AN ANALYSIS OF THE CONFORMITY OF ENGLISH SUMMATIVE TESTS WITH SYLLABUS INDICATOR AT SMK NEGERI 2 SUNGAI PENUH

A THESIS

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STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2021 M/ 1442 H

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Submitted as a Partial Fulfillment of The Requirements for Undergraduate Degree at English Education Program in Faculty of Education and Teacher Training State Islamic Institute of Kerinci

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled "The analysis of vocational high school test in online learning at SMK Negeri 2 Sungai Penuh" is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from others in the project's design and conception or style, presentation, and linguistic expressions is acknowledged.

Sungai Penuh, Februari 2021

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OFFICIAL NOTE

Assalaamu'alaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting the writing of **Diah Resti Wahyuni**'s thesis, (the students' number is 1610203002) entitled: **"The Analysis of Vocational High School Test in Online Learning at SMK Negeri 2 Sungai Penuh"** we are of the opinion that thesis has meet the qualification as one of partial fulfillment of the recquirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the faculty for immadiate administrative process for the final examination.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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DEDICATION

I dedicated this thesis for :

My beloved Father and Mother for their love, effort, support, and praying for my success in the future.

My big family and my friends who always motivated, prayed, giving spirit, and support to finish this thesis during the process

and all people in my life.

May Allah SWT. bless them.

I thanks very much to you all.

Big love and hug.

Motto

اِهْدِنَا الصِّرَاطَ الْمُسْتَقِيْمَۙ

Meaning :

Keep us on the right path.

Artinya :

Tunjukilah kami jalan yang lurus

صِرَاطَ الَّذِيْنَ اَنْعَمْتَ عَلَيْهِمْ ۙ غَيْرِ الْمَغْضُوْبِ عَلَيْهِمْ وَلَا الضَّاۤلِّيْنَۗ

Meaning :

The path of those upon whom Thou hast bestowed favors. Not (the path) of those upon whom Thy wrath is brought down, nor of those who go astray.

Artinya :

yaitu) jalan orang-orang yang telah Engkau beri nikmat kepadannya, bukan

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(jalan) mereka yang dimurkai, dan bukan (pula jalan) mereka yang sesat.

ABSTRACT

DIAH RESTI WAHYUNI, 2016 : **An Analysis of The Conformity of English Summative Tests with Syllabus Indicator at Smk Negeri 2 Sungai Penuh**

ADVISORS : **1. Dr. Suhaimi, S.Pd M.Pd**
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Each school is required to carry out an examination in order to conduct an assessment at the end of a certain period, including vocational high schools are required to carry out an exam at the end of the semester. The purpose of this research was to determine the suitability of the teacher's English test with the indicators in the syllabus. This research took even semester English test and English syllabus for class X, XI and XII SMK Negeri 2 Sungai Penuh. This research design is qualitative. The qualitative research design applied in this study is a decument analysis method that involves the English teacher in the classroom as an informant. While the instruments used by researcher to collect data were observation, interviews and documentation. The result of this research is that most of the English teachers made tests in even semester test were based on syllabus indicators. In this case, only one item of the test was not based on syllabus indicators, because in the syllabus giving and offering was only used for direction. Meanwhile, in this item giving and offering was used for suggestion. This is evidenced by only 1 question that does not match the indicator while the other questions are in accordance with the indicator, and it states that the English language exam questions for the even semester of SMK Negeri 2 Sungai Penuh have high validity. Thus it can be concluded that test is appropriateness with syllabus indicator.

Key Words: Summative Test, Syllabus Indicators, Vocational High School,

ABSTRAK

DIAH RESTI WAHYUNI, 2016	**:**	**Analisis Kesesuaian Tes Sumatif Bahasa Inggris dengan Indikator Silabus di SMK Negeri 2 Sungai Penuh**
PEMBIMBING	**:**	**1. Dr. Suhaimi, S.Pd, M.Pd** **2. Herayati, M.Pd**

Setiap sekolah wajib melaksanakan ujian guna untuk melakukan penilaian di setiap akhir periode tertentu, termasuk juga sekolah menengah kejuruan wajib melaksanakan ujian diakhir semester. Tujuan dari penelitian ini adalah untuk mengetahui kesesuaian soal ujian bahasa inggris buatan guru dengan indikator di dalam silabus. Penelitian ini mengambil soal ujian bahasa inggris semester genap dan silabus bahasa inggris kelas X, XI dan XII SMK Negeri 2 Sungai Penuh. Desain penelitian ini adalah kualitatif. Desain penelitian kualitatif yang diterapkan dalam penelitian ini adalah metode dokumen analisis yang dilakukan dengan melibatkan guru bahasa Inggris di kelas yang bertindak sebagai informan. Sedangkan instrumen yang digunakan peneliti untuk mengumpulkan data adalah observasi, wawancara dan dokumentasi. Hasil penelitian ini adalah Hasil dari penelitian ini adalah sebagian besar guru bahasa Inggris melakukan tes pada ulangan semester genap berdasarkan indikator silabus. Dalam hal ini hanya satu butir soal yang tidak berdasarkan indikator silabus, karena dalam silabus memberi dan meminta hanya digunakan untuk petunjuk arah. Sedangkan pada item ini memberi dan meminta digunakan untuk saran. Hal ini dibuktikan dengan hanya 1 soal yang tidak sesuai dengan indikator sedangkan soal yang lain sesuai dengan indikator, hal ini menyatakan soal ujian bahasa Inggris semester genap SMK Negeri 2 Sungai Penuh memiliki validitas tinggi. Dengan demikian dapat disimpulkan bahwa tes sudah sesuai dengan indikator silabus.

Kata Kunci : Sumatif Tes, Indikator Silabus, Sekolah Menengah kejuruan.

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اَلْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْن وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ. أَمَّا بَعْدُ.

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Sungai Penuh, Januari 2021
The Researcher

Diah Resti Wahyuni

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BAB I

INTRODUCTION

A. Background of the problems

English is an international language used by all countries around the world, as a language of liaison between one country and another. Every person who wants to do business, governmental interests, or social relations with people in various countries must be able to master English both in general and specifically. So that in every school, English is one of the compulsory subjects for students. Including in Indonesia, schools in Indonesia make English one of the compulsory subjects that every student must follow. Although in Indonesia English is a second language, learning English in schools is well structured and organized in the learning curriculum.

The curriculum also regulates all school management including the syllabus that will be implemented in the teaching and learning process in the classroom. In the learning process such as how to plan, design, and obtain learning resources, all of these things are closely related to the syllabus. The syllabus states how a teacher and student should act in class. The syllabus is also a guide and instructions for conducting classroom activities. According to Robinson in Alshumaimeri, the syllabus is a thought based on the importance of thinking about the unity of class

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activities and a series of activities in how these activities are displayed[1]. The syllabus will play a very important role in the continuity of the teaching and learning process.

From the results of preliminary observations, interviews and reading several journals from previous research. The researcher found problems, that there were tests that were not based on the syllabus indicators, because the current curriculum used was the new curriculum; K13, so the suitability was not known. Then it was very rare to analyze the items done by students, whether each item matched the assessment indicators in the syllabus or not. This was inseparable from the current conditions; the pandemic period that have been passed almost one year of learning, so learning is carried out online. Online learning takes place from home without a face-to-face process. So that we do not know what difficulties teachers or students experience in the online learning process and how the online learning process is carried out. From this impact, test in the school was also carried out in online.

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Based on the above problems, the researcher was interested in analyzing the suitability of the English test with indicators in the syllabus through the online learning process. Based on the description above, the researcher provided the title of the research; **"An Analysis of conformity of English Summative Tests With Syllabus Indicator at SMK Negeri 2 Sungai Penuh"**

[1] Alshumaimeri, *Ibid.* P.10

B. Identification of the problems

Based on the identifications in the background above. There were some problems:

First, some tests did not match the indicators in the syllabus. Second, it was rare to analyze the items done by students, whether each item was by the assessment indicators in the syllabus.

C. Limitation of the Problems

Based on the problems above, the researcher focused on the Analysis of Vocational High School Test by K13 Syllabus indicators and the even semester test in class X, XI, XII at SMKN 2 Sungai Penuh.

D. Research Questions

How was the suitabilitty of English summative test with the syllabus indicators in online learning at SMK Negeri 2 Sungai Penuh?

E. Purpose of The Research

To know the suitability of English summative test with the syllabus indicators in online learning at SMK Negeri 2 Sungai Penuh.

F. Significances of the Research

The results of the study were expected to be useful for the teachers and students, as follows:

1. For teachers

Through this research, the teacher obtained information about question analysis and examination test by the syllabus indicators of the

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K13 curriculum and as an input to the preparation of teachers about the procedures and criteria of a good test.

2. For schools

The results of this study was hoped as follow-up decision-making information in the preparation and development of the test, and evaluation of learning.

3. For students

Through this research, students were helped to understand about test, and could be used as a reference in seeing test as a good test.

G. Defenition of Key Terms

There were some terms that were discussed in this research, as follows:

1. Summative test

A Summative test is a test in the end of learning programs in one semester or one year. According to Silverius in Daryanto, summative test is used to give value to students competency and certification in passing a level of study.[2]

2. Syllabus

A Syllabus is a learning plan for a certain or group of subjects/themes which includes competency standards, basic competencies, subjectmatter/learning, learning activities, competency

[2] Djiwandono,Op.cit,*Tes Bahasa Pegangan Bagi Pengajar Bahasa second edition*, P.91

achievement indicators for assessment, assessment, time allocation and learning resources[3].

3. SMK Negeri 2 Sungai Penuh

The research took place in SMKN 2 Sungai Penuh which is known as one of senior high schools in Sungai Penuh. The researcher did the research at the SMKN 2 Sungai Penuh as specially for Class X, XII, and XII which is located in Jl. Muradi Desa No. 03, Sungai Liuk, Pesisir Bukit, Kota Sungai penuh, Jambi.

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[3] Badan Standar Nasional Ppendidikan, 2006, P.14

BAB II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Review of Test

a. Definition of Test

One of the evaluation instruments is a test. There are several definitions of the test. According to Thoha, a test is a measurement tool that is organized by questions, commands, and directions for the testee to get a response or answer appropriately by that directions[4]. Furthermore, according to Brown, a test is a method of measuring a persons ability, knowledge, or performance in a given domain[5].

Besides, according to Arikunto, some terms related to the test such as a) a test is a tool or procedure used to find out or measure something in the atmosphere, by certain rules, b) testing is the time when the test is carried out, c) a tester is a person who takes the test, c)Testee are respondents who take the test[6]. Furthermore, according to Purwanto in Evaluasi Hasil belajar test is The test is a measuring instrument for data collection wherein responding to questions in the instrument, participants are encouraged to show their maximum performance. The maximum appearance shown

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[4] Thoha,*Teknik Evaluasi Pendidikan.(*Jakarta, Rajawali Press,1991),P.32

[5]Brown, *Language Assessment Principles and Classroom Practice*, (Longman, 2003), P.42

[6] Arikunto, *Dasar-Dasar Pendidikan Edisi Revisi*, (Jakarta: Bumi Aksara, 2011), P.53

provides a conclusion regarding the ability or mastery that is owned[7].

According to PennyUr, tests are used as a means to motivate a student to learner review specific material.[8] According to Anastasi, a test is a measuring device that has an objective standard that can be used widely and can be used to measure and compare the mental state or behavior of depressed individuals.[9] Tests were carried out, could take the form of an assignment or a series of questions to be answered by the students, so that the measurement results can be obtained in the form value which symbolizes behavior or achievement.

From some of the opinion above, can be seen that the test function is as a gauge of the student, which measures the level of development or progress made by students after they go through the learning process within a specified period and serves as a measure of how far learning programs that have been prescribed can achieve. A test is a tool or device either in the form of the questions, order, or direction used to measure and value the student's ability in mastering the material given by the teacher in accordance with the syllabus and curriculum.

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[7] Purwanto, *Evaluasi Hasil Belajar,* (Yogyakarta: Pustaka Belajar,2011), P.63
[8]PennyUr,*Course In Language Teaching Practice And Theory,(*Cambridge: Cambridge University,1996),P.67
[9] Anastasi,*Phychological Testing*,(New York : The Macmillan Company, Inc,1976),P.66

b. Types of Test

1) Test based on Function

There are many kinds of tests in evaluating the student's achievement. According to Djiwandono the test into a formative test and summative test.[10] In this research, the kind of test that is analyzed is a summative test in an even semester. Below, there are some definitions of those kinds of the test.

2) Formative test

According to Djiwandono, the formative test has a function to give information on which part of the lesson has been comprehended by the students and which part has not yet. It is for evaluating the student's knowledge at a certain time, for example twice a week or once a month[11]. According to Brown, formative test is evaluating students in the process of forming their competencies and skill with the goal helping them to continue the growth process.[12]

Furthermore, formative test is given during the course of instruction to show which aspect of the student has mastered and where remedial work is necessary.

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[10] Djiwandono,Tes Bahasa Pegangan Bagi pengajar Bahasa Second Edition,(Jakarta,PT.Indeks,2011),P.91

[11] Ibid,P.91

[12] Brown,Op.cit, *Language Assesment Principles and Classroom Practice*, P.3

In addition, formative test is intended to monitor learning progress during the instruction and to provide continuous feedback to both pupil and teacher concerning learning success and failures[13].

Formative test takes place periodically in certain time of chapter in the lesson to know whether the students have mastered the lesson or nor. It is also controlling the learning progress for the teacher and students.

There are several benefits of formative test are as follows:

1. To determine the value: Used to determine whether students have mastered the material overall program.
2. Reinforcement for students: Knowing that the test is done is produce a high score as expected, then students feel a "nod" from the teacher, and this is a sign that what had possessed a true knowledge. Thus, the knowledge that will increase in memory imprint. Besides, marks the success of a lesson will increase students' motivation to study harder, in

[13] Tinambunan.W,*Evaluation of Students Achievement*, (Jakarta,1998),P.8

order to maintain the value is good or better obtain it.

3. Repair efforts the students. Feedback obtained after conducting tests students know their weaknesses. So that students know the chapters which are still not mastered. Thus there is no motivation to improve the control.
4. As the diagnosis. That lesson is being learned by students is a series of knowledge and skills. By knowing the formative test results, students can clearly know which part of the lesson material that was difficult.

b) Summative test

The semester in teaching learning process is divided into two semesters, the odd semester (first semester) and even semester (second semester). According to Djiwandono, one of the evaluation tools in the teaching learning activity is summative test[14]. Summative test happens in the end of learning program in one semester or one year. It is part of the whole materials given in a certain learning program.

[14] Djiwandono,*Op.cit*,Tes Bahasa Pegangan Bagi pengajar Bahasa Second Edition.

According to Silverius in Daryanto, in the purposes final test, this summative test is used to give value to the student that become standard of the students competency and certification in passing a level of study.[15] In addition,summative test has aim to measure, or summarize what a student has mastered and it occurs in the end of course of instruction[16].

According to Tinambunan, the summative test is intended to show the standard which the students have reached in relation to other in the same level. It is typically in the end of a course or unit instruction[17]. According to Arikunto, summative test is done in the end of a lesson program. Summative test can be same as final test that is usually happen in four month or a semester.[18]

In conclusion, summative assessment test is an evaluation performed at the end of one unit of time within which it covers more than one subject, and is intended to determine how far the learners have been able to move from one unit to the next. Winkel defines

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[15]Daryanto,*Evaluasi Hasil Belajar Dan Umpan Balik*,(Jakarta, Grafindo Persada,1991),P.14

[16] Brown,Op.cit, *Language Assesment Principles and Classroom Practice*, P.6

[17] Tinambunan.W,*Evaluation of Students Achievement*, (Jakarta,1998),P.8

[18] Arikunto,*Dasar-Dasar Evaluasi Pendidikan Edisi Revisi*,(Jakarta,Bumi Aksara,2002),P.38

summative evaluation as the use of tests at the end of a particular teaching period, which includes some or all of the lesson units taught in one semester, even after the completion of a subject area.

Summative test this test is conducted to measure students' absorption of subject matter that has been taught during one semester or two year lesson, this test aims to determine level or level of learning success of students in a certain learning period. The summative test is a test to evaluate the whole of student‟s comprehension of the materials given by the teacher with the other in the same stage after teaching learning program in the end of a semester or an academic year.

There are several benefits of summative test according to Arikunto, are as follows[19]:

1. To determine the value

   The value in the summative test is used as a reference in determining the ratio of students and notch student in the classroom. So that these values can be seen in the learning achievements of students in the classroom.

[19] Arikunto,*Dasar-Dasar Evaluasi Pendidikan*,(Jakarta,Bumi Aksara,1996),P.36

2. Functioning as a predictive test

This test is to determine a child has mastered the lesson material that has been given, so that students are able to continue with the next program or the student must repeat / learn again the lesson material.

3. To fill the students' progress notes, so it will be useful for:

a. Parents

b. Party guidance or counseling in schools.

c. Other parties, such students will be moved to another school will continue to learn or enter the workforce.

2. Based on purpose

According to Brown, there are five kinds test which is common used in language curricula, those are proficiency test, diagnostic test, placement test, achievement test and aptitude test[20].

a) Proficiency test

Language proficiency tests are designed to measure control of language cultural items and communication

[20] Brown,*Principles of Language Learning and Teaching 4th Edition,*(New York,Longman,2000),P.390

skills already present at the time of testing, irrespective of formal training.

Such tests are generally used for specific purposes; for example, to determine selection of students for a specific program, to ascertain appropriate placement levels in courses or in advanced training programs, and to judge the examinee„s readiness to perform specific tasks in a work activity. If we compare between proficiency and achievement tests, we will find that the difference lies rather in the source of materials used in its preparation and in the use to be made of the test results. Whereas achievement tests are used to obtain measures from formal studying during a specified time, proficiency tests serve principally to obtain measures of the degree of knowledge of particular language at particular time and for a particular purpose.

b) Diagnostic test

Diagnostic test is designed to diagnose specified aspects of a language. A test in pronunciation, for example, might diagnose the phonological features of English that are difficult for learners and should therefore become part of a curriculum. Diagnostic language test seeks to identify the specific strengths

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and weaknesses of a foreign language student. It may contain the same types of test items which are used in the achievement or proficiency tests.

c) Placement test

Placement test is a test that will be given to students who will enter an institution to determine the level of skill in a particular field, so that can be obtained by the group according to the ability of students. Placement tests within an institution have an important position, with no placement test can lead to difficulty grouping in determining the degree to which a student's abilities. In general the placement test is made as a pretest (pretest). The ultimate goal is to find out whether learners already possess the skills necessary to attend a learning program and to where learners have achieved the learning objectives (basic competencies) as outlined in their lesson plan.

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In relation to the first objective the problem is related to the readiness of the students to face the new program, while for the second is related to the suitability of the learning program with the students. Implementation of placement tests is usually done early in the learning process. This is done because the

implementation of placement tests can be used to determine the level of ability that has been owned by. The function of the placement test is used to support the extent of the preliminary knowledge of the learners in a field of study. According to Suwarto, the step of using placement tests can help to follow-up on the learner's early abilities. Follow-up is done after the placement test stage that can be additional lessons that can.[21]

d) Achievement test

An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement test are often summative because they are administered at the end of a unit or term of study. Achievement-type or attainment tests are widely employed in language teaching just as they are in most other subjects. They are used to measure the amount and degree of control of discrete language and cultural items and of integrated language skills acquired by the student within a specific period of instruction in a specific course.

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[21] Suwarto,Pengembangan Test Diagnostik Dalam Pembelajaran,(Bandung,Rodaskarya,2012),P.127

e) Apptitude test

A language aptitude test is designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking. Language aptitude tests are ostensibly designed to apply to the classroom learning of any language. Two standardized aptitude tests have been used in the United States: the first Modern Language Aptitude Test (MLAT) and the second Pimsleur Language Aptitude Battery (PLAB). Both are English language tests and require students to perform a number of language-related tasks.

The aptitude test is conceived as a prognostic measure that indicates whethera student is likely to learn a second language readily. It is generally given before the student begins language study, and may be used to select students for a language course or to place students in section appropriate to their ability.

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c. Types of Test Item

1) Objective test

According to Djiwandono, objective test is a test with a high level objective scoring.[22] When one person or

[22] Djiwandono,*Op.cit*,Tes Bahasa Pegangan Bagi pengajar Bahasa Second Edition,P.36

institution does this test, the result will be the same if one or more corrector this test in different occasion. There are kinds of objective test, as follows:[23]

a) Matching test

The matching test is a question item or a task whose answer is mated to a series of answer. In the other words the tasks of the test participants marely match the premise with one of the answer series. The matching test consist of two parts (collums), as follows :

1. The first part is called a series of stems, premises, or subject matter that can take the form of statements or questions.
2. The second part is called the answer series

b) Multiple choice

A multiple choice test is a form that has a correct answer or most appropriate. Judging from the structure, the form of multiple choice questions consist of a stem, options, keys and distractor. The main guideline in the manufacture or multiple choice items are :[24]

1. Subject matter must be clear
2. Options homogeneous answer in the sense of contents

[23] Purwanto,*Prinsip-Prinsip dan Teknik Pengajaran*,(Bandung,Redmaja Karya,2010),P.38

[24] Robert.L.Ebel,*Comments on Some Problems of Employment Testing,(*Michigan State University,1997),P.68

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3. Indonesian used law
4. Do not use a double negative
5. All logical choice answers
6. The phrase is used in accordance with the level of development of the test participants
7. Avoid using the answer choices: all right or all wrong
8. There is no indication that the correct answer
9. The lenght of the sentence is relatively the same answer options
10. The correct location of choice answer randomly determained
11. Choice of answer sorted numbers

c) True false

True false test is incorrect ia a question or task item in the form of a steatment whose answer uses the choice of true false statements. Alternative answer can take the form of right wrong, agreed- disagred, and good-no good.

d) Completion test

The completion test is one form of free-answer test, in which the items are one sentence where certain parts

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of the important part are emptied. The teste is asked to fill in the missing parts.

e) Short answer test

The form of a short answer question is a matter that requires answers in the form of words, numbers, sentences, or symbols and the answers can only be judged infallible or false. There are two forms of short answer questions direct question form and incomplete question form.

2) Subjective test

Accoring to Djiwandono, the subjective test is a test that the result of the test can be different from one corrector to other corrector. It is because may be there are different assessment and valuation between each corrector.

The kinds of subjective test, as follows [25]:

a) Essay test

The written test is an assessment tool in narrative form that requires learners to remember, understand, and organize idea or things that have been learned. Guidelines for the preparation of forms matter of the following description, as follows :

[25] Djiwandono,*Op.cit*,Tes Bahasa Pegangan Bagi pengajar Bahasa Second Edition,P.55

1. Characteristics of subjects and breadth of the scope of the material to be tested
2. Material, for example, about conformity with standards of competence, basic competence and indicator of achievement in the curriculum.
3. Construction, for example, the formulation of problems or questions should be clear and unequivocal
4. Language, for example, the formula about not using the word or phrase that pose a double interpretation.

Based on explain above, the researcher can be concluded essay test is a form of test consisting of questions or instructions that require answers in the form of relatively long descriptions. The tests are designed to measure learning outcomes in which the elements needed to answer the questions are sought, created and organized on their own. Essay tests are used to overcome the weakness of measuring objective-limited power on low learning outcomes. This form of test is well suited to measuring learning outcomes whose cognitive level is more than just calling information, because the measured learning outcomes are complex and attach great importance to the ability to produce, integrate and express ideas.

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d. Characteristic of a Good Test

According to Sudijono, to measure the suitability, efficiency and stability of an assessment tool or a test used an assortment of qualities such as validity, reliability, objectivity, and practically.

1) Validity

Validity is a quality that shows the relationship between a measurement (diagnosis) with the meaning or purpose of learning or behavior criteria. According to Big Indonesian Dictionary that the validity is defined as true nature, according to evidence that there is logic of thinking. Another definition states that validity is the validity of a data, in this case the data must describe the actual situation.

2) Reliability

Reliability is a quality shows equivalence stability or stability of measurements. An instrument that has high reliability when the instrument produces a steady research. Constancy here is not always the same, but follow the changes steadily.

3) Objectivity

Objectivity is a quality that shows the identity or similarity of score diagnoses derived from the same data from the same pen competent score. The evaluation

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instrument should not be mixed from the subjectivity of the researcher. And an evaluation should be done continuously, in order to observe the changes that occur.

4) Practically

Practically is a quality that suggests the possibility of executable a general usefulness of a evaluation technique, by basing on the cost, the time needed to prepare, ease of preparation, easy of scoring, and easy interpretation of the results. The purpose of a practical evaluation tractability, with the characteristics of easy to implement, simple equipment.[26]

Based on definition above, the researcher can conclude reliable and consistency, a test can be categories as reliability if the tests are consistent and if the test used to measure in many time, the result is same and not changes. A good test is practical, it is within the means of financial limitations, time constraints, case of administration, scoring and interpretations. Practically means simply and easily on procedural and administration or practice of tests are held.

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[26] Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Pers, 2009), P.75-79

2. An Analysis of Validity

a. Validity of test

To obtain valid items, teacher made test should pay attention to the roles writing covering three domains, there are the domains of content, the domain of the construction, and the domain of language.

1) Multiple-choice

a) The domain of content

1. The test must be in accordance with the standards of competence and indicators in the curriculum.
2. Question and answer is clear
3. Content of the materials in question in accordance with the type of school and classroom level.

b) The domain of construct

1. Choice answer should function, homogenous and logical.
2. Every question should have the right answer.
3. The question should be clear
4. Question and answer selection statement should be only required
5. The question don't provide guidance towards the correct answers
6. The question should not contain double negative statement
7. Short length answer should be the same
8. Discourse, pictures and graphs must be function

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9. Choice answer must be in numeric or time shorted
10. Between items does not depend with another.

c) The domain of language

1. The sentence should be communicative
2. The sentence using proper grammar and correct grammar
3. The question does not give rise to double interpretation or misinterpretation
4. Using a common language and not local language
5. The question did not offend the students.

2) Fill in the blank

a) The domain content

1. The test must be in accordance with the standards of competence and indicators in the curriculum
2. Question and answer is clear
3. Content of the materials in question in accordance with the type of school and classroom level.

b) The domain of construct

1. The sentence or paragraphs in the form an open and only requires additional word in replay.
2. The question does not depend on the previous exercise.

c) The domain of language

1. The sentence should be communicative
2. The sentence using proper grammar and correct grammar

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3. The question does not give rise to double interpretation or misinterpretation
4. Using a common language and not local language
5. The questions not offend the students.

3) Essay

a. The domain of content

1. The test must be in accordance with the standards of competence and indicators in the curriculum.
2. Question and answer is clear
3. Content of the materials in question in accordance with the type of school and classroom level.

b. The domain of construct

1. In a question form and the decompose answer
2. There are clear instructions for how to do the questions
3. There are guidelines for assessment tables, graphs and diagrams special or similar means clear.

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c. The domain of language

1. The sentence should be communicative
2. The sentence using proper grammar and correct grammar
3. The questions does not give to rise to double interpretation or misinterpretation
4. Using a common language and not local language
5. The question did not offend the students.

In this research the research choose logical validity (the domain content, the domain construct and the domain language) because in this research explain about teacher Musyawarah Guru Mata Pelajaran (MGMP) made test so, to focused analysis the questions multiple-choice and essay items.[27]

b. Types of Validity

1) Type of validity

Content-based validity evidence is often the preferred approach for establishing the validity of achievement tests, including teacher-made classroom tests. According to Messick, types of validity, as follows :

a) Content Validity

Content validity is the accuracy of a measuring instrument in terms of the contents of the measuring instrument. A measuring instrument is said to have the validity of the content if the content or materials or materials measuring tool is really a representative material to the learning materials provided. That is, the contents of the measuring tool is estimated in accordance with what has been taught based on the curriculum. Content validity involves how adequately the test samples the content area of the identified construct. Content validity is

[27] Majid,*Perencanaan Pembelajaran*,(Bandung:PT.Remaja Rosda,2009),P.279

typically based on professional judgments about the appropriateness of the test content.

b) Criterion Related Validity

Criterion-related validity when referring to the notion of whether a person's skill level in a tested field reflects or matches another field score that has a characteristic equation. Validity is tested by correlating test results with other characteristic test results. For example, the validity test will be tested in the active vocabulary test vocabulary. Active vocabulary receptive vocabulary has similarities to writing skills as they are both receptively active. The test results of vocabulary mastery are then correlated with the value of the writing test that has been previously obtained. High low correlation coefficient obtained from the calculation will determine the high low level of validity in line test vocabulary mastery tested. Criterion related validity involves examining the relationships between the test and external variables that are thought to be direct measure of the construct.

c) Construct Validity

Construction validity relates to construction or science field concept to be tested the validity of the measuring instrument. The validity of the construct refers to the suitability between the results of the measuring instrument and the ability

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to be measured. Evidence of the validity of the construct of the mathematical measuring tool is basically an attempt to show that the score generated by a mathematical measuring instrument really reflects the same construct with the capability to be the target of measurement. A mathematical tool is said to have a high construct validity if the measuring instrument is in accordance with the characteristics of the measured behavior. In other words, when described will appear the alignment details of the ability in the grain measuring instrument with details of the ability to be measured. The validity of the collision can be done by identifying and pairing items with specific goals intended to reveal certain levels of cognitive aspects as well. Just as in content validity, to determine the degree of construct validity, the preparation of items can be done by basing themselves on the grid of the measuring instrument. Construct validity involves an integration of evidence that relates to the meaning or interpretation of test scores.

d) Face Validity

Face validity an important facet of consequential validity is the extent to which students view the assessment as fair, relevant, and useful for improving learning, or what is popularly known as face validity. Face validity refers to the

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degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees who take it, the administrative personnel who decide on its use, and other psychometrically unsophisticated observers. Sometimes students don‟t know what is being tested when they tackle a test. Face validity means that the students perceive the test to be valid. Face validity is a property of a test intended to measure something. It is the validity of a test at face value. In other words, a test can be said to have face validity if it looks like‖ it is going to measure what it is supposed to measure.

e) Consequential Validity

Consequential validity as well as the above three widely accepted forms of evidence that may be introduced to support the validity of an assessment, two other categories may be of some interest and utility in your own quest for validating classroom test. Consequential validity encompasses all the consequences of a test, including such considerations as its accuracy in measuring intended criteria, its impact on the preparation of test takers, its effect on the learner, and the (intended and unintended) social consequences of a tests interpretation and use. Encourages teachers to consider the effect of assessments on student‟s motivation, subsequent

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performance in a course, independent learning, study habits, and attitude toward school work.[28]

3. Reliability

a. Defenition of Reliability

Reliability comes from the word rely which means trust and reliable which means trustworthy. According to Arif Furchan, the reliability of a measuring device is the degree of consistency of the tool in measuring whatever it measures.[29] A test can be said to be reliable if it always gives the same results when tested on the same group at different times or occasions.

b. Type reliability

There are four general classes of reliability estimates, each of which estimates reliability in a different way, as follows :

1) Inter-rater or inter-observer reliability

Used to assess the degree to which different raters/observers give consistent estimates of the same phenomenon.

