMIN B97, VITAMIN B98, VITAMIN B99, VITAMIN B100)

Nutrition Facts

Serving Size 1 pouch (120g)
Servings Per Container 4

Amount Per Serving	
Calories	120
Total Fat	3g
% Daily Value*	
Total Fat	6%
Saturated Fat	7%
Cholesterol	0%
Sodium	2%
Total Carbohydrate	4%
Dietary Fiber	8%
Sugars	1g
Protein	2%
*Percent Daily Values are based on a diet of other people's misdeeds.	

5. Why did the manufacturer publish the text?
 A. To warn readers about the triggering ingredients of the product.
 B. To provide the readers with detailed information of the product.
 C. To draw readers' attention to the product's nutrition facts.
 D. To tell readers about the ingredients of the product.
7. The food is not suggested for those who are allergic of
 A. fruit C. almond
 B. cheese D. potatoes
8. How many serving for one container?
 A. 1. C. 1.
 B. 2. D. 4.
9. The food is ... in calories, but ... is cholesterol.
 A. high - high
 B. low - high
 C. high - low
 D. low - low

Questions 10-12 are based on the following label.

CALAMINE LOTION

FOR RELIEF OF ITCHING AND COMMON SKIN RASHES.



Shake well before use.
For external use only.

Distributed by PT Calamine East Jakarta

NET 8 FL. OZ. (177 ml)

10. What is the name of the product?
 A. Sanford Pharmacy
 B. Calamine Lotion.
 C. The Itchal Store.
 D. Beemille.
11. What is the function of the product?
 A. To keep skin white and glowing.
 B. To make skin supple and smooth.
 C. To protect skin from the sunburn.
 D. To relieve itching and common skin rashes.
12. What should we do first before applying the product?
 A. Shake it well.
 B. Put it on the skin.
 C. Rub it on the skin.
 D. Use only on the skin.

Remember

Evaluate

6, 20, 19, 23.

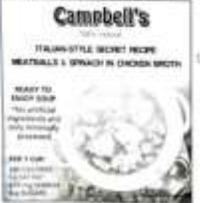
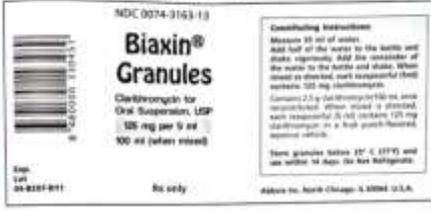
In **understand** category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the product.

2, 3, 8, 10, 12, 14, 24, 25.

In **remember** category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the product that they read.

4, 5, 7, 9, 13,

In **evaluate** category, there is checking

				<p>Questions 13-15 are based on the following label.</p>  <p>13. The product doesn't contain ... A. sugar C. Vitamin A E. lactam D. Vitamin C</p> <p>14. The main ingredient in the product is ... A. milk C. casein B. sugar D. strawberries</p> <p>15. The manufacturer claims that the product contains very little ... A. fat E. sodium C. Vitamin D D. lactoferrin</p>	15, 18.	indicator. The student could test for errors in a product. Therefore, the student could make judgment based on its information provided in the product itself.	
	Remember	Open Ended and Miscellaneous Items		<p>Questions 16-19 are based on the following label.</p>  <p>16. The word 'perishable' means that the food ... A. is healthy and delicious B. contains a lot of nutrients C. needs to be put near a refrigerator D. is likely to stay and go bad quickly</p> <p>17. One of the advantages of reading the label is knowing ... A. the price of the product B. the smell of the product C. how to handle the product D. what the package is made of</p> <p>18. The product contains ... fat. A. a little B. plenty C. a lot of D. half of</p> <p>19. What should we do if we want softer noodles? A. Soak them in warm water more than two minutes. B. Drain them as soon as possible for gas frying. C. Add some salt while soaking them. D. Keep the noodles refrigerated.</p>	1	In remember category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the product that they read	In open ended and miscellaneous items , the test ordered the student to give response to the situation provided. Thus, the students' answer would be a completely subjective
	Analyze			<p>Questions 20-22 are based on the following label.</p>  <p>20. The product is claimed to be 100% natural because ... A. it doesn't contain artificial ingredients B. the ingredients are only found in Italy C. it is low in saturated fat D. it contains 11% sodium</p> <p>21. "Meatball and spinach in chicken soup" The underlined word is closest in meaning to ... A. meat C. skin B. stock D. head</p> <p>22. "Meatball and spinach in chicken soup" Which of the following pictures represents the spinach? A.  B.  C.  D. </p> <p>Questions 23-25 are based on the following label.</p> 	2	In analyze category, there is organizing indicator. Therefore, the student could organize or find	

		Understand	<p>23. What should we do before using the product?</p> <p>A. Refrigerate it. B. Add some flavor. C. Pour it into a bottle. D. Mix it with some water.</p> <p>24. After being mixed, the product can only last for ____</p> <p>A. one month B. seven days C. two months D. fourteen days</p> <p>25. How much clarithromycin in one teaspoonful?</p> <p>A. 5 mg. B. 55 mg. C. 100 mg. D. 125 mg.</p>		coherences how the words relate each other.	
			<p>Read the text and answer the questions.</p> <p>Queen Bee Honey Shampoo Scalp-healthy formula cleanses, softens, and moisturizes.</p> <p>HOW TO USE: Put a little amount of product on the wet hair. Rinse well then.</p> <p>BEHIND THE NAME: First of all, bees are fascinating! A queen bee is the mother and reproducer of the beehive. Similarly, our queen bee shampoo is the "queen-bee" of all shampoos with natural ingredients. It is formulated with raw, unfiltered honey. Honey has been used as a medicinal remedy for centuries. As our product mainly uses honey which has thick texture, there won't be any infection for wounds as it creates the perfect barrier against it. Honey has unlimited benefits for boosting hair growth, sealing in moisture, preventing scalp infections and soothing issues like dandruff, eczema, and psoriasis.</p> <p>INGREDIENTS: honey, flaxseed mucilage, water, sunflower oil, organic hemp oil, organic palm kernel oil, organic olive oil, organic jojoba oil, organic coconut oil, cetearyl alcohol, xanthan gum, citric acid, potassium sorbate, grapefruit oil, bergamot oil, geranium oil, sweet orange oil, rose absolute.</p> <p>IMPORTANT NOTES: Due to the use of natural ingredients, the colour of this product may change slightly over time though it results as great. Colour and texture may vary as all products are handmade.</p> <p>www.queenbeeshampoo.com NET WEIGHT: 10.3 oz</p> <p>1. What is the function of the product? _____</p> <p>2. Complete the sentence with a suitable conjunction. "Honey is good for caring _____ keeping your hair healthy."</p> <p>3. The Queen Bee is the mother and reproducer of the beehive. What does the underlined word mean? _____</p> <p>4. Will the product cause any infection for wounds? _____</p> <p>5. Why does the product vary in colours and textures? _____</p>	3	In understand category, there is interpreting indicator. The student could interpret the words to words.	
			<p>1. What is the function of the product? _____</p> <p>2. Complete the sentence with a suitable conjunction. "Honey is good for caring _____ keeping your hair healthy."</p> <p>3. The Queen Bee is the mother and reproducer of the beehive. What does the underlined word mean? _____</p> <p>4. Will the product cause any infection for wounds? _____</p> <p>5. Why does the product vary in colours and textures? _____</p>	4, 5.	In understand category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the product.	
15	CH4.P43.A1	Analyze	<p>Rearrangement Items</p> <p>Order the following words to make good sentences.</p> <p>1. onion - and - set - it - aside - slice - the _____</p> <p>2. grate - squeeze - it - the - coconut - and _____</p> <p>3. some - attach - the - using - glue - beads _____</p> <p>4. end - of - make - a knot - at - the - the - rope _____</p> <p>5. soup - for - simmer - the - about - three - minutes _____</p> <p>6. the - from - the - dirt - apples - thoroughly - wash _____</p>	1-10	In Analyze category, there is organizing indicator. Therefore, the student could organize or find coherences how the	In rearrangement items , the ordered the student to arrange the jumbled sentences in the correct

				<p>7. with - a - tip - poke - the - cardboard - of - a knife</p> <p>8. cheese - as - sprinkle - some - grated - the - topping</p> <p>9. drawing - some - decorate - the - craft - by - pictures</p> <p>10. the - paper - into - an - envelope - in - half - and - fold - put - it</p>		words relate each other.	order.
16	CH4.P44-45.A3	Understand	Open Ended and Miscellaneous Items	<p>Read the procedure and put the following labels correctly. Then answer the following questions.</p> <p>goal directions materials</p> <p>Cap Photo Frame</p> <p>This is an easy, fun, and thoughtful crafted gift to make.</p> <p>Things you will need:</p> <ul style="list-style-type: none"> • a jar lid • cardboard • a photograph • paint • glue • scissors • a pencil or pen <p>Here are the steps to make it.</p> <ol style="list-style-type: none"> 1. First, paint or decorate the jar lid in colourful designs for an extra nice touch. 2. Then trace a photograph or a drawing with your jar lid. 3. After that, cut out the picture and then glue it to the inside of the jar lid. 4. Cut out a triangle shape from cardboard. 5. Next, paint or colour it in colourful designs (on only one side). 6. Then fold a triangle at the top of it and glue that folded triangle to the back of the lid so that the bottom of the triangle is also the bottom of the photograph. 7. Let it dry completely before using. This is a great gift for somebody you love. <p>1. Why is it important to mention the materials needed in manuals and recipes?</p> <p>2. Is it important to mention the steps of doing something in order? Why or why not?</p>	1-2	In understand category, there is classifying indicator. The student could recognize that something belongs to a certain category. The student could put the answer in the box provided.	In open ended and miscellaneous items , the test ordered the student to give response to the situation provided.
				<p>1. Why is it important to mention the materials needed in manuals and recipes?</p> <p>2. Is it important to mention the steps of doing something in order? Why or why not?</p>	1-2	In understand category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the dialogue.	Thus, the students' answer would be a completely subjective response.

17	CH4.P45.A4	Remember	Multiple Choices	<p>Read the previous procedure text again. Choose the correct answers.</p> <p>1. What are the main materials for making the object? A. Cardboard and scissors. C. A jar lid and scissors. B. A jar lid and cardboard. D. Glue and cardboard.</p> <p>2. What is the aim of writing the text? A. Showing how beautiful a photo frame a jar lid can be become. B. Describing the materials used to make a photo frame. C. Describing how to make a photo frame using a jar lid. D. Explaining the process of decorating a photo.</p> <p>3. The title of the procedure is "Cap Photo Frame." What is the synonym of cap? A. Jar. C. Gift. B. Lid. D. Shape.</p> <p>4. "After that, cut out the picture and then glue it" (Step 3) The bold word has a similar meaning to A. fix C. push B. fold D. attach.</p> <p>5. Which shape goes with the word triangle? A.  C.  B.  D. </p>	1	In remember category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the procedure text that they read.	In multiple choices , there is a question and some options. The student could choose the correct option according to the question given.
		Understand			2.	In understand category, there is summarizing indicator. The student could suggest a single statement that represented the information.	
		3, 4, 5.			In understand category, there is		

						interpreting indicator. The student could interpret the words to words or picture to words.	
18	CH4.P46.A5	Understand	Matching Test	<p>Read the text carefully. Then match each word with the correct meaning.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Bali Satay</p> <p>Ingredients:</p> <ul style="list-style-type: none"> • 350 grams of beef • 1/2 coconut • 3 pieces of garlic • 4 pieces of red chilli peppers • 1 spoon brown sugar • 10 grams of coriander • 10 grams of kencur • 1 lime • galangal • 1 teaspoon of shrimp paste • salt • pepper <p>Steps:</p> <ol style="list-style-type: none"> 1. Shred beef and coconut separately. 2. Slice garlic and brown it. 3. Heat shrimp paste for a while. 4. Squeeze lime to get the lime juice. 5. Put garlic, chilli pepper, brown sugar, coriander, kencur, galangal, shrimp paste into a blender and blend it for a while. 6. Mix the paste with beef and coconut. 7. Add salt, pepper, and lime juice. 8. Form thumb-sized pieces from this mix, and stick each on a skewer or bamboo stick. 9. Barbecue until done. <p style="text-align: right; font-size: small;">(Adapted from www.indonesianfood.com)</p> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p>shrimp paste 1.</p> <p>shred 2.</p> <p>brown 3.</p> <p>mix 4.</p> <p>stick 5.</p> </div> <div style="width: 45%;"> <p>a. a thick soft substance made by grinding and mixing small shrimp</p> <p>b. to push a pointed object into or through something</p> <p>c. to cut or tear something roughly into thin strips</p> <p>d. to make food brown by cooking it</p> <p>e. to combine two or more things</p> </div> </div>	1-5	In understand category, there is interpreting indicator. The student could interpret the words to words.	In matching test , there is picture and sentence matching. It was concentrated on word and sentence comprehension.
19	CH4.P47.A6	Understand	Matching test	<p>Match the words with the pictures.</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p>coconut 1.</p> <p>skewer 2.</p> <p>lime 3.</p> <p>galangal 4.</p> <p>beef 5.</p> </div> <div style="width: 45%;">  </div> </div>	1-5	In understand category, there is interpreting indicator. The student could interpret the words to picture.	In matching test , there is picture and sentence matching. It was concentrated on word and sentence comprehension by

				<p>11, 16, 18.</p>	<p>In understand category, there is summarizing indicator. The student could suggest a single statement that represented the information.</p>	
	<p>Evaluate</p>		<p>6. What should we do before we pick apples in an orchard? A. We should call the orchard first. B. We should drive to the orchard. C. We should prepare a large bag for the apples. D. We should should prepare some equipments before we pick the apples.</p> <p>7. Why should we treat the apples as if they were eggs? A. To make sure they stay round. B. To give them space to breathe. C. To keep them from being spoiled. D. To make them as delicious as eggs.</p> <p>8. Why is it suggested to leave the stem attached? A. The attached stem will be removed by the orchard's owner. B. It is nice to use the stem as the holder. C. Removal of the stem will also cause rot. D. The stem is good for our health.</p> <p>9. Why is it suggested to pick only the apples that we need? A. Because sometimes we are tempted to pick more than we need. B. To save money by not paying for apples that we don't need. C. Because other people might want the apples too. D. To save our energy.</p> <p>10. What should we do if we pick too many apples? A. We can put them in refrigeration for up to a year. B. We must cook them before putting them in a refrigerator. C. We can put them in airtight plastic bags and freeze them. D. We should report them to the Vermont Department of Agriculture.</p> <p>11. The above text mostly tells us about A. Ways to keep apples in a refrigerator B. Ways to pick an apple from a tree C. Tips about growing an apple tree D. Tips about pick-your-own apples</p> <p>Questions 12-16 are based on the following procedure.</p> <div data-bbox="779 678 1304 824"> <p style="text-align: center;">Ghost Balloon Craft</p> <p>This cute ghost is easy to make from a balloon and two plastic grocery bags. It makes a great Halloween decoration or a toy (but not for very young children). This ghost really flies well!</p> <p>Supplies needed:</p> <ul style="list-style-type: none"> • a white balloon • scissor • 2 white plastic grocery bags • tape • a black marker  </div> <div data-bbox="779 841 1304 1235"> <ol style="list-style-type: none"> 1. Cut the handles off the white plastic grocery bags. If there are any coloured markings on the bags, cut them off too. 2. Leave the seam at the bottom of the bags intact and then cut the bags into strips. 3. Blow up a white balloon. Then tape the plastic bags around the end of the balloon (tape the bags in a circle a few inches from one end of the balloon). If you plan on hanging the ghost up as a decoration, tape the plastic bags around the plain end, leave the tied end of the balloon exposed, so you can tie a string to the top of the ghost. 4. Use a black marker to draw two eyes and a mouth on the balloon. Now, you have a spooky ghost balloon!  </div> <p>12. What is the ghost's head made of? A. The grocery bags. B. A white balloon. C. A black marker. D. Adhesive tape.</p> <p>13. What is the colour of the plastic bags suggested for this craft? A. Red. B. Gray. C. Black. D. White.</p> <p>15. What should we do if we want to hang up the ghost? A. Tape the plastic bag in a circle a few inches from one end of the balloon. B. Tape the plastic bags around the plain end of the balloon. C. Leave the plain end free from the plastic bags. D. Make sure that the string is long enough.</p>	<p>19</p>	<p>In evaluate category, there is checking indicator. The student could test for errors in a product. Therefore, the student could make judgment based on its information provided.</p>	

			<p>14. What is the function of the black marker? A. To draw the pattern. B. To mark the plastic bag. C. To decorate the ghost. D. To draw the mouth and eyes.</p> <p>15. This craft is not suggested for ... A. adults B. teenagers C. old people D. very young children</p> <p>Questions 17-20 are based on the following procedure.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">The Basic Operation of Digital Camera</p> <p>You need:</p> <ul style="list-style-type: none"> A digital camera An object (a friend/classmate or something interesting that you can find around the classroom or school yard). <p>Follow the step below to take pictures.</p> <ol style="list-style-type: none"> Hold up the camera and centre the object in the LCD. Move closer or use the zoom control for the result you want. When you are ready to take the picture, hold the shutter halfway. It is very important, so the camera sets the focus, shutter speed, and various other calculations. This may take a few seconds. A light should appear that lets you know that the camera is set to go. Press the shutter all the way down. <p>It may be necessary to turn off the LCD and use the view finder when there is extreme sunlight or you want to conserve battery life. The glare from the LCD does not work well with bright light.</p> </div> <p>17. Where can we see our object? A. In the LCD. B. In the shutter. C. In the view finder. D. In the zoom control.</p> <p>18. What is the procedure text about? A. How to keep the picture in the digital camera. B. How to take pictures by using a digital camera. C. How to centre the object in the LCD. D. How to conserve the battery life.</p> <p>19. Which statement is true based on the procedure text above? A. Zoom control is used to centre the object. B. To know that the camera is set to go, the light should not be on.</p> <p>C. The result will be better if we use LCD when there is extreme sunlight. D. In order to get some satisfying pictures we must not turn on the LCD because there will be too much light.</p> <p>20. What should we do to get the result that we want? A. Moving closer or using zoom control. B. Pressing the shutter all the way down. C. Holding up the camera. D. Calculating the distance.</p>		
21	CH4.P54-60	Understand	<p>Multiple Choices</p> <p>A. Answer the following questions. Questions 1-5 are based on the following procedure.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Before inserting/removing your SIM card, make sure you read carefully and follow the instructions:</p> <ol style="list-style-type: none"> Turn off your device. Open the SIM card tray by inserting the SIM eject tool (or paperclip) into the slot. Remove the SIM card tray. <p>Note:</p> <ul style="list-style-type: none"> Following the steps above prevents you from any activation errors, connection problems or a blank/frozen screen. Make sure to always have the device is off mode before removing the SIM card. Having the device on while removing the SIM card may lead to the damage of the SIM card and/or device.  </div>	1, 16, 21.	<p>In understand category, there is summarizing indicator. The student could suggest a single statement that represented the information.</p> <p>In multiple choices, there is a question and some options. The student could choose the correct option according to the question given.</p>

