

## **An Analysis of 2010 Senior High School National Examination Based on Bloom'S Taxonomy**

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### **Abstract**

The main objective of this research was to find out the cognitive level of the 2010 Senior High School National Examination based on Bloom's Taxonomy. The method used in this research is descriptive qualitative method. The result of the research showed that multiple choice test items that evaluate these higher levels of reasoning should present a case or situation to the student, and then require them to apply theories, processes, or other types of analysis learned in class to arrive at the answer to the multiple choice items based on the case information. In this test, the researcher viewed that the test was well constructed. In listening section, the native speaker is not as hard as others. Sometimes, the students are difficult to catch what speaker said. But, in this test, the conversation in the cassettes is not difficult to be grasped. After analyzing the test, the writer found that almost items are in Understanding Level. Except, the items number 4, 5 and 6. In this item, the students are required to classify or to match the pictures and the dialogue. In cognitive domain proposed by Blooms, matching pictures is in the first level.

Keywords: National Examination, Cognitive level, Bloom's Taxonomy

### **Introduction**

National curriculum is the basic standard of developing the quality of our educational system and to determine the policy in the development of education. Curriculum has important role in the whole process of education. Curriculum refers to all sorts of educational activities to reach the education goals.

Johnson (in Sukmadinata, 1997: 4) stated that "curriculum prescribes (or at least anticipates) the result of instruction." In *The Curriculum*, Bobbitt stated that the central theory of curriculum is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for

any social class they can be discovered. This requires only that one go out into the world of affairs and discover the particulars of which their affairs consist. These will show the abilities, attitudes, habits, appreciations and forms of knowledge that men need. These will be the objectives of the curriculum. They will be numerous, definite and particularized. The curriculum will then be that series of experiences which children and youth must have by way of obtaining those objectives. (1918: 42)

To see whether the objectives in curriculum are reached, the government then conducts what is called as National Examination. If we see from the governments' point of view, the national examination is necessary to be done as a control for the extent to which a school has implemented the national education program properly. Thus, the output of national examination is a success indication of a school in implementing the national education curricula. For this reason, the national examination will be needed constantly, whatever the constraint.

Wand and Brown (in Nurkancana and Sumartono, 1986: 1) explained that evaluation refers to the act process in determining the value of something. It means that evaluation is an act

or process to asses or evaluates something in educational system or anything that related to education.

Evaluation is the process that consist the two aspects before. Arikunto cited the statement of Tyler (1950) that educational evaluation is a process of collecting the data to determine how far, in what extent the objective of education has reached.

Nowadays, National Examination becomes a hot topic in our educational surroundings. As cited from Jakarta Globe in January 8, 2010, SBY said that "In my opinion, the national exam shouldn't be the only way to determine graduation," It should be combined with other aspects." He, then cited the example of students who failed being allowed to retake the exam soon after finding out their results, but in what appeared to be a veiled suggestion to the Ministry of National Education to revisit the issue, he suggested a possible return to the past. We all agree that the national examinations should not be used to filter out the students. Instead, they can be significantly improved as diagnostic tests which advise students where they are strong and where they are weak and need improvement. Currently, the results of national examinations are simply released as aggregate marks for each subject. Students have

no idea why they did well or poorly, and what their performance was like in all the different learning outcomes expected within each subject.

Bloom's Taxonomy was created in 1948 by psychologist Benjamin Bloom and several colleagues. Originally developed as a method of classifying educational goals for student performance evaluation, Bloom's Taxonomy has been revised over the years and is still utilized in education today. The original intent in creating the taxonomy was to focus on three major domains of learning: cognitive, affective, and psychomotor. The cognitive domain covered "the recall or recognition of knowledge and the development of intellectual abilities and skills"; the affective domain covered "changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment"; and the psychomotor domain encompassed "the manipulative or motor-skill area.