2) Test-retest reliability

Used to assess the consistency of a measure from one time to another

3) Parallel-forms reliability

Used to assess the consistency of the results of two test constructed in the same way from the same content domain.

[28] Messick,*Evidence and Ethics in the Evaluation of Tests,*(Research Report,1898),P.265

[29] Arief Furchan, *Pengantar Penelitian Dalam Pendidikan,* (Yogyakarta: Pustaka Pelajar, 2004),P. 310.

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4) Internal consistency reliability

Used to assess the consistency of results across items within a test.

Based on the above explanation the researcher can conclude about the reliability, reliability is a measurement of a test that see whether the test can measure what should be measured. Reliability is a series of measurements or a series of measuring tools that have consistency when the measurements made with the measuring instrument is done repeatedly. A test can be said to be reliable if the test has consistent results. Reliability is the similarity of measurement results or observations when the fact or fact of life was measured or observed many times in different times. Tools and how to measure or observe both play an important role at the same time.

4. Syllabus

The definition of a syllabus according to KTSP, a syllabus is a learning plan for a certain or group of subjects/themes which includes competency standards, basic competencies, subject matter/learning, learning activities, competency achievement indicators for assessment, assessment, time allocation and learning resources[30]. While the definition of the syllabus according to K13 is a learning plan in a subject that includes Core Competencies, Basic Competencies, learning materials, learning activities, assessments, time allocation, and learning

[30] Badan Standar Nasional Ppendidikan, 2006, P.14

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resources[31]. The syllabus as a learning plan is needed because the learning process in schools is carried out within a predetermined time. Also, the learning process itself is essentially a process that is organized and arranged in such a way according to certain steps so that in its implementation it can achieve the expected results and basic competencies can be achieved effectively.

The syllabus is one of the stages in curriculum development as well as a further elaboration of the main points of the program in one subject which is derived from the competency standards and basic competencies that have been defined in the details of activities, learning strategies, assessment strategies, and time allocation. The syllabus is a macro program that must be translated into more detailed learning programs, namely the lesson plan (RPP). The syllabus is a program that is implemented for a fairly long time (one semester), then becomes a reference in developing RPP which is a program for a shorter time.

a. Benefits of the Syllabus

By paying attention to some of the definitions above, the syllabus is the main reference in a learning activity. Some of the benefits of this syllabus as follows[32] :

1) As a guideline/reference for the development of further learning, namely in the preparation of lesson plans, management of

[31] Permen No 59 tahun 2014 Tentang K13

[32] Maria, Pengembangan Silabus dan Rencana Pelaksanaan Pembelajaran Dalam KTSP,(Dapartemen Pendidikan Nasional UNY, Yogyakarta,2009),P.6

learning activities, providing learning resources, and developing an assessment system.

2) Provide an overview of the main points of the program to be achieved in a subject.
3) As a measure in assessing the success of a learning program.
4) written documentation (written document) as the accountability of a learning program.

b. Principles of Syllabus Development

In developing the syllabus, several principles need to be considered. These principles are the principles that will inspire the implementation of the education unit level curriculum. Several principles must be used as a basis for the development of this syllabus, namely: scientific, relevant, systematic, consistent, adequate, actual/contextual, flexible, and comprehensive. The explanation of these principles as follows[33] :

1) Scientific, which means that the entire material and activities contained in the syllabus must be correct and can be scientifically accounted for. Given that the syllabus contains an outline of the content/learning material that students will study, the learning material/content must meet scientific truth. For this reason, in preparing the syllabus, it is recommended to involve experts in

[33] Musclich, KTSP Dasar Pemahaman Dan Pengembangan: Pedoman Bagi Pengelola Lembaga Pendidikan, Pengawas Sekolah, Kepala Sekolah, Komite Sekolah, Dewan Sekolah Dan Guru, (Jakarta: Bumi Aksara, 2007), P.25

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the scientific field of each subject so that the learning material has high validity.

2) Relevant, which means that the scope, depth, level of difficulty, and order of presentation of the material in the syllabus must be by the level of physical, intellectual, social, emotional, and spiritual development of students.
3) Systematic, which means that the components in the syllabus must be functionally interconnected in achieving competence. The syllabus is a system, therefore the preparation must be done systematically.
4) Consistent, which means that in the syllabus, there must be a consistent relationship (steady, adhering to principles) between basic competencies, indicators, subject matter, learning experiences, learning resources, and the assessment system.
5) Adequate, which means that the coverage of indicators, subject matter, learning experiences, learning resources, and an assessment system are sufficient to support the achievement of basic competencies that ultimately reach competency standards.
6) Actual and Contextual, meaning that the coverage of indicators, subject matter, learning experiences, learning resources, and assessment systems take into account the latest developments in science, technology, and art in real life, and events that occur.

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7) Flexible, meaning that the entire syllabus component can accommodate the diversity of students, educators, as well as the dynamics of changes that occur in schools and the demands of society.

8) Overall, it means that the syllabus components cover the entire domain of competence (cognitive, affective, psychomotor).

c. Syllabus Development Procedure

To obtain a quality syllabus and in accordance with the principles described above, proper syllabus development procedures are needed. The suggested syllabus development procedure is through the stages: design, validation, validation, socialization, implementation, and evaluation. In brief, the steps for developing a syllabus can be explained as follows[34] :

1) Design (Design). This stage begins with the activity of analyzing the competency standards and basic competencies contained in the content standards, followed by determining the subject matter/learning, learning activities, indicators of competency achievement, types of assessment, time allocation and learning resources required. The product of this stage is the initial draft of the syllabus for each subject (recommended in the form of a matrix to make it easier to see the relationship between components).

[34] Maria, *Ibid*, P.9

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2) Validation. This stage is carried out to find out whether the initial draft of the syllabus that has been compiled is correct or still requires further refinement and refinement, both with regard to the scope, order of presentation, the substance of the subject matter, and the scope of content in other syllabus components. The validation stage can be done by asking for responses from parties who are deemed to have the expertise for this, such as subject disciplinary experts.

3) Ratification. This stage is carried out before the final syllabus is implemented with the aim of obtaining approval from parties who are considered competent. This validation stage is a sign that the syllabus can officially be used as a guide by the teacher in preparing lesson plans, implementing the learning process, and assessing.

4) Socialization. This stage is carried out especially if the syllabus is developed at a broader level and is carried out by a team that is specifically formed and trusted to develop it. The final syllabus that is produced and has been validated needs to be socialized properly and appropriately to teachers as curriculum implementers.

5) Implementation. This stage is the culmination of the previous stages starting with the preparation of a learning implementation plan for the implementation and evaluation of learning.

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6) Evaluation. This stage is carried out to find out whether the syllabus that has been developed achieves its goals or vice versa. From the results of this evaluation, it can be seen to what extent the level of achievement of the standard competencies and basic competencies that have been determined. Thus, the syllabus can be corrected and refined immediately.

d. Steps to Develop a Syllabus

Before compiling the syllabus and lesson plans, first clearly write down the name of the school, subject, class, semester, time allocation, and the standard of competency for the subjects to be achieved. The process of compiling the syllabus after filling in the subject identities consists of seven main steps as follows[35]:

1) Reviewing Competency Standards and Basic Competencies
2) Identify Main / Learning Material
3) Developing Learning Activities
4) Formulate Competency Achievement Indicators
5) Determination of the Type of Assessment
6) Determining Time Allocation
7) Determining Learning Resources

B. Review of Related Findings

To prove the originality of this research, the researcher wants to present the previous research dealing with an analysis examination test.

[35] Maria, *Ibid*, P.8-15.

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Firstly, Agustin Islam Mia from Islamic University of Maulana Malik Ibrahim, Malang with the research entitle : **Analisis Butir Soal Dalam Buku Ajar Ilmu Pengetahuan Alam Kelas V Dimadrasah Ibtidayah Al-Ma'arif 02 Palang Sukorejo Pasuruan**. The informants of this research are the V grade of madrasah ibtidayah Al-Ma'arif 02, test in textbook and students score. The method to collecting the data researcher did questioner, observation, and documentation. Data analysis was qualitative analysis and qualitative analysis.

The results of analysis of researcher was concluded that The quality of the questions was qualitatively obtained, the results showed that of the 50 items 10 questions needed to be corrected because they were not by the rules of writing the questions. The quality of the questions was obtained from the questionnaire calculation with the percentage of evaluation experts getting 88.6% results, from linguists getting 82.1% results while from material experts getting 83.3% results. The difficulty level is known that 2 items fall into the difficult category, 23 questions fall into the medium category, while 25 questions fall into the easy category it is known that 26 questions fall into the discarded category, 5 items fall into the corrected item category, 6 items fall into the accepted question category it is known that 2 items have no distinguishing power, and 48 distracting questions are good enough because there are students who cannot answer the questions correctly. Validity is known to be 84%, then

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the reliability of the item is known to be 0.567, indicating that the reliability of the item is low.[36]

Secondly, Irnanda Susanti Putri from Islamic University of Ar-Rinary Banda Aceh, with the research title : **Analisis Kesesuaian Soal Buatan Guru Dengan RPP Pada Materi Protista Dan Keanekaragaman Hayati Di Sman 1 Trumon Tengan Aceh Selatan.** The subjects of this study were test questions made by the teacher and student answers to see the quality of the questions in terms of validity, reliability, level of difficulty, and differentiation, as well as RPP (Learning Implementation Design) on protista material and biological diversity in class X IPA. The method to collecting the data researcher did analysis of items and rpp, test, and interview. Data analysis was qualitative analysis and qualitative analysis.

The results of analysis of researcher was concluded, the items made by the teacher on the protista material are 100% by the indicators contained in the lesson plan. Only 75% of the questions made by the teacher on the subject of biodiversity are by the indicators and 25% are not by the indicators. The items made by the teacher on the protist 20 questions are by the indicators, have homogeneous and logical answer choices, only have one correct answer key and each of the distractors is functioning. The teacher-made items on the material on Biodiversity, 15 questions are by the indicators. The other 5 questions are not by the

[36] Agustin, Analisis Butir Soal Dalam Buku Ajar Ilmu Pengetahuan Alam Kelas V Dimadrasah Ibtidayah Al-Ma'arif 02 Palang Sukorejo Pasuruan,(sukorejo, 2017), P.7-127

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indicators, 20 questions have homogeneous and logical answer choices, only have one correct answer key and each of the distractors functions. The quality of the items from a quantitative point of view on protist material has a low level of validity, low reliability, moderate level of difficulty for some of the categories, and the power of difference is mostly in the weak category. The quality of items from a quantitative point of view on biodiversity material has a low level of validity, low reliability, and level of difficulty, most of them fall into the medium category and the difference in the questions is mostly in the good category.[37]

Thirdly, Rahmawati Maisa from The State Islamic Institute of Surakarta, with the research title : **An Analysis Of English Summative Test For The Second Grade Student Of Junior High School 2 Surakarta In Academic Year 2016/2017.** The subjects of this research were SMPN 2 Surakarta because of the school has a national standard. the data in the research are the materials of the final test eighth class and document in this research is syllabus, lesson plan, and question the final test for the eighth grade of junior high school. The method to collecting the data researcher did interview, and documentation. Analyzing the data, research using techniques proposed by Bogdan and Biklen, characteristic qualitative research conducted in natural conditions, is descriptive, emphasizing the process rather than the product, inductive data analysis, emphasizing the meaning. In this study analyze this data using descriptive

[37] Imanda, Analisis Kesesuaian Soal Buatan Guru Dengan RPP Pada Materi Protista Dan Keanekaragaman Hayati Di Sman 1 Trumon Tengan Aceh Selatan, (Banda Aceh, 2018), P. 6-54

analysis of several items of choice per number and the study identified each item relating to indicators reading, speaking, and writing.

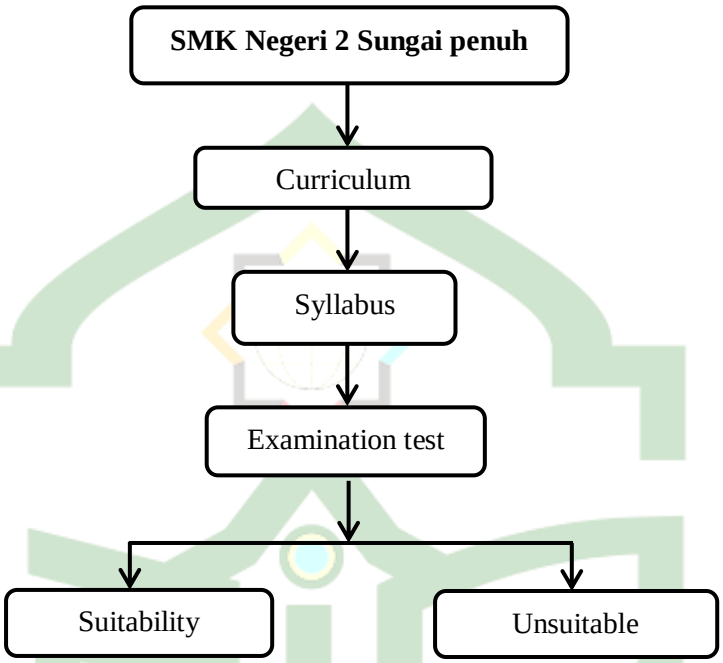
The results of analysis of researcher was concluded, the first point based on the result found, after analyzing the English summative test multiple-choice items, in the final test for the even semester of eighth-grade students of SMPN 2 Surakarta, Pabelan. The researcher finds that the final test fulfills in multiple choice items from the 50 items, the test has only 2 items not appropriate with the syllabus on curriculum. Therefore unsuitable tests should need to be revised, and this test is good. The second point based on the result found, after analyzing the English summative test of essay items, in the final test for the even semester of eighth grade students of SMPN 2 Surakarta, Pabelan. The researcher finds that the final test fulfills in essay items from 5 items, the test has only 2 items not appropriate with the syllabus on curriculum. Therefore unsuitable tests should need to be revised, and this test is good. Based on the data analysis, the researcher concludes that the final test items for even semester of SMPN 2 Surakarta 2016/2017 academic year is suitable on indicator syllabus curriculum KTSP used of SMPN 2 Surakarta. Therefore unsuitable tests should need to be revised, and this test is good[38].

In addition, the difference between this study and the research above is that this study is about the analysis of the suitability of the exam questions with the syllabus indicators at SMKN 2 Sungai Penuh. The

[38] Rahmawati, An Analysis Of English Summative Test For The Second Grade Student Of Junior High School 2 Surakarta In Academic Year 2016/2017, (Jawa Barat, 2016), P. 7-63

informants of this research The informants are 3 English teachers who teach at the school. The method to collect the data researcher was interview, observation, and documentation.

C. Conceptual Framework



School choose K13 as the curriculum used, and the curriculum became guidance to make syllabus that was arranged by the teacher. Further, three are indicators of learning implementation plan (RPP) and assesesment in the syllabus. It also helped to know the suitability of summative test with syllabus indicators.

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BAB III

RESEARCH METHOD

A. Design of The Research

This type of research used a qualitative approach with the method of document analysis. Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material.[39] It meant a systematic procedure for reviewing or evaluating documents, both printed or electronic. This method was suitable for analyzing curriculum or syllabus in the form of electronic and printed documents. The document analysis method in this study aimed to analyze the summative test in SMKN 2 Sungai Penuh, whether the questions used as a test were by the indicators in the syllabus.

B. Informants and Setting

a. Informants

In this research, the qualitative research did not use population, because this research began from the case definite social situation, and sample in qualitative research called as informants. This research took place at SMKN 2 Sungai Penuh (Grade X, XI, XII). In this research the researcher chose English teachers to be informant. Researcher used a sampling method to be interviewed their English teachers, the sampling method used was a purposive sampling.

[39] Bowen, *Document analysis as a qualitative research journal*,(2009), P.39

Purposive sampling was the taking or selecting of samples based on the existence of a specific purpose, this technique was usually done for several considerations. Therefore researcher used this technique, the selected informants were teachers to conduct interviews, then researcher used this technique. The informants were 3 English teachers who taught at the school. They also made test for even semester academic year 2019/2020. The teachers made test were used as the data in this research.

b. Setting of Research

This research was conducted in SMKN 2 Sungai Penuh academic years 2019/2020 that located in Jl. Muradi, No. 03, Sungai Liuk, Pesisir Bukit, Kota Sungai penuh, Jambi.

C. Technique of Data Collection

The technique of collecting data that the researcher used, as follows:

a. Primary data collection

According to Sugiyono, primary data are sources that can provide valuable information directly. In other words, the main source is providing important data relating to research problems[40]. For primary sources, the researcher used documents. The documents were an English syllabus, test, and documentation.

[40] Sugiyo, Metode Penelitian Pendidikan, (Bandung, Alfabeta, 2008), P.225

b. Secondary data collection

Secondary sources were additional sources for obtaining data. According to Given, secondary data are sources are existing sources that are collected for different purposes or by people other than researchers. In other words, secondary sources serve to collect data for different purposes in conducting research[41]. The secondary source used was an interview. In this research, the results of interview were used as the strongest information source.

D. Instruments of the Research

The instruments of the research were explained, as follows:

1. Interview

Interview is a way to collect data by holding face to face directly between the person in charge of collecting data with the person who is the source of the data or object research[42].

a. Interview guideline

Interview guideline was used as a guide when the researcher conducted interview with the students and teachers during the research. Therefore, the interview was in the right procedure.

b. Recorder

The recorder is a device that functions to record a voice, conversation, and audio used as an instrument of an interview, so that it can repeat the discussion during an interview.[43]

[41] Given, *The Sage Encyclopedia Of Qualitative Research Methods Vol 1&2*, (London, University Of Alberta, 2008), P.803

[42] Ahmad Tanzeh, *Pengantar Metode Penelitian*, (Yogyakarta: Teras, 2009), P.66

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2. Documentation

Documentation is collecting data by viewing or recording a report that is already available. Documentations in this research were curriculum, syllabus, examination test, and textbook.

E. Technique of data analysis

In the analyzing of qualitative data, Bagdan in Sugiyono said that data analysis is the process of systematically searching and arranging the the materials that you accumulate to increase your own understanding of them and to enable you to present what you have discover to other[44].

In accordance with the purpose of research, the data analysis used in this research was qualitative analysis of interactive models as presented by Miles and Huberman, as follows:

1. Data Collection

Data obtained from observation, interview, and documentation were recorded in field. It had 2 aspects; description and reflection. Description is which the record contains about what is seen, heard, felt, witnessed and experienced by the researcher themselves without any opinions and interpretations from researcher about the phenomenon encountered. Reflection is a note that contains the impression, commentary, and interpretation of the researcher on the findings encountered.

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[43] Arikunto. Suharsimi,Prosedur Penenlitian,(jakarta,rineka cipta,1997),P.149

[44] Sugiyono, *Metode Penelitian Pendidikan,* (Bandung : Alfaberta, 2008),. p. 334

2. Data Reduction

Data reduction meant the resume data, collect the main things, focusing in important things, looking for theme and form. So the data that reduced were showed more details and made easily for researcher to collect the data.

Data reduction were translated as a process of selection and simplification. To create the data was to do a selection, make a summary or brief description, categorize into patterns by making research transects to emphasize, shorten, focus, remove unnecessary parts and arranged to be drawn the conclution.

Besides, based on explanation above, in this research the data that took from interview, and documentation was reduced into main things that matched with theme of this research and arranged into focus sub-theme to make it clear easily.

3. Data Display

Data display have many kinds, such as graphic, table, phie chard, short essay, pictogram, types cribs and so on. Thus, in this research the researcher displayed the data that reduced based on interview data in essay models. The data showed in text or short essays.

4. Conclusion Data/Verification

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The last step of Miles and Huberman models in analyzing data is taking conclusion of verification. [45] So, the data that reduced and displayed were resumed, took the conclusion, and showed in description text.

F. Trustworthiness

In analyzing the data, the research also needed to analyze the suitable based on syllabus on the curriculum used at SMK Negeri 2 Sungai penuh. To proof and to check the item of data, qualitative research was used the relevant technique of data analysis. To get the suitable of the research, the researcher used triangulation. Triangulation is a technique analysis of data which is benefitted something out of data itself in order to check the result of data or as a data compare. There are four kinds of triangulation; triangulation of sources, method, researcher, and theory. The researcher rechecked the results by comparing them with several sources, method, and research or theory. In this research, the research used source triangulation to check the data weather suitable on syllabus on the curriculum. The researcher evaluated the data which where collected by questions in final test. The document was taken from syllabus and examination test as the implementation of triangulation of source. According to Meleong, there were four certain criteria to check the data validation; credibility, transferability, dependability, and conformability[46].

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[45] Miles M and Huberman M, *Qualitative Data Analysis,* (America : SAGE Publication, 1994), p. 10-11 PDf File

[46] Maleong, Lexy J. Metode Penelitian Kualitatif. (Bandung: PT. Remadja Rosdakarya,2005),P.324

In this research, the researcher applied dependability to determine the validation data. Those were used to understand the appropriate between syllabus on the curriculum of the document and to make correction to the faults. Besides, the research discussed it with the teachers of SMK Negeri 2 Sungai Penuh.

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BAB IV

FINDING AND DISCUSSION

This chapter presented the results of this research. The data of the results were collected from two instruments that were used by the researcher; an interview and documentation. The results were discussed descriptively. Analysis of the data collected was aimed to answer one questions of this research; How the appropriateness of the examination test with the syllabus indicators in Online Learning at SMK Negeri 2 Sungai Penuh?

A. Findings

In this section, it is described the appropriateness of the examination test with syllabus in online learning.

In analyzing the even semester test for students of class X, XI, and XII based on the appropriateness of the indicator syllabus, the researcher used data documentations such as students' test results and syllabus obtained from Management Information Resources of SMKN 2 Sungai Penuh. Then, the researcher analyzed the even semester test. Data collection was carried out on August 31, 2020, until completion. The researcher also did an interview. The interview was done with three English teachers in SMKN 2 Sungai Penuh. The interviewed data were collected as supporting data.

From these findings, after an analysis of even semester test of students class X, XI, and XII of SMKN 2 Sungai Penuh. The results of the research

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found that the test in form of multiple choice and essay. The number of item test can be seen in the following table :

Table 1. Information the of Test Item

Class	Number of Test	
	Multiple Choice	**Essay**
X	20	10
XI	15	2
XII	15	6

From the results of the analysis, the data were as follows :

1. Class X

   Based on the research it was found that the number of test item for multiple choice 20, then essay had 10 numbers of question. Based on those question that was done analysed it was found 19 test items in form of multiple choice that appropriate with syllabus indicator, then 1 test items in forms of multiple choice that unappropriate with syllabus, and 10 test items in the form of essay that appropriate with syllabus. Then, the interview was conducted with an English teacher in grade X with the DR code, the interview results as supporting data.

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Table 2. The Information Of Syllabus Indicator Class X

Point of Syllabus	Syllabus Indicators	Number Question	Item
3.8.1	Menerangkan legenda rakyat sederdaha	1-10 (Essay)	10
3.8.2	Mengidentifikasi struktur teks tentang legenda rakyat sederhana	8,9,10,11	4
3.9.1	Mendeteksi teks memo, menu, schedule dan signs.	1, 7	2
3.11.1	Menemukan fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction).	18	1
3.11.2	Memerinci bagian-bagian dalam teks (struktur teks) interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction).	17	1
3.12.1	Menerapkan fungsi social, struktur teks dan unsur kebahasaan tentang simple present tense.	12, 13, 14, 19, 20	5
3.13.2	Mendeteksi struktur teks pada tindakan memberikan dan meminta informasi terkait saran dan tawaran	4, 5	2
3.30.1	Menemukan struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang keharusan.	15, 16	2

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For detailed descriptions it was seen in the following descriptions :

Table 3. The Information Of Test Item Class X

No.	Indicator	Syllabus Indicator	Number question	Test question
1	3.8.1	Menerangkan legenda rakyat sederdaha	1-10 (Essay)	1. Why did Malin Kundang and his mother have to live hard? 2. Give an example that Malin Kundang was a healthy, dilligent, and strong boy! 3. How did the merchant allow Malin Kundang to join him in the sail? 4. What happened many years after Malin Kundang join the sail? 5. How did the local people react when they saw Malin Kundang landing on the coast? 6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast? 7. What made Malin Kundang's mother sad and angry? 8. What did she do when Malin Kundang denied that she was his mother? 9. How did the curse happen? 10. What is the moral of the story?
2	3.8.2	Mengidentifikasi struktur teks tentang legenda rakyat sederhana	8,9,10,11	8. What is the purpose of the writer by writing the story above? A. To describe the danger of the villages B. To entertain the readers of the story

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				C. To tell the villagers relationship D. To explain how important a relative is 9. What did the villagers bring sticks for ? A. For the weapon to beat the wolves B. To bring the woman's nephew C. For the fire woods. D. For play 10."all men in the village fetched thick stick …" the word" fetched" has a similar meaning to : A. Received B. Caught C. Got D. Hit 11. The word "understand "will become noun for negative meaning as follow. A. understood B. understands C. understanding D. misunderstanding
3	3.9.1	Mendeteksi teks memo, menu, schedule dan signs.	1, 7	The following notice is for number 1 to 2. NO ACCESS DUE TO HIGH TIDE 1. The notice above means . A. Visitor have no access to the area B. High tide makes no access for visitor C. There is no access to

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				enter the area D. Visitor are not allowed to enter the area 7. What might the sales staff do after reading the letter? They might. A. plan how to spend the extended weekend B. display the new products of LCD projectors C. see Mr. Busse before he leaves for the conference D. Think about strategies and sales forecast for next year
4	3.9.2	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan memo, menu, schedule and sign.	2, 6	2. Where do we usually find this text? A. Near the beach B. At the road C. On the mountain D. At the gas station 6. Why did Mr. Busse write the memo? A. To tell them about the new products of LCD. B. To remind the sales staff about their annual meeting. C.To discuss something very urgent about a conference. D. To ask Mr. Off and Ms. Fowler to see him on Friday, April 14.
5	3.11.1	Menemukan fungsi sosial teks interaksi transaksional lisan dan tulis yang	18	18. Rush : Can you tell me where Smith's house is? Kelly : Just go along

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		melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction).		Muradi Street From the dialogue we know that. A. They will go to Smith's house B. Kelly doesn't know where Smith's house is C. Kelly and Rush are friends D. Kelly knows how to get Smith's house
6	3.11.2	Memerinci bagian-bagian dalam teks (struktur teks) interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction).	17	Hendry : Can you tell me how to get the nearest restaurant? Patty : …. Maybe you can ask the policemen over there A.I'm sorry. I don't live here. B.It's this way C.Next to library D.Behind the hotel
7	3.12.2	Menerapkan fungsi social, struktur teks dan unsur kebahasaan tentang simple present tense.	12, 13, 14, 19, 20	12. Bill : What does your brother usually do in the afternoon? Seva : He takes a rest after coming home from his office. Sometimes he….and plays games on it. A.Designs a computer program B.Operates the machine C.Turns on the computer D.Takes a nap. 13. Edy : What sports do you like most? Rendi :Well,……Maradona is one of my favourite player. A.I often play badminton B.I like jogging very much C.I love watching football games.

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				D.I'm fond of soccer. 14. Woman : What time does the plane from New York take off? Man : ……..it will be announced. Women : Thank you A. It leaves from gate 15 B. It leaves from New York everyday C. It leaves every 5 hours D. It leaves at 5: 45
8.	3.30.1	Menemukan struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang keharusan.	15 & 16	15. Ben : The examination will come soon. What should I do? Tio : …….. A. You have to be relaxed B. You have to be patient C. You have to take a rest D. You have to study hard 16. Willy : oh my God! I forget to do the homework Sam : ……. A. You have to say sorry to your teacher B. You should return the money to your teacher C. You should buy some vitamin D. You have to call a tutor to help you

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Based on the table above, the description can be seen in the following description :

First, the indicator 3.8.1 is explained below,

3.8.1 : Menerangkan Legenda Rakyat Sederhana

Based on syllabus point 3.8.1 : Menerangkan Legenda Rakyat Sederhana related to syllabus are item test in the form of essay 1-10 about The legend of Malin Kundang and multiple choice 8,9, 10, 11 about A Woman and Wolves.

