AN ANALYSIS OF
ENGLISH SUMMATIVE ASSESSMENT ITEM
OF MERDEKA CURRICULUM
BASED ON BLOOM'S TAXONOMY AT SMP N 4 CILACAP

AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto
as the Requirement for Sarjana Pendidikan (S.Pd) Degree**

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Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, I convey that:
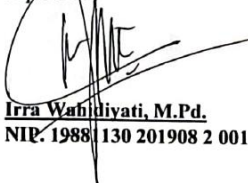
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Purwokerto, 03 Januari 2024

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STATEMENT OF ORIGINALITY

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Declare all the statements, opinions, and analyses that I have written in this thesis with the title **"An Analysis of English Summative Assessment Item of Merdeka Curriculum Based on Bloom's Taxonomy at SMP N 4 Cilacap"** as my original work. I optimally conducted my research with the help of references, cited other sources, and suggestions. If this thesis statement is false, I will accept the applicable academic sanctions.

Purwokerto, 03 Januari 2024

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APPROVAL SHEET

AN ANALYSIS OF ENGLISH SUMMATIVE ASSESSMENT ITEM OF MERDEKA CURRICULUM BASED ON BLOOM'S TAXONOMY AT SMP N 4 CILACAP

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MOTTO

-Believe in yourself and do what you want to do and think is right. Have a fight and keep running –

-Jung Jaehyun

DEDICATIONS

This thesis is dedicated to:

Myself, I'm so proud of your hard work in completing everything one by one. You can do, good job!

My greatest parents ever, my sisters, my brothers, and my best friends, who are always happy by my side and always help in any condition. I sincerely apologize and appreciate your support of the good things in my life.

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All of you, my dear friends who are reading this thesis

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Finally, the researcher hopes that this research could provide advantages for readers. The researcher realized that this study is far from being perfect. Therefore, the researcher openly accepts criticism and suggestions for better results from this research

Purwokerto, 03 Januari 2024

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ABSTRACT

This study aims to determine the compatibility of the summative assessment item of the Merdeka Curriculum used at SMP N 4 Cilacap. This research uses a quantitative descriptive method based on Bloom's Taxonomy operational verb tables. There are 47 questions for the midterm assessment and 50 questions for the semester assessment. So, there are 97 English summative assessment items given by the teacher and used to measure students' level of understanding. The summative assessment items studied consisted of the 2022/2023 academic year midterm and semester assessments. The results of this research are that questions in the LOTS category have a higher percentage than the HOTS category. In midterm assessment items, questions in the LOTS category reached 78%. Meanwhile, in semester assessment items, the number of items that have the LOTS category is 66%. So, based on this research, items categorized as LOTS dominate the Summative Assessment items at SMP N 4 Cilacap. So, this research shows that the summative assessment items at SMP N 4 Cilacap are incompatible with the Merdeka Curriculum. Based on these results, it is hoped that the preparation of assessment items in the following year will be further improved so that students can think more critically by the level of thinking in the Merdeka Curriculum.

Keywords: Bloom's Taxonomy, summative assessment, Merdeka Curriculum.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, operational definition, research question, objectives and significance of the research, and structure of the research.

A. BACKGROUND OF STUDY

The curriculum is a bridge or guide in organizing learning activities to achieve specific goals. The curriculum comes from the Greek *"curriculae,"* meaning "a place to race." When associated with education, this means "several subjects that must be taken by a student from the beginning to the end of the program to get a diploma"(Khoirurrijal et al., n.d.). A curriculum can be defined as a set or system of plans and arrangements regarding the content and learning materials and the methods used as guidelines for teaching and learning activities. The curriculum requires several components related to each other to achieve the goal. The curriculum components include objectives, educators, students, content, procedures or strategies, facilities and infrastructure, and community support (Nissa, 2022).

The curriculum aims to guide students to describe or explain the applied education system. Indonesia has several curricula that have been used to improve the quality of Indonesian education. Each curriculum certainly has its distinct characteristics. Even though they have different aspects, this curriculum aims to enhance the quality of Indonesian education. One is the 2013 curriculum, which was used before the Merdeka Curriculum. The 2013 curriculum results from improving existing curricula in Indonesian education(Syamsia & Suhaimi Tegamuni, 2018).

One of the improvements in the 2013 curriculum is content standards, which are enriched with the needs of students to be able to think critically and analyze according to international standards, while the assessment standards provide space for the development of assessment instruments (tests) for higher-order thinking(Rosidah et al., n.d.). Therefore, the 2013 curriculum expects students to have high-order thinking skills. These thinking skills teach students

to be able to solve problems, think critically, and also be able to argue (Magdalena et al., 2020). In addition, with these skills, students can think more critically and explore the subject matter. So that students are able to solve items classified as HOTS (High Order Thinking Skill).

Currently, the 2013 curriculum is no longer used in Indonesian education. The curriculum now used by Indonesian education is the Merdeka Curriculum. Actually, in this curriculum, Indonesian education has increased in all respects. Starting from the media and methods, the assessment of students is also. The 2013 curriculum already uses questions in the HOTS category, so this Merdeka Curriculum uses questions in the HOTS category or with a higher level. Because the curriculum itself has developed with every increase in the applicable curriculum in Indonesia, this Merdeka curriculum is still very new in Indonesian education, so many or some teachers have not mastered the systematics of the Merdeka Curriculum.

In the curriculum, an assessment is defined as a tool to measure student learning results at the end of learning so that teachers can know the level of student understanding. Likewise, in the Merdeka Curriculum, an assessment term was interpreted as a measurement of student learning outcomes at the end of learning. This leads to justification that a student is in the category of intelligent, clever, moderate, or less. Assessment is a set of activities for collecting, analyzing, and interpreting data about student learning processes and results, carried out systematically and continuously to obtain meaningful information for decision-making(Dr. Eny WInaryati, M.Pd, 2018). Assessment is an integrated part of the learning process, learning facilitation, and providing holistic information as feedback for educators, students, and parents/guardians to guide them in determining further learning strategies. This assessment can be done at the time of learning or can also be done at the end of the learning material.

According to its objectives, the assessment is divided into Formative Assessment and Summative Assessment. Formative Assessment aims to monitor and improve the learning process and evaluate the achievement of

learning objectives. Formative assessment is included in part of the learning step. Formative assessment (Trumbull & Lash, 2013) is considered necessary since it contributes to impacting the students" learning to make them have better achievement as well as improvement (Fitriani et al., 2021). This assessment is carried out during teaching and learning activities in progress. The summative assessment aims to assess the achievement of learning objectives and student learning results to determine grade promotion or graduation from an education. The summative assessment items in the Merdeka Curriculum are included in the HOTS items based on Bloom's Taxonomy. However, the Merdeka Curriculum is still very new in Indonesian education, so some teachers do not understand this Merdeka Curriculum.

In preliminary observations carried out on April 6 2023 at SMP N 4 Cilacap, it was found that teachers had not yet mastered the preparation of assessments based on the provisions of the Merdeka Curriculum and were still using the provisions of the previous curriculum. In the independent curriculum assessment provisions, questions in the HOTS category have a greater percentage than questions in the LOTS category. The English teacher at the school has carried out question level analysis activities on the learning evaluation results, but the question level analysis activities carried out are not appropriate. The teacher carries out level analysis on only part of the student evaluation results so that the results obtained cannot be considered as a reference for preparing questions in subsequent evaluation activities.

Some studies match the discussion in the research that is being studied. The research written by Raudah Rafi'i showed that the summative assessment questions studied had a percentage value of 0% in the HOTS category and 5.4% in the MOTS (Middle Order Thinking Skill) category (applying (C3)). From the results of this research, it was concluded that the quality of the questions from the schools studied still did not use the HOTS category. Additionally, Bernasela's research shows that the quality of summative assessment items still needs to be improved, even if some are unsuitable. Based on the curriculum in force at the school, summative assessment should have a HOTS (High Order

Thinking Skill) category that can enhance the student's thinking in solving issues. This study still finds issues with category LOTS (Lower Order Thinking Skill) and issues that need to be revised or deleted. The last one is a study by Rahmadhani. In this research, no questions were found in the HOTS category. The exam questions studied by Rahmadhani were still in the LOTS category because many of the questions were at the C3 (applying) level, and there were no questions at the C4, C5, and C6 levels.

So, based on previous research. This research aims to examine the summative assessment at SMP N 4 Cilacap. The research is used to determine how the compatibility of the summative assessment item is used in the school. The school to be studied already uses the new curriculum in Indonesia. However, during the preliminary observation, a teacher said that the teacher needed to understand the Merdeka Curriculum. This Merdeka Curriculum is a new curriculum in Indonesia and teachers only get an explanation of the curriculum through audio-visual or video explanations provided by the government. However, teachers have not received direct counseling by seeing the actual conditions of students in the field. So, there are still many teachers who have not implemented the provisions of the Merdeka Curriculum fully. The problem is also one of the factors in the writing of research. Therefore, the research will discuss the compatibility of the Summative Assessment items of the Merdeka Curriculum at SMP N 4 CILACAP. So, the title of the research will be "An Analysis of English Summative Assessment Item of Merdeka Curriculum Based on Bloom's Taxonomy at SMP N 4 Cilacap."

B. CONCEPTUAL DEFINITION

1. Merdeka Curriculum

The curriculum has an important role in education. The curriculum is the basis or can also be a guide in carrying out the learning process. The curriculum has six important and strategic functions: preparation, selection, differentiation, adjustment, integration, and the diagnostic function (Khoirurrijal et al., n.d.). The Merdeka Curriculum is a new

curriculum currently being used in Indonesia, with this curriculum, teachers and schools in charge can use media in learning. Implementing the Merdeka Curriculum changes the scope of teachers' work and educational staff, from learning administration learning strategies/approaches/models/methods to learning evaluation. In the Merdeka Curriculum, teachers need to design the teaching module as much as possible, but in fact, there are still many teachers who need to understand how to develop a particular learning module that is based on the Merdeka Curriculum.

2. **Summative Assessment**

Assessment is one of the teachers' very important and complex tasks (Moss, 2013). There are two types of student assessment, namely summative and formative. If summative assessment is used, the assessment is carried out periodically. A summative assessment measures student understanding and is usually done at the end of class (Kibble, 2017). The purpose of summative assessment is to determine a student's overall performance at a particular point in time for a specific area of study, distinguishing it from all other forms of assessment (Harlen, 2005). Summative Assessment relates to concluding student achievement and is directed to reporting at the end of a course of study. So, this summative assessment is an assessment activity carried out to assess student learning outcomes at the end of the lesson.

3. **Bloom's Taxonomy**

According to Anderson (Anderson & Krathwohl, n.d.) A taxonomy is a special kind of framework. In a taxonomy, the categories lie along a continuum. The continuum becomes one of the major organizing principles of the framework. In taxonomy, classify objectives. A statement of an objective contains a verb and a noun. The verb generally describes the intended cognitive process. The cognitive process dimension has six categories (C1 – C6): Remember (C1), Understand (C2), Apply (C3), Analyze (C4), Evaluate (C5), and Create (C6). At the cognitive process

level, this is divided into two questions categories: LOTS (Lower Order Thinking Skill) and HOTS (High Order Thinking Skill). The LOTS categories are at C1 – C3 levels, which can still be considered easy because the LOTS category questions are easy for students to solve. In the HOTS question category, there are C4 – C6 levels. The higher the level of the problem, the more difficult it is for students to solve the problem, and it makes students have to think more critically.

So, Analysis of English Summative Assessment is research related to assessment carried out at the end of learning in the Merdeka Curriculum based on Bloom's Taxonomy which has a cognitive process. The mental process dimension has six categories (C1 – C6): Remember (C1), Understand (C2), Apply (C3), Analyze (C4), Evaluate (C5), and Create (C6).

C. RESEARCH QUESTION

How is the compatibility of the summative assessment item of the Merdeka Curriculum based on Bloom's Taxonomy at SMP N 4 Cilacap?

D. OBJECTIVE AND SIGNIFICANCE OF THE RESEARCH

1. Objective

    This study aims to determine the compatibility of the summative assessment item of the Merdeka Curriculum used in the school, and hopefully, this article can be used as evaluation material in preparing assessments and implementing the Merdeka Curriculum so that it becomes better for SMP N 4 Cilacap.

2. Significance

    a. For Writers

        This research is helpful for writers. In the future, the writer will become an English teacher who needs to know how good the quality of assessment is for students in the Merdeka Curriculum.

b. For Teacher

This research hopes that SMPN 4 Cilacap teachers will be able to improve the quality of preparing assessments according to the Merdeka Curriculum criteria which have been well prepared.

c. For Readers

Hopefully, the results of this study could help readers or teachers when preparing assessments on the Merdeka Curriculum. So that teachers or other readers can use a good assessment following the criteria for a Merdeka Curriculum.