### **Bloom's Taxonomy – Revised**

#### **Cognitive Domain**

Bloom's Taxonomy has been revised by Anderson and Krathwohl (2001) with new terms and emphasis. This adapted Bloom's model has *Knowledge* converted to *Remember* and the highest level of development is *Creating* rather than *Evaluate*.

Category	Generic Skill	Sample Verbs
Remembering Recalling information	The learner is able to recall, restate and remember learned information.	Choose, Cite, Enumerate, Group, Label, List, Listen, Locate, Match, Memorize, Name, Outline, Quote, Read, Recall, Recite, Record, Relate, Repeat, Reproduce, Review, Select, Show, Sort, State, Underline, Write
Understanding Explaining ideas or concepts	The learner grasps the meaning of information by interpreting and translating what has been learned	Account for, Annotate, Associate, Classify, Convert, Define, Describe, Discuss, Estimate, Explain, Express, Identify, Indicate, Interpret, Observe, Outline, Recognize, Reorganize, Report, Research, Restate, Retell, Review, Translate
Applying Using information in another familiar situation	The learner makes use of information in a new situation from the one in which it was learned	Adapt, Apply, Calculate, Change, Collect, Compute, Construct, Demonstrate, Dramatize, Draw, Exhibit, Generalize, Illustrate, Interpret, Interview, Make, Manipulate, Operate, Paint, Practice, Sequence, Show, Sketch, Solve, Translate
Analyzing	The learner	Analyze,

(Critical Thinking) Breaking information into parts to explore understandings and relationships	makes use of information in a new situation from the one in which it was learned	Appraise, Arrange, Calculate, Categorize, Compare, Contrast, Criticize, Debate, Detect, Diagram, Discriminate, Dissect, Distinguish, Examine, Experiment, Group, Infer, Inquire, Inspect, Investigate, Order, Probe, Question, Relate, Research, Scrutinize, Separate, Sequence, Sift, Subdivide, Summarize, Survey, Test
Evaluating (Critical Thinking) Justifying a decision or course of action	The learner makes decisions based on in depth reflection, criticism and assessment.	Appraise, Argue, Assess, Choose, Compare, Conclude, Criticize, Critique, Debate, Decide, Deduce, Defend, Determine, Differentiate, Discriminate, Evaluate, Infer, Judge, Justify, Measure, Predict, Prioritize, Probe, Rank, Rate, Recommend, Revise, Score, Select, Validate, Value
Creating (Critical Thinking) Generating new ideas, products, or	The learner creates new ideas and information using what has	Act, Assemble, Blend, Combine, Compile, Compose, Concoct,

ways of viewing things	been previously learned	Construct, Create, Design, Develop, Devise, Formulate, Forecast, Generate, Hypothesize, Imagine, Invent, Organize, Originate, Predict, Plan, Prepare, Propose, Produce, Set up
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**Methodology**

The method the researcher used in this study was descriptive qualitative method. The primary data of this research was the English Test of 2010 National Examination at Senior High School. The data from Listening Section was gotten from the cassette that was distributed when National Examination conducted. In analyzing the data, the writer listens to the cassette first to get the number of Listening Section test. Then, the writer makes a transcription of the listening test. This test is analyzed based on the cognitive domain of Bloom’s Taxonomy.

**Findings and Discussion**

**Listening Section**

**Part one**

Man : Do you use the internet very often?

Woman : Yes I do, I use it for communication

Man : How do you communicate with it?

Woman : I send and receive emails and I speak with my friends using voicemail

Question	Kinds of Text	Skill	Cognitive Level
1. What do they talking about? a. How to use email b. Internet usage c. Receiving emails d. Voice mail e. Communication	Dialogue	Identifying the topic in the dialogue	C2: Understanding

Son : Mom, may I use your car?

Mom : You haven't got a driver's license, have you?

Son : No, but my friends haven't got their licenses either and their parents don't mind.

Mom : I'm sorry. You can't, dear.