The following text is for number 8 to 11

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest. One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him

8. What is the purpose of the writer by writing the story above?
   A. To describe the danger of the villages
   B. To entertain the readers of the story
   C. To tell the villagers' relationship
   D. To explain how important a relative is
9. What did the villagers bring sticks for ?
   A. For the weapon to beat the wolves
   B. To bring the woman's nephew
   C. For the fire woods.

D. For play

10. " all men in the village fetched thick stick … " the word " fetched" has a similar meaning to :
   A. Received
   B. Caught
   C. Got
   D. Hit

11. The word " understand " will become noun for negative meaning as follow…
   A. understood
   B. understands
   C. understanding
   D. misunderstanding

The question number 1, based on the text of The Legend of Malin Kundang, students were able to answer the question Why did Malin Kundang and his mother had to live hard. The question number 2, students were able to answer the question Give an example that Malin Kundang was a healthy, dilligent, and strong boy. The question number 3, students were able to answer the question how did the merchant allow Malin Kundang to join him in the sail. The question number 4, students were able to answer the question what happened many years after Malin Kundang join the sail. The question number 5, students were able to answer the question how did the local people react when they saw Malin Kundang landing on the coast. Question number 6, students were able to answer the question what did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast. The question number 7, students were able to answer the question what made Malin Kundang's mother sad and angry. The question number 8, students were able to answer the question what did she do when Malin Kundang denied that she was his mother. The

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question number 9, students were able to answer the question how did the curse happen. The question number 10, students were able to answer the question what is the moral of the story. It could be understood that this item test measured students reading comprehension of the legend text.

In line with the result of interview with the teacher has code DR, it was know that the question given was related to subject that teacher given in the class and students text book. It can be seen from interview :

R : "Untuk soal essay dari 1-10 adalah tentang legenda rakyat malin kundang, apa alasan ibu memilih teks tersebut ?"
"for essay question 1-10 are about the legenda of malin kundang, what your reason choose the text ?"

DR : "Saya memilih legenda malin kundang karena cerita tersebut sudah sangat familiar di kalangan masyarakat terutama kerinci".
"i choose the legend of malin kundang because the story was familiar in kerinci"

It could be concluded that the question was in accordance with the syllabus 3.8.1, then the test was good of content validity.

Second, the indicator 3.8.1 is explained below,

3.8.2 ; Mengidentifikasi struktur teks tentang legenda rakyat sederhana

In addition, question that related to indicator syllabus 3.8.2 ; Mengidentifikasi struktur teks tentang legenda rakyat sederhana, the question in the form of multiple choice 8, 9, 10 & 11.

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The following text is for number 8 to 11

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest. One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him

8. What is the purpose of the writer by writing the story above?
   A. To describe the danger of the villages
   B. To entertain the readers of the story
   C. To tell the villagers' relationship
   D. To explain how important a relative is
9. What did the villagers bring sticks for ?
   A. For the weapon to beat the wolves
   B. To bring the woman's nephew
   C. For the fire woods.
   D. For play
10. " all men in the village fetched thick stick … " the word " fetched" has a similar meaning to :
   A. Received
   B. Caught
   C. Got
   D. Hit
11. The word " understand " will become noun for negative meaning as follow…
   A. understood
   B. understands
   C. understanding
   D. misunderstanding

Question number 8, the students were able to answer the question what was the author's purpose in writing the story. Question number 9, the students were able to answer the question what did the villagers

brought sticks. Question number 10, the students were able to answer about finding the same meaning as the underline word in the test. For question number 11, the students could findingf the meaning for the underline word in the test. Same with the test before, the test measured students reading comprehension of the legend text.

In the line with the result of interview with teacher DR that the text choose random that related to legend. It can be seen in interview :

R : "Dalam pemilihan teks untuk soal nomor 8-11 pilihan ganda, apakah ada alasan tertentu ibu memilih teks tersebut? Karena teksnya berbeda dengan teks yang ada di essay ?"
"In choosing the text for question number 8-11 multiple choice, is there any reason why you choose the text? Because the text is different from the text in esssay?"

DR : "Saya memilih 2 teks berbeda agar ada variasinya , saya ingin melihat apakah siswa juga mampu menjawab soal dengan teks yang jarang mereka temukan"
"I choose 2 different text so that there are variations, i want to see if students are also able to answer questions with text that they rarely find"

It could be concluded that the question was in accordance with the syllabus 3.8.2, then the test was good of Content Validity.

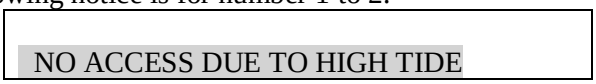
Third, the indicator 3.9.1 is explained below,

3.9.1 ; Mendeteksi teks memo, menu, schedule and signs .

Furthemore, question that related to indicator point 3.9.1 Mendeteksi teks memo, menu, schedule and signs , the test number 1 in the form of multiple choice.

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The following notice is for number 1 to 2.



1.The notice above means …..

A. Visitor have no access to the area
B. High tide makes no access for visitor
C. There is no access to enter the area
D. Visitor are not allowed to enter the area

Question number 1, this test was included in part of sign. the item test measured the students ability to understand the meaning of sign. It could be concluded that the question was in accordance with the syllabus 3.8.2, then the test was good of Content Validity.

Fourth, the indicator 3.9.2 is explained below,

3.9.2 : Memahami fungsi sosial struktur teks, dan unsur kebahasaan memo, menu, schedule and sign.

Moreover, the question that related to indicator point 3.9.2 Memahami fungsi sosial struktur teks, dan unsur kebahasaan memo, menu, schedule and sign is the test number 2, 6, & 7 in the form of multiple choice.

2.Where do we usually find this text?

A. Near the beach
B. At the road
C. On the mountain
D. At the gas station

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The Question number 2 this test was included in part of sign. The test explained about where did usually find the text. This question asked students to answer what kind of place the sign was usually located.

The following memo is for number 6 to 7
FROM : Mr. A. Busse
SENT : 10:15 A.M. Monday, April 10, 2017
TO : Sales Staff
CC : Mr. D. Off and Ms. R. Fowler
SUBJECT : Annual Meeting
I am writing to remind you that our annual meeting will be on Tuesday, April 18. I want everyone to be ready with ideas, strategies, and sales forecast for next year. I will be out of town attending a conference on the new products of LCD projectors in Osaka, Wednesday and Thursday. Remember that next Monday is a holiday. Therefore, should you have something urgent to discuss, please see me on Friday, April 17.
Thank you.

6. Why did Mr. Busse write the memo?
   A. To tell them about the new products of LCD.
   B. To remind the sales staff about their annual meeting.
   C. To discuss something very urgent about a conference.
   D. To ask Mr. Off and Ms. Fowler to see him on Friday, April 14.

7. What might the sales staff do after reading the letter?
   They might ...
   A. plan how to spend the extended weekend
   B. display the new products of LCD projectors
   C. see Mr. Busse before he leaves for the conference
   D. think about strategies and sales forecast for next year.

The Question number 6, is why did Mr. Busse write the memo, from the memo from Mr. A Busse to Salles Staff that the annual meeting would be held on Tuesday, April 18th. Mr. Busse wanted everyone to be ready with ideas, strategies, and sales forecast for a conference on new LCD projector product in Osaka, Wednesday, and Thursday. Remember that nest Monday was holiday. Therefore, if you

have something urgent to discuss, please see me on Friday, April 17th. It could be understood that this item measured. The question number 6 is why did Mr. Busse write the memo. Question number 7 discussed what the sales staff might do after reading the letter? They might..

From the questions above it could be understood that this item measured students ability to indentify social aspesct in the text.

In the line with the result of interview with teacher DR that the test according to sign and memo, because the most of student understand about sign and memo. It can be seen in interview :

R : "Pada indikator 3.9.1 dan 3.9.2 yaitu tentang memo, menu, schedule, dan signs. Tetapi, pada soal nomor 1, 2 memabahas tentang sign sedang kan pada soal 6 dan 7 tentang memo. Mengapa ibu hanya memilih sign dan memo? Bagaimana dengan yang lainnya?
"On indicators 3.9.1 and 3.9.2, namely the memo, menu, schedule, and signs. However, in questions 1, 2 discussing the sign is in questions 6 and 7 about the memo. Why did you only choose signs and memos? How about the others?"

DR : "Saya hanya memasukkan tentang sign dan memo karena waktu pembelajaran banyak dari siswa yang memahami sign dan memo dengan baik. jadi, saya hanya memasukkan sign dan memo seperti yang kita tau bahwa sign dan memo lebih mudah ditemui dan mudah juga untuk didapatkan contohnya. Serta menghemat waktu pengerjaan, dan kertas ujian."
"I only enter about signs and memos because the learning time of many students understands signs and memos well. So, I only enter the sign and memo as we know that the sign and memo are easier to find and easy to get for example. As well as saving processing time, and exam papers."

It could be concluded that the question was in accordance with the syllabus 3.9.2, then the test was good of Content Validity.

Fifth, the indicator 3.11.1 is explained below,

3.11.1 : Menemukan fungsi sosial teks interaksi transaksional lisan dantulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (Direction)

Further, the question related to indicator point 3.11.1 Menemukan fungsi sosial teks interaksi transaksional lisan dantulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (Direction) is the question number 18.

18. Rush : Can you tell me where Smith's house is? Kelly : Just go along Muradi Street From the dialogue we know that … A. They will go to Smith's house B. Kelly doesn't know where Smith's house is C. Kelly and Rush are friends D. Kelly knows how to get Smith's house

Question number 18 discussed about the conversation between Rush dan Kelly. Rush asks to Kelly to tell you where Smith's house is the Kelly replies that rush just need to go long Muradi street. From this test, students might be able to detect what the dialogue was about. The test measured students ability to find social functions regarding directions.

It could be concluded that the question was in accordance with the syllabus 3.11.1, then the test was good of Content Validity.

Sixth, the indicator 3.11.2 is explained below,

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3.11.2 ; Memerinci bagian-bagian dalam teks (struktur teks) interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction)

The question related to indicator point 3.11.2 ; Memerinci bagian-bagian dalam teks (struktur teks) interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction), the question number 17.

17. Hendry : Can you tell me how to get the nearest restaurant?
Patty : …. Maybe you can ask the policemen over there

A. I'm sorry. I don't live here.
B. It's this way
C. Next to library
D. Behind the hotel

The question number 17 discussed about the conversation between Hendry and Patty. Hendry asked Patty to tell you where the nearest restaurant could be visited by Hendry. Patty replied maybe you can ask the policeman over there. From the questions students might be able to fill in the blank with the correct sentence and pay attention to the use of directions. It could be seen that the test above measured the ability of students to determine/detail the structure of the text regarding directions.

In the line with the result of interview with teacher DR that the test number 17 dan 18 using dialogue will be easier to understand and when learning the example given is dialogue.

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R : "Soal nomor 17 dan 18 termasuk didalam indikator 3.11.1 dan 3.11.2 yaitu tentang petunjuk arah. Mengapa soal dalam bentuk dialog ? mengapa tidak dalam bentuk peta?"
"Questions number 17 and 18 are included in indicators 3.11.1 and 3.11.2, namely about directions. Why is the question in the form of a dialogue? why not in map form?"

DR : "Saya menggunakan dialog supaya mudah untuk dipahami oleh siswa, dan contoh yang saya berikan pada saat pembelajaran adalah dalam bentuk dialog."
"I use dialogue so that it is easy for students to understand, and the example I gave during the lesson was in the form of dialogue."

It could be concluded that the question was in accordance with the syllabus 3.11.2, then the test was good of Content Validity.

Seventh, the indicator 3.12.2 is explained below,

3.12.2 ; Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan tentang simple present tense.

Then, the question related to indicator point 3.12.2 ; Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan tentang simple present tense, the question number 12, 13, 14, 19, and 20 in the form of multiple choice.

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12. Bill : What does your brother usually do in the afternoon? Seva : He takes a rest after coming home from his office. Sometimes he….and plays games on it. A. Designs a computer program B. Operates the machine C. Turns on the computer D. Takes a nap.

The question number 12, the question about a conversation between Bill and Seva, Bill asked Seva what your brother usually did

in the afternoons. Seva replied that usually, she took a break after coming home from work, sometimes she... and played games.

13. Edy : What sports do you like most?
Rendi : Well,……Maradona is one of my favourite player.
A. I often play badminton
B. I like jogging very much
C. I love watching football games.
D. I'm fond of soccer.

The question number 13, the question about a conversation between Edy and Rendy. Edy asked Rendy what sport Rendy likes the most, Rendy answered....Maradona is one of my favorite players.

14. Woman : What time does the plane from New York take off?
Man : ……..it will be announced.
Women : Thank you
E. It leaves from gate 15
F. It leaves from New York everyday
G. It leaves every 5 hours
H. It leaves at 5: 45

The question number 14, the question above was about a conversation between a woman and a man who worked at an airport, the woman asked when the plane from New York would take off, the man answered.... it will be announced.

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19. Adhi: What do you do on Sunday morning?
Jihan: ……..seeing blooming flowers makes me be more relaxed.
A. She water the plants in the garden
B. She waters the plants in the garden
C. She doesn't water the plants in the garden
D. She goes cycling to the beach

The question number 19, the question about Adhi and Jihan what he did every Sunday morning. Jihan replied.. seing the blooming flowers make me be more relaxed.

20. Soni: When…..it usually…. a lot in Indonesia?
Adi : In December
A. Does – rain
B. is – raining
C. Did – rain
D. do – rain

Then, the question number 20, the question about Soni and Adi's conversation. Soni asked Adi when... it usually... a lot in Indonesia, then Adi answered in December. From the test above, the students might be able to fill the blank with the correct sentence and pay attention to the use of the Simple Present Tense.

Based on the test above, the test measured the students ability to identify the text structure regarding the Simple Present Tense.

It could be concluded that the question was in accordance with the syllabus 3.11.2, then the test was good of Content Validity.

Eighth, the indicator 3.12.2 is explained below,

3.30.1 : Menentukan struktut teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang keharusan.

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The question related to indicator point 3.30.1 Menentukan struktut teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang keharusan is a question number 15 and 16 in the form of multiple choice.

15. Ben : The examination will come soon. What should I do?
Tio : ……..
A. You have to be relaxed
B. You have to be patient
C. You have to take a rest
D. You have to study hard

The question number 15.the test discussed about the conversation between Ben and Tio. Ben asked Tio what should Ben do because the exam would be held soon.

16. Willy : oh my God! I forget to do the homework
Sam : …….
A. You have to say sorry to your teacher
B. You should return the money to your teacher
C. You should buy some vitamin
D. You have to call a tutor to help you

Then, the question number 16 discussed about the conversation between Willy and Sam. Willy told Sam that he forgot to do home work. From the test students might be able to fill the blank with correct sentence and pay attention to the use of expressions of Obligation and Necessities. It could be understood that the test above measured students' ability in identifying text structures regarding expressions of Obligations and Necessities.

In the line with the result of interview with teacher DR that the indicator 3.12.2 and 3.30.1 using dialogue will be easier to understand.

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R : "Mengapa pada soal yang terdapat pada indicator 3.12.2 dan 3.30.2 berbentuk dialog semua?
"Why the questions in indicators 3.12.2 and 3.30.2 take the form of dialog?

DR : "Karena jika soal dalam bentuk dialog siswa akan lebih mudah memahami maksud dari soal tersebut."
"Because if the question is in the form of dialogue, students will find it easier to understand the meaning of the question."

It could be concluded that the question was in accordance with the syllabus 3.11.2, then the test was good of Content Validity.

In short, for question number 3 explained what words were appropriate to fill in the blank. The question asked students to complete the dialogue with expressions offering. It could be understood that this item measured students ability to respond and identify the answers to a question asking and offering to Tony who was overheated. It could be concluded that the question was not appropriatenes following the syllabus because in the syllabus giving anf offering was only used for direction. Meanwhile, giving and offering was used for suggestion. Thus, it colud be concluded that this item number 3 might have a revision in option answer because it was not suitable with the indicator of the syllabus.

3. Class XI

Based on the research it was found that the number of test item for multiple choice 15, then essay had 10 numbers of question. Based on those question that was done analysed it was found all test items in

form of multiple choice and essay that appropriate with syllabus indicator. Then, the interview was conducted with an English teacher in grade XI has code SN, the interview results as supporting data.

Table 4. The Information of Syllabus Indicator Class XI

Point of Syllabus	Syllabus Indicators	Number Question	Item
3.18.1	Menemukan fungsi sosial teks	1, 4, 6, 7, 11, 12	6
3.18.2	Memerinci bagian-bagian dalam teks (struktur teks)	2, 8	2
3.18.3	Mengkategorikan unsur-unsur kebahasan dalam teks	3, 5	2
3.19.2	Mengubah bentuk kalimat aktif kedalam bentuk kalimat pasif (Passive voice).	1 (Essay)	1
3.27.1	Mengidentifikasi fungsi sosial ungkapan menawarkan jasa dan responnya	13, 14, 15	3
3.32.1	Menelaah fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian yang diikuti oleh perintah/saran sesuai dengan konteks penggunaannya	9, 10, & 2 (Essay)	3
3.32.2	Membeda-bedakan fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian yang diikuti oleh perintah/saran sesuai dengan konteks penggunaannya.	17	1

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For detailed descriptions it was seen in the following descriptions :

Table 5. The Information of Test Item Class XI

No.	Indicator	Syllabus Indicator	Number question	Test question
1	3.18.1	Menemukan fungsi sosial teks	1, 2, 4, 6, 7, 11, & 12	1.What is the main topic of the text? A. How to turn your battery off. B. A procedure to check a battery. C. A description of someone's battery. D.Checking a battery case and terminals. 2.What will you do if powdery stuff from a battery stains your hands? A.Dry your hands. B. Replace the battery. C. Disconnect the battery. D. Wash it off with water. 4. What could be the best title for the article ? A. How to select your printer B. How to write an application C.How to choose a good printer D.How to print your document 6.What are the speakers discussing? A.Commuting to work. B.Traveling on holiday. C.Transportation costs. D.Waiting time. 7.Why Tony rode the bus? A.Because it is cheap. B.Because it is convenient. C.Because he is tired of driving. D.Because his car is being repaired. 11.What is the first step to make toast? A.Set the level of browning. B.Press the CANCEL button. C.Heat the toaster to start toasting D. Place the bread into the toasting

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				slots. 12.What is the third step to make toast? A.Set the level of browning. B.Press the CANCEL button. C.Heat the toaster to start toasting D. Place the bread into the toasting slots.
3	3.18.3	Mengkategorikan unsur-unsur kebahasan dalam teks	3, 5, 8	3.“Before you clean it, remove the cables …” The underlined word refers to … A.The battery acid B. The lovely color C. The terminal D. The cable 5.“..that your printer is selected, …”? The underlined word has the same meaning with… A. Chosen B. Checked C. Plugged D. Started 8.“... if you like to wait forever and walk for miles.” From this expression, we know that. A.Tony is subscribed to the bus annual pass. B.The bus shelter located miles away from their homes. C.Tony doesn’t enjoy taking a bus ride. D. The bus takes forever to arrive.
4	3.19.2	Mengubah bentuk kalimat aktif kedalam bentuk kalimat pasif (Passive voice).	1 (Essay)	1. Some information on the trip to Yosemite national park. Put in the verbs in the passive voice.
5	3.27.1	Mengidentifikasi fungsi sosial ungkapan menawarkan jasa dan responnya	13, 14, 15	13. Bellboy : Here is your room and this is your suitcase, sir. … ? Guest : No, thank you very much. Bellboy : My pleasure, sir. A. How long will you stay here? B. May I help you sir? C. Is there anything else I can help

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				you? D. When will you check out? 14. “Could I trouble you to make some pasta?” What is Peter’s purpose? A. to help Anna B. to congratulate Anna C. to ask Anna’s help D. to offer Anna food 15. What is Anna’s opinion about cooking sauce? A. She can do it B. It’s difficult C. It’s not her favor D. She doesn’t like to
6	3.32.1	Menelaah fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian yang diikuti oleh perintah/saran sesuai dengan konteks penggunaannya.	9, 10, & 2(Essay)	9.Hanna : I really want to continue my study, but my parents can’t afford it. Safa : What will you do then? Hanna : …. A.If I had a good chance, I would try it. B.If I get a scholarship, I will enter the college. C.If my parents permit me, I will enter the university. D.If I studied hard, I could pass the examination. 10.Rina : I have already put the letter here. Rini : Do you see the "start" button on the machine ? If you press it, . . Rina : Oh,yes thank you. A. You will see the next instruction B. You would see the next instruction C. I would see the next instruction D. I would have seen the next instruction.

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Based on the table above, the description can be seen in the following description :

First, the indicator 3.18.1 is explained below,

3.18.1 : Menemukan fungsi sosial prosedur teks.

Based on indicator point 3.18.1 Menemukan fungsi sosial prosedur teks, the question related to indicator is question number 1, 2, 4, 6, 7, 11 and 12.

Read the text below to answer question number 1 to 3.

Don't let all the cautions listed here turn you off the idea of checking your vehicle's battery. It is easy to check your battery. Just locate it and follow these steps :

1. Clean off powdery deposits on the positive and negative terminals. The deposits that form in lovely colors on the top of your terminals are made by battery acid. Before you clean it, remove the cables (negative first) from both terminals by undoing the nut on each cable clamp and wiggling the cable until the clamp comes off the terminal post.
2. Dry everything with a clean, disposable, lint-free rag. Try to avoid getting the powdery stuff on your hands or clothes. If you do, wash it off with water right away.
3. Reconnect the terminals to the battery, replacing the positive cable first and the negative cable last.
4. Examine the battery cables and clamps to see whether they are frayed or corroded.
5. Check the battery case and the terminals.

1.What is the main topic of the text?

A. How to turn your battery off.
B. A procedure to check a battery.
C. A description of someone's battery.
D. Checking a battery case and terminals.

2.What will you do if powdery stuff from a battery stains your hands?

A. Dry your hands.
B. Replace the battery.
C. Disconnect the battery.
D. Wash it off with water.

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The question number 1 discussed about procedure text about checking vehicle's battery. Based on the text, students were able to answer the question what was the main topic of the text.

The question number 2, discussed about procedure text. Based on the text students able to answer the question what would you do if powdery stuff from battery stains your hands.

Read the text below to answer question number 4 to 5.

1. Select icon print from the application.
2. Ensure that your printer is selected, and then click the main tab.
3. Specify the required settings and click OK
4. To start printing the document, click OK.

4.What could be the best title for the article?

A. How to select your printer
B. How to write an application
C. How to choose a good printer
D. How to print your document

The question number 4 discussed procedure text about use print application. Based on the text students able to answer the question what could be the best title for the article.

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Read the text below to answer question number 6 to 8.

Lia : Tony, fancy seeing you here. You don't usually ride the bus.
Tony : I know. My car's is broke down, so I thought I'd give this a try.
Lia : Careful, you might got addicted. Riding bus is great!
Tony : Sure. If you like to wait forever and walk for miles.
Lia : The bus comes every 20 minutes. And it stops only a half-block away from our building. The best thing is the price: $15 a month with an annual pass. That's less than a tank of gas.

6.What are the speakers discusseding?

A. Commuting to work.
B. Traveling on holiday.
C. Transportation costs.
D. Waiting time.

7.Why Tony rode the bus?

A. Because it is cheap.
B. Because it is convenient.
C. Because he is tired of driving.
D. Because his car is being repaired.

The question number 6, discussed about the conversation between Lia and Tony about how to use the bus. From the conversation, students could answer the question of what were the speakers discussing, the the students could choose the correct answer based on the answer choices on the conversation.

The question number 7, discussed about the conversation that same with question number 6, from these conversation the students were able to answer the question of why Tony rode the bus.

Read the text below to answer question number 11 to 12.

Toaster is a simple and user-friendly kitchen appliance. First, insert one to two slices of bread into the toasting slots. Then, press the loading lever down until it latches. The toaster will heat up automatically and start toasting. Next, adjust the browning control to brown the toast to your desired taste. To stop toasting press the CANCEL button at anytime. The loading lever will rise automatically when toasting is finished. This toaster is equipped with a high lift lever to help with the removal of smaller items. Finally, if the toast is not brown enough as you desired, you can toast the bread again. Adjust the browning control to your desired setting and replace the toast. Ensure the toast does not burn while re-toasting.

11. What is the first step to make toast?
    A. Set the level of browning.
    B. Press the CANCEL button.
    C. Heat the toaster to start toasting
    D. Place the bread into the toasting slots.

12. What is the third step to make toast?
    A. Set the level of browning.
    B. Press the CANCEL button.
    C. Heat the toaster to start toasting
    D. Place the bread into the toasting slots.

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The question number 11 about the procedure for using the toaster, based on the text the students caould answer the question of what was the first step to making toast. Then, the question number 12 discussed about what the third step to make toast.

From these question it could be understood that the test above measured students ability to find/determine social functions of the procedure text and this item measured students reading comprehension of procedure text. It could be concluded that the question was in accordance with the syllabus 3.18.1, then the test was good of Content Validity.

Second, the indicator 3.18.2 is explained below :

3.18.2 Memerinci bagian-bagian dalam teks (struktur teks)

Based on indicators point 3.18.1 ; Mengkategorikan unsur-unsur kebahasan dalam teks, the question related to indicator is question number 8 in the form of multiple choice.

Read the text below to answer question number 6 to 8.
Lia : Tony, fancy seeing you here. You don't usually ride the bus.
Tony : I know. My car's is broke down, so I thought I'd give this a try.
Lia : Careful, you might got addicted. Riding bus is great!
Tony : Sure. If you like to wait forever and walk for miles.
Lia : The bus comes every 20 minutes. And it stops only a half-block away from our building. The best thing is the price: $15 a month with an annual pass. That's less than a tank of gas.

8."... if you like to wait forever and walk for miles."
From this expression, we know that ....
A. Tony is subscribed to the bus annual pass.
B. The bus shelter located miles away from their homes.
C. Tony doesn't enjoy taking a bus ride.
D. The bus takes forever to arrive.

The question number 8, discussed about stated an expression with the sentence “if you like to wait forever and walk for miles” and a question from this expression, we know that from this question, students were able to answer question based on the conversation. This test measured students' reading comprehension through the procedural text in the form of conversation. It could be concluded that the question was in accordance with the syllabus 3.18.2, then the test was good of Content Validity.

Third, indicator 3.18.3

3.18.3 Mengkategorikan unsur-unsur kebahasan dalam teks

Based on indicator point 3.18.3 ; Mengkategorikan unsur-unsur kebahasan dalam teks, the question related to indicator are 3 and 5 in the form of multiple choice.

Read the text below to answer question number 1 to 3.

Don’t let all the cautions listed here turn you off the idea of checking your vehicle’s battery. It is easy to check your battery. Just locate it and follow these steps :

1. Clean off powdery deposits on the positive and negative terminals. The deposits that form in lovely colors on the top of your terminals are made by battery acid. Before you clean it, remove the cables (negative first) from both terminals by undoing the nut on each cable clamp and wiggling the cable until the clamp comes off the terminal post.
2. Dry everything with a clean, disposable, lint-free rag. Try to avoid getting the powdery stuff on your hands or clothes. If you do, wash it off with water right away.
3. Reconnect the terminals to the battery, replacing the positive cable first and the negative cable last.
4. Examine the battery cables and clamps to see whether they are frayed or corroded.
5. Check the battery case and the terminals.

3.“Before you clean it, remove the cables …”

The underlined word refers to …

A. the battery acid
B. the lovely color
C. the terminal
D. the cable

The question number 3, discussed about procedure text based on the text above students were able to answer the question before you clean it, remove the cables, the underlined word refers to.

Read the text below to answer question number 4 to 5.

1. Select icon print from the application.
2. Ensure that your printer is selected, and then click the main tab.
3. Specify the required settings and click OK
4. To start printing the document, click OK.

5.“..that your printer is selected, …”?

The underlined word has the same meaning with…

A. chosen
B. checked
C. plugged
D. started

Then, The question number 5 discussed about procedure text based on the text above students were able to answer the question that your printer was selected. It could be understood that this item measured students' find the word has a same meaning with the underline word. Based on the question measured students' reading comprehension of procedure text especially vocabulary mastery.

In the line with the result of interview with teacher SN that the indicator 3.18.1 and 3.18.2 is an indicator of text procedures with a higher number of questions compared to other questions, the students

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should understand more about text procedures. Because if students are able to answer questions well, the teacher assumes that students are able to understand the text well.

R : "Mengapa indikator 3.18.1 dan 3.18.2 memiliki soal yang lebih banyak daripada indikator lainnya?"
"Why do indicators 3.18.1 and 3.18.2 have more questions than other indicators?"

SN : "Karena siswa masih harus memahami tentang prosedur teks. Jika siswa mampu menjawab soal dengan baik, maka saya menganggap bahwa siswa telah mampu memahami prosedur teks dengan baik. juga sebagai sarana melihat kemampuan siswa."
"because students still has to understand about text procedures. If students were able to answer questions well so i assumed that students have been able to understand text procedures well. also as a means of seeing students' abilities"

It could be concluded that the question was in accordance with the syllabus 3.18.3, the test was good of Content Validity.