E. STRUCTURE OF THE RESEARCH

To make the discussion of this research systematic, there is a framework with the aim of classifying the research structure. It will be described in this research as follows:

The initial page contains the title page, statement of authenticity page, endorsement page, advisory service memorandum page, motto page, presentation page, abstract page, preface, table of contents, and list of attachments.

In the second part are the main problems in the research produced in the form of chapters I to chapter V, there are:

Chapter I contains an introduction that consists of the background of the study, operational definition, research questions, objectives and significance of the research, review of relevant studies, literature review, research methods, and structure of the investigation.

Chapter II contains the theoretical basis of two parts; the first is a review of relevant studies. The second is theoretical about summative assessment and the Merdeka Curriculum.

Chapter III contains the research methods. This chapter deals with four types of research: sources of data, the technique of data collection, and the technique of data analysis.

Chapter IV contains the results of the research data analysis and explains the answer to the formulation of the problem.

Chapter V presents a closing that consists of a conclusion and suggestions given regarding the researcher.

CHAPTER II
LITERATURE REVIEW

This chapter discusses the theoretical basics in two parts: the first is a conceptual framework that discusses the summative assessment of the Merdeka Curriculum. The second is a review of relevant studies.

A. CONCEPTUAL FRAMEWORK

1. Assessment

a. Definition

According to the *National Research Council* (NRC), Assessment is the process of collecting and interpreting evidence of student progress to inform reasoned judgments about what a student or group of students knows about identified learning objectives. Assessment is unquestionably one of the teacher's most complex and important tasks (Moss, 2013). In learning that is carried out by the teacher towards students, the teacher conducts an assessment of students to find out how far students understand what material is given by the teacher to students. Assessment can also be used as a reference for a teacher in developing the learning process. In the assessment, you can find out the teacher's performance in the learning process and whether the learning process is going well or not. If the results of the study require improvement, improvements and improvements will be made. There are three important components in learning: curriculum, learning process, and assessment (Riyana & Pd, n.d.). This assessment serves to determine the results of the learning process.

According to Gronlund, Assessment is a systematic process of collecting, analyzing, and interpreting information/data to determine the extent to which students have achieved learning objectives. Thus, it can be concluded that assessment is a systematic and continuous process or activity to collect information about student learning processes and outcomes in order to make decisions based on certain criteria and considerations (Ukashatu, 2021).

Each learning process requires an assessment to ensure the learning objectives are achieved. Assessment is also needed for teacher accountability

(*Report of Biological Education*, 2021). There are two types of assessment of students, namely Summative and Formative. While Summative assessment is done periodically. Summative Assessments are usually applied at the end of a period of instruction to measure the outcome of student learning (Kibble, 2017). Summative assessment is an assessment activity that produces scores or numbers that are then used to make decisions on student performance (Magdalena *et al*., 2020). According to (Harlen, 2005), Unlike formative or diagnostic assessments, the purpose of summative assessment is to determine the student's overall achievement in a specific area of learning at a particular time, a purpose that distinguishes it from all other forms of assessment.

According to Scriven (1967) in quotes (Selegi, 2018). Summative evaluation is a method for assessing the curriculum at the end of a syllabus focusing on results. A summative assessment is an assessment that is carried out when the learning program has ended and is considered complete. This type of assessment is used to obtain an award classification at the end of the learning process, which is structured to systematically record the overall achievements of students (*Report of Biological Education*, 2021).

b. **Types of Assessment**

a. **Formative Assessment**

Formative assessment is defined by McManus (2008, p. 3) as a process in which teachers and students provide feedback during instruction to organize the learning and teaching process in order to increase student achievement. According to Miller and Lavin (2007), formative assessment can be viewed as a valid and vital part of the blending of teaching and assessment ("The Effects of Formative Assessment on Academic Achievement, Attitudes toward the Lesson, and Self-Regulation Skills," 2018). Formative assessment refers to frequent, interactive assessments of students' development and understanding to recognize their needs and adjust teaching appropriately (Alahmadi et al., 2019). According to Glazer (2014), formative assessment is generally defined as tasks that allow pupils to receive

feedback on their performance during the course. In the classroom, teachers use assessments as a diagnostic tool at the termination of lessons or the termination of units (Ismail et al., 2022).

According to Black et al. (2004), using formative tests for formative purposes improves classroom practice whereby students can be encouraged in both reflective and active review of course content. In general terms, formative assessment is concerned with helping students develop their learning(Buyukkarci & Sahinkarakas, n.d.). Formative assessment can be considered as a pivotal and valid part of the blending of assessment and teaching("The Effects of Formative Assessment on Academic Achievement, Attitudes toward the Lesson, and Self-Regulation Skills," 2018). Formative assessment helps students understand the assessment process and provides feedback on how to refine their efforts for improvement. However, in practice, assessment for learning is still in its infancy, and many instructors still struggle with providing productive and timely feedback (Clark, 2011) (Ismail et al., 2022).

At the center of formative assessment is the concept of feedback (Hattie & Timperley, 2007). The impact of formative assessment arises from the strength of the feedback provided to students about their learning and to teachers about their teaching ("The Effects of Formative Assessment on Academic Achievement, Attitudes toward the Lesson, and Self-Regulation Skills," 2018). According to Shute, formative feedback is information transmitted to students that allows or encourages them to organize their thoughts or behaviors to improve their learning ("The Effects of Formative Assessment on Academic Achievement, Attitudes toward the Lesson, and Self-Regulation Skills," 2018).

b. **Summative Assessment**

Assessment of learning and summarizes the development of learners at a particular time. After a period of work, e.g., a unit for two

weeks, the learners take a test, and then the teacher marks the test and assigns a score. The test aimed to summarize learning up to point (Desrochers & Glickman, n.d.). As previously written, there are two assessment types: formative and summative. Both summative and formative testing have important effects on student learning, and careful attention on the selection and development of each is needed. Summative Assessment are usually applied at the end of a period to measure the outcome of student learning (Kibble, 2017). Based on the previous definition, the results of good learning can be obtained if a summative assessment is needed at the beginning of the learning process.

The use of summative assessment can be grouped into internal and external to the school community. Internal use includes regular assessments for record keeping, informing decisions and results to be reported to parents and students themselves. External uses include certification by examination bodies or for vocational qualifications, selection for employment or for further or higher education, monitoring the school's performance and school accountability, often based on the results of externally created tests or examinations (Harlen, 2005).

This summative assessment is used to obtain a final assessment of how much learning has occurred and also how much students know. Summative assessment is not only used to show or find out the results of student understanding but this summative assessment can also train students to think more critically when they apply their understanding under new conditions to solve a new problem or to explain a new phenomenon (Rufaidah, 2022). So that students can think critically can be prepared through instrumental questions that are in the HOTS category. A question can be said to be a good question if it can make students able to think at a higher level. Therefore, so that students are able to think at a higher level, students are given questions that are in the HOTS category. The teacher's role in developing students' thinking so that they can think critically is very important. Teachers can use

questions that require students to use higher-order thinking in class while looking at the difficulty's students face.

2. Merdeka Curriculum

a. Definition

According to (Munandar, n.d. 2017) the curriculum is a map that can be used as a compass in the teaching and learning process, regardless of how educators teach, but it is not ruled out that the curriculum is a concrete step in shaping the character and attitudes of students. Curriculum as a set or a system of plans and arrangements regarding learning materials that can be guided in teaching and learning activities (Yulianto, n.d.). The curriculum here can also be defined as a guide in teaching and learning activities that will be carried out by the teacher. So that the teacher can determine what media and methods will be used during the learning process. The curriculum also has many and frequent name changes and of course also changes the rules and learning standards.

The curriculum currently being implemented by Indonesia is the Merdeka Curriculum. Merdeka Curriculum is a curriculum with a variety of intra curricular learning, the content will be more optimal so that students have enough time to explore concepts and strengthen competencies (Khoirurrijal et al., n.d.). This Merdeka Curriculum is very recently used in the world of Indonesian education. In Indonesian Government regulations, the Merdeka Curriculum for early childhood education, basic education, and secondary education is intact. For educational units designated as executors of the Driving School Program and the Central for Vocational High School Program of Excellence, the curriculum used refers to the Merdeka Curriculum and fulfilment of teacher workload and linearity in accordance with this Ministerial Decree (Permendikbudristek, 2022)

The curriculum that was previously used by education in Indonesia was the 2013 curriculum or what is commonly called by "Kurtilas". In the independent learning category, an academic unit adopted Merdeka

curriculum by applying some parts and principles still related to the 2013 curriculum or the simplified 2013 curriculum (Kasman & Lubis, 2022). Broadly speaking, they have significant differences. Namely the activities carried out by students. At "Kurtilas" (Syamsia & Suhaimi Tegamuni, 2018)students are asked to be more active in terms of asking questions and taking part in learning and making presentations. Whereas in this Merdeka Curriculum students are asked to do more field work or practice and produce something that is obtained during learning.

Based on government regulations in 2022, Indonesia uses the "Merdeka Curriculum" with a Pancasila student profile. "Merdeka Curriculum" is a curriculum that contains multipurpose internal learning whose content is optimized so that students have sufficient time to familiarize themselves with concepts and strengthen their skills. Teachers have the flexibility to choose from a variety of learning aids that can be tailored to the learning needs and interests of students (Kemendikbud, 2022).

Pancasila's student profile is a translated form of the goals of national education. According to the Ministry of Education and Culture, Pancasila's student profile is a postgraduate profile that aims to show the character and abilities to be achieved and to reinforce Pancasila's noble values for its students and stakeholders. The Pancasila student profile consists of six dimensions, there are: 1) Faith, fear of God Almighty, and noble character, 2) Independent, 3) Working together, 4) global minded, 5) Critical reasoning, and 6) Creative (Sudirman, n.d.). The main objective of Pancasila's student visibility is to develop each student's personality and practical skills through school culture, extra-curricular activities, Pancasila's student profiling project and system culture(Utari & Afendi, 2022).

b. Assessment in Merdeka Curriculum

As we know that this Merdeka Curriculum includes the latest Curriculum implemented in Indonesia. This Merdeka Curriculum brings changes to the scope of work of teachers and educational staff starting from learning

administration, learning strategies, and learning evaluation. There are several changes to the terms of learning tools in the Merdeka Curriculum, including content competencies and basic competencies to become learning outcomes, syllabus to become learning objectives, and learning implementation plans to become teaching modules. If in the 2013 Curriculum the learning implementation plan is designed for one meeting, then in the teaching module learning activities can be designed for one week in one teaching module. The teaching module must also contain cognitive diagnostic tests to measure initial abilities and non-cognitive diagnostic tests to collect background data and student characteristics (Ujang Cepi Barlian et al., 2022) In terms of curriculum implementation, assessment is a critical component of the curriculum tool that is used to measure and assess the level of competence attained. As previously written by researchers, Indonesia has experienced changes and updates to the curriculum used in Indonesian education. Curriculum changes occur because the country is experiencing changing times both internally and externally. With the renewal of the curriculum, there will certainly be changes in the regulations as well which provide new challenges for educators and students. The goal of Merdeka Curriculum is to create a happy atmosphere for teachers, students, and parents (Amelia et al., n.d.). The Merdeka Curriculum is relatively new to be used in Indonesia. Many teachers do not really understand the Merdeka Curriculum. The problem that often occurs is the assessment in the Merdeka Curriculum. As revealed by Cristy (2017), based on the results of his research, problems related to assessment arose as a result of the lack of socialization and training provided to teachers.

3. **Bloom's Taxonomy**
   a. **Definition**

   According to Anderson (Anderson & Krathwohl, n.d.) A taxonomy is a special kind of framework. In a taxonomy the categories lie along a continuum. The continuum becomes one of the major organizing principles of

the framework. In our Taxonomy we are classifying objectives. A statement of an objective contains a verb and a noun. The verb generally describes the intended cognitive process.

In contrast with the single dimension of the original Taxonomy, the revised framework is two-dimensional. As suggested in the preceding paragraph, the two dimensions are cognitive process and knowledge. We refer to their interrelationships as the Taxonomy Table. The cognitive process dimension contains six categories: *Remember, Understand, Apply, Analyze, Evaluate,* and *Create.* The continuum underlying the cognitive process dimension is assumed to be cognitive complexity; that is, *understand* is believed to be more cognitively complex than *Remember, apply* is believed to be more cognitively complex than *Understand,* and so on. The knowledge dimension contains four categories: *Factual, Conceptual, Procedural,* and *Metacognitive.* These categories are assumed to lie along a continuum from concrete *(Factual)* to abstract *(Metacognitive).* The *Conceptual* and *Procedural* categories overlap in terms of abstractness, with some procedural knowledge being more concrete than the most abstract conceptual knowledge (Anderson & Krathwohl, n.d.).

