

**AN ANALYSIS OF MIDTERM ENGLISH TEST MADE BY TEACHER
BASED ON COGNITIVE PROCESS DIMENSION OF REVISED
BLOOM'S TAXONOMY AT THE EIGHTH GRADE OF MTSN 2
SURAKARTA IN THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*



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Wassalamu 'alaikum Wr.Wb.

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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr. Wardiyanto and Mrs. Anis Sukma Dewi)
2. All of my best friends that always accompany my progress in writing this thesis
3. My almamater UIN Raden Mas Said Surakarta
4. All of my friends in E class.

MOTTO

“So verily with every difficulty there is relief. Verily with every difficulty there is relief” – **QS. Al-Insyirah : 5-6**

“Indeed, Allah will not change the condition of a people until they change what is in themselves” – **QS. Ar-Ra’d : 11**

PRONOUNCEMENT

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I here by sincerely state that the thesis "An Analysis of Midterm English Test Made by Teacher Based on Cognitive Process Dimension of Revised Bloom's Taxonomy at The Eight Grade of MTsN 2 Surakarta in The Academic Year 2022/2023" is my real masterpiece. The things outmy masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, June 14th 2023

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Alhamdulillah, all praises be to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "An Analysis of Midterm English Test Made by Teacher Based on Cognitive Process Dimension of Revised Bloom's Taxonomy at The Eight Grade of MTsN 2 Surakarta in The Academic Year 2022/2023". Peace be upon prophet Muhammad SAW, the great inspiration of revolution and the leader of rightness.

The researcher realizes that she cannot complete this thesis without the help and support of others. Thus, the researcher would like to express her special gratitude to:

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Surakarta, June 14th 2023

The researcher,



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ABSTRACT

Arsela Dian Rahmasari. 2023. *An Analysis of Midterm English Test Made by Teacher Based on Cognitive Process Dimension of Revised Bloom's Taxonomy at The Eight Grade of MTsN 2 Surakarta in The Academic Year 2022/2023*. Thesis. English Education Department. Cultures and Languages Faculty. UIN Raden Mas Said Surakarta.

Advisor : Furqon Edi Wibowo, M.Pd.

The aim of this research is: (1) to find out the distribution of the cognitive process dimension in the Revised Bloom Taxonomy that is used by teacher in constructing the Midterm English Test for Eight Grade of MTsN 2 Surakarta in the academic year 2022/2023., (2) to find out the content validity of Midterm English Test for Eight Grade of MTsN 2 Surakarta in the academic year 2022/2023, (3) To find out the item reliability of Midterm English Test for Eight Grade of MTsN 2 Surakarta in the academic year 2022/2023.

The researcher used mixed method. The data was collected from documentation. The trustworthiness of the data that was used by researcher was Expert Judgement. The researcher used the technique of analyzing data from Miles and Huberman for the qualitative method and used SPSS 25 Program to analyze the data of quantitative method.

Based on the research, the result shows: (1) the cognitive level found in the eighth grade English midterm test questions at MTsN 2 Surakarta for the 2022/2023 Academic Year is 68% C2 (Understanding) and 32% C3 (Applying). And the level of thinking in this midterm test question is at the middle level (MOTS), (2) while the validity of the content of this question is in accordance with the existing curriculum. These questions have fulfilled all of the KD, it is KD 3.1, 3.2, and 3.3, (3) the reliability of the midterm English test items proved reliable and consistent with the results of the Cronbach Alpha statistical test of 0.840.

Keywords: *Midterm Test, Revised Bloom Taxonomy, Cognitive Process Dimension, Content Validity, Item Reliability*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Test is one of the most common assessments that teacher use. The test is being a tool to know, how far student's knowledge and abilities. The abilities to grasp listening, speaking, reading, and writing are several of the abilities that a learner must possess when studying English. According to Heaton on Rahmadani (2019), he claims that testing and teaching are both intimately intertwined. It indicates that after the teaching and learning process, the teacher needs to test the students to determine their level of competence.

However, tests come in many types. One of them is midterm test. Midterm test is a kind of teacher-made test. According to Kemendikbud (2017:8) midterm test is an assessment carried out in the 8th or 9th week of one semester. As for midterm test includes all material that has been studied up to the 7th or 8th week. According to Harris on Rahmadani (2019:33) Teacher-made test usually prepared, managed, and evaluated by one teacher. Moreover, Kemendikbud (2017:71) also stated that a midterm test is an assessment of learning outcomes by teacher.

In teaching and learning process, the success of a teacher's lesson plan determined by how well the test quality that given, because the quality of the test has an impact on the student's learning results. The distribution of levels

cognitive process dimension is one of numerous test preparation factors that must be taken into consideration in order to develop high-quality test items. Because it will impact students' learning patterns, it is important to pay attention to each percentage of the levels of cognitive process dimension in each test item. The Bloom Taxonomy Revision framework for cognitive process dimension aids researchers in evaluating this dimension. Benjamin S. Bloom, an educational psychologist who conducted extensive study and development on thinking behaviors in the learning process, created the original Bloom's Taxonomy in 1956. One of Bloom's students, Lorin Anderson, rewrote Bloom's Taxonomy in the 1990s. Krathwohl (2002:211) stated that the revised Bloom's Taxonomy was the end outcome, and it was published in 2001. Six categories make up the revised bloom taxonomy's division of the cognitive domain, those are remembering, understanding, applying, analyzing, evaluating, and creating. They represent the hierarchical steps of cognitive domain development. Therefore, in education cognitive domain developed through the teaching and learning process especially in the test.

Based on the interview conducted in pre-research with Mrs. R as an English teacher of eight grade, midterm English test in MTsN 2 Surakarta is made by teachers. Mrs. R and other English teachers are together made the midterm test based on the syllabus. According to Mrs. R, teachers who make mid-term tests have certain standards that have been set together to make test items.

The eighth grade English midterm test questions that were tested at MTsN 2 Surakarta for the 2022/2023 academic year as an evaluation tool were made by the subject teachers themselves and were not tested beforehand, so the quality is unknown qualitatively and quantitatively. Test questions as a tool for evaluating learning outcomes that have never been tried out need to be known for their quality in terms of achieving the requirements of validity, reliability, level of difficulty and their distinguishing power, as well as quality in terms of material, construction, language and measurement of students' abilities towards each basic competency that must be achieved. According to Arikunto (2008:57) questions are said to have good quality if they are in accordance with the curriculum, meet the material, construction and language aspects requirements, have validity, reliability, and high distinguishing power, moderate level of difficulty and can measure student competency achievement.

The reason for the researcher to take this topic is because researcher wants to try to analyze midterm test items made by teachers at MTsN 2 Surakarta with the Cognitive Process Dimension of Revised Bloom's Taxonomy. In addition, the reasons for the researcher to take research in MTsN 2 Surakarta because MTsN 2 Surakarta's is one of favorite school in Surakarta and this school is have a good vision and mission.

Analyzing the cognitive process dimension on the test item of the midterm test is similar to several previous studies. The first study is by Chandio, Pandhiani, & Iqbal (2016) entitled "Bloom's Taxonomy: Improving

Assessment and Teaching-Learning Process”. The extent and importance of Bloom's Taxonomy in both assessment and the teaching-learning process are critically analyzed in this research study. The researcher finds that a particular domain has been overrepresented in the questions; for instance, the Karachi board included an excessive number of questions (81.4%) in the objective type test that were related to the domain of applying. As a result, the other domains are not tested. Also, this research reveals that the majority of the questions are repeated after the second or third year, which encourages students to prepare using questions from the previous five or ten years.

The second study is conducted by Nurdiana (2018) entitled “An Evaluation of Revised Bloom’s Taxonomy on a General English Test For Non-English Major Students”. The objective of this study is to assess the Revised Bloom's Taxonomy (RBT) on a general English test utilized in a general English 1 class at a private university in North Jakarta. The results of this study indicate that the cognitive level specified in the syllabus and the test items for the midterm seem to be inconsistent. The cognitive level for RBT in the curriculum is C3, or applying, yet the majority of the exam items only reached C1 and C2 (understanding). The C4 or analyzing section of the test, however, goes beyond the cognitive portions that should be achieved.

There are some differences between two previous studies and this study, the researcher will find the cognitive process dimension level of Midterm English Test made by teacher based on Revised Bloom Taxonomy at the eight grade of MTsN 2 Surakarta. With further follow-up on test item

identification, it will be easier for teachers to find out whether the level of students' understanding when learning English.

Based on the explanation above the researcher are interested to conduct the research with the title “An Analysis of English Midterm Test Made by Teacher Based on Cognitive Process Dimension of Revised Bloom’s Taxonomy at The Eight Grade of MTsN 2 Surakarta”.

B. Identification of the Problem

Based on the background above, the researcher found several identification problems in this study as follows:

1. The midterm English test in MTsN 2 Surakarta is made by teacher.
2. The midterm English test in MTsN 2 Surakarta is based on the syllabus.
3. The midterm English test in MTsN 2 Surakarta is made by teacher's standard.
4. The standard that is used in midterm English test in MTsN 2 Surakarta is set together by teachers.
5. The midterm English test in MtsN 2 Surakarta does not use any standard to determine the cognitive level in each test items.

C. Limitation of the Problem

The scope of this research is focused on analyzing midterm English test for eight grades made by teachers in the academic year 2022/2023 based on Revised Bloom Taxonomy, how is the content validity, and item reliability of the test.

D. Formulation of the Problem

Related to the background above, the researcher formulated the problem as follows:

1. How is the distribution of cognitive domain levels in Bloom's taxonomy measured in the eighth grade English midterm test questions at MTsN 2 Surakarta in the academic year 2022/2023?
2. How is the content validity of the eighth grade English midterm test questions at MTsN 2 Surakarta for the 2022/2023 academic year?
3. What is the item reliability of the eighth grade English midterm test questions at MTsN 2 Surakarta for the 2022/2023 academic year?

E. Objective of the Study

Related to the research question, the objective of the study is:

1. To find out the distribution of the cognitive process dimension in the Revised Bloom Taxonomy that is used by teacher in constructing the Midterm English Test for Eight Grade of MTsN 2 Surakarta in the academic year 2022/2023.

2. To find out the content validity of Midterm English Test for Eight Grade of MTsN 2 Surakarta in the academic year 2022/2023.
3. To find out the item reliability of Midterm English Test for Eight Grade of MTsN 2 Surakarta in the academic year 2022/2023.

F. Benefits of the Study

Every meaningful study is supposed to help the research's audience. As a result, the researcher hopes that this is relevant from both a theoretical and practical view:

1. Theoretical benefit
 - a. The result of this research can be used as a reference for further research.
 - b. The result of the research can add knowledge to readers about levels of cognitive process dimension in Revised Bloom Taxonomy.
2. Practical benefit
 - a. For the Teacher and Learner

The findings of this study are intended to help enhance teacher and learner perspectives on the use of Revised Bloom Taxonomy in the development of the Midterm English Exam for eighth graders. Teachers and students can utilize the study's findings as knowledge, additional information, or references to improve the teaching and learning process at school.

b. For the Other Researcher

This study hopefully can be useful for other researchers who are interested in conducting study with similar problems. This study can be used as a reference for further similar studies.

G. Definition of Key Terms

To make the title more understandable to the readers, the researcher would like to define and explain the terms used, which are as follows:

1. Midterm Test

In the educational process, testing is an important and systematic tool that is used to determine student's learning outcome (Setiyana & Muna, 2019:79). In essence, a test is a subset of an assessment. According to Kemendikbud (2017:8) midterm test is an assessment carried out in the 8th or 9th week of one semester.

2. Revised Bloom Taxonomy

Anderson and Krathwohl on Luky (2019) stated that the Revised Bloom Taxonomy is an upgraded concept from Bloom Taxonomy that classifies educational objectives into three domains: cognitive, affective, and psychomotor.

3. Cognitive Process Dimension

According to Anderson and Krathwohl (2001:4) the purpose of the cognitive processes dimension is to offer a thorough set of categories for the cognitive processes of students that are mentioned in

the objectives. The categories in this dimension include remember, understand, apply, analyze, evaluate, and create. Cognitive process dimension shows a gradient of increasing cognitive complexity, from lower-order thinking skills (remember) to higher-order thinking skills (create).

4. Item Analysis

Item analysis is the study of the connection between item scores and total scores by comparing student responses to a question item with responses to the complete exam (Nurgiyantoro 2010:136). Item analysis is the process of determining which responses are accurate and which are erroneous for each item examined by students. This analytical work will reveal which items were successfully answered by test takers and vice versa (Nurgiyantoro 2010: 190). The features of the goods will be seen throughout the analysis, and the good ones will be chosen. Good item items are object whose attributes fulfill the criterion for good item item characteristics. A substantial number of learning outcomes test items were subjected to item analysis.

5. Content Validity

Content validity is validity in terms of the content of the test itself as a measuring tool for learning outcomes, namely: the extent to which the learning outcomes test as a measuring tool for student learning outcomes, the contents have been able to represent representatively of the entire material or subject matter that should be tested (tested). (Sudijono, 2009:164).

6. Reliability Analysis

Reliability comes from the word rely which means to believe and reliable which means to be trusted. Trustworthiness is related to accuracy and consistency. Learning outcomes tests are said to be reliable if they provide relatively consistent results of measuring learning outcomes. A reliable test is consistent and dependable (Brown, 2003:20).

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Review

1. Definition of Test

“Test” is Etymologically come from the Latin “testum” which means a plate or vase of clay. Based on Abdullah (2012:1) in a broad sense, tests are tools or instruments used to measure things.

According to Basuki and Hariyanto (2016:22) the test, which is in the form of a task or a problem that must be completed by a student or group of students, is a systematic and objective assessment tool to examine students' abilities, competency, and degree of understanding of the teaching materials.

While according to Hutauruk (2015:7) Test is a system to check a student’s ability by having them complete certain tasks or show mastery of a skill or knowledge of a subject.

Based on the explanations above, it can be conclude that a test is a tool or instrument used to measure things through some questions that explore student’s ability, skill, knowledge, or performance.

2. Purpose of Tests

Language tests have a wide range of applications in educational settings, and frequently they are utilized for two or more related reasons at once. The main goals of language testing are outlined in the list below; the categories are by no means mutually exclusive, but they do show six

various focuses when evaluating a student's potential or competence (Haris,1969).

- a. To assess students' readiness for educational programs.

To distinguish between individuals who are prepared and not for an academic or training program, some screening tests are utilized.

- b. To classify or place individuals in appropriate language classes.

Other screening tests make an effort to differentiate between levels of skill so that test takers can be grouped into particular parts or tasks according to their level of proficiency right now.

- c. To diagnose the individual's specific strengths and weaknesses.

Diagnostic screening tests often include a number of quick but accurate subtests measuring various linguistic abilities or parts of a single broad ability. We can create a performance profile for the person based on how they did on each subtest, which will demonstrate how strong they were in each of the areas that were assessed.

- d. To measure aptitude for learning

A further screening test is employed to forecast future performance. The examination is used to gauge the examinees' potential even if they may have little to no prior knowledge of the language to be studied at the time of testing.

- e. To measure the extent of student achievement of the instructional goals.

Achievement assessments are used to track collective or individual success in achieving the learning goals of a given course of study or training. Examples include midterm and final exams for a course of study.

- f. To evaluate the effectiveness of instruction.

Other achievement tests are used exclusively to assess the degree of success not of individuals but of the instructional program itself.

3. Types of Tests

a. Types of Tests According to the Purposes

According to its purposes, tests are categorized into four types. There is language proficiency test, placement test, diagnostic test and achievement test.

1) Proficiency Test

Nurdiana (2020:19) stated that the purpose of this exam is to evaluate a person's overall or in-depth language abilities. Tests of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the Test of English for International Communication (TOEIC), and the TOEFL iBT (internet-based TOEFL) are a few examples of proficiency tests.

2) Placement Test

Based on Hendriani and Suzanne (2013:41), placement test is designed to gather data that will support placing students in the stage (or section) of the teaching program that is most compatible with their abilities. They are typically used to place students in classes of varying levels. The placement test aims to place test takers at the right level. For example, they plan to take a general English course. To ensure that they will be placed at the appropriate level, they are advised to take a placement test so that they can catch on the lessons that suit their level of English, according to Nurdiana (2020:19).

3) Diagnostic Test

According to Harmer (2011:321) diagnostic test is created to evaluate students' obstacles, knowledge gaps, and skill deficiencies during a course. Diagnostic test address issues with the student's ongoing learning challenges that are not addressed by the typical corrective recommendations of formative assessment. In other words, a diagnostic exam is a test of the student's learning challenges while receiving the course. The main goals of diagnostic testing are to identify the root causes of learning issues and provide a strategy for corrective action.

4) Achievement Test

Hendriani and Suzanne (2013:40) stated that achievement test has a direct connection to language courses since they are used to measure how successfully individuals, groups, or entire courses have accomplished their objective. Brown and Nurdiana (2020:20) argue that due to their connection to classroom lessons, achievement test is often called classroom test. They are created using certain chapters, lessons, or units from a course book. It tries to assess learners' language proficiency and knowledge of certain language features. Achievement test may be used in midterm and final exams in schools. According to Djwandono (2008:48) an achievement test's specification should be based on:

- a) the goals of the lesson, unit, or course being evaluated
- b) the proportionate weight (or priority) given to each goal
- c) The activities used in the unit of instruction in the classroom;
- d) Practical considerations, such as the time allotted for the test and the turnaround; and
- e) The degree to which the test structure supports formative feedback.

b. Types of Tests According to the Form of Test Item

Next, tests are also categorized based on the form of test item. There are two categories, it is subjective and objective test.

1) Subjective Test

This type of test is one that requires students to fill in the blanks of a sentence or text (Indrastoeti and Istiyati, 2017:62). The objective of a subjective test is for students to present their own thoughts. Candidates for the subjective test must plan their responses and then articulate their thoughts as clearly as possible, they are given a chance to explore their knowledge by analyzing and evaluating the subjective test item, that's why subjective test is also called as an essay test. Questions can be written in the following formats when administering subjective tests: (a) Essay Test; (b) First Test, using a question mark; (c) Short Answer Tests.