Fourth, the indicator 3.19.2 is explained below,

3.19.2 Mengubah bentuk kalimat aktif kedalam bentuk kalimat pasif (Passive voice).

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Based on indicator point 3.19.2 ; Mengubah bentuk kalimat aktif kedalam bentuk kalimat pasif (Passive voice). The question related to indicator was number 1 in the form of essay.

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1. Some information on the trip to Yosemite national park. Put in the verbs in the passive voice.

Yosemite _____ (visit) by millions of people every year. We'll cross the park on Highway 120 but this road _____ (close) by snow in winter. We won't use our bus in Yosemite Valley because tourists _____ (take) to all the sights there by free park buses. In California earthquakes _____ (feel) by millions every year and buildings, roads and bridges _____ sometimes _____ (destroy) In bad earthquakes people _____ (kill), too.

The question number 1 in the form of essay, asked students to convert the words in brackets (verbs) into the correct form of the passive voice. It meant that this item measured the ability of students in changing the active sentence form into a passive form. It could be concluded that the question was in accordance with the syllabus 3.19.2, the test was good of Content Validity.

Fifth, the indicator 3.27.1 is explained below,

3.27.1 Mengidentifikasi fungsi sosial ungkapan menawarkan jasa dan responnya

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Based on indicator point 3.27.1; Mengidentifikasi fungsi sosial ungkapan menawarkan jasa dan responnya, the question related to indicator was number 13, 14, and 15 in the form of multiple choice.

13. Bellboy : Here is your room and this is your suitcase, sir. … ?
Guest : No, thank you very much.
Bellboy : My pleasure, sir.
A. How long will you stay here?
B. May I help you sir?
C. Is there anything else I can help you?
D. When will you check out?

The question number 13, discussed about conversation between Bellboy and Guest. Bellboy gave the guest luggage and asks again, but in the Bellboy question section, there was an empty section. Based on the question above, students were able to fill in the blanks by paying attention to the use of the offering service/help expression.

Read the text below to answer question number 14 – 15

Peter: Hi Anna. I've got a favor to ask. Would you mind cooking dinner tonight? I'm kind of busy.
Anna: Sure, Peter. What would you like for dinner?
Peter: Could I trouble you to make some pasta?
Anna: That's sounds good. Let us have pasta. Which type of sauce should I make?
Peter: Would it be too much trouble to make a four cheese sauce?
Anna: No, that's easy. Yum. Good idea.
Peter: Thanks Anna. That really helps me out.
Anna: No problem.

. 14. "Could I trouble you to make some pasta?" What is Peter's purpose?
A. to help Anna
B. to congratulate Anna
C. to ask Anna's help
D. to offer Anna food

15. What is Anna's opinion about cooking sauce?
A. She can do it
B. It's difficult
C. It's not her favor
D. She doesn't like to

The question number 14, discussed about the conversation between Peter told Anna could I trouble you to make some pasta

based on the statements in the above conversation, students were able to understand the meaning of Peter's statement.

The question number 15, based on the question above, students could answer question of what Anna thinks about cooking sauce. From the question above, it could be understood that the test above measured students' ability to identify the social function of offering service/help expression.

It could be concluded that the question was in accordance with the syllabus 3.19.2 the test was good of Content Validity.

Sixth, the indicator 3.32.1 is explained below,

3.32.1 ; Menelaah fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian yang diikuti oleh perintah/saran sesuai dengan kontek penggunaannya.

Based on indicator point 3.32.1 Menelaah fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian yang diikuti oleh perintah/saran sesuai dengan kontek penggunaannya, the question related to indicator was number 9, 10 in the form of multiple choice and number 2 in the form of essay.

9. Hanna : I really want to continue my study, but my parents can't afford it. Safa : What will you do then? Hanna : …. A. If I had a good chance, I would try it. B. If I get a scholarship, I will enter the college. C. If my parents permit me, I will enter the university.

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D. If I studied hard, I could pass the examination.

The question number 9, discussed Hanna and Safa's conversation. Hanna told Safa that she wanted to continue her studies, but her parents couldn't. Safa responded by saying what Hanna would do next. Hanna answered .... From this question, students might be able to filling in the blank with the correct sentence and pay attention to the use of the Conditional Sentence.

10. Rina : I have already put the letter here.
    Rini : Do you see the "start" button on the machine ? If you press it, . . .
    Rina : Oh,yes thank you.

A. you will see the next instruction
B. you would see the next instruction
C. I would see the next instruction
D. I would have seen the next instruction.

Question number 10 discussed the conversation between Rina and Rini. Rini said whether Rina had pressed the "start" button on the engine to see further instructions. From this question, students might be able to determine the correct answer according to the conditions.

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2.Put the verbs in brackets in the correct tense:

1. If I won the lottery, I (buy) .....a flat and a car the next day.
2. If you (be) .....just a little helpful, I would have more time to devote for the kids.
3. Sarah (apply).....for this job if she (possess).....the required qualifications.
4. The kids would enjoy your company if you (spend).....some time playing with them.
5. If Tom (have)..... a bid fortune now, Nancy (not/refuse).....to marry him.

The essay number 2 asked to students put the verbs in brackets in the correct tense in the form by using a conditional text structure (conditional) using the prefix "If". This meant that this item measured

the ability of students in examining the structure of the text to state and ask about suppositions. It could be concluded that the question was in accordance with the syllabus 3.27.1 and 3.32.1 the test was good of Content Validity.

In the line with the result of interview with teacher SN that the indicator 3.27.1 and 3.32.1 questions in the form of dialogue to make it easier for students to answer questions, and in accordance with the examples given when learning.

R : "Mengapa soal untuk indikator 3.27.1 dan 3.32.1 dalam bentuk dialog apakah ada alasan tertentu?"
"Why is the question for indicator 3.27.1 and 3.32.1 in dialogue form, is there any reason?"

SN : "Saya memberikan soal dalam bentuk dialog dengan tujuan agar siswa dapat menjawab pertanyaan dengan mudah, karena contoh yang saya berikan ketika belajar di kelas adalah dialog."
"I give questions in the form of a dialogue with the aim that students can answer questions easily, because the example I gave when studying in class was dialogue."

4. Class XII

Based on the research it was found that the number of test item for multiple choice 15, then essay had 6 numbers of question. Based on those question that was done analysed it was found all of test items in form of multiple choice and essay that appropriate with syllabus indicator. Then, the interview was conducted with an English teacher in grade XII with the HM code, the interview results as supporting data.

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Table 6. Information of Syllabus Indicator Class XII

Point of Syllabus	Syllabus Indicators	Number Question	Item
3.21.1	Menentukan fungsi sosial teks ilmiah factual (factual report) terkait isu aktual, sesuai dengan konteks penggunaannya.	3, 4	2
3.21.2	Merinci struktur teks ilmiah factual (factual report) terkait isu aktual, sesuai dengan konteks penggunaannya.	1, 2, 5	3
3. 24. 1	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab- akibat sesuai dengan konteks penggunaannya di dunia kerja.	9	
3. 24. 2	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab- akibat sesuai dengan konteks penggunaannya di dunia kerja.	6, 7, 8,	3
3.25.1	Memahami tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana	12	1
3.25.2	Menganalisis tentang fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana.	10, 11, 13, 14, 15	5
3.28.2	Mengidentifikasi fungsi sosial, dari surat lamaran kerja, sesuai dengan konteks penggunaannya.	Essay 1- 6	6

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For detailed descriptions it was seen in the following descriptions :

Table 7. Information of Test Item Of Class XII

No.	Indicator	Syllabus Indicator	Number question	Test question
1	3.21.1	Menentukan fungsi sosial teks ilmiah factual (factual report) terkait isu aktual, sesuai dengan konteks penggunaanny a.	3, 4	3. What is the text about? A. IBM PC B. Compaq Comp Co C. Harris County, Texas D. Hewlett Packard 4. How long had Compaq existed as an independent corporation before it was taken over by Hewlett Packard? A. 40 years B. 10 years C. 30 years D. 20 years
2	3.21.2	Merinci struktur teks ilmiah factual (factual report) terkait isu aktual, sesuai dengan konteks penggunaanny a.	1, 2, 5	1. Questions 1 and 2 : Complete the following text with the words provided. A. appointed B. prohibited C. instructed D. connected 2. A. long B. high C. wide D.small 5.“…….an American personal computer company founded in 1982” The synonym of the underlined word is.. A. Started B. Created C. Established D. Began
3	3.24.1	Menganalisis fungsi sosial,	9	9.“The day is so nice. The children plan to go to the zoo.”

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		struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab-akibat sesuai dengan konteks penggunaanny a di dunia kerja.		This sentence means.. A.Although the day is nice the children go to the zoo. B. It is so nice day that the children go to the zoo. C. Because the children go to the zoo, the day is nice. D. The day is so nice that the children plan to go to the zoo.
4	3.24.2	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab-akibat sesuai dengan konteks penggunaanny a di dunia kerja.	6, 7, 8	6. When our family spent our holiday in Bali, our arrival was delayed because of …… A. the weather is bad B. the weather was bad C. good weather D. bad weather 7. has – he – from – injury – dropped – because – team – of – the – been 1 2 3 4 5 6 7 8 9 10 The correct arrangement of the sentence is….. A. 2 – 1 – 10 – 3 – 9 – 5 – 7 – 6 – 8 – 4 B. 2 – 1 – 10 – 5 – 3 – 9 – 7 – 6 – 8 – 4 C. 2 – 1 – 5 – 10 – 3 – 9 – 7 – 6 – 8 – 4 D. 2 – 1 – 5 – 10 – 9 – 3 – 7 – 6 – 8 – 4 8. ... the school holiday, the

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				students had a picnic on the beach. A. As a matter of fact B. Due to C. Because D. Whenever
5	3.25.1	Memahami tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana	12	12.“…….” Is fully knowledgeable about……” (2nd last sentence of the paragraph). The underlined word has the closest meaning to……. A. Competent B. Complicated C. Interested D. Please
6	3.25.2	Menelaah fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian yang diikuti oleh perintah/saran sesuai dengan konteks penggunaannya.	10, 11, 13, 14, 15	10. What is the purpose of the text? A. To tell the staff about the new photocopy machine B. To let the staff know that Ms. Ono will receive training C. To explain to the staff how to run a photocopy machine D. To inform the staff that the old machine is broken 11. What should the staff members do if they have difficulties with the machine? A. Speak to Ms. Ono B. Ask the office manager for assistance C. Call the manufacturer D. Read the training manual Questions 13 to 15, complete the following text with words provided.

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				13. A. writing to B. looking for C. turning on D. meeting with 14. A. possessive B. negative C. positive D. dessertive 15. A. of B. for C. by D. to
7	3.28.2	Mengidentifikasi fungsi sosial, dari surat lamaran kerja, sesuai dengan konteks penggunaannya.	Essay 1-6	1. What is the text about? 2. What will the Human Resources Department probably do after reading the letter? 3. "You can reach me at ..." (3rd paragraph) 4. The underlined word has word has the similar meaning to .... 5. What is the main idea of the second paragraph? 6. Who send the letter and whom is the letter send to?

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Based on the table above, the description can be seen in the following description :

First, the indicator 3.21.1 is explained below,

3.21.1 ; Menentukan fungsi sosial teks ilmiah factual (factual report) terkait isu aktual, sesuai dengan konteks penggunaannya.

Based on indicator point 3.21.1 Menentukan fungsi sosial teks ilmiah factual (factual report) terkait isu aktual, sesuai dengan konteks penggunaannya, the question related to indicator was number 3 and 4 in the form of multiple choice.

Questions 3 to 5 refer to the following text.

Compa Computer Corporation was an American personal computer company founded in 1982. Once the largest supplier of personal computing system in the world, Compaq existed as an independent corporation until 2002, when it was acquired by Hewlett Packard.

The company was founded by Rod Canion, Jirrr Harris and Bill Murto- former Texas Instruments senior managers. The name "CaMP AQ." was derived from "compatibility and quality" as at its formation Compaq produced some of the first IBM PC compatible computers.

Prior to its takeover, the company was head quartered in northwest unincorporated Harris County, Texas, United States.

3. What is the text about?
A. IBM PC
B. Compaq Comp Co
C. Harris County, Texas
D. Hewlett Packard

4. How long had Compaq existed as an independent corporation before it was taken over by Hewlett Packard?
A. 40 years
B. 10 years
C. 30 years
D. 20 years

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The question number 3, based on the text above students could answer the question of what was the text about by paying attention to the social function of the factual report text.

Then, the question number 4, based on the text above students could answer the question of how long had Compaq existed as an independent corporation before it was taken over by Hewlett Packard by paying attention to the social function of the factual report text.

From the test above measured the students' ability in determining the social function of the factual report text. The question above following the IPK (Indikator Pencapaian Kompetensi) 3.21.1; Menentukan fungsi sosial teks ilmiah factual (Factual Report) terkait isu aktual, sesuai dengan konteks penggunaanya. This test was suitable for syllabus indicators. The content validity of the test was good.

Second, indicator 3.21.2 is explained below,

3.21.2 ; Memerinci struktur teks ilmiah factual (factual report) terkait isu aktual, sesuai dengan konteks penggunaanya

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Based on indicator point 3.21.2 Memerinci struktur teks ilmiah factual (factual report) terkait isu aktual, sesuai dengan konteks penggunaanya, the question related to indicator was number 1, 2 and 5 in the form of multiple choice

Questions 1 and 2 : Complete the following text with the words provided There will be an earthquake drill on Monday, September 3, 2012 from 10: 00 A.M. everybody will be (20)…… to leave the building through the emergency exit

starways. All elevators will not operate at that time. Once the alarm is sounded, all those staying in a (21)……..building should immediately get out.

1. A. appointed
B. prohibited
C. instructed
D. connected

2. A. long
B. high
C. wide
D.small

For questions number 1 and 2, students could fill in the blanks with the right words based on the use of factual report text.

5. "…….an American personal computer company <u>founded</u> in 1982"
The synonym of the underlined word is……..
A. Started
B. Created
C. Established
D. Began

Question number 5, students were able to fill in the blanks with correct sentences based on the use of the factual report text structure.

From the test above measured the students' ability in detailing the structure of the factual report text. It could be concluded that the question was in accordance with the syllabus 3.21.2, then the test was good of Content Validity.

Third, indicator 3.24.1 is explained below,

3.24.1 ; Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab-akibat sesuai dengan konteks penggunaanya di dunia kerja

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Based on indicator point 3.24.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab-akibat sesuai dengan konteks penggunaanya di dunia kerja, the question related to indicator was number 9 in the form of multiple choice.

9. "The day is so nice. The children plan to go to the zoo." This sentence means, ...
   A. Although the day is nice the children go to the zoo.
   B. It is so nice day that the children go to the zoo.
   C. Because the children go to the zoo, the day is nice.
   D. The day is so nice that the children plan to go to the zoo.

Question number 9 asked students to find the meaning of the sentence from the test above. It meant that this item measured students' ability to analyze the social function of information related to cause and effect. It could be concluded that the question was in accordance with the syllabus 3.24.1, then the test was good of Content Validity.

Fourth, indicator 3.24.2 is explained below,

3.24.2 ; Menyusun tek interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab akibat sesuai dengan konteks penggunaanya di dunia kerja.

Based on indicator point 3.24.2 Menyusun tek interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab akibat sesuai dengan konteks

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penggunaanya di dunia kerja, the question related to indicator was number 6, 7 and 8 in the form of multiple choice.

6. When our family spent our holiday in Bali, our arrival was delayed because of ……
   A. the weather is bad
   B. the weather was bad
   C. good weather
   D. bad weather

Question number 6 discussed about cause and effect. The students could complete the blanks according to the use of cause and effect structure.

7. has – he – from – injury – dropped – because – team – of – the – been
   1 2 3 4 5 6 7 8 9 10

   The correct arrangement of the sentence is…..
   A. 2 – 1 – 10 – 3 – 9 – 5 – 7 – 6 – 8 – 4
   B. 2 – 1 – 10 – 5 – 3 – 9 – 7 – 6 – 8 – 4
   C. 2 – 1 – 5 – 10 – 3 – 9 – 7 – 6 – 8 – 4
   D. 2 – 1 – 5 – 10 – 9 – 3 – 7 – 6 – 8 – 4

Question number 7 asked students to arrange words into a good sentence. This meant that this item measured the student's ability to arrange random words into good sentence based on the correct use of cause and effect.

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8. ... the school holiday, the students had a picnic on the beach.
   A. As a matter of fact
   B. Due to
   C. Because
   D. Whenever

Question number 8 asked students to fill in the blanks in the cause and effect sentence. This meant that this item measured the student's

ability to become a good text based on the correct use of cause and effect. Based on this test, the test measured the students' vocabulary skills in compiling interaction texts related to cause and effect in accordance with the context of their use. It could be concluded that the question was in accordance with the syllabus 3.24.2, then the test was good of Content Validity.

Fifth, indicator 3.25.1 is explained below,

3.25.1 ; Memahami tentang fungsi sosial struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana

Based on indicator point 3.25.1 ; Memahami tentang fungsi sosial struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana, the question related to indicator was number 12 in the form of multiple choice.

12.“…….” Is fully knowledgeable about……” (2nd last sentence of the paragraph). The underlined word has the closest meaning to……. A. Competent B. Complicated C. Interested D. Pleased

Question number 12 about find the closest meaning of the underline word. This item measured students ability in understand the social function of simple reports. It could be concluded that the

question was in accordance with the syllabus 3.25.1, then the test was good of Content Validity.

Seventh, indicator 3.25.2 is explained below,

3.25.2 ; Menganalisis tentang fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana

Based on indicator point 3.25.2 ; Menganalisis tentang fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana, the questions related to indicator was number 10, 11, 13, 14, and 15 in the form of multiple choice.

Questions 10 and 12 refer to the following text.

To : All staff members

From : Eric Sato, office manager

I know you will all be pleased to learn that the new photocopy machine has finally arrived. The new machine has more features and performs more functions than the old one. While this will make things more convenient for us in the long run, it can make it more complicated to learn how to operate the machine initially. In addition, we all want to avoid the problem of constant breakdowns that we had with the old machine. Therefore, if you have any problem with the machine, please ask my assistant, Ms. Ono, to help you. Similarly, please do not attempt to remove paper jams, add toner, or refill the paper bin until Ms. Ono has shown you how to do this. Ms. Ono has received training from the manufacturer of the machine and is fully knowledgeable about how to run it and how to troubleshoot it. Thank you for your cooperation and enjoy the new machine.

10. What is the purpose of the text?
    A. To tell the staff about the new photocopy machine
    B. To let the staff know that Ms. Ono will receive training
    C. To explain to the staff how to run a photocopy machine

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D. To inform the staff that the old machine is broken

11. What should the staff members do if they have difficulties with the machine?
    A. Speak to Ms. Ono
    B. Ask the office manager for assistance
    C. Call the manufacturer
    D. Read the training manual

Question number 10, what was the purpose of the text about the simple report. Question number 11 what should the staff members do if they have difficulties with the machine, based on the simple report above.

Questions 13 to 15, complete the following text with words provided.

Urgently Required!

We are an established company which produces both local and international brands. To expands our position, now we are (28) …… a hard working person with (29)…… attitude, detail oriented and passionate to fill the following key positions:

1. Audit Manager
2. Executive Secretary
3. Financial controller
4. GA Supervisor
5. Staff Administration

Send your update resume (30)……PO BOX 7788 JKSWD 12135.

12. A. writing to
    B. looking for
    C. turning on
    D. meeting with

13. A. possessive
    B. negative
    C. positive
    D. dessertive

14. A. of
    B. for
    C. by
D. to

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Questions number 13, 14 and 15, asked to the students fill the blanks with the correct word according to text structure simple report. From the test above, these items measured the students ability in analyze social function and text structure of simple report. It could be concluded that the question was in accordance with the syllabus 3.25.2, then the test was good of Content Validity.

Eighth, indicator 3.28.2 is explained below,

3.28.2 ; Mengidetifikasi fungsi sosial, dari surat lamaran kerja, sesuai dengan konteks penggunaanya

Based on indicator point 3.28.2 ; Mengidetifikasi fungsi sosial, dari surat lamaran kerja, sesuai dengan konteks penggunaanya, the questions related to indicator was number 1 – 6 in the form of essay.

Taylor, Inch694 Rockstar Lane Durham, NC 2778 Dear Human Resources, I just read an article in the New Observer about Taylor's new computer centre in North Durham. I would like to apply for a position as an entry-level Programmer at the Centre. I understand that Taylor produces both in-house and customs documentation. I am a fresh graduate of De Vry Institute of Technology in Atlanta with an Associate's degree in Computer Science. In addition I have taken a broad range of course, I sserved as a computer consultant at the college's computer centre where I helped training computer users on new systems. I will be happy to meet you at your convenience and discuss how my education and experience match your needs. You can reach me at (919)233-1552. Sincerely, Raymond Krick

1	What is the text about?
2	What will the Human Resources Department probably do after reading the letter?
3	"You can reach me at ..." (3rd paragraph)
4	The underlined word has word has the similar meaning to ....
5	What is the main idea of the second paragraph?
6	Who send the letter and whom is the letter send to?

Question number 1, explained what was the text about based on the job application text above. This question was following the indicators in the syllabus about identifying the social function of the text. Question number 2, explained what will the human resources department probably do after reading the letter based on the job application text. This questions were following the indicators in the syllabus about identifying the social function of the text. Question number 3, explained finding the meaning of the underlined word based on the text above. This question corresponded to the syllabus indicator of identifying the social function of the text. question number 4, explained finding the same meaning with the word underlined in number 3. These questions were following the indicators in the syllabus about identifying the social function of a text. Question number 5, explained the main idea of the second paragraph in the text above. This question was following the indicators in the syllabus about identifying the social function of the text. Then, question number 6, explained who the sender of the letter was and to whom the letter was shown, all the essay questions above were following the indicators in

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the syllabus 3.28.2 it could be concluded the test were good of Content Validity.

In line with the interview that was conducted with the HN teacher, the exam questions made refer to the form of the national exam questions. as a material for consideration whether students are able to answer questions well and students have seen an outline of the exam questions so that students no longer hesitate in facing the UN.

R : "Mengapa soal ujian hampir seluruhnya dalam bentuk teks ?"
"why the exam questions almost entirely in text form?

HM : "Soal ujian yang saya buat, disesuaikan dengan bentuk soal ujian nasional (UN). Mengingat bahwa kelas XII akan melaksanakan ujian nasioal maka saya membuat dan soal yang dikira sama dengan soal ujian. Karena kurang lebihnya seperti itulah soal ujian nasional nantinya belajar dari tahun tahun sebelumnya".
"The exam questions that I made were adapted to the form of the national exam questions (UN). Given that class XII will carry out a national exam, I made and the questions that were thought to be the same as the exam questions. Because that's more or less the national exam questions will be studied from the previous year.

R : "Apakah ketika belajar di kelas ibu juga menerapkan hal yang sama ?"
"Did you apply the same thing when studying in class?"

HM : "Iya karena untuk kelas XII lebih banyak fokus belajar untuk ujian nasional nanti.
"Yes, because class XII focuses more on studying for the national exams later."

B. Discussion

The appropriateness of the examination test with the syllabus indicators in online learning.

This research was a qualitative research that focused on the analysis of examination test. The researcher researched at SMKN 2 Sungai Penuh, using even semester test in grades X, XI, and XII academic year 2019/2020.

In this research, the data collection was based on observation, interview, and documentation. Based on the instruments used, Gay and Assasian statated there are 5 stages in analyzing. The steps are as the following:

The first stage is managing data, in managing data the researcher collected the data to fulfill the research, the data that the researcher used in this research were documents. These documents were the English syllabus, examination test, and documentation.

The second stage is reading / memoing, in this stage the researcher reads, remembers and analyzes based on the documents that have been obtained. Researchers read and analyze the syllabus and exam questions.

The third stage is describing, in this stage the researcher describes the results of the data that have been obtained; in the form of interviews and results of analysis of questions on the syllabus.

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The fourth stage is classifying, in this stage the researcher classifies the data into categories; questions that have been analyzed and sorted according to the indicators.[47]

The fifth stage is interpreting The last step, the researcher will interpret the result of the research. The researcher drew the conclusions about the data gotten from documents and interview. Based on the calculations in the research findings even semester of SMK Negeri 2 Sungai Penuh test were carried out in class X there was test item 19 test item in the form of multiple choice that appropriate with syllabus indicator, then 1 item inappropriate with syllabus indicator and 10 in the form of essay was appropriate with silabus, XI there was 15 test item in the form of multiple choice and 2 in the form of essay that approprite with syllabus indicator, XII there was 15 test item in the form of multiple choice and 6 in the form of essay that appropriate with syllabus indicator. for detailed explanation it can be seen in the following table :

Table 9. Information Item Test

Class	Items	Approriateness	Inappropriateness
X	20 Multiple choice	19	1
	10 essay	10	-
XI	15 multiple choice	15	-
	2 essay	2	-
XII	15 multiple choice	-	-
	6 essay		-

[47] Gay, L, R, Op.Cit,*Educational Research*,P. 14

Teacher-made items that match the indicators are items made based on predetermined indicators. Indicators are used as a basis in developing an assessment tool. The items in accordance with the indicators are questions that ask the behavior and material to be measured in accordance with the indicator formulations in the syllabus. If an item contains a question element related to the indicator, then the item can be said according to the indicator. However, if the item asks something that is not listed in the indicator, it can be said that the item does not match the indicator.

The results of the analysis on the class X semester test have 20 multiple choice questions and 10 questions in the essay form. The results of the analysis showed that 19 multiple choice items were in accordance with the indicators in the syllabus. only 1 question that does not match the indicators in the syllabus. As well as 10 essay questions that are in accordance with the syllabus indicators. This shows that the question falls into the category of good question writing rules, namely according to the indicator. Likewise, with the questions for class XI and XII, all questions are in accordance with the indicators in the syllabus. This is in according to with Umar's that the rules for writing questions include questions according to the indicators, fulfilling the rules for writing questions, using appropriate language, and using clear and communicative language.[48]

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2 Umar, *Bahasa Penataran Pengujian Pendidikan*,(BalitbangDikbud,Jakarta,1996),P.36

The completeness of the questions with indicators reaches 100% because from the results of the analysis for all classes, namely class X, class XI and class XII, all the questions are in accordance with the indicators in the syllabus. All questions can be in accordance with the syllabus indicators. This can occur because the source of the questions made by the teacher is not completely self-made but also taken from books and the internet. Meanwhile, the question items that do not match the indicators are items that ask something that is not directly listed in the indicator. Items that do not match the syllabus indicators are items for class X number 3 multiple choice.

The English semester test at SMK Negeri 2 Sungai Penuh are in appropriateness with the indicators in the syllabus. However, the distribution of indicators for all the semester test was not evenly distributed. There are still many indicators contained in the syllabus that do not have items. Each question should have to represent each of the indicator syllabus. basic competencies that have been formulated in the form of indicators. Therefore, improvement is needed in making the questions so that each question can be represents the indicators contained in the syllabus.

Furthermore , the quality of an item can be said to be good if it has high validity. The item is considered valid if the validity of the question is high, the validity of the teacher made test at SMK Negeri 2 Sungai Penuh

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was high validity because the question that has low validity is only 1 question.

The exam questions at SMK Negeri 2 Sungai are in the form of multiple choice and essays. Based on the findings, after analyzing the semester for class X, XI, and XII of SMK Negeri 2 Sungai Penuh, the researcher found that all the multiple choice test forms were appropriateness with the syllabus. To obtain valid items, teacher made test should pay attention to the writing test rooles covering three domains, there are ; the domains of content, the domains of construction, and the domain of language of multiple choice and essay.[49]

The domain of content ; The test must be in accordance with competency standards and indicators, it can be seen that the exam questions at SMK Negeri 2 Sungai Penuh have complied with the competency standards and syllabus indicators. The semester test has clear questions and answers. The content of the question material was in accordance with the type of school and class level.

The Domain of construction: answer choices must be functional, homogeneous and logical each question must have a correct answer, questions must be clear questions and only answer selection statements were required, questions do not provide guidance towards the correct answer, questions must not contain multiple negative statements. The long short answer must be the same discourse, the picture and the graph must be

[49] Purwanto,*Prinsip-Prinsip dan Teknik Pengajaran*,(Bandung,Redmaja Karya,2010),P.38

a choice of the answer function must be numeric or the time shortened between items is independent of one another.

The domain of Language ; sentences must be communicative sentences using proper grammar and correct grammar. Questions do not cause multiple interpretations or misinterpretations using the same language and not regional language. The questions do not offend students.(fotenote)

Based on the findings, after analyzing the semester test for class X, XI, and XII of SMK Negeri 2 Sungai Penuh, the researcher found that all the essay test forms were appropriateness with indicator syllabus.

The domain of content ; the test must be in accordance with competency standards and indicators in the curriculum, clear questions and answers. The content of the question material was in accordance with the type of school and grade level.

The domain of construction; in the form of questions and answer decomposition. There were clear instructions on how to work on the problems, there were guidelines for scoring tables, graphs and special diagrams or similar meaning clear.

The domain of language ; sentences must be communicative, sentences use correct grammar and correct grammar, questions do not cause multiple interpretations or misinterpretations, use the same language and not regional language, and questions do not offend students.

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Meanwhile, the validity of the teacher-made for semester test at SMK Negeri 2 Sungai penuh was fulfilled the content validity. Content validity is the accuracy of a measuring instrument in terms of the contents of the measuring instrument. A measuring instrument is said to have the validity of the content if the content or materials or materials measuring tool is really a representative material to the learning materials provided. That is, the contents of the measuring tool is estimated in accordance with what has been taught based on the syllabus. Content validity involves how adequately the test samples the content area of the identified construct. Content validity is typically based on professional judgments about the appropriateness of the test content.