			<p>1. What is the text about? A. How to remove a SIM card. B. How to fix your SIM card tray. C. How to operate a new cellphone. D. How to handle errors on your cellphone.</p> <p>2. Why should the users read the instructions before removing the SIM card? A. To be able to follow the instructions of removing a SIM card. B. To help the users recognise the parts of a SIM card. C. To make sure the users remove the SIM card properly. D. To give the users a description of a SIM card tray.</p> <p>3. What is the function of the eject tool in the instructions? A. To turn off the device. B. To help unlock the tray. C. To remove the SIM card. D. To insert the SIM card into the tray.</p> <p>4. You mustn't remove the SIM card while your telephone is on ... it is dangerous for both the SIM card and the cellphone. A. but C. however E. because D. although</p> <p>5. ... we do not have an eject tool, we can use a paper clip. A. if C. Besides B. Then D. Because</p> <p>Questions 6-10 are based on the following procedure.</p> <p style="text-align: center;">Let's Make a Windmill</p> <p>You will need:</p> <ul style="list-style-type: none"> • a sheet of paper • a compass • scissors • glue • a pin • a wooden stick • a fan <p>Steps:</p> <ol style="list-style-type: none"> 1. Take a sheet of paper 30 cm x 30 cm in size. 2. Find the centre by folding the paper diagonally. 3. Now, with the help of a compass, draw a circle of 10 cm radius. 4. Cut along the dotted lines using the scissors. 5. Bring one part of each of the edges to the centre of the circle. 6. Stick together with glue. 7. Now pass a pin through the centre of the wheel and into a wooden stick. 8. The wind wheel is now ready to be used. 9. Place it in front of a fan and you will see the wind wheel rotating. <p style="text-align: right; font-size: small;">(Adapted from Experiments with Ecology, 2001)</p> <p>6. "Stick together with glue." (Step 6) The underlined word refers to ... A. the edges B. the circle C. the centre D. the compass</p> <p>7. How do you find the centre of the sheet? A. By cutting the sheet using the scissors. B. By drawing a circle in the middle of the sheet. C. By folding lines from one edge to its opposite. D. By measuring the sheet using the wooden stick.</p> <p>8. Which part should be cut? A. The circle. B. The edges. C. The dotted lines. D. The wooden stick.</p> <p>9. How to make the wind wheel rotate? A. By fixing a tiny machine inside the stick. B. By putting it in front of a fan. C. By bringing it outdoors. D. By touching its edges.</p> <p>10. What is the function of the pin? A. To stick the windmill into the wooden stick. B. To attach the edges of the paper. C. To make the windmill move. D. To keep the circle strong.</p> <p>Questions 11-15 are based on the following procedure.</p> <p style="text-align: center;">How to Cure Bee Sting</p> <p>You need:</p> <ul style="list-style-type: none"> • 1 teaspoon of baking soda • 2 teaspoons of vinegar • a pair of tweezers • alcohol • cotton ball <p>Steps:</p> <ol style="list-style-type: none"> 1) (11) ... your hands well before taking care of the wound. 2) Examine the wound to determine whether the stinger has been left inside the skin. 3) Remove the (12) ... using a pair of tweezers. Do not squeeze the wound, or venom may be injected further into the skin. 4) Clean the area (13) ... using a cotton ball and rubbing alcohol before applying the natural remedy. 5) Create a (14) ... using 1 teaspoon of baking soda and 2 teaspoons of vinegar. 6) Apply (15) ... on the bite to reduce itching and swelling. It is believed that the enzymes created in this solution break down the venom in the bite. 	2, 3, 7, 9, 10, 18, 23.	In understand category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the dialogue or card.	
				6, 19, 20, 24, 25.	In understand category, there is interpreting indicator. The student could interpret the words to picture or words to words.	
	Analyze			4, 5, 11, 12, 13, 14, 15.	In Analyze category, there is organizing indicator. Therefore, the student could organize or find coherences how the words relate each	

	Remember		<p>11. A. Cut B. Take C. Show D. Clean</p> <p>12. A. skin B. wound C. stinger D. venom</p> <p>13. A. thoroughly B. rapidly C. slightly D. finally</p> <p>Questions 16-20 are based on the following.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">How to Use a Glue Gun</p> <p>The word "Glue Gun" may sounds dangerous to us, but it is not an actual gun to shoot a bullet. Instead, it can help us in making handicrafts. In the process, the heat from the gun will melt the glue stick and turn it into liquid form that we can use to stick anything including the parts of our handicraft. Follow these steps if you want to use the Glue Gun.</p> <ol style="list-style-type: none"> 1. Check the glue gun and clean out any old glue clogging the nozzle. 2. Put the glue stick into the gun nozzle. 3. Insert the plug into the electricity socket. 4. Prepare a sheet of paper and put the glue gun on it. 5. Wait until the gun gets warmer. 6. Squeeze the trigger gently to check if the glue stick has changed into liquid form. 7. Finally, you can apply it on any surface that you want to stick by using this glue gun. <p style="text-align: right; font-size: small;">(http://www.bigbanktheories.com/)</p> </div> <p>14. A. syrup B. liquid C. paste D. sauce</p> <p>15. A. it B. its C. they D. them</p> <p>16. What is the intention of writing the text? A. To tell the readers how to make handicrafts. B. To tell the readers how to use a glue gun. C. To explain how to shoot a gun. D. To describe a glue gun.</p> <p>17. Where do we insert the glue stick? A. The electricity socket. B. The sheet of paper. C. The gun nozzle. D. The trigger.</p> <p>18. Why should we wait until the glue gun gets warmer? A. To keep the grip comfortable. B. To make the glue stick frozen. C. To burn the surface of the items. D. To make sure the glue stick will melt.</p> <p>19. "Squeeze the trigger gently to check..." (Paragraph 6) Which of the following pictures best represents the underlined word? </p> <p>20. "Finally, you can apply it on any surface..." (Paragraph 7) The underlined word is closest in meaning to... A. close B. smear C. sprinkle D. massage</p> <p>Questions 21-25 are based on the following procedure.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Seafood-Filled Tofu</p> <p>Ingredients:</p> <ul style="list-style-type: none"> • 4 pieces of white tofu • frying oil <p>For the filling:</p> <ul style="list-style-type: none"> • 150 g of peeled shrimp, chopped • 150 g of fish fillet, chopped • 150 g of squid, chopped • 1 tbsp. of paprika • 1 stalk of scallion, sliced • 1 tsp of salty soy sauce • 1 tsp of sesame oil • ½ tsp of pepper powder • salt <p>For the dipping:</p> <ul style="list-style-type: none"> • 2 eggs, beaten • ½ tsp of pepper • salt <p>How to make it:</p> <ol style="list-style-type: none"> 1. Cut the tofu into two. Take some part of the tofu to make a long hole. Set aside. 2. Mix all ingredients for the filling. 3. Fill the hole on the tofu with the filling. 4. Steam the filled tofu for about 45 minutes. 5. Cool it. 6. Heat the oil. 7. Dip the tofu into the dipping, deep fry until golden brown. 8. Serve it with chili sauce. </div>	other.	
	Understand	Open Ended and Miscellaneous Items	<p>8, 17, 22.</p> <p>1</p> <p>2, 3, 4, 5.</p>	<p>In remember category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the dialogue that they read.</p> <p>In understand category, there is summarizing indicator. The student could suggest a single statement that represented the information.</p> <p>In understand category, there is explaining indicator.</p>	<p>In open ended and miscellaneous items, the test ordered the student to give response to the situation provided. Thus, the students' answer would be a completely</p>

			<p>21. The text is about how to</p> <p>A. prepare ingredients for a dish B. make scrambled egg C. make a certain dish D. fry a tofu</p> <p>22. The main ingredient of the filling is</p> <p>A. vegetable B. seafood C. fruit D. tofu</p> <p>23. What should we do with the filled tofu before frying it?</p> <p>A. Dip it into the egg mixture. B. Pour it into some flour. C. Cut it in two. D. Chop it.</p> <p>24. "... deep fry until golden brown." The underlined phrase means that we need ... oil to fry the tofu.</p> <p>A. a little B. a lot of C. a teaspoon of D. a spoonful of</p> <p>25. "1 stalk of scallion sliced." Which of the following pictures best represents the underlined word?</p> <p>A. </p> <p>B. </p> <p>C. </p> <p>D. </p> <p>K. Read the text and answer the questions.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Helpful Tips to Prolong Your Eyewear</p> <ol style="list-style-type: none"> 1. It is important to use eyeglass accessories to keep your eyewear in great shape. 2. Have special screwdriver and screws to adjust your glasses on your own. 3. Cleaning tools like lens cleaner and cloth in a convenient location is suggested. 4. Treatment for eyeglasses that have been used for quite a long time is needed. 5. Use both hands instead of one hand, while removing eyewear, in order to avoid them bending or twisting. 6. Avoid your eyeglasses getting scratched or broken by always putting them in a hard eyewear case. </div> <ol style="list-style-type: none"> 1. Whom is the tips intended to? _____ 2. Why are we suggested to have special screwdriver and screws? _____ 3. What is the function of lens cleaner and cloth? _____ 4. How should we remove our glasses? _____ 5. Why are we suggested to have a hard case? _____ 	<p>The student could construct and use cause and effect model of a system according to the information provided in the dialogue or card.</p>	<p>subjective response.</p>
22	CH5.P63-64.A1	Understand	<p>Matching Test</p> <p>Write down the verbs under the correct pictures.</p> <p> eating sleeping writing reading driving crying cycling cooking swimming washing the dishes </p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>1. _____</p> </div> <div style="text-align: center;">  <p>2. _____</p> </div> </div>	<p>1-10</p> <p>In understand category, there is interpreting indicator. The student could interpret the words to picture or words to words.</p>	<p>In matching test, there is picture and sentence matching. It was concentrated on word and sentence comprehension by</p>

						using picture to test the skills.
23	CH5.P64-65.A2	Apply	Completion Items	<p>study take step build cook</p> <p>swim leave stay read watch laugh</p> <p>1. Dona : Why is the man looking at the board? Mita : I think he is reading an announcement.</p> <p>2. Please be quiet. I _____.</p> <p>3. The audience _____ loudly because the film is so funny.</p> <p>4. Nita : Where is Lila? Roni : She's in the kitchen. She _____.</p>	2-11	In apply category, there is implementing student could implement what they learned in the classroom about present continuous
						In completion items , the deletion words are selected subjectively. Then, the student could supply a word to complete the question given.

				<p>5. Vina : You _____ on my foot. Tya : Oh, I'm sorry.</p> <p>6. Look! Somebody _____ in the lake.</p> <p>7. We are here on holiday. We _____ at the Aston Hotel.</p> <p>8. Lala : Where's Salma? Ana : She _____ a shower.</p> <p>9. John : Where are you going? Roni : I _____ now. Bye.</p> <p>10. They _____ a new movie at the theatre at the moment.</p> <p>11. The workers _____ a new museum downtown.</p>		tense.	
24	CH5.P65.A3	Apply	Open Ended and Miscellaneous Items	<p>Write questions with these words. Use <i>is</i> or <i>are</i> and put the words in order. Example: (going to school/Rama/today?) <u>Is Rama going to school today?</u></p> <p>1. what/doing/the girls _____?</p> <p>2. to me/listening/you _____?</p> <p>3. why/looking/she/at me _____?</p> <p>4. why/he/driving/your car _____?</p> <p>5. coming/the bus _____?</p>	1-5	In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about present continuous tense.	In open ended and miscellaneous items , the test ordered the student to write one or two sentences. Thus, the students' answer would be a completely subjective response.
25	CH5.P66.A4	Apply	Open Ended and Miscellaneous Items	<p>Rearrange sentences and questions below using future continuous. Example:</p> <p>Shirka (stay) with us during this summer. Shirka will be staying with us during this summer.</p> <p>We still (work) on our project this weekend! We'll, we'll still be working on our project this weekend!</p>	1-10	In apply category, there is implementing indicator. Then, the student could implement what they learned in the	In open ended and miscellaneous items , the test ordered the student to change

				<ol style="list-style-type: none"> 1. This time next week, Jolanda (sun-bath) in Bali. 2. I (have) a good time with my family in Belitung at this time next year. 3. He still (suffer) from his cold tomorrow. 4. Thomas (sk) like an expert by Christmas. 5. You (miss) the sunshine once you are back in The Netherlands. 6. Don't call me at seven this evening. I (watch) my favorite music show at that moment. 7. Marc (stay) in Eureka Hotel when he is in Indonesia. 8. The refugees (stay) in the tents for long? 9. You still (stay) with your parents ten years from now? 10. Rita Ora (not have) a concert at the end of this year. 		classroom about present continuous tense.	the sentences based on present continuous tense by writing one or two sentences. Thus, the students' answer would be a completely subjective response.
26	CH5.P67.A1	Apply	Open Ended and Miscellaneous Items	<p>Arrange the following words to form negative sentences. Use the present continuous tense. One has been done for you as an example.</p> <ol style="list-style-type: none"> 1. (I/wash/my clothes) <i>I'm not washing my clothes.</i> 2. (I/rain) _____ 3. (I/sit/on a chair) _____ 4. (the sun/shine) _____ 5. (I/wear/shoes) _____ 6. (I/listen/to music) _____ 7. (I/learn/English) _____ 8. (he/read/a comic) _____ 9. (Nina/sing/a song) _____ 10. (my sister/eat/fried rice) _____ 11. (you/drink/a cup of tea) _____ 	2-11	In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about present continuous tense.	In open ended and miscellaneous items , the test ordered the student to write one sentence. Thus, the students' answer would be a completely subjective response.
27	CH5.P67-68.A2	Understand	Open Ended and Miscellaneous	<p>It was Sunday. He did a lot of things in the morning. Look at the pictures and write the activities into sentences.</p> 	2-6	In understand category, there is interpreting indicator.	In open ended and miscellaneous

			Items	 <p>1. At 7:10 2. At 8:00 3. At 8:30 4. At 10:00 5. At 12:15 6. At 12:45</p> <p>He was having breakfast.</p>		Then, the student could interpret the picture to words.	items , the test ordered the student to interpret the picture by one or two sentences. Thus, the students' answer would be a completely subjective response.
28	CH5.P68.A3	Apply	Completions Items	<p>Complete the questions. Use was/were-ing. Use what/where/why if necessary.</p> <p>1. Q: (you/love) _____ ?</p> <p>2. Q: (you/do) _____ at 1 p.m.?</p> <p>3. Q: (it/rain) _____ when you got up?</p> <p>4. Q: (Wisnu/walk) _____ so fast?</p> <p>5. Q: (Arjuna/wear) _____ a uniform?</p> <p>In Kupang, I was watching TV. No. It was sunny. Because he was in a hurry. Yes, he was.</p>	1-5	In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about past continuous tense.	In completion items , the deletion words are selected subjectively. Then, the student could supply a word to complete the utterance itself.
29	CH5.P70-72.EV	Apply	Multiple Choices	<p>A. Choose the correct answers.</p> <p>1. The teacher ... about soccer right now. A. was explaining B. is explaining C. explains D. explain</p> <p>2. Listen! The little girls ... beautifully. A. were singing B. are singing C. singing D. sing</p> <p>3. I called you last night but nobody answered my phone. What ... you ... when I called you? A. is - doing B. are - doing C. was - doing D. were - doing</p> <p>4. Why ... you all ... when he came in? A. did - laugh B. are - laughing C. did not - laugh D. were - laughing</p> <p>5. Mia : Do you have free time this afternoon, at about five? Kate : Yes, but I think I will ... my room at that time. A. be cleaning up B. cleaning up C. clean up D. clean up</p> <p>7. What ... when you arrived? A. was she done B. is she doing C. does she do D. did she do</p> <p>8. Mum ... our dinner when I got home. A. wasn't cooking B. are cooking C. cooked D. cook</p> <p>9. Nene : What's the matter? You look tired. Sandy : I'm ... my leg. I can't enter my room.</p>	1-25	In apply category, there is implementing indicator. Then, the student could implement what they learned in the	In multiple choices , there is a question and some options. The student could choose the correct