2) Objective Test

Indrastoeti and Istiyati (2017:63) stated that an objective test is one that has all of the information already accessible to solve the questions. As a result, it is frequently referred as the choice test response (selected response test). There are already potential responses to pick from or that the test taker can complete.

Students must select the correct answer or provide a brief answer for objective tests. Without the necessity of assessing complicated performance on a scale, objective exams are rather simply evaluated. If the scoring is carried out by two or more correctors, or by the same corrector using two or more alternative scoring times, the result is essentially the same. Even without utilizing human labor, but rather a scanner and, of course, the given and specially created response sheet, the results of the same and identical scoring may be completed. Objective tests may be created as: (a) Multiple Choice Test, (b) True-False Test, and (c) Matching Test.

c. Types of Tests According to the Test Maker

Aside from its purpose and form, test is also categorized according to the test maker. It's divided into two categories: standardized test and teacher-made test.

1) Standardized Test

A standardized test is one that is created by a testing agency that has undergone extensive analysis and revision before being utilized. According to Indrastoeti and Istiyati (2017:62) standardized tests are those that are created with the utmost adherence to test development guidelines and practices. To ensure that the test's qualities as a reliable measuring instrument are always fulfilled, all test development processes

are followed. Level validity, reliability, usability, and discriminatory power are therefore accounted for.

Additionally, standardized tests are developed for usage around the world in order to give reliable and insightful data on students' performance levels in comparison to others of a similar age or grade level.

The tests are given and assessed under well controlled circumstances in order to make the test scores comparable. It indicates that before using a standardized test, it should be tried out, examined, and revised. Two examples of standardized tests are the UN and the SBMPTN.

2) Teacher-made Test

According to Indrastoeti and Istiyati (2017:62) teacher-made tests are ones that the teacher creates and manages, but they still have to be well-written and meticulously executed in order to ensure their validity and reliability.

The teacher-made test is not tested out, analyzed, or changed; rather, it is created by the teacher based on their own aims. As a result, the dependability of the exam created by the teacher is average or lower than a standardized test. Arikunto on Rahmadani (2019) stated that there are three goals for teacher-made tests: to gauge students' progress during a certain period of teaching, to determine if an educational goal was met, and to

determine students' scores. Examples of teacher-made test are UTS (Ujian Tengah Semester), which is the mid-form exam, and UAS (Ujian Akhir Semester), which is the final-form exam.

4. Midterm Test

According to Minister of Education and Culture Regulation Number 23 of 2016 concerning Assessment Standards, assessment is the process of collecting and processing information to measure the achievement of student learning outcomes. Assessment of learning outcomes by educators is carried out in the form of tests, observations, assignments, and/or other necessary forms. Furthermore, it is stated that the assessment of learning outcomes by teacher is used to:

- a. Measure and know the achievement of student competence.
- b. Improve the learning process.
- c. Prepare progress reports on daily learning outcomes, midterm, the end of the semester, the end of the year and/or a student grade increase.

Kemendikbud (2017:71) stated that the assessment of learning outcomes by the teacher consists of carrying out daily assessments and midterm assessments (midterm test). To gauge how well students have received what they have learned, assessments are conducted. The midterm assessment is an evaluation element that takes the shape of a test (Abdurrahman, 2016). According to Kemendikbud (2017:8) midterm test is an assessment carried out in the 8th or 9th week of one semester. As for

Midterm Test includes all material that has been studied up to the 7th or 8th week. Furthermore, Kemendikbud (2017:63) also stated that the purpose of the midterm exam is generally to find out learning achievement (summative).

The midterm test is expected to be one of the factors that are considered for a student's grade advancement, according to Setiawati and Fatonah (2020). The midterm test is also used as a performance test, which evaluates how effectively the teacher has accomplished their objectives in teaching the topic. The questions that are utilized are organized in accordance with the specifications for evaluating students' abilities in each subject. In this study, the evaluation in question concerns the English subject.

Based on the definitions above, the researcher concludes that a midterm test is an assessment that is made by teacher and is done in the 8th or 9th week of one semester.

5. Bloom's Taxonomy

a. Definition of The Original Bloom Taxonomy

Bloom's Taxonomy is a strategy made by Benjamin Bloom to arrange the degrees of thinking aptitudes that students use for dynamic learning (Setiyana & Muna, 2019:81). Bloom's Taxonomy categorization is a various leveled structure ranging to six degrees of thinking and learning skills that move from the lower level to higher level aptitudes. The first taxonomy was created by Boom in 1956.

Bloom on Chandio, Pandhiani, and Iqbal (2016:206) stated that the three academic learning domains identified by Bloom's Taxonomy are cognitive, emotional, and psychomotor. The psychomotor domain contains physical abilities; the affective domain involves progressive emotional growth of attitude or self; and the cognitive domain includes logical skills to generate knowledge. KSA (knowledge [cognitive], skills [psychomotor], and attitude [affective]) is the acronym for this.

Krathwohl on Pratiwi (2015:11) stated that knowledge, comprehension, application, analysis, synthesis, and evaluation originally served as the foundation for the cognitive domain.

It can be concluded that the original Bloom Taxonomy is a strategy to arrange the degrees of thinking aptitudes by Benjamin Bloom. There are three domains in the original Taxonomy: cognitive, emotional, and psychomotor.

b. Cognitive Domain Level of Original Bloom Taxonomy

Bloom on Saraswati (2015:62), suggested six different levels of learning from the simple recall or recognition of facts, as the lowest level, to the highest level, which is evaluation. The cognitive domain includes those objectives that deal with the recall or recognition of knowledge and the development of intellectual abilities and skills (Rahmadani, 2019:50).

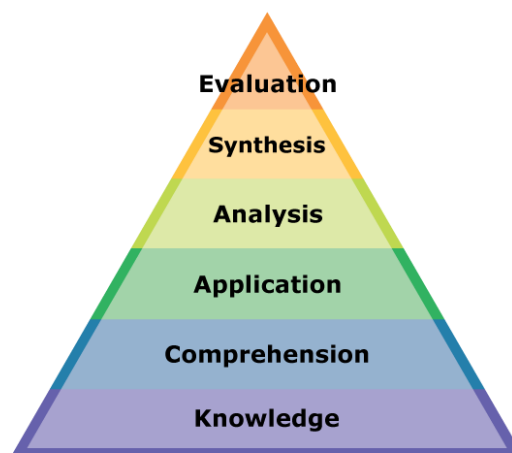


Figure 2. 1 The Original Bloom Taxonomy

Bloom's Taxonomy divides behavior into six categories based on the figure 2.1 above. Anderson on Ratnasari (2019:17) stated that it is divided from simple to more complicated. The descriptions of each category are provided below.

1) Knowledge (C-1)

It deals with memory and recall techniques. It requires remembering both particulars and general truths as well as a pattern, structure, or setting. The recall condition for measuring entails little more than recalling the necessary information.

2) Comprehension (C-2)

It stands for the most fundamental level of understanding. It describes a certain level of comprehension or apprehension in which a person is aware of what is being communicated, is able to use the information or concepts being sent, and is able to do so without needing to draw connections to other sources of information.

3) Application (C-3)

It is the ability to use information in new circumstances. It entails applying abstraction in specific, concrete circumstances (to address new problems). The abstraction might take the form of common ideas, procedural rules, or generalized methods. Technical concepts, notions, and theories, which need to be retained and applied, can also be considered abstractions.

4) Analysis (C-4)

It involves how to segment information into components and illustrate the connections between those parts. It entails breaking down a communication into its component pieces or aspects in order to clarify the relative hierarchy of ideas and the relationships between the concepts presented. These studies are meant to make the communication clearer, to show how it is structured, how it succeeds to express its effects, as well as its base and arrangements.

5) Synthesis (C-5)

Synthesis is used to create a whole out of fragments of information and establish connections under novel circumstances. It entails the assembly of components and pieces to create a whole. It involves taking pieces, sections, elements, and the like, then arranging and integrating them in a way that results in a pattern or structure that was previously unclear.

6) Evaluation (C-6)

Evaluation is the process of basing conclusions on criteria. It necessitates evaluations of the effectiveness of materials and processes for specific objectives, quantitative and qualitative evaluations of how well materials and procedures meet criteria, and the application of an assessment standard.

So, it can be concluded that the cognitive domain level of the original Bloom Taxonomy includes those objectives that deal with the recall or recognition of knowledge and the development of intellectual abilities and skills. There are six categories from lowest to highest level: knowledge, comprehension, application, analysis, synthesis, and evaluation.

c. **Revised Bloom Taxonomy**

Anderson, Krathwohl & Blooms on Chandio, Pandhiani, Iqbal (2016:207) stated that Bloom's student Lorin Anderson and David Krathwohl redesigned the cognitive domain with a new methodology and three additions in the middle of the 1990s (see Figure 2.2). Krathwohl on Rahmadani (2019) stated that the result of the revision was published in 2001 under the name of Revised Bloom's Taxonomy They reorganized the categories, gave them verb instead of noun names, and produced a process and degree of knowledge matrix.

Verbs were substituted for nouns in the Cognitive Dimension of the Revised Bloom's Taxonomy. The use of verbs in terminology is more appropriate since it depicts thinking as an active activity as opposed to the use of nouns. Krathwohl on Rahmadani (2019:39) stated that “knowledge” refers to the end result of thinking rather than the act of thinking, it has been changed to “remember”. Synthesis and evaluation had been replaced by “evaluation” and “create”.

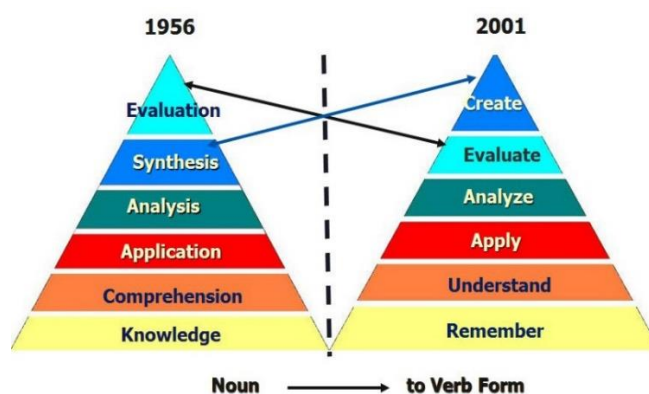


Figure 2. 2 Revised Bloom Taxonomy

Revised Bloom Taxonomy has two dimension called knowledge dimension and cognitive dimension. Krathwohl on Rahmadani (2019:61) stated that the content learning goals that are contained in the knowledge dimension refer to facts, concepts, procedures, or metacognitions.

1) Factual Knowledge

This group of learning objectives requires students to study facts.

2) Conceptual Knowledge

Students are asked to study ideas, generalizations, and theories as part of this category of learning objectives.

3) Procedural Knowledge

Students are asked to show processes or ways of accomplishing things in this area of learning objectives.

4) Metacognitions Knowledge

The learning objectives in this category demand that students recognize and comprehend what they already know.

The educational goals in the cognitive domain are the ones that are most often taught and evaluated. Cognitive testing incorporates thought processes including interpretation, problem-solving, and critical thinking. Almost every exam that students take in school is meant to gauge one or more of these cognitive tasks. The primary goal of teachers' education is to guide students toward cognitive mastery of a particular topic or body of knowledge.

Based on the definitions above, the researcher concludes that the Revised Bloom Taxonomy was redesigned by Lorin Anderson and David Krathwohl in the middle of the 1990s. Verbs were substituted for nouns in the Cognitive Dimension of the Revised Bloom's Taxonomy. The use of verbs in terminology is more appropriate since it depicts thinking as an active activity as opposed to the use of nouns.

d. Cognitive Process Dimension

The progression of thinking abilities and skills is included in the cognitive process dimension, along with information processing. Additionally, it contains precise proof and idea identification to help students increase their intellectual capacity and talents. Singh and Shaari (2019:14) stated that there are six levels in the cognitive process dimension. It begins at the lowest level, which is knowledge retention, and concludes at the greatest level of thinking, which is critical thinking, the capacity for evaluation, and the capacity for creation. Low order thinking and high order thinking are included in these cognitive levels. High order thinking includes the top three tiers. According to the Revised Bloom's Taxonomy, the top three cognitive processes are regarded as higher order thinking skills (analyzing, evaluating, and creating). This also implies that the three lowest levels of the revised Bloom's Taxonomy are occupied by low order thinking (Remembering, Understanding, and Applying). Utari (2015:8) stated that Revised Bloom's Taxonomy is frequently used to create educational objectives, which are labeled C1 until C6.

Here are the explanation of each cognitive process dimension category and subcategory according to Anderson and Krathwohl on Nurdiana (2018:35) as follow:

Table 2. 1 Description of C-1 level (Remembering)

Category and Sub Category	Substitute Names	Definition
Remember		Take pertinent information from the long-term memory
Recognizing	Identifying	Finding information relevant with the topic being given in long-term memory
Recalling	Retrieving	bringing forth pertinent information from long-term memory

Table 2. 2 Description of C-2 level (Understanding)

Category and Sub Category	Substitute Names	Definition
Understand		Construct meaning from instruction messages through written, verbal, and visual communication
Interpreting	Clarifying Paraphrasing Representing Translating	Changing from one representational style to another
Exemplifying	Illustrating Instantiating	Find out a specific instance that exemplifies or illustrates a notion or principle
Classifying	Categorizing Subsuming	Identifying a category that something fits within
Summarizing	Abstracting Generalizing	Abstracting a broad concept or main idea
Inferring	Concluding Extrapolating Interpolating Predicting	Draw rational inference from the facts presented

Comparing	Contrasting Mapping Matching	Finding similarities between two ideas, objects, or other similar entities
Explaining	Constructing Models	Building a cause-and-effect model for a system

Table 2. 3 Description of C-3 level (Applying)

Category and Sub Category	Substitute Names	Definition
Apply		Applying a method for a routine task
Executing	Carrying out	Applying a method for a routine task
Implementing	Using	Applying a method to a new task

Table 2. 4 Description of C-4 level (Analyzing)

Category and Sub Category	Substitute Names	Definition
Analyze		Dissect a material into its component pieces and consider how the parts connect to one another and to a larger structure or goal.
Differentiating	Discriminating Distinguishing Focusing Selecting	Separating significant from irrelevant and relevant portions of the information being given
Organizing	Finding coherence Integrating Outlining Parsing Structuring	Figuring out how components fit or work inside a framework

Attributing	Deconstructing	Recognize the viewpoint, bias, values, or intent behind the information presented.
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Table 2. 5 Description of C-5 level (Evaluating)

Category and Sub Category	Substitute Names	Definition
Evaluate		Provide an assessment based on predetermined criteria
Checking	Coordinating Detecting Monitoring Testing	Finding errors and contradictions in a procedure or a product; determining the internal consistency of a procedure or a product; assessing a procedure efficacy as it is being used
Critiquing	Judging	Identifying discrepancies between a product and external standards, figuring out whether a product has external consistency, and figuring out whether a process is acceptable for a certain issue

Table 2. 6 Description of C-6 level (Creating)

Category and Sub Category	Substitute Names	Definition
Creating		Rearrange parts into a new pattern or structure; combine pieces to create a cohesive or useful whole.
Generating	Hypothesizing	Generating other theories based on criteria
Planning	Designing	Creating a procedure for carrying out a task
Producing	Constructing	Creating a new product

So, it can be concluded that Cognitive Process Dimension is the progression of thinking abilities and skills is included in the cognitive process dimension, along with the information processing. There are six categories in the cognitive process dimension, from lowest to highest level: remembering, understanding, applying, analyzing, evaluating, and creating.

6. Thinking Skill Levels

a. Lower Order Thinking Skills (LOTS)

(Rahmadani, 2019:103) state that cognitive domain levels are divided by Anderson and Krathwohl into three levels, it is Lower Order Thinking Skill (LOTS), Middle Order Thinking Skill (MOTS) and Higher Order Thinking Skill (HOTS). C1 or remembering is levels that include in this category. LOTS is a

functional thinking skill, which is a low-level category. When we simply know something, that's where the functional abilities we use. The characteristics of the LOTS question are usually easy. For example, we face problems that are not much different from the formulas or materials that have been taught. What we do when facing the LOTS question type is imitate, follow, remember, quantify, or identify.

b. Middle Order Thinking Skills (MOTS)

Middle Order Thinking Skills (MOTS) are deals with 2 levels, it is C2 or understanding and C3 or applying (Rahmadani, 2019:104). Our brains have to work a little bit harder to identify, associate, sort, group, pattern, depict, link cause and effect, or infer because it is at an intermediate level. We must possess the necessary information and insight for that. In order to solve a problem, we frequently use factual, procedural, and conceptual information, which is a characteristic of MOTS problems. In most cases, there is a reversal, which if we are unfamiliar with the topic, will be confuses us. MOTS questions fall in the category that is medium to difficult. The concept or definition must be understood first, and only then should the solution's steps be mentioned. The approach is then employed or applied to other contextual issues that have a similar nature.

c. Higher Order Thinking Skills (HOTS)

HOTS is thinking levels that have 3 levels included, they are C4 (Analyzing), C5 (Evaluating), and C6 (Creating).

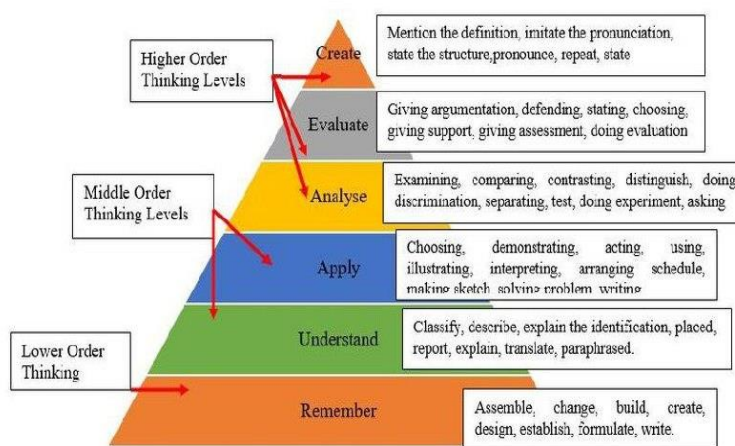


Figure 2. 3 Thinking Skill Levels

According to Susan (2012:3), HOTS have three categories.