The Bloom's taxonomy is a theoretical foundation in the preparation and application of assessment questions. This Bloom's Taxonomy is also used to measure the level of the question categories given to students. In Bloom's taxonomy we can classify goals which contain verbs and nouns. This revised Bloom's taxonomy has a two-dimensional framework, namely cognitive processes as well as knowledge. The cognitive process dimension has six categories: remember understand, apply, analyze, evaluate and also create. While the knowledge dimension has four categories, factual, conceptual, procedural and also metacognitive (Anderson & Krathwohl, n.d.). However, this study will only focus on the dimensions of cognitive processes where cognitive domain has 3 three classification of thinking process, namely LOTS (Lower Order Thinking Skill) and HOTS (Higher Order Thinking Skill) (Anwar, n.d.).

As previously written, the taxonomy has six categories of cognitive processes or what can be called C1 to C6. However, in this category of questions, the cognitive processes are divided into two. For the LOTS category, it contains C1 to C3, namely remembering, understanding and also applying. Whereas for the HOTS category, of course, there are more cognitive categories, namely C4 to C6 which contain analysis, evaluation, and also create. Therefore, if there is a question that has a high category indicator, then the question is included in the HOTS question category. However, in the assessment of students, the questions given must go through the LOTS category level first. Because LOTS is also an important part of assessing students. There are several categories included in HOTS: Analysis, evaluation, and creation, Logical reasoning, Judgment and critical thinking, Problem solving and Creativity and creative thinking (Brookhart, 2010).

b. Level Cognitive of Bloom's Taxonomy

Cognitive ability is a thinking process, namely an individual's ability to connect, assess and consider an incident or event (Jawati, 2013). Cognitive is the ability to think that involves knowledge that focuses on reasoning and problem solving, connecting, assessing and considering an event or event that is rational or involves reason (Anderson & Krathwohl, n.d.). Cognitive levels are one of the levels that students go through in forming and determining student abilities. This cognitive stage has a very important role in the student's ability stage (Daryanto, 2001). One of Bloom's students, Lorin W. Anderson, and one of the authors of the original Handbook, David R. Krathwohl, revised Bloom's Taxonomy in 1990. The revised results were published in 2001 by the name Revised Bloom's Taxonomy (Anderson & Krathwohl, n.d.). As previously written, the cognitive level in Bloom's taxonomy has 6 levels, that is:

1. Remember (C1)

   Remembering is the retrieval or retrieval of relevant stored knowledge from long-term memory. This required knowledge may be factual, conceptual, procedural, or metacognitive knowledge, or a

combination of some of this knowledge. Remembering knowledge is important as a provision for meaningful learning and solving problems because this knowledge is used in more complex tasks. Student memory assessments can be carried out using questions related to the cognitive processes of recognizing and recalling (Anderson & Krathwohl, n.d.). In recognizing, students can determine whether the information contained in the question is in accordance with the knowledge they have learned or not. Meanwhile, in recalling, students can recall knowledge from long-term memory when needed.

2. Understanding (C2)

Understanding is describing the structure in terms of learning messages, including morals, writing and graphic communication (Kiki Andrianil et al., 2022). Students are said to understand if they can construct meaning from learning messages, whether verbal, written or graphic, delivered through teaching, books or computer screens (Anderson & Krathwohl, n.d.). The categories contained in these levels are, interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining.

a. Interpreting: changing from one form of representation. Interpreting can change changing words into other words (paraphrase).

b. Exemplifying: finding a specific example or illustration of a concept or principle.

c. Classifying: determining that something belongs to a category. For example, there are questions that show an example so that students can determine whether the example falls within a certain concept or principle.

d. Summarizing: abstracting a general theme or major points. For example, there is a story problem and students submit one sentence that presents the information received or abstracts a theme.

e. Inferring: drawing a logical conclusion from presented information.

f. Comparing: detecting correspondences between two ideas, objects, and the like.

g. Explaining: constructing a cause-and-effect model of a system.

3. Applying (C3)

Applying is using a procedure to carry out an experiment or to solve a problem. Applying includes carrying out and implementing activities (Anderson & Krathwohl, n.d.). Carrying out is a student's cognitive process in solving problems and carrying out experiments where students already know the information contained in the problem and are able to carry out the steps that must be carried out. Meanwhile, implementing this occurs when students carry out steps on questions that students do not yet know.

4. Analyze (C4)

Analyzing is the ability to break down a whole into parts and determine how these parts are related to one another or the parts to the whole. Categories that include the cognitive level of analysis are, distinguishing, organizing, and attributing.

a. Distinguishing: distinguishing relevant from irrelevant parts or important from unimportant parts of presented material. In this category students can differentiate one thing from another.

b. Organizing: determining how elements fit or function within a structure. Students can explain the process of how these elements form a coherent structure.

c. Attributing: determine a point of view, bias, values, or intent underlying presented material.

5. Evaluate (C5)

Evaluating is defined as making decisions based on criteria and standards. The criteria most often used are quality, effectiveness, efficiency and consistency (Anderson & Krathwohl, n.d.). The categories included in evaluating are, examining and criticizing.

a. Examining: Detecting inconsistencies or fallacies within a process or product. Determining whether a process or product has internal

consistency. Detecting the effectiveness of a procedure as it is being implemented.

b. Criticizing: Assess a process based on external criteria and standards.

6. Create (C6)

Creating is putting parts together into an idea, all interconnected to create a good result. The categories included in create are, formulating, planning and producing. In this formulating category comes up with alternative hypotheses based on criteria. Meanwhile, in the planning category, devising a procedure for accomplishing some task. The last one is the producing category. In this category, plans are made to solve problems that meet certain specifications.

B. PREVIOUS STUDY

Based on several sources used in this study. There are several previous research journals or articles that are related and related to the topic in this research. The following is the result of a comparison between previous research studies.

1. There is a journal entitled "An Analysis of the Quality of Teacher-Made Multiple-Choice Test Used as Summative Assessment for English Subject" by Kadek Dwi Candra, Yudha Pratama and Eka Wahyuni from Jurnal Ilmiah Pendidikan dan Pembelajaran. The research focuses on the quality of teacher-made multiple-choice tests that were used as summative assessment in middle test for English subject at SMP N 4 Singaraja. The results showed that all teacher-made multiple-choice items had very good quality where 124 (99%) of 125 items met the very good requirements and only 1 (1%) item met the good requirements. The similarities of the research and this study uses a descriptive research and also focus on the assessment that applied in the school. The difference in this research is that the school studied still uses the 2013 curriculum, while the research being researched uses the Merdeka Curriculum.

2. In a study written by Bernasela, Bambang and Dewi Novita with the title "An Analysis on English Summative Test Items". English Education Study Program, and Languages and Arts Education Department, Teacher Training Education Faculty of Tanjungpura University in Pontianak. This study discusses the quality of the summative assessment items given to students. The summative assessment consists of 50 items in form of multiple choices. The results of this study there are 33 good test items which still can be used to the next summative test, 6 test items should be discarded or changed by the other test item and 11 test items should be revised. The similarity is discussed in the quality and validity of the assessment questions prepared by the teacher. The differences in this research, the questions analyzed were based on material that had been given to students, whereas in the research the analysis was based on the Bloom's Taxonomy.

3. There is research conducted by Rahmadhani, with the title " Analisis Level Soal dan Level Kognitif Soal Ujian Akhir Semester Mata Pelajaran Fisika di SMAS Babul Maghfirah". Physics Education, Faculty of Tarbiyah and Teacher Training (FTK) Ar-Raniry Darussalam Islamic University, Banda Aceh. This research discusses the cognitive levels and levels of thinking that apply to the final assessment items at the school. The results contained in this research are that the questions examined did not contain questions that used the High Order Thinking Skill (HOTS) category. The cognitive stage that is often found in these questions is stage C3 (applying). Of course, the research conducted by Rahmadhani has differences and similarities with this research. The difference is that the research conducted by Rahmadhani was carried out at the high school level and only looked at 1 type of exam question, namely the final semester exam. Apart from that, Rahmadhani's research also uses 3 categories in levels of thinking, namely, Lower Order Thinking Skill (LOTS), Middle Order Thinking Skill (MOTS) and High Order Thinking Skill (HOTS). Meanwhile, the similarities found are in the use of research methods and

research related to cognitive stages and levels of thinking in summative items.

4. According to Ermawati, Desy Rufaidah and Sumarwati in their research entitled " Higher Order Thinking Skills Pada Penilaian Summative Dosen Program Study Pendidikan Bahasa Indonesia" published by Wacana Akademika: Educational Scientific Magazine. Vol.6, Number 3, November 2022, PP.325-332, the summative assessment instrument based on HOTS which was prepared by the lecturers of the Indonesian Language and Literature Education study program has valid results and the highest percentage in the summative assessment is found at the C4 level (analysis), namely at 44%. The similarities found in this research are the research methods and also the discussion contained in the research, namely discussing summative assessment. Meanwhile, the difference in this research is that the research object was carried out on lecturers who came from several families (rumpun) (language family, literature family, and teaching).

5. In research written by Raudah Rafi'i Saputra with the title "The quality of Summative Test Made by The English Teacher at Mts Islamiyah Palangka Raya" English Education Study Program, and Language Education Department, Teacher Training and Education Faculty of State Islamic Institute in Palangka Raya. This research discusses and measures the validity, reliability, level of difficulty, effectiveness of deception, quality of multiple-choice questions, and also discusses the teacher's process in compiling the summative questions. The results of the research written by Raudah were that questions in the HOTS category had a percentage value of 0% and the highest percentage was in the MOTS category with a value of 5.4%. The difference in this research is that the research written by Raudah has a lot of discussion and Raudah also discusses the references used by teachers in preparing the summative questions. Meanwhile, the similarities in this research are in the research methods and there are also

several discussions that are the same, namely in measuring validity, level of difficulty and also the quality of multiple-choice questions.

CHAPTER III
METHODOLOGY

This chapter will discuss the research design used in this research. This chapter aims to answer the problems contained in this research, research design, research location and participants, research objects and subjects, data collection techniques, and data analysis

A. RESEARCH DESIGN

This research was conducted to determine the compatibility of the summative assessment item based on Bloom's taxonomy at SMP N 4 Cilacap. The type of research used is descriptive quantitative research with content analysis methods. According to Wiwik et al., Quantitative descriptive research is research that describes, examines, and explains a phenomenon with data (numbers) as is without the intention of testing a particular hypothesis (Sulistyawati & Trinuryono, 2022).

This research uses quantitative descriptive because it analyzes the cognitive level of the questions in class 7 summative assessment items in the 2022/2023 academic year by calculating the percentages using a general percentage equation, which is then explained in sentence form. Meanwhile, the compatibility of the summative assessment items is analyzed from the results of the cognitive level percentage and described in sentence form. The data analyzed by experts.

B. RESEARCH SITE AND PARTICIPANTS

This school is used as a place for research because SMP N 4 Cilacap has several achievements, especially in English. Won the storytelling competition at the sub-district level held by OSN and beat other favorite schools in Cilacap. Won a district level competition held by one of the English courses in Cilacap, namely International College. Another factor in choosing this place is that one of the teachers at the school is included in the management of KomdaKotip (Komisariat daerah Kota administratip), where the teacher participates in preparing the assessment items given to students. The final factor that is no less important in this school is that the curriculum used already

uses the Merdeka Curriculum. In this study, preliminary observations were carried out in February 2023.

C. OBJECT AND SUBJECT OF RESEARCH

The object of the research is the 7th grade. The subject of the research is the English summative assessment item of the Merdeka Curriculum based on Bloom's Taxonomy. Two types of summative assessment are studied: the 2022/2023 academic year midterm and semester assessment.

D. DATA COLLECTION TECHNIQUES

Collecting data is an activity that looks for data in the field of research to answer the problem statement while gaining the data. The data to be analyzed is in the form of assessment items given by the teacher to grade 7th students at SMP N 4 Cilacap, which have used criteria from the Merdeka Curriculum, and this study focused on summative assessments. In carrying out this research, researchers collected data using documentation techniques.

Documentation is a set of documents provided on paper or digital media that are used as the data of the research. According to Creswell, research documentation can be public documents such as newspapers and magazines or private documents such as journals and letters (Creswell & Creswell, n.d.). This study used the documentation technique of the English summative assessment with content analysis methods using Bloom's Taxonomy operational verbs. Documentation techniques are used in this research because this research analyzes documents that are already available. Data was collected on September 6, 2023, through one of the English teachers at the school. The data used in this research is summative assessment questions for class 7 for the 2022/2023 academic year. This research used two summative assessment items: semester assessment and midterm assessment in 7th grade. Midterm assessment is in the first semester of the 2022/2023 academic year, and semester assessment is in the first semester of the 2022/2023 academic year. This research uses this data to determine the results of cognitive level analysis using operational verbs in Bloom's Taxonomy and calculated using the percentage of general similarities.