				<p>5. Robby : What are you doing? Alan : I am reading Doraemon. It's really funny. Robby : You should . . . now. You are going to have a test tomorrow, right? A. be studying B. be study C. studying D. study</p> <p>6. Alan : I am reading Doraemon. It's really funny. Robby : You should . . . now. You are going to have a test tomorrow, right? A. looking for B. looked for C. looks for D. look for</p> <p>7. The sun . . . brightly today, but it was cloudy yesterday. The weather is just unpredictable. A. shines B. shone C. is shining D. will be shining</p> <p>8. The girl . . . happily at the yard this morning, but she is lying on the bed at the moment. A. was playing B. is playing C. plays D. play</p> <p>9. The cows were grazing at the pasture this morning, but they . . . at the moment. A. sleep B. sleeps C. sleeping D. are sleeping</p> <p>10. The cars . . . fast at the lap this afternoon, but they are at the garage now. A. ran B. runs C. were running D. will be running</p> <p>11. Just think, next Monday you . . . in your new classroom. A. will be studying B. are studying C. be studying D. study</p> <p>12. In an hour I'll still . . . my clothes. A. am ironing B. be ironing C. ironing D. iron</p> <p>13. Unfortunately, sea levels . . . in 20 years. A. will still be rising B. is still rising C. still rise D. rise</p> <p>14. The class . . . a great time in Lombok this June. A. has B. is having C. was having D. will be having</p> <p>15. What . . . yesterday morning? A. were you doing B. are you doing C. did you do D. do you do</p> <p>16. In two hours, my mom and I . . . a movie at home. A. will watch B. is watching C. are watching D. will be watching</p> <p>17. Rino . . . with his guitar when there was a thunderous sound. A. played B. will play C. is playing D. was playing</p> <p>18. When you get back home, I . . . sleeping. A. am B. was C. will D. will be</p> <p>19. Tommy : Hi Tina. What are you doing? Dini : Hi Tom. . . . A. I am feeding the cat. B. I was feeding the cat. C. You are feeding the cat. D. I will be feeding the cat.</p> <p>20. Tamara : Were you playing with a kite in the park last week? Mia : No A. I'm not playing with a kite B. I was playing with a kite C. I was gardening D. I am gardening</p> <p>25. Tomorrow Denisa . . . at school because she is still in Italy today. A. is studying B. isn't studying C. will be studying D. won't be studying</p> <p>B. Read the dialogue and answer the questions. Ivan : What are you doing? You look so busy. Aldo : I am working on my homework. Ivan : Well, OK. Aldo : What's up?</p>		classroom about past continuous tense.	option according to the question given.
	Understand	Open Ended and Miscellaneous Items			1	In understand category, there is explaining indicator. The student could construct and use	In open ended and miscellaneous items , the test ordered the

				<p>Ivan : I was wondering whether you will go to Anita's farewell party tonight. Aldo : Gopi, I almost forgot about it. Ivan : So, are you going to go? Aldo : I don't think I can. I think I will be still working on my homework tonight. Ivan : Too bad. I thought we could go together. Aldo : Yeah, too bad. Ivan : You have a lot of homework. Aldo : Indeed. I was working on it too when you came at this time yesterday. Ivan : Yeah, I remember. OK, I hope you can finish it soon. Aldo : I hope so. Oh, by the way, send my regards to Anita.</p> <p>1. Why is Ivan so busy? _____</p> <p>2. What is Ivan's intention in talking to Aldo? _____</p> <p>3. What will Ivan be doing tonight? _____</p> <p>4. What was Ivan doing when Aldo visited him yesterday? _____</p> <p>5. What will Aldo be doing tonight? _____</p>		<p>cause and effect model of a system according to the information provided in the dialogue or card.</p>	<p>student to answer the question by writing one or two sentences according to the information in the dialogue. Thus, the students' answer would be a completely subjective response.</p>
				2	<p>In understand category, there is summarizing indicator. The student could suggest a single statement that represented the information or the dialogue that they read</p>		
				3, 4, 5.	<p>In understand category, there is interpreting indicator. The student could interpret the words to picture or words to words.</p>		
30	CH6.P75.A1	Remember	<p>Cloze Procedure</p>	<p>Write down the past and past participles of the following regular verbs.</p> <p>Example:</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p><input type="text"/> <input type="text"/> <input type="text"/></p>	1-10	<p>In remember category, there is</p>	<p>In cloze procedure, the</p>

				<p>2. <input type="text" value="need"/> <input type="text"/> <input type="text"/></p> <p>3. <input type="text" value="book"/> <input type="text"/> <input type="text"/></p> <p>4. <input type="text" value="look"/> <input type="text"/> <input type="text"/></p> <p>5. <input type="text" value="want"/> <input type="text"/> <input type="text"/></p> <p>6. <input type="text" value="invite"/> <input type="text"/> <input type="text"/></p> <p>7. <input type="text" value="clean"/> <input type="text"/> <input type="text"/></p> <p>8. <input type="text" value="walk"/> <input type="text"/> <input type="text"/></p> <p>9. <input type="text" value="cook"/> <input type="text"/> <input type="text"/></p> <p>10. <input type="text" value="promote"/> <input type="text"/> <input type="text"/></p>		<p>recalling. Indeed, the student could recall seeking long term memory. It could find a few of information and bring it to the working memory where it could be processed. Then, the student could fill the blank spaces.</p>	<p>words are deleted systematically to measure the interdependence phrase, sentences and paragraph. Indeed, the student could complete the blank spaces based on the clue given.</p>
31	CH6.P76.A2	Remember	Cloze Procedure	<p>Write down the past participles of the following irregular verbs.</p> <p>Examples:</p> <p><input type="text" value="cut"/> <input type="text" value="cut"/> <input type="text" value="cut"/></p> <p><input type="text" value="take"/> <input type="text" value="took"/> <input type="text" value="taken"/></p> <p>1. <input type="text" value="find"/> <input type="text" value="found"/> <input type="text"/></p> <p>2. <input type="text" value="put"/> <input type="text" value="put"/> <input type="text"/></p> <p>3. <input type="text" value="think"/> <input type="text" value="thought"/> <input type="text"/></p> <p>4. <input type="text" value="teach"/> <input type="text" value="taught"/> <input type="text"/></p> <p>5. <input type="text" value="understand"/> <input type="text" value="understood"/> <input type="text"/></p> <p>6. <input type="text" value="meet"/> <input type="text" value="met"/> <input type="text"/></p> <p>7. <input type="text" value="sleep"/> <input type="text" value="slept"/> <input type="text"/></p> <p>8. <input type="text" value="read"/> <input type="text" value="read"/> <input type="text"/></p> <p>9. <input type="text" value="see"/> <input type="text" value="saw"/> <input type="text"/></p> <p>10. <input type="text" value="do"/> <input type="text" value="did"/> <input type="text"/></p>	1-10	<p>In remember category, there is recalling. Indeed, the student could recall seeking long term memory. It could find a few of information and bring it to the working memory where it could be processed. Then, the student could fill the blank spaces.</p>	<p>In cloze procedure, the words are deleted systematically to measure the interdependence phrase, sentences and paragraph. Indeed, the student could complete the blank spaces based on the clue given.</p>

32	CH6.P77.A3	Apply	Completion Items	<p>Complete the following sentences with prepositions: <i>for</i> or <i>since</i>.</p> <ol style="list-style-type: none"> Chairul has been in Raja Ampat _____ Monday. Aldo has been in Raja Ampat _____ three days. I have lived in this city _____ 15 years. My mum is a teacher. She has been teaching _____ 20 years. Indonesia has been an independent country _____ 1945. The refugees have been in the shelter _____ a week. Adiba has known Salma _____ they were in elementary school. The girl has been in the hospital _____ July. The car has been broken _____ 4 months ago. We have waited for the bus _____ an hour. 	1-10	In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about present perfect tense.	In completion items , the deletion words are selected subjectively. Then, the student could supply a word to complete the utterance itself.																																		
33	CH6.P79.A1	Apply	Matching test	<p>Look at the pictures. What has happened? Choose from the following list.</p> <table border="1" data-bbox="800 613 1320 654"> <tr> <td>close the door</td> <td>go to bed</td> <td>wash her shoes</td> <td>stop raining</td> <td>take a bath</td> <td>finish the party</td> </tr> </table> <table border="1" data-bbox="800 662 1320 1287"> <thead> <tr> <th>No.</th> <th>Before</th> <th>Now</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td>He has taken a bath.</td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	close the door	go to bed	wash her shoes	stop raining	take a bath	finish the party	No.	Before	Now	Activity	1.			He has taken a bath.	2.				3.				4.				5.				6.				2-6	In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about present perfect tense.	In matching test , there is picture and sentence matching. It was concentrated on word and sentence comprehension by using picture.
close the door	go to bed	wash her shoes	stop raining	take a bath	finish the party																																				
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34	CH6.P80.A2	Apply	Completion Items	<p>Complete the following sentences. Use <i>already</i> and the present perfect tense.</p> <ol style="list-style-type: none"> When are you going to finish your new book? Don't forget to turn off the stove. When does Antonio start his new class? Do you want to read the newspaper? When is Reyhan leaving Semarang? When will Andi and Supinah send their emails? <p>I have already finished it. I _____ it _____. He _____ it. No, I _____ it. He _____. They _____ them.</p> 	2-6	In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about present perfect tense.	In completion items , the deletion words are selected subjectively. Then, the student could supply a word to complete the utterance itself.
35	CH6.P80.A3	Apply	Open Ended and Miscellaneous Items	<p>Make questions using <i>ever</i> and the present perfect tense.</p>  <ol style="list-style-type: none"> (Pontianak?) Have you ever been to Pontianak? (eat/nails?) Have you ever eaten nails? (lose/money?) _____ (cut/your finger?) _____ (Karimunjawa?) _____ (abroad?) _____ (ride/a horse?) _____ <p>Yes, many times. No, never. Yes, once. No, never. Yes, once. Yes, twice. Yes, many times.</p>		In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about present perfect tense.	In cloze procedure , the words are deleted systematically to measure the interdependence phrase, sentences and paragraph. Indeed, the student could complete the blank spaces based on the clue given.

36	CH6.P81.EV	Apply	Multiple Choices	<p>A. Choose the correct answers.</p> <p>1. I've been waiting for him ... three hours, but he hasn't come yet. A. because C. yet B. since D. for</p> <p>2. Have you ... our new PE teacher? A. met C. meeting B. meet D. have met</p> <p>3. Reyhan: Let's go to the teachers' office and submit our project! Nisa: I've ... submitted it. A. yet C. since B. for D. already</p> <p>4. Selma: How long have you lived here? Nana: ... I was a child, but I don't remember when it was exactly. A. Yet B. For C. Since D. During</p> <p>5. Why are the police here? What ...? A. has happened B. will happen C. did happen D. happened</p> <p>6. Thank you for everything. You ... me a lot. A. have helped B. are helping C. will help D. help</p> <p>7. Ali ... to my letter. Perhaps he is very busy right now. A. hasn't replied B. isn't replying C. didn't reply D. don't reply</p> <p>8. Ivan: Let's go out this evening. Lia: Sounds great. What about going to Kampong Laut? Ivan: Hm... We have ... there several times. What about another place? A. gone B. been C. seen D. got</p> <p>9. Nyasa: Have you ... the new episode of Captain Indonesia? Reyhan: I have. It was great. A. see B. saw C. seen D. seeing</p> <p>10. The house is empty. Everybody ... for a long vacation. A. go B. went C. going D. has gone</p> <p>11. ... you ... your parents the letter from the school? A. Have - given B. Have - gave C. Has - given D. Has - gave</p> <p>12. Balqis: Look at this book! What ... you ...? Why is it so dirty? Elok: I'm sorry. I accidentally dropped it on wet floor. A. have - done B. has - done C. have - did D. has - did</p> <p>13. Lucas: Why is the classroom empty? Where is everybody? Taka: Everybody ... to the hall. A. go B. will C. has gone D. have gone</p> <p>14. We ... everything. I hope we will be successful in the competition. A. have prepared B. has prepared C. prepared D. prepares</p> <p>15. I ... you to stay away from the hot pan. A. tells B. telling C. is telling D. have told</p> <p>16. She is so sleepy, but she ... finished her homework yet. A. has B. have C. has not D. have not</p> <p>17. Andi has learned English ... he was in the elementary school. A. for B. since C. until D. although</p>	1-20	<p>In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about present perfect tense.</p>	<p>In multiple choices, there is a question and some options. The student could choose the correct option according to the question given.</p>
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		Analyze		<p>18. Chani has stayed in Bali ... five days. A. for B. since C. until D. because</p> <p>19. Stay here for dinner. Iqbal ... delicious meal for us. A. cook B. cooking C. has cooked D. have cooked</p> <p>20. Why are you crying? What ...? A. happening B. has happened C. have happened D. are you happening</p> <p>For questions 21-25 identify the mistakes.</p> <p>21. Has you ever rode an elephant or a camel? 1 2 3 4 A. 1 B. 2 C. 3 D. 4</p> <p>22. I have never make a snowman before, but I want to try it someday. 1 2 3 4 A. 1 B. 2 C. 3 D. 4</p> <p>23. Has your parents ever tried to make sushi? 1 2 3 4 A. 1 B. 2 C. 3 D. 4</p> <p>24. My sister have never travelled by a plane. 1 2 3 4 A. 1 B. 2 C. 3 D. 4</p> <p>25. The child has never visit a big town before. 1 2 3 4 A. 1 B. 2 C. 3 D. 4</p>	21-25	In analyze category, there is organizing indicator. Therefore, the student could organize or find coherences how the words relate each other.	
	Apply	Open Ended and Miscellaneous Items		<p>B. Change the verbs into the correct forms.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Have you ever (be) to Medan? Yes, I have. I (go) there last month. Have you ever been to Medan? Yes, I have. I went there last month. • Have you ever (eat) pizza? No, I haven't. Have you ever gaten pizza? No, I haven't. <p>1. Have you ever (see) a ghost? Yes, I have. I (see) it last night, _____</p> <p>2. Have you ever (meet) a famous person? Yes, I have. I (meet) Iqbal Ramadhan in Java Mall this morning. _____</p> <p>3. Have you ever (give) your teacher a present? Yes, I have. I (give) my teacher a T-shirt as a token from Belitung Island. _____</p> <p>4. Have you ever (make) a Halloween pumpkin? No, I haven't. _____</p> <p>5. Have you ever (fall) off your bike? Yes, I have. I (fall) off my bike many times when I was learning to ride it. _____</p>	1-5	In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about present perfect tense.	In open ended and miscellaneous items , the test ordered the student to answer the question by writing one or two sentences according to the information in the dialogue. Thus, the students' answer would be a completely subjective

							response.																																																								
37	CH6.P83.A1	Understand	Matching Test	<p>Cross the word that does not belong in each group.</p> <table border="1"> <tr> <td>1.</td> <td>mean</td> <td>nice</td> <td>cunning</td> <td>rude</td> </tr> <tr> <td>2.</td> <td>cunning</td> <td>sly</td> <td>mean</td> <td>generous</td> </tr> <tr> <td>3.</td> <td>patient</td> <td>polite</td> <td>friendly</td> <td>careless</td> </tr> <tr> <td>4.</td> <td>lazy</td> <td>shy</td> <td>timid</td> <td>silent</td> </tr> <tr> <td>5.</td> <td>honest</td> <td>silly</td> <td>frank</td> <td>truthful</td> </tr> </table>	1.	mean	nice	cunning	rude	2.	cunning	sly	mean	generous	3.	patient	polite	friendly	careless	4.	lazy	shy	timid	silent	5.	honest	silly	frank	truthful	1-5	<p>In understand category, there is classifying indicator. The student could recognize that something belongs to a certain category. The student could classify which the same words were.</p>	<p>In matching test, there is picture and sentence matching. It was concentrated on word and word. Therefore, the student could match among the same words.</p>																															
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38	CH7.P87.A2	Understand	Cloze Procedure	<p>Analyse the relationship between each word in Column A and Column B. Then complete Column D based on each word in Column C. One has been done for you as an example.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>A</th> <th>is to</th> <th>B</th> <th>as</th> <th>C</th> <th>is to</th> <th>D</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>blue</td> <td>is to</td> <td>colour</td> <td>as</td> <td>eagle</td> <td>is to</td> <td>bird</td> </tr> <tr> <td>2.</td> <td>king</td> <td>is to</td> <td>kingdom</td> <td>as</td> <td>mayor</td> <td>is to</td> <td></td> </tr> <tr> <td>3.</td> <td>prince</td> <td>is to</td> <td>princess</td> <td>as</td> <td>king</td> <td>is to</td> <td></td> </tr> <tr> <td>4.</td> <td>sing</td> <td>is to</td> <td>sang</td> <td>as</td> <td>ride</td> <td>is to</td> <td></td> </tr> <tr> <td>5.</td> <td>farmer</td> <td>is to</td> <td>rice field</td> <td>as</td> <td>teacher</td> <td>is to</td> <td></td> </tr> <tr> <td>6.</td> <td>day</td> <td>is to</td> <td>sun</td> <td>as</td> <td>night</td> <td>is to</td> <td></td> </tr> </tbody> </table>	No.	A	is to	B	as	C	is to	D	1.	blue	is to	colour	as	eagle	is to	bird	2.	king	is to	kingdom	as	mayor	is to		3.	prince	is to	princess	as	king	is to		4.	sing	is to	sang	as	ride	is to		5.	farmer	is to	rice field	as	teacher	is to		6.	day	is to	sun	as	night	is to		2-6	<p>In understand category, there is interpreting indicator. The student could interpret the words to words.</p>	<p>In cloze procedure, the words are deleted systematically to measure the interdependence phrase, sentences and paragraph. Indeed, the student could complete the blank spaces based on the clue given.</p>
No.	A	is to	B	as	C	is to	D																																																								
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39	CH7.P88-89.A3	Analyze	Completion Items	<p>Read the story. Complete the sentences with the underlined words.</p> <p>THE MAGIC BOX (A Story from Taiwan)</p> <p>1 Once upon a time, there was a poor farmer. He lived with his wife. One day, when he dug his field, he found a big box.</p> <p>2 "What's this?" he asked. He brought the box home and showed it to his wife. They did not know what to do with the box. After they had cleaned it, they kept it in their house.</p> <p>3 One morning, his wife accidentally dropped an apple into the box. Amazingly, the apple multiplied quickly. Soon the box was filled with apples. The wife was so surprised. She took one apple from the box but another apple replaced the missing one. No matter how many apples were taken out, the box was never empty of apples.</p> <p>4 "How about if I drop a coin into this box?" asked the farmer. Surprisingly, the apples disappeared and coins started to multiply inside the box. Soon, the box was full of coins.</p> <p>5 The farmer and his wife were very happy. Every day, they collected hundreds of coins from the box. They became very rich.</p> <p>6 One day, the farmer's grandfather came and lived with them. He was very old and weak, so the farmer asked him to only take the coins out of the box. After some days, the grandfather was so tired. He wanted to rest, but the farmer got angry with him.</p> <p>7 "You are so lazy! You should work harder," the farmer yelled at his grandfather.</p> <p>8 The old man did not say anything. He continued working. Suddenly he fell into the box and died. At once, all the money in the box disappeared and the box was filled with dead grandfathers. The farmer regretted his words, but it was too late. He pulled all the grandfathers out of the box. But there were so many. And the farmer had to use all his money for the funeral.</p> <p>9 At the end, the box broke. The farmer became poor again. If only the farmer had treated his grandfather well, he would not have become this unfortunate.</p>    <p>1. She _____ what had happened, but it was too late. 2. A friend of mine died yesterday. I'm going to attend his _____ today. 3. This bag is too _____, I need a small one. 4. The classroom is _____. Everybody is in the yard. 5. I was so tired, but I _____ doing my homework. 6. I _____ met the mayor last Sunday. He was a friendly man. 7. I dropped a coin into a well. Soon it _____ in the water. 8. The prince _____ his father to be the king of this kingdom. 9. She _____ her promise not to tell the secret to anybody. 10. You look very _____. You should have some rest.</p>	1-10	In analyze category, there is organizing indicator. Therefore, the student could organize or find coherences how the words relate each other.	In completion items , the deletion words are selected subjectively. Then, the student could supply a word to complete the utterance itself.
40	CH7.P89-90.A4	Understand	Multiple Choices	<p>Read the story in Assignment 3 again. Then choose the correct answers.</p> <p>1. What is the first paragraph about? A. An introduction to the characters and the setting of the story. B. An introduction to the characters and the place of the story. C. An explanation of the problem. D. A resolution of the problem.</p> <p>2. Which of the following is the correct structure of the story? A. Orientation - resolution - complication - re-orientation. B. Orientation - re-orientation - resolution - complication. C. Orientation - resolution - re-orientation - complication. D. Orientation - complication - resolution - re-orientation.</p> <p>3. In which paragraph did you find the complication of the story? A. 1 B. 2 C. 3 D. None.</p> <p>4. A story may have a happy or a sad ending. How does the story end? A. Sadly. B. Funnily. C. Happily. D. Cheerfully.</p>	1, 3, 4, 5.	In understand category, there is summarizing indicator. The student could suggest a single statement that	In multiple choices , there is a question and some options. The student could choose the correct