The first one is (1) those that define higher-order thinking in terms of transfer; (2) those who define it in terms of critical thinking; and (3) those that define it in terms of problem-solving. Category of transfer is Promoting retention and encouraging transfer (which, when it occurs, demonstrates meaningful learning) are two of the most crucial educational aims. Students must remember what they have studied in order to retain it, but transfer asks for students to be able to understand and apply what they have learned. Decision-making is the main goal of critical thinking, which is reasonable, reflective thinking. When a student is trying to solve a problem, they run into trouble when they want to achieve a particular result or goal but aren't immediately aware of the best strategy or

approach to use. How to achieve the intended goal must be determined because a student cannot instinctively identify the best way to do so; instead, she must engage one or more higher order thinking processes. Problem solving is the term for these processes of thought.

7. Item Analysis

Item analysis is the study of the connection between item scores and total scores by comparing student responses to a question item with responses to the complete exam (Nurgiyantoro 2010:136). Item analysis is the process of determining which responses are accurate and which are erroneous for each item examined by students. This analytical work will reveal which items were successfully answered by test takers and vice versa (Nurgiyantoro 2010: 190). The features of the goods will be seen throughout the analysis, and the good ones will be chosen. Good item items are object whose attributes fulfill the criterion for good item item characteristics. A substantial number of learning outcomes test items were subjected to item analysis.

A substantial number of learning outcomes test items were subjected to item analysis. Some items will be eliminated from the analysis because their features do not qualify as excellent items, and so they do not have the potential to evaluate positive learning outcomes (Purwanto, 2009:97). Item analysis is the examination of test questions in order to generate a collection of questions of appropriate quality. In

addition to validity and reliability, there are two forms of item analysis: analysis of the item's level of difficulty and analysis of discriminating power.

Analyzing the difficulty level of the questions entails determining which questions are simple, medium, and difficult. Meanwhile, measuring discriminating power involves looking at test questions in terms of the test's capacity to discriminate students who fall into the weak or low performance group from those who fall into the strong or high accomplishment category. While validity and reliability are concerned with the difficulty and consistency of test questions (Sudjana 2010: 135).

a. Validity Analysis

The degree of precision between the data that happens in the object of study and the power that may be reported by researchers is defined as validity (Sugiyono 2010: 363).

Item analysis is a systematic procedure for assessing the quality of questions in a test from student answers, which includes logical validity (content and construction), empirical validity (difficulty level, discriminating power, effectiveness of the distractor) and item reliability. Question analysis is carried out to find out whether a test item is functioning or not. Validity analysis is generally carried out in two ways, namely qualitative analysis and quantitative analysis. Qualitative analysis is often also referred to as logical validity which is carried out before the questions are used to

see whether or not a test item is functioning. Quantitative analysis is often referred to as empirical validity which is carried out to see whether or not a test item function.

1) Logical Validity

The phrase "logical validity" includes the word "logical," which is derived from the word "logic," which signifies reasoning. The logical validity of an assessment instrument, in this context, refers to the prerequisites for an instrument that fulfills the valid standards based on reasoning outcomes. The legitimate criteria are regarded met since the instrument in issue was appropriately created in accordance with current theories and rules. If the instrument is created in accordance with the current provisions, logical validity can be attained. As a result, logical validity does not need to be evaluated for conditions and is obtained immediately once the instrument is created. There are two kinds of logical validity that can be achieved by an instrument, namely: content validity and construct validity. Content validity as an instrument refers to a condition of an instrument which is compiled based on the content of the learning material being evaluated. Furthermore, the construct validity of an instrument refers to a condition of an instrument that is compiled based on the psychological aspects of the construct that should be evaluated.

(a) Content Validity

Content validity is validity in terms of the content of the test itself as a measuring tool for learning outcomes, namely: the extent to which the learning outcomes test as a measuring tool for student learning outcomes, the contents have been able to represent representatively of the entire material or subject matter that should be tested (Sudijono, 2009:164). Content validity can be done by comparing the contents of the instrument (syllabus) with the subject matter that has been taught. The test grid must be reviewed to ensure that the test accurately depicts or reflects the whole content or information that has to be appropriately managed in order to determine whether the test is valid or not. Consequently, a document's content validity of the test is understood to be genuine based on a review of the test grid even if it lacks a precise quantity that can be calculated statistically. Instead of a coefficient validity determined statistically, content validity is truly based on logical analysis.

(b) Construct Validity

Construct validity is a measure of how well test items capture what is really measured in relation to a certain idea or description of that concept. Construct validity is a term

used to describe the degree to which an instrument's measures of conceptual variables reflect both the instrument's nature of maximum performance (such as aptitude tests) and its typical performance traits (such as instruments to measure attitudes, interests, self-concept, focus, control, style leadership, achievement motivation, etc.) (Widodo, 2006). According to Supranto (2001) It is possible to contemplate of the usage of construct validity as a concept that unifies various sorts of validity evidence, including content validity and criterion-related validity. Through a theoretical review process that starts with construct formation, determines dimensions and indicators, all the way down to elaboration and developing comprehensive instruments, construct validity is determined. By combining ideas about the concept of the variables to be measured with logical and meticulous analysis and comparison, constructs must be formed. (Azwar, 2000).

b. Reliability Analysis

Reliability comes from the word rely which means to believe and reliable which means to be trusted. Trustworthiness is related to accuracy and consistency. Learning outcomes tests are said to be reliable if they provide relatively consistent results of measuring

learning outcomes. A reliable test is consistent and dependable (Brown, 2003:20).

Reliability is related to trust issues. A test can be said to be able to have a high level of confidence if the test can provide consistent results. So, the notion of test reliability relates to the problem of the determination of test results. Or if the results change, the changes that occur can be said to be meaningless.

The demand that the evaluation instrument must be valid concerns the expectation of obtaining valid data, in accordance with reality. In terms of reliability, the demands are not much different. If validity is related to the accuracy of the object which is nothing but the data not deviating from reality, meaning that the data is correct, then the concept of reliability is related to multiple shooting. A good instrument is an instrument that can consistently provide data that is in accordance with reality (Arikunto, 2009:86).

B. Previous Study

There are several previous studies that similar to this research. The first study is by Luky Dwi Ratnasari (2019) entitled “The Incorporation of Bloom Taxonomy Revision in The Construction of Final English Test for Eight Graders”. The objective this study is to find out the level of cognitive process dimension in Bloom Taxonomy Revision that the teacher used in the construction of final English test for eight graders in MTs YPM 1 Wonoayu, the second objective of the study is to describe the difficulty that the teacher

has in constructing final English test for eight graders based on Bloom Taxonomy Revision. This study is a qualitative descriptive, and the data are collected by observation and interview. The result of the study showed that the tests are used all six levels of cognitive process dimension. The most frequently level that used are remember level, while create and apply level are the least used level with only 1 question. The difference between this study and the present study is the objective, the goals of this study are to find the level of cognitive process dimension and to find what is the teacher difficulty in constructing the test. While the present study focuses to find out what the level of cognitive process dimension that used and find out what are the most level used in midterm English test at the Eight Grade of MtsN 2 Surakarta in Academic Year 2022/2023.

The second study comes from Sri Aprilia Anwar (2020) entitled "Analysis of Teacher' Assessment in English Based on Cognitive Domain of Bloom Taxonomy". The research aimed to determine the extent to which EFL teacher applied the cognitive domain in the test. In this study, the researcher classified 65 questions into LOTS, MOTS, and HOTS. The results are LOTS found 48 total questions divided into 3 levels, it is understanding with 20 questions, remembering 15 questions, and applying with only 13 questions. Next are MOTS with 3 questions in analyzing level. While HOTS found in 9 questions of evaluating category and 5 question of creating category. The difference between this study and the present study is that this study analyzed teacher made tests, it was a combination of daily exam questions and mid-test

questions. While the present study is tooks the questions from midterm test questions only.

The third study is by Ginta Dwi Rahmadani (2019) entitled “An Analysis of Thinking Skill Levels in English Try Out Test at Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo”. The objective of the study is to analyze the composition of thinking skill levels in the cognitive domain of Bloom’s Revised Taxonomy Theory in the English Try-Out Test at MTsN 2 Ponorogo. This study showed the result that English Try Out test of MTsN 2 Ponorogo contains 3 thinking skill levels (LOTS, MOTS, and HOTS). Remember is the first level (32%), the second and the third Understand and Apply (62%). The difference between this study and the present study is that this study analyzes the composition of the thinking skill levels in English Try Out. While the present study is analyzed what the level of cognitive process dimension that used and find out what are the most level used in midterm English test at the Eight Grade of MtsN 2 Surakarta in Academic Year 2022/2023.

The fourth study is by Jamilatun (2014) which entitled “Analisis Soal Sumatif Berdasarkan Taksonomi Lorin Anderson dan Kurthwohl Mata Pelajaran Kimia Kelas XI IPA Semester Gasal di SMA Muhammadiyah 2 Cepu Tahun Pelajaran 2012-2013”. The purpose of this study was to categorize and find out the percentage of Lorin Anderson's taxonomic level in each question of the School Final Examination for chemistry subjects at Muhammadiyah 2 Cepu High School, this study also aimed to measure the

validity, reliability, discriminating power, deception, and level of difficulty of the Final Examination questions at SMA Muhammadiyah 2 Cepu. Based on the results of the research and discussion of the analysis of questions at the end of the SMA Muhammadiyah 2 Cepu School Chemistry subject using the ITEMAN method, it can be concluded that the taxonomic levels of Lorin Anderson and Kurthwol are cognitive in the items on the school final exam for chemistry class XI at SMA Muhammadiyah 2 Cepu 2012-2013 academic year with details of multiple choice questions C1 (Remembering) = 17.5%, C2 (Understanding) = 30%, C3 (Application) = 32.5% and C4 (Analysis) = 20%. While the essay questions C1 (Remembering) = 20%, C2 (Understanding) = 60%, C3 (Application) = 20% The multiple choice questions and essay questions for levels C5 and C6 were not found in odd semester summative questions for chemistry and imbalance subjects between each of the 3 competencies tested. The quality of UAS questions for chemistry class XI at SMA Muhammadiyah 2 Cepu for the 2012-2013 academic year includes the validity of the questions, reliability, discriminating power and level of difficulty, namely the Final Examination Questions at SMA Muhammadiyah have high logical validity because they are in accordance with standard questions but need improvement the construction aspects of several questions, namely questions 4, 18, 38 and for essay questions, have fulfilled the study aspects (language, construction and materials). Furthermore, the reliability for IPA 1 class is 0.771% and IPA 2 is 0.627%, it has a balanced reliability and in the odd Semester UAS questions

it has high constancy. Then the level of difficulty for class IPA 1 is 25% difficult, while 42.5% is easy 32.5% for class essay questions: Difficult 25%, moderate 75%, Science 2 difficult 17.5% moderate 45% and easy 37.5 %. And essay questions, 40% difficult, and while 60% of the data above for validity between Science 1 and 2 have equal validity, so from the whole code of questions the distribution of difficulty criteria is even, and the questions don't need to be corrected. Finally, the deception power for IPA 1: 70% and IPA 2: 75%, so odd semester UAS questions for the 2012-2014 academic year have well-functioning deception abilities. Different power in class XI IPA 1 very good 42.5%, good 37.5%, enough 5%, bad 2.5% very bad 12.5%. Good essay questions 40%, bad 20% very bad 40%. In class XI IPA 2 very good 22.5%, good 40%, enough 20% bad 2.5% very bad 12.5%. Good essay questions 20%, enough 40%, very bad 40%. The difference between this study and present study is this study is finds out categorize and find out the percentage of Lorin Anderson's taxonomic level in each question of the School Final Examination for chemistry subjects at Muhammadiyah 2 Cepu High School, this study also aimed to measure the validity, reliability, discriminating power, deception, and level of difficulty of the Final Examination questions. While the present study is only focused to know the levels of cognitive process dimension that used in Midterm English Test, content validity, and item reliability.

Next, there is a study conducted by Ana Fachrina Firdaus (2014) entitled "The Analysis of Teacher-made English Test Based on Bloom's

Taxonomy”. The research is descriptive qualitative and it used content analysis to analyze the data. There were 50 number of tests for five classes and the result is 44% question focus on knowledge level (C1), 16% on comprehension level (C2), 22% on application level (C3), 8% on analysis level (C4), 10% on synthesis level (C5), and 0% on evaluation level (C6). The difference between this study and the present study is that this study is using the old Bloom Taxonomy to classify or group the level of test items, while the present study uses Revised Bloom Taxonomy to classify the level of test items.

The last study is a paper by Tayyeh, et. al (2021) entitled “An Analysis of Reading Comprehension Questions In English Textbook “English for Iraq” According To Revised Bloom’s Taxonomy”. This study intends to examine reading comprehension problems in the "English for Iraq" English textbook for second-intermediate students based on the cognitive domain of Bloom's taxonomy. A content analysis using a mixed strategy was carried out to achieve this goal. The total number of reading comprehension questions in the textbook that the researcher looked at (282) comprised the sample for the study. A Bloom's taxonomy-based checklist was utilized to compile, list, and categorize these items in accordance with their cognitive complexity. The percentages of each level that showed up in each study unit were then determined. The findings showed that remembering (49.5%) and understanding (36.5%) had the largest proportion of questions, while applying (2.48%), analyzing (4.26%), evaluating (6.38%), and creating

(0.71%) had lower percentages. The difference between this study and the present study is that this study analyzes the cognitive process dimension level in a reading comprehension question of the English textbook “English for Iraq”. While the present study is being conducted to know the what the level of cognitive process dimension that used and find out what are the most level used in midterm English test at the Eight Grade of MtsN 2 Surakarta in Academic Year 2022/2023.

Table 2. 7 The Similarities and Differences between Previous Studies and the Current Research

NO	Title	Similarities	Differences
1.	Luky Dwi Ratnasari (2019) entitled "The Incorporation of Bloom Taxonomy Revision in The Construction of Final English Test for Eight Graders"	The thesis analysis English Test based on Revised Bloom's Taxonomy	The current research are only focusses on the level of midterm English test while the previous study are also focus on teacher difficulty in . made the test.
2.	Sri Aprilia Anwar (2020) entitled "Analysis of Teacher' Assesment in English Based on Cognitive Domain of Bloom Taxonomy"	The thesis analysis English Test/Assesment based on Revised Bloom's Taxonomy	This study analyzed teacher made test, it was the combined from daily exam question and mid test question. While the present study is took the question from midterm test questions only.
3.	Ginta Dwi Rahmadani (2019) entitled "An Analysis of Thinking Skill Levels in English Try Out Test at Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo"	The thesis analysis English Test based on Revised Bloom's Taxonomy	This study analyzed the composition of thinking skill level in English Try Out. While the present study is analyzed the level of cognitive process dimension of Midterm English Test.

4.	Jamilatun (2014) entitled “Analisis Soal Sumatif Berdasarkan Taksonomi Lorin Anderson dan Kurthwohl Mata Pelajaran Kimia Kelas XI IPA Semester Gasal di SMA Muhammadiyah 2 Cepu Tahun Pelajaran 2012-2013”.	The thesis analysis English Test based on Revised Bloom’s Taxonomy	This study is try to find out categorize and find out the percentage of Lorin Anderson's taxonomic level in each question of the School Final Examination for chemistry subjects at Muhammadiyah 2 Cepu High School, this study also aimed to measure the validity, reliability, discriminating power, deception, and level of difficulty of the Final Examination questions. While the present study is only focused to know the levels of cognitive process dimension that used in Midterm English Test, content validity, and item reliability.
5.	Ana Fachrina Firdaus (2014) entitled “The Analysis of Teacher-made English Test Based on Bloom's Taxonomy”	The thesis analysis English Test based on Bloom’s Taxonomy	This study is using the old Bloom Taxonomy to classify or group the level of test items, while the present study uses Revised Bloom Taxonomy to classify the level of test item.
6.	Tayyeh, et. al (2021) entitled “An Analysis Of Reading Comprehension Questions In English Textbook “English for Iraq” According To Revised Bloom’s	The paper analysis English Test based on Revised Bloom’s Taxonomy	This study is analyze cognitive process dimension level in reading comprehension question of English textbook “English for Iraq”. While the

	Taxonomy”		present study is conducted to know the level of cognitive process dimension in English Midterm Test question.
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher applies a mixed-method approach (quantitative and qualitative) in this study. Creswell defines mixed-method research as "a method of inquiry that combines or associates both quantitative and qualitative forms."

The qualitative method of this research is descriptive qualitative which describes and elaborates on the data followed by analyzing. Qualitative research method is research method used to assess the condition of natural project, according to Sugiyono (2016). It means that the analysis of midterm English test made by teacher based on cognitive process dimension of Revised Bloom's Taxonomy is only described as it. In this study, the researcher used a descriptive qualitative method because it only analyzed the facts found during the research. Revised Bloom's Taxonomy is used to analyze the test according to its cognitive level. There are 6 levels: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). This is aims to know which cognitive level of Revised Bloom Taxonomy that is applied the most and the least applied, besides that the midterm English test were also tested empirically in terms of the validity of their contents. Content validity done by comparing the contents of the instrument (syllabus) with the subject matter that has been

taught. This study also carried out a quantitative analysis using the SPSS Program, the results of which included the level of reliability of the questions. So, the two methods used in this research are qualitative and quantitative analysis.

B. Research Setting

1. Place of Research

This study has setting in MTsN 2 Surakarta. which is located in Jl. Transito, Pajang, Kec. Laweyan, Kota Surakarta, Jawa Tengah 57146.

a. Time of Research

Table 3. 1 The Research Schedule

No	Activities	2022/2023									
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
1	Pre-research										
2	Create Proposal										
3	Seminar of Proposal										
4	Doing Research										
5	Arrange Thesis										
6	Examination of Munaqasyah										

C. Data and Sources of the Data

Data is a numerical representation of a state. Purwanto (2009:184-185) defines learning outcome data as a description of learning outcomes among a group of students who took the exam. In research, the source of data is the topic from which the data is gathered (Arikunto 2010:172).