Question	Kinds of Text	Skill	Cognitive Level
2. Why is the boy not allowed to use the car? a. He doesn't have a driver's license yet b. His friend will drive him c. He is seventeen year old d. His mother will use it	Dialogue	Explain the reasons	C2: Understanding

e. He drives carelessly			
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Woman : Why don't you take the bus to work?

Driving in rush hour traffic is terrible

Man : I would, but I'm afraid that there will be any seats left, by the time the bus gets to my stop.

Question	Kinds of Text	Skill	Cognitive Level
3. Why does the man not want to go by bus? a. The man takes the bus to work b. The man wants the woman to go with him c. The woman prefers driving in the rush hour d. The woman wants to ride to work with man e. The man has to stand on the bus if he takes it to work	Dialogue	Explain the speaker's intention	C2: Understanding

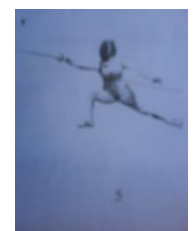
**Part Two**

Man : What sport do you like?

Woman : Fencing

Man : Oh yeah..? What do you need for that?

Woman : Things like a sword, a helmet, and so special clothes



Question	Kinds of Text	Skill	Cognitive Level
4. Which picture goes with the dialogue? a. 1 b. 2 c. 3 d. 4 e. 5	Dialogue	Match the pictures with the dialogue	C1: knowledge

Man : Have you started the assignment yet?

Woman : Yes, but I haven't finished that

Man : Why don't we go to work it together?

Woman : Ok. Let's go to the library



e. 5			
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Last week, I went to a plaza in town. When I was in front of a gift shop, I saw hand bag on display. It was a beautiful other hand bag with the stripe. I wanted to buy but I didn't have enough of money.



Question	Kinds of Text	Skill	Cognitive Level
6. Which pictures goes with the monologue? a. 1 b. 2 c. 3 d. 4 e. 5	Monologue	Match pictures with the monologue	C1: knowledge

Question	Kinds of Text	Skill	Cognitive Level
5. Where do they probably go? a. 1 b. 2 c. 3 d. 4	Dialogue	Match pictures with the dialogue	C1: knowledge

**Part Three**

Woman : I heard some bad news about you while you were in London. Was it true?

Man : Yes, someone stole my laptop when I left it in the car.

Question	Kinds of Text	Skill	Cognitive Level
<p>7. What is the appropriate response?</p> <p>a. Oo..Good news</p> <p>b. Oo..You're welcome</p> <p>c. Oo..I'm a guide in London too</p> <p>d. Oo..I'm sorry to hear that</p> <p>e. Oo..I also have a bag</p>	Dialogue	Predict the responses that will be spoken by the speaker	C2: Understanding

Man : What would you like to order for lunch?

Woman : Just fish and chips, a glass of coke, and a strawberry sundae. Would you like to have the same?

Question	Kinds of Text	Skill	Cognitive Level
<p>8. What would the man probably answer?</p> <p>a. That would be great</p> <p>b. I don't like it</p> <p>c. Let me order a burger</p> <p>d. Not now</p> <p>e. That is too much</p>	Dialogue	Predict the response of the speaker	C2: Understanding

This is rock music. Do you want listen to it?

Question	Kinds of Text	Skill	Cognitive Level
<p>9. What would the man probably say?</p> <p>a. No thank u. It's enjoyable</p>	Dialogue	Predict the response from the	C2: Understanding

<p>b. Why not. I hate it really</p> <p>c. It's very expensive. I'm afraid</p> <p>d. I must meet. Everybody loves rock music</p> <p>e. Oh no, thanks. I can't stand hard rock</p>		speaker	
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Man : What's the matter with you?

Woman : I can't do this test. It is very difficult.

Man : I'm sure you didn't study last night

Question	Kinds of Text	Skill	Cognitive Level
<p>10. How might the student's response to the teacher's questions?</p> <p>a. The movie was interesting</p> <p>b. I wasn't busy last night</p> <p>c. I study too late last night</p> <p>d. I watched an interesting movie until late last night</p> <p>e. The movie was easy to understand.</p>	Dialogue	Predicting the student's response	C2: Understanding

Man : Where are we going to study?