				<p>5. Narratives usually contain morals. Where do you find the moral of a story?</p> <p>A. At the beginning of the story. B. In the middle of the story. C. At the end of the story. D. In the title.</p>		represented the information or the dialogue that they read	option according to the question given.
		Apply			2	In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about present perfect tense.	
41	CH7.P90-91.A5	Understand	Open Ended and Miscellaneous Items	<p>Read the two stories and answer the questions.</p> <p>TWO GOATS Version 1</p> <p>Once upon a time, there was a goat crossing a bridge. There was a river under the bridge. In the middle of the bridge, the goat met another goat from another direction. Since the bridge was so narrow, there was only space for one goat to pass it. 'Go back,' said one goat. 'No space for two.' 'Why should I?' said the other goat. 'You must go back.' 'You are the one that must go back,' replied the first goat with anger, 'because you are not as strong as me.' 'No one is stronger than me!' said the second goat. 'Let's see,' replied the first goat, and he positioned his horns to fight. Then they started to attack each other. The narrow bridge swayed vigorously. It was not strong enough to handle the two mad goats. Finally, it broke and both goats fell into the river.</p> <p>TWO GOATS Version 2</p> <p>Once upon a time, there was a goat crossing a bridge. There was a river under the bridge. In the middle of the bridge, the goat met another goat from another direction. Since the bridge was so narrow, there was only space for one goat to pass it. 'Go back,' said one goat. 'No space for two.' 'Why should I?' said the other goat. 'You must go back.' 'You are the one that must go back,' replied the first goat with anger, 'because you are not as strong as me.' 'No one is stronger than me!' said the second goat. 'Let's see,' replied the first goat, and he positioned his horns to fight. 'Wait!' said the second goat. 'Both of us shall fall into the river and die of drowning if we fight. What about I lie down and you walk over me?' Both agreed. The first goat walked over the wise goat laying down on the bridge. They went their ways without having to fight.</p>	1, 3.	In understand category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in texts.	In open ended and miscellaneous items , the test ordered the student to answer the question by writing one or two sentences according to the information in the dialogue. Thus,
					2, 4, 5.	In understand category, there is	

				<p>1. How was the bridge?</p> <p>2. Which of the two stories has the sad ending?</p> <p>3. Why did the bridge finally break?</p> <p>4. Which of the above texts tells us about the importance of collaboration?</p> <p>5. What did the wise goat teach us about?</p>		<p>summarizing indicator. The student could suggest a single statement that represented the information.</p>	<p>the students' answer would be a completely subjective</p>																																	
42	CH7.P91-92.A5	Evaluate	True or False Reading Test	<p>Read the story. Decide if each statement is true or false.</p> <p>The Magic Box (A story from Taiwan)</p> <p>Once upon a time, there was a poor farmer. He lived with his wife. One day, when he dug his field, he found a big box.</p> <p>"What's this?" he asked. He brought the box home and showed it to his wife. They did not know what to do with the box. After they had cleaned it, they kept it in their house.</p> <p>One morning, his wife accidentally dropped an apple into the box. Amazingly, the apple multiplied quickly. Soon the box was filled with apples. The wife was so surprised. She took one apple from the box but another apple replaced the missing one. No matter how many apples were taken out, the box was never empty of apples.</p> <p>"How about if I drop a coin into this box?" asked the farmer. Surprisingly, the apples and coins started to multiply inside the box. Soon, the box was full of coins.</p> <p>The farmer and his wife were very happy. Every day, they collected hundreds of coins from the box. They became very rich.</p> <p>One day, the farmer's grandfather came and lived with them. He was very old and weak, so the farmer asked him to only take the coins out of the box. After some days, the grandfather was so tired. He wanted to rest, but the farmer got angry with him.</p> <p>"You are so lazy! You should work harder," the farmer yelled at his grandfather.</p> <p>The old man did not say anything. He continued working. Suddenly he fell into the box and died. At once, all the money in the box disappeared and the box was filled with dead grandfathers. The farmer regretted his words, but it was too late. He pulled all the grandfathers out of the box. But there were so many. And the farmer had to use all his money for the funeral.</p> <p>At the end, the box broke. The farmer became poor again. If only the farmer had treated his grandfather well, he would not have become this unfortunate.</p> <table border="0"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>1. The farmer made a wooden box for keeping his coins.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>2. The wife accidentally dropped an apple into the box.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>3. The old man was old and weak.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>4. The old man insisted to help the farmer to collect the money.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>5. The old man died and fell into the box.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>6. The old man died because he was too tired.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>7. The farmer didn't find the old man body.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>8. The farmer treated his grandfather well.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>9. The farmer spent all of his money for the funeral.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>10. The box finally was given to the old man.</td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		True	False	1. The farmer made a wooden box for keeping his coins.	<input type="radio"/>	<input type="radio"/>	2. The wife accidentally dropped an apple into the box.	<input type="radio"/>	<input type="radio"/>	3. The old man was old and weak.	<input type="radio"/>	<input type="radio"/>	4. The old man insisted to help the farmer to collect the money.	<input type="radio"/>	<input type="radio"/>	5. The old man died and fell into the box.	<input type="radio"/>	<input type="radio"/>	6. The old man died because he was too tired.	<input type="radio"/>	<input type="radio"/>	7. The farmer didn't find the old man body.	<input type="radio"/>	<input type="radio"/>	8. The farmer treated his grandfather well.	<input type="radio"/>	<input type="radio"/>	9. The farmer spent all of his money for the funeral.	<input type="radio"/>	<input type="radio"/>	10. The box finally was given to the old man.	<input type="radio"/>	<input type="radio"/>	1-10	<p>In evaluate category, there is checking indicator. The student could test for errors in a product. Therefore, the student could make judgment based on its information provided.</p>	<p>In true or false reading, there is a correct and incorrect statement which is given to the students. Thus, the student could tick true or false based on the information provided.</p>
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43	CH7.P92-94.A5	Remember	Multiple Choices	<p>Choose the correct answers.</p> <p>The following story is for questions 1 to 5.</p> <p>A long time ago, Sunan Muria had a son named Amir Hasan. He was spoiled by his mother, so Sunan Muria sent Amir Hasan to his uncle, Sunan Kudus, with the hope that he could teach him to be an independent and religious man.</p> <p>Sunan Kudus was a good teacher. Several years later, Amir Hasan had grown up to be a good young man. Sunan Kudus, then, sent him home. Sunan Muria was so happy to have his son back.</p>	1, 6, 8, 9.	<p>In remember category, there is recognizing indicator. The student could seek long term</p>	<p>In multiple choices, there is a question and some options. The student could</p>																																	

			<p>Sunan Muria gave his son a task. 'My son, there is a small island to the north of Jepara, but I can't see it clearly from here. I want you to go there and spread the knowledge you have learned from your uncle,' said Sunan Muria to Amir Hasan.</p> <p>Therefore, Amir Hasan did what his father said. He crossed the sea to get to the island. When he arrived there, he planted trees called nyamplungan. Then, he decided to settle on the island and named the island Karimunjawa from the Javanese words kremen-kremen-soko Jowo which means cannot be seen clearly from Java island.</p> <ol style="list-style-type: none"> Who was Amir Hasan? <ol style="list-style-type: none"> Sunan Muria's nephew. Sunan Muria's student. Sunan Muria's son. Sunan Kudus' son. Why did Sunan Muria send Amir Hasan to Sunan Kudus? <ol style="list-style-type: none"> He wanted Amir Hasan to be independent and religious. He wanted Sunan Kudus to adopt Amir Hasan. He wanted to give Amir Hasan a gift. He hated Amir Hasan. Why did Sunan Muria send Amir Hasan to a small island to the north of Jepara? <ol style="list-style-type: none"> He asked him to go as far as possible. He wanted Amir Hasan to be the king there. He wanted Amir Hasan to plant nyamplungan trees. He ordered him to spread the knowledge he had learned. Why did Amir Hasan name the island Karimunjawa? <ol style="list-style-type: none"> Because it looked like Java. Because it was next to Java. Because it was an island near Java. Because it couldn't be seen clearly from Java. What did Amir Hasan plant on the island? <ol style="list-style-type: none"> Nyamplungan trees. Tobacco plants. Banana trees. Mango trees. 		<p>memory and determine whether that information appropriates to previously learned knowledge or narrative text that they read.</p>	<p>choose the correct option according to the question given.</p>
		<p>Understand</p>	<p>The following story is for questions 6 to 10.</p> <p>Once, there lived a young couple in a small village. One day, the wife made a hundred sleeping hats for her husband and asked him to sell them in the market. The husband excitedly wore one of the nice sleeping hats while walking to the market. To reach the market, he had to pass a dense wood. Being tired from the long journey, the man stopped to have a rest under one of the big trees in the wood. He put down his bag, full of hats, on the ground and went to sleep.</p> <p>He slept so soundly that he didn't realize that a lot of monkeys in the trees were watching him. Soon, they climbed down the trees, took the hats, and climbed up the trees. When the man woke up and knew that the monkeys had stolen his hats, he got angry. He threw some stones at the monkeys, hoping they would return his hats. Surprisingly, the monkeys imitated what the man did. They threw some fruits at the man. The man, then, got the idea throwing his hat on the ground. The monkeys did the same, too. They threw the hats to the ground. Then the man quickly collected the hats and went away.</p> <ol style="list-style-type: none"> What did the wife make the sleeping hats for? <ol style="list-style-type: none"> To be sold in the market. To be sent to their neighbours. To be given to monkeys in the forest. To be worn by couples in the winter time. Why did the husband stop in the middle of his journey? <ol style="list-style-type: none"> To eat some fruit. To see monkeys. To have a rest. To sell hats. What did the monkeys do to the hats when the man was sleeping? <ol style="list-style-type: none"> They borrowed the hats. They watched the hats. They ruined the hats. They stole the hats. What did the man do first to make the monkeys return his hats? <ol style="list-style-type: none"> He threw stones at the monkeys. He hit the monkeys with a stick. He gave his hat to the monkeys. He talked to the monkeys. Why did the monkeys throw away the hats? <ol style="list-style-type: none"> They imitated what the man did. They were afraid of the man. They didn't like the hats. They wanted to eat fruit. 	<p>2, 3, 4, 5, 7, 10.</p>	<p>In understand category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in narrative text.</p>	

44	CH7.P97-102.EV	Understand	Multiple Choices	<p>A. Choose the correct answers.</p> <p>The following text is for questions 1-10.</p> <p style="text-align: center;">King Raven</p> <p>Once upon a time, there lived a king named King Cedric, his Queen, and their daughter, Princess Tamara, in a faraway kingdom. After the Queen's death, the Princess felt lonely. Because King Cedric cared for and loved his daughter so much, he really spoiled the Princess in everyway.</p>  <p>The Princess grew to become a beautiful woman, but she was really selfish and rude. After her father announced her marriage plan, there was a king named King Raven, who wanted to marry her. She was so overjoyed because she thought that he would be good-looking and rich.</p> <p>But after she met with King Raven, she was really disappointed. She even insulted him by saying that she would not touch a man like him because he was not handsome and his nose looked like a scarecrow's in a field.</p> <p>King Cedric was furious when the Princess said that to King Raven, so he decided to marry her to the first beggar who entered the kingdom and she would be told to get out of the kingdom after that. Suddenly, a beggar came. The Princess had to marry him and they, then, left the kingdom.</p> <p>One day, the beggar caught a rabbit and asked the princess to cook it. Unfortunately, she didn't have any ability to cook and the rabbit finally was burned. When the beggar saw it, he was so shocked. Then he decided to catch another rabbit again and gently taught her to cook it. The next day, he also taught her to make pots.</p> <p>In the middle of their wandering life, a prankish boy threw stones. Unfortunately, the Princess got hurt and couldn't walk, so the beggar carried her. He took care of her affectionately during her illness and she began to love him.</p> <p>After the Princess felt better, they continued their journey and arrived at a castle. Then the Princess asked her husband about the castle's owner and he said that it belonged to King Raven. The Princess felt ashamed about what she had said to King Raven before and she believed that he was a good man and would accept her apology. Surprisingly, the beggar took off his beard and revealed that he was King Raven. The Princess said sorry to him and King Raven forgave her. Finally, they lived happily ever after in King Raven's kingdom.</p> <p>1. Why did King Cedric spoil Princess Tamara? A. She was disabled so she needed help from others. B. He wanted her to be a queen someday. C. He loved his daughter very much. D. She was weak and not healthy.</p> <p>2. Why was King Cedric angry? A. The people in the palace were not ready for King Raven's arrival. B. King Raven had said something bad about Princess Tamara. C. Princess Tamara's dress was old and shabby. D. Princess Tamara was rude to King Raven.</p> <p>3. "King Cedric was furious with ..." (Paragraph 4) The word <i>furious</i> is closest in meaning to ... A. angry B. happy C. bored D. upset</p> <p>4. What punishment was given to Princess Tamara? A. She had to leave the palace. B. She had to stay in her room for several days. C. The king ordered his people to stay away from her. D. The king gave her a rabbit, some clay, and shabby dresses.</p> <p>5. What was King Raven like? A. Old and handsome. B. Handsome, but rude. C. Ugly, but rich and wise. D. Young, handsome, but shy.</p> <p>6. What was Princess Tamara like at the first? A. Beautiful, but selfish. B. Beautiful and kind. C. Young and smart. D. Young and wise.</p> <p>7. What happened to Princess Tamara's legs on her wandering? A. They were wounded. B. A beggar cut them. C. A snake bit them. D. A cart hit them.</p> <p>8. How did the beggar treat Princess Tamara during their wandering life? A. Rudely. B. Cruelly. C. Crazy. D. Gently.</p> <p>9. What happened at the end of the story? A. Princess Tamara lived alone in her kingdom. B. King Cedric called Princess Tamara to return to the palace. C. King Raven was very angry with the beggar and asked him to go. D. Princess Tamara and King Raven lived happily in his kingdom.</p>	1, 2, 11, 12, 14, 16, 17, 19, 22,	In understand category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the text.	3, 4, 7, 13, 15, 23, 24.	In understand category, there is interpreting indicator. The student could interpret the words to words or the words to picture	20, 21, 25.	In understand category, there is summarizing indicator. The student could suggest a single statement that represented the information.
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		Remember		<p>10. Arrange the following sentences in the order that they happened.</p> <p>1) The beggar and the Princess got married. 2) King Raven disguised himself as a beggar. 3) The Princess met King Raven for the first time and hated his noise. 4) They arrived at King Raven's kingdom.</p> <p>5) They left the palace. 6) The couple lived a wandering life. 7) They lived happily ever after. 8) The beggar revealed who he was.</p> <p>A. 2 - 3 - 1 - 5 - 6 - 7 - 8 - 4 B. 1 - 3 - 4 - 5 - 6 - 2 - 7 - 8 C. 3 - 2 - 1 - 5 - 6 - 4 - 8 - 7 D. 8 - 3 - 2 - 4 - 5 - 1 - 7 - 6</p> <p>The following text is for questions 11-20.</p> <div style="border: 1px solid black; padding: 5px;"> <p>A long time ago, there lived a mute boy named Chan. He was a lonely boy. All of his family had died because of an earthquake. He was even lonelier because all the boys in the village mocked him and did not want to play with him.</p> <p>Chan lived in a small village, up on the hill, in China. Under the hill was the beach where the men of the village usually went to and from the sea to catch the fish.</p> <p>One day, one of the villagers found that the water at the beach had drifted far out to sea, leaving a lot of fresh fish on the beach. He shouted to the villagers on the hill, making all the villagers rush down to the beach to catch the fish. "Let's have a feast on the beach!" They cried happily. Chan was about to go down, too, when the naughtiest boy of the village stopped him and said, "You can't join the feast because you can't talk." So, they left Chan in the village alone.</p> <p>While everybody was busy collecting the fish, Chan was sadly watching them from the hill, hoping that somebody would come and let him join in. He was imagining eating delicious grilled fish together with those people.</p> <p>Suddenly, something strange attracted Chan's attention. There was a big wave coming from far out in the ocean. Chan knew that the villagers in the beach was in danger. He tried to warn them, but he could not make a loud noise. He tried many ways to warn the people. However, nobody paid attention to him. Meanwhile, the big wave was getting closer.</p> <p>Finally, Chan took a match and burnt a rice field. The fire soon attracted the people. They ran all over to the hill. They got worried about their properties. When they reached the hill, they were furious to know that Chan was the one who had burnt the rice field. "Why did you do that? Are you out of your mind? What's wrong with you? What if the fire burnt our houses?" They yelled to Chan angrily. Chan, being mute, could not explain his action, he just pointed to the huge wave in the sea, which by that time was splashing the beach, swallowing everything there, and drawing it back to the sea.</p> <p>People were terrified to see it. They realised that Chan was just trying to save them from being drowned by the tsunami.</p> </div>	5, 6, 8, 9.	In remember category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the text that they read.	
		Analyze		<p>11. Why did the kids in the village mock Chan?</p> <p>A. He was ugly. B. He couldn't talk. C. He was naughty. D. He was annoying.</p> <p>12. Why did the villagers rush to the beach?</p> <p>A. To run away from the tsunamis. B. To meet their family. C. To catch the fish. D. To help Chan.</p> <p>13. "... which by that time was splashing the beach ..." (Paragraph 6) The underlined word refers to....</p> <p>A. the sea B. the beach C. the rice field D. the huge wave</p> <p>14. What would have happened if Chan had joined the villagers picking the fish?</p> <p>A. They would all have died in the tsunami. B. He would have been rich by selling the fish. C. The houses would have been saved from the fire. D. The villagers would have been very angry to him.</p> <p>15. "... from being drowned by the tsunami." (last paragraph) The underlined word means</p> <p>A. to die through submersion in and inhalation of water B. to walk underwater across a big wave C. to swim in the open sea D. to run along the beach</p> <p>16. Why did Chan burn the rice field?</p> <p>A. To revenge himself on the naughty boy. B. To attract the people's attention. C. To play with the match. D. To get rid of the mist.</p> <p>17. How did the villagers react when they knew that Chan had burnt their rice field?</p> <p>A. They were sad. B. They thanked him. C. They were very angry. D. They didn't say anything.</p> <p>18. ... the villagers had treated him badly, Chan still loved and cared about them.</p> <p>A. Therefore B. Although C. However D. Besides</p> <p>19. What do you think would happen to Chan after the villagers understood that he had saved their lives?</p> <p>A. They would ask Chan about his reason for burning the rice field. B. They would realize their mistakes and be good to Chan. C. They might give Chan some time to realize his mistake. D. They might use Chan for burning their rice field.</p> <p>20. What can we learn from the story?</p> <p>A. Life is too short. B. Do not underestimate others. C. The way to escape from a tsunami. D. The danger of living at the beach.</p> <p>The following text is for questions 21-25.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Once upon a time, there lived a rich woman in West Java. Her name was Haji Nias Intan. She was very rich, yet very stingy. She would not share her belongings with others, even to the poor. She was cruel, too. She liked to yell and even hit those who borrowed her money, but didn't pay it on time.</p> </div>	10, 18.	In analyze category, there is organizing indicator. Therefore, the student could organize or find coherences how the words relate each other.	