This study's data came from the following sources:

1. Midterm English Test Questions for Eight Graders of MTsN 2 Surakarta Academic Year 2022/2023
2. English answer papers of Midterm English Test for Eight Graders of MTsN 2 Surakarta Academic Year 2022/2023.
3. Key answer of the Midterm English Test.
4. Eighth grade English syllabus and lesson plans.

D. Techniques of Collecting the Data

Documentation and sampling is used as the method to collect the data. Arikunto (2000:236) stated that documentation is a way to obtain anything in the form of notes, books, journals, etc. Sample is part of the number and characteristics possessed by the population (Sugiyono 2010:118). This research use Midterm Test Questions for Eight Graders of MTsN 2 Surakarta Academic Year 2022/2023, English answer papers of Midterm English Test for Eight Graders of MTsN 2 Surakarta Academic Year 2022/2023, Key answer of the Midterm English Test, Eighth grade English syllabus and lesson plans. There are 25 questions in the Midterm test, consist of 20 multiple choice questions and 5 essay questions. Here is the step of collecting the data:

1. The researcher comes to the English teacher to ask permission to analyze Midterm English at eight grades of MTsN 2 Surakarta.
2. The researcher collected the documentation file

3. The researcher read and analyze each test item of Midterm English Test based on Cognitive Domain of Revised Bloom's Taxonomy and syllabus to know the content validity.

Several sampling strategies, including probability sampling and nonprobability sampling, are used to identify the sample utilized in the study. Probability sampling is a sampling strategy that gives each element (member) of the population an equal chance of being chosen to be a member of the sample (Sugiyono 2010:120). Nonprobability sampling is a sampling approach in which each element or member of the population is not given equal opportunities to be picked as a sample (Sugiyono 2010:122). The sample method utilized in this study was probability sampling, often known as random sampling (Sugiyono 2010:132). Because the sample is drawn at random, every person of the population has a chance to be chosen as a member of the sample.

The population is defined in quantitative research as the region generalizations consisting of: objects/subjects with attributes and particular features established by the researcher to be researched and then conclusions derived (Sugiyono 2010:297). While the sample is a subset of the population. The population of this study included all students from class VIII MTsN 2 Surakarta, whereas the sample included English answer pappers from 70 eighth grader students from class VIII MTsN 2 Surakarta classes 8A1, 8A2, 8A3 and 8A4.

The processes in taking this sample are to separate student response sheets according to class order, stack them in sequence, and then randomly choose student answer sheets. The picked classes in this random are 8A1, 8A2, 8A3 and 8A4.

E. Trustworthiness of the Data

The researcher used Expert Judgement to determine the validity of the data in this research. Expert Judgment According to Azwar (2000) is usually measured using expert judgment related to the theme to be studied (Sanjaya & Mariatin, 2016). So, in this case the researcher asks for professional judgment with qualifications, namely professionals or experts in the field of English education. In this case the researcher asked for the help of an English language education lecturer from UIN Raden Mas Said Surakarta as a validator.

F. Techniques of Analyzing the Data

In this study, for qualitative method researcher analyzed the Midterm English Test at the Eight Grade of MtsN 2 Surakarta based on the Cognitive Process Dimension of Revised Bloom's Taxonomy and the content validity of the test.

The researcher used the interactive mode method, which consists of three streams of activity: data reduction, data display, and drawing conclusions as proposed by Miles and Huberman (1984: 21-23) to analyze the data. The researcher then used the methodology for data analysis proposed by Miles and Huberman, which is described as follows:

1. Data Reduction

Data reduction, according to Miles, Huberman, and Saldana (2014), is the process of choosing, concentrating, simplification, abstraction, looking for themes and patterns, and eliminating irrelevant information.

2. Data Display

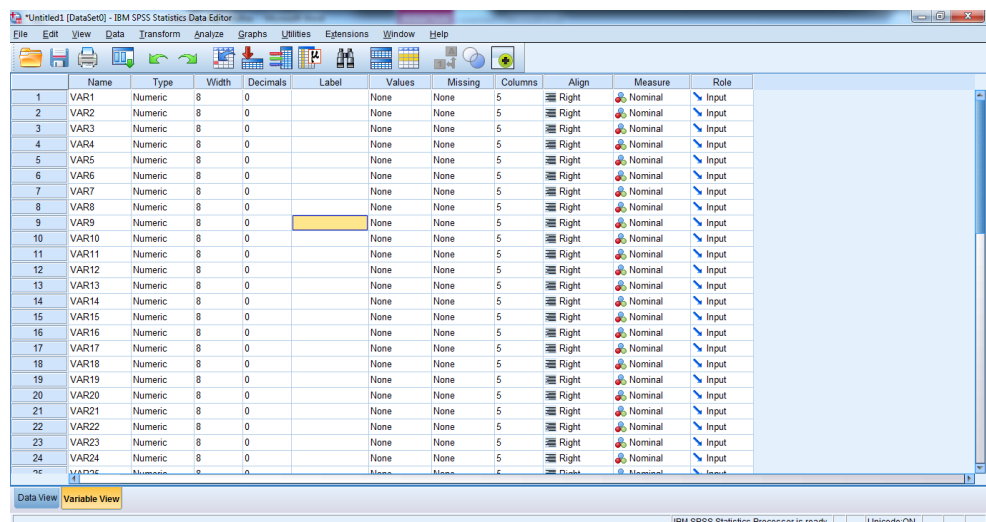
The data display phase takes the shape of a concise summary using narrative prose, but it can also take the form of images, a matrix, and a chart (Miles, Huberman & Saldana, 2014). The most commonly used to present data in qualitative research is narrative text.

3. Drawing Conclusion

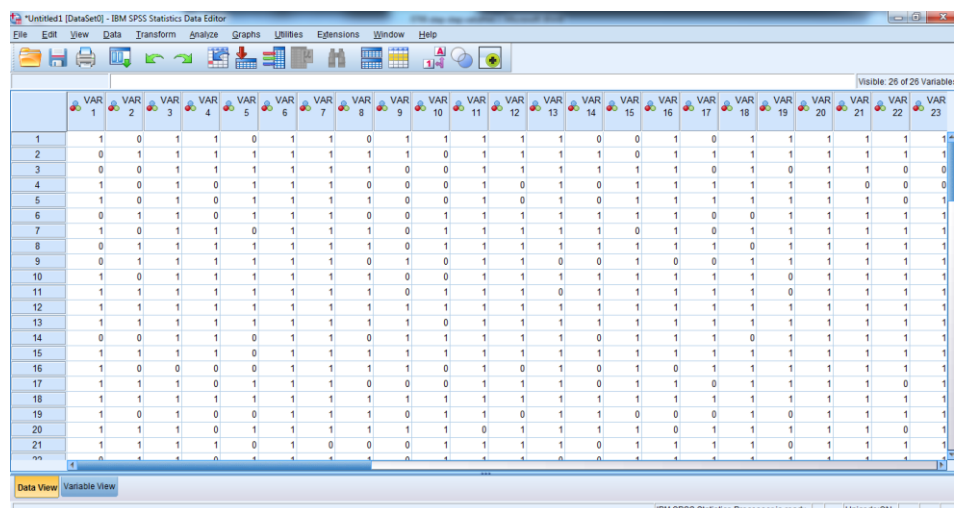
The last step of the data analysis is drawing conclusion. Its use is to describe the conclusion from the research results that refers to the problem formulation.

To analyze quantitative data (item reliability), a reliability test was conducted to test the level of consistency of the test items. Research instrument has high reliability if the test is made consistent results in the measure to be measured (Sukardi, 2008: 122). The reliability test is important to find out that the instrument can indeed be trusted. To determine the reliability of the research instrument, it is necessary to first know the degree of the reliability coefficient. Test calculation reliability was performed using the Statistical Package for the Social Sciences (SPSS) 25.0 program for Windows. Here are the steps to do reliability testing with SPSS 25:

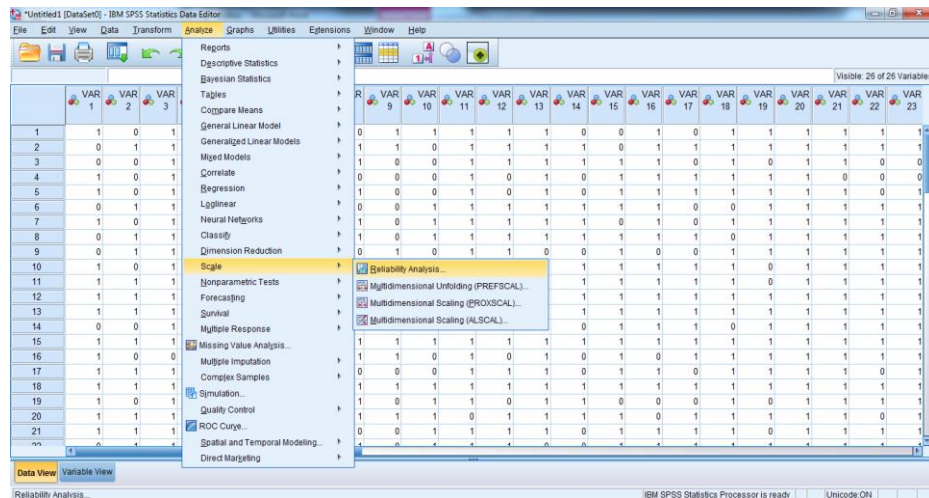
1. Enter the variable view tab to enter the names of the variables whose validity will be tested, then enter the variable names into the Name column along with the type (Measure) of the variable.



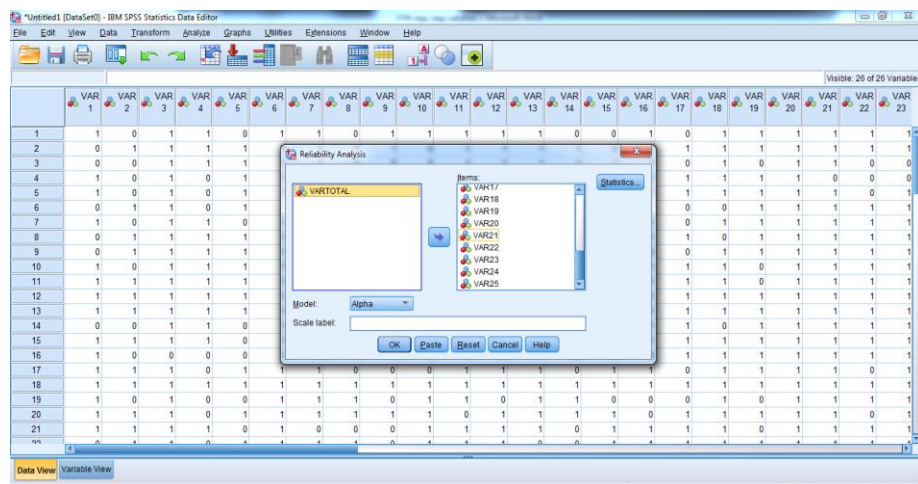
2. And then in the Data View tab, enter the data that was previously prepared. Enter data starting from column VAR1 at number 1.



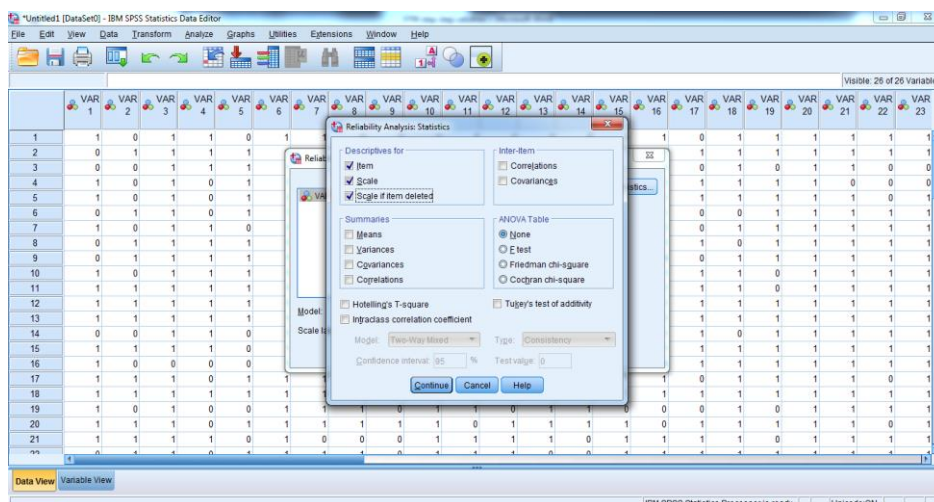
3. Then for reliability testing, click on the Analyze tab, then click on the Scale section, and click on the Reliability Analysis section.



4. The next step is to enter a number of variables to be tested without entering the total variable into the listed items.



5. Then next is to select the Statistics tab then check the Item, Scale, and Scale if Item Deleted section. Then click Continue and then click OK.



6. Then the results of the reliability test will be listed in the SPSS output tab.

Testing can be done by looking at the results on Cronbach's Alpha. As for criteria that become benchmarks for the degree of reliability of a question item can be seen in table 3.2 as follows:

Table 3.2 Item reliability criteria

Coefficient of reliability	Reliability level
$0.81 < r \leq 1.00$	Very high
$0.61 < r \leq 0.80$	High
$0.41 < r \leq 0.60$	Enough/moderate
$0.21 < r \leq 0.40$	Low
$0,00 < r \leq 0,20$	Very Low

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Findings

This chapter will describe the analysis of the eighth grade Midterm English Test items made by teachers at MTsN 2 Surakarta. As for some of the things that are analyzed namely; The distribution of the cognitive process dimension in the Revised Bloom Taxonomy that is used by teacher in constructing the Midterm English Test, the content validity, and item reliability analysis.

1. The distribution of the cognitive process dimension in the Revised Bloom Taxonomy that is used by teacher in constructing the Midterm English Test for Eight Grade of MTsN 2 Surakarta in the academic year 2022/2023.

Analysis of the distribution of the levels of the cognitive domains of Bloom's taxonomy was carried out by matching the items with the criteria for the levels of the cognitive domains of the revised Bloom's taxonomy.

Table 4. 1 Distribution of Revised Bloom's Taxonomy Cognitive Levels

No	Question	Cognitive Levels					
		C1	C2	C3	C4	C5	C6
1.	Q1			✓			
2.	Q2			✓			
3.	Q3		✓				

No	Question	Cognitive Levels					
		C1	C2	C3	C4	C5	C6
4.	Q4		✓				
5.	Q5		✓				
6.	Q6		✓				
7.	Q7		✓				
8.	Q8		✓				
9.	Q9		✓				
10.	Q10		✓				
11.	Q11		✓				
12.	Q12		✓				
13.	Q13		✓				
14.	Q14		✓				
15.	Q15		✓				
16.	Q16			✓			
17.	Q17			✓			
18.	Q18			✓			
19.	Q19		✓				
20.	Q20		✓				
21.	Q21		✓				
22.	Q22			✓			
23.	Q23		✓				
24.	Q24			✓			
25.	Q25			✓			

According to the results of the analysis, English midterm tests MTsN 2 Surakarta apply on two levels of Revised Bloom's Taxonomy Cognitive Domain, it is understanding and apply. There are 17 items with C2 or understand level (68%) and 8 others with C3 or apply level (32%). Furthermore, the value of the proportion of cognitive stages in the English midterm test questions for the 2022/2023 school year can be classified in the pie diagram below:

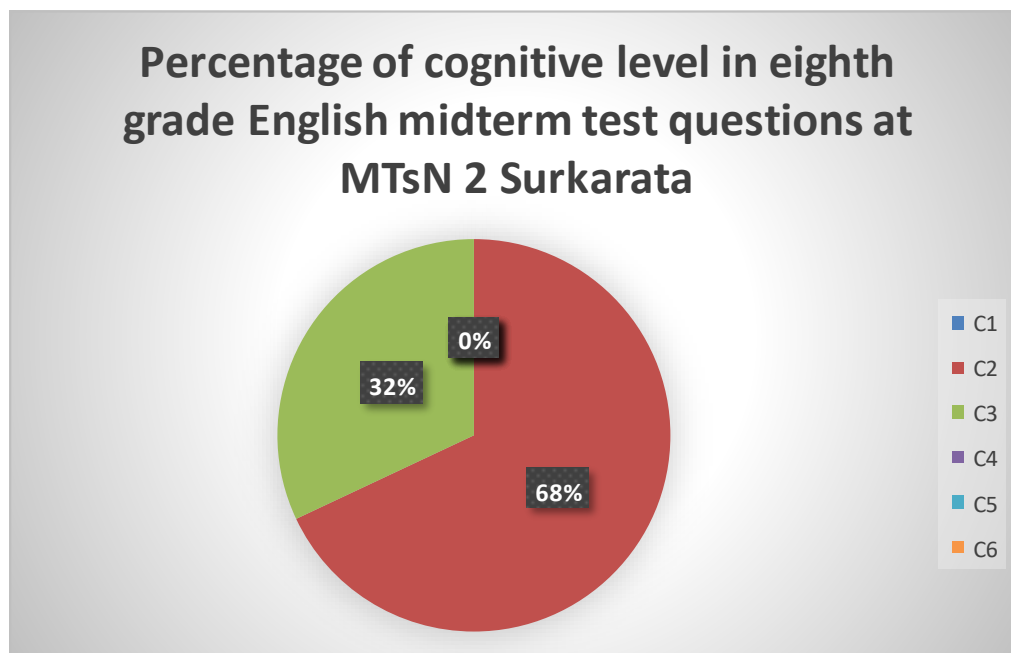


Figure 4. 1 Pie Diagram of Cognitive level distribution in eighth grade English midterm test questions at MTsN 2 Surkarata

From the picture above we can see clearly that the value of C2 with a percentage of 68% is higher than the value of C3 with a percentage of 32%. It shows that the English midterm test questions put more emphasis on the application and understanding of each theory.