E. DATA ANALYSIS

Data analysis techniques are a process of arranging data sequences and organizing them into patterns, categories, and basic sequential units (Lexy J. 2007). As previously written, this research analyzes two types of summative assessment questions: midterm assessment that has 47 of questions and semester assessments that has 50 of questions in 7th grade in the first semester of the 2022/2023 academic year. The assessment items were analyzed for the cognitive level contained in each item according to the theory of Bloom's taxonomy. This research uses descriptive quantitative, and this research shows how suitable the summative assessment questions based on Bloom's taxonomy are, as in the following table:

Table 3.1 Category of Cognitive Level

Cognitive Levels	Cognitive Process	Categories
Remembering (C1)	Recognizing and Recalling.	Lower Order Thinking Skills (LOTS)
Comprehension (C2)	Interpreting, Exemplifying, Classifying, Summarizing, Inferring, Comparing, and Explaining.	
Applying (C3)	Carrying out and Implementing.	
Analysis (C4)	Distinguishing, Organizing, and Attribute.	High Order Thinking Skill (HOTS)
Evaluating (C5)	Quality, Effectiveness, Efficiency, and Consistency.	
Creating (C6)	Formulating, Planning, and Producing.	

The table above was used in this research to simplify classifying the types of questions being analyzed. At each cognitive level there are operational verbs that are often used in preparing questions and are used as keywords in question commands. At each cognitive level, there are increasing levels of student thinking. The higher the level, the higher the quality of the questions; of course, students can

think more critically. The table above is used in this research to categorize the analyzed questions. The data that has been collected in this research is then analyzed by experts. In this study, two experts were used to analyze the English summative assessment. Midterm assessment was analyzed by Mrs. Nur Syifa' Fuadina, S.Pd. as an English teacher at SMA N 1 Karanggede. Meanwhile, the semester assessment was analyzed by Mrs. Ari Widha, S.Pd. as an English teacher at SMP N 4 Cilacap. After analyzing and collecting the results, the number of questions is drawn based on their level, and then the general equation percentage is carried out. The percentage of cognitive stages can be calculated using the following equation:

$$Pi = \frac{Ni}{N} 100\%$$

Pi = The percentage of questions categorized at cognitive level -i.

    ($i:$ C1, C2, C3, C4, C5, dan C5)

Ni = Total of questions categorized i.

N = Total of questions.

After determining the percentage based on cognitive level, the next step is calculating the percentage based on the question category. Questions included in the LOTS category have three cognitive levels: C1, C2, and C3. Meanwhile, the HOTS question category has three cognitive levels: C4, C5, and C6. After the calculations based on the question categories have been determined, conclusions can be drawn.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter contains the findings and discussion of the research results. The researcher shows the results of the data that has been analyzed based on Bloom's taxonomy and also provides a discussion of the findings. The discussion in this chapter is carried out with a description based on research findings.

A. Level of Thinking

According to Akib,E., & Muhsin, M.A. (2019) that entering the 21st century there are several aspects that determine teaching, namely: critical thinking and problem solving, imagination and innovation, teamwork, collaboration, teamwork and leadership, cross-cultural understanding, communication, information and literacy (Akib & Muhsin, 2019). There are 2 categories of questions or thinking processes that can be used to measure students' level of understanding, there are LOTS (Lower Order Thinking Skill) and HOTS (High Order Thinking Skill). The questions in the LOTS category consist of 3 cognitive levels, namely C1 (Remembering), C2 (Understanding) and finally C3 (Applying). Meanwhile, questions in the HOTS category also consist of 3 cognitive levels, namely C4 (Analysis), C5 (Evaluation) and the last is C6 (Creating). Of course, LOTS and HOTS have differences, if the question is included in the HOTS category, then the question has entered the level of a question that is difficult for students to solve and students must think critically to solve the problem. The assessment model that exists in this era or the 21st century relies on assessments that are categorized as HOTS (Jufriadi et al., 2022) . HOTS is designed to improve vital and innovative thinking and innovative skills for students. However, in thinking ability, there are stages that teachers can use to assess students' abilities. There are 2 categories of questions or thinking processes that can be used to measure students' level of understanding, there are LOTS (Lower Order Thinking Skill) and HOTS (High Order Thinking Skill). The questions in the LOTS category consist of 3 cognitive levels, namely C1 (Remembering), C2 (Understanding) and finally C3 (Applying). Meanwhile, questions in the HOTS category also consist of 3

cognitive levels, namely C4 (Analysis), C5 (Evaluation) and the last is C6 (Creating). Based on the concept of thinking skills in the cognitive process dimensions formulated by Bloom and the knowledge dimensions formulated by Anderson and Krathwoll, the overall combination of the two can be a reference for teachers in determining which thinking skills can be categorized into LOTS (Lower-Order Thinking Skills). and which thinking skills can be categorized into HOTS (Higher-Order Thinking Skills). Of course, LOTS and HOTS have differences, if the question is included in the HOTS category, then the question has entered the level of a question that is difficult for students to solve and students must think critically to solve the problem (Tasrif, 2022). Below is an explanation of LOTS and HOTS:

1. Lower Order Thinking Skill (LOTS)

     In Level lower order thinking skill (LOTS) these questions are still considered low level questions or can be easily solved by students. This LOTS question category has 3 levels. According to Anderson (Anderson & Krathwohl, n.d.), there are rankings in the order of Bloom's taxonomy, ordered from the lowest level to the highest level. The initial level three falls into the LOTS (Lower Order Thinking Skill) category namely, Remembering, Understanding and Applying. In remembering level, the students recalling important information and they get relevant knowledge from long term memory. And then, in understanding level explaining important information and they can translate, categorizing, matching and illustrating. For applying If the student understands the approach used to solve problems, the students can improve it. But if the student is unaware of the technique used, solve the question, so that students have to find another procedure to solve the problem (Anwar, n.d.)

2. High Order Thinking Skill (HOTS)

     The questions in the HOTS category have questions that can make students think more critically. Because questions in the HOTS category have questions that are difficult for students to solve. Apart from that,

the main goal of HOTS is to improve students' thinking abilities at a higher level, especially those related to the ability to think critically in receiving various types of information, think creatively in solving a problem using the knowledge they have and make decisions in complex situation (Tasrif, 2022). Students not only have low thinking skills (LOTS) for the higher education level, but they also need high-level thinking skills (HOTS) to be in any educational experience today and become a difficult multi-dimensional challenge in the education field (Theresia, 2021). HOTS questions in the assessment context, in simple terms, do not only minimize the ability to recall information, but rather measure the ability to: 1) transfer one concept to another, 2) process and apply information, 3) look for connections between various pieces of information. different, 4) use information to solve problems, and 5) examine ideas and information critically (Rahmadhani, n.d.). The HOTS category has 3 levels or cognitive processes. According to Anderson, there are rankings in Bloom's taxonomy, ordered from lowest level to highest level. If in the previous point it was the order of the 3 lowest levels, then in this point we will discuss the 3 highest levels of Bloom's taxonomy, namely Analyze (C4), Evaluate (C5), and finally Create (C6). At the analysis level, students have the ability to break down a unit into parts and determine whether the parts are related to one another or the part to the whole. Meanwhile, at the evaluating level, students are asked to make judgments based on criteria and standards. The final level is creating, at this level students are asked to put parts together into an idea, all of which are interconnected to create a good result.

B. Analysis of Summative Assessment

In this study, analyzed 2 types of summative assessment items, that is midterm assessment and semester assessment and it can be concluded that the summative assessment items found at SMP N 4 Cilacap were included in the LOTS question category and were in accordance with the Merdeka Curriculum.

However, in the midterm assessment items, where the questions are directly prepared by the teacher from the school, there are questions in the LOTS category. In the midterm assessment items, there are 37 questions in the LOTS category and 10 questions in the HOTS category. Meanwhile, in the semester assessment there are 33 questions in the LOTS category and there are 17 questions in the HOTS category. This research classifies LOTS and HOTS categories based on the operational table in bloom tax.

Table 4.1 Category of Cognitive Domain and Operational Verb Words

LOTS			HOTS		
Remembering C1	Understanding C2	Applying C3	Analysis C4	Evaluation C5	Creating C6
Identifying	Matching	Applying	Selecting	Coordinating	Constructing
Describe	Abstracting	Implementing	Structuring	Judging	Designing
Recalling	Categorizing		Finding Coherence	Conclude	Creating
	Illustrating		Deconstructing		
	Translating				

Based on the table above, most operational verb words used in each level in cognitive domain of bloom's taxonomy. While the word was not indicated by the presence of the problem in writing but even in an implied way. In the LOTS category, recall is mostly used at the Remembering level. In Understanding mostly used the report. Then, in Applying most of the words used implementing. For HOTS, in this level most of operational verb words used in Analyze level were arranged. Then in Evaluating the level were conclude which is used. The last level is Creating, the word that is often used is create.

1. Midterm Assessment

    The results and percentages of the cognitive level of the 2022/2023 academic year midterm assessment items at SMP N 4 Cilacap are shown in Table 4.2 below:

Table 4.2 Cognitive Level of the 2022/2023 Academic Year Midterm Assessment Items

Cognitive Level	No.Soal	Amount
Remember (C1)	1,2,3,4,7,10,11,14,25,26,28, 31,38,39,40,41,42,44	19
Understanding (C2)	5,9,12,17,18,24,33,35,36,45,49	13
Apply (C3)	8,16,23,29,30,34,43,50	5
Analyse (C4)	6,13,15,20,47,48	6
Evaluate (C5)	22,32,37	3
Create (C6)	46	1
Total		47

Based on the table above, it is known that the 47 questions have various cognitive levels. Remembering level has a total of 19 items, then Understanding level has 13 items, Applying level has 5 items, Analysis level has 6 items, Evaluation level has 3 items and the last Creating level has one item. It can be seen from the table that the results of the question analysis have the largest number at the remembering level (C1) and are classified as questions in the LOTS category. Just like the research results from (As Sabiq & Ardiana, 2020) that the number of questions in the HOTS category is not the same as the distribution of the number of questions in the LOTS category which has a higher number. Next, the percentage value for the cognitive level in the midterm assessment items for the 2022/2023 academic year is obtained and can be classified in the table below:

Table 4.3 Classification and Frequency of Cognitive Domain

No.	Classification	Frequency	Percentage
1.	Remembering (C1)	19	40,4%
2.	Understanding (C2)	13	27,7%
3.	Applying (C3)	5	10,6%
4.	Analysis (C4)	6	12,8%
5.	Evaluation (C5)	3	6,4%
6.	Creating (C6)	1	2,1%
	Total		100%

Based on the table above, it shows that 19 or 40,4% of total items in Remembering, 13 or 27,7% of total items in Understanding, 5 or 10,6% of total items in Applying, 6 or 12,8% of total items in Analysis, 3 or 6,4% of total items in Evaluating , and 1 or 2,1% of total items in Creating. So, there are 47 or 100% of the total items in this research. Based on the table, it can be concluded that the Remembering and Understanding level is more dominant than the Applying, Analysis, Evaluation and Creating level. So according to Bloom's Taxonomy, the Remembering and Understanding levels are included in the LOTS category items. Based on this conclusion, in the midterm assessment questions at SMP N 4, the teacher mostly uses LOTS questions, but there are also several questions that use the HOTS category.

Table 4.4 Classification and Frequency of Thinking Process

No.	Thinking Process	Frequency	Percentage
1.	Lower Order Thinking Skill (LOTS)	37	78,7%
2.	High Order Thinking Skill (HOTS)	10	21,3%
	Total	47	100%

Based on the results of the table above, it can be concluded that the midterm assessment questions for the 2022/2023 academic year at SMP N 4 Cilacap are included in the question LOTS category because the questions in the LOTS (C1-C3) category questions have a higher percentage. So, the Midterm Assessment items at SMP N 4 do not meet the criteria for HOTS category questions used in the Merdeka Curriculum and dominated by LOTS category. This shows that the midterm assessment items at SMP 4 N Cilacap still use LOTS items category and are dominated by questions at level C1 (Remembering) as assessments carried out on students. In LOTS items category, students can easily solve the problem or answer the question.

Cognitive ability is a thinking process, namely an individual's ability to connect, assess and consider an event or events (Jawati, 2013). The cognitive stage is one of the stages of student abilities which plays a major role. The summative assessment questions for the 2022/2023 academic year in the English subject at SMP N 4 Cilacap are multiple choice questions consisting of four answer choices (a, b, c, and d) and an essay. Below are questions of midterm assessment that are included in the LOTS (Lower Order Thinking Skill) category.

a. Remembering (C1)

This Remembering level is the first level in the structure of students' levels of thinking. At this level includes remembering materials,

objects, facts, phenomena, and theories (Yunida & Riyan Arthur, 2023). According to Bloom's taxonomy, the process carried out by students at this remembering level is remember-relevant knowledge from long-term memory (Anderson & Krathwohl, n.d.).