From the explanation above, the English semester test at SMK Negeri 2 Sungai Penuh in academic years 2019/2020 was good in content of validity.

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BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings of the researcher, the researcher found some important points there are:

1. The first point based on the result found after analyzing the English semester test in the forms of multiple choice, for class X was 19 item in multiple choice forms that appropriateness with indicator syllabus from 20 item and 1 item that inappropriateness with syllabus. Furthermore english semester test in the form of multiple choice for class XI and XII was appropriteness with indicator syllabus.
2. The second point based on the result found after analyzing the English semester test of essay for class X, XI and XI of SMK Negeri 2 Sungai penuh the researcher finds that test was appropriate with the syllabus. Based on the data analysis, the researcher concludes that the semester for even semester of SMK Negeri 2 Sungai penuh was appropriateness with indicator syllabus.
3. The third point based on the results found of teacher interviews. The learning process is carried out online learning because of the current conditions due to the Covid 19 pandemic, online learning used a smartphone or laptop with the help of networks such as data packages / wifi

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B. Suggestion

For analysis of the problem should we do to be able to identify the test items well and accurately and can understand the information obtained to make improvements. For the reader is expected to provide constructive criticism and suggestions for the sake of perfect this thesis and hopefully this thesis can provide some useful information for you all. Based on the above analysis data, the research wanted to give some suggestion, as follows :

1. For the teachers

   To the teachers are expected to coordinate together in the preparation of the test, assembling questions and analysis of the problem in order to obtain a quality question. Make efforts to improve the skills of making good questions from the realm of material, construction and language, quality, validity, reliability, and for thematter of multiple choice form must also consider the key effectiveness aspects of the answer as well as the effectiveness of the learners. After learning the above thesis, the teacher will know how to write a good test and quality so that students will more easily understand and the distribution of questions for each indicator is prevalent.

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2. For the schools

Schools need to improve teachers' inclusiveness in conducting learning evaluations by providing teachers with knowledge and skills on item analysis so teachers can create quality test instruments.

3. For the students

The students have to learn English more diligent in order to answer the test well and also Through this research, students were helped to understand how the online learning process was and could determine solutions to online learning problems due to the pandemics.

4. For the readers

should be able to understand and appreciate the grain analysis exercise quality test, validity test, and reliability test.

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Appendix 1

SILABUS

MATA PELAJARAN: Bahasa Inggris

SMK NEGERI 2 KOTA SUNGAI PENUH

PEMERINTAH PROPINSI JAMBI

DINAS PENDIDIKAN

SMK NEGERI 2 KOTA SUNGAI PENUH

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BAB I

SILABUS KELAS X MATA PELAJARAN BAHASA INGGRIS

Nama Sekolah	:	SMK Negeri 2 Sungai Penuh
Kelas/Semester	:	X/1
Kompetensi Keahlian	:	Semua Kompetensi Keahlian
Mata Pelajaran	:	Bahasa Inggris
Durasi Pembelajaran	:	3 X 45 Menit

Deskripsi KI

Deskripsi KI 3

3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar, dan metakognitif, sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

Deskripsi KI 4

4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

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No KD	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 4.1	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya di dunia kerja. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive) 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan	3.1.1 Mendeteksi fungsi sosial yang terdapat pada teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. 3.1.2 Membeda-bedakan struktur teks yang terdapat pada teks interaksi transaksiona llisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. 3.1.3 Merinci unsur	**Fungsi Sosial** Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru **Struktur Teks** Memulai Menanggapi (diharapkan/di luar dugaan) **Unsur Kebahasaan** Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan Verba: be, have, go, work, live (dalam simple present tense)	Menyimak dan menirukanbeberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar Mengidentifikasi ungakapan-ungkapan penting dan perbedaan antara beberapa cara yang ada Menanyakan hal-hal yang tidak diketahui atau yang berbeda. Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. Saling menyimak dan bertanya jawab tentang jati diri masing-masing	**Pencapaian fungsi social:** Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri **Ketepatan unsur kebahasaan**: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan **Kesesuaian format penulisan/ penyampaian** Unjuk kerja Melakukan monolog yang menyebutkan jati diri di depan kelas **Ketepatan menggunakan struktur dan unsur**	2 X 3 @ 45 “	Koran/ majalah berbahasa Inggris http://www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

No KD	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	keluarga, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya di dunia kerja.	kebahasaan yang terdapat pada teks interaksi transaksiona llisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. 4.1.1Memberi dan meminta informasi terkait dengan informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. 4.1.2 Membuat teks sederhana terkait jati diri dan hubungan keluarga, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan	Subjek Pronoun: I, You, We, They, He, She, It Kata ganti possessive my, your, his, dsb. Kata tanya Who? Which? How? Dst. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan	dengan teman-temannya Melakukan refleksi tentang proses dan hasil belajarnya	**kebahasaan dalam menyebutkan jati diri** Portofolio Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.		

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No KD	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		yang benar dan sesuai konteks penggunaannya di dunia kerja.	tulisan tangan **Topik** Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI				
3.2 4.2	3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapinya, sesuai dengan konteks penggunaannya 4.2 Menyusun teks	3.2.1 Siswa dapat mengigat fungsi sosial pada teks pemberian ucapan selamat dengan benar. (remembering) 3.2.2 Siswa dapat mengidentifikasi struktur kebahasaan teks ucapan selamat bersayap dengan benar (understanding) 3.2.3 Siswa dapat	**Fungsi Sosial** Menjaga hubungan interpersonal dengan guru, teman dan orang lain. **Struktur Teks** Memulai Menanggapi (diharapkan/di luar dugaan) **Unsur Kebahasaan**	Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan	Sikap: Lembar observasi, jurnal Pengetahuan: tes tulis (pilihan ganda, rumpang, jumbled paragraph, true-false) Ketrampilan: presentasi, hasil tulisan teks eksposisi analitis	2 X 3 @ 45 “	Buku Paket Bahasa Inggris Kurikulum 2013, suara guru, koran / majalah berbahasa Inggris, http://www.dailyenglish.c

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No KD	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	melengkapi teks yang rumpang dalam teks ucapan selamat bersayap (applying) 4.2.1 Siswa dapat meminta informasi terkait teks interaksi ucapan bersayap 4.2.2 Siswa dapat meminta informasi terkait teks interaksi ucapan selamat bersayap	Ungkapan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang	pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. Melakukan refleksi tentang proses dan hasil belajar			om http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

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No KD	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			termuat di KI				
3.3 4.3	3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks lisan dan tulis tentang niat melakukkan suatu tindakan/ kegiatan sesuai dengan konteks penggunaanya 4.3Mengkomunikasikan teks lisan dan tulis untuk memberi dan meminta informasi tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai teks	3.3.1 Menentukan fungsi sosial , stuktur teks, dan unsur kebahasaan tentang niat melakukan sesuatu. 3. 3.2Mengidentifikasi fungsi sosial , stuktur teks, dan unsur kebahasaan tentang niat melakukan sesuatu. 4.3.1 Menuliskan teks dialog interaksi interpersonal lisan dan tulis yang melibatkan pernyataan dan pertanyaan tentang niat melakukan	**Fungsi Sosial** Menyatakan rencana, menyarankan, dsb. **Struktur Teks** Memulai Menanggapi (diharapkan atau di luar dugaan) **Unsur Kebahasaan** Ungkapan pernyataan niat yang sesuai, dengan modalbe going to, would like to Nomina singular dan plural dengan atau tanpa a, the,	Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video) Mengidentifikasidengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan Bermain game terkait dengan niat mengatasi masalah	Observasi : Pengamatan guru terhadap siswa selama proses pembelajaran Tes Tulis: Menulis dialog tentang niat melakukan sesuatu Tes Lisan: Role play dialogue tentang niat melakukan sesuatu.	2 X 3 @ 45 “	Sumber Belajar Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, halaman 39 – 48 Dialogue Card www.dailyenglish.com

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		sesuatu 4.3.2 Mempresentasikan teks dialog interaksi interpersonal lisan dan tulis yang melibatkan pernyataan dan pertanyaan tentang niat melakukan sesuatu	this, those, my, their, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niatyang dapat menumbuhkan perilaku yang termuat di KI	Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. Melakukan refleksi tentang proses dan hasil belajar.			
3.4 4.4	3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan	3.41 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, benda, tempat terkenal, sesuai dengan konteks	**Fungsi Sosial** Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.	Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi,	Kinerja (praktik) Tugas menganalisis, menyunting, dan menghasilkan teks deskriptif tentang orang, benda, dan tempat yang nyata di	4 x 3 (@45”)	Buku Paket Bahasa Inggris Kurikulum 2013, suara guru, koran / majalah berbahasa

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	sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaan di dunia kerja 4.4 Teks Desrkriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait orang, benda dan tempat. 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks,	penggunaannya. 3.4.2 Menjelaskan informasi umum dan rinci dalam teks deskriptif lisan dan atau tulis, sederhana, tentang orangt, benda dan tempat terkenal dengan menjawab pertanyaan berdasar teks. 3.4.3 Menulis teks deskriptif lisan atau tulis, sederhana, tentang orang, lingkungan, tempat terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 3.4.4 Menampilkan teks	**Struktur Teks** Dapat mencakup Identifikasi (nama keseluruhan dan bagian) Sifat (ukuran, warna, jumlah, bentuk, dsb.) Fungsi, manfaat, tindakan, kebiasaan **Unsur kebahasaan** Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal Adverbia terkait sifat seperti quite, very, extremely, dst. Kalimat dekalraif dan interogatif	ucapan, dan tekanan kata yang benar. Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, mind map, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks	dunia kerja. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang orang, benda, dan tempat, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap		Inggris, http://www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

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	dan unsur kebahasaan, secara benar dan sesuai konteks	deskripsi tentang orang, benda, tempat terkenal dengan memperhatikan fungsi sosial, struktur teks, and unsur kebahasaan yang benar dan sesuai konteks.	dalam tense yang benar Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	deskriptif tentang tempat wisata atau bangunan bersejarahsetempat. Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya Melakukan refleksi tentang proses dan hasil belajar.	tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. Tes tertulis Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang orang, benda, dan tempat secara sederhana. Portofolio Kumpulan karya teks deskriptif tentang orang, benda, dan tempat yang telah dibuat. Kumpulan hasil		

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					suntingan beberapa teks deskriptif yang dibuat sendiri atau temannya tentang orang, benda, dan tempat. Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, benda, dan tempat. Lembar soal dan hasil tes		
3.5 4.5	3.5 Membedakan Fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks	3.5.1 Mengidentifikasi struktur teks pemberitahuan (announcement) sesuai dengan konteks penggunaannya. 3.5.2 Menyusun teks pemberitahuan (announcement) sesuai contoh yang	**Fungsi Sosial** Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah **Struktur Teks** -Istilah khusus terkait dengan jenis	Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (announcement) dengan intonasi, ucapan, dan tekanan kata yang benar. Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial,	Penilaian tertulis: membuat teks announcement yang berkaitan dengan sekolah dan bidang keahliannya. Penilaian lisan: Mempraktekan dialog yang sudah dibuat di depan kelas	2 X 3 (@45”)	buku teks kelas X semester 1 (kemendikbud , 2014) Bahasa Inggris kls X, Buku digital http://BukuSekolahDigital

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	penggunaannya 4.5 Teks pemberitahuan (announcement) 4.5 1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement) 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	diberikan. 3.5.3 Membuat teks pemberitahuan (announcement)	pemberitahuannya -Informasi khas yang relevan -Gambar, hiasan, komposisi warna **Unsur Kebahasaan** -Ungkapan dan kosa kata yang lazim digunakan dalam announcement (pemberitahuan) -Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb. -Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik**	struktur teks dan unsur kebahasaannya Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain Membuat teks pemberitahuan (announcement) untuk kelas atau teman Melakukan refleksi tentang proses dan hasil belajar.			.com https://wikihow.com

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			Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI -Multimedia Layout dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.				
3.6 4.6	3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/ terjadi di waktu lampau yang	4.6.1 Memilih informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya 4.6.1 Mempraktekan tindakan memberi dan meminta informasi	**Fungsi Sosial** Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. **Struktur Teks** Memulai Menanggapi (diharapkan/di luar	Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudianbertanya jawab	Observasi: Mengamati kegiatan peserta didik dalam proses : 1. Mengumpulkan informasi, 2. Menganalisis makna, fungsi sosial, struktur teks dan unsur kebahasaan		

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	merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense) 4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks,	terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya	dugaan) **Unsur Kebahasaan** -Kalimat deklaratif dan interogative dalam simple past tense, present perfect tense. -Adverbial dengan since, ago, now; klause dan adveribial penunjuk waktu -Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb. -Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik	terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense	3. Penyusunan teks interaksi transaksional lisan dan tulis yang melibatkan tindakanmemberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, Portofolio: Menilai laporan peserta didik tentang teks interaksi transaksional lisan dan tulis yang melibatkan tindakanmemberi dan meminta informasi		

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	dan unsur kebahasaan yang benar dan sesuai konteks		Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI	tersebut Melakukan refleksi tentang proses dan hasil belajar	terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, Tes lisan: Menilai kemampuan peserta didik dalam menyampaikan teks interaksi transaksional lisan dan tulis yang melibatkan tindakanmemberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan		

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					kesudahannya,dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.7 4.7	3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 4.7 Teks recount peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks	3.7.1 Menganalisis beberapa teks tentang pengalaman /kegiatan/ kejadian/peristiwa masa lampau dari berbagai sumber. 3.7.2Membaca, mendengarkan dan menyimpulkan teks Recount untuk memahami isi pesannya. Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks(termasuk a.l. gagasan utama dan informasi rinci) dari	**Fungsi Sosial** Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan **Struktur Teks** Dapat mencakup: Orientasi urutan kejadian/kegiatan orientasi ulang **Unsur Kebahasaan** Kalimat deklaratif dan interogatif dalam simple past, past continuous,	Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks Mencermati analisis			

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	recountlisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	setiap teks tersebut. Menulis dengan tulisan tangan yang rapi beberapa teks tentang pengalaman/kegiatan/ kejadian/peristiwa dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Memahami dan mengidentifikasi fungsi sosial setiap teks, orang-orang yang terlibat, tempat, waktu, kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan, dsb dari peristiwa/kejadian/ pengalaman yang akan disampaikan.	present perfect, dan lainnya yang diperlukan Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb. Adverbia dan frasa preposisional penujuk waktu Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** Peristiwa	terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya Melakukan refleksi tentang proses dan hasil belajar.			

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			bersejarahyang dapat menumbuhkan perilaku yang termuat di KI				

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Nama Sekolah : SMK Negeri 2 Sungai Penuh
Kelas/Semester : X/2
Kompetensi Keahlian : Semua Kompetensi Keahlian
Mata Pelajaran : Bahasa Inggris
Durasi Pembelajaran : 3 X 45 Menit
Deskripsi KI

Deskripsi KI 3

3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar, dan metakognitif, sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

Deskripsi KI 4

4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

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3.8 4.8	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda	3.8.1. Menerangkan legenda rakyat sederdaha Strong Wind dengan menjawab pertanyaan (C2) 3.8.2.Mengidentifikasi struktur teks tentang legenda rakyat sederhana Strong Wind dengan melengkapi table (C4) 4.8.1. Menuliskan scenario legenda rakyat sederhana lain yang diketahui siswa berdasarkan table struktur teks (P2) 4.8.2.Mempresentasikan legenda rakyat sederhana berdasarkan	**Fungsi Sosial** Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan **Struktur Teks** Dapat mencakup: Orientasi Komplikasi Resolusi Orientasi ulang **Unsur Kebahasaan** Kalimat-kalimat dalamsimple past tense, past continuous, dan lainnya yang	Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi Membaca satu legenda	1.Test tulis : menjawab pertanyaan bacaan 2. Observasi: melengkapi table tentang struktur teks 3. Test tulis (penugasan): menuliskan scenario legenda rakyat sederhana sesuai dengan table 4. Tes lisan: mempresentasikan legenda rakyat sederhana	2x 3 (@45”)	Buku paket Bahasa Inggris kelas X K13 revisi hal 181 – 192 Folk tale books English Grammar (Betty Schrampfer Azar) Chapter 1 Verb Tenses hal 39 Internet sources English Dictionary

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	rakyat	scenario yang dibuat (P3)	relevan Kosa kata: terkait karakter, watak, dan setting dalam legenda Adverbia penghubung dan penujuk waktu Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** Cerita legenda yang dapatmenumbuhkan perilaku yang termuat di KI	lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan Melakukan refleksi tentang proses dan hasil belajar.			
3.9 4.9	3.9 Menganalisis fungsi sosial, struktur teks dan	3.9.1 Mendeteksi teks memo, menu,	Samples of memo Sample of menu	Listening − Dictation	Tes lisan − Menjawab	2 x 3 (@45”)	Buku Paket Bahasa Inggris

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	unsur kebahasaan beberapa teks khusus dalam bentuk memo, menu, schedule, dan signs dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja, sesuai dengan konteks penggunaannya di dunia kerja 4.9 Menyusun teks khusus dalam bentuk memo, menu, jadwal dan tanda-tanda (signs) lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial,	schedule dan signs. 3.9.2 Memahami fungsi sosial, struktur teks dan unsur kebahasaan memo, menu, schedule dan signs 4.9.1 Membuat teks dalam bentuk memo, jadwal, menu, dan signs sederhana.	Words and expressions to explain signs and symbols: - That "P" sign means that you can park here. - The symbol "Lady" means that the toilet is for women. - "No smoking" means that you are not allowed to smoke in that area. Samples of time table and schedule	– Completing memos and menus – Matching pictures based on signs, symbols, time tables and schedules given. Speaking – Pronunciation practice – Dialogue practice involving memos, menus, signs, symbols, time tables and schedules – Making sentences using degrees of comparison, pronouns and reported speech. Writing – Completing time tables	pertanyaan secara lisan – Menjelaskan jadwal perjalanan, rambu lalu lintas, simbol dan tanda. Tes tertulis – Membuat memo – Menulis menu – Menulis jadwal – Menjawab per-tanyaan		Kurikulum 2013, suara guru, koran / majalah berbahasa Inggris, http://www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

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	struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.			and schedules – Writing sentences using comparative degree, pronouns and reported speech. – Composing memos and menus	tentang menu, jadwal, memo, rambu lalu lintas.		
3.10 4.10	3.10 Menerapkan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan kata sifat sesuai dengan bidang keahlian dan konteks	3.10.1Mengidentifikasi tingkat perbandingan dengan menggunakan kata sifat baik regular/irregular 3.10.2 Menyebutkan macam-macam tingkat perbandingan 4.10.1 Membuat kalimat tentang degrees of comparison	Degrees of Comparison -Positif degree -Comparative degree -Superlative degree	Mengamati -Siswa mendengarkan/ membaca tentang degrees of Comparison dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/ penulisannya. -Siswa mencoba menirukan pengucapannya dan menuliskan degrees of	Kriteria Penilaian: -Pencapaian fungsi sosial -Kelengkapan dan keruntutan struktur teks degrees of comparison -Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi,	3 x 3 (@45”)	CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet:

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	penggunaannya. 4.10 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait perbandingan kata sifat dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.			comparison. Menanya -Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara tingkat perbandingan -Siswa mempertanyakan pengucapan dan isi teks yang membandingkan sesuatu Mengeksplorasi -Siswa mencari beberapa teks perbandingan. -Siswa berlatih membandingkan sesuatu dengan teman -Siswa berlatih membuat	ejaan, dan tulisan tangan -Kesesuaian format penulisan/ penyampaian Cara Penilaian: KINERJA (praktik) -Bermain peran (role play) dalam bentuk interaksi yang berisi degrees of comparison -Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan		

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				kalimat perbandingan dengan tulisan Mengasosiasi -Siswa menganalisis tingkat perbandingan. -Secara berkelompok siswa mendiskusikan ungkapan degrees of comparison yang mereka temukan dari berbagai sumber -Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. Mengomunikasikan	perbandingan Observasi: Penilaian untuk tujuan memberi balikan. Sasaran penilaian: -Upaya menggunakan bahasa Inggris untuk menyatakan perbandingan. -Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. -Kesantunan dan kepedulian dalam		

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				-Siswa mendemonstrasikan penggunaan degrees of comparison secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks -Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris tentang degrees of comparison dalam jurnal belajar (learning journal).	melaksanakan Komunikasi		
3.11 4.11	3.11. Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks	-Menemukan fungsi sosial teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi	Video from youtube: Asking & Giving directions in English - English Vocabulary Lesson	Mengamati Siswa aktif melakukan kegiatan pengamatan berupa cerita atau gambar atau video dari suatu	Tes lisan Menjawab pertanyaan secara lisan Menjawab pertanyaan	6 JP	Module 9 dan 11 Tim MGMP Bahasa Inggris SMK "A New

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No KD	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi Pembalajaran	Kegiatan Pembelajaran	Penilaian	Aloka-si Waktu	Sumber Belajar
	interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction) sesuai dengan konteks penggunaannya di dunia kerja. 4.11. Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk	tentang petunjuk arah (direction) -Memerinci bagian-bagian dalam teks (struktur teks) interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction) -Mengkategorikan unsur-unsur kebahasan dalam teks -Mengkategorikan	(ESL) Materi Tulis  Andi : Can you show me where is the school? Writer : Go straight on and keep walking about 200m. Then you will find a big crossroad and turn left. After that, stay moving about 50m. You will see a police station at the	kejadian yang disajikan oleh guru Siswa membaca berbagai informasi yang tersedia di buku, media masa, internet, atau sumber lainnya Siswa dapat mengidentifiasi maslah Menanya Siswa mengajukan pertanyaan kepada guru, narasumber, dan teman lainnya baik secara lisan atau tulisan siswa merumuskan masalah dan merumuskan hipotesis	secara tulis Pilihan ganda essay		Approach to Learn English", Novice Level, HUP Bandung (2009). BSE Depdiknas (2008) Video from youtube: Asking & Giving directions in English - English Vocabulary Lesson (ESL)

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	arah (direction) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar sesuai konteks di dunia kerja.	unsur-unsur kebahasan dalam teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction) -Mengemukakan ungkapan-ungkapan interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction)	corner of the junction. Get into Jl. Merpati. The school is at the end of it. Bertanya arah jalan (Asking direction) excuse me, could you tell me how to get to the bus station? Memberi Petunjuk / Arah Jalan (Giving Direction) turn right at the crossroads Bertanya Jarak/ (Asking Distance) how far is it to …	Mengumpulkan Informasi Siswa mengumpulkan data dengan cara membaca, observasi lapangan. Menalar Siswa menganalisa data untuk membandingkan atau menentukan hubungan antar data yang telah di olah. Mengomunikasi Siswa mendiskripsikan dan menyampaikan hasil temuan dari hasil mengamati, menanya, mengumpulkan informasi, dan menalar			

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			from here?				
3.12 4.12	3.12. Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaan di dunia kerja. 4.12 Menyusun teks interaksi transaksional lisan	3.12.1 menerapkan fungsi social, struktur teks dan unsur kebahasaan tentang simple present tense 3.12.2 membuat kalimat yg berhubungan dengan kegiatan sehari-hari	Simple Present Tense Asking for routine -What do you usually do in the morning? - What does she have to do on Sunday? -Do you always go out at night? -I get up at five and then pray - She has to wash the family's	Mengamati Siswa mengidentifikasi ciri-ciri interaksi kegiatan rutin (fungsi sosial, struktur teks, dan unsur kebahasaan). Menanya Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kegiatan rutin Mengeksplorasi -Siswa berlatih membuat kalimat simple present Mengasosiasi -Siswa membandingkan	Kriteria Penilaian: -Pencapaian fungsi sosial -Kelengkapan dan keruntutan struktur teks tentang simple pesent -Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan -Kesesuaian format penulisan/ penyampaian Cara Penilaian: KINERJA (praktik) -Bermain peran (role	3 x 3 (@45")	· CD/ Audio/ VCD · Koran/ majalah berbahasa Inggris · Sumber dari internet: www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishc

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	dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dunia kerja.		clothes -No, except for certain purposes	ungkapan kegiatan rutin yang telah dipelajari dengan yang ada di berbagai sumber lain. Mengomunikasikan -Siswa mendemonstrasikan penggunaan simple present secara lisan dan tertulis di kelas -Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris tentang kegiatan rutin dalam jurnal belajar (learning journal).	play) dalam bentuk interaksi yang berisi tentang kegiatan sehari hari -Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan kegiatan sehari hari Observasi: Penilaian untuk tujuan memberi balikan. Sasaran penilaian: -Upaya menggunakan bahasa Inggris tentang kegiatan sehari-hari. -Kesungguhan siswa dalam proses		ouncil.org/en/

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					pembelajaran di setiap tahapan -Kesantunan dan kepedulian dalam melaksanakan komunikasi		
3.13 4.13	3.13 Menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should,	3.13.1 Menganalisis fungsi sosial pada tindakan memberi dan meminta informasi terkait saran dan tawaran 3.13.2 Mendeteksi struktur teks pada tindakan memberikan dan meminta informasi terkait saran dan tawaran 3.13.3 Menemukan unsur kebahasaan	Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain Terbiasa menggunakan ungkapan memberi saran dan tawaran	Mengamati Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. Mempertanyakan Dengan pertanyaan pengarah dari guru, siswa mempertanyakan Fungsi social, ungkapan yang	Kriteria Penilaian Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi	2 x 3 JP	CD/ Audio/ VCD Sumber dari internet: www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishc

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	can) 4.13 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	pada tindakan memberi dan meminta informasi terkait saran dan tawaran Menyusun teks tulis tentang memberi saran danmenawarkan bantuan Menyusun teks tulis tentang memberi saran, menerima dan menolak tawaran bantuan 4.13.3 Mempraktekkan tindakan memberi saran, menerima dan menolak tawaran bantuan	dan meresponnya Ungkapan Saran dan tawaran: Why don't you… What about …? You should … You can …. Do you need ….? Accepting Offers Thank you, I appreciate your help. Yes, please. Yes please, that	digunakan untuk memberi saran dan tawaran dan responnya. Mengeksplorasi Siswa secara mandiri mencari pengetahuan tambahan Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi Mengasosiasi Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya	Kesesuaian format penulisan/ penyampaian Cara Penilaian: Unjuk kerja Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya Pengamatan (observations):		ouncil.org/en/

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			would be lovely. Thank you, it is very kind of you. Declining Offers No, thanks. No, thank you. It's okay, I can do it myself. Don't worry, I will do it myself. Unsur kebahasaan -Ucapan, tekanan kata, intonasi, -Rujukan kata	berdasarkan penggunaan. Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. Mengkomunikasikan Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas,dalam bentuk percakapan/simulasi dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan	Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi		

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			Topik Keteladanan tentang perilaku peduli, kerjasama, dan proaktif	sesuai dengan konteks.			
3.30 4.30	3.30 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang keharusan, sesuai dengan konteks penggunaannya. 4.30 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keharusan, dengan memperhatikan	3.30.1 Menemukan struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang keharusan. 3.30.2 Menyimpulkan fungsi sosial untuk menyatakan dan menanyakan tentang keharusan. 4.30.1 Mengubah teks tulis untuk menyatakan dan menanyakan tentang	Fungsi sosial: Menyarankan, mengingatkan, menyampaikan, himbauan, menaati aturan. Strutur teks: -We are supposed to write the recipe in English -Every group is to comply with the rule.	DISCOVERY Stimulation (pemberian rangsangan) Peserta didik mengamati beberapa dialog tentang menyatakan dan menanyakan tentang keharusan. Problem Statement (Identifikasi masalah) Peserta didik berdiskusi untuk mengidentifikasi struktur teks, dan unsur kebahasaan teks	Teknik Penilaian: Sikap: Observasi dan jurnal Pengetahuan : Tes tulis Keterampilan: Unjuk Kerja Bentuk Penilaian: Sikap: lembar observasi sikap disiplin dan kerjasama	4 x 3 (@45”)	Buku teks wajib Keteladanan ucapan dan tindakan guru mengguakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh interaksi

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	fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	keharusan dalam dialog. 4.30.2 Membentuk teks lisan untuk menyatakan dan menanyakan tentang keharusan	-They cannot put their contributions on the wall magazine -She has to meet the principal as soon as possible Unsur Kebahasaan -Kata kerja bantu modal : be supposed to, be to, have to, should -Nominal singular dan plural (a, the, this, those, my, their, etc) -Teks tulis untuk menyatakan dan menanyakan	menyatakan dan menanyakan tentang keharusan Data collection (pengumpulan data) Peserta didik berdiskusi untuk mengumpulkan data/informasi Data Processing (Pengolahan Data) Peserta didik mendiskusikan data yang didapat Verification (pemeriksaan data) Dua kelompok dengan secara bergantian mempresentasikan hasil kerja kelompoknya dalam	Pengetahuan: soal esai Keterampilan: rubrik presentasi		tertulis Internet

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			tentang keharusan.	diskusi kelas untuk memverifikasikan hasil kerjanya; kelompok lain memberikan tanggapan Generalisasi (penarikan kesimpulan) Di bawah bimbingan Pendidik, peserta didik menyimpulkan			

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BAB II

SILABUS KELAS XI MATA PELAJARAN BAHASA INGGRIS

Nama Sekolah	:	SMK Negeri 2 Sungai Penuh
Kelas/Semester	:	XI/3-4
Kompetensi Keahlian	:	Semua Kompetensi Keahlian
Mata Pelajaran	:	Bahasa Inggris
Durasi Pembelajaran	:	3 X 45 Menit

Deskripsi KI

Deskripsi KI 3

3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar, dan metakognitif, sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

Deskripsi KI 4

4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

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3.14 4.14	3.14 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran sesuai dengan konteks penggunaanya (perhatikan unsur kebahasaan I think, I suppose, in my opinion). 4.14 Menyusun teks interaksi transaksional, lisan dan tulis pendek dan	3.14.1 Menegaskan fungsi ungkapan-ungkapan meminta dan memberi pendapat sesuai dengan konteks penggunaannya. 3.14.2 Menelaah struktur ungkapan-ungkapan meminta dan memberi pendapat sesuai dengan konteks penggunaannya. 3.14.3 Memilih unsur kebahasaan yang tepat dalam menyatakan ungkapan-ungkapan meminta dan memberi pendapat sesuai dengan konteks penggunaannya.	**Fungsi Sosial** Berkomunikasi secara fungsional guru, teman dan orang lain serta meminta dan memberi pendapat dengan baik dan berterima **Struktur teks** -Ungkapan meminta pendapat -Ungkapan memberikan pendapat **Unsur kebahasaan** : -Kosa kata terkait dengan ungkapan	**Mengamati** Siswa mengamati dan menyimak video mengenai polusi limbah industri. **Mengeksplorasi/ mencoba** Dalam kelompok, siswa mendiskusikan permasalahan dan menemukan permasalahan utama dalam isu tersebut. Mengasosiasi -Siswa bekerja secara individu dan memilih satu isu sosial maupun lingkungan yang ditemui dalam kehidupan sehari-	**Tugas Writing**: membuat respon tertulis secara berkelompok atas isu polusi limbah. **Tugas Speaking** :membuat video individu mengenai pendapat yang mengandung ajakan untuk melakukan aksi sederhana yang dapat berkontribusi bagi penyelesaian isu sosial dan lingkungan yang dipilih	2 x 3 (@45”)	CD/ Audio/ VCD Sumber dari internet: www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ http://www.youtube.com

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	sederhana yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.14.1 Memperjelas fungsi ungkapan-ungkapan meminta dan memberi pendapat dalam sebuah interaksi nyata yang disesuaikan dengan konteks komunikasinya. 4.14.2 Merumuskan ungkapan-ungkapan meminta dan memberi pendapat sesuai dengan struktur teks yang benar dan berterima. 4.14.3 Merancang ungkapan-ungkapan meminta dan memberi pendapat menggunakan unsur kebahasaan yang tepat	untuk menanyakan dan menyatakan -Kata kerja dalam simple present tense. -Kata tanya : 5W, 1 H -Kataganti (pronoun) : her, his, their, your, etc -Ucapan, tekanan kata, intonasi, ejaan.	hari. Mengkomunikasi Masing-masing siswa mengunggah video yang telah dibuatnya ke media sosial yang dimilikinya.			