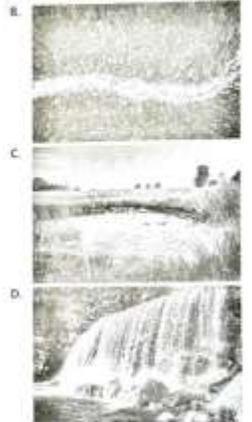
One day an old beggar dropped by at her house. He asked for some food. Nyi Mas Inten quickly told him to go away. The beggar said that he was so hungry and just wanted a little rice. Nyi Mas Inten got so angry that she threw a pail of water to get rid of the beggar. The beggar sadly left the house. He went to the villagers and told them to evacuate themselves to the upper hills because something terrible would happen. The villagers took his words. They evacuated all their belongings to the nearest hills. Suddenly, the well in Nyi Mas Inten's house spouted water. The spout got bigger and bigger and finally flooded the area. The area is now called Situ Bagendit. Situ means lake, while Bagendit means stingy.

21. What was the story about?
 A. A kind woman and a powerful beggar.
 B. A stingy woman called Nyi Mas Inten.
 C. A beautiful lake in West Java.
 D. A village in West Java.

22. Why was Nyi Mas Inten angry with the beggar?
 A. He asked for some money.
 B. He hit Nyi Mas Inten.
 C. He asked little rice.
 D. He mocked her.

23. She liked to yell and even hit those who borrowed her money... (Paragraph 1)
 The underlined word refers to ...
 A. the late payers
 B. the borrowers
 C. the tenants
 D. the owners

24. Suddenly, the well in Nyi Mas Inten's house spouted water. (Paragraph 4)
 A. 



25. What can we learn from the story?
 A. We should help each other.
 B. A beggar has a great power.
 C. We should pay back the money we borrow.
 D. The more we practice the better we will be.

Remember

1

In **remember** category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the text that they read.

In **open ended and miscellaneous items**, the test ordered the student to give response to the situation provided. Thus, the students' answer would be a completely subjective

	Understand			<p>B. Read the text and answer the questions.</p> <p>A long time ago, people of Sepang Village, Central Kalimantan lived in poverty. Among the people, there was a widow living with her only daughter named Tumbal. Tumbal was famous for her beauty and kindness. Many young men fell in love with and proposed to her. Due to the many proposals, Tumbal prayed to God. In her dream, an old man asked her to marry a man who could change the water in the nearby well into salt water. When she woke up, Tumbal told her mother her strange dream.</p> <p>Tumbal, then, made an announcement that she would marry a man who was able to change the water in the well near her house into salt water. At first people of the village got confused about the announcement. After the widow told them about Tumbal's dream, they understood.</p> <p>A lot of young men tried their fortune by doing the challenge. However, no one was successful. One day, a young man who lived on the riverside of Barito River came and joined the challenge.</p> <p>He sat down next to the well. He meditated and prayed to God. After a while, he stood up and asked the villagers to taste the water from the well. It worked! He succeeded in changing the water. Tumbal was happy. She finally found her husband.</p> <p>After the water became salty, the villagers did not live in poverty anymore. They made salt from the water. They sold it and earned money. The salt water flowed from the well to the Kahayan River. That is why the water in this river is salty until now.</p> <ol style="list-style-type: none"> 1. What was Tumbal like? 2. What was the mother like? 3. How did the villagers react on hearing the announcement? 4. How did the salt water change the lives of the people in Sepang village? <p>5. Complete the following sentence. "The challenge was hard. ... a young man was successful in doing it."</p>	2, 3, 4.	In understand category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the text.	response.
	Create	Open Ended and Miscellaneous Items			6	In create category, there is producing indicator which originality and uniqueness become one of specification. Then, the student could make a new product by reorganizing some elements into a structure to be clear.	

45	CH8.P105.A1	Remember	Cloze Procedure	<p>Write down the past (V2) and past participle (V3) of the following regular verbs. Example: clean – cleaned – cleaned</p> <table border="1" data-bbox="766 349 1325 618"> <thead> <tr> <th>No.</th> <th>Base Form (V1)</th> <th>Past Form (V2)</th> <th>Participle Form (V3)</th> </tr> </thead> <tbody> <tr><td>1.</td><td>repair</td><td></td><td></td></tr> <tr><td>2.</td><td>paint</td><td></td><td></td></tr> <tr><td>3.</td><td>iron</td><td></td><td></td></tr> <tr><td>4.</td><td>damage</td><td></td><td></td></tr> <tr><td>5.</td><td>wash</td><td></td><td></td></tr> <tr><td>6.</td><td>use</td><td></td><td></td></tr> <tr><td>7.</td><td>close</td><td></td><td></td></tr> <tr><td>8.</td><td>allow</td><td></td><td></td></tr> <tr><td>9.</td><td>use</td><td></td><td></td></tr> <tr><td>10.</td><td>pronounce</td><td></td><td></td></tr> </tbody> </table>	No.	Base Form (V1)	Past Form (V2)	Participle Form (V3)	1.	repair			2.	paint			3.	iron			4.	damage			5.	wash			6.	use			7.	close			8.	allow			9.	use			10.	pronounce			1-10	<p>In remember category, there is recalling. Indeed, the student could recall seeking long term memory. It could find a few of information and bring it to the working memory where it could be processed.</p>	<p>In cloze procedure, the words are deleted systematically to measure the interdependence phrase, sentences and paragraph. Indeed, the student could complete the blank spaces based on the clue given.</p>
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45	CH8.P105.A2	Remember	Cloze Procedure	<p>Write down the participle (V3) forms of the following irregular verbs. Examples: find – found – found make – made – made</p> <table border="1" data-bbox="766 927 1291 1196"> <thead> <tr> <th>No.</th> <th>Base Form (V1)</th> <th>Past Form (V2)</th> <th>Participle Form (V3)</th> </tr> </thead> <tbody> <tr><td>1.</td><td>wake</td><td>woke</td><td></td></tr> <tr><td>2.</td><td>bear</td><td>bore</td><td></td></tr> <tr><td>3.</td><td>bite</td><td>bit</td><td></td></tr> <tr><td>4.</td><td>speak</td><td>spoke</td><td></td></tr> <tr><td>5.</td><td>send</td><td>sent</td><td></td></tr> <tr><td>6.</td><td>break</td><td>broke</td><td></td></tr> <tr><td>7.</td><td>build</td><td>built</td><td></td></tr> <tr><td>8.</td><td>give</td><td>gave</td><td></td></tr> <tr><td>9.</td><td>take</td><td>took</td><td></td></tr> <tr><td>10.</td><td>steal</td><td>stole</td><td></td></tr> </tbody> </table>	No.	Base Form (V1)	Past Form (V2)	Participle Form (V3)	1.	wake	woke		2.	bear	bore		3.	bite	bit		4.	speak	spoke		5.	send	sent		6.	break	broke		7.	build	built		8.	give	gave		9.	take	took		10.	steal	stole		1-10	<p>In remember category, there is recalling. Indeed, the student could recall seeking long term memory. It could find a few of information and bring it to the working memory where it could be processed.</p>	<p>In cloze procedure, the words are deleted systematically to measure the interdependence phrase, sentences and paragraph. Indeed, the student could complete the blank spaces based on the clue given.</p>
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46	CH8.P106.A3	Analyze	Rearrangement Items	<p>Arrange the jumbled words into good passive voice.</p> <ol style="list-style-type: none"> ago - the packages - several - were - days - sent. a street fight - am - never - I - involved - in. by - bitten - a crocodile - the man - was are - patients - a hospital - cured - is - where - a place radio - the songs - played - are - by - stations - most being - the dog - bathed - is - the owner - by animals - protected - are - tortoises the Eureka! bookstore - the novel - bought - be - can - at million - people - the film - ten - has - watched - by - more - been - than visited - a lot of - every - this museum - year - by - people - is 	1-10	In analyze category, there is organizing indicator. Therefore, the student could organize or find coherences how the words relate each other.	In rearrangement items , the test is ordered the student to arrange the jumbled sentences in the correct order.
47	CH8.P106.A4	Apply	Completion Items	<p>Complete the following sentences with the words in brackets.</p> <ol style="list-style-type: none"> The soccer players cannot play in the stadium. It _____ (renovate). We didn't go to the conference. We _____ (not/select). The money _____ (save) in a piggy bank. The airport _____ (hit) by a storm yesterday, but it is being repaired now. It is a good book. When _____ it first _____ (publish)? Most European cars _____ (manufacture) in Germany. Selfie sticks are one of the best inventions. When _____ they _____ (invent)? My father had an accident yesterday. He _____ (hospitalise) now. Some chairs in our class are missing. They _____ (borrow) for the monthly meeting. My car _____ (wash) in Clean & Shiny Auto Service twice a month. 	1-10	In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about passive voice.	In completion items , the deletion words are selected subjectively. Then, the student could supply a word or phrase to complete the dialogue.
48	CH8.P107.A5	Apply	Completion Items	<p>Complete the following sentences with words from the boxes. Use the passive voice.</p> <p>make damage import clean steal not allow build invite bear take</p> <ol style="list-style-type: none"> There was a fire at Johar market last year. Nearly all stands _____. Heru: How old is this building? Aldo: It _____ in 1808. The room _____ every day. Paper _____ of wood. I saw an accident this morning. Two victims _____ to the hospital. My bicycle _____ last week. I have to buy a new one. Salma: Did Diana and Aldo go to farewell party? Lia: No. They _____ but they didn't go. Oranges _____ from Berastagi. They are fresh and sweet. Children _____ to watch films for adults. I _____ in Tokyo. 	1-10	In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about	In completion items , the deletion words are selected subjectively. Then, the student could supply a

						passive voice.	word or phrase to complete the dialogue.
49	CH8.P108.A1	Apply	Open Ended and Miscellaneous Items	<p>Look at the pictures. What is happening or what has happened? Write sentences using present continuous (is/are being) or present perfect (has/have been).</p>  <ol style="list-style-type: none"> (the shirts/iron) <i>The shirts are being ironed.</i> (the trees/cut/down) <i>The trees have been cut down.</i> (the office/clean) (the house/paint) (the window/break) (the bench/paint) (the car/wash) 	3-7	In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about passive voice.	In open ended and miscellaneous items , the test ordered the student to give response to the situation provided. Thus, the students' answer would be a completely subjective response.
50	CH8.P109.A2	Evaluate	Open Ended and Miscellaneous Items	<p>Find the mistakes in the following sentences and correct them. Example: This house built 100 years ago. <i>This house was built 100 years ago.</i></p> <ol style="list-style-type: none"> How many languages are speaking in Indonesia? Where are you born? Football plays in most countries of the world. A garage is a place where cars repair. There was an accident yesterday. An ambulance called to take the victims to the hospital. 	1-5	In evaluate category, there is checking indicator. The student could test for errors in a product. Therefore, the student could make judgment based on its question	In open ended and miscellaneous items , the test ordered the student to find errors and correct them in one or

						provided.	two sentences. Thus, the students' answer would be a completely subjective response	
51	CH8.P111-114.EV	Apply	Multiple Choices	<p>A. Choose the correct answers.</p> <p>1. The email ... last night. A. sent C. sending B. sends D. was sent</p> <p>2. The short story ... by Aina Nadia. A. was written B. is writing C. writes D. wrote</p> <p>3. A CCTV should ... in the store to monitor the situation. A. fix B. fixes C. fixing D. be fixed</p> <p>4. Linda : Your pencil is blunt. Ana : You're right. It must ... A. sharpen B. sharpened C. sharpening D. be sharpened</p> <p>5. Flying motorcycles ... soon. A. produce B. produces C. produced D. will be produced</p> <p>6. Rani's songs ... by most teenagers now. A. sing B. sang C. is sung D. are sung</p> <p>7. The window ... last night. A. was broken B. has broken C. breaking D. broken</p> <p>8. Electric cars ... in Indonesia at the moment. A. are being made B. is being made C. are making D. made</p> <p>9. A lot of trees ... on the hill by the residents. A. have been planted B. have planting C. have planted D. are planting</p> <p>10. The bumpy streets ... soon. A. must fix B. must fixing C. must be fixed D. must be fixing</p> <p>11. A swimming pool ... in this area next year. A. will be building B. will building C. will be built D. will build</p> <p>12. All victims of the accident ... to the nearest hospitals. A. take C. were taken B. took D. were taking</p> <p>13. Various toasts ... every morning in this restaurant. A. serves B. serving C. is served D. are served</p> <p>14. Young komodos ... upon by their adults. A. are preying B. are preyed C. is preying D. is preyed</p> <p>15. Gem stones ... in several parts of Indonesia recently. A. have been found B. have found C. found D. find</p> <p>16. The film ... by a famous director. A. directed B. directing C. will direct D. will be directed</p> <p>17. The dirt ... removed easily. A. can B. can be C. cannot D. cannot</p> <p>18. Elephants ... for their tusks. A. are hunting B. are hunted C. is hunting D. is hunted</p> <p>19. The people are discussing ways to rescue the kids. The passive voice of the above sentence is ... A. discussing ways to rescue the kids is by people B. the people are discussing the kids for rescue C. the way to rescue the kids is being discussed D. the kids are to rescue the people</p> <p>20. The scientists have invented medicine for the rare disease. The passive voice of the above statement is ... A. The medicine for the rare disease has been invented. B. The rare disease has invented the medicine by the scientists. C. The scientists have invented the rare disease for the medicine. D. The scientists told about the invention of the medicine for the rare disease.</p>	1-20	In apply category, there is implementing indicator. Then, the student could implement what they learned in the classroom about hope and congratulations materials.	In multiple choices , there is a question and some options. The student could choose the correct option according to the question given.	
		Understand				21,	In understand category, there is summarizing indicator. The student could suggest a single statement that represented the information.	
								23, 24,