What will you say when you meet your friend at 2 p.m.?

a. morning   c. evening

b. afternoon   d. night

This question is included in the remembering level because students are asked to remember the distribution of time and what to say to other people at 2 p.m. The verb word used in this question is Recall, because students can answer the question by recalling material related to the division of time and also the meaning of pm and am. Based on Bloom's Taxonomy, this question is included in the Remembering level and is at the first level. So, the question is included in the LOTS category with the Remembering (C1) level.

b. Understanding (C2)

The second level at the cognitive stage is the Understanding level. According to Bloom's Taxonomy, in the cognitive Understand process, students are asked to be able to construct meaning from interpreted form, instructional messages, including oral, written, and graphic communication. In these verb words, students are asked to answer questions and the answers are found in the story questions that have been provided.

Nila   : "It's already 8 p.m. Good bye, Desi."

Desi   : "Good bye, Nila. Don't forget to pick me up tomorrow at 7 a.m."

Nila   : "Of course. Prepare yourself or you will be late for the competition."

Desi   : "Okay. I'll sleep early tonight."

Nila   : "The competition will be held at 9 a.m."

Desi : "I know. We'll get there before 8 a.m. if you pick me up on time."

Nila : "Okay, don't worry about that."

When will Miko pick Dani up? At …

    a. 8 p.m.   c. 6 a.m.

    b. 7 a.m.   d. 7 p.m.

This question is included in the understanding level and has the keyword report because the answer to the question is found in the reading or conversation in the question. So that students can answer these questions through student understanding by reading the text or conversation. Based on Bloom's Taxonomy, this question included Understanding level with the LOTS category.

c. Applying (C3)

The next level is Applying, this level is included in the LOTS category. According to Bloom's Taxonomy, in the cognitive Applying process students are asked to be able to solve problems by implementing or using procedures in certain situations. The verb words used in this assessment is implementing. The operational verb mostly appears in applying was complete and relate the exercise below about the test in the learning assessment of applying level.

Naira   : When is your school anniversary?

Rangga   : On Monday, the third of April 2021.

Naira   : What time will it be held?

Rangga   : From 1 p.m. to 3.30 p.m

When will Rangga's school anniversary be held?

    a. On Monday, 13th April 2021

    b. On Monday, 30th April 2021

    c. On Monday, 3rd April 2021

    d. On Monday, 23rd April 2021

This question is included in the applying or C3 level and has the keyword implementing because in this question students are asked to use correct and appropriate grammar to answer the question. Based on Bloom's Taxonomy, implementing is included in the verb words belonging to the Applying level. So, this question is included in the LOTS category with the Applying level.

Below are questions of midterm assessment that are included in the HOTS (Higher Order Thinking Skill) category.

a. Analyze (C4)

This analysis level is the first level owned by the HOTS category. At this level, students are starting to find it difficult to solve problems because students are not only asked to answer the questions, but students are also asked to analyze them first so that students will find answers or be able to solve the questions. According to (Rahmadhani, n.d.), questions in the hots category do not have to be identical to difficult questions, but special questions are seen from how students solve the problem. According to Bloom's Taxonomy, in the cognitive analysis (C4) process, students are asked to identify and break down materials into their component parts, then students can determine the relationship of one material to another with the overall goal. At this level, students are expected to show the relationship between various ideas by comparing these ideas with standards, principles, or procedures that have been learned. The operational verb that is often used is arrange, where students are asked to arrange random words and arrange them into one complete and appropriate sentence.

The best arrangement of the sentences to make a good dialog is..

  1. Good bye.

  2. To the minimarket. How about you, Raya?

  3. Fine, thanks. And you?

  4. Hi, Vina. How are you?

  5. I`m going to the post office. Bye

6. I`m fine to, thanks. Where are you going?

    a. 4 – 3 – 1 – 6 – 2 – 5   c. 4 – 3 – 5 – 6 – 2 – 1

    b. 4 – 3 – 6 – 1 – 2 – 5   d. 4 – 3 – 6 – 5 – 1 – 2

In this question, students are asked to arrange the random sentences into one complete and appropriate sentence. This question makes students think more critically, because students must understand the meaning of the sentence and be able to arrange it into a correct and appropriate sentence. Verb word that used in this question is arrange. Based on Bloom's Taxonomy, arrange included in the Analyze level with the HOTS category.

b. Evaluate (C5)

According to Bloom's Taxonomy, the cognitive evaluation process asks students to carry out assessments based on criteria and standards. The criteria that are usually used are quality, effectiveness, efficiency and consistency. These criteria or standards can also be determined by the students themselves. According to (Theresia, 2021) Creation of views, choices or conclusions. Making decisions on topics of interest. Solving disagreements or differences of opinion. Evaluating includes checking (checking) and criticizing (critiquing). Checking leads to inconsistent testing activities or failure of an operation or product. If associated with the thought process of planning and implementing then checking will lead to determining the extent to which a plan is going well. Criticism leads to the assessment of a product or operation based on external criteria and standards. Criticism is closely related to critical thinking. The operational verb that is often used in this level is conclude.

Ghania's Daily Activities

Ghania always gets up at four o'clock in the morning, then she takes a bath. At six o'clock she has breakfast. She goes to school at half past six. Ghania goes home at half past twelve. She has lunch at one o'clock in the afternoon. After school, she usually

does her homework and then take a nap. She takes a bath at four o'clock. She has dinner at seven o'clock in the evening. She studies at half past seven at night. She prepares the book for tomorrow at nine o'clock at night. She prays before sleeping at half past nine.

What is the text about?

    a. Ghania gets up at four o'clock in the morning.
    b. Ghania's activities.
    c. Ghania has breakfast, lunch and dinner.
    d. Ghania prays before sleep.

The story questions are included in the cognitive evaluation process, and use the keyword conclude. In this question, students are asked to conclude the essence of the story. Apart from that, this question can also make students think more critically because students have to really understand the reading so that students can conclude the essence of the reading. Based on Bloom's Taxonomy, conclude included Evaluation level with the HOTS category.

c. Creating (C6)

According to Bloom's Taxonomy, in the cognitive creating process, students combine elements to form a coherent or functional whole, and make something into a new pattern or structure. Creating is very closely related to the learning experience of students at the previous meeting. Although creating leads to a creative thinking process, it does not totally affect students' ability to create. Creating here directs students to carry out and produce work that can be created by all students. The difference between creating and other dimensions of cognitive thinking is in other dimensions such as understanding, applying, and analyzing students working with information that has been known before, while in creating students work and produce something new. This level is usually found in description questions, the keyword that is often used at this level is creating and students are

asked to compose or create something with certain conditions or situations.

Make a short dialog about yourself!

In this question, students are asked to create or arrange a conversation about themselves. In cognitive, the creating process makes students think more critically because students have to think about it in terms of language to grammar so that it can be arranged neatly and precisely. Based on Bloom's Taxonomy, create is included this level with the HOTS category.

2. Semester Assessment

The results and percentages of the cognitive level of the 2022/2023 academic year midterm assessment items at SMP N 4 Cilacap are as shown in table 4.2 below:

Table 4.5 Cognitive Level of the 2022/2023 Academic Year Semester Assessment Items

Cognitive Level	No.Soal	Amount
Remember (C1)	2,16,25,39	4
Understanding (C2)	13,14,15,17,18,19,20,22,23,24,26,27 28,31,32,35,36,44,45	19
Apply (C3)	6,7,8,9,12,21,40,41,46,47	10
Analyse (C4)	1,3,4,5,10,30,33,42,43,50	10
Evaluate (C5)	11,29,34,37,38	5
Create (C6)	48,49	2
Total		50

Based on the table above, it is known that the 50 questions have various cognitive levels. Remembering level has a total of 4 questions, then Understanding level has 19 questions, Applying level has 10 questions,

Analysis level has 10 questions, Evaluation level has 5 questions, Creating level has 2 questions. Next, the percentage value for the cognitive stage in the mid-semester exam questions for the 2022/2023 academic year is obtained and can be classified in the table below:

Table 4.6 Classification and Frequency of Cognitive Domain

No.	Classification	Frequency	Percentage
1.	Remembering (C1)	4	8%
2.	Understanding (C2)	19	38%
3.	Applying (C3)	10	20%
4.	Analysis (C4)	10	20%
5.	Evaluation (C5)	5	10%
6.	Creating (C6)	2	4%
	Total		100%

Based on the table above, it shows that 4 or 8% of total items in Remembering, 19 or 38% of total items in Understanding, 10 or 20% of total items in Applying, 10 or 20% of total items in Analysis, 5 or 10% of total items in Evaluating, and 2 or 4% of total items in Creating. So, there are 50 or 100% of the total items in this research. Based on the table, researchers can conclude that the Understanding level is more dominant that used in this assessment. So according to Bloom's Taxonomy, the Understanding levels are included in the LOTS category questions. Based on this conclusion, in the semester assessment questions at SMP N 4, the teacher mostly uses LOTS questions, but there are also several questions that use the HOTS category.

Table 4.7 Classification and Frequency of Thinking Process

No.	Thinking Process	Frequency	Percentage
1.	Lower Order Thinking Skill (LOTS)	33	66%
2.	High Order Thinking Skill (HOTS)	17	34%
	Total	50	100%

Based on the results of the table above, it can be concluded that the semester assessment questions for the 2022/2023 academic year at SMP N 4 Cilacap are included in the LOTS category items because the questions in the LOTS category have a higher percentage. So, the semester assessment questions at SMP N 4 do not meet the criteria for HOTS category questions used in the Merdeka Curriculum. This shows that the semester assessment items at SMP 4 N Cilacap still use LOTS items category and are dominated by questions at level C2 (Understanding) as assessments carried out on students. In LOTS items category, students can easily solve the problem or answer the question.

Below are questions of semester assessment that are included in the LOTS (Lower Order Thinking Skill) category.

a. Remembering (C1)

Arnold   : "Hi Anita. This is my new classmate, Reza"

Anita   : "How do you do, Reza?"

Reza   : "…."

The right response to complete the dialog above is…

a. Hi, Anita?   c. Nice to meet you.

b. How do you do.   d. I'm fine. Thank you.

In this question, students are asked to complete the empty conversation or students are asked to answer Anita's question, namely "How do you do, Reza?". Actually, this question has the keyword complete, but the question in the conversation (how do you do) only has one definite answer, namely how do you do. So, this question is included in the remembering level because students are asked to recall their memories to answer questions in the conversation (how do you do) where students have studied the material before.

b. Understanding (C2)

Nico always comes to school on time. …. Is a diligent student.

a. He   c. They

b. She   d. We

In this question, students are asked to complete the sentence by providing a pronoun that fits the sentence. So, in this question students need to understand the sentence so they can adapt it to the pronouns used. Based on Bloom's Taxonomy, this question is included in the Understanding level with the LOTS category.

c. Applying (C3)

Sarah   : "When do you celebrate your birthday Jane?"

Malika   : "I always celebrate my birthday …".

a. on the fourth of June.   c. at June fourth every year.

b. in fourth of every June.   d. in June of fourth year.

This question is included in the applying or C3 level and has the keyword implementing because in this question students are asked to use correct and appropriate grammar to complete the sentences in the conversation. Based on Bloom's Taxonomy, implementing is included in the verb words belonging to the Applying level. So, this question is included in the LOTS category with the Applying level.

Below are questions of semester assessment that are included in the HOTS (Higher Order Thinking Skill) category.

a. Analyze (C4)

James   : "Anita, have you finished our Math homework?"

Anita   : "Not yet. How about you?"

James   : "Me too, I'll finish it tonight"

Anita   : "Hey, listen. The bell is ringing. Let's go to class"

James   : "Wait, I'll pay our food, first"

Where does the dialog take place?

a. In the school gate.   c. In the canteen.

b. In the school hall.   d. In the class room.

This question is included in the cognitive process analyze because in this question students have to understand the conversation and the question in the question is related to a place that is not read. So, students have to examine the content and meaning of the conversation, that way students can answer the question. Verb word that used in this question is analyze. Based on Bloom's Taxonomy, examine included in the analyze level with the HOTS category.

b. Evaluate (C5)

I have a best friend. His name is Alif. He is my classmate. He is tall and a bit fat. He has curly hair. He wears a pair of glasses. His hobby is reading and playing PlayStation. When we have spare time, we always play PS together. We usually play it in the afternoon from three to four. Alif is the same age as I am. He is thirteen years old. Most of my friend like Alif because he is a nice boy. He is polite and helpful.

The purpose of the text above is …..

a. To describe about his best friend

b. To give information about his play station

c. To persuade the reader to follow his best friend's hobby

d. To tell how to become best friend by knowing all of his friend's activities

In this question, students are asked to think more critically because students have to understand the text and adapt to the answers that have been provided. Apart from understanding the text, students must also know the purpose of the reading so that students can answer the questions correctly. Verb word that used in this question is conclude. Based on Bloom's Taxonomy, conclude included Evaluation level with the HOTS category.

c. Create (C6)

Write at least four sentences to describe the picture bellow!!

This question is definitely included in the cognitive creating process because this question asks students to describe something in the picture. When describing the picture, students also need to compose appropriate sentences that match the image provided in the question. That way students will think more critically. Based on Bloom's Taxonomy, this question included HOTS category.