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		dan berterima sesuai dengan konteks penggunaannya.					
3.15 4.15	3.15 Menerapkan fungsi social, struktur teks dan unsure kebahasaan teks interaksi transaksional yang melibatkan tindakan member dan meminta informasi terkait pesan sederhana lewat telephone (taking simple phone message) sesuai dengan konteks penggunaannya di dunia kerja.	3.15.1Menemukan fungsi social, struktur teks dan unsure kebahasaan teks interaksi transaksional yang melibatkan tindakan member dan meminta informasi terkait pesan sederhana lewat telephone (taking simple phone message) sesuai dengan konteks penggunaannya di dunia kerja. 3.15.2 Mendeteksi	1. Formal expression 2. Informal expression 3. Reported speech	Menggunakan Model Pembelajaran Inquiri: - menyajikan teks dialog tentang menangani telephone - melakukan observasi - merumuskan masalah	Teknikpenilaian: -Tes tulis -Tes lisan	2 x 3 (@45”)	Buku paket Bahasa Inggris kelas XI Kurikulum 1 Modul Internet

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	4.15 Menuliskan kembali teks pesan sederhana lewat telephone terkait tempat kerja dengan memperhatikan fungsi social, struktur teks dan unsure kebahasaan secara benar dan sesuai konteks dunia kerja	ungkapan formal dan non formal pada penanganan percakapan di telephone.					

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3.16 4.16	3.16 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya 4.16 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/ tempat kerja, dengan memperhatikan fungsi, struktur teks,	3.16.1 Menganalisis fungsi social, struktur teks, dan unsure kebahasaan (nomina singular / plural) pada ungkapan yang digunakan dalam sebuah undangan 4.16.1 Membuat teks undangan baik lisan dan tulis yang terkait dengan undangan dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya di lingkungan sekolah maupun tempat kerja	**Fungsi Sosial** menjaga hubungan interpersonal dalam konteks resmi berbentuk undangan **Struktur teks** dapat mencakup Sapaan, Isi Penutup Unsur Kebahasaan -Ungkapan dan istilah yang digunakan dalam undangan resmi -Nomina singular dan plural dengan atau tanpa a, the, this, those, my,	**MENGAMATI** Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan MENANYA Diberikan beberapa	Unjuk kerja •Melakukan role-play (bermain peran) mengundang secara resmi •Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi Pengamatan Sasaran penilaian adalah: •Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi •Kesungguhan siswa dalam proses pembelajaran di setiap	3 x 2 JP	Berbagai undangan dalam bahasa Inggris CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files

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	dan unsur kebahasaan, secara benar dan sesuai konteks		their dsb. -Ucapan, tekanan kata, intonasi, ejaan , tanda baca, dan tulisan tangan Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI Multimedia Layout yang membuat tampilan teks lebih menarik	undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya MENGUMPULKAN DATA Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya	tahapan. •Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi •Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio •Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. •Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft,		http://learnenglish.britishcouncil.org/en/

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				MENGASOSIASI Melakukan refleksi tentang proses dan hasil belajarnya MENGKOMUNIKASIKAN Menyajikan hasil penyusunan undangan resmi baik yang terkait dengan sekolah maupun tempay kerja sesuai dengan unsur kebahasaan dan fungsi sosilanya	revisi, editing sampai hasil terbaik untuk dipublikasi •Kumpulan hasil tes dan latihan. Penilaian Diri dan Penilaian SejawatBentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
3.17 4.17	3.17 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan	3.17.1 Memberi informasi / Mengidentifikasi susunan penulisan surat pribadi. 4.17.1 Menulis surat pribadi sesuai dengan	-Surat pribadi sederhana **Fungsi Sosial** -Menjalin hubungan dengan bertegur sapa dan	**Mengamati** Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet).	Observasi Penilaian untuk tujuan memberi balikan. Sasaran penilaian: -Upaya menggunakan	6 x 3 (@45”)	Buku Bahasa Inggris K13 Practice Your English Competence Kls XI

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	memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaanya. 4.17 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara, benar dan sesuai konteks	fungsi sosial, struktur teks, dan unsur kebahasaan.	memberi kabar pribadi kepada teman secara tertulis -Memberi informasi kepada teman **Struktur** -Date -Salutation. -Opening paragraph: - Greetings, memberi kabar keadaan sekarang dan apa yang sedang dilakukan -Content:	Siswa berlatih menentukan gagasan utama, dan informasi rinci Menanya Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan antara lain fungsi social, struktur dan unsur kebahasaan yang digunakan dalam surat pribadi. Mengeksplorasi Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang	Bahasa Inggris dalam menulis surat pribadi -Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan -Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi -Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio -Kumpulan catatan kemajuan belajar dalam		Internet www.dailyenglish.com http://americaenglish. State.gov/files

INSTITUT AGAMA ISLAM NEGERI KENDARI

No KD	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi Pembalajaran	Kegiatan Pembelajaran	Penilaian	Aloka-si Waktu	Sumber Belajar
			Mengabarkan hal yang sudah/ akan terjadit -Closing: Menutup surat dengan harapan untuk bertemu	lain dari berbagai sumber Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. Mengasosiasi Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsure kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. Siswa memperoleh balikan (feedback) Mengomunikasi	menyusun surat pribadi -Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi -Kumpulan hasil tes dan latihan. -Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaianlainnya		

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				Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback. Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru			
3.18 4.18	3.18 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks prosedur lisan dan tulis dengan member dan meminta informasi terkait manual penggunaan tehnologi dan kiat2 (tips) pendek dan sederhana sesuai	3.18.1. Menemukan fungsi sosial teks 3.18.2. Memerinci bagian-bagian dalam teks (struktur teks) 3.18.3. Mengkategorikan unsur-unsur kebahasan dalam teks 4.18.1. Merespons makna dalam teks	Teks lisan dan tulis teks prosedur **Fungsi sosial** Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.	**Mengamati** Siswa mencari teks prosedur berbentuk manual dan kiat-kiat (tips), termasuk yang menggunakan bahasa Indonesia. Siswa mengumpulkan gambar dan foto teks prosedur berbentuk manual dan kiat-kiat	Kinerja (praktik) Tugas menganalisis dan membuat teks prosedur berbentuk manual dan kiat-kiat (tips) untuk fungsi nyata. Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih	6 x 3 (@45”)	Buku Teks wajib Contoh teks dari sumber otentik Sumber dari internet, seperti: www.dailyenglish.com

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	dengan bidang keahlian dan kontek penggunaanya 4.18 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan tehnologi dan kiat-kiat (tips), dengan memperhatikan fungsi social, struktur text, dan unsure kebahasaan, secara benar dan sesuai konteks.	prosedur sederhana yang menggunakan bahasa lisan secara akurat, lancar, dalam konteks kehidupan sehari-hari 4.18.2. Mengemukakan ungkapan-ungkapan nama-nama bahan yang akan digunakan dalam teks prosedur	Struktur text (gagasan utama dan informasi rinci) Menyebutkan tujuan manual dan tip Menyebutkan bahan dan/atau peralatan yang diperlukan Menyebutkan serangkaian langkah kerja Unsur kebahasaan Tata bahasa: kalimat imperatif, negatif dan positif	(tips) dari berbagai sumber termasuk internet, buku teks, dsb. Siswa memberikan komentar dan pandangannya tentang fungsi teks prosedur berbentuk manual dan kiat-kiat (tips), ketepatan unsur kebahasaannya, format, tampilan, dsb. Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara teks prosedur berbentuk	cepat) -Observasi terhadap tindakan siswa memahami dan menghasilkan teks prosedur berbentuk manual dan kiat-kiat (tips) sesuai fungsi sosialnya, di dalam dan di luar kelas. -Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. -Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan		http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

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			Ungkapan dan kosa kata yang lazim digunakan dalam manual dan tip Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal Ucapan, tekanan kata, intonasi	manual dan kiat-kiat (tips) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb. Mengumpulkan Informasi Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips). Mengasosiasi Siswa membandingkan	di luar kelas. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat teks prosedur berbentuk manual dan kiat-kiat (tips), termasuk kemudahan dan kesulitannya. Portofolio -Kumpulan karya berbagai teks prosedur berbentuk manual dan kiat-kiat (tips) yang telah dibuat. -Kumpulan hasil analisis		

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				fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks prosedur berbentuk manual dan kiat-kiat (tips) yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengkomunikasikan Siswa membuat lebih banyak teks prosedur berbentuk manual dan kiat-kiat (tips) dalam bahasa Inggris untuk	tentang beberapa berbagai teks prosedur berbentuk manual dan kiat-kiat (tips).		

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				fungsi sosial nyata di kelas, sekolah, dan rumah.			
3.19 4.19	3.19 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur	3.19.1 Membandingkan bentuk kalimat pasif (passive voice) dan aktif 3.19.2 Mengubah bentuk kalimat aktif kedalam bentuk kalimat pasif (Passive voice) 4.19.1 Menyusun dialog dalam bentuk passive voice 4.19.2 Mempraktekkan dialog dengan menggunakan kalimat	Tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice) **Fungsi Sosial** menyatakan dan menanyakan tentang tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya **Struktur Teks**	Discovery Leraning **Mengamati** -Siswa mengamati contoh kalimat passive dalam berbagai situasi -Siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** -Siswa mempertanyakan perbedaan antar kalimat	Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive Portofolio Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan	3 JP	CD/ Audio/ VCD Buku paket Bahasa Inggris kemendikbud 2014 Sumber dari internet: www.ego4u.com/en www.bahasainggrisoke.com

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	kebahasaan passive voice) 4.19 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	passive voice	Ex: -The credit card is saved in the cupboard -TheMotorcycle was being repaired at the workshop Unsur kebahasaan -Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. -Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.	passive dan aktif. Eksperimen (Explore) -Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks simulasi dan kegiatan lain yang terstruktur. -Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. -Siswa menyusun dialog dengan menggunakan kalimat passive Mengasosiasi Siswa membandingkan	latihan.		

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			Topik Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya	kalimat passive yang telah dipelajari dengan kalimat aktif. **Komunikasi** Siswa berdialog secara berpasangan dengan menggunakan kalimat passive			
3.27 4.27	3.27 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa dan responsnya, sesuai dengan konteks penggunaannya.	3.27.1 Mengidentifikasi fungsi sosial ungkapan menawarkan jasa dan responnya 3.27.2 Menentukan struktur teks ungkapan menawarkan jasa dan	Offering service/help	**Mengamati** -Siswa mengamati ungkapan menawarkan jasa (offering help) dari teks dialog yang dibaca. -Siswa mengamati penggunaan modal auxiliary (can, may, would, could shall,) dan	Penilaian Pengetahuan: -Observasi -Ketrampilan: Unjuk kerja -Portofolio	6 Jp	Buku Siswa kelas XII Video Youtube Tentang offering help/

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	4.27 Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menawarkan jasa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	responnya 4.27.1 Menggunakan unsur kebahasaan modal auxillary (can, may, would, could, shall) dan present form pada ungkapan menawarkan jasa dan responnya 4.27.2 Menemukan contoh lain ungkapan menawarkan jasa dan responnya		present form dari teks dialog yang dibaca. **Menanya** -Siswa mempertanyakan hal-hal terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan. **Mengumpulkan informasi** Siswa dalam kelompok, menyebutkan contoh ungkapan menawarkan jasa beserta responnya yang lain yang belum ada pada dialog yang telah dibaca. **Mengasosiasi** Siswa membandingkan			service

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				fungsi social, struktur dan unsur kebahasaan Mengkomunikasikan Siswa, secara berpasangan, membuat teks dialog yang menggunakan ungkapan menawarkan jasa beserta responnya berdasarkan situasi yang diberikan oleh guru.			
3.32 4.32	3.32. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian yang diikuti oleh perintah/saran sesuai dengan konteks	3.32.1 Menelaah fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian yang diikuti oleh perintah/saran sesuai dengan konteks	**Fungsi sosial**: mengingatkan, menasehati, menyatakan kebenaran umum, dsb. **Struktur Teks** -If you want to pass the exam, why	Problem Statement Siswa mencari perbedaan antara cara menyatakan dan menanyakan pengandaian yang diikuti oleh perintah/saran dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan	Teknik Penilaian: Sikap: Observasi dan jurnal Pengetahuan : Tes tulis Keterampilan: Unjuk Kerja	4 x 3 (@45”)	Buku Teks wajib Contoh teks dari sumber otentik Sumber dari

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	penggunaannya 4.32 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian yang diikuti oleh perintah/saran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks .	penggunaannya 3.32.2 Membeda-bedakan fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian yang diikuti oleh perintah/saran sesuai dengan konteks penggunaannya. 4.32.1 Menyusun teks lisan untuk menyatakan dan menanyakan tentang pengandaian yang diikuti oleh perintah/saran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan	don't you study hard from now? -If you want to be the head of OSIS, offer the good program to improve the school environment. -Unless you put some cherry on it, your cake will look pale and dull. Unsur Kebahasaan -Kata untuk menyatakan pengandaian: if.....,unless..... -Kalimat imperative, ungkapan why	lain. Data Collection Siswa menuliskan temuan mereka dan mendiskusikannya secara klasikal (kelas) Verification Siswa mempraktekkan cara menyatakan dan menanyakan pengandaian yang diikuti oleh perintah/saran yang ada pada modul dan memahami konteks ungkapan tersebut dengan cara menjawab pertanyaan yang tersedia dengan menggunakan kalimat mereka sendiri secara individu.	Bentuk Penilaian: Sikap: lembar observasi sikap disiplin dan kerjasama Pengetahuan: soal esai Keterampilan: rubrik presentasi		internet, seperti: www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

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		yang benar dan sesuai dengan konteks 4.32.2 Mempraktekkan teks tulis untuk menyatakan dan menanyakan tentang pengandaian yang diikuti oleh perintah/saran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks	don't.... -Kata kerja bantu need, should, have to, dsb. -Kosa kata yang terkait dengan pembelajaran di SMK dan kehidupan siswa sebagai remaja. -Ucapan, tekanan, intonasi. -Ejaan dan tanda baca. -Tulisan tangan.	Generalization Siswa dengan arahan dan bimbingan guru menyimpilkan cara-cara menyatakan dan menanyakan pengandaian yang diikuti oleh perintah atau saran dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang sesuai dengan konteks.			

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BAB III

SILABUS KELAS XII MATA PELAJARAN BAHASA INGGRIS

Nama Sekolah	:	SMK Negeri 2 Sungai penuh
Kelas/Semester	:	XII/5-6
Kompetensi Keahlian	:	Semua Kompetensi keahlian
Mata Pelajaran	:	Bahasa Inggris
Durasi Pembelajaran	:	3 X 45 Menit

Deskripsi KI

Deskripsi KI 3

3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar, dan metakognitif, sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

Deskripsi KI 4

4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

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3.20 4.20	3.20 Menerapkan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan kata sifat sesuai dengan bidang keahlian dan konteks penggunaannya. 4.20 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan	3.21.1 Mengidentifikasi tingkat perbandingan dengan menggunakan kata sifat baik regular/irregular 3.21.2 Menyebutkan macam-macam tingkat perbandingan 4.21.1 Membuat kalimat tentang degrees of comparison	**Degrees of Comparison:** - Positif degree - Comparative degree - Superlative degree	**Mengamati** Siswa mendengarkan/ membaca tentang degrees of Comparison memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. **Menanya** -Siswa mempertanyakan antara lain, perbedaan antara tingkat perbandingan -Siswa mempertanyakan pengucapan dan isi teks yang membandingkan	KINERJA (praktik) -Bermain peran (role play) dalam bentuk interaksi yang berisi degrees of comparison -Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan perbandingan Observasi: Penilaian untuk tujuan memberi balikan. Sasaran penilaian: -Upaya menggunakan bahasa Inggris untuk menyatakan	9 JP	CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet:

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	meminta informasi terkait perbandingan kata sifat dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.			sesuatu **Mengeksplorasi** -Siswa mencari beberapa teks perbandingan. -Siswa berlatih membandingkan sesuatu dengan teman -Siswa berlatih membuat kalimat perbandingan dengan tulisan **Mengasosiasi** -Siswa menganalisis tingkat perbandingan. -Secara berkelompok siswa mendiskusikan ungkapan degrees of comparison yang mereka temukan dari berbagai	perbandingan. -Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. -Kesantunan dan kepedulian dalam melaksanakan komunikasi		

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				sumber Siswa memperoleh balikan (feedback) **Mengomunikasikan** Siswa mendemonstrasikan penggunaan degrees of comparison secara lisan dan tertulis di kelas			
3.21 4.21	3.21 Menganalisis struktur teks dan unsure kebahasaan untuk melaksanakan fungsi social teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah factual tentang orang, binatang, benda,	3.21.1 Menentukan fungsi sosial teks ilmiah factual (factual report) terkait isu aktual, sesuai dengan konteks penggunaannya. 3.21.2 Merinci struktur teks ilmiah factual (factual report) terkait isu aktual,	Teks factual report **Fungsi social** Memperoleh gambaran umum tentang orang, benda, binatang, dan peristiwa alam secara objektif dan ilmiah	**Menalar** -Siswa menyusun kerangka karangan yang telah dibuat berdasarkan mind map -Siswa mengembangakan kerangka karangan menjadi teks factual report yang utuh	Teknik Penilaian: 1. Sikap: Observasi dan jurnal 2. Pengetahuan : Tes tulis 3. Keterampilan: Unjuk Kerja Bentuk Penilaian: 1. Sikap: lembar	4 x 3 (@45”)	Buku Teks wajib Contoh teks dari sumber otentik Sumber dari internet, seperti: www.dailyenglish

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	gejala dan peristiwa alam dan social sederhana sesuai dengan konteks pembelajaran di pelajaran lain 4.21 Menyusun teks ilmiah factual (factual report), lisan dan tulis sederhana tentang orang, binatang, benda, gejala dan peristiwa alam dan social terkait dengan mata pelajaran lain.	sesuai dengan konteks penggunaannya. 3.21.3 Menentukan makna teks ilmiah factual (factual report) terkait isu aktual, sesuai dengan konteks penggunaannya. 4.21.1 Membuat rancangan teks ilmiah factual terkait isu actual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.21.2 Menyusun teks ilmiah faktual terkait isu aktual, dengan memperhatikan fungsi	**Struktur teks**: General classification dan Description **Unsur kebahasaan:** simple present tense, adjective clause, verbs that describe facts	**Menarik kesimpulan** **Mengkomunikasikan** -Siswa mempresentasikan hasil kerja secara lisan dan tertulis di kelas -Siswa menyampaikan kesimpulan tentang gambaran umum, deskripsi, dan unsure kebahasaan factual report	observasi sikap disiplin dan kerjasama 2. Pengetahuan: soal esai 3. Keterampilan: rubrik presentasi		.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

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		sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.					
3.22 4.22	3.22 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya 4.22 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan	3.22.1 mengidentifikasi fungsi sosial teks eksposisi analitis llisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya 3.22.2. merinci struktur teks dari teks eksposisi analitis llisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks	Fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis; conditionals	**Mengamati (Observing)** • Siswa mengamati gambar dan video tentang proses dan dampak global warming **Mempertanyakan (Questioning)** • Dengan arahan dari guru, siswa mempertanyakan antara lain penyebab dan akibat global warming **Mengeksplorasi**	1)Sikap: Lembar observasi, jurnal 2)Pengetahuan: tes tulis (pilihan ganda, rumpang, jumbled paragraph, true-false) 3) Ketrampilan: presentasi, hasil tulisan teks eksposisi analitis	4 x 3 (@45”)	Buku Teks wajib Contoh teks dari sumber otentik Sumber dari internet, seperti: www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.googl

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	fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	penggunaannya 3.22.3. menelaah unsur kebahasaan teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya 4.22.1. merancang teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 4.22.2. menyusun teks eksposisi analitis tulis,		**(Exploring)** • Siswa membaca teks analytical exposition berjudul Global Warming pada lembar kerja yang diberikan oleh guru. **Mengasosiasi (Associating)** • Dalam kerja kelompok terbimbing siswa menganalisis dan mendiskusikan teks yang dibaca untuk mencari jawaban atas pertanyaan yang terdapat dalam Herringbone diagram • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil kerja kelompoknya.			e.com/

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		terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		**Mengkomunikasikan (Communicating)** • Siswa menyajikan Herringbone diagram hasil kerja kelompoknya di depan kelas. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil kerja kelompoknya.			
3.23 4.23	3.23 Menganalisis fungsi sosial, struktur teks dan unsur kebahasan pada teks biografi tokoh sesuai dengan konteks penggunaannya 4.23 Menyusun teks biografi tokok lisan	3.23.1 menyebutkan persamaan/perbedaan struktur teks dan perjalanan hidup tokoh dalam sebuah biografi 3.23.2 menjelaskan persamaan/perbedaan struktur teks dan perjalanan hidup	-Biografi -Struktur teks biografi 1. Orientasi 2. Urutan peristiwa dan masalah 3. Re-orientasi	**Problem statement** Peserta didik mencoba menjawab pertanyaan tentang struktur teks dan perjalanan hidup kedua tokoh dalam teks. **Data collection** Peserta didik mendiskusikan	1)Sikap: Lembar observasi, jurnal 2)Pengetahuan: tes tulis (pilihan ganda, rumpang, jumbled paragraph, true-false) 3) Ketrampilan: presentasi, hasil tulisan	4 x 3 (@45”)	Buku Teks wajib Contoh teks dari sumber otentik Sumber dari internet, seperti: www.dailyenglish.com http://americaneng

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	dan tulis, pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	tokoh dalam sebuah biografi 4.23.1 menemukan teks biografi yang lain yang sesuai dengan struktur teks biografi 4.23.2. mempresentasikan teks biografi yang sesuai dengan struktur teks biografi yang telah dibuat		persamaan dan perbedaan kedua teks **Data processing** Peserta didik mengolah dan menafsirkan informasi dilihat struktur teks dan perjalanan hidup kedua tokoh. (Mengasosiasi) **Verification** Peserta didik mempresentasikan hasil diskusi kelompoknya berdasarkan hasil temuannya untuk mendapatkan pertanyaan, sanggahan atau dukungan. (Mengomunikasikan)			lish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

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				Generalization Peserta didik menarik simpulan dan merevisi temuannya tentang persamaan dan perbedaan struktur teks dan perjalanan kedua tokoh berdasarkan hasil verifikasi.			
3.24 4.24	3.24 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks	3. 24. 1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab- akibat sesuai dengan konteks penggunaannya di	Cause and Effect **Generic** **Structure** 1. topic sentence (kalimat utama/pokok) 2. Supporting sentences 3. Concluding sentence	**Mengamati** Siswa mendengarkan/ membaca teks transaksional sebab-akibat dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.	**Kriteria penilaian:** ● Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri ● Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan ● Kesesuaian format penulisan/ penyampaian	6 x 3 (@45”)	Buku Teks wajib Contoh teks dari sumber otentik Sumber dari internet, seperti: www.dailyenglish.com http://americanenglish.state.gov/files

INSTITUT AGAMA ISLAM NEGERI KEDIRI

No KD	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi Pembalajaran	Kegiatan Pembelajaran	Penilaian	Aloka-si Waktu	Sumber Belajar
	penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...) 4.24 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dunia kerja. 3. 24. 2 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab- akibat sesuai dengan konteks penggunaannya di dunia kerja. 3. 24.3 Mendemonstrasikan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab- akibat sesuai dengan konteks penggunaannya di	**Language Forms** 1. Tenses 2. menggunakan active voice atau passive voice. 4. causes, result, due to, because, because of, as a result, consequently, etc.	**Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan sebab- akibat dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan sebab-akibat **Mengeksplorasi** Siswa berlatih memaparkan sebab-akibat dengan teman melalui simulasi.	**Unjuk kerja** ● Melakukan monolog yang menyebutkan jati diri didepan kelas ● Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri Teknik Penilaian Pengetahuan: • Tes tertulis • Tes lisan • Penugasan • Portofolio Keterampilan: • Unjuk kerja • Proyek • Porto folio		/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

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No KD	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi Pembalajaran	Kegiatan Pembelajaran	Penilaian	Aloka-si Waktu	Sumber Belajar
		dunia kerja. 4. 24.1 Menggunakan struktur teks dan unsure kebahasaan dalam teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait sebab- akibat sesuai dengan konteks penggunaannya di dunia kerja.		Siswa berlatih memaparkan sebab-akibat melalui tulisan **Mengasosiasi** Siswa menganalisis ungkapan memaparkan sebab- akibat dengan mengelompokannya berdasarkan penggunaan. **Mengkomunikasikan** Siswa mendemonstrasikan da menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan sebab-akibat dalam jurnal belajar (learning journal).			
3,25	3.25 Menganalisis fungsi social,	3.251 Memahami tentang fungsi sosial,	Teks laporan sederhana tentang	Mengamati: ● Siswamenyimak	Pengetahuan: • Tes Tertulis (Pilihan	3 x 3	Audio CD/ VCD/DVD, Buku

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4.25	struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana. 4.25 Menyusun teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan	struktur teks, dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana 3.25.2 Menganalisis tentang fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana. 4.25.1 Menerapkan penggunaan kalimat yang tepat dalam	pengalaman/kegiatan/kejadian/peristiwa. **Fungsi Sosial:** Meneladani, bertindak teratur, teliti dan disiplin, melaporkan. **StrukturTeks:** a. Menyebutkan tindakan/ peristiwa/ kejadian secara umum b. Menyebutkan urutan tindakan/ kejadian/ peristiwa secara kronologis, dan runtut terkait laporan sederhana c. Jika perlu, ada kesimpulan umum. **Unsur kebahasaan**	berbagai contoh teks laporan sederhana tentang pengalaman/ kegiatan/ kejadianb/ peristiwa yang diberikan/ diperdengarkan guru ● Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Menanyakan: ● Siswa menanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam teks laporan sederhana Mengeksplorasi: ● Siswa mencari beberapa text laporan sederhana dari berbagai sumber.	Ganda, Essay) Keterampilan: • Penugasan • Penilaian Unjuk Kerja • Observasi (Mengamati kegiatan/aktivitas siswa secara individu dan dalam diskusi serta kegiatan praktik dengan checklist lembar pengamatan kegiatan) Portofolio : • (Membuat laporan hasil pelaksanaan)	(@45”)	Teks Bahasa Inggris , Teks dari berbagai sumber (majalah, koran, internet)