Woman : At the Sun Hotel near the beach

Man : Why there?

Question	Kinds of Text	Skill	Cognitive Level
<p>11. What reason that the woman give for choosing the hotel?</p> <p>a. I'm free</p>	Dialogue	Determine the woman's intention	C2: Understanding

b. I stay there c. It gives the most satisfactory service d. It's on the beach e. There's a hotel there			
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			Level
13. How much does the platypus weight? a. 0.7 to 2.4 kg b. 0.7 to 2.5 kg c. 0.7 to 2.6 kg d. 0.7 to 2.7 kg e. 0.7 to 2.8 kg	Descriptive	Identify the features of the character	C2: Understanding

**Part Four**

The platypus is a semi aquatic mammal endemic to eastern Australia including Tasmania. It is one of the five extant species of monotremes. The only mammals that lay eggs instead of giving birth to live young. The body and the broad flat tail of this animal are covered with dense brown fur that traps a layer of insulating air to keep the animal warm. It uses its tail for storage of fat reserves. It has webbed feet and the large rubbery snout. These are features that appear closer to those of a duck than to those of any known mammal. Weight varies considerably from 0.7 to 2.4 with males being larger than females. A male averages 50 cm total length. While the female approximately 45 cm. The platypus has an average body temperature of about 32<sup>0</sup>C rather than 37<sup>0</sup>C that is typical of placental mammals.

Question	Kinds of Text	Skill	Cognitive Level
12. What animal is being described in the monologue? a. Octopus b. Rhinoceros c. Platypus d. Mosquito e. Hippopotamus	Descriptive	Identify the character in the text	C2: Understanding
Question	Kinds of Text	Skill	Cognitive Level

The news in detail.

Snow storm and blizzard had been blank for at least 16 deaths across the country. West Concerned declares a state for emergency after it was hit by up to 48 cm of snow early in the week. Across the country, flights have been cancelled, roads closed and power code off affecting thousands of people. Frizzing temperature had also affected the Moulton waterfall in Oregon. Some children took time out to play in the snow as schools were closed cross the country. However, the snow failed to bother thousands of snow gists heading to Washington for the winter season passing by Mount Baker.

Question	Kinds of Text	Skill	Cognitive Level
14. How many people died because of the snow and blizzard? a. 16 b. 48 c. 56 d. 60 e. 66	News Item	Identifying	C2: Understanding
Question	Kinds of Text	Skill	Cognitive Level
15. What was the weather like in west concerned? a. Fine	News Item	Identifying	C2: Understanding



b. Clear			
c. Rainy			
d. Terrible			
e. Cloudy			

**Reading Section**

Reading text for question number 16.

To : Marguerite Michelson  
 From : Ambar Patel  
 Date : March 22, 2010  
 Pages : 3 (this + 2)  
 Ref : Money Due  
 Message:

I'm writing to inquire about money due. We are concerned about payment on your last order, December 2009. It was due in January. Could you please explain the delay? I have left several phone messages over the past few weeks, but they have not answered. Your company has always been prompt in paying our bills, and we would like continue to maintain a good relationship with you. However, this is an unusually long delay, and if we don't hear from you until April, we will have to take action. Please contact me by fax or phone as soon as possible with an explanation and the date when we will receive the overdue payment. The details of your order including items and prices are available on the following two pages.

Question	Kinds of Text	Skill	Cognitive Level
16. The message is about ... a. A proposal to maintain good relationship b. Information about a new company policy c. An inquiry about a delay in payment d. An explanation how to pay debt e. Introduction a	Inquiry Letter	Identify the message of the letter	C2: Understanding

new product			
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Reading text for questions number 17 to 19.

Attention : Personnel Director,  
 Universe Airlines  
 Mr. Fariandy Ilham

Dear Sir,

I am responding to your recent advertisement in the **Indonesia Post** for a bilingual international flight attendant. I think I could be a good flight attendant for Universe Airlines because I'm a very friendly person and I really love travelling. I also enjoy meeting people.