			<p>Questions 21-25 are based on the following dialogue</p>  <p>Kesha : Have you ever seen a tarsier? Diba : A tarsier? Never. Why do you ask? Kesha : Because I have. Diba : Unbelievable. They are protected animals. It's hard to see them. Kesha : That's true. Plus, they are nocturnal, too. Diba : Yup! When did you see them? Kesha : I went to Belitung last week and joined an eco-tour in Batu Mentas. Diba : Oh, I have been to Belitung, too. Kesha : Really? When? Diba : Last year, but the eco-tour was not included in my tour package. Kesha : Oh, that's too bad. Diba : Well, I still had a good time there though. Kesha : That's great. Belitung has a lot of things to enjoy.</p> <p>21. What is the dialogue about? A. Asking and giving information about the speakers' experience. B. Asking someone's opinion about a certain place. C. Expressing someone's gratitude for help given. D. Telling someone about a horrible experience.</p> <p>22. Where did Kesha see the tarsiers? A. At Belitung airport. B. At a tourism office. C. In Batu Mentas. D. In a zoo.</p> <p>23. Why did Diba say 'unbelievable'? A. Kesha often lies. B. Tarsiers are only myths. C. Tarsiers are rarely seen. D. Diba doesn't want to hear about it.</p> <p>24. Why didn't Diba go to Batu Mentas? A. It wasn't part of her tour package. B. Her tour package was shorter. C. She didn't like Batu Mentas. D. It was raining heavily.</p> <p>25. Why is it hard to see tarsiers? A. They are shy. B. They hate people. C. They are nocturnal. D. They avoid crowds.</p> <p>B. Change the following sentences to passive forms.</p> <ol style="list-style-type: none"> The factory can produce a thousand electric cars every year. _____ Elephants eat between 149 kg to 169 kg of vegetation daily. _____ The Japanese Government allows fishermen to hunt dolphins. _____ Bentang Putaka published Laskar Pelangi in 2005. _____ The villagers are going to renovate the broken bridge. _____ 	25.	category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the dialogue.	
	Remember			22	In remember category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the dialogue that they read.	
	Apply	Open Ended and Miscellaneous		1-5	In apply category, there is implementing indicator. Then, the	In open ended and miscellaneous

			Items			student could implement what they learned in the classroom about passive voices.	items, the test ordered the student to give response to the situation provided. Thus, the students' answer would be a completely subjective
52	CH9.P117-118.A1	Understand	Completion Items	<p>Read information about parts of a factual report. Then label the parts of the following text.</p> <p>Factual Reports Factual reports provide factual information, but exclude opinions. They consist of three parts:</p> <ol style="list-style-type: none"> 1. Title This part tells what the report is about. 2. Classification This part gives information about the focus of the report. 3. Description This part tells the features of the object. <p>description of hippos' skill in swimming description of hippos' food description of hippos' skill in running</p> <p>description of hippos' body parts description of hippos' body size classification</p> <p>Hippopotamuses</p> <p>Hippopotamuses are the third biggest mammals after whales and elephants. They can live both in water and on land because of their ability to adjust their gravity when submerging or walking in the water. Male hippopotamuses weight varies from 1,300 kg to 1,800 kg. On the other hand, the female weights less, around 1,300 kg to 1,500 kg. Older male hippopotamuses can get even bigger, to around 3,200 kg and sometimes even 4,300 kg. Unlike the males, who keeps growing as they get older, the females stop growing approximately when they reach 25 years. On average, hippos are around 3.3 to 5.2 in length. This measurement has included its tail, which is about 56 centimetres long.</p> <p>Classification</p>	1-5	In understand category, there is summarizing indicator. The student could suggest a single statement that represented the information.	In completion items, the deletion words are selected subjectively. Then, the student could supply a word to complete the blank spaces according the each paragraph.

				<p>Their eyes, ears, and nostrils are on their heads so they can submerge almost all their body parts in the water. This allows them to cool themselves and avoid sunburn because they are less hairy than other on-land mammals. Hippos also have small legs to help them reduce the water pressure since they mostly spend their time in the water.</p> <p>Based on their short and big appearance, it may seem like they are terrible runners. However, in reality, hippos are able to outrun a human on land. Hippos speeds range from 30 km/h to 50 km/h. Sadly, hippos cannot run this fast for a long time. They can only do it for a few hundred metres.</p> <p>Hippos are terrestrial-grass-eating mammals whose lifespan ranges from 40 years to 50 years.</p> <p>Though young hippos can swim by kicking the water with their hind legs, adult hippos cannot. They usually jump off from the bottom, and their speed is only around 8 km/h. Another difference between young hippos and adult hippos is the time they need to resurface. Adult hippos can stay in the water around 3 minutes to 5 minutes then resurface. On the other hand, young hippos need to resurface every 2 minutes or 3 minutes. The need to resurface to take a breath is automatic. Even when they are sleeping underwater, they will resurface without waking up. When hippos submerge, their nostrils will close instinctively.</p>																																																						
53	CH9.P118.A2	Evaluate	True or False Reading Test	<p>Decide whether the following statements are facts or opinions. Tick the right column.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Statements</th> <th>Facts</th> <th>Opinions</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Cats have beautiful eyes.</td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>2.</td> <td>Cats have a wide range of fur colours.</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>3.</td> <td>A baby dog is called a puppy.</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>Hippopotamuses close their nostrils when submerging.</td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>A dentist is a prestigious job.</td> <td></td> <td></td> </tr> <tr> <td>6.</td> <td>A dentist's job is closely related to teeth and gums.</td> <td></td> <td></td> </tr> <tr> <td>7.</td> <td>English teachers are usually good-looking.</td> <td></td> <td></td> </tr> <tr> <td>8.</td> <td>Markets are a place to sell and buy things.</td> <td></td> <td></td> </tr> <tr> <td>9.</td> <td>Leaves can absorb CO₂.</td> <td></td> <td></td> </tr> <tr> <td>10.</td> <td>Birds need wings to fly.</td> <td></td> <td></td> </tr> <tr> <td>11.</td> <td>In general, ripe fruit is sweet.</td> <td></td> <td></td> </tr> <tr> <td>12.</td> <td>Mattress is soft and comfortable.</td> <td></td> <td></td> </tr> </tbody> </table>	No.	Statements	Facts	Opinions	1.	Cats have beautiful eyes.		<input checked="" type="checkbox"/>	2.	Cats have a wide range of fur colours.	<input checked="" type="checkbox"/>		3.	A baby dog is called a puppy.			4.	Hippopotamuses close their nostrils when submerging.			5.	A dentist is a prestigious job.			6.	A dentist's job is closely related to teeth and gums.			7.	English teachers are usually good-looking.			8.	Markets are a place to sell and buy things.			9.	Leaves can absorb CO ₂ .			10.	Birds need wings to fly.			11.	In general, ripe fruit is sweet.			12.	Mattress is soft and comfortable.			3-12	<p>In evaluate category, there is checking indicator. The student could test for errors in a product. Therefore, the student could make judgment based on its information provided.</p> <p>In true or false reading, there is a correct and incorrect statement which is given to the students. Thus, the student could tick true or false based on the information provided.</p>
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54	CH9.P119-120.A3	Understand	Completion Items	<p>Read the paragraphs below. For each number, every paragraph has one nonsense word. Match every nonsense word with the words in the box. Work with a friend.</p> <p>museums recycle television library fish farming rubbish dump</p> <p>1. There is no one who wants to live near a zip. The first problem with a zip is that it smells bad. The smells may get worse if the wind blows from the zip's direction to yours. Not only that, but zip also attracts flies, mosquitoes, rats, and other pests. Besides disturbances from small animals, many trucks which come in and out of the zip may also disturb you if you live near a zip. Aside from those bad things, the worst thing about living near a zip is that it may pollute your drinking water. This could happen because zips have dangerous chemicals in them. When the rain comes, the chemicals in zip seep underground along with the rainwater. This is how your drinking water could be contaminated by zips. What does zip mean? _____</p>		<p>In understand category, there is summarizing indicator. The student could suggest a single statement that represented the</p> <p>In completion items, the deletion words are selected subjectively. Then, the student could supply a word to complete</p>																																																				

				<p>2. There are many reasons for water pollution, and <i>zoo</i> is actually one of them. Many people may think that <i>zoo</i> has nothing to do with water pollution, but the truth is <i>zoo</i> help create environmental problems. When the demand for fish is high, the amount of <i>zoo</i> increases. Fish which live in their natural habitat do not pollute the environment, but fish from <i>zoo</i> do. It happens because fish from <i>zoo</i> live with a very small amount of water, while there are a lot them, so their water needs to be changed frequently. This dirty water is usually thrown into the ocean or the river, which makes the chemical balance of the ocean and river change and makes the plants and animals that live there suffer.</p> <p>What does <i>zoo</i> mean? _____</p> <p>3. Every country has a problem with rubbish. The government is confused about what to do with all the heaps rubbish. They want to burn them, but that is not possible because it does not make the rubbish disappear but pollutes the air instead. Thankfully, the rubbish problem can somehow be reduced by <i>zoo</i>. Sadly, not all rubbish can be <i>zoo</i>. The rubbish that can be <i>zoo</i> is glass, paper, metal, and plastic. These are easy to <i>zoo</i>. All you need to do is just separate <i>zoo</i> rubbish from the rubbish trash. Special rubbish trucks will take away your <i>zoo</i> rubbish to private companies, where they make something out of it and distribute it to be used again.</p> <p>What does <i>zoo</i> mean? _____</p> <p>4. Nowadays, almost every house has at least one <i>zoo</i>. With <i>zoo</i>, you can watch entertainment shows, news, and much more. However, lately, parents are worried about their children because they spend too many hours watching <i>zoo</i>. Experts advise parents to restrict their children watching <i>zoo</i> to three hours a day.</p> <p>What does <i>zoo</i> mean? _____</p> <p>5. Almost every school has a <i>zoo</i>. You can find many things in a <i>zoo</i>, like manuscripts, books, and even CDs. Usually, people go to a <i>zoo</i> to look for information by reading or borrowing books. In rural areas, there are even mobile <i>zoo</i>. These <i>zoo</i> are usually provided by the local government. Some of these <i>zoo</i> are free, but some are not.</p> <p>What does <i>zoo</i> mean? _____</p>		information.	the blank spaces according the each paragraph.
55	CH9.P120-121.A4	Create	Open Ended and Miscellaneous Items	<p>Read the following texts. Then complete the table below.</p> <p>Text 1</p>  <p><i>Cephalopoda bancanus salatore</i> is a scientific name for Horsed's Tarsiers, which live in Belitung. The locals call these animals <i>Pele'ya</i>.</p> <p>Tarsiers are small animals. It is said that the tarsiers are the tiniest primate in the world, due to their less than 150 grams weight. Tarsiers have a distinctive appearance with long tails which are longer than the entire body and big eyes that seem disproportionate to the little heads. Like every animal which has a tail, tarsiers' tails also function to maintain balance. Tarsiers' hair has a unique shade which is between greyish-brown to reddish-brown. They also have long hind legs that help them move from one tree to another. Their long legs are probably due to the elongation of bones in an area called tarsus, located around the foot. This is how they get their name.</p> <p>Tarsiers are carnivores, and their favourite food is insects. Their big eyes help them scout for their prey, by rotating a complete 180 degrees.</p> <p>Tarsiers are nocturnal animals, and like dogs, they mark their territory with their urine. Not only that, they are also just like bats. They communicate using ultrasonic waves. Tarsiers do not move in a pack, because they are solitary animals, but interestingly just like wolves, tarsiers mate for life.</p> <p>Sadly, right now there are not many tarsiers left in Belitung. Their population is declining because they are losing their habitat. There are many reasons for the habitat loss, but the main reason is because of humans who cut down the forest for palm oil plantations. Besides that, humans also destroy tarsiers' homes for mining.</p>	1-5	In create category, there is producing indicator which originality and uniqueness become one of specification. Then, the student could make a new product by reorganizing some elements into a structure to be clear.	In open ended and miscellaneous items , the test ordered the student to explain the characteristic based on the text provided. Thus, the students' answer would be a completely subjective response.

Text 2



Bees are insects that can fly. They are closely related to ants and wasps. Bees are known mostly for producing honey and beeswax and also for their role in pollination.

There are many species of bees. There are around 20,000 species from around 9 families. However, these are not their actual number because experts claim that their species and families are most probably more varied than that. Bees can be found anywhere but Antarctica. It may be because they are insects that live in places that have many insects-pollinated flowering plants.

Every bee has a long tongue, which scientifically called a proboscis. Their tongues help them get nectar from flowers. Though male bees and female bees look almost the same, they can be differentiated by their antennae. The male bees have 13 segments in their antennae while the female bees have only 12 segments. All bees have a pair of wings, but some have short and hind wings while others don't. It all depends on the species, sex, and caste.

The smallest bee in the world is called *Trigona minima*. The workers from *Trigona minima* are only 2.3 mm long, and not all can sting. On the other hand, the biggest bee in the world is *Megachile pluto* which are leaf cutters. The females from *Megachile pluto* are around 39 mm long. The most common bees that can be found in the Northern Hemisphere are called *Halefidae*. They are also called sweat bees. They are often mistaken as flies or wasps due to their small size.

No	Characteristics	Text 1	Text 2
1.	Physical appearance		
2.	Diet		
3.	Behaviour		
4.	Habitat		
5.	Factors endangering the animals		

Based on the following text, decide whether the following statements are true (T) or false (F).

Dentists



Dentists are doctors who take care of dental problems. Before receiving the license to practise as a dentist, they need to complete a five-year medical course, majoring in dentistry. A popular specialisation of dentistry is orthodontics. Dentists have an important role in maintaining the teeth and mouth health of people. Besides performing general surgery, graduates in dentistry have many work opportunities, such as working in schools, large companies, and teaching at medical schools.

No.	Statements	True	False
1.	A dentist must study for at least five years.		
2.	Most dentists work in private hospitals.		
3.	Jobs for graduates of dentistry are also available in universities.		
4.	Orthodontists are specialist dentists.		
5.	Dentists care only for teeth.		

In **evaluate** category, there is checking indicator. The student could test for errors in a product. Therefore, the student could make judgment based on its information provided.

In true or false reading, there is a correct and incorrect statement which is given to the students. Thus, the student could tick true or false based on the information

1-5

56

CH9.P122-123.A1

Evaluate

True or False Reading Test

						provided.																								
57	CH9.P123-124.A2	Evaluate	True or False Reading Test	<p>Read the text below and choose whether the statements listed are true (T) or false (F).</p>  <p><i>Cephalopachus bancanus sifatorre</i> is a scientific name for Horsfield's Tarsiers, which live in Bilitung. The locals call these animals <i>PeMe'an</i>.</p> <p>Tarsiers are small animals. It is said that the tarsiers are the tiniest primate in the world, due to their less than 150 grams weight. Tarsiers have a distinctive appearance with long tails which are longer than the entire body and big eyes that seem disproportionate to the little heads. Like every animal which has a tail, tarsiers' tails also function to maintain balance. Tarsiers' hair has a unique shade which is between greyish-brown to reddish-brown. They also have long hind legs that help them move from one tree to another. Their long legs are probably due to the elongation of bones in an area called tarsus, located around the foot. This is how they get their name.</p> <p>Tarsiers are carnivores, and their favourite food is insects. Their big eyes help them scout for their prey, by rotating a complete 180 degrees.</p> <p>Tarsiers are nocturnal animals, and like dogs, they mark their territory with their urine. Not only that, they are also just like bats. They communicate using ultrasonic waves. Tarsiers do not move in a pack, because they are solitary animals, but interestingly, just like wolves, tarsiers mate for life.</p> <p>Sadly, right now there are not many tarsiers left in Bilitung. Their population is declining because they are losing their habitat. There are many reasons for the habitat loss, but the main reason is because of humans who cut down the forest for palm oil plantations. Besides that, humans also destroy tarsiers' homes for mining.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Statements</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Tarsiers are called the smallest primates due to their weight.</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>Tarsiers can see objects without turning their body.</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>Tarsiers' hind legs are short.</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>The name tarsiers is taken from their place of origin.</td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>One of the causes of the tarsiers' extinction is the forest clearance.</td> <td></td> <td></td> </tr> </tbody> </table>	No.	Statements	True	False	1.	Tarsiers are called the smallest primates due to their weight.			2.	Tarsiers can see objects without turning their body.			3.	Tarsiers' hind legs are short.			4.	The name tarsiers is taken from their place of origin.			5.	One of the causes of the tarsiers' extinction is the forest clearance.			<p>In evaluate category, there is checking indicator. The student could test for errors in a product. Therefore, the student could make judgment based on its information provided.</p>	<p>In true or false reading, there is a correct and incorrect statement which is given to the students. Thus, the student could tick true or false based on the information provided.</p>
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58	CH9.P124-128.A3	Remember		<p>Choose the correct answers.</p> <p>Questions 1-5 are based on the following text.</p> <p style="text-align: center;">Traditional Market</p>  <p>Each city has one or more traditional market. The markets are usually located near housing areas.</p> <p>A traditional market is a place for trading daily needs. Buyers and sellers gather here. The things sold vary. Buyers sell things such as meat, fish, rice, vegetables, fruits, clothes, and cosmetics.</p> <p>A traditional market can consist of one or two floors. If it consists of two floors, the upstairs is usually for the butchers and fishermen while other sellers are usually downstairs.</p> <p>Nearly everyone from all cities prefers to go shopping in a traditional market than a supermarket. They think that the prices are cheaper. They also think that the goods are more varied.</p> <p>1. What does a traditional market usually provide?</p> <p>A. Rare things. B. Daily needs. C. Luxurious stuff. D. Antique articles.</p>	<p>In remember category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned</p> <p>1, 2, 6, 7, 9, 16, 17.</p>	<p>In multiple choices, there is a question and some options. The student could choose the correct option according to the question given.</p>																								

				<p>2. Where is a traditional market usually located?</p> <p>A. In remote areas. B. Far from villages. C. Near big buildings. D. Not far from a housing area.</p> <p>3. Which of the following pictures represents a butcher?</p> <p>A.  B.  C. </p> <p>4. What does paragraph two tell us about?</p> <p>A. The things sold in a traditional market. B. The best time to visit the traditional market. C. The people coming to the traditional market. D. The most wanted items sold in a traditional market.</p> <p>5. Everyone likes going to traditional markets because</p> <p>A. the place is comfortable B. the place is near their houses C. they become friends to the sellers D. they think that the prices are cheaper</p> <p>Questions 6-10 are based on the following text.</p> <p>Ice cream is a dessert that has hundreds of flavours. The most popular flavour in the world is vanilla and chocolate is the second.</p> <p>It is not hard to make ice cream. The ingredients needed are cream, milk, sugar, and flavourings. These ingredients are mixed together and put in the freezer. When the mixture starts to freeze, extra ingredients like nuts, fruit, and chocolate chips are added. If it is frozen completely, then it is called regular ice cream, but if it is not fully frozen, then it is called soft ice cream.</p> <p></p> <p>Though ice cream is usually made using machines in ice cream factories, some people like to make ice cream themselves at home. This is possible by using a special home freezer called an ice cream mixer.</p> <p>Adapted from Microsoft © Encarta © 2006</p> <p>6. What is the most popular flavour?</p> <p>A. Mixed fruit. B. Strawberry. C. Chocolate. D. Vanilla.</p> <p>7. Most ice cream is made from</p> <p>A. milk, fruit, and Nutella B. milk, flour, and cheese C. milk, strawberry jam, and yogurt D. milk, cream, sugar, and flavourings</p> <p>8. If you want to add extra ingredients, do it when</p> <p>A. the mixture of the main ingredients begins to freeze B. the ice cream is completely frozen C. you start to mash the ice cubes D. you mix the main ingredients</p> <p>9. An ice cream that is not fully frozen is called</p> <p>A. soft ice cream B. raw ice cream C. unfrozen ice cream D. unfinished ice cream</p> <p>10. Most ice cream available today is</p> <p>A. handmade B. homemade C. made by machines D. made of organic ingredients</p>		<p>knowledge or the text that they read.</p> <p>In understand category, there is interpreting indicator. The student could interpret the words to words or the words to picture.</p> <p>3, 10, 14,</p> <p>In understand category, there is summarizing indicator. The student could suggest a single statement that represented the information.</p> <p>4, 11, 12, 13, 15, 18, 20.</p>	
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Questions 11-15 are based on the following text.