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	yang benar dan sesuai dengan konteks penggunaannya di dunia kerja	penyajian laporan secara tepat dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya di dunia kerja 4.25.2 Menyusun laporan dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya di dunia kerja.	a.Kata-kata terkait kejadian/ peristiwa atau pengalaman terkait penulisan laporan sederhana. b.Penyebutan kata benda c.Ejaan dan tulisan tangan dan cetak yang jelas dan rapi d.Ucapan, tekanan kata, intonasi, ketika mempresentasikan laporan secara lisan e.Rujukan kata	● Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks tersebut. Mengasosiasi: ● Secara berkelompok siswa saling menganalisis teks laporan sederhana tertulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Mengkomunikasikan: ● Siswa membuat teks laporan sederhana tentang dengan memperhatikanfungsi sosial, struktur dan unsur kebahasaannya. ● Siswa			

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				mempresentasikannya di kelas			
3.26 4.26	3.26 Menganalisis fungsi social, struktur teks dan unsure kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan secara lisan (report presentation) 4.26 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait	3.26.1 Memahami teks transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan secara lisan (report presentation) 3.26.2 Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan	Teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan secara lisan (report presentation)	Mengamati: ● Siswa menyimak berbagai contoh teks ● Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Menanyakan: ● Siswa menanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam teks Mengeksplorasi: ● Siswa mencari beberapa teks dari berbagai sumber. ● Siswa berlatih	Pengetahuan: • Tes Tertulis (Pilihan Ganda, Essay) Keterampilan: • Penugasan • Penilaian Unjuk Kerja • Observasi (Mengamati kegiatan/aktivitas siswa secara individu dan dalam diskusi serta kegiatan praktik dengan checklist lembar pengamatan kegiatan) Portofolio : • (Membuat laporan hasil pelaksanaan)	3 x 3 (@45”)	Audio CD/ VCD/DVD, Buku Teks Bahasa Inggris , Teks dari berbagai sumber (majalah, koran, internet)

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	penyajian laporan dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya di dunia kerja.	secara lisan (report presentation) 4.26.1Membuat teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya di dunia kerja.		menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks tersebut. Mengasosiasi: ● Secara berkelompok siswa saling menganalisis teks dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Mengkomunikasikan: ● Siswa membuat teks sederhana tentang dengan memperhatikanfungsi sosial, struktur dan unsur kebahasaannya. ● Siswa mempresentasikannya di kelas			
3.28	3.28. Menganalisis fungsi social, struktur teks, dan	3.28.1. Memahami struktur teks dari surat lamaran kerja, sesuai	1) Samples of business letters 2) Parts of a	- Understanding and discussing about parts of business letters.	Pengetahuan: • Tes Tertulis (Pilihan Ganda, Essay)	3 x 3 (@45”)	Audio CD/ VCD/DVD, Buku Teks Bahasa

INSTITUT AGAMA ISLAM NEGERI KEDIRI

No KD	Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)	Materi Pembalajaran	Kegiatan Pembelajaran	Penilaian	Aloka-si Waktu	Sumber Belajar
4.28	unsure kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan member dan meminta informasi terkait jati diri, latar belakang pendidikan/ pengalaman kerja, sesuai dengan konteks pengunaannya. 4.29 Menyusun teks khusus surat lamaran kerja yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengala man kerja, dengan	dengan konteks penggunaannya. 3.28.2 Mengidentifikasi fungsi sosial, dari surat lamaran kerja, sesuai dengan konteks penggunaannya. 4.28.1 Menyusun teks surat lamaran kerja dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.28.2 Membuat teks surat lamaran kerja dengan memperhatikan fungsi sosial, struktur teks,	letter: The letter head, Date, Inside address, Opening salutation, The body, Closing salutation, Signature 3) Samples of advertisement on job vacancy 4) Samples of letters of application	- Understanding and discussing the content of samples of business letters. - Understanding and discussing about advertisements on job vacancies. Writing: - Composing the reply of business letters. - Composing application letters to respond the above mentioned advertisements - Composing report of Job Training (prakerin).	Keterampilan: • Penugasan • Penilaian Unjuk Kerja • Observasi (Mengamati kegiatan/aktivitas siswa secara individu dan dalam diskusi serta kegiatan praktik dengan checklist lembar pengamatan kegiatan) Portofolio : • (Membuat laporan hasil pelaksanaan)		Inggris , Teks dari berbagai sumber (majalah, koran, internet)

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	memperhatikan fungsi social, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.	dan unsur kebahasaan yang benar dan sesuai konteks					
3.29 4.29	3.29 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara	3.29.1 Mengindentifikasi fungsi sosial,struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara	Teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan)	**Mengamati** -Siswa menyaksikan video tentang wawancara pekerjaan. -Siswa mencatat pertanyaan yang diajukan saat wawancara didalam video. -Siswa mencatat ungkapan jati diri	Pengetahuan: • Tes Tertulis (Pilihan Ganda, Essay) Keterampilan: • Penugasan • Penilaian Unjuk Kerja • Observasi (Mengamati kegiatan/aktivitas siswa secara individu dan dalam diskusi serta kegiatan praktik dengan checklist lembar	3 x 3 (@45”)	Audio CD/ VCD/DVD, Buku Teks Bahasa Inggris , Teks dari berbagai sumber (majalah, koran, internet)

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	pekerjaan) 4.29 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaanya didunia kerja.	pekerjaan) 3.29.2 Menunjukkan fungsi sosial,struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan) 3.92.3 Membedakan fungsi sosial,struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam		didalam video. -Siswa menuliskan struktur teks yang ada didalam video. **Menanya** -Siswa mendiskusikan isi video tentang wawancara. -Siswa menyebutkan struktur teks ungkapan jati diri yang ada didalam video. **Menalar/mengasosiasi** -Siswa menemukan fungsi sosial dari ungkapan jati diri dalam konteks wawancara pekerjaan. -Siswa mampu	pengamatan kegiatan) Portofolio : • (Membuat laporan hasil pelaksanaan)		

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		konteks pekerjaan (wawancara pekerjaan) 4.29.1 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaanya didunia kerja. 4.29.2 Mempresentasikan teks interaksi transaksional lisan		menganalisa struktur teks dan unsur kebahasaan dari ungkapan jati diri dalam konteks wawancara pekerjaan. -Siswa membandingkan ungkapan jati diri dalam konteks wawancara pekerjaan yang ada didalam video dengan bidang keahlian siswa masing-masing. -Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** -Siswa mempresentasikan ungkapan jati diri dalam			

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		yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaanya didunia kerja.		konteks wawancara pekerjaan yang ada didalam video. -Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris yang berhubungan dengan ungkapan jati diri dalam konteks wawancara pekerjaan.			
3.31 4.31	3.31 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memeberi dan meminta informasi terkait	3.31.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks berita sederhana dari koran/radio/TV (news item). 3.31.2 Menentukan ide pokok dan	News Item Text Item Text Tujuan News Item Text adalah untuk menginformasi-kan pembaca tentang peristiwa/ kejadian sehari-hari yang	**Observing and Questioning** - Siswa secara individual memikirkan dan menuliskan sampah yang sering mereka hasilkan. Ini adalah upaya untuk membuat pembelajaran	Pengetahuan: • Tes Tertulis (Pilihan Ganda, Essay) Keterampilan: • Penugasan • Penilaian Unjuk Kerja • Observasi (Mengamati kegiatan/aktivitas siswa secara individu dan	3 x 3 (@45”)	Audio CD/ VCD/DVD, Buku Teks Bahasa Inggris , Teks dari berbagai sumber (majalah, koran, internet)

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	beridta sederhana dari koran/radio/ TV, sesuai dengan konteks penggunaannya 4.31 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news item lisan dan tulis dalam bentuk teks berita sederhana dari koran/radio /TV.	menentukan informasi umum dan rinci dalam teks berita sederhana dari koran/radio/TV (news item) dengan menjawab pertanyaan berdasar teks 4.31.1 Menyusun/ mengedit kalimat dan atau paragraf menjadi teks berita sederhana yang benar dan sesuai konteks 4.31.2 Menulis teks berita sedehana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	layak untuk diberitakan atau penting. Dan kejadian yang diberitakan biasanya adalah kejadian atau peristiwa terbaru. Generic Structure -Main Event/ Newsworthy Event. -Background Event/ Elaboration -Source	lebih kontekstual. **Collecting Information** Siswa memberi nomor urut pada kotak-kotak yang berisi informasi tentang bagian-bagian dari sebuah berita radio. (Untuk melakukan Identifying text structure ini siswa membaca news script dan memahami urutan idenya. Berdasarkan urutan ide dalam teks, siswa menomori kotak-kotak tersebut.) **Associating** -Siswa mengumpulkan informasi dan mengidentifikasi struktur	dalam diskusi serta kegiatan praktik dengan checklist lembar pengamatan kegiatan) Portofolio : • (Membuat laporan hasil pelaksanaan)		

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		4.31.3 Melaporkan tentang berita seherdana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		/ susunan gagasan pada berita radio. (Identifying the Arrangement of Ideas of a news item) **COMMUNICATING** Siswa melakukan investigasi terhadap lingkungan sekolah untuk menemukan hal yang menarik untuk diberitakan. Setelah itu siswa menyusun berita radio untuk disiarkan.			

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Appendix 2

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMK NEGERI 2 KOTA SUNGAI PENUH
(Bidang Keahlian Teknologi & Rekayasa)
Jln. Kapten Muradi KM. 03 Sungai Penuh. Telp/Fax (0748) 21070 Kode Pos 37151
Website : www.smkn2sungaipenuh.sch.id Email : smkn2_sungaipenuh@yahoo.co.id

SOAL UJIAN SEMESTER GENAP TP. 2019/2020

Mata Diklat : BAHASA INGGRIS
Kelas : X
Hari / Tanggal : / 20 JUNI 2020
Alokasi Waktu : 60 MENIT

Direction: Choose **a, b, c, or d** for your best answer

The following notice is for number 1 to 2.

NO ACCESS DUE TO HIGH TIDE

1. The notice above means …..
   A. Visitor have no access to the area
   B. High tide makes no access for visitor
   C. There is no access to enter the area
   D. Visitor are not allowed to enter the area

2. Where do we usually find this text?
   A. Near the beach
   B. At the road
   C. On the mountain
   D. At the gas station

3. Tony : Oh God! Today is so hot. I am so thirsty right now.
   Tara : …. I can make it for you.
   Tony : Yes, please. Thank you, Tara.
   A. Should I open the window?
   B. Do you want a glass of iced lemonade?
   C. I'll turn on the AC.
   D. You can eat some cakes if you want to.

4. Randi : I'm confused about where I should continue my study.
   Ali : … ? You like drawing, don't you?
   Randi : You're right . I think I will enroll myself to the department of visual communication
   design. Thanks for your suggestion, Ali.

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Ali : No, problem.

A. How about attending Indonesian Institute of Art
B. What about resigning Indonesia Institute of Art
C. Why don't you visit Indonesia Institute of Art
D. How can you not know about Indonesia Institute of Art

5. Sinta : I can't see the sentences on the whiteboard clearly.
   Santi : ...
   Sinta : Good idea.
   A. You should go to an optician.
   B. Will you explain it, clearly?
   C. You'd better sit in front.
   D. How about going out for fresh air?

The following memo is for number 6 to 7

FROM : Mr. A. Busse
SENT : 10:15 A.M. Monday, April 10, 2017
TO : Sales Staff
CC : Mr. D. Off and Ms. R. Fowler
SUBJECT: Annual Meeting
I am writing to remind you that our annual meeting will be on Tuesday, April 18. I want everyone to be ready with ideas, strategies, and sales forecast for next year. I will be out of town attending a conference on the new products of LCD projectors in Osaka, Wednesday and Thursday. Remember that next Monday is a holiday. Therefore, should you have something urgent to discuss, please see me on Friday, April 17.
Thank you.

6. Why did Mr. Busse write the memo?
   A. To tell them about the new products of LCD.
   B. To remind the sales staff about their annual meeting.
   C. To discuss something very urgent about a conference.
   D. To ask Mr. Off and Ms. Fowler to see him on Friday, April 14.

7. What might the sales staff do after reading the letter?
   They might ...
   A. plan how to spend the extended weekend
   B. display the new products of LCD projectors
   C. see Mr. Busse before he leaves for the conference
   D. think about strategies and sales forecast for next year.

The following text is for number 8 to 11

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A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him

8. What is the purpose of the writer by writing the story above?
   A. To describe the danger of the villages
   B. To entertain the readers of the story
   C. To tell the villagers' relationship
   D. To explain how important a relative is

9. What did the villagers bring sticks for ?
   A. For the weapon to beat the wolves
   B. To bring the woman's nephew
   C. For the fire woods.
   D. For play

10. " all men in the village fetched thick stick … " the word " fetched" has a similar meaning to :
   A. Received
   B. Caught
   C. Got
   D. Hit

11. The word " understand " will become noun for negative meaning as follow…
   A. understood
   B. understands
   C. understanding
   D. misunderstanding

12. Bill : What does your brother usually do in the afternoon?

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Seva : He takes a rest after coming home from his office. Sometimes he….and plays
games on it.

A. Designs a computer program
B. Operates the machine
C. Turns on the computer
D. Takes a nap.

13. Edy : What sports do you like most?
Rendi : Well,……Maradona is one of my favourite player.

A. I often play badminton
B. I like jogging very much
C. I love watching football games.
D. I'm fond of soccer.

14. Woman : What time does the plane from New York take off?
Man : ……..it will be announced.
Women : Thank you

A. It leaves from gate 15
B. It leaves from New York everyday
C. It leaves every 5 hours
D. It leaves at 5: 45

15. Ben : The examination will come soon. What should I do?
Tio : ……..

A. You have to be relaxed
B. You have to be patient
C. You have to take a rest
D. You have to study hard

16. Willy : oh my God! I forget to do the homework
Sam : …….

A. You have to say sorry to your teacher
B. You should return the money to your teacher
C. You should buy some vitamin
D. You have to call a tutor to help you

17. Hendry : Can you tell me how to get the nearest restaurant?
Patty : …. Maybe you can ask the policemen over there

A. I'm sorry. I don't live here.
B. It's this way

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C. Next to library
D. Behind the hotel

18. Rush : Can you tell me where Smith's house is?
Kelly : Just go along Muradi Street
From the dialogue we know that …
A. They will go to Smith's house
B. Kelly doesn't know where Smith's house is
C. Kelly and Rush are friends
D. Kelly knows how to get Smith's house

19. Adhi: What do you do on Sunday morning?
Jihan: ……..seeing blooming flowers makes me be more relaxed.
A. She water the plants in the garden
B. She waters the plants in the garden
C. She doesn't water the plants in the garden
D. She goes cycling to the beach

20. Soni: When…..it usually…. a lot in Indonesia?
Adi : In December
A. Does – rain
B. is – raining
C. Did – rain
D. do – rain

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Essay

Read the text carefully. Then answer the questions.

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

1. Why did Malin Kundang and his mother have to live hard?
2. Give an example that Malin Kundang was a healthy, dilligent, and strong boy!
3. How did the merchant allow Malin Kundang to join him in the sail?
4. What happened many years after Malin Kundang join the sail?
5. How did the local people react when they saw Malin Kundang landing on the coast?
6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?
7. What made Malin Kundang's mother sad and angry?
8. What did she do when Malin Kundang denied that she was his mother?
9. How did the curse happen?
10. What is the moral of the story?

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Appendix 3

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMK NEGERI 2 KOTA SUNGAI PENUH
(Bidang Keahlian Teknologi & Rekayasa)
Jln. Kapten Muradi KM. 03 Sungai Penuh. Telp/Fax (0748) 21070 Kode Pos 37151
Website : www.smkn2sungaipenuh.sch.id Email : smkn2_sungaipenuh@yahoo.co.id

SOAL UJIAN SEMESTER GENAP TP. 2019/2020

Mata Diklat : BAHASA INGGRIS
Kelas : XI
Hari / Tanggal : / Juni 2020
Alokasi Waktu : 60 MENIT

A. PILIHAN GANDA

Choose A, B, C, or D for the best answer!

Read the text below to answer question number 1 to 3.

Don't let all the cautions listed here turn you off the idea of checking your vehicle's battery. It is easy to check your battery. Just locate it and follow these steps :

1. Clean off powdery deposits on the positive and negative terminals. The deposits that form in lovely colors on the top of your terminals are made by battery acid. Before you clean it, remove the cables (negative first) from both terminals by undoing the nut on each cable clamp and wiggling the cable until the clamp comes off the terminal post.
2. Dry everything with a clean, disposable, lint-free rag. Try to avoid getting the powdery stuff on your hands or clothes. If you do, wash it off with water right away.
3. Reconnect the terminals to the battery, replacing the positive cable first and the negative cable last.
4. Examine the battery cables and clamps to see whether they are frayed or corroded.
5. Check the battery case and the terminals.

1. What is the main topic of the text?
   A. How to turn your battery off.
   B. A procedure to check a battery.
   C. A description of someone's battery.
   D. Checking a battery case and terminals.

2. What will you do if powdery stuff from a battery stains your hands?
   A. Dry your hands.
   B. Replace the battery.
   C. Disconnect the battery.

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D. Wash it off with water.

3. "Before you clean <u>it</u>, remove the cables …"
   The underlined word refers to …
   A. the battery acid
   B. the lovely color
   C. the terminal
   D. the cable

Read the text below to answer question number 4 to 5.

1. Select icon print from the application.
2. Ensure that your printer is selected, and then click the main tab.
3. Specify the required settings and click OK
4. To start printing the document, click OK.

4. What could be the best title for the article?
   A. How to select your printer
   B. How to write an application
   C. How to choose a good printer
   D. How to print your document

5. "..that your printer is <u>selected, …</u>"?
   The underlined word has the same meaning with…
   A. chosen
   B. checked
   C. plugged
   D. started

Read the text below to answer question number 6 to 8.

Lia : Tony, fancy seeing you here. You don't usually ride the bus.
Tony : I know. My car's is broke down, so I thought I'd give this a try.
Lia : Careful, you might got addicted. Riding bus is great!
Tony : Sure. If you like to wait forever and walk for miles.
Lia : The bus comes every 20 minutes. And it stops only a half-block away from our building. The best thing is the price: $15 a month with an annual pass. That's less than a tank of gas.

6. What are the speakers discussing?
   A. Commuting to work.
   B. Traveling on holiday.
   C. Transportation costs.
   D. Waiting time.

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7. Why Tony rode the bus?
   A. Because it is cheap.
   B. Because it is convenient.
   C. Because he is tired of driving.
   D. Because his car is being repaired.

8. "... if you like to wait forever and walk for miles."
   From this expression, we know that ....
   A. Tony is subscribed to the bus annual pass.
   B. The bus shelter located miles away from their homes.
   C. Tony doesn't enjoy taking a bus ride.
   D. The bus takes forever to arrive.

9. Hanna : I really want to continue my study, but my parents can't afford it.
   Safa : What will you do then?
   Hanna : ….
   A. If I had a good chance, I would try it.
   B. If I get a scholarship, I will enter the college.
   C. If my parents permit me, I will enter the university.
   D. If I studied hard, I could pass the examination.

10. Rina : I have already put the letter here.
    Rini : Do you see the "start" button on the machine ? If you press it, . . .
    Rina : Oh,yes thank you.
    A. you will see the next instruction
    B. you would see the next instruction
    C. I would see the next instruction
    D. I would have seen the next instruction.

Read the text below to answer question number 11 to 12.

Toaster is a simple and user-friendly kitchen appliance. First, insert one to two slices of bread into the toasting slots. Then, press the loading lever down until it latches. The toaster will heat up automatically and start toasting. Next, adjust the browning control to brown the toast to your desired taste. To stop toasting press the CANCEL button at anytime. The loading lever will rise automatically when toasting is finished. This toaster is equipped with a high lift lever to help with the removal of smaller items. Finally, if the toast is not brown enough as you desired, you can toast the bread again. Adjust the browning control to your desired setting and replace the toast. Ensure the toast does not burn while re-toasting.

11. What is the first step to make toast?
    A. Set the level of browning.
    B. Press the CANCEL button.
    C. Heat the toaster to start toasting
    D. Place the bread into the toasting slots.

12. What is the third step to make toast?
    A. Set the level of browning.
    B. Press the CANCEL button.
    C. Heat the toaster to start toasting
    D. Place the bread into the toasting slots.

13. Bellboy : Here is your room and this is your suitcase, sir. … ?
    Guest : No, thank you very much.
    Bellboy : My pleasure, sir.
    A. How long will you stay here?
    B. May I help you sir?
    C. Is there anything else I can help you?
    D. When will you check out?

Read the text below to answer question number 14 – 15

Peter: Hi Anna. I've got a favor to ask. Would you mind cooking dinner tonight? I'm kind of busy.
Anna: Sure, Peter. What would you like for dinner?
Peter: Could I trouble you to make some pasta?
Anna: That's sounds good. Let us have pasta. Which type of sauce should I make?
Peter: Would it be too much trouble to make a four cheese sauce?
Anna: No, that's easy. Yum. Good idea.
Peter: Thanks Anna. That really helps me out.
Anna: No problem.

14. "Could I trouble you to make some pasta?" What is Peter's purpose?
    A. to help Anna
    B. to congratulate Anna
    C. to ask Anna's help
    D. to offer Anna food

15. What is Anna's opinion about cooking sauce?
    A. She can do it
    B. It's difficult
    C. It's not her favor
    D. She doesn't like to

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B. URAIAN

1. Some information on the trip to Yosemite national park. Put in the verbs in the passive voice.

Yosemite _____ (visit) by millions of people every year. We'll cross the park on Highway 120 but this road _____ (close) by snow in winter. We won't use our bus in Yosemite Valley because tourists _____ (take) to all the sights there by free park buses. In California earthquakes _____ (feel) by millions every year and buildings, roads and bridges _____ sometimes _____ (destroy) In bad earthquakes people _____ (kill), too.

2. Put the verbs in brackets in the correct tense:

1. If I won the lottery, I (buy) .....a flat and a car the next day.
2. If you (be) .....just a little helpful, I would have more time to devote for the kids.
3. Sarah (apply).....for this job if she (possess).....the required qualifications.
4. The kids would enjoy your company if you (spend).....some time playing with them.
5. If Tom (have)..... a bid fortune now, Nancy (not/refuse).....to marry him.

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Appendix 4

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMK NEGERI 2 KOTA SUNGAI PENUH
(Bidang Keahlian Teknologi & Rekayasa)
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Website : www.smkn2sungaipenuh.sch.id Email : smkn2_sungaipenuh@yahoo.co.id

SOAL UJIAN SEMESTER GANJIL TP. 2019/2020

Mata Diklat : BAHASA INGGRIS
Kelas : XII
Hari / Tanggal : / JUNI 2020
Alokasi Waktu : 60 MENIT

A. Choose a, b, c, or d for the best answer!

Questions 1 and 2 : Complete the following text with the words provided

There will be an earthquake drill on Monday, September 3, 2012 from 10: 00 A.M. everybody will be (20)…… leave the building through the emergency exit starways. All elevators will not operate at that time. Once the alarm sounded, all those staying in a (21)……..building should immediately get out.

1. A. appointed
B. prohibited
C. instructed
D. connected

2. A. long
B. high
C. wide
D.small

Questions 3 to 5 refer to the following text

Compa Computer Corporation was an American personal computer company founded in 1982. Once the largest supplier of personal computing system in the world, Compaq existed as an independent corporation until 2002, when it was acquired by Hewlett Packard.

The company was founded by Rod Canion, Jirrr Harris and Bill Murto-former Texas Instruments senior managers. The name “CaMP AQ.” was derived from “compatibility and quality” as at its formation Compaq produced some of the first IBM PC compatible computers.

Prior to its takeover, the company was head quartered in northwest unincorporated Harris County, Texas, United States.

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3. What is the text about?
A. IBM PC
B. Compaq Comp Co
C. Harris County, Texas
D. Hewlett Packard

4. How long had Compaq existed as an independent corporation before it was taken over by Hewlett Packard?
A. 40 years
B. 10 years
C. 30 years
D. 20 years

5. "…….an American personal computer company <u>founded</u> in 1982"
The synonym of the underlined word is……..
A. Started
B. Created
C. Established
D. Began

6. When our family spent our holiday in Bali, our arrival was delayed because of ……
A. the weather is bad
B. the weather was bad
C. good weather
D. bad weather

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7. has – he – from – injury – dropped – because – team – of – the – been
1 2 3 4 5 6 7 8 9 10

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The correct arrangement of the sentence is…..
A. 2 – 1 – 10 – 3 – 9 – 5 – 7 – 6 – 8 – 4
B. 2 – 1 – 10 – 5 – 3 – 9 – 7 – 6 – 8 – 4
C. 2 – 1 – 5 – 10 – 3 – 9 – 7 – 6 – 8 – 4
D. 2 – 1 – 5 – 10 – 9 – 3 – 7 – 6 – 8 – 4

8. ... the school holiday, the students had a picnic on the beach.
A. As a matter of fact
B. Due to

C. Because
D. Whenever

9. "The day is so nice. The children plan to go to the zoo." This sentence means, ...
   A. Although the day is nice the children go to the zoo.
   B. It is so nice day that the children go to the zoo.
   C. Because the children go to the zoo, the day is nice.
   D. The day is so nice that the children plan to go to the zoo.

Questions 10 and 12 refer to the following text

To : All staff members
From : Eric Sato, office manager

I know you will all be pleased to learn that the new photocopy machine has finally arrived. The new machine has more features and performs more functions than the old one. While this will make things more convenient for us in the long run, it can make it more complicated to learn how to operate the machine initially. In addition, we all want to avoid the problem of constant breakdowns that we had with the old machine. Therefore, if you have any problem with the machine, please ask my assistant, Ms. Ono, to help you. Similarly, please do not attempt to remove paper jams, add toner, or refill the paper bin until Ms. Ono has shown you how to do this. Ms. Ono has received training from the manufacturer of the machine and is fully knowledgeable about how to run it and how to troubleshoot it. Thank you for your cooperation and enjoy the new machine.

10. What is the purpose of the text?
    A. To tell the staff about the new photocopy machine
    B. To let the staff know that Ms. Ono will receive training
    C. To explain to the staff how to run a photocopy machine
    D. To inform the staff that the old machine is broken

11. What should the staff members do if they have difficulties with the machine?
    A. Speak to Ms. Ono
    B. Ask the office manager for assistance
    C. Call the manufacturer
    D. Read the training manual

12. "……." Is fully <u>knowledgeable</u> about……" (2nd last sentence of the paragraph).
    The underlined word has the closest meaning to…….
    A. Competent
    B. Complicated
    C. Interested
    D. Pleased

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Questions 13 to 15, complete the following text with words provided.

Urgently Required!

We are an established company which produces both local and international brands. To expands our position, now we are (28) …… a hard working person with (29)…… attitude, detail oriented and passionate to fill the following key positions:

1. Audit Manager
2. Executive Secretary
3. Financial controller
4. GA Supervisor
5. Staff Administration

Send your update resume (30)……PO BOX 7788 JKSWD 12135.

13. A. looking for
    C. turning on
    D. meeting with

14. A. possessive
    B. negative
    C. positive
    D. dessertive

15. A. of
    B. for
    C. by
    D. to

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K E R I N C I

B. ESSAY

Taylor, Inch694
Rockstar Lane
Durham, NC 2778

Dear Human Resources,

I just read an article in the New Observer about Taylor's new computer centre in North Durham. I would like to apply for a position as an entry-level Programmer at the Centre.

I understand that Taylor produces both in-house and customs documentation. I am a fresh graduate of De Vry Institute of Technology in Atlanta with an Associate's
degree in Computer Science. In addition I have taken a broad range of course, I sserved as a computer consultant at the college's computer centre where I helped training computer users on new systems.

I will be happy to meet you at your convenience and discuss how my education. and experience match your needs.
You can reach me at (919)233-1552.

Sincerely
Raymond Krick

1 What is the text about?
2 What will the Human Resources Department probably do after reading the letter?
3 "You can reach me at ..." (3rd paragraph)
4 The underlined word has word has the similar meaning to ....
5 What is the main idea of the second paragraph?
6 Who send the letter and whom is the letter send to?

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K E R I N C I

Appendix 5

TEACHER'S INTERVIEW GUIDELINE

1. Menurut ibu/bapak apa kurikulum dan silabus yang digunakan di SMK Negeri 2 Sungai Penuh ? Kenapa ?
2. Bagaimana dengan silabus, apakah silabus yang ibu/bapak gunakan merupakan silabus yang ibu/bapak buat sendiri atau 1 silabus yang kemudian di sesuaikan ?
3. Menurut ibu/bapak apakah evalusi disetiap akhir semester itu penting ?
4. Bagaimana cara ibu/bapak membuat soal ujian ?
5. Menurut ibu/bapak apakah ada pengaruh saat ujian sebelum masa pendemi dengan masa pendemi saat ini ?
6. Bagaimana dengan 4 skill bahasa inggris, apakah didalam soal ujian yang ibu/bapak buat sudah mencangkup ke 4 skill tersebut ?