As you can see from my resume and references, I've had a lot experiences working with tourists. I used to work at a prominent multinational travel agent as a tourist guide for about one year, and another two years as a tourist consultant at the same company.

I would be really very glad if you would take me into your consideration.

I'm looking forward to having your invitation for an interview.

Question	Kinds of Text	Skill	Cognitive Level
17. What is the letter about? a. A recruitment letter b. An application letter c. A response to an applicant d. A letter from Personal Director e. A letter from the Universe Airlines	Application Letter	Identifying the letter	C2: Understanding
Question	Kinds of Text	Skill	Cognitive Level
18. Where did the applicant work before? a. At a travel agent b. At Indonesia Post	Application Letter	Identify the first place of the applicant	C2: Understanding

c. At the Universe Airlines			
d. At a multinational airlines			
e. At an international company			
Question	Kinds of Text	Skill	Cognitive Level
19. <u>“I’m looking forward to having your invitation for an interview”</u> What does the above sentence mean? a. I’m going to be interviewed b. I’m expecting you for an interview c. I’m waiting for an interview invitation d. I’m going to be invited for an interview e. I’m going to invite you for an interview	Application Letter	Interpreting the meaning of the statement	C2: Understanding

Reading text for questions number 20 to 22.

Bandung, April 22, 2010

To : Manager of Credit  
Mr. Wibowo

It is my great pleasure to inform that Mr. Rahman will be Head of Representative Office of our firm here.

He has been successfully handling the financial in the head office of our firm in Jakarta. He is extremely knowledgeable in the field of accounting

He has been scheduled to visit our office on May 1<sup>st</sup>, 2010, accompanied by Mr.

Rouland, the manager of marketing. He will start working on the next day

H.R Manager  
J. Sebastian

Question	Kinds of Text	Skill	Cognitive Level
20. What is the announcement about? a. Mr. Rahman’s appointment as Head of Representative Office b. Mr. Rahman’s plan to visit his new office in Jakarta c. Mr. Rahman’s experience as finance manager d. Mr. Rahman’s appointment as accountant e. Mr. Rahman’s visiting schedule	Announcement	Identify the content of the announcement	C2: understanding
Question	Kinds of Text	Skill	Cognitive Level
21. Who will accompany Mr. Rahman? a. The Credit Manager b. The Finance Manager c. The Marketing Manager d. The Purchasing Manager e. The General Affair Manager	Announcement	Identify the character	C2: understanding
Question	Kinds of Text	Skill	Cognitive Level

			Level
22. <u>“He has been scheduled to visit our office on May 1<sup>st</sup>, 2010 ....</u> The underlined part of the sentence means? a. He will be visited b. He himself made the plan to visit our office c. He himself arranged the plan to visit our office d. He has a plan to visit our office with Mr. Rouland e. The time of his visit to our office has already been arranged	Announcement	Interpret the meaning of the sentence	C2: understanding

The text for questions number 23 and 24.



Question	Kinds of Text	Skill	Cognitive Level
23. What is the advertisement	Advertisement	Identify the content	C2: Unde

about? a. Online shopping b. Aloe Vera plant c. How to sleep like a baby d. The Bragada Memory Foam Deluxe Mattress e. The treatment of old aches, pains and pressure points		of the announcement	rstanding
Question	Kinds of Text	Skill	Cognitive Level
24. What is the special offer given? a. Toppers b. Deluxe mattress c. 20 year warranty d. 2 memory pillows e. Adjustable power Beds	Announcement	Identify the special offer in the text	C2: Understanding

Reading text for questions number 25 to 28.

One day, when Sangkuriang was hunting, he accidentally killed his beautiful black dog Si Tumang. This dog is actually Sangkuriang’s father who had been condemned to live the life of a dog by his GURU. However, Sangkuriang never knew it.