Furthermore, there is a statement which says that there are two basic things in the Merdeka Curriculum which form the profile of students, namely critical reasoning and creative thinking (Junaidi et al, n.d.). According to (Anwar, n.d.) in the industrial era 4.0 teachers must be able to make at least 30% of HOTS questions, 50% of MOTS (Middle Order Thinking Skill) (C4) and 20% of LOTS questions. Which can be interpreted as, the level of questions contained in the assessment must have the least LOTS level and be dominated by the HOTS level of questions. Because that way students find it difficult to solve these problems and students become more able to think critically. Meanwhile, in this research it was found that most of the teachers at SMP N 4 Cilacap still used LOTS to assess their

learning. Midterm assessment are dominated by LOTS at 78% and Semester assessment are also dominated by LOTS at 66%. It seems like the research examined by Rahmadhani, the teacher had carried out question level analysis activities on the results of learning evaluations, but the question level analysis activities carried out were not appropriate. The teacher carries out question level analysis on only part of the student evaluation results so that the results obtained cannot be considered as a reference for preparing questions in subsequent evaluation activities.

The results of this research are the same as previous research conducted by Rahmadhani, that the question categories are dominated by the LOTS category and there are no questions in the HOTS category. In research conducted by Bernasela, questions in the LOTS category reached a percentage of 100%. The results found in this study are items that have category lots have a higher percentage. It can be interpreted that the assessment carried out on students still does not have a high level and students still do not think more critically. With the results that have been found in this study, teachers can evaluate the preparation of student assessment items to be further improved for the next year. Improving the quality of the assessment carried out on students so that students can think more critically.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion of the research, and the second section deals with suggestions that relate to the conclusion.

A. **Conclusion**

In the research studied by this researcher, there were 2 types of summative assessment questions consisting of Midterm Assessment having 47 questions, and Semester Assessment having 50 questions. In total, there are 97 of summative assessment questions in the 2022/2023 academic year at SMP N 4 Cilacap. In the teaching and learning process, there is a classification of thinking processes as follows: in Midterm Assessment there are 37 or 78% questions with the LOTS category which has 3 levels, C1 (Remembering) has 18 or 38% questions, C2 (Understanding) has 11 or 32% questions, C3 (Applying) has 8 or 17% questions. Meanwhile, in the HOTS category, there are only 10 or 21% of questions which are divided into 3 levels too, C4 (Analysis) has 6 or 13% of questions, C5 (Evaluation) has 3 or 6% of questions, C6 (Creating) only has 1 or 2% question. Apart from that, in the Semester Assessment items there are 33 or 66% of the questions in the LOTS category and have 3 levels, C1 (Remembering) has 4 or 8% of the questions, C2 (Understanding) has 19 or 38% of the questions, C3 (Applying) has 10 or 20 % question. Meanwhile, in the HOTS category, there are only 10 or 20% of questions which are also divided into 3 levels, C4 (Analysis) has 10 or 20% of questions, C5 (Evaluation) has 5 or 10% of questions, C6 (Creating) only has 2 or 4% question. The two types of summative assessment questions are dominated by LOTS and the levels that are widely used are at level C1 (Remembering) and also at level C2 (Understanding). So, the research conducted at SMP N 4 Cilacap had results that were incompatibility with the Merdeka Curriculum and also not with the statement that HOTS was one of the basic things included in the

assessment in the Merdeka Curriculum and the percentages included. in this research there is no percentage limit that must be included in the Merdeka Curriculum assessment.

B. Suggestion

This research has several suggestions that are relevant to the results of this research, based on the conclusions above. The suggestions are presented as follows:

1. The English Teacher

The English teacher is required to add the frequency of items used to determine the level of implementation since students need to be accustomed to abstract thought rather than reading text. The questions still in the lower order thinking skill (LOTS) should be increased by the English teachers to the higher order thinking skill (HOTS). Teachers should balance lower-order thinking skills with higher-order thinking skills while conducting an assessment test. As stated previously, in the 21st century students are asked to think more critically and the problems that students must solve must have the quality of questions that are difficult to solve. So, teachers must also improve the quality of the questions reduce questions in the LOTS category, and increase questions in the HOTS category.

2. Further Researcher

This research hopes that readers of this research will get a reference or point of view. The classification of thinking process in assessment learning and the Importance of the use of higher order thinking skills in assessment learning in school, or social life.

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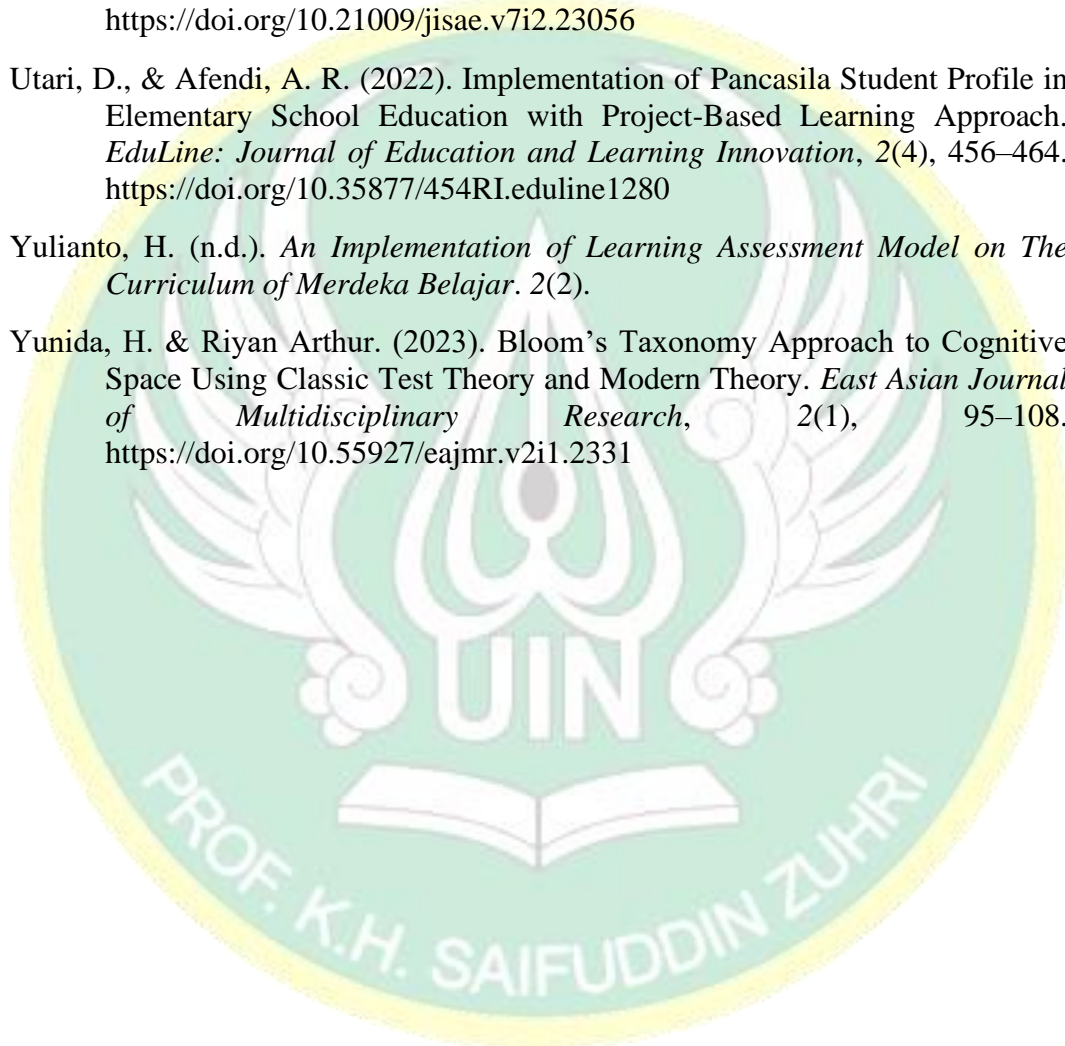
APPENDIX 1
OPERATIONAL VERB

KATA KERJA OPERASIONAL REVISI TAKSONOMI BLOOM

RANAH KOGNITIF

Mengingat (Remember) C1	Memahami (Understand) C2	Mengaplikasikan (Apply) C3	Menganalisis (Analyze) C4	Mengevaluasi (Evaluate) C5	Mencipta (Create) C6
Memasangkan	Melakukan inferensi	Melaksanakan	Melatih	Membuktikan	Memadukan
Membaca	Melaporkan	Melakukan	Memaksimalkan	Memilih	Membangun
Member indeks	Membandingkan	Melatih	Membagankan	Memisahkan	Membatas
Member kode	Membedakan	Membiasakan	Membuat struktur	Memonitor	Membentuk
Member label	Member contoh	Memodifikasi	memperjelas	memperjelas	Membuat
Membilang	Memberberkan	Mempersoalkan	Mencegah	Mempertahankan	Membuat rancangan
Memilih	Memperkirakan	Memproses	Memerintah	Mempresiksi	Memfasilitasi
Mempelajari	Memperluas	Mencegah	Memfokuskan	Memproyeksikan	Memperjelas
Menamai	Memprediksi	Menentukan	Memilih	memutuskan	Memproduksi
Menandai	Menafsirkan	Menerapkan	Menata	Memvalidasi	Memunjukkan
Mencatat	Menampilkan	Mengadaptasi	Mencerahkan	Menafsirkan	Menampilkan
Mendaftar	menceritakan	Mengaitkan	Mendukung	Menanggulangi	Menanggulangi
Menelusuri	Mencontohkan	Mengemukakan	Mengaitkan	Mendukung	Menciptakan
Mengenali	Mendiskusikan	Menggali	Mengecek	Mengarahkan	Mendikte
Menggambar	Menerangkan	Menggambarkan	Mendeteksi	Mengecek	Menemukan
Menghafal	Mengabstraksikan	Menggunakan	Mendiagnosis	Mengetes	Menentukan
Mengidentifikas	Menggambarkan	Menghitung	Mendiagramkan	Mengkoordinasika n	Mengabstraksi
Mengulang	Menggali	Mengimplementasikan	Menegaskan	Mengkritik	Menganimasi
Mengutip	Mengartikan	Mengkalkulasi	Menelaah	Mengkritisi	Mengarang
Meninjau	Mengasosiasikan	Mengklasifikasi	Menetapkan sifat	Menguji	Mengatur
Meniru	Mengelestarikasi	Mengkonsepkan	Menetapkan ciri	Mengukur	Menggabungkan
Mentabulasi	Mengelompokkan	Mengoperasikan	Menganalisis	Menilai	Menggeneralisasikan
Menulis	Mengemukakan	Mengurutkan	Mengatribusikan	Menimbang	Menghasilkan karya
Menunjukkan	Menggali	Mensimulasikan	Mengaudit	Menugaskan	Menghubungkan
	mengeneralisasika n		Mengedit	Merinci	Mengingatkan
	Menggolongkan		Mengkorelasikan		Mengkategorikan

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APPENDIX 2
MIDTERM ASSESSMENT

MIDTERM ASSESSMENT			
No.	Indicator	Soal	Level kognitif

1.	Disajikan sebuah dialog tentang greeting. Siswa dapat menentukan respond yang sesuai dari ungkapan tersebut.	Salsa : "Good … Fira. How are you?"
		Fira : "Good evening. Salsa. I'm fine. Thank you. How about you?"
		Salsa : "Not bad. Thank you."
		The suitable expression to complete the dialog above is …
		  a. night c. evening
		  b. afternoon d. morning
			C1

2.	Disajikan sebuah gambar. Siswa dapat menentukan ungkapan yang seharusnya diungkapkan sesuai dengan waktu yang disediakan.	What do you say when you meet your friend on the way to school at 06.30 a.m.? a. Good bye c. Good morning b. Good evening d. Goo afternoon	C1

3.	Siswa dapat memilih ungkapan yang tepat untuk menyampaikan greeting berdasarkan waktu yang disajikan di dalam soal.	What will you say when you meet your friend at 2 p.m.?
		  a. morning c. evening
		  b. afternoon d. night
			C1

4.	Disajikan sebuah dialog. Siswa dapat menentukan ungkapan yang tepat dalam dialog.	Yosi : "Good morning. How do you do?" Arta : "Good morning. (4) …." The suitable expression to complete the dialog above is …	C1
		a. How are you c. How do you do b. Who are you d. What are you	

5.	Disajikan sebuah dialog. Siswa diminta untuk memahami dialog dan melengkapi ungkapan yang tepat dalam dialog.	Arta : "My name is Arta. What is your name?"
		Yosi : "My name is Yosi. ….?"
		Arta : "I'm 12 years old. How about you."
		The suitable expression to complete the dialog above is …
		  a. How are you c. How is everything
		  b. How old are you d. How is life
			C2

6.	Disajikan sebuah dialog. Siswa dapat menyimpulkan isi dari dialog tersebut.	From the dialog above we can conclude that Nisa is …
		  a. sick c. healthy
		  b. happy d. sleepy
			C4