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K E R I N C I

Appendix 6

INTERVIEW TRANSCRIPTIONS

Date : 12th Oktober 2019

Place : In the teachers room

Time : 12.00 Pm

Researcher : Diah Resti Wahyuni

Informants : Taecher code SN as teacher that teach in class XI

Ps : The interview was did after semester test in SMK 2 Sungai Penuh

R	:	Selamat siang pak Good afternoon sir.
SN	:	Yaa, selamat siang. Ada keperluan apa ? Good afternoon, wahat do you need ?
R	:	Saya mahasiswa IAIN Kerinci pak jurusan Bahasa Inggris. Saya mau meminta kesedian bapak untuk melakukan wawancara bersama bapak selaku guru bahasa inggris yang mengajar di kelas XI. Wawancara ini untuk memenuhi data tugas akhir pak. This interview is to fulfill the final assignment data, sir. I am an IAIN Kerinci student majoring in English. I want to ask you to be willing to do an interview with you as an English teacher who teaches in class XI.
SN	:	Boleh, kebetulan saya sudah mau siap-siap pulang. Tapi tidak apa-apa. Silahkan duduk. Yes, I happen to be getting ready to go home. But it's okay. Please, sit.
R	:	Saya akan menanyakan beberapa pertanyaan seputar silabus dan soal ujian pak. I will ask some questions about the syllabus and exam questions, sir.
SN	:	Haaa iya iya. Ini untuk tugas akhir yaa ? Tentang apa penelitiannya ? Haaa yaa. This is for the final project huh? What the research is about?
R	:	Iya pak. Analisis soal ujian dengan indikator silabus di SMK pak. Yes sir. Analysis of exam questions with syllabus indicators in SMK

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		sir.
SN	:	Bagus yaa.. Oke kita mulai wawancara yaa ? Good huh .. Okay, shall we start the interview?
R	:	Baik pak Yes sir.
R	:	Menurut bapak apa kurikulum dan silabus yang digunakan di SMK Negeri 2 Sungai Penuh? According to you opinion, what curriculum and syllabus are used at SMK Negeri 2 Sungai Penuh?
SN	:	Kurikulum dan silabus yang saya gunakan adalah kurikulum dan silabus K13, karena merupakan kurikulum dan silabus terbaru yang harus saya gunakan. The curriculum and syllabus that I use are the K13 curriculum and syllabus because they are the latest curriculum and syllabus that I have to use.
R	:	Apakah silabus yang ibu gunakan merupakan silabus yang ibu buat sendiri atau 1 silabus yang kemudian di sesuaikan ? Is the syllabus that you use is a syllabus that you made yourself or a syllabus that you adjusted later?
SN	:	Silabusnya menyesuaikan dengan guru masing-masing The syllabus adjusts to each teacher
R	:	Menurut ibu/bapak apakah evalusi disetiap akhir semester itu penting ? Is the evaluation at the end of each semester is important?
SN	:	Penting, karena melalui evaluasi kita dapat melihat kemampuan siswa. Important, because through evaluation we can see the ability of students.
R	:	Bagaimana cara ibu/bapak membuat soal ujian ?**memperlihatkan soal ujian** How do you make exam questions? ***show exam questions***
SN	:	Saya menyesuaikan dengan apa yang telah dipelajari sebelumya, I adjust to what has been previously learned.
R	:	Ada beberapa hal yang ingin saya tanyakan terkait dengan soal ujian yang telah saya dapatkan dari Sumber Informasi Managemen sekolah, apakah bapak bersedia? There are some things I want to ask regarding the exam questions that I have obtained from school management information sources, are you willing to answer?
SN	:	Ya, dengan senang hati Yes,
R	:	Apakah soal yang bapak buat telah merujuk ke indikator yang ada di dalam silabus? Do you refer to the indicators in the syllabus?
SN	:	Yaa, sudah. Karena kita belajar juga harus merujuk ke silabus Yes. Because we learn also must refer to the syllabus

R	:	Mengapa indikator 3.18.1 dan 3.18.2 memiliki soal yang lebih banyak daripada indikator lainnya? Why do indicators 3.18.1 and 3.18.2 have more questions than other indicators?
SN	:	Karena siswa masih harus memahami tentang prosedur teks. Jika siswa mampu menjawab soal dengan baik, maka saya menganggap bahwa siswa telah mampu memahami prosedur teks dengan baik. juga sebagai sarana melihat kemampuan siswa. Because students still has to understand about text procedures. If students were able to answer questions well so i assumed that students have been able to understand text procedures well. also as a means of seeing students' abilities
R	:	Mengapa soal untuk indikator 3.27.1 dan 3.32.1 dalam bentuk dialog apakah ada alasan tertentu ? Why is the question for indicator 3.27.1 and 3.32.1 in dialogue form, is there any reason?
		Saya memberikan soal dalam bentuk dialog dengan tujuan agar siswa dapat menjawab pertanyaan dengan mudah, karena contoh yang saya berikan ketika belajar di kelas adalah dialog. I give questions in the form of a dialogue with the aim that students can answer questions easily, because the example I gave when studying in class was dialogue.
		Mr.SN was telling about his experience in teach and it was not found the data from this research
R	:	Menurut ibu/bapak apakah ada pengaruh saat ujian sebelum masa pendemi dengan masa pendemi saat ini ? According to your opinion, is there an effect during the pre-pandemic exam with the current pandemic period?
SN	:	Sangat banyak pengaruh yang dirasakan yaa. Biasanya bisa melihat langsung bagaiamana siswa dalam proses pembelajaran maupun dalam ujian. Tapi sekarangan serba terbatas. Its a lot of influence. Usually they can see directly how students are in the learning process and in exams. But now everything is limited.
R	:	Bagaimana cara bapak memberikan nilai saat pendemi ini ? dan bagaimana prosedur ujian saat pendemi ? How do you give value during this pandemic? and what is the examination procedure during this pandemic?
SN	:	Proses ujiannya DARING, jadi soal ujian yang telah dibuat oleh guru mata pelajaran yang ditunjuk akan di serahkan oleh panitia. Kemudian akan kembali lagi ke guru di setiap kelas dan akan dibagikan melalui grup WA. Setelah siswa selesai mengerjakan ujian maka lembar jawabnnya kan dikumpulkan kembali kedalam bentuk foto ke WA pribadi guru. Proses penilaian nya sama saja dengan biasanya yaa, sesuai dengan ketepatan siswa menjawab pertanyaan ujian, ditambah dengan keaktifan siswa dalam proses belajar DARING dan ditambah dengan

		nilai tugas. The exam process is DARING, so the exam questions that have been made by the designated subject teacher will be submitted by the committee. Then it will return to the teacher in each class and will be distributed through the WA group. After the student finished the exam, the answer sheet is collected back into the form of a photo to the teacher's personal WA. The assessment process is the same as usual, according to the student's accuracy in answering the exam questions, coupled with student activeness in the DARING learning process plus the value of the assignment.
R	:	Bagaimana dengan 4 skill bahasa inggris, apakah didalam soal ujian yang ibu/bapak buat sudah mencangkup ke 4 skill tersebut ? What about the 4 English skills, do you cover the 4 skills in the exam questions you wrote?
SN	:	Mungkin untuk ujian kita hanya 2 skill saja yaa, reading dan writing. Untuk 2 skill lainnya belum terpenuhi mungkin nanti akan di rancang lebih baik lagi. Maybe for our exams only 2 skills, reading and writing. For the other 2 skills that have not been fulfilled, maybe later it will be designed even better.
R	:	Baik pak.. Yes , Sir..
SN	:	Iyaa.. apa masih ada yang perlu ditanyakan lagi ?
R	:	Tidak pak.. Terimakasih untuk waktunya pak No sir. Thanks for your time sir ..

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

INTERVIEW TRANSCRIPTIONS

Date : 12th Oktober 2019

Place : In languages room

Time : 09.00 am

Researcher : Diah Resti Wahyuni

Informants : Taecher code DR as teacher that teach in class X

Ps : The interview was did after making an appointment with the teacher.

R	:	Assalamualaikum ibu.. Assalamualaikum miss..
DR	:	Waalaikumsalam diah.. silahkan duduk. Waalaikumsalam diah.. please sit.
R	:	Terimakasih ibu.. Seperti yang telah saya infokan ke ibu melalui wa kemarin, bahwasanya saya akan melakukan wawancara. Thanks miss.. Like what i had told you via wa yesterday, that i was going to do an interview.
DR	:	Iyaa. Yeess
R	:	Saya akan menanyakan beberapa hal tentang soal ujian, silabus dan pendapat ibu tentang pembelajaran DARING I will ask some questions about the exam questions, syllabus and your opinion about learning DARING
DR	:	Iyaa, ibu sangat senang membantu. Yes, i very happy to help.
R	:	Dalam proses pembelajaran, kurikulum dan silabus apa yang ibu gunakan? In the learning process, what curriculum and syllabus did you use?
DR	:	Seperti yang kita tau yaa, kalau sekarang saya menggunakan kurikulum dan silabus K13 revisi. As we all know, now I use the revised K13 curriculum and syllabus.
R	:	Untuk silabus, apakah silabus ibu buat sendiri atau 1 silabus disesuikan ? For the syllabus, did you make your own syllabus or did you customize

		1 syllabus?
DR	:	Kami punya grup yang namanya MGMP Musyawarah Guru Mata pelajaran. Ini sisinya semua guru bahasa inggris yang ada di sungai penuh. Jadi, silabus yang saya gunakan itu hasil dari musyawarah bersama guru-guru lalu disesuaikan dengan materi yang akan diajarkan. We have a group called the Subject Teachers' Meeting MGMP. This side of all the English teachers in sungai penuh. So, the syllabus that I used was the result of deliberation with the teachers and then adjusted to the material to be taught
R	:	Kemarin saya sudah lihat dan baca silabus yang dikirikan oleh Manajemen Informasi sekolah, disana saya lihat kalau materi ajarnya juga ada yang dari berbagai macam buku dan internet. Yesterday I saw and read the syllabus that was structured by the school's Information Management, there I saw that the teaching materials also came from various kinds of books and the internet.
DR	:	Iya itu saya sesuai dengan apa yang ada di kurikulum, lalu untuk sumbernya saya yang buat sendiri. Agar lebih bervariasi saja. Yes, I am in accordance with what is in the curriculum, then for the source I made it myself. Just to be more varied.
R	:	Apakah ibu melakukan evaluasi di setiap akhir periode pembelajaran tertentu ? Do you do an evaluation at the end of each particular learning period?
DR	:	Iyaa, bahkan di setiap akhir materi saya memberikan tugas sebagai bahan evalusi untuk meilhat sejauhmana siswa mampu memahami materi pembelajaran. Yes, even at the end of each material I gave an assignment as an evaluation material to see to what extent the students were able to understand the learning material.
R	:	Menurut ibu, apakah evaluasi itu penting ? According to you, is evaluation important?
DR	:	Sangat penting yaa, gimana kita bisa liat kemampuan siswa itu rendah atau tinggi jika bukan dari evaluasi. It's very important, how can we see whether a student's ability is low or high if not from the evaluation.
R	:	Ujian semester yang di laksanakan sekolah merupakan evaluasi yang dilakukan disetiap akhir semester, bagaimana cara ibu membuat soal ujian untuk siswa kelas X. The semester exams that the school carries out are evaluations carried out at the end of each semester, how do you make exam questions for class X students
DR	:	Saya membuat soal ujian berdasarkan indikator dan materi yang telah dipelajari I made exam questions based on the indicators and materials that have been studied
R	:	Indikator apa yang ibu gunakan ?

		What indicators do you use?
DR	:	Indikator silabus. Syllabus indicators
R	:	Baik bu, dari soal yang telah saya dapatkan, soal essay dari 1-10 adalah tentang legenda rakyat malin kundang, apa alasan ibu memilih teks tersebut ? For essay question 1-10 are about the legenda of malin kundang, what your reason choose the text ?
DR	:	saya memilih legenda malin kundang karena cerita tersebut sudah sangat familiar di kalangan masyarakat terutama kerinci. I choose the legend of malin kundang because the story was familiar in kerinci"
R	:	Kemudian dalam pemilihan teks untuk soal nomor 8-11 pilihan ganda, apakah ada alasan tertentu ibu memilih teks tersebut? Karena teksnya berbeda dengan teks yang ada di essay padahal dalam satu indikator yang sama. In choosing the text for question number 8-11 multiple choice, is there any reason why you choose the text? Because the text is different from the text in esssay that the same indicator,
DR	:	Saya memilih 2 teks berbeda agar ada variasinya, saya ingin melihat apakah siswa juga mampu menjawab soal dengan teks yang jarang mereka temukan I choose 2 different text so that there are variations, i want to see if students are also able to answer questions with text that they rarely find
R	:	Pada indikator 3.9.1 dan 3.9.2 yaitu tentang memo, menu, schedule, dan signs. Tetapi, pada soal nomor 1, 2 memabahas tentang sign sedang kan pada soal 6 dan 7 tentang memo. Mengapa ibu hanya memilih sign dan memo? Bagaimana dengan yang lainnya? On indicators 3.9.1 and 3.9.2, namely the memo, menu, schedule, and signs. However, in questions 1, 2 discussing the sign is in questions 6 and 7 about the memo. Why did you only choose signs and memos? How about the others?
DR	:	Saya hanya memasukkan tentang sign dan memo karena waktu pembelajaran banyak dari siswa yang memahami sign dan memo dengan baik. jadi, saya hanya memasukkan sign dan memo seperti yang kita tau bahwa sign dan memo lebih mudah ditemui dan mudah juga untuk didapatkan contohnya. Serta menghemat waktu pengerjaan, dan kertas ujian. I only enter about signs and memos because the learning time of many students understands signs and memos well. So, I only enter the sign and memo as we know that the sign and memo are easier to find and easy to get for example. As well as saving processing time, and exam papers.
R	:	Untuk soal nomor 17 dan 18 pilihan ganda termasuk didalam indikator 3.11.1 dan 3.11.2 yaitu tentang petunjuk arah. Mengapa soal dalam bentuk dialog ? mengapa tidak dalam bentuk peta ?

		Questions number 17 and 18 in multiple choice are included in indicators 3.11.1 and 3.11.2, namely about directions. Why is the question in the form of a dialogue? why not in map form?
DR	:	Saya menggunakan dialog supaya mudah untuk dipahami oleh siswa, dan contoh yang saya berikan pada saat pembelajaran adalah dalam bentuk dialog. I use dialogue so that it is easy for students to understand, and the example I gave during the lesson was in the form of dialogue.
R	:	Selanjutnya mengapa pada soal yang terdapat pada indicator 3.12.2 dan 3.30.2 berbentuk dialog semua? Then,why the questions in indicators 3.12.2 and 3.30.2 take the form of dialog?
DR	:	Karena jika soal dalam bentuk dialog siswa akan lebih mudah memahami maksud dari soal tersebut. Because if the question is in the form of dialogue, students will find it easier to understand the meaning of the question.
R	:	Menurut ibu bagaimana dengan 4 skill yang ada didalam bahasa inggris apakah sudah terpenuhi ? What do you think about the 4 skills in English have they been fulfilled?
DR	:	Kalau untuk ujian semester belum yaa, di ujian cuma ada writing dan reading tapi dalam proses pembelajaran saya sudah menerapkan untuk speaking dan listening For the semester exams not yet, yes, the exams only have writing and reading, but in the learning process I have applied speaking and listening
R	:	Bagaimana cara nya bu ? How you do it ?
DR	:	Karena pendemi ini kita belajar DARING, jadi saya mengirimkan teks kepada siswa dan meminta siswa untuk membacakan kembali teks tersebut dan direkam nanti di kirimkan melalui wa pribadi. Dari sana saya menilai speaking siswa. Because of this pandemic we are studying DARING, so I sent the text to the students and asked the students to read the text back and recorded it later on sending it via private wa. From there I assessed the students' speaking.
R	:	Kalau untuk listeningnya bagaimana ? How about listening ?
DR	:	Kalau untuk listeningnya saya mengirimkan video nanti saya minta mereka untuk mencatat hal hal penting yang mereka dengarkan dari video tersebut. For listening, I sent a video later I asked them to write down the important things they heard from the video.
R	:	Menurut ibu apakah proses ujian di masa pendemi ini efektif ? Do you think the exam process during this pandemic was effective?
DR	:	Tidak ya, karena kadang masih banyak siswa yang lalai dan tidak

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KEDIRI

		mengerjakan ujian. Kemudian saya juga masih tidak tau yaa ujiannya benar dikerjakan dengan kemampuan dia sendiri atau mencontek teman atau mencari di internet No, yes, because sometimes there are still many students who are negligent and don't take exams. Then I also still don't know that the test was done with his own abilities or he cheated on friends or searched the internet
R	:	Baiklah buu. Terimakasih atas waktunya. Saya rasa dari penjelasan ibu tadi sudah cukup untuk memenuhi data saya. Alright mom. Thank you for your time. I think it enough for my data
DR	:	Iya sama-sama. Semoga sukses ya skripsinya. Nanti kalau butuh lagi kabari saja ibu. Yes, you are welcome. Good luck with the thesis. If you need more, just let me know.
R	:	Baik bu terimakasih bu. Fine ma'am, thanks ma'am.

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K E R I N C I

INTERVIEW TRANSCRIPTIONS

Date : 13th Oktober 2019

Place : In teachers room

Time : 11.00 am

Researcher : Diah Resti Wahyuni

Informants : Taecher code HM as teacher that teach in class XII

Ps : The interview was did after obtaining information from the school if the teacher is present at the school. Interviews are conducted without making an appointment

R	:	Assalamualaikum Assalamualaikum
HM	:	Waalaikumsalam Waalaikumsalam
R	:	Maaf menganggu waktunya bu, saya Diah resti wahyuni mahasiswa IAIN Kerinci jurusan bahasa inggris yang sedang melakukkan penelitian. Sorry to disturb the time, ma'am, I am Diah Resti Wahyuni, an IAIN Kerinci student majoring in English who is currently doing research.
HM	:	Iyaa ada apa? Yes,
R	:	Saya mendapat informasi dari wakil kepala sekolah bagian kurikulum jika hari ini ibu datang kesekolah, karena saya ingin menemui ibu dari beberapa hari yang lalu. Apakah hari ini ibu bisa melakukan wawancara, untuk memenuhi data skripsi saya. I got information from the WAKA curriculum, that today my mother came to school, because I wanted to see you from a few days ago. Can you do an interview today, to fulfill my thesis data?
HM	:	Iya karena saya sibuk beberapa waktu lalu, kebetulan saya sebentar lagi mau pulang. Anak saya mau wisuda jadi saya mau berangkat malam ini. Yes, because I was busy some time ago, I happen to be going home soon. My son is about to graduate so I'm leaving tonight.
R	:	Boleh saya minta waktunya sebentar bu ? May I have a moment?

HM	:	Iya boleh, tapi ini gak bisa lama ya.
R	:	Iya bu, saya mau menanyakan tentang pembuatan soal ujian untuk kelas XII bu. Yes, I want to ask about the preparation of exam questions for class XII.
HM	:	Ohh iya itu, soalnya itu mengadaptasi dari soal ujian nasional Oh, yes, the problem is that it is adapting from the national exam questions
R	:	Mengapa soal ujian hampir seluruhnya dalam bentuk teks ? Why the exam questions almost entirely in text form?
HM	:	Soal ujian yang saya buat, disesuaikan dengan bentuk soal ujian nasional (UN). Mengingat bahwa kelas XII akan melaksanakan ujian nasioal maka saya membuat dan soal yang dikira sama dengan soal ujian. Karena kurang lebihnya seperti itulah soal ujian nasional nantinya belajar dari tahun tahun sebelumnya The exam questions that I made were adapted to the form of the national exam questions (UN). Given that class XII will carry out a national exam, I made and the questions that were thought to be the same as the exam questions. Because that's more or less the national exam questions will be studied from the previous year.
R	:	Apakah ketika belajar di kelas ibu juga menerapkan hal yang sama ? Did you apply the same thing when studying in class?"
HM	:	Iya karena untuk kelas XII lebih banyak fokus belajar untuk ujian nasional nanti. Yes, because class XII focuses more on studying for the national exams later.
R	:	Apakah dalam pembuatan soal ibu mengikuti silabus ? Do you follow the syllabus in making questions?
HM	:	Untuk materi saya sesuai dengan silabus tetapi secara polanya saya mengikuti pola untuk UN. Saya sudah ditelfon, maaf ya tidak bisa melanjutkan. For my material according to the syllabus but in the pattern I followed the pattern for the UN. I've been called, sorry, I can't continue.
R	:	Baik bu, tidak apa-apa Its oke .

Appendix 7

DOCUMENTATION

Interview Teacher Mr. SN





Interview Teacher Ms. DR



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N C I





INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Appendix 8

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jalan Kapten Muradi Sungai Penuh Telp. 0748 – 21065Faks : 0748 – 22114
KodePos . 37112.Website: www.stainkerinci.ac.ide-mail :info@stainkerinci.ac.id

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
Nomor : 199 Tahun 2019

T E N T A N G
PENETAPAN DOSEN PEMBIMBING SKRIPSI
MAHASISWA IAIN KERINCI
TAHUN 2018/2019

Menimbang : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program S.1 IAIN Kerinci, maka dirasa perlu menetapkan dosen menjadi pembimbing skripsi mahasiswa.
2. Bahwa dosen yang namanya tersebut dalam Surat Keputusan ini dipandang cakap dan mampu melaksanakan tugas tersebut

Mengingat : 1. Keputusan Menteri Agama Nomor 12 Tahun 20[illegible] tentang Statuta IAIN Kerinci
2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci
3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017

Memperhatikan : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci
2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor.In.31/J5.1/PP.00.9/071/2019 Tanggal, 06-Agu-19

M E M U T U S K A

Menetapkan :
PERTAMA : Menunjuk dan menugaskan kepada :
1. Nama : **Suhaimi, S.Pd, M.Pd** **Sebagai Pembimbing I**
2. Nama : **Herayati, M.[illegible]** **Sebagai Pembimbing II**

Untuk membimbing mahasiswa penyusun skripsi/TugasAkhir :

Nama	: **Diah Resti Wahyuni**
NIM	: 1610203002
Jurusan	: Tadris Bahasa Inggris
Judul Skripsi	**IMPROVING STUDENT'S WRITING SKILL THROUGH ARIAS (ASSURANCE, RELEVANCE, INTEREST, AND SATISFACTION) TEACHING MODEL ON RECOUNT TEXT AT SMPN 2 SUNGAI PENUH**

KERINCI

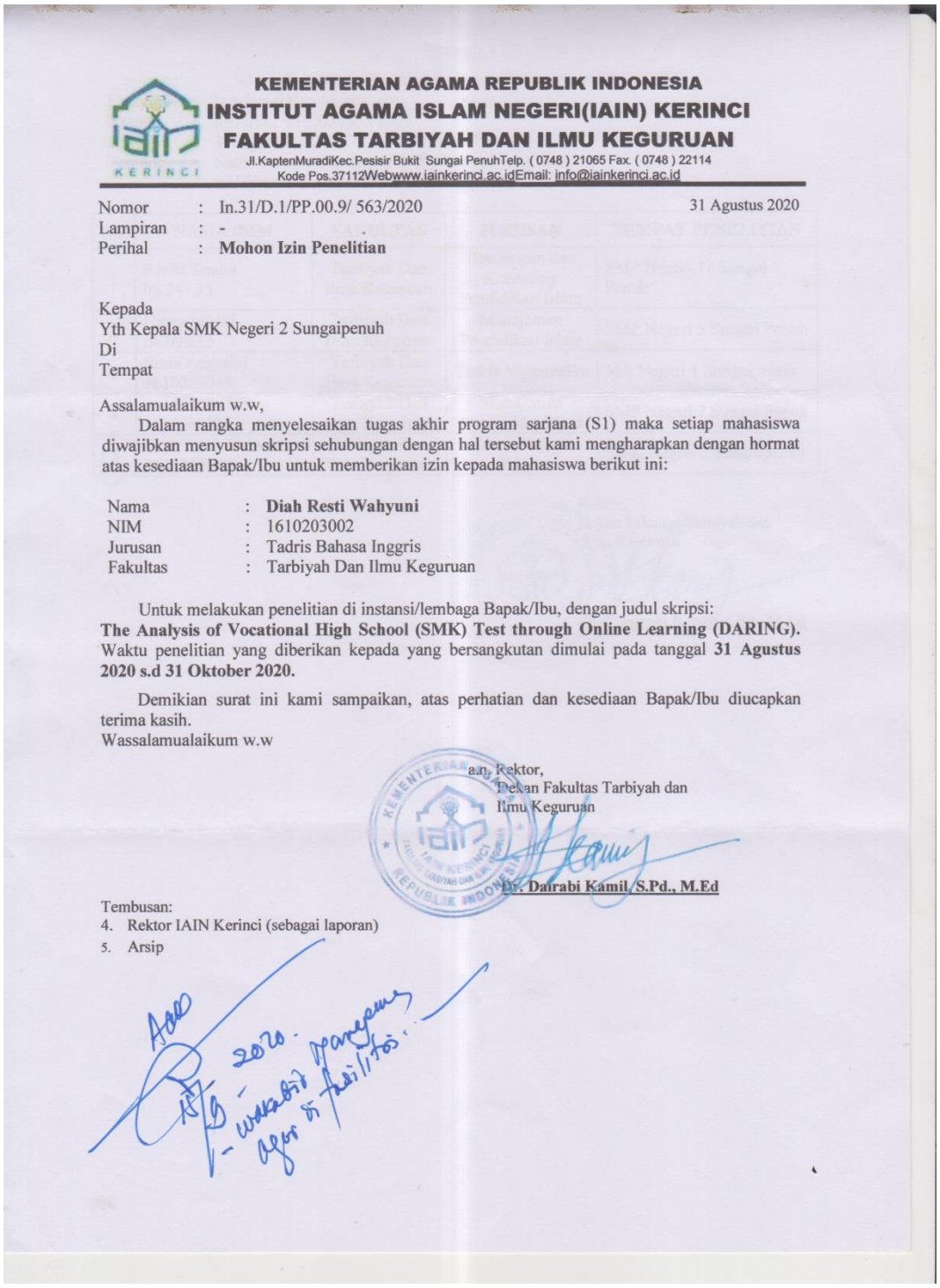
KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN : SUNGAI PENUH
PADA TANGGAL : 09 – Agustus – 2019
A.N. Rektor
Wakil Rektor I

Drs. SYAFRUDDIN, M.PdI

Tembusan :
1. *Dekan Fakultas Tarbiyah dan Ilmu Keguruan*
2. *Ketua Jurusan*
3. *Dosen Pembimbing*
4. *Pertinggal*

Appendix 9



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI(IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl.KaptenMuradiKec.Pesisir Bukit Sungai PenuhTelp. (0748) 21065 Fax. (0748) 22114
Kode Pos.37112Webwww.iainkerinci.ac.idEmail: info@iainkerinci.ac.id

Nomor : In.31/D.1/PP.00.9/ 563/2020 — 31 Agustus 2020
Lampiran : -
Perihal : **Mohon Izin Penelitian**

Kepada
Yth Kepala SMK Negeri 2 Sungaipenuh
Di
Tempat

Assalamualaikum w.w,

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama	:	**Diah Resti Wahyuni**
NIM	:	1610203002
Jurusan	:	Tadris Bahasa Inggris
Fakultas	:	Tarbiyah Dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi: **The Analysis of Vocational High School (SMK) Test through Online Learning (DARING).** Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal **31 Agustus 2020 s.d 31 Oktober 2020.**

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.
Wassalamualaikum w.w

an. Rektor,
Dekan Fakultas Tarbiyah dan
Ilmu Keguruan

Dr. Dairabi Kamil, S.Pd., M.Ed

Tembusan:
4. Rektor IAIN Kerinci (sebagai laporan)
5. Arsip

Appendix 10

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMK NEGERI 2 SUNGAI PENUH
(BIDANG STUDI KEAHLIAN TEKNOLOGI DAN REKAYASA)
Jalan Kapten Muradi KM.3 Desa Sumur Gedang, Kecamatan Pesisir Bukit
Telephon/Faksimile.(0748) 21070 Kode Pos 37151
Laman : www.smkn2spn.sch.id Posel : smkn2_sungaipenuh@yahoo.co.id

SURAT KETERANGAN

Nomor : 800 /354/ SMK.2 / 2020

Kepala Sekolah Menengah Kejuruan (SMK) Negeri 2 Kota Sungai Penuh Provinsi Jambi dengan ini menerangkan bahwa :

Nama	:	**DIAH RESTI WAHYUNI**
NIM	:	1610203002
Jurusan	:	S1. Tadris Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan

Telah melaksanakan Penelitian di SMK Negeri 2 Kota Sungai Penuh dari tanggal 31 Agustus 2020 s.d 31 Oktober 2020 dengan judul **" The Analysis of Vocational High School (SMK) Tes Through Online Learning (DARING) "**

Demikian surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

DIKELUARKAN DI: SUNGAI PENUH
PADA TANGGAL : 31 OKTOBER 2020

Kepala Sekolah,

DINAS PENDIDIKAN SMK NEGERI 2 KOTA SUNGAI PENUH PROVINSI JAMBI

H. AFRIZAR, S.T
NIP. 19630326 198910 1 001

Appendix 11

CURRICULUM VITAE

CONTACT INFORMATION



Name	Diah Resti Wahyuni
Address	Dsn. Koto Pandan no. 15c RT. 5, Desa Pelayang Raya, Kota Sungai Penuh
Phone	+62 821-7798-1303
Email	restydiah39@gmail.com

PERSONAL INFORMATION

Date of Birth	29th June 1998
Place of Birth	Sungai Penuh
Citizenship	Indonesian
Gender	Female
Marital Status	Single
Job	Student College of State Islamic Intstitute of Kerinci
Father's Name	Budi Sembada
Mother's Name	Zamris

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

EDUCATIONS

No	School Name	Place	Graduation
1	TK Bhayangkari	Sungai Penuh	2004
2	SD 04/XI Pelayang Raya	Sungai Penuh	2010
3	SMPN 2 Sungai Penuh	Sungai Penuh	2013
5	SMAN 4 Sungai Penuh	Sungai Penuh	2016
6	IAIN Kerinci	Kerinci	2016 – Sekarang