The second and third levels (understand and apply) are concerned with Middle Order Thinking Skill (MOTS); there are 17 items in the understand level and 8 items in the apply level. We may deduce from the description above that the English Midterm Test MTsN 2 Surakarta only covers one thinking skill level of the Revised Bloom Taxonomy Cognitive Domain, which is Middle Order Thinking Skill (MOTS), and the most used levels is understanding (C2) with a percentage of 68%.

Furthermore, from the description above, a pie diagram is obtained as follows:

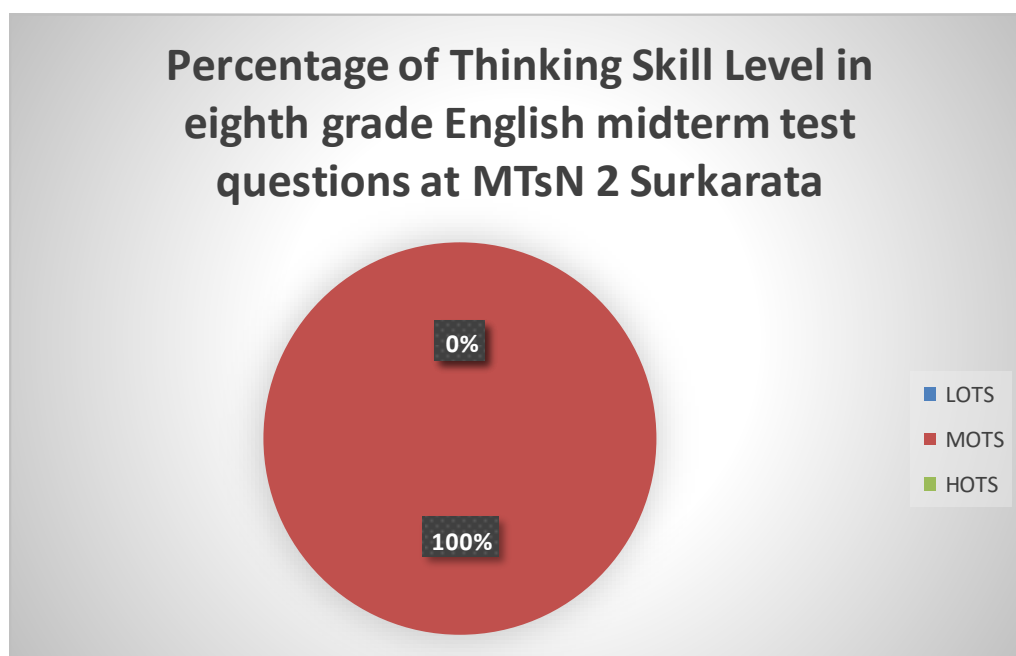


Figure 4. 2 Pie Diagram of Thinking Skill level distribution in eighth grade English midterm test questions at MTsN 2 Surkarata

MOTS is the skill of thinking using logic, which is included in the intermediate level category. Because it is at an intermediate level, the brain has to work a little harder by differentiating, associating, sorting, grouping, patterning, representing, connecting causes and effects, or concluding. For that, must have the knowledge and understanding needed. So, it can be concluded that the English midterm test questions of eighth grade at MTsN 2 Surakarta require students to provide a deeper understanding of each question.

2. The content validity of Midterm English Test for Eight Grade of MTsN 2 Surakarta in the academic year 2022/2023

In this section the author will present and discuss the results of the analysis of the content validity of the eighth grade English midterm test questions for the 2022/2023 academic year. As explained in the previous chapter, in examining the content validity of the eighth grade English midterm test items for the 2022/2023 academic year, the author refers to a rational approach as proposed by Thoha (2003) in Khairiyah, et al (2012), namely by comparing between questions and a grid of questions or curriculum that has been taught. In this case the writer compares the questions with the syllabus. Because it is a midterm test question, so not all basic competencies are used as a reference for making questions. In this case, the basic competency used is from KD 3.1 to KD 3.3. The following are the results of the analysis that has been carried out:

Table 4. 2 The Content Validity of the eighth grade English midterm test

No	Question	Basic Competency		
		KD 3.1	KD 3.2	KD 3.3
1.	Q1		✓	
2.	Q2		✓	
3.	Q3	✓		
4.	Q4			✓
5.	Q5	✓		
6.	Q6	✓		
7.	Q7	✓		
8.	Q8	✓		

No	Question	Basic Competency		
		KD 3.1	KD 3.2	KD 3.3
9.	Q9	✓		
10.	Q10	✓		
11.	Q11	✓		
12.	Q12	✓		
13.	Q13	✓		
14.	Q14			✓
15.	Q15			✓
16.	Q16		✓	
17.	Q17		✓	
18.	Q18		✓	
19.	Q19		✓	
20.	Q20		✓	
21.	Q21			✓
22.	Q22	✓		
23.	Q23	✓		
24.	Q24			
25.	Q25			✓

From the table above, it can be explained that in general the eighth grade Midterm English Test questions at MTsN 2 Surakarta are in accordance with the basic competencies in the curriculum 13 syllabus. The questions are in accordance with KD 3.1, 3.2, 3.3. the English Midterm test questions given have shown the measurement of student competence in KD, with details of 12 questions (No. 3,5,6,7,8,9,10,11, 12,13,22, 23) related to KD 3.1, that contain asking for attention, checking for understanding, showing appreciation, asking and giving opinion materials. Next, 8 questions (No. 1,2,13,16,17,18,19,20,24) related to KD 3.2, that contain Stating ability and willingness materials. The last 5 questions (No. 4,14,15,21,25)

related to KD 3.3, that contain Giving advice/suggestion stating obligation and prohibition materials.

Based on the foregoing findings and discussion, it can be concluded that the content validity of the eighth grade Midterm English Test questions at MTsN 2 Surakarta for the 2022/2023 academic year has been reached. This is consistent with what Surapranata (2005) stated in Khoiryyah, et al (2012), who stated that the approach to achieving content validity is to link the curriculum with the questions to be measured. If all of the questions are aligned with the curriculum or measuring instruments, the questions may have high content validity.

3. The item reliability of Midterm English Test for Eight Grade of MTsN 2 Surakarta in the academic year 2022/2023

Reliability means the extent to which the results of a measurement can be trusted. A research instrument is said to have a high reliability value if the tests made have consistent results in measuring what is to be measured.

Table 4. 3 SPSS Output Results of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,840	25

Table 4. 4 SPSS Output Results of Reliability Test Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR 1	18,34	20,229	,248	,841
VAR 2	18,23	19,367	,456	,832
VAR 3	17,93	20,183	,457	,833
VAR 4	18,26	20,020	,298	,839
VAR 5	18,09	19,790	,405	,834
VAR 6	17,89	19,929	,694	,828
VAR 7	17,89	20,132	,603	,830
VAR 8	18,14	19,747	,388	,834
VAR 9	18,40	19,896	,330	,837
VAR 10	18,07	20,328	,272	,839
VAR 11	17,90	20,033	,590	,830
VAR 12	18,03	19,854	,428	,833
VAR 13	17,99	19,927	,452	,832
VAR 14	18,27	19,650	,382	,835
VAR 15	18,09	20,282	,278	,839
VAR 16	18,09	20,022	,344	,836

VAR 17	18,03	20,231	,323	,837
VAR 18	17,99	20,217	,364	,835
VAR 19	18,21	19,997	,309	,838
VAR 20	18,03	19,825	,437	,833
VAR 21	17,91	20,195	,485	,832
VAR 22	17,97	20,492	,294	,838
VAR 23	17,97	20,260	,366	,835
VAR 24	17,96	19,926	,493	,831
VAR 25	17,89	20,508	,437	,834

It can be seen that the reliability results through the Cronbach Alpha statistical test as shown in table 4.3 are 0.840 where the results are > 0.7 . So, it can be concluded that the overall variable of the English midterm test proved to be reliable and consistent.

B. Discussion

In this study the English Midterm test of eight grade is being analyzed. According to Hendriani and Suzanne (2013:11) validity and reliability of a test are included in the characteristics of a good test. Furthermore, the quality of a test based on the cognitive process dimension is also important because it will show the level of students' thinking skill levels. According to Singh and Shaari (2019:14) stated that there are six levels in the cognitive process dimension. It begins at the lowest level, which is knowledge retention, and concludes at the greatest level of thinking, which is critical thinking, the capacity for evaluation, and the capacity for creation. Low order

thinking and high order thinking are included in these cognitive levels. High order thinking includes the top three tiers.

In this section, the researcher displayed the discussion based on the research findings of the study. The researcher tries to discuss the research finding on the following explanation:

1. The distribution of the cognitive process dimension in the Revised Bloom Taxonomy that is used by teacher in constructing the Midterm English Test for Eight Grade of MTsN 2 Surakarta in the academic year 2022/2023.

According to Bloom on Saraswati's theory (2015: 62), put forward six different levels of learning from simple remembering or recognizing facts, as the lowest level, to the highest level, namely evaluation. These levels, if sorted, are Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5), Creating (C6). The levels are sorted from lowest to highest. Furthermore, in this study it was found that several cognitive levels were found in the Midterm test questions and in accordance with the theory. These levels are Understanding (C2) and Applying (C3) levels. Most of the questions in this Midterm test use the Understanding level (C2). This can be seen from the pattern of questions that ask students to understand a text and then draw conclusions from the questions. As for the Applying level (C3), students are usually asked to possess an understanding of the type of problem encountered as well as the range of procedures that are available, such as students must choose one word grammatically. While other levels C1 (remembering), C4 (analyzing), C5 (evaluating), and C6 (creating) have not been found in this exam question. In this case, C2 (Understanding) and C3 (Applying) fall into the category of middle thinking level (MOTS).

2. The content validity of Midterm English Test for Eight Grade of MTsN 2 Surakarta in the academic year 2022/2023

According to Sudijono (2009: 164) Content validity is validity in terms of the content of the test itself as a measuring tool for learning outcomes, namely: the extent to which the learning outcomes test as a measuring tool for student learning outcomes, the contents have been able to represent representatively of the entire material or subject matter that should be tested (tested). So, a test given to students must be in line with and in accordance with the material and subject matter in the curriculum. In this case, the researcher compared the questions with the odd semester syllabus to see the suitability of the questions with the basic competencies used by the teacher to provide the material. The mid odd semester syllabus includes 3 basic competencies. From the results of the analysis, it was found that the English Midterm test questions fulfilled the theory above, which is to represent material from the existing subject matter. In the questions, compatibility with basic competencies (KD) was found. Namely, KD 3.1 which contains material on asking for attention, checking for understanding, showing appreciation, asking and giving opinion. Furthermore, several questions were found that were in accordance with KD 3.2 which contained material stating ability and willingness. Then, several questions were found that were in accordance with KD 3.3 which contained giving advice/suggestion stating obligations and prohibitions.

3. The item reliability of Midterm English Test for Eight Grade of MTsN 2 Surakarta in the academic year 2022/2023

Brown (2003:20) stated that item reliability must be consistent and dependable. It means that a test must have items that are consistent and dependable. Reliability is related to trust issues. A test can be said to be able to have a high level of confidence if the test can provide consistent results. So, the notion of test reliability relates to the problem of determining test results. Or if the results change, the changes that occur

can be said to be meaningless. The demand that the evaluation instrument must be valid concerns the expectations of obtaining valid data, in accordance with reality. In terms of reliability, the demands are not much different. If validity is related to the accuracy of the object which is nothing but the data is not deviating from reality, meaning that the data is correct, then the concept of reliability is related to multiple shooting. A good instrument is an instrument that can consistently provide data that is in accordance with reality (Arikunto, 2009:86). So, the Midterm English test questions were tested to see how consistent and reliable they were. This test uses the SPSS 25 program. Furthermore, the results of the Cronbach Alpha statistical test were 0.840 where the results were > 0.7 . So, it can be concluded that the overall variable proved to be reliable and consistent.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and discussion that has been done by researchers, the researcher found that Midterm English test at The Eight Grade of MTsN 2 Surakarta in The Academic Year 2022/2023 are accordance with the theory. But it still needs an improvement related to the scope of the cognitive level used. In terms of content validity it can be stated that the midterm test question has a high validity because it contains all of the basic competency that must be used. While for item reliability, it can be concluded that the quality of the questions is good because the test results show that the questions are consistent and reliable.

The result of the analyze is found that the eighth grade English midterm test questions at MTsN 2 Surakarta for the 2022/2023 Academic Year is passes two cognitive level in is 0% C1 (Remembering), 68% C2 (Understanding), 32% C3 (Applying), 0% C4 (Analyzing), 0% C5 (Evaluating), and 0% C6 (Creating). And that the level of thinking in this question is at the middle level (MOTS). So, this test can be stated need to be improved in the future for constructing based on the cognitive levels of Bloom's Taxonomy.

Furthermore, this test has a good validity of the content and it is in accordance with the existing curriculum. These questions have fulfilled several KD, namely KD 3.1, 3.2, and 3.3.

Last, the midterm English test also have a good reliability. The test items proved reliable and consistent with the results of the Cronbach Alpha statistical test of 0.840.

It can be concluded that Midterm English test at The Eight Grade of MTsN 2 Surakarta in The Academic Year 2022/2023 has poor quality in terms of the use of cognitive level which does not cover all levels, but it has good quality in terms of content validity because it covers all KD from the mid odd semester syllabus. As for the reliability of the items, it can be said that this test has good quality because through testing with the Cronbarch Alpha statistical test it shows a result of 0.840 which means the question of the test is reliable and consistent.

B. Suggestion

1. For English Teacher

To acquire excellent questions, work together to prepare the question grid, assemble the questions, and analyze the questions. Make an effort to strengthen the question-making abilities in the material, construction, and language domains, also level distribution in the cognitive domain, validity, and reliability.

2. For Other Researcher

It is critical for future researchers who would like to do the same study to conduct research development not only in Midterm Test Items but also in different variations of test items. Currently, just a few studies on this issue have been conducted in the English field. It may be good for English teachers to learn about another example of test items used to assess the cognitive domain of Revised Bloom's Taxonomy.

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APPENDICES

Appendix 1. English Midterm Test Question



KEMENTERIAN AGAMA
MTs N 2 SURAKARTA
PENILAIAN TENGAH SEMESTER (PTS)
SEMESTER GASAL TAHUN PELAJARAN 2022/2023

Mata Pelajaran	Bahasa Inggris	Hari, Tanggal	: Rabu, 12 Oktober 2022
Kode	-	Waktu	: 80 Menit
Kelas	VIII (Delapan)	Pukul	: 07.20 – 08.40

A. Choose the correct answer by crossing A, B, C or D!
Read the following dialogue and fill the blank! (For number 1-2)

Mom : _____ (1) Sonia, the floor is wet.
 Sonia : I will mom.
 Mom : Thank you my dear.
 Sonia : You're welcome mom. By the way, where is the mop?
 Mom : Over there, but you _____ (2) to wash it first, before using.
 Sonia : Well mom.

1. Complete the dialogue above! (Number 1)

A. Could you help me	C. Can you be helping us
B. What should you do	<input checked="" type="checkbox"/> D. Would you like to mop

2. Complete the dialogue above! (Number 2)

A. Can	C. Has
B. Can't	D. Have

Read the following dialogue! (For number 3-5)

Amin : Guys, listen to me carefully! I have something important to tell you.
 Donni : What is it, Amin?
 Amin : Tomorrow, Mrs. Fatimah wants us to have an English Quiz.
 Donni : Oh, no. What's the material?
 Amin : The material is about the expressions of Giving compliment or appreciation.
 Donni : By the way, can we open the dictionary?
 Amin : We are not allowed to open our books, notes, and even dictionary.
 Donni : Oh, what should I do?
 Amin : You should study seriously and memorize the materials well

3. Which of the following expressions is to ask attention?

A. We are not allowed to open our books, notes, even dictionary.
B. Guys, listen to me carefully!
C. Can we open the dictionary?
D. What is it, Amin?

4. "We are not allowed to bring our books, notes, even dictionary". The underlined phrase has the similar meaning to . . .

A. Must	C. Should not
B. Could not	D. Are prohibited

5. Which of the following expressions is to give suggestion?

A. Can we open the dictionary?
B. Listen to me carefully!
C. You should study hard and memorize the materials well
D. We are not allowed to bring our books, notes, even dictionary.

6. "Every Junior High School student should join the extracurricular activity". What will you say if you agree with the statement?

A. Of course, I agree	C. I don't agree at all
B. I totally disagree	D. I'm not sure.

PTS Bahasa Inggris Kelas VIII T.P. 2022/2023 Hal 1

Read the following dialogue! (for number 7-10)

Reni : Hi, Ardie. What are you doing?
 Ardie : I'm making wooden carving. It's a dove.
 Reni : Well, done! You have a good skill to carve. It can be sold as a souvenir.
 Ardie : To be honest, I don't have any confidence to sell it.
 Reni : Listen to me, in my opinion, your carving is very good. The color combination is nice. You can sell it by online. I believe many people will be interested to it. Do you know what I mean?
 Ardie : Yes, That's a good saying from you. Thank you so much for your encouragement.

7. Which of the following expression is to check someone's understanding?
 - A. Well done!
 - B. Listen to me!
 - C. Do you know what I mean?
 - D. In my opinion, your carving is very good.
8. Which of the following expressions is to give compliment?
 - A. Yes, That a good saying from you
 - B. In my opinion your carving is very good
 - C. Well done! You have a good skill to carve!
 - D. Thank you so much for your encouragement
9. "Well, to be honest, I don't have any confidence to sell it." The utterance expresses ...
 - A. Stating opinion
 - B. Asking for opinion
 - C. Asking for attention
 - D. Showing compliment
10. From the text above, we know that ...
 - A. Ardie doesn't like the carving
 - B. Reni will sell Ardie's carving by online
 - C. Reni is interested to buy the wooden carving
 - D. Ardie's carving is good enough to be sold by online

Read the following dialogue! (For number 10-12)

Nana : Will you help me please, Diva?
 Diva : Of course, what can I do for you?
 Nana : Help me to open the door please. I will park my motorcycle in the garage.
 Diva : All right.