7.	Disajikan sebuah dialog. Siswa dapat mendeteksi persamaan kata dari sebuah kata yang disajikan dalam dialog	Keysha: "I think you need to rest and take a **medicine**."
		What is the synonym of the bold-typed word in the dialog above?
		  a. sleep c. drug
		  b. drink d. food
			C1

8.	Disajikan sebuah dialog. Siswa dapat menyebutkan berapa jumlah keluarga dalam dialog tersebut.	How many people are there in Dani's family?
		  a. six people c. five people
		  b. three people d. seven people
			C2

9.	Disajikan sebuah dialog. Siswa dapat menentukan nama hobby dari dialog tersebut.	What is Dani's hobby?	C2

| | | a. Playing basketball c. Playing piano | |
		b. Playing volley ball d. Playing tennis	
10.	Disajikan sebuah dialog. Siswa dapat menentukan ekspresi yang tepat untuk mengisi dialog tersebut.	Ela : "… Sinta." Sinta : "See you Sinta. Take care." The suitable expression to complete the dialog above is … a. How are you. c. Hi. b. See you d. Halo	C1
11.	Disajikan sebuah dialog. Siswa dapat menentukan ekspresi yang tepat untuk mengisi dialog tersebut.	Susi : "All right, Sely. Nice to meet you." Sely : "…" The suitable expression to complete the dialog above is … a. Nice to meet you, too. c. Yes, it's nice. b. I'm fine. Thank you. 1d. Have a nice day.	C1
12.	Disajikan sebuah dialog. Siswa dapat menyimpulkan waktu yang tepat.	When will Miko pick Dani up? At … a. 8 p.m. c. 6 a.m. b. 7 a.m. d. 7 p.m.	C2
13.	Disajikan sebuah dialog. Siswa dapat memberi saran yang tepat dalam sebuah dialog tersebut.	What should Dani do if he doesn't want to be late for the competition? He should … a. wake up late c. prepare himself b. pick Miko up d. not sleep at all.	C2
14.	Disajikan sebuah gambar. Siswa dapat mendiagnosis ungkapan waktu yang tepat sesuai dengan gambar yang disajikan.	What do you say when you go to bed? a. Good night b. Good bye c. Goo morning d. Good evening	C1
15.	Disajikan sebuah kalimat acak. Siswa dapat merangkaikan kalimat acak tersebut menjadi sebuah kalimat yang benar.	The best arrangement of the sentences to make a good dialog is ……. 1. Good bye. 2. To the minimarket. How about you, Raya? 3. Fine, thanks. And you? 4. Hi, Vina. How are you? 5. I'm going to the post office. Bye 6. I'm fine to, thanks. Where are you going? a. 4 – 3 – 1 – 6 – 2 – 5 c. 4 – 3 – 5 – 6 – 2 – 1 b. 4 – 3 – 6 – 1 – 2 – 5 d. 4 – 3 – 6 – 5 – 1 – 2	C4
16.	Disajikan sebuah dialog. Siswa dapat menentukan kalimat yang tepat untuk melengkapi dialog tersebut.	Complete the following conversation! Zahra : Hi, Rani a. Good evening Rani : … b. Hi, Rani Zahra : Where are you going? c. Hello, Rani Rani : I'm going to Bandar Eco Park d. Hi, Zahra	C1
17.	Disajikan sebuah dialog. Siswa dapat menentukan ekspresi yang tepat untuk melengkapi dialog tersebut.	What does the underlined utterance express? Nora: "Good bye. See you next time" a. Leave taking	C2

		b. Apologizing	
		c. Congratulation	
		d. Greeting	
18.	Siswa diminta untuk menentukan jawaban yang sesuai dari pernyataan tersebut.	You are helping your teacher to carry her book. He said, "Thank you." How should you respond? a. It's heavy b. Good bye c. I'm sorry d. Not at all	C1
19.	-	-	-
20.	Terdapat kalimat acak dan siswa diminta untuk mneyusun kalimat tersebut sehingga menjadi kalimat yang tepat	Arrange the following sentences into a good dialog. 1. Fine, thank you. 2. How are you today? 3. Good morning students. 4. Good morning, Sir. 5. We are fine, and you? a. 3 - 4 - 5 - 1 - 2 b. 3 - 4 - 2 - 5 - 1 c. 4 - 5 - 1 - 2 – 3 d. 4 - 3 - 2 - 5 – 1	C4

21.	-	-	-
22.	Disajikan sebuah cerita. Siswa dapat menyimpulkan isi bacaan tersebut.	What is the text about? a. Ghania gets up at four o'clock in the morning. b. Ghania's activities. c. Ghania has breakfast, lunch, and dinner. d. Ghania prays before sleep.	C5
23.	Disajikan sebuah bacaan. Siswa dapat menerapkan penggunaan waktu.	What time does Ghania study at home? a. 07.30 a.m. b. 08.30 a.m. c. 07.30 p.m. d. 08.30 p.m.	C2
24.	Disajikan sebuah bacaan. Siswa dapat memahi bacaan tersebut.	What does Ghania do at nine o'clock? a. She studies. b. She plays. c. She has dinner. d. She prepares the book.	C2
25.	Disajikan sebuah dialog. Siswa dapat menentukan jawaban berdasarkan dialog tersebut.	On August 17th we celebrate the…. a. National Education Day b. New Year Day c. Kartini Day d. Independence Day	C1

IV

26.	Disajikan sebuah dialog. Siswa dapat menentukan jawaban berdasarkan dialog tersebut.	The National Education Day is in …. a. May 2nd b. May 21st c. May 22nd d. May 12th	C1
27.	-	-	-
28.	Disajikan sebuah dialog. Siswa dapat menentukan jawaban berdasarkan dialog tersebut.	On April 21st we celebrate the… a. New year b. Independence Day c. National Education Day d. Kartini Day	C1
29.	Disajikan sebuah dialog. Siswa dapat menerapkan perhitungan waktu yang terdapat pada dialog tersebut.	How long will the celebration last? a. Two hours b. Two and half hours c. Three hours d. Three and half hours.	C2
30.	Disajikan sebuah dialog. Siswa dapat menerapkan tanggal yang sesuai dari dialog tersebut.	When will Rangga's school anniversary be held? a. On Monday, 13th April 2021 b. On Monday, 30th April 2021 c. On Monday, 3rd April 2021 d. On Monday, 23rd April 2021	C3

31.	Disajikan sebuah dialog. Siswa dapat mengangalisis ungkapan yang tepat untuk merespon sebuah percakapan.	Keyla : "Wow, fantastic. I can solve it now. Thank you, Nia." Nia : "…, Keyla." The suitable expression to complete the dialog above is … a. you're welcome c. welcome b. come in d. come here	C1
32.	Disajikan sebuah dialog. Siswa dapat menyimpulkan isi dari dialog tersebut.	What does the dialog mostly tell us about? It mostly us about the solution of Rina's … a. achievement c. smartphone b. performance d. problem	C5
33.	Disajikan sebuah dialog. Siswa dapat memberi saran dari dialog tersebut.	What is Rina's solution to take Wahyu's mother to the doctor? By … a. Calling Wahyu's Dad to go home soon b. Taking Wahyu's Mom by herself c. Using online transportation d. Working out of the town	C2
34.	Disajikan sebuah dialog. Siswa dapat memilih ungkapan yang tepat dalam dialog tersebut.	Beni : "Udin, I'm sorry I cannot come to the study group. I fell dizzy." Udin : "…, Beni. Just go home and have a rest."	C1

		The suitable expression to complete the dialog above is … a. No problem c. You're welcome. b. Nothing d. Thank you	
35.	Disajikan sebuah dialog. Siswa dapat menyimpulkan makna dari ekspresi / ungkapan dari dialog tersebut.	**I'm sorry I'm late.** What does the meaning of the bold-typed expression? It means that Restu express an expression of … to Mrs. Yeni. a. greeting c. gratitude b. apologizing d. parting	C1
36.	Siswa dapat mendeteksi alasan dari sebuah pertanyaan berdasar dialog.	Restu : "I woke up late this morning." Mrs. Yeni : "Why did you do last night?" Restu : "I played games all the night, so I also forgot my homework. I'm sorry." Why did Restu wake up late? Because he … a. studied well all the night b. managed his time well c. understood the homework d. played game all the night.	C1
37.	Disajikan sebuah dialog. Siswa dapat menyimpulkan isi dari dialog tersebut.	From the dialog we can conclude that … a. Mrs. Yeni realizes her mistakes b. Mrs. Yeni forget her homework c. Restu realizes his mistakes.	C5
		d. Restu does his homework	
38.	Disajikan sebuah dialog. Siswa dapat memilih ungkapan yang tepat dari pertanyaan berdasarkan dialog.	You help someone with a heavy bag. They say "thank you" and you reply …. a. you're welcome c. No, thanks b. I'm grateful d. I'm sorry	C1
39.	Disajikan sebuah dialog. Siswa dapat menentukan ekspresi yang tepat untuk melengkapi dialog tersebut.	Yozy : "Have a wonderful day. I have a gift for you." Dany : "Oh my God I really like it … ." Yozy : "You're welcome." The suitable expression to complete the dialog is … a. I'm so sorry c. thank you very much b. everything is okay d. that's fantastic	C1
40.	Disajikan sebuah dialog. Siswa dapat menentukan ekspresi yang tepat untuk melengkapi dialog tersebut	Tiara : Arka, please close the window. Arka : Certainly Tiara : …………… Arka : My pleasure The suitable expression to complete the dialog is … a. I'm sorry c. I'm great b. Thank you d. You're welcome	C1

41.	Disajikan sebuah dialog. Siswa dapat menentukan ekspresi yang tepat untuk melengkapi dialog tersebut	Edwin : Erlin, could you accompany me to a book store ? Erlin : Certainly Edwin : ………….. Lili : My pleasure The suitable expression to complete the dialog is … a. I'm sorry c. thank you very much b. you're welcome d. never mind	C3
42.	Disajikan sebuah dialog. Siswa dapat memilih ekspresi yang tepat untuk melengkapi dialog.	What do you say when you make mistake? a. Thank you so much c. Many thanks b. I'm sorry d. Get well soon.	C3
43.	Disajikan sebuah dialog. Siswa dapat menentukan ekspresi yang tepat untuk melengkapi dialog tersebut.	Dad : Can you get me the newspaper? Andy : Here it is. Dad : . . . . The suitable expression to complete the dialog is … a. Thanks c. I'm busy. b. I'm sorry d. Here you are	C3
44.	Disajikan sebuah dialog. Siswa dapat menentukan ekspresi yang tepat untuk melengkapi dialog tersebut.	Father : "This is your smartphone, dear." Dafa : "…Thank you, Dad." Father : "…."	C1

		The suitable expression to complete the dialog is … a. don't mention it c. forget it b. don't' worry d. fhanks a lot	
45.	Disajikan sebuah dialog. Siswa dapat menyimpulkan sebuah ekspresi yang digarisbawahi di dalam sebuah dialog.	Tia : "Thanks so much for coming to my parti, Dona." Dona : "Don't mention it." The underlined expressions express … a. apologizing c. gratitude b. introduction d. greeting	C2
46.	Siswa dapat membuat sebuah tulisan sederhana untuk memperkenalkan diri sendiri.	Make a short dialog about yourself!	C6
47.	Disajikan sebuah bacaan sederhana tentang introduction. Siswa dapat menganalisis dan menyimpulkan isi dari bacaan tersebut.	Let me introduce myself. I'm Nita. I'm twelve years old. I am a student of SMP N 4 Cilacap. I have a young sister. She studies at SD Sidakaya 3 Cilacap. I like fried rice and fried chicken. My hobby is playing tennis and swimming. a. What is the writer's favorite food? b. Does the writher have young brother?	C4
48.	Disajikan sebuah dialog. Siswa dapat menyimpulkan isi dari dialog tersebut.	Read the following dialog and answer the questions! Sinta : "Excuse me. Can you help me to bring these papers?"	C4

VII

		Ratna : "Of course. Sinta : "Thank you for your kindness." Ratna : "You're welcome. By the way, my name is Ratna, and you?" Sinta : "My name is Sinta. Once again, thank you for your help Ratna." Ratna : "Don't mention it. I'm happy to help you." a. What does Sinta want to do? b. How does Ratna feel after helping Sinta?	
49.	Disajikan sebuat bacaan sederhana (*descriptive text*) siswa dapat menganalisis isi bacaan tersebut.	Read the following text and answer the questions! I have a best friend. His name is Adi. Adi is my classmate. He is tall and a bit fat. He has curly hair. He is wearing a pair of glasses. His hobbies are reading and playing 'PlayStation'. When we have spare time. We always play PS together. We usually play it in the afternoon from three to four. Adi is the same age as I am. He is thirteen years old. Most of my friends like Adi because he is a nice boy. He is polite and helpful a. What does Adi look like?	C4

		b. How old is the writer? c. Why is the writer proud to be friends with Adi?	
50.	Disajikan sebuah kalimat rumpang, siswa dapat menerapkan kosa kata yang tepat untuk melengkapi kalimat.	Complete the blank with the appropriate word! a. Hi! ……………… me introduce myself. My name is Fiska Radiva. b. Ria : How … are you? Shinta: I'm 13 years old. c. My …. are writing and reading.	C3