Lions belong to the Felidae family and they are the second biggest feline after tigers. The International Union for Conservation of Nature (IUCN) has declared them endangered animals.

Lions live in groups in savannahs and grasslands. A group of lions usually has around 15 members to 30 members and it is called a pride. The members of a pride consist of lions, lionesses, and cubs.

The cubs, or baby lions, usually weigh around 1.2 kg to 2 kg. Males cubs can grow up to 250 kg in weight, but the female cubs can only grow up to 185 kg. Moreover, an adult male lion can grow up to 330 cm in size while an adult female lion can only grow up to 270 cm. Though the lions and the lionesses are different in terms of weight and size, they are both muscular. Their muscular bodies help them hunt their preys which sometimes are bigger than them. Lions have a beautiful appearance with their round ears, broad heads, short necks, and long tails. Their tails are quite long, around 100 cm with a clump of black hairs at the tip. Their fur has a unique shade of silvery gray and light buff. It is easy to spot an adult male lion, due to their iconic mane which grows downward and backward, covering most of their heads and also their chest. The colour of a lion's mane is a shade of yellowish blackish brown.



11. From the first paragraph, we can conclude that the number of lions is
- A. losing
 - B. declining
 - C. increasing
 - D. motivating
12. By reading the second paragraph, we know that lions
- A. have short tails
 - B. like to live in colonies
 - C. hunt small animals only
 - D. live near rivers or swamps
13. What makes lions different from the lionesses physically?
- A. They are smaller but faster.
 - B. They are bigger and have a mane.
 - C. They are more slender and have a mane.
 - D. They are slower, but more independent.
14. "It is easy to spot an adult male lion due to their iconic mane . . ." The underlined word means
- A. long hair on the head or neck of a horse, lion, or other animals
 - B. long tails on the body of mammals
 - C. a pair of long horns on the head of mammals and other animals
 - D. a pair of short horns on the head of mammals
15. Why did the writer write the text?
- A. To describe lions in general.
 - B. To tell people about lion pride.
 - C. To explain about a lion's appearance.
 - D. To encourage people to protect lions.

Questions 16-20 are based on the following text.

Bananas belong to the genus *Musa* (family of Musaceae). The primary purpose of banana cultivation is for the fruit, while some other purposes include fibre production in textile industries and ornamental use.

Bananas have a wide range of colours such as green, red, and brown, with some seeds in the flesh. Nowadays, people mostly consume sterile yellow bananas because they do not have any seeds. They are cross-bred between green and red bananas. As proven in studies, bananas are good for health since they contain lots of nutritional benefits such as potassium, fibre, and vitamins. Interestingly, bananas can also be cooked before eating. They can also be made into banana flour. Bananas have become an African staple food.



16. According to the text, what can be made from bananas?
- A. Smoked banana.
17. Bananas are cultivated for the ..., fibre production, and
- A. their ...
 - B. their ...
 - C. they are free from germs
 - D. they are good for health
18. The unique fact about bananas is that
- A. they are cross-breeding
 - B. they can be consumed unripe
 - C. bananas do not have any seeds
 - D. bananas can also be cooked before eaten
19. The yellow bananas are sterile because
- A. they contain a lot of vitamins
 - B. they do not have any seeds
20. The last paragraph tells us that
- A. we can consume bananas as many as we want
 - B. we should not consume bananas too often
 - C. it is good to eat bananas for their nutritional value
 - D. bananas are easily found around the world

5, 8, 19.

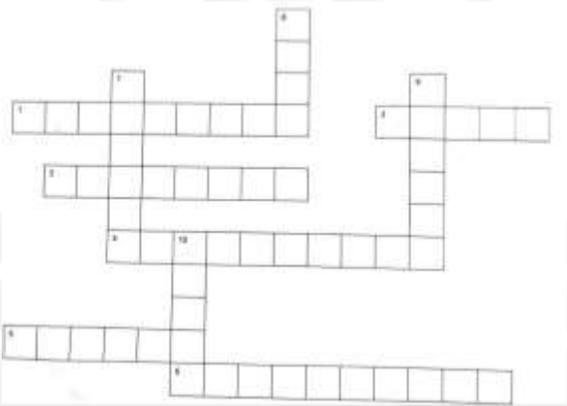
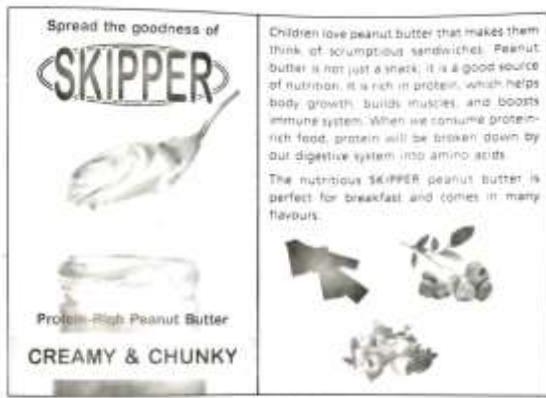
In **understand** category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the text.

59	CH9.P131-136.EV	Understand	Multiple Choices	<p>A. Answer the following questions. Questions 1-5 are based on the following text.</p> <p style="text-align: center;">The Symbiosis between Hermit Crabs and Sea Anemones</p> <p>Hermit crabs live in symbiosis with sea anemones. Different from other crabs, hermit crabs do not have shells and their bodies are soft. They look for empty mollusks and live inside them, with legs and heads sticking out.</p> <p>Usually a sea anemone sticks on top of the mollusk. The anemone protects the hermit crab from attackers with its stinging tentacles. In return, the anemone eats shredded food particles spilled by the crab. When the mollusk becomes too tight for the hermit crab, it, together with the anemone, looks for a bigger empty mollusk.</p>  <p>1. Hermit crabs protect themselves by A. making their own shells B. squeezing their enemies C. living in an anemone's nest D. finding and living in an empty mollusk</p> <p>2. How does an anemone protect a hermit crab? A. By using its tentacles to sting the enemies. B. By eating the shredded food particles. C. By finding an empty mollusk shell. D. By sticking its head out.</p> <p>3. What happens when the shell is too small for the hermit crab? A. It will find a larger shell. B. It will build a larger shell. C. The anemone will give its house to the crab. D. The anemone will share its house with the crab.</p> <p>4. Anemone and hermit crabs share A. a relationship which benefits both organisms B. a strategy in hunting their prey C. a place in the seaweed D. a place on the seabed</p> <p>5. What does the text highlight? A. The relationship between anemone and hermit crabs. B. How an anemone saves hermit crabs' life. C. The way hermit crabs prey anemone. D. Hermit crabs' breeding system.</p> <p>Questions 6-10 are based on the following text.</p> <p style="text-align: center;">Durian</p> <p>Durians are evergreen trees that belong to genus <i>Durio</i>, derived from the Malayan word, <i>duri</i> or <i>duri</i>. Durians are infamous as the most dangerous fruit because of the tough sharp spines that may cause serious injuries to humans or animals if they are careless.</p> <p>Durian trees grow to heights ranging from 24 m to 30 m and the tallest durian tree reported grew up to 45 m tall. Durians have a round or oval shape with green or yellowish thick rind and weigh between 2.8 to 3.5 kg. Each durian has four large seeds, about 3.5 cm in length. The fruit needs three months to ripen and fall to the ground. The seed can be cooked by roasting, frying, and boiling. The tasty part of the durian is the foul-smelling, custard-like pulp. Cakes, ice cream, and other food topping have this flavor. The odor of ripe durians can even attract wild animals, such as elephants, tigers, and rhinoceroses.</p>  <p>6. The tallest durian tree ever reported was A. 17.5 m B. 24 m C. 30 m D. 45 m</p> <p>7. How long does the fruit need to ripen? A. One month. B. Two months. C. Three months. D. Four months.</p> <p>8. Why are durians called the world's most dangerous fruit? A. The flesh contains high levels of alcohol. B. They have sharp spines around the fruit. C. The strong smell can make people faint. D. Its tall trunk can fall on houses beneath the tree.</p> <p>9. What should we do if we want to eat the seeds? A. Eat them when the fruit is unripe. B. Eat them when the fruit is ripe. C. Roast, fry or boil them. D. Peel them carefully.</p> <p>10. Which part of the fruit is the most delicious part? A. The seeds. B. The leaves. C. The flowers. D. The custard-like part.</p>	1, 2, 3, 4, 5, 8, 9, 13, 25.	In understand category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the text.	In multiple choices , there is a question and some options. The student could choose the correct option according to the question given.
					11, 12, 18, 19.	In understand category, there is summarizing indicator. The student could suggest a single statement that represented the information.	
					15, 17, 20, 21, 23.	In understand category, there is interpreting indicator. The student could interpret the words to words or the words to picture.	

		Remember		<p>Questions 11–15 are based on the following text.</p> <p>The driest places on Earth are deserts. A desert is such a dry place because rain rarely falls. Some deserts have no rain for years, and some never rain at all. Moreover, deserts are scorching hot, especially during daytime. It is so hot that it is even possible to fry an egg with a pan on top of the sand.</p> <p>Strong winds blow across deserts. This makes the sand pile up to make heaps and dunes of sand. The biggest dune that has ever existed is 200 metres tall. Sometimes, these are dangerous to humans because it can cover villages in the deserts.</p> <p>Interestingly, not all deserts are sandy; only a quarter, in fact, most deserts are covered in stones and gravel.</p> <p>11. What does the first paragraph tell us about? A. A brief description about deserts. B. How to fry an egg in the deserts. C. The kinds of rain in the deserts. D. How to serve hot eggs.</p> <p>12. What is a dune? A. A tall building for shelter. B. A hill of loose sand built by wind. C. A sandy place where plants can grow. D. A creepy building in the middle of a desert.</p> <p>13. How high is the biggest dune? A. One metre. B. Fifty metres. C. One hundred metres. D. Two hundred metres.</p> <p>14. Not all deserts are sandy ... most deserts are rocky. A. until B. because C. therefore D. although</p> <p>15. "In fact, most deserts are covered in stones and gravel." The underlined word is closest in meaning to ... A. pebbles B. sand C. clay D. mud</p> <p>Questions 16–20 are based on the following text.</p> <p>The sea is absolutely vast. Salty seawater covers about two-thirds of our planet, so there is more sea than land. The sea includes five oceans, which are the Southern, Atlantic, Pacific, Arctic, and Indian.</p> <p>By far the biggest ocean in the world is the vast Pacific. It covers a third of the Earth. At its widest point, between Panama and Malaysia, the Pacific stretches almost halfway around the world.</p> <p>The sea's saltiness comes from salt. It is the same salt you sprinkle on your food. The rain washes the salt on to rocks and rivers carry it to the sea.</p> <p>The seabed is not flat. There are volcanoes, mountains, and valleys on the seabed. The Mid-Atlantic Ridge is a long line of underwater mountains in the Atlantic Ocean. Steep underwater valleys are known as trenches.</p> <p>16. Based on the text, we know that the land is only ... of our planet. A. 1/4 B. 1/3 C. 1/2 D. 3/4</p> <p>17. "By far the biggest ocean in the world is the vast Pacific." The underlined word means ... A. long B. fierce C. bright D. massive</p> <p>18. What is the last paragraph about? A. The valleys in the sea bed. B. The trenches in the sea bed.</p> <p>19. What does the text tell us about? A. The sea. B. The seabed. C. The five oceans. D. The underwater mountains.</p> <p>20. "It is the same salt you sprinkle on your food." The underlined word is closest in meaning to ... A. scatter B. smear C. pour D. rub</p> <p>Questions 21–25 are based on the following text.</p> <p style="text-align: center;">Hospital</p> <p>A hospital is a medical service institution to treat patients with health problems, such as illness, injuries, and pregnancy problems.</p> <p>The word "hospital" originated from Latin word <i>hospitium</i>, meaning guests and their treatment. Initially, hospitals were not merely used as a place to cure illness, but as safe place for indigent people or tired travelers. The first hospital was built in Greece and called <i>Asclepeia</i>. It was named after the Greek God of Medicine, <i>Asclepius</i>.</p> <p>In hospital, paramedics, such as nurses, doctors, and other medical staff, treat inpatients, who need special treatment monitoring, and outpatients, who require treatment, but do not need to stay in the hospital.</p> <p>Hospitals have several medical departments, such as emergency rooms, general surgeries, maternity, diagnostics, and anaesthetics. Patients who need urgent treatment are sent to emergency rooms that operate 24 hours a day. The doctors are trained to diagnose health problems fast and the nurses are skillful in treating patients. This department applies triage that prioritizes patients with serious illness or serious injuries, when more emergency patients arrive than each department can handle.</p>	6, 7, 10, 16, 22, 24.	In remember category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the text that they read.	
		Analyze			14	In analyze category, there is organizing indicator. Therefore, the student could	

				<p>21. What is the term <i>hospital</i> derived from?</p> <p>A. An English word meaning to help others. B. A Latin word meaning to heal the sick. C. A Latin word meaning to treat guests. D. A Greek word meaning Greek God.</p> <p>22. Where was the first hospital built?</p> <p>A. Britain. B. Greece. C. America. D. Australia.</p> <p>23. Outpatients mean people who ...</p> <p>A. need treatment but do not need to stay at the hospital. B. need treatment and staying at the hospital. C. stay in the hospital temporarily. D. should be treated immediately.</p> <p>24. What department is open twenty-four hours?</p> <p>A. Maternity Ward. B. Intensive Care Unit. C. Pathology Department. D. Emergency Department.</p> <p>25. What will the staff do when the emergency room is very crowded with patients?</p> <p>A. The staff should reject new patients who come later. B. The staff should report the condition to the hospital director. C. The staff should identify the patients and send them home immediately. D. The staff should identify and give respond to the most seriously ill patients.</p>		organize or find coherences how the words relate each other.	
	Understand	Open Ended and Miscellaneous Items		<p>B. Read the text below and answer the questions.</p>  <p>The orangutan comes from the family of apes and lives in Southeast Asia. In the local language, the name "orangutan" means "the man of the jungle". Orangutans usually live in the northern corner of Sumatra and in Borneo.</p> <p>An orangutan has long arms, with hook-shaped hands to help them swing from one tree to another by grasping vines and branches. They rarely explore the ground, but when they do, they walk on all fours.</p> <p>Orangutans have a distinctive appearance. Their bodies are covered with long, rough, reddish-brown fur. Male orangutans are usually 95 cm in height and 77 kg in weight, while female orangutans are only 78 cm in height and 37 kg in weight. To differentiate between male orangutans and female orangutans, the males have puffy cheeks and a dangling throat-pouch which functions as an air sack. The air sack helps produce a bubbling call and growling, that can be heard from around 1 km away.</p> <p>Orangutans usually eat fruits, but sometimes they also eat eggs, termites, the soft part of inner barks, and young leaves. Orangutans accumulate fat in order to survive the monsoon season, which lasts from April to October, when food is scarce.</p> <p>Orangutans are solitary animals. They usually travel and find food independently. However, the females will seek the males when they are ready to mate. They will stay together for a few days until the female orangutan is pregnant. After that, they will go on their way again independently. The pregnancy time of orangutans is similar to humans, which is nine months. A female orangutan gives birth to one baby every four or eight years.</p> <p>The orangutan is one of the animals humans like to hunt. Even though it is illegal to own, kill, and export orangutans, people keep poaching them. Not only that, humans also like to destroy orangutans' home, the forest, for logging or palm oil plantation. In 1997 and 1998, there was a massive forest fire. Because of that forest fire, thousands of orangutans died. Not only orangutans, but other animals who lived in that forest also suffered and lost their homes.</p> <p>1. What makes the body of male orangutans different from the female ones? _____</p> <p>2. What does the fourth paragraph tell us about? _____</p> <p>3. How do orangutans roam among the trees? _____</p> <p>4. "Orangutans are solitary animals." (Paragraph 5) What does the underlined word mean? _____</p> <p>5. Why are orangutans becoming rare? _____</p>	1, 2, 3, 5.	In understand category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the text.	In open ended and miscellaneous items, the test ordered the student to give response to the situation provided. Thus, the students' answer would be a completely subjective response.