11. From the dialogue above, we know that ...
 - A. Diva will not help Nana
 - B. Diva is not able to open the door.
 - C. Nana states her capability to help.
 - D. Nana asks for Diva's willingness to help.
12. From the dialogue above, Will Diva help Nana?
 - A. Yes, she does
 - B. No, she doesn't
 - C. Yes, she will
 - D. No, she won't
13. What will you say, if you didn't understand what someone saying?
 - A. I got it!
 - B. I disagree
 - C. I'm with you
 - D. I'm not sure I get the point
14. Which of the following expressions is for asking someone's suggestion?
 - A. Can you help me?
 - B. Do you have any advice for me?
 - C. Could you tell me about the news?
 - D. Do you know what teacher's talking?

15. "Faiza is working hard to do her homework, but she finds some difficulties questions". What will you suggest her?
- Maybe you can sleep now
 - I think you must stop studying
 - What if you eat to refresh yourself?
 - What about going to your friend's house to study together?
16. My grandfather fast when he was young.
- Can run
 - Could run
 - Cannot run
 - Couldn't run
17. Some Dinosaurs are not ... to walk on two legs.
- can
 - able
 - could
 - should
18. If I have internet connection, I ... browse any information easily.
- May
 - Can
 - Able to
 - Should
19. To state inability/ incapability, we can use the following expressions, except:
- I'm good at ...
 - I'm very bad at ...
 - I'm not good at ...
 - I'm not able to ...
20. To state willingness, we can use the following expression.
- I'm sorry to hear that.
 - All right, I will do it
 - I don't know at all
 - I'm sure, I won't

B. Answer these questions correctly!

1. What does the notice mean?

NOTICE
DO NOT
THROW TRASH
IN TOILET

2. Make a compliment sentence based on the situation given.!
- (situation) Your mother cooks a tasty fried rice.
 - (situation) Your friend has a very expensive T-shirt.
3. (situation) Your friend said that he couldn't do his English Quiz yesterday. He doesn't know what he should do to get a good result. You should say ...
4. Complete the following sentences!
- (+) Farzan can play basketball well, and he will join the competition next month.
 - (-)
 - (?)
5. Fill the blanks with "must" or "mustn't"
- Ameena is ill, she ... see the doctor.
 - This is a secret, you ... tell anybody.

Appendix 2. Key Answer**A.**


- | | |
|-------|-------|
| 1. D | 11. D |
| 2. D | 12. C |
| 3. B | 13. B |
| 4. D | 14. B |
| 5. C | 15. D |
| 6. A | 16. B |
| 7. C | 17. B |
| 8. C | 18. B |
| 9. A | 19. A |
| 10. D | 20. B |

B.

1. We are not allow to throw trash in the toilet.
2. a. How tasty the fried rice is!
b. How expensive the T-Shirt is!
3. You should study hard, don't give up!
4. (-) Farzan cannot play basketball well, and he will not join the competition next month.
(+) Can Farzan play basketball well? Will he join the competition next month?
5. a. Must
b. Must'nt

Appendix 3. Students Answer Sheet

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KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI 2 SURAKARTA
PENILAIAN TENGAH SEMESTER (PTS)
SEMESTER GASAL TAHUN PELAJARAN 2022/20223

Nama : Aziz Nur Wawanter Kelas : V14 A4
 No Tes : 222380403 No. Absen : 03
 Mapel : Bahasa Indonesia Hari/tanggal : Rabu / 12-10-22

LEMBAR JAWAB

S=7

A. PILIHAN GANDA

No.	A	B	C	D
1				X
2	X	X		✓
3		X		
4		X		✓
5			X	
6	X			
7			X	
8	X		✓	
9	✓		X	
10		X		✓

No.	A	B	C	D
11				X
12	X		✓	
13			X	X
14		✓	X	
15				X
16		X		
17		X		
18		X		
19	X	X		
20		X		

13x2
26

B. URAIAN

1. we not throw trash in toilet / dilarang membuang sampah di toilet

2. a. my mother makes friend rice very delicious

b. wow this is so beautiful dress

3. that's okay

4. (+) Farzan can play basketball well, and he will join the competition next month

(-) Farzan can't play basketball, ~~and he won't~~

(?) why Farzan join basketball

5. a. amena is ill, she must see the doctor

b. this is secret, you mustn't tell anybody



KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI 2 SURAKARTA
PENILAIAN TENGAH SEMESTER (PTS)
SEMESTER GASAL TAHUN PELAJARAN 2022/2023

82

Nama : Janita Quinn N.
No Tes : 222380409
Mapel : Bahasa Inggris

Kelas : VIII AA
No. Absen : 09
Hari/tanggal : Rabu / 12-09-2022

LEMBAR JAWAB

A. PILIHAN GANDA

S = 6

No.	A	B	C	D
1				X
2	X			✓
3		X		
4				X
5	X		✓	
6	X			
7			X	
8		X	✓	
9	X			
10				X

No.	A	B	C	D
11				X
12			X	
13				X
14	X	✓		
15			X	✓
16		X		
17		✓	X	
18		X		
19	X			
20		X		

14

28

B. URAIAN

1. you can't throw trash in toilet its make dirty 8

2. a. this tasty is very good 51

b. your T-shirt is very nice

3. it's okay, you can do better tomorrow

4. a. (+) Farzan can play basketball well, and he will join the competition next moon

b. (-) Farzan can't play basketball well, and he won't join the competition next moon

c. (?) Farzan can you play basketball, and join the competition next moon?

5. a. Ameeno is ill, she must see the doctor

b. This is a secret, you mustn't tell anybody



KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI 2 SURAKARTA
PENILAIAN TENGAH SEMESTER (PTS)
SEMESTER GASAL TAHUN PELAJARAN 2022/2023

83

Nama : Syifa Aveen Latifa
No Tes : 222380327
Mapel : Bahasa Inggris

Kelas : 8A3
No. Absen : 27
Hari/tanggal : Rabu / 12-10-22

LEMBAR JAWAB

A. PILIHAN GANDA

No.	A	B	C	D
1				✓
2				✓
3		✓		
4				✓
5			✓	✓
6	✓			
7		✓	✓	
8		✓	✓	
9	✓	✓		
10				✓

No.	A	B	C	D
11				✓
12			✓	
13				✓
14	✓	✓		
15				✓
16		✓		
17		✓		
18		✓		
19	✓			✓
20	✓	✓		

S.B

14 + 2
28

B. URAIAN

- ① The notice mean is. we must not throw trash in the toilet
- ② a/ Oh my god, the smell of anfried rice is very delicious mom!
b/ How rich you are? That was very expensive bro?
- ③ It's okay friend, you have to study harder!
- ④ a/ + Farzan can play basketball well, and he will join the competition next month.
b/ - Farzan cannot play basket ball, and he ^{is} not able to join the competition next month.
c/ ? Does Farzan can playing a basket ball? Yes he does / No he doesn't
- ⑤ a/ Ameena is ill, she must see the doctor
b/ This is a secret, you mustn't tell any body

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KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI 2 SURAKARTA
PENILAIAN TENGAH SEMESTER (PTS)
SEMESTER GASAL TAHUN PELAJARAN 2022/20223

90

Nama : Sabryna Aqila Callista Putri Perdana
No Tes : 222390324
Mapel : Bahasa Inggris

Kelas : 8A3
No. Absen : 24
Hari/tanggal : Rabu / 12-10-22

LEMBAR JAWAB

A. PILIHAN GANDA

No.	A	B	C	D
1	✓			✓
2			≠	✓
3		✓		
4			✓	✓
5			✓	
6	✓			
7			✓	
8			✓	
9	✓	✓		
10				✓

S, S

No.	A	B	C	D
11				✓
12			✓	
13		✓		✓
14		✓	✓	
15				✓
16		✓		
17		✓		
18		✓		
19	✓			
20		✓		

30

B. URAIAN

1. We must not throw trash in toilet ✓

2. a. Mom, your fried rice it very good taste ✓

b. wow, Amazing How can you get it? ✓

3. Maybe you must study and pray everyday and don't be lazy keep spirit ✓

4. a. (+) Farzan can play basketball well, and he will join the competition next month

b. (-) Farzan can't play basketball well, and he won't join the competition next month

c. (?) Can Farzan play basket ball? ✓

5. a. Must ✓

b. Mustn't ✓

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KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI 2 SURAKARTA
PENILAIAN TENGAH SEMESTER (PTS)
SEMESTER GASAL TAHUN PELAJARAN 2022/2023

90

Nama : Dinda Ayu Afriastuti
No Tes : 22280209
Mapel : Bahasa Inggris

Kelas : 8A3
No. Absen : 9
Hari/tanggal : Rabu / 12 Oktober 2022

LEMBAR JAWAB

5.7

A. PILIHAN GANDA

No.	A	B	C	D
1				✓
2			✓	✓
3		✓		
4			✓	✓
5			✓	✓
6	✓			
7			✓	
8			✓	
9	✓			✓
10				✓

No.	A	B	C	D
11				✓
12			✓	
13				✓
14		✓		✓
15				✓
16	✓	✓		
17		✓		
18		✓		✓
19	✓			
20		✓		

26

B. URAIAN

- 1.) The notice mean could not throw trash in toilet. *9*
- 2.) a./ wow well done! this fried rice is so nice mom. *54*
b./ wow amazing your T-shirt is so cool *9*
- 3.) You should study seriously and memorize the material well to get a good result. *9*
- 4.) (-). Farzan could not play basketball well, and he can't join the competition next month. *9*
(?) Are farzan can play basketball well? he join the competition next month?
- 5.) a./ must *9*
b./ musn't *9*

Appendix 4. Syllabus

SILABUS

Satuan Pendidikan : MTsN 2 Surakarta
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/Ganjil
Tahun pelajaran : 2022 / 2023

Kompetensi Inti:

- 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran 	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan	3.1.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan meminta perhatian 3.1.2 Menyebutkan	- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan,	12 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> ➤ Kerjakeras ➤ Percayadiri ➤ Kerjasama 	<p>teman</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so., dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan 	<p>ungkapan meminta perhatian</p> <p>3.1.3 Merespon ungkapan meminta perhatian</p> <p>3.1.4 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan mengecek pemahaman</p> <p>3.1.5 Menyebutkan ungkapan mengecek pemahaman</p> <p>3.1.6 Merespon ungkapan mengecek pemahaman</p> <p>3.1.7 Mengidentifikasi fungsi social dan unsurkebahasaan dari ungkapan menghargai kinerja yang baik</p> <p>3.1.8 Menyebutkan ungkapan menghargai</p>	<p>dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar 		<p>inggris</p> <ul style="list-style-type: none"> • Internet 	<ul style="list-style-type: none"> • Produk • Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan		meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI	<p>kinerja yang baik</p> <p>3.1.9 Merespon ungkapan menghargai kinerja yang baik</p> <p>3.1.10 Mengidentifikasi fungsi social dan unsur kebahasaan dari meminta dan mengungkapkan pendapat</p> <p>3.1.11 Menyebutkan ungkapan meminta dan mengungkapkan pendapat</p> <p>3.1.12 Merespon ungkapan meminta dan mengungkapkan pendapat</p> <p>4.1.1 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian.</p>				

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks			<p>4.1.2 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan mengecek pemahaman</p> <p>4.1.3 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan menghargai kinerja yang baik.</p> <p>4.1.4 Menulis teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta dan mengungkapkan pendapat.</p>				
3.2 Menerapkan fungsi sosial, struktur teks, dan		<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan 	3.2.1. Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks	8 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan</p>		<p>sebagainya .</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<p>informasi terkait kemampuan dan kemauan</p> <p>3.2.2. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemampuan</p> <p>3.2.3. Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait kemauan</p> <p>4.2.1 Menulis teks lisan dan tulis sederhana untuk mengucapkan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan.</p>	<p>pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang 		<p>inggris Internet</p>	<p>kerja</p> <ul style="list-style-type: none"> • Produk Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
can, will) 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur		<ul style="list-style-type: none"> • Topik interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 		temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
teks, dan unsur kebahasaan yang benar dan sesuai konteks							
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras ➤ Percayadiri ➤ Kerjasama 	<ul style="list-style-type: none"> • Fungsi sosial Menyuruh, melarang, dan menghimbau. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan keharusan, larangan, himbauan dengan modal <i>must, (don't) have to..., should,</i> - Nomina 	<p>3.3.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait kemampuan dan kemauan</p> <p>3.3.2 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait keharusan sesuai dengan konteks</p> <p>3.3.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait larangan sesuai dengan konteks</p>	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman 	12 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris • Internet 	-

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan,</p>		<p>singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>• Topik interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>3.3.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait himbauan sesuai dengan konteks</p> <p>4.3.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu</p> <p>- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</p> <p>- Melakukan refleksi tentang proses dan hasil belajarnya</p>			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks							
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras ➤ Percayadiri ➤ Kerjasama 	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/diluar dugaan) • Unsur Kebahasaan 	<p>3.4.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari memberi dan meminta informasi terkait menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya</p> <p>3.4.2 Menyebutkan ungkapan tindakan</p>	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau 	8 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris • Internet 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya 4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan		<ul style="list-style-type: none"> - Ungkapan a.l <i>let's ..., can you ..., would you like ..., may I, please.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, 	<p>memberi dan meminta informasi terkait ungkapan menyuruh sesuai dengan konteks</p> <p>3.4.3 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan mengajak sesuai dengan konteks</p> <p>3.4.4 Menyebutkan ungkapan tindakan memberi dan meminta informasi terkait ungkapan meminta ijin sesuai dengan konteks</p> <p>3.4.5 Menanggapi teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, dan meminta ijin,</p>	<p>yang berbeda</p> <ul style="list-style-type: none"> - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar 			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI	sesuai dengan konteks penggunaannya 4.4.1 Menulis teks lisan dan tulis sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras ➤ Percayadi 	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks teks <i>greeting card</i> 	3.5.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks khusus dalam bentuk <i>greeting card</i> , dengan memberi dan meminta informasi terkait dengan hari-	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu - Mengidentifikasi dan menyebutkan 	12 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris • Internet 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p> <p>4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan</p>	<p>ri</p> <p>➤ Kerjasama</p>	<p>dapat mencakup</p> <ul style="list-style-type: none"> - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Congratulations. Well done. Good job.</i>, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, 	<p>hari spesial</p> <p>3.5.2 Menyebutkan teks Kartu ucapan selamat (Greeting Cards) terkait dengan hari-hari spesial</p> <p>3.5.3 Merespon teks Kartu ucapan selamat (Greeting Cards) terkait dengan hari-hari spesial</p> <p>3.5.4 Menyebutkan teks Undangan pribadi</p> <p>4.5.1 Menulis informasi rinci yang terdapat pada teks greeting card</p> <p>4.5.2 Menulis teks khusus dalam bentuk greeting card sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan</p>	<p>ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya 			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		<p>peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>				
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan</p>	<ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras ➤ Percayadiri ➤ Kerjasama 	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<p>3.6.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang,</p>	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati 	12 JP	<ul style="list-style-type: none"> • Buku bahasa inggris • Kamus bahasa inggris • Internet 	<ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Unjuk kerja • Produk Portofolio

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana</p>		<ul style="list-style-type: none"> Unsur Kebahasaan <ul style="list-style-type: none"> Ungkapan dengan <i>There is/are</i> Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Keberadaan orang, binatang, benda, di kelas, 	<p>benda, binatang, sesuai dengan konteks penggunaannya</p> <p>3.6.2 Menyebutkan tindakan memberi dan meminta informasi terkait keberadaan orang, sesuai dengan konteks penggunaannya</p> <p>3.6.3 Menyebutkan tindakan memberi dan meminta informasi terkait benda, sesuai dengan konteks penggunaannya</p> <p>3.6.4 Menyebutkan tindakan memberi dan meminta informasi terkait binatang, sesuai dengan konteks</p>	<p>beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, 			

Kompetensi Dasar	Nilai Karakter	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	4.6.1 penggunaannya Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya			

Appendix 5. Lesson Plan of Eighth Grade (odd semester)
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTsN 2 Surakarta	Kelas/ Semester	: VIII / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 160 Menit
Materi Pokok	: Teks Interaksi Interpersonal; Meminta Perhatian, Mengecek Pemahaman, Menghargai Kinerja, Meminta dan Mengungkapkan Pendapat		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami tujuan komunikatif tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapiinya
- Mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris

Media Pembelajaran & Sumber Belajar	
❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-1	
Pendahuluan (15 menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Fungsi Sosial Teks Interaksi Interpersonal Lisan Dan Tulis Yang Melibatkan Tindakan Meminta Perhatian, Mengecek Pemahaman, Menghargai Kinerja, Meminta Dan Mengungkapkan Pendapat, Serta Menanggapiinya.</i>
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti (130 Menit)	KEGIATAN LITERASI
	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Fungsi Sosial Teks Interaksi Interpersonal Lisan Dan Tulis Yang Melibatkan Tindakan Meminta Perhatian, Mengecek Pemahaman, Menghargai Kinerja, Meminta Dan Mengungkapkan Pendapat, Serta Menanggapiinya.</i>
	CRITICAL THINKING (BERPIKIR KRITIK)
	<ul style="list-style-type: none"> • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Fungsi Sosial Teks Interaksi Interpersonal Lisan Dan Tulis Yang Melibatkan Tindakan Meminta Perhatian, Mengecek Pemahaman, Menghargai Kinerja, Meminta Dan Mengungkapkan Pendapat, Serta Menanggapiinya.</i>