Boyolali, 18 Januari 2024

<u>**Nur Syifa' Fuadina, S.Pd**</u>

APPENDIX 3

SEMESTER ASSESSMENT

No.	Soal	Level kognitif
SEMESTER ASSESSMENT		

1.	Maldini : "I am Maldini. What is your name?"
	Javier : "Nice to meet you, Maldini. My name is Javier"
	Maldini : "Nice to meet you too, Javier. By the way, where do you study?"
	Javier : "I study at SMP Permata Bangsa"
	Maldini : "Really? So, we have the same school"
	From the dialog above we know that Maldini and Javier are…
	  a. classmate c. new neighbor
	  b. relative d. schoolmate
		C4

2.	Anita : "How do you do?"
	Reza : "…"
	The right response to complete the dialog above is…
	  a. Hi, Anita? c. Nice to meet you.
	  b. How do you do. d. I'm fine. Thank you.
		C1

3.	Dona : "Hi Janet. Where have you been? I didn't see you at the first break"
	Janet : "I've just met Mr. Joko to ask for my math test result"
	Dona : "And, you got it?"
	Janet : "No. I haven't. He will give it after school"
	When does the dialog happen?
	  a. In the morning c. In the evening
	  b. After school d. At night
		C4

4.	Anita : "Hey, listen. The bell is ringing. Let's go to class"
	James : "Wait, I'll pay our food, first"
	Where does the dialog take place?
	  a. In the school gate c. In the canteen
	  b. In the school hall d. In the classroom
		C4

5.	Andi : "I feel so sleepy. I must go home now?" Salim : "Oh, me too" Corrie : "Well, I think we can continue this work tomorrow" Salim : "Ok. Good night all" Andi : "Good night"	C3

	What are Andi and his friend doing?
	  a. They are talking about sleep time c. They are going home tomorrow
	  b. They are saying good night at each other d. They are discussing their plan tomorrow	

6.	Complete the dialog with suitable utterance.
	Mr. John : "Good morning students. …. I am your new English teacher"
	Students : "Good morning, Mr. John. Nice to meet you"
	  a. Nice to meet you c. My name is John Wright
	  b. May I introduce myself? d. You can call me Mr. John
		C3

7.	Complete the dialog with suitable utterance.
	Mr. John : "I am from Norway. I've moved to Indonesia for one year"
	Students : "Where do you live now, Sir?"
	Mr. John : "…"
	  a. I live in Sudirman Street at number 12 c. I live with my family at Sudirman no. 12
	  b. I live in Cilacap town, on Jl. Sudirman no. 12 d. I live near Teluk Penyu Harbour in Jl. Sudirman no. 12
		C3

8.	Students : "Good morning, Sir?"
	Mr. Jack : "…., Karen"
	Karen : "How do you do friends"
	  a. Let me introduce myself c. This is your new friend
	  b. Students. Do you know? d. Would you introduce yourself
		C3

9.	Dedi : "Hello Ahmad. I would like you to meet Mr. Jack"
	Ahmad: "Hi, Mr. Jack. I'm glad to see you."
	Mr. Jack: "…"
	  a. Good bye c. Thank you very much
	  b. See you tomorrow d. I'm glad to see you
		C3

10.	Based on the text, which of the statements below is true?
	  a. Liza loves Indonesia
	  b. Liza is Indonesian born
	  c. Liza has lived in Spain for around 5 years
	  d. Liza has lived in Indonesia for around 5 years
	
	This text is for questions number 10 to 11.
	My name is Liza Camilo. I was born on 1 June 2007 in Madrid, Spain. My father is Argentinian, and my mother is Indonesian-born. I can speak English, Spain, and Indonesian. I have been living in South Cilacap, Central Java Indonesia since I was 10 years old. Now, I am 15 years old, and I am happy to welcome my sweet 16th birthday next year in this country.
		C4

11.	The purpose of the text is… a. To share her experience	C5

	b. To describe about her identity c. To show how she moves to Indonesia d. To tell the reader about her nationality.	

12.	Sarah : "When do you celebrate your birthday Jane"
	Malika : "I always celebrate my birthday …."
	  a. on the fourth of June c. at June fourth every year
	  b. on fourth of every June d. in June of fourth year
		C3

13.	Which is the correct statement based on the picture?
	  a. There is eighteen orange on the table
	  b. There is eight oranges on the table
	  c. There are ten orange on the table
	  d. There are eighteen oranges on the table
		C2

14.	The best response to the dialog is…
	  a. We do flag ceremony every Sunday morning
	  b. We do flag ceremony every Monday morning
	  c. We do flag ceremony on Sunday morning
	  d. We do flag ceremony on Monday morning
		C2

15.	How many times do the students learn to sing, dance and draw or paint in a week?
	  a. Two times, they are on Monday and Thursday
	  b. Two times, they are on Monday and Saturday
	  c. Two times, they are on Tuesday and Thursday
	  d. Two times, they are on Monday and Friday
		C2

16.	When do we celebrate Mother's Day? We celebrate Mother's Day ….
	  a. on September 22nd c. on November 22nd
	  b. on October 22nd d. on December 22nd
		C1

17.	Kartini day is the day when the Indonesia people celebrate the equality between men and women. It is celebrated …. the twenty first of April.
	  a. at c. on
	  b. in d. since
		C2

18.	Indonesian National Armed Forces Day is on…	C2
	a. five October c. the October five b. October the fifth d. the fifth October	

19.	Aprilia … the smartest student in my class
	  a. am c. is
	  b. are d. be
		C2

20.	Nico always comes to school on time. … is a diligent student.
	  a. He c. They
	  b. She d. We
		C2

21.	Which is the correct interrogative sentence bellow?
	  a. Are he is your father? c. Is they your schoolmate?
	  b. Are she is your mother? d. Is she a talented singer?
		C3

22.	Which is the correct interrogative sentence bellow?
	  a. Are he is your father? c. Is they your schoolmate?
	  b. Are she is your mother? d. Is she a talented singer?
		C2

23.	Laura writes the letter because she wants…
	  a. Chaca to come to her party c. Chaca to know her birthday
	  b. Chaca to move to Jakarta d. Chaca to see her university
		C2

24.	From the text we know that Chaca is…
	  a. the writer's best friend c. the sender of the letter
	  b. the reader's best friend d. the receiver's beloved friend
		C2

25.	"I'd love hear anything from you."
	The underlined word can be replaced appropriately by…
	  a. know c. look
	  b. listen d. see
		C1

26.	Mr. Argo : "… time do you have dinner, Andy?"
	Andy : "I usually have dinner at seven in the evening"
	  a. How c. Why
	  b. What d. Who
		C2

27.	Mr. Adi : "… is the man?"
	Ara : "He is my uncle. He is a police man"
	  a. how c. why
	  b. what d. who
		C2

28.	Mr. Eko : "… do you come late Edo?" Edo : "I'm sorry Sir. I had a flat tire" a. How c. Why b. What d. Who	C2
29.	What is the letter about? a. Birthday present c. The writer's uncle b. Rizky's birthday d. The reader's bicycle	C5
30.	"**They** want the bicycle like it" The word "they" refers to… a. Uncle Budiman and aunt Jamila c. Aunt Jamila and Rizky b. The writer and his uncle d. The writer's friend	C4
31.	Uncle Budiman and aunt Jamila … very kind of me. a. am c. is b. are d. were	C2
32.	Uncle Budiman and his family live in London … are close each other. a. He c. They b. She d. We	C2
33.	Baron : "So, you must know Witan Sulaiman. What do think about him?" Hany : "He is very good player. I hope he will be success in Europe" Baron : "Me too" "He is very good player". It means that… a. Baron doesn't like football b. Hany doesn't care about football c. Hany knows that Witan is talented football player d. Baron hopes Witan become success football player.	C4
34.	From the text above we can conclude that… This text is for question number 34. a. Koko doesn't like "Black Pink" b. The writer's sister doesn't like to sing c. Catharine doesn't like all pop singers from Korea d. The writer has been taking course of music and vocal for two years My name is Koko. I live in Tangerang with my beloved family. I have one sister. Her name is Catharine. She is ten years old. She is very fond of "Black Pink", a pop singer group from Korea. She always finds recent information about it. She likes all members of it. She likes to imitate her idol style such as; hair style, fashion etc. Unfortunately, she doesn't like to sing. She thinks her voice bad. Although, she has been taking course of music and vocal since two years ago, she still fears to sing on stage.	C5
35.	The suitable object pronoun to complete the text above is… This text is for question number 35. a. her c. it b. him d. you I have a new pet. Its color is black and white. It is a male cat. I call …, Rambo. His fur is so soft that I take care routinely. I always play with Rambo before I go to school and school. It makes me happy.	C2
36.	The suitable object pronoun to text above is… This text is for question number 36. a. him c. us b. our d. them My name is Tri Wahyuni. I am 12 years old. I have two older brothers. Their names are Eko Purnomo and Dwi Sasongko. They are not only handsome but also smart. They are very kind of me so that they are always ready to help me whenever I ask. I love … very much.	C2
37.	The purpose of the text above is… This text is for questions number 37 to 39. a. To describe about his friend b. To give information about his play station c. To persuade the readers to follow his best friend's hobby. d. To tell how to become best friend by knowing all of his friend's activities. I have a best friend. His name is Alif. He is my classmate. He is tall and a bit fat. He has curly hair. He wears a pair of glasses. His hobby is reading and playing PlayStation. When we have spare time, we always play PS together. We usually play it in the afternoon from three to four. Alif is the same age as I am. He is thirteen years old. Most of my friends like Alif because he is a nice boy. He is polite and helpful.	C5
38.	From the text we know that… a. Alif like to read football game magazines b. Alif may have many kinds of books in his home c. The writer has the same hobbies as his best friend. d. The writer is a nice boy who is polite and helpful.	C5
39.	"When we have <u>spare</u> time, we always play PS together." The underline word can be replaced by… a. fast c. long b. free d. short	C1
40.	She … studies hard because she really wants to pass the exam. a. seldom c. always b. sometimes d. never	C3
41.	Edo always .. at five o'clock in the morning. a. is get up c. gets up b. get up d. getting up	C3

XI

42.	What is the correct arrangement of the words above? a. 1-2-3-5-7-6-4 c. 1-7-5-3-6-4-2 b. 1-3-5-7-6-2-4 d. 1-2-3-5-7-4-6 We - May - celebrate - 1st - the Labor - on - Day 1 2 3 4 5 6 7		C4
43.	Which is the correct statement based on the text above? a. Arga is Safitri's son b. Safitri is the writer's sister c. Dadang is Safitri's brother d. Safitri is Dadang's daughter This text is for question number 43. My family is the best family ever. We are close each other. I am very happy to have a family like my family. My family consists of four people. They are my father, my mother, my brother Arga and I. My father's name is Dadang Hawari. He is about 50 years old. His job is a teacher. He is kind, hard work, and patient. My father's weight is about 60 kg. My father always helps me when I need help. My mother is the wonder woman. Her name is Safitri. She is a perfect house wife. She takes care us carefully. One of the special skill of my mother is her cook. Every food she cooks, it tastes very delicious.		C4
44.	What is the correct possessive pronoun to fill the blank above? a. mine c. her b. your d. his This text is for question number 44. There are many cats around my house. One of them is.... I call it "Kiyut", because its face is so cute.		C2
45.	The best word to complete the paragraph above is.. a. her c. my b. his d. their This text is for question number 45. Ahmad Dani is tall and strong. He has straight hair. He has big eyes. He also has thick eyebrows. He is a talented musician. "Dewa 19" is the name of ... Band Group.		C2
46.	Fill the blank spaces of the following text with the correct words. Let me introduce ...a). My name is Joana. My family ...b) me "Jo". I come from Palangka Raya, Central Kalimantan. I am thirteen years ...c).		C3

47.	Complete the blank spaces of the dialog with the correct questions
	Salma : Good morning. My name is Salma.
	     : (b) …?
	Mona : I'm twelve years old.
	Salma : You are younger than me.
	     : (c) …?
	Mona : I have two brothers.
			C3

48.	Write at least four sentences to describe the picture bellow!		C6
49.	Write at least four sentences to describe the picture of family tree bellow!		C6

50.	Arrange these sentences into a good dialog! 1) Maria: "Good evening, Siti" 2) Siti : "How do you do. Glad to see you, Alan" 3) Alan : "Hi Siti. I'm Alan. How do you do" 4) Siti : "Good evening Maria. Who is with you?" 5) Maria: "Oh. This is my cousin, Alan" 6) Alan : "Glad to see you too"		C4

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