60	CH10.P139- A1	Understand	Matching Test	<p>Cross out the word that doesn't belong to each group.</p> <p>1. <input type="text" value="bright"/> <input type="text" value="shiny"/> <input type="text" value="sparkling"/> <input type="text" value="big"/></p> <p>2. <input type="text" value="tasty"/> <input type="text" value="plain"/> <input type="text" value="delicious"/> <input type="text" value="yummy"/></p> <p>3. <input type="text" value="reasonable"/> <input type="text" value="cheap"/> <input type="text" value="easy"/> <input type="text" value="affordable"/></p> <p>4. <input type="text" value="friendly"/> <input type="text" value="stylish"/> <input type="text" value="fashionable"/> <input type="text" value="trendy"/></p> <p>5. <input type="text" value="attractive"/> <input type="text" value="awkward"/> <input type="text" value="cute"/> <input type="text" value="pretty"/></p>	1-5	<p>In understand category, there is classifying indicator. The student could recognize that something belongs to a certain category. The student could classify which the same words were.</p>	<p>In matching test, there is picture and sentence matching. It was concentrated on word and word. Therefore, the student could match among the same words.</p>
61	CH10.P139- 140.A2	Understand	Cloze Procedure	<p>Look at the following pictures. Fill in the crossword puzzle.</p> <p>ACROSS</p> <p>1.  2.  3. </p> <p>4.  5.  6. </p> <p>DOWN</p> <p>7.  8.  9. </p> <p>10. </p>	1-10	<p>In understand category, there is interpreting indicator. The student could interpret the words to words or the words to picture.</p>	<p>In cloze procedure, the words are deleted systematically to measure the interdependence phrase, sentences and paragraph. Indeed, the student could complete the blank spaces based on the clue given</p>

						
62	CH10.P141-142.A3	Understand	Matching Test	<p>An advertisement uses interesting words. Match the following words with their meanings.</p>  <p>1. scrumptious 2. rich 3. boost 4. flavour 5. chunky 6. digestive system 7. muscles 8. nutritious 9. growth 10. goodness</p> <p><input type="radio"/> to improve or increase something <input type="radio"/> taste <input type="radio"/> lumpy</p>	1-10	<p>In understand category, there is interpreting indicator. The student could interpret the words to words or the words to picture.</p> <p>In matching test, there is picture and sentence matching. It was concentrated on word and sentence. Therefore, the student could match among them.</p>

				<p>a process of increasing size</p> <p>containing a lot of something good or useful</p> <p>delicious</p> <p>the organ in our body that processes food</p> <p>the part of something, especially food, which is good for our health</p> <p>containing many of the substances needed for life and growth</p> <p>one of many tissues in our body that can tighten and relax to produce movement</p>		
63	CH10.P142-143.A4	Analyze	Completion Items	<p>People do a lot of things to make an advertisement attractive. The following are some tips on how to make an interesting advertisement. Some words are missing. Choose the words in the box to complete the tips.</p>  <p>Step 1 Provide (1) _____ about your product or service. For example, for a (2) _____, you could write menu, meal, tasty, (3) _____, gourmet, dishes, dinner, breakfast.</p> <p>Step 2 List your product's (4) _____ and include them in the slogan to (5) _____ consumers to try it out. Examples of benefits for a café might include provides delightful (6) _____, great (7) _____, and delectable menu.</p> <p>Step 3 Be creative with words and include your company's name in the slogan to encourage consumers to identify your company with a certain (8) _____. Be (9) _____. An example of a slogan for a café might read, "Pit Stop: Where You Stop to Refuel."</p> <p>Step 4 Keep the slogan (10) _____, 10 words maximum, so that it will be memorable.</p> <p>campaign café brief delectable atmosphere encourage imaginative benefits ambience clues</p>	1-10	<p>In analyze category, there is organizing indicator. Therefore, the student could organize or find coherences how the words relate each other.</p> <p>In completion items, the deletion words are selected subjectively. Then, the student could supply a word to complete the text.</p>

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CH10.P144-147

Understand

Read the following advertisements and answer the questions.

Questions 1-5 are based on the following advertisement.

2Kool
Keep yourself energized!
Keep up your stamina with a chocolate bar!



Introducing improved 2Kool

2Kool satisfies several of the strictest guidelines for competitive chocolate bar in schools!

With better recipe!

- 50% calories from fat
- 0 grams trans fat
- 55% calories from saturated fat
- 300 calories per serving
- 50% of weight from sugar
- Good sources of vitamin D and calcium



1. The advertisement might be interesting for those who
- have problem with their digestion system
 - want to consume organic food
 - own a food stall at schools
 - are on diet

2. From the text, we get information that 2Kool
- has high quality vitamin D and calcium
 - contains very low fat and vitamin D
 - is only good for certain students
 - contains much trans fat

3. "Introducing improved 2Kool"
The underlined word is closest in meaning to
- lighter
 - upper
 - better
 - lower

4. "30% of weight from sugar"
The underlined word means
- kind of grains
 - a unit of mass
 - a kind of substance
 - something in the sugar

5. "2Kool satisfies several of the strictest guidelines for competitive chocolate bar in schools!"
What does the sentence mean?
- The product has been approved to be consumed at schools.
 - The schools only allow the students to eat "2Kool".
 - The snacks have been so competitive in the market.
 - The competition in the school snacks is so high.

Questions 6-10 are based on the following advertisement.



The broth is delicious and the meatballs are tender. Just perfect! Pak Kumi's eatery serves you the best meatball soup in town. Enjoy the delicacy with fresh tofu, homemade noodles, and organic vegetables. Various fruit juices are also available on the menu. The perfect place to hang out with friends and family, Pak Kumi!



6. What is Pak Kumi's?
- A meatball eatery.
 - A noodles eatery.
 - A meatball lover.
 - A juice eatery.
7. How are the meatballs?
- Big.
 - Small.
 - Meaty.
 - Tender.
8. What beverages does Pak Kumi offer?
- Coffee.
 - Iced tea.
 - Fruit juices.
 - Coconut water.
9. What is the intention of writing the text?
- To inform the readers about a new product.
 - To explain the ingredients of the product.
 - To persuade people to buy the product.
 - To criticize the product content.
10. What should a person do if he wants to buy the product?
- Shop online.
 - Go to the store.
 - Visit the website.
 - Come to the manufacture.

1, 2, 9, 11, 18.

3, 4, 5, 16, 19.

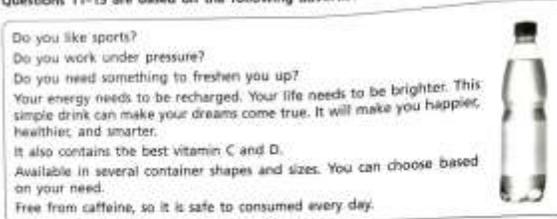
10, 13, 14, 17, 20.

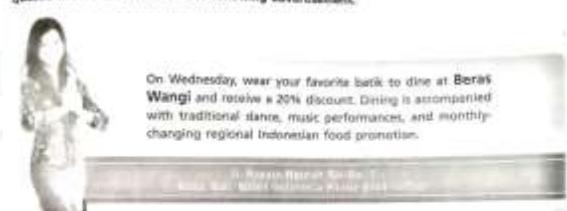
In **understand** category, there is summarizing indicator. The student could suggest a single statement that represented the information.

In **understand** category, there is interpreting indicator. The student could interpret the words to words or the words to picture.

In **understand** category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the text.

In **multiple choices**, there is a question and some options. The student could choose the correct option according to the question given.

	Remember		<p>Questions 11-15 are based on the following advertisement.</p>  <p>11. According to the advertisement, which people need the drink? A. An old man. B. A fresh man. C. A sports man. D. A young man.</p> <p>12. The liquid will ... the energy. A. add B. taste C. replace D. stimulate</p> <p>13. Why is the drink claimed to be safe? Because ... A. it doesn't contain caffeine B. it contains vitamin C and D C. it is available in various containers D. it will make your dreams come true</p> <p>14. Based on the container, what makes this drink special? A. It makes the customers healthy. B. It comes in various containers. C. It is the best drink ever. D. It is not expensive.</p> <p>15. The advertisement claims that the product can be consumed every day ... It doesn't contain caffeine. A. as B. so C. until D. although</p>	6, 7, 8.	In remember category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the text that they read.	
	Analyze		<p>Questions 16-20 are based on the following advertisement.</p>  <p>16. Who will be the customer for the transportation service? A. Mechanics. B. Teachers. C. Students. D. Drivers.</p> <p>17. What makes the customers free to arrange their schedule? A. Safety guarantee with the transportation. B. Calling for transport order every time. C. Soluble traffic problem. D. Unlimited pick-up time.</p> <p>18. The text is written to ... A. promote a transportation service B. enforce traffic safety on students C. inform how to deal with traffic problem D. tell about the school transportation problem</p> <p>19. "Owner-driven vehicle" The phrase means that the ... A. driver owns the car B. owner has many drivers C. driver will own the vehicle D. vehicle doesn't need a driver</p> <p>20. What should a person do if he wants to use the service? A. Call or text the customers. B. Visit Mr. Vroom's office C. Call or text Mr. Vroom. D. Talk to the teachers.</p>	12, 15.	In analyze category, there is organizing indicator. Therefore, the student could organize or find coherences how the words relate each other.	

65	CH10.P150-155.EV	Analyze	<p>A. Choose the correct answers. Questions 1-5 are based on the following advertisement.</p>  <p>1. The text ... a restaurant called Jakarta Bali Restaurant. A. illustrates B. promotes C. portrays D. reviews</p> <p>2. The traditional Balinese dance is performed ... a week. A. once B. twice C. three times D. four times</p> <p>3. The location of the restaurant is A. in Bali B. in Jakarta C. near Acacia D. near Jakarta</p> <p>4. What does "You won't believe that you're not in Bali" mean? A. The restaurant has a Balinese atmosphere. B. The restaurant is located in Bali. C. The restaurant's name is Bali. D. Jimbaran is a place in Bali.</p> <p>5. From the text, we can conclude that the restaurant is in a ... area. A. beach B. hotel C. river D. lake</p>	1, 2.	In analyze category, there is organizing indicator. Therefore, the student could organize or find coherences how the words relate each other.	In multiple choices , there is a question and some options. The student could choose the correct option according to the question given.	
		Remember		<p>Questions 6-10 are based on the following advertisement.</p>  <p>6. What should a customer do to get the discount? A. Wear batik while having dinner at Beras Wangi on Wednesday. B. Dine at Beras Wangi on Wednesday. C. Order the food in the evening. D. Buy batik at Beras Wangi.</p> <p>7. The discount is given A. daily B. weekly C. monthly D. annually</p> <p>8. The dish promoted is ... once a month. A. provided B. prepared C. changed D. sold</p> <p>9. What is the purpose of the advertisement? A. To persuade people to wear batik. B. To promote Beras Wangi latest menu. C. To attract people to dine at Beras Wangi. D. To inform people about Beras Wangi.</p> <p>10. Why does the ad choose a woman wearing batik to be the icon? A. To emphasize that the customers who go to the restaurant have to be beautiful. B. To emphasize that wearing batik to the restaurant can give you discounts. C. To emphasize that Batik is Indonesia's traditional attire. D. To emphasize that Indonesian women are beautiful.</p>	3, 13, 14, 15, 16, 22, 23.		In remember category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the text that they read.
		Understand		4, 7, 8, 12, 25.	In understand category, there is interpreting indicator. The student could interpret the words to		

			<p>Questions 11-15 are based on the following advertisement.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>EXPERT COMPUTER COURSE</p> <p>We offer special courses with special discounts.</p> <p>Courses offered include:</p> <p>Microsoft Office Adobe Photoshop Corel Draw Macro Media Flash Page Maker</p> <p>These courses are held once a week for two months. Each course costs Rp150,000. The first 50 registrants will get 10% discount.</p> </div> <p>11. The advertisement is intended for those who ...</p> <p>A. like playing games on computers B. like working with a computer C. have plenty of computers D. want to sell computers</p> <p>12. "The first 50 registrants will get 10% discount." The underlined word means ...</p> <p>A. a person who registers/registered B. a person who is expert in a field C. a place to pay the course D. a place to take a course</p> <p>13. There are ... kinds of course offered.</p> <p>A. three B. four C. five D. two</p> <p>14. The first 50 registrants will only pay ... for each course.</p> <p>A. Rp135,000 B. Rp150,000 C. Rp350,000 D. Rp750,000</p> <p>15. How many meetings will the participant have for each course?</p> <p>A. 2 B. 5 C. 8 D. 10</p> <p>Questions 16-20 are based on the following advertisement.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Wakatobi Dive Resort, Indonesia</p> <p>Wakatobi Dive Resort is a place where you can dive in pristine reefs and enjoy underwater scenery and the solitude it offers. Located in the remote and quiet Wakatobi islands in the Banda Sea, Indonesia, you can start your diving only 20 m from the dive center. The area offers the most diverse coral reef in the world where you can also find a wide variety of species. You will enjoy a rest at a wonderful resort after your diving adventures.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>The Trip</p> <p>Departs : July 10th Returns : July 15th Duration : 5 days/4 nights included : • Round-trip airfares from Jakarta (including airport tax) • Accommodation (Wangi-Wangi and Tomia) • Meals • Travel insurance • Dive instructor • Diving (8x) • Land & boat private transportation • Weight belt & tank</p> <p>Excluded : • Scuba gear (rental available) • Personal expenses</p> <p>Price : Available upon request Contact : amalia@wakatobitravel.com or +6285523456789 (WhatsApp only)</p> </div>   <p>16. Where is Wakatobi?</p> <p>A. Java Sea. B. Timor Sea. C. Banda Sea. D. Arafura Sea.</p> <p>17. What can the visitors enjoy at Wakatobi?</p> <p>A. Four major islands and bungalows with sophisticated appliances. B. Diving sites with beautiful marine life and a beautiful resort. C. Beautiful beaches with white sand and coconut trees. D. Modern resort in the beautiful island of Tomia.</p> <p>18. What should the visitors do if they want to enjoy diving?</p> <p>A. Pay additional fees. B. Bring their own gear. C. Rent diving equipment. D. Buy scuba gear on the spot.</p> <p>19. What makes the resort so special?</p> <p>A. It has great underwater views. B. It serves breakfast. C. It has aquariums. D. It is very deep.</p> <p>20. What is the aim of writing the text?</p> <p>A. To inform about travel to Japan. B. To promote Wakatobi Dive Resort. C. To promote the room rate of the hotel. D. To describe Banda Sea and its surroundings.</p>	<p>5, 9, 11, 20, 21.</p> <p>6, 10, 17, 18, 19, 24.</p>	<p>words or the words to picture.</p> <p>In understand category, there is summarizing indicator. The student could suggest a single statement that represented the information.</p> <p>In understand category, there is explaining indicator. The student could construct and use cause and effect model of a system according to the information provided in the text.</p>	
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			<p>Questions 21–25 are based on the following advertisement.</p> <div data-bbox="758 110 1293 321" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">LunchyBox</p> <p style="text-align: center;">Affordable, Healthy, and Fresh Lunch Boxes Delivered to School</p> <p>We offer 2 to 3 Course Lunch with 18 choices for each course each day!</p> <p>Check out our website www.lunchybox.com</p> <p>Orders are received from the website until 8:30am the day of the order. Email: contact@lunchybox.com</p> </div> <p>21. The advertisement might be interesting to</p> <p>A. parents B. schools C. teachers D. principals</p> <p>22. What kind of food does the operator claim to have?</p> <p>A. Yummy and large. B. Healthy and fresh. C. Yummy and fresh. D. Large and healthy.</p> <p>23. How many kinds of dish is offered for each course?</p> <p>A. 2 B. 3 C. 10 D. 18</p> <p>24. What should we do if we want to get the food?</p> <p>A. By ordering it through the website or email. B. By contacting the teachers of the school. C. By visiting the canteen of the school. D. By calling the principal.</p> <p>25. "Affordable healthy fresh lunch boxes ..." The underlined word is closest in meaning to</p> <p>A. dear B. pricy C. exclusive D. inexpensive</p>			
	Understand		<p>E. Read the text below and answer the questions.</p> <div data-bbox="873 964 1241 1127" style="border: 1px solid black; padding: 5px;"> <p>Do you want silky, smooth, and fair skin like superstars? Get Laura hand and body lotion now and you will have the skin you want in two weeks. The essence of radish in this lotion works wonders. Available in a variety of scents and for sensitive skin. Please visit www.laurara.com to order.</p>  </div> <p>1. What is the function of the text?</p> <p>2. What is the product suitable for?</p> <p>3. What is the name of the product?</p> <p>4. What is the main ingredient of the product?</p> <p>5. What should a customer do to order the product?</p>	1, 2.	In understand category, there is summarizing indicator. The student could suggest a single statement that represented the information.	In open ended and miscellaneous items , the test ordered the student to give response to the situation provided.
				4, 5.	In understand category, there is explaining indicator. The student could	Thus, the students' answer would be a completely subjective

					construct and use cause and effect model of a system according to the information provided in the text.	response.
		Remember		3	In remember category, there is recognizing indicator. The student could seek long term memory and determine whether that information appropriates to previously learned knowledge or the text that they read.	