	<p>COLLABORATION (KERJASAMA)</p> <ul style="list-style-type: none"> • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Fungsi Sosial Teks Interaksi Interpersonal Lisan Dan Tulis Yang Melibatkan Tindakan Meminta Perhatian, Mengecek Pemahaman, Menghargai Kinerja, Meminta Dan Mengungkapkan Pendapat, Serta Menanggapinya.</i>
	<p>COMMUNICATION (BERKOMUNIKASI)</p> <ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	<p>CREATIVITY (KREATIVITAS)</p> <ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Fungsi Sosial Teks Interaksi Interpersonal Lisan Dan Tulis Yang Melibatkan Tindakan Meminta Perhatian, Mengecek Pemahaman, Menghargai Kinerja, Meminta Dan Mengungkapkan Pendapat, Serta Menanggapinya.</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTsN 2 Surakarta	Kelas/ Semester	: VIII / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 160 Menit
Materi Pokok	: Teks Interaksi Interpersonal; Meminta Perhatian, Mengecek Pemahaman, Menghargai Kinerja, Meminta dan Mengungkapkan Pendapat		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris
- Mengidentifikasi ungkapan yang digunakan untuk menghargai kinerja
- Mengidentifikasi ungkapan yang digunakan untuk meminta dan mengungkapkan pendapat dalam bahasa Inggris

Media Pembelajaran & Sumber Belajar	
❖	Media : Worksheet atau lembar kerja (siswa), Lembar penilaian
❖	Alat/Bahan : Penggaris, spidol, papan tulis, Laptop & infocus
❖	Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-2	
Pendahuluan (15 menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Struktur teks dalam memulai dan menanggapi terkait Meminta Perhatian, Mengecek Pemahaman, Menghargai, Kinerja.</i>
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti (130 Menit)	KEGIATAN LITERASI
	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Struktur teks dalam memulai dan menanggapi terkait Meminta Perhatian, Mengecek Pemahaman, Menghargai, Kinerja.</i>
	CRITICAL THINKING (BERPIKIR KRITIK)
	<ul style="list-style-type: none"> • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Struktur teks dalam memulai dan menanggapi terkait Meminta Perhatian, Mengecek Pemahaman, Menghargai, Kinerja.</i>
	COLLABORATION (KERJASAMA)
	<ul style="list-style-type: none"> • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Struktur teks dalam memulai dan menanggapi terkait Meminta Perhatian, Mengecek Pemahaman, Menghargai, Kinerja.</i>
	COMMUNICATION (BERKOMUNIKASI)

Pertemuan Ke-2	
Pendahuluan (15 menit)	
	<ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	CREATIVITY (KREATIVITAS)
	<ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Struktur teks dalam memulai dan menanggapi terkait Meminta Perhatian, Mengecek Pemahaman, Menghargai, Kinerja</i>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (15 menit)	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

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- Mengidentifikasi ungkapan yang digunakan untuk menghargai kinerja
- Mengidentifikasi ungkapan yang digunakan untuk meminta dan mengungkapkan pendapat dalam bahasa Inggris
- Melakukan tindak tutur ungkapan meminta perhatian, mengecek pemahaman dalam bahasa Inggris dengan percaya diri
- Melakukan tindak tutur ungkapan menghargai kinerja dalam bahasa Inggris dengan percaya diri

Media Pembelajaran & Sumber Belajar	
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B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-3	
Pendahuluan (15 menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
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3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Unsur Kebahasaan; Ungkapan a.l. Excuse me, Is it clear?, Great, I think so., dsb., Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i>
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
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Mengetahui,
Kepala

H. Syammuji, S.Pd.,M.Pd.
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Surakarta, Juli 2022

Guru Mata Pelajaran

Siti Rofi'ah, M.Pd.
NIP. 197005021997032002

PENILAIAN HASIL PEMBELAJARAN

1. Sikap

• Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2

Keterangan :

BS : Bekerja Sama TJ : Tanggun Jawab
 JJ : Jujur DS : Disiplin

Catatan :

- Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
- Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
- Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
- Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
- Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

• Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi,		50			

	setiap anggota mendapatkan kesempatan untuk berbicara.					
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

- Skor penilaian Ya = 100 dan Tidak = 50
- Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
- Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
- Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
- Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati :

Pengamat :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

- Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
- Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
- Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 :$

- 500) x 100 = 90,00
4. Kode nilai / predikat :
- 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik : _____

Kelas : _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		

	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum			10

Keterangan :

- Baik mendapat skor 2
- Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

Aktivitas	Kriteria		
	Terbatas	Memuaskan	Mahir
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan :

- **MAHIR** mendapat skor 3
- **MEMUASKAN** mendapat skor 2
- **TERBATAS** mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 1 Semester
Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas : _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	4	
		Keruntutan teks tepat	4	3	
		Keruntutan teks cukup tepat	3	2	
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat	5	4	
		Pilihan kosakata tepat	4	3	
		Pilihan kosakata cukup tepat	3	2	
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat	5	4	
		Penulisan kosakata tepat	4	3	
		Penulisan kosakata cukup tepat	3	2	
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca	5	4	
		Tulisan tidak rapi tetapi mudah terbaca	4	3	
		Tulisan tidak rapi dan tidak mudah terbaca	3	2	
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar	5	4	
		Lancar	4	3	
		Cukup lancar	3	2	
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat	5	4	
		Tepat	4	3	
		Cukup tepat	3	2	
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Mengetahui,
Kepala Madrasah

Surakarta, Juli . 2022

Guru Mata Pelajaran

H. Syammuji,
S.Pd.,M.Pd.
NIP. 196806071999031002

Siti Rofi'ah, M.Pd.
NIP. 197005021997032002

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTsN 2 Surakarta	Kelas/ Semester	: VIII / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 160 Menit
Materi Pokok : Teks Interaksi Transaksional; Memberi dan Meminta Informasi Terkait Kemampuan dan Kemauan, Melakukan Suatu Tindakan			

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menentukan tujuan komunikatif teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan

Media Pembelajaran & Sumber Belajar	
❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2016

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-1	
Pendahuluan (15 menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Kemampuan Dan Kemauan, Melakukan Suatu Tindakan.</i>
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti (130 Menit)	KEGIATAN LITERASI
	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Kemampuan Dan Kemauan, Melakukan Suatu Tindakan.</i>
	CRITICAL THINKING (BERPIKIR KRITIK)
	<ul style="list-style-type: none"> • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Kemampuan Dan Kemauan, Melakukan Suatu Tindakan.</i>
	COLLABORATION (KERJASAMA)
	<ul style="list-style-type: none"> • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Kemampuan Dan Kemauan, Melakukan Suatu Tindakan.</i>

<i>Pertemuan Ke-1</i>	
Pendahuluan (15 menit)	
	COMMUNICATION (BERKOMUNIKASI)
	<ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	CREATIVITY (KREATIVITAS)
	<ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Kemampuan Dan Kemauan, Melakukan Suatu Tindakan</i>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (15 menit)	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

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Materi Pokok : Teks Interaksi Transaksional; Memberi dan Meminta Informasi Terkait Kemampuan dan Kemauan, Melakukan Suatu Tindakan			

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menentukan tujuan komunikatif teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan
- Mengidentifikasi struktur teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan
- Mengidentifikasi unsur kebahasaan dalam teks
- Mengidentifikasi ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan

Media Pembelajaran & Sumber Belajar	
❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2016

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-2	
Pendahuluan (15 menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Struktur Teks Dalam Memulai Dan Menanggapi Terkait Kemampuan Dan Kemauan, Melakukan Suatu Tindakan.</i>
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti (130 Menit)	KEGIATAN LITERASI
	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Struktur Teks Dalam Memulai Dan Menanggapi Terkait Kemampuan Dan Kemauan, Melakukan Suatu Tindakan.</i>
	CRITICAL THINKING (BERPIKIR KRITIK)
	<ul style="list-style-type: none"> • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Struktur Teks Dalam Memulai Dan Menanggapi Terkait Kemampuan Dan Kemauan, Melakukan Suatu Tindakan.</i>
	COLLABORATION (KERJASAMA)
	<ul style="list-style-type: none"> • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar

<i>Pertemuan Ke-2</i>	
Pendahuluan (15 menit)	
	informasi mengenai <i>Struktur Teks Dalam Memulai Dan Menanggapi Terkait Kemampuan Dan Kemauan, Melakukan Suatu Tindakan.</i>
	COMMUNICATION (BERKOMUNIKASI)
	<ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	CREATIVITY (KREATIVITAS)
	<ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Struktur Teks Dalam Memulai Dan Menanggapi Terkait Kemampuan Dan Kemauan, Melakukan Suatu Tindakan.</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (15 menit)	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

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A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan kemampuan dan kemauan, melakukan suatu tindakan dalam bentuk tulisan
- Menggunakan ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.

Media Pembelajaran & Sumber Belajar	
❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2016

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-3

Pendahuluan (15 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi :
Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: can, will, Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb., Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti (130 Menit)	KEGIATAN LITERASI
	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: can, will, Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb., Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i>
	CRITICAL THINKING (BERPIKIR KRITIK)
	<ul style="list-style-type: none"> • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: can, will, Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb., Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i>
	COLLABORATION (KERJASAMA)
	<ul style="list-style-type: none"> • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar

Pertemuan Ke-3	
Pendahuluan (15 menit)	
	informasi mengenai <i>Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: can, will, Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb., Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i>
	COMMUNICATION (BERKOMUNIKASI)
	<ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	CREATIVITY (KREATIVITAS)
	<ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: can, will, Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb., Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (15 menit)	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
Kepala

H, Syammuji, S.Pd.,M.Pd.
NIP. 196806071999031002

Surakarta, Juli 2022

Guru Mata Pelajaran

Siti Rofi'ah, M.Pd.
NIP. 197005021997032002

PENILAIAN HASIL PEMBELAJARAN

1. Sikap

- **Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2

Keterangan :

BS : Bekerja Sama TJ : Tanggun Jawab
 JJ : Jujur DS : Disiplin

Catatan :

- Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
- Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
- Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
- Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
- Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap		50			

	anggota mendapatkan kesempatan untuk berbicara.					
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

- Skor penilaian Ya = 100 dan Tidak = 50
- Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
- Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
- Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
- Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati :

Pengamat :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

- Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
- Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
- Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 :$

- 500) x 100 = 90,00
4. Kode nilai / predikat :
- 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		

3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum			10

Keterangan :

- Baik mendapat skor 2
- Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

Aktivitas	Kriteria		
	Terbatas	Memuaskan	Mahir
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan :

- **MAHIR** mendapat skor 3
- **MEMUASKAN** mendapat skor 2
- **TERBATAS** mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 1 Semester
Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas : _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	4	
		Keruntutan teks tepat	4	3	
		Keruntutan teks cukup tepat	3	2	
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat	5	4	
		Pilihan kosakata tepat	4	3	
		Pilihan kosakata cukup tepat	3	2	
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat	5	4	
		Penulisan kosakata tepat	4	3	

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
		Penulisan kosakata cukup tepat	3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	1
		Penulisan kosakata tidak tepat		
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca	5	4
		Tulisan tidak rapi tetapi mudah terbaca	4	3
		Tulisan tidak rapi dan tidak mudah terbaca	3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	1
		Tulisan tidak rapi dan tidak terbaca		

e. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3
		Ada beberapa kesalahan dan mengganggu makna	3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	1
		Terlalu banyak kesalahan dan mengganggu makna		
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3
		Ada beberapa kesalahan dan mengganggu makna	3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	1
		Terlalu banyak kesalahan dan mengganggu makna		
3	Kelancaran (<i>fluency</i>)	Sangat lancar	5	4
		Lancar	4	3
		Cukup lancar	3	2
		Kurang lancar	Sangat tidak lancar	1
		Tidak lancar		
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat	5	4
		Tepat	4	3
		Cukup tepat	3	2
		Kurang tepat	Hampir tidak tepat	1
		Tidak tepat		

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100

2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Mengetahui,
Kepala

Surakarta., Juli 2022

Guru Mata Pelajaran

H.Syammuji, S.Pd., M.Pd.
NIP. 196806071999031002

Siti Rofi'ah, M.Pd.
NIP. 197005021997032002

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTsN 2 Surakarta	Kelas/ Semester	: VIII / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 160 Menit
Materi Pokok : Teks Interaksi Transaksional; Memberi Dan Meminta Informasi Terkait Kecharusan, Larangan, Dan Himbauan			

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menentukan tujuan komunikatif teks ungkapan kecharusan, larangan dan himbauan
- Mengidentifikasi struktur teks ungkapan kecharusan, larangan dan himbauan
- Mengidentifikasi unsur kebahasaan dalam teks

Media Pembelajaran & Sumber Belajar	
❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2016

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-1	
Pendahuluan (15 menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Kecharusan, Larangan, Dan Himbauan.</i>
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti (130 Menit)	KEGIATAN LITERASI
	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Kecharusan, Larangan, Dan Himbauan.</i>
	CRITICAL THINKING (BERPIKIR KRITIK)
	<ul style="list-style-type: none"> • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Kecharusan, Larangan, Dan Himbauan.</i>
	COLLABORATION (KERJASAMA)
	<ul style="list-style-type: none"> • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Kecharusan, Larangan, Dan Himbauan.</i>

<i>Pertemuan Ke-1</i>	
Pendahuluan (15 menit)	
	COMMUNICATION (BERKOMUNIKASI)
	<ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	CREATIVITY (KREATIVITAS)
	<ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Keharusan, Larangan, Dan Himbauan</i>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (15 menit)	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTsN 2 SKA	Kelas/ Semester	: VIII / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 160 Menit
Materi Pokok	: Teks Interaksi Transaksional; Memberi Dan Meminta Informasi Terkait Keharusan, Larangan, Dan Himbauan		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi struktur teks ungkapan keharusan, larangan dan himbauan
- Mengidentifikasi unsur kebahasaan dalam teks
- Mengidentifikasi ungkapan keharusan, larangan dan himbauan dari orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan

Media Pembelajaran & Sumber Belajar	
❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2016

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-2

Pendahuluan (15 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi :
Struktur Teks Dalam Memulai Dan Menanggapi Terkait Memberi Dan Meminta Informasi Terkait Keharusan, .
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti	KEGIATAN LITERASI
(130 Menit)	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Struktur Teks Dalam Memulai Dan Menanggapi Terkait Memberi Dan Meminta Informasi Terkait Keharusan, .</i>
	CRITICAL THINKING (BERPIKIR KRITIK)
	<ul style="list-style-type: none"> • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Struktur Teks Dalam Memulai Dan Menanggapi Terkait Memberi Dan Meminta Informasi Terkait Keharusan, .</i>
	COLLABORATION (KERJASAMA)
	<ul style="list-style-type: none"> • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Struktur Teks Dalam Memulai Dan Menanggapi Terkait Memberi Dan Meminta Informasi Terkait Keharusan, .</i>
	COMMUNICATION (BERKOMUNIKASI)
	<ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara

<i>Pertemuan Ke-2</i>	
Pendahuluan (15 menit)	
	klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	CREATIVITY (KREATIVITAS)
	<ul style="list-style-type: none"> Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Struktur Teks Dalam Memulai Dan Menanggapi Terkait Memberi Dan Meminta Informasi Terkait Keharusan</i>, . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (15 menit)	
	1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
	2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTsN 2 Ska	Kelas/ Semester	: VIII / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 160 Menit
Materi Pokok : Teks Interaksi Transaksional; Memberi Dan Meminta Informasi Terkait Keharusan, Larangan, Dan Himbauan			

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menggunakan ungkapan keharusan, larangan dan himbauan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan

Media Pembelajaran & Sumber Belajar	
❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2016

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-3	
Pendahuluan (15 menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Ungkapan keharusan, larangan, himbauan dengan modal must, (don't) have to..., should, Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb., Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i>
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti (130 Menit)	KEGIATAN LITERASI
	<ul style="list-style-type: none"> • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Ungkapan keharusan, larangan, himbauan dengan modal must, (don't) have to..., should, Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb., Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i>
	CRITICAL THINKING (BERPIKIR KRITIK)
	<ul style="list-style-type: none"> • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Ungkapan keharusan, larangan, himbauan dengan modal must, (don't) have to..., should, Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb., Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i>
	COLLABORATION (KERJASAMA)
	<ul style="list-style-type: none"> • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar

Pertemuan Ke-3	
Pendahuluan (15 menit)	
	informasi mengenai <i>Ungkapan keharusan, larangan, himbauan dengan modal must, (don't) have to..., should, Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb., Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i>
	COMMUNICATION (BERKOMUNIKASI)
	<ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	CREATIVITY (KREATIVITAS)
	<ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Ungkapan keharusan, larangan, himbauan dengan modal must, (don't) have to..., should, Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb., Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</i> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (15 menit)	
1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan;** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan;** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Mengetahui,
Kepala

H, Syammuji, S.Pd.,M.Pd.
NIP. 196806071999031002

Surakarta, Juli. 2022

Guru Mata Pelajaran

Siti Rofi'ah, M.Pd.
NIP. 197005021997032002

PENILAIAN HASIL PEMBELAJARAN

1. Sikap

• Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	...	75	75	50	75	275	68,75	C
2

Keterangan :

BS : Bekerja Sama TJ : Tanggun Jawab
 JJ : Jujur DS : Disiplin

Catatan :

- Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
- Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
- Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
- Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
- Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

• Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi,		50			

	setiap anggota mendapatkan kesempatan untuk berbicara.					
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

- Skor penilaian Ya = 100 dan Tidak = 50
- Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
- Skor sikap = $(\text{jumlah skor dibagi skor maksimal dikali } 100) = (250 : 400) \times 100 = 62,50$
- Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
- Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati :

Pengamat :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

- Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
- Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
- Skor sikap = $(\text{jumlah skor dibagi skor maksimal dikali } 100) = (450 : 500) \times 100 = 90,00$

4. Kode nilai / predikat :
- 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4	
		Variatif dan tepat	4	3	
		Cukup variatif dan tepat	3	2	
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	
		Pilihan tata bahasa cukup tepat	3	2	
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		

	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum			10

Keterangan :

- Baik mendapat skor 2
- Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

Aktivitas	Kriteria		
	Terbatas	Memuaskan	Mahir
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan :

- **MAHIR** mendapat skor 3
- **MEMUASKAN** mendapat skor 2
- **TERBATAS** mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris
 Alokasi Waktu : 1 Semester
 Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas : _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	4	
		Keruntutan teks tepat	4	3	
		Keruntutan teks cukup tepat	3	2	
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat	5	4	
		Pilihan kosakata tepat	4	3	
		Pilihan kosakata cukup tepat	3	2	
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat	5	4	
		Pilihan tata bahasa tepat	4	3	

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
		Pilihan tata bahasa cukup tepat	3	2
		Pilihan tata bahasa kurang tepat	2	1
		Pilihan tata bahasa tidak tepat		
6	Penulisan Kosakata	Penulisan kosakata sangat tepat	5	4
		Penulisan kosakata tepat	4	3
		Penulisan kosakata cukup tepat	3	2
		Penulisan kosakata kurang tepat	2	1
		Penulisan kosakata tidak tepat		
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca	5	4
		Tulisan tidak rapi tetapi mudah terbaca	4	3
		Tulisan tidak rapi dan tidak mudah terbaca	3	2
		Tulisan tidak rapi dan sulit terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		

e. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3
		Ada beberapa kesalahan dan mengganggu makna	3	2
		Banyak kesalahan dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3
		Ada beberapa kesalahan dan mengganggu makna	3	2
		Banyak kesalahan dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		
3	Kelancaran (<i>fluency</i>)	Sangat lancar	5	4
		Lancar	4	3
		Cukup lancar	3	2
		Kurang lancar	2	1

		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Appendix 6. Data Validation Cognitive Level of Revised Bloom Taxonomy

Data Validation Cognitive Level of Revised Bloom's Taxonomy

Validator : Mr. Habibi Nur Hidayanto, M.Pd

Date/Time : May 31, 2023

A.

No	Midterm Test Questions	Fulfilment by researcher (C1-C6)	Fulfilment by validator (C1-C6)
1.	Complete the dialogue above! (number 1)	C3 (Application)	C3 (Application)
2.	Complete the dialogue above! (number 2)	C3 (Application)	C3 (Application)
3.	Which of the following expression is to ask attention?	C2 (Understanding)	C2 (Understanding)
4.	"We <u>are not allowed</u> to bring our books, notes, even dictionary". The underlined phrase has the similar meaning to...	C2 (Understanding)	C2 (Understanding)
5.	Which of the following expressions is to give suggestion?	C2 (Understanding)	C2 (Understanding)
6.	"Every Junior High School student should join thee extracurricular activity". What will you say if you agree with the statement?	C2 (Understanding)	C2 (Understanding)
7.	Which of the following expression is to check someone's understanding?	C2 (Understanding)	C2 (Understanding)
8.	Which of the following expression is to give compliment?	C2 (Understanding)	C2 (Understanding)
9.	"Well, to be honest. I don't have any confidence to sell it." The utterance expresses...	C2 (Understanding)	C2 (Understanding)
10.	From the text above, we know that...	C2 (Understanding)	C2 (Understanding)
11.	From the dialogue above, we know that...	C2 (Understanding)	C2 (Understanding)
12.	From the dialogue above, will Diva help Nana?	C2 (Understanding)	C2 (Understanding)
13.	What will you say, if you didn't understand what someone saying?	C2 (Understanding)	C2 (Understanding)
14.	Which of the following expressions	C2	C2

	is for asking someone's suggestion?	(Understanding)	(Understanding)
15.	"Faiza is working hard to do her homework, but she finds some difficulties questions". What will you suggest her?	C2 (Understanding)	C2 (Understanding)
16.	My grandfather ... fast when he was young.	C3 (Applying)	C3 (Applying)
17.	Some Dinosaurs are not ... to walk on two legs.	C3 (Applying)	C3 (Applying)
18.	If I have internet connection, I ... browse any information easily.	C3 (Applying)	C3 (Applying)
19.	To state inability/incapability, we can use the following expressions, except:	C2 (Understanding)	C2 (Understanding)
20.	To state willingness, we can use the following expression.	C2 (Understanding)	C2 (Understanding)

B.

21.	What does the notice mean?	C2 (Understanding)	C2 (Understanding)
22.	Make a compliment sentence based on the situation given! a. (situation) Your mother cooks a tasty fried rice b. (situation) Your friend has a very expensive T-Shirt	C3 (Applying)	C3 (Applying)
23.	(situation) Your friend said that he couldn't do his English Quiz yesterday. He doesn't know what he should do to get a good result. You should say ...	C2 (Understanding)	C2 (Understanding)
24.	Complete the following sentences! a. (+) Farzan can play basketball well, and he will join the competition next month. b. (-) ... c. (?) ...	C3 (Applying)	C3 (Applying)
25.	Fill the blanks with the "must" or "mustn't" a. Ameena is ill, she ... see the doctor. b. This is a secret, you ... tell anybody.	C3 (Applying)	C3 (Applying)

Description of Analysis

A.

No	Midterm Test Questions	Description of Analysis
1.	Complete the dialogue above! (number 1)	The question is use apply level in Revised Bloom Taxonomy theory. Applying refers to the ability to use learned material in new and concrete situations. This question requires the students to call up from their memory about the ideas and explicit statement to complete the dialogue and execute or carry out it into correct to being a meaningful text. (C3)
2.	Complete the dialogue above! (number 1)	The question is use apply level in Revised Bloom Taxonomy theory. Implementing occurs when a student selects and uses a procedure to perform an unfamiliar task. Because selection is required, students must possess an understanding of the type problem encountered as well as the range of procedure that are available. This question mean that the students must choose one of word grammatically. (C3)
3.	Which of the following expression is to ask attention?	It includes in understand level because the question demonstrate understanding of fact and ideas by interpreting the words. The student ask to find the expression for ask attention which has been stated in the text, it means they must understand the text to find the appropriate expression easily. (C2)
4.	“We <u>are not allowed</u> to bring our books, notes, even dictionary”. The underlined phrase has the similar meaning to...	It includes in understand level because the question above demonstrate understanding of fact and ideas by interpreting or translating the word. This question requires the students to concentrate in identifying and locating the explicit ideas and information that have been stated in the text. Therefore, it will be difficult to the students if they do not read and keep in mind the ideas and information stated explicitly in the text. (C2)
5.	Which of the following expressions is to give	It includes in understand level because the question demonstrate understanding of

	suggestion?	fact and ideas by interpreting the words. The student ask to find the expression for suggestion which has been stated in the text, it means they must understand the text to find the appropriate expression easily. (C2)
6.	“Every Junior High School student should join the extracurricular activity”. What will you say if you agree with the statement?	It includes in understand level because the question demonstrate understanding of fact and ideas by interpreting the words. The student ask to find the expression for agreement of the sentence which has been stated in the text, it means they must understand the text to find the appropriate expression easily. (C2)
7.	Which of the following expression is to check someone’s understanding?	It includes in understand level because the question demonstrate understanding of fact and ideas by interpreting the words. The student ask to find the expression to check someone’s understanding which has been stated in the dialogue, it means they must understand the dialogue to find the appropriate expression easily. (C2)
8.	Which of the following expression is to give compliment?	It includes in understand level because the question demonstrate understanding of fact and ideas by interpreting the words. The student ask to find the expression for giving compliment which has been stated in the dialogue, it means they must understand the dialogue to find the appropriate expression easily. (C2)
9.	“Well, to be honest. I don’t have any confidence to sell it.” The utterance expresses...	It includes in understand level because the question demonstrate understanding of fact and ideas by interpreting the words. The student ask to inferring (conclude) the meaning of the expression which has been stated in the dialogue. (C2)
10.	From the text above, we know that...	It includes in understand level because the question demonstrate understanding of fact and ideas by interpreting the words. The student ask to inferring (conclude) the conclusion that appropriate with the dialogue. (C2)
11.	From the dialogue above, we know that...	It includes in term of understand because the question has meaning that we have to find the conclusion of the text. It does not just recall information, but we have to

		find and infer the implicit information (C2)
12.	From the dialogue above, will Diva help Nana?	It includes in term of understand because the question has meaning that we have to find the conclusion of the text. It does not just recall information, but we have to find and infer the implicit information (C2)
13.	What will you say, if you didn't understand what someone saying?	It includes in understand level because the question demonstrate understanding of fact and ideas by interpreting the words. The student ask to inferring (conclude) the conclusion that appropriate with the question. (C2)
14.	Which of the following expressions is for asking someone's suggestion?	It includes in understand level because the question demonstrate understanding of fact and ideas by interpreting the words. The student ask to inferring (conclude) the conclusion that appropriate with the dialogue. (C2)
15.	"Faiza is working hard to do her homework, but she finds some difficulties questions". What will you suggest her?	It includes in understand level because the question demonstrate understanding of fact and ideas by interpreting the words. The student ask to inferring (conclude) the suggestion that fit the sentence. (C2)
16.	My grandfather ... fast when he was young.	The question is apply level in Revised Bloom Taxonomy theory. Implementing occurs when a student selects and uses a procedure to perform an unfamiliar task. Because selection is required, students must possess an understanding of the type problem encountered as well as the range of procedure that are available. This question mean that the students must choose one of word grammatically. (C3)
17.	Some Dinosaurs are not ... to walk on two legs.	The question is apply level in Revised Bloom Taxonomy theory. Implementing occurs when a student selects and uses a procedure to perform an unfamiliar task. Because selection is required, students must possess an understanding of the type problem encountered as well as the range of procedure that are available. This question mean that the students must choose one of word grammatically. (C3)

18.	If I have internet connection, I ... browse any information easily.	The question is apply level in Revised Bloom Taxonomy theory. Implementing occurs when a student selects and uses a procedure to perform an unfamiliar task. Because selection is required, students must possess an understanding of the type problem encountered as well as the range of procedure that are available. This question mean that the students must choose one of word grammatically. (C3)
19.	To state inability/incapability, we can use the following expressions, except:	It includes in understand level because the question demonstrates understanding of facts and ideas by interpreting the words. The student ask to categorizing which one is the wrong expression to state inability/incapability. (C2)
20.	To state willingness, we can use the following expression.	It includes in understand level because the question demonstrates understanding of facts and ideas by interpreting the words. The student ask to categorizing which one is the correct expression to state inability/incapability. (C2)

B.

21.	What does the notice mean?	The question is understand level in Revised Bloom Taxonomy theory. The student are asked to understand the mean of caution that mentioned in the question. (C2)
22.	Make a compliment sentence based on the situation given! a. (situation) Your mother cooks a tasty fried rice b. (situation) Your friend has a very expensive T-Shirt	The question is apply level in Revised Bloom Taxonomy theory. Implementing occurs when a student selects and uses a procedure to perform an unfamiliar task. Because selection is required, students must possess an understanding of the type of problem encountered as well as the range of procedures that are available. This question means that the students must apply the situation given to be a good compliment sentence.(C2)
23.	(situation) Your friend said that he couldn't do his English Quiz yesterday. He doesn't know what he should do to get a good result. You should say ...	It includes in understand level because the question demonstrate understanding of fact and ideas by interpreting the words. The student ask to inferring (conclude) the best expression that fit the sentence.

		(C2)
24.	<p>Complete the following sentences!</p> <p>a. (+) Farzan can play basketball well, and he will join the competition next month.</p> <p>b. (-) ...</p> <p>c. (?) ...</p>	<p>The question is apply level in Revised Bloom Taxonomy theory. Implementing occurs when a student selects and uses a procedure to perform an unfamiliar task. Because selection is required, students must possess an understanding of the type of problem encountered as well as the range of procedures that are available. This question means that the students must compile the word grammatically to be a good sentence. (C3)</p>
25.	<p>Fill the blanks with the “must” or “mustn’t”</p> <p>a. Ameena is ill, she ... see the doctor.</p> <p>b. This is a secret, you ... tell anybody.</p>	<p>The question is apply level in Revised Bloom Taxonomy theory. Implementing occurs when a student selects and uses a procedure to perform an unfamiliar task. Because selection is required, students must possess an understanding of the type problem encountered as well as the range of procedure that are available. This question mean that the students must choose one of word grammatically. (C3)</p>

Appendix 7. Data Validation of Content Validity

Data Validation of Content Validity

Validator : Mr. Habibi Nur Hidayanto, M.Pd

Date/Time : May 31, 2023

Basic Competency	Subject Matter	Question Numbers
KD 3.1 Applying social functions, text structures, and linguistic elements of spoken and written interpersonal interaction texts that involve asking for attention, checking understanding, appreciating performance, asking for and expressing opinions, and responding to them, according to the context.	Asking for attention, checking for understanding, showing appreciation, asking and giving opinion.	3,5,6,7,8,9,10,11,12, 13,22,23
KD3.2 Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve giving and asking for information related to ability and willingness to perform an action, according to the context (Pay attention to the language elements of can, will)	Stating ability and willingness	1,2,13,16,17,18,19, 20,24
KD 3.3 Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve giving and asking for information regarding imperatives, prohibitions, and appeals, according to the context (Pay attention to the linguistic elements of must, should)	Giving advice/suggestion stating obligation and prohibition	4, 14, 15, 21, 25

Description of Analysis

A.

No	Midterm Test Questions	Description of Analysis
1.	Complete the dialogue above! (number 1)	The question is categorized in KD 3.2 because it corresponds to expressing ability and willingness
2.	Complete the dialogue above! (number 2)	The question is categorized in KD 3.2 because it corresponds to expressing ability and willingness
3.	Which of the following expression is to ask attention?	The question is categorized in KD 3.1 because it corresponds to the act of asking for attention
4.	“We <u>are not allowed</u> to bring our books, notes, even dictionary”. The underlined phrase has the similar meaning to...	The question is categorized in KD 3.3 because it corresponds to expressing prohibitions
5.	Which of the following expressions is to give suggestion?	The question is categorized in KD 3.1 because it corresponds to expressing opinions
6.	“Every Junior High School student should join the extracurricular activity”. What will you say if you agree with the statement?	The question is categorized in KD 3.1 because it corresponds to expressing and respond to opinions
7.	Which of the following expression is to check someone’s understanding?	The question is categorized in KD 3.1 because it corresponds to check understanding
8.	Which of the following expression is to give compliment?	The question is categorized in KD 3.1 because it corresponds to appreciate performance
9.	“Well, to be honest. I don’t have any confidence to sell it.” The utterance expresses...	The question is categorized in KD 3.1 because it corresponds to expressing and respond to opinion
10.	From the text above, we know that...	The question is categorized in KD 3.1 because it corresponds to expressing and respond to opinion
11.	From the dialogue above, we know that...	The question is categorized in KD 3.1 because it corresponds to asking opinion
12.	From the dialogue above, will Diva help Nana?	The question is categorized in KD 3.1 because it corresponds to expressing and respond to opinion
13.	What will you say, if you didn’t understand what	The question is categorized in KD 3.1 because it corresponds to expressing and

	someone saying?	respond to opinion
14.	Which of the following expressions is for asking someone's suggestion?	The question is categorized in KD 3.3 because it corresponds to suggestion
15.	"Faiza is working hard to do her homework, but she finds some difficulties questions". What will you suggest her?	The question is categorized in KD 3.3 because it corresponds to suggestion
16.	My grandfather ... fast when he was young.	The question is categorized in KD 3.2 because it corresponds to expressing ability and willingness
17.	Some Dinosaurs are not ... to walk on two legs.	The question is categorized in KD 3.2 because it corresponds to expressing ability and willingness
18.	If I have internet connection, I ... browse any information easily.	The question is categorized in KD 3.2 because it corresponds to expressing ability and willingness
19.	To state inability/incapability, we can use the following expressions, except:	The question is categorized in KD 3.2 because it corresponds to expressing ability and willingness
20.	To state willingness, we can use the following expression.	The question is categorized in KD 3.2 because it corresponds to expressing ability and willingness

B.

21.	What does the notice mean?	The question is categorized in KD 3.3 because it corresponds to expressing prohibitions
22.	Make a compliment sentence based on the situation given! a. (situation) Your mother cooks a tasty fried rice b. (situation) Your friend has a very expensive T-Shirt	The question is categorized in KD 3.1 because it corresponds to expressing and respond to opinions
23.	(situation) Your friend said that he couldn't do his English Quiz yesterday. He doesn't know what he should do to get a good result. You should say ...	The question is categorized in KD 3.1 because it corresponds to expressing and respond to opinions
24.	Complete the following sentences! a. (+) Farzan can play basketball well, and he will join the competition next	The question is categorized in KD 3.2 because it corresponds to expressing ability and willingness

	<p>month.</p> <p>b. (-) ...</p> <p>c. (?) ...</p>	
25.	<p>Fill the blanks with the “must” or “mustn’t”</p> <p>a. Ameena is ill, she ... see the doctor.</p> <p>b. This is a secret, you ... tell anybody.</p>	<p>The question is categorized in KD 3.3 because it corresponds to expressing imperative and prohibitions</p>

Appendix 8. Validation**Validation**

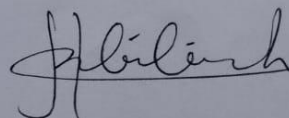
The thesis data of Arsela Dian Rahmasari (196121169) entitled "AN ANALYSIS OF MIDTERM ENGLISH TEST MADE BY TEACHER BASED ON COGNITIVE PROCESS DIMENSION OF REVISED BLOOM'S TAXONOMY AT THE EIGHT GRADE OF MTSN 2 SURAKARTA IN THE ACADEMIC YEAR 2022/2023" has been validated by Habibi Nur Hidayanto, M.Pd

Day : Wednesday 2023

Date : May 31, 2023

Surakarta, 31 Mei 2023


Validator



Habibi Nur Hidayanto, M.Pd

Appendix 9. Research Permit Application

31 Maret 2023


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
 Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
 Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-1448/Un.20/F.V/PP.00.9/03/2023

Lamp. : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
Kepala MTsN 2 Surakarta
di
Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : **ARSELA DIAN RAHMASARI**

NIM : 196121169


Program Studi : Pendidikan Bahasa Inggris

Semester : 8

Judul Skripsi : AN ANALYSIS OF MIDTERM ENGLISH TEST MADE BY TEACHER BASED ON COGNITIVE PROCESS DIMENSION OF REVISED BLOOM'S TAXONOMY AT THE EIGHT GRADE OF MTSN 2 SURAKARTA IN THE ACADEMIC YEAR 2022/2023

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.
Adapun waktu penelitian pada tanggal 10 April 2023 sampai tanggal 15 April 2023.
Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.


Prof. Dr. Toto Suharto, S.Ag.,M.Ag.
 NIP. 19710403 199803 1 005

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