Sangkuriang had been separated from his mother since childhood. On his way home, he stopped at a small village and fell in love with a beautiful girl. He didn’t realize that the village was his homeland nor that the beautiful girl was his own sacred mother who remained young and pretty.

Their love grew naturally and one day, when they were discussing their wedding plans, Dayang Sumbi suddenly realized that the profile of Sangkuriang’s head matched that of her son who had left twenty years earlier. How could

she marry her own son? But she didn't wish to disappoint him. So she agreed to marry Sangkuriang only on the condition that he would provide her with a lake and a boat with which they could sail on their wedding day the next at a dawn.

Sangkuriang accepted this condition. He dammed up the Citarum River to make a lake. Dayang Sumbi realized that Sangkuriang would fulfill the condition she had set. With a wave of her supranatural shawl, she lit up the eastern horizon with flashes of light. Deceived by false dawn, the cock crowed and farmers rose for the new day.

Sangkuriang realized that he failed to finish the boat. With all his anger, he kicked the unfinished boat upside – down. The boat is now known as the mount TAGKUBAN PARAHU. In Sundanese, TANGKUBAN means upturned or upside down, and PARAHU means boat. With the dam torn asunder, the water drained off the lake and made the lake a wide plain. It is now called Bandung from the word BENDUNG which means dam.

Question	Kinds of Text	Skill	Cognitive Level
25. Where did Sangkuriang meet the beautiful girl? a. At Tangkuban Perahu b. At Citarum River c. At a small village d. On his way home e. At Bandung city	Narrative Text	Identifying	C2: Understanding
Question	Kinds of Text	Skill	Cognitive Level
26. Who was	Narrative	Identify	C2:

condemned by Guru? a. Sangkuriang's dog b. Sangkuriang's son c. Sangkuriang's girl d. Sangkuriang's father e. Sangkuriang's mother	Text	the character in the text	understanding
Question	Kinds of Text	Skill	Cognitive Level
27. The moral message of this story is .... a. Tell the truth to avoid something unexpected b. Thing has been done, should be completed c. Never trust anyone completely d. True love sacrifices everything e. Love is a valuable thing	Narrative Text	Determine the moral force in the text	C2: Understanding
Question	Kinds of Text	Skill	Cognitive Level
28. Paragraph 4 mainly tells about ... a. Dayang Sumbi used her supranatural shawl to fail Sangkuriang on his effort to built a lake and a boat b. Dayang Sumbi thought that the condition she offered to	Narrative Text	Illustrate the main ideas in paragraph	C2: Understanding

<p>Sangkuriang would not be carried out</p> <p>c. Sangkuriang had finishe building a lake and a boat before the cock began crowning</p> <p>d. Sangkuriang felt sure that he could finish building the lake and boat before dawn</p> <p>e. The cock and farmers had woken up earlier that morning</p>			
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Reading text for questions number 29 to 31

YONKERS, Nov 12<sup>th</sup>. A four alarm fire damaged 14 stores today in the Cross County Shopping Center, the largest shopping center in Westchester County.

Two fire investigators said the blaze apparently started in a pile of cardboard cartoons at the rear of a shoe store and spread through a utilities duct above the 13 other stores. The fire started at 4.40 p.m and was declared under control at 6.14 p.m. The center is on the Cross County Parkway at the Gov. Thomas E. Dewey Thruway.

Five fire-fighters were busy at the scene. Lieut. John Carey of the Yonkers Arson Squad said the cause of the fire was under investigation.

Question	Kinds of Text	Skill	Cognitive Level
<p>29. The text mainly tells us about ...</p> <p>a. The Yonkers Arson Squad</p> <p>b. The blaze at a shoe store</p>	Recount	Illustrate the main topic of the text	C2: understanding

<p>c. A fire in the shopping center</p> <p>d. A shopping center in the cross country</p> <p>e. The largest shopping center in the Westchester County</p>			
Question	Kinds of Text	Skill	Cognitive Level
<p>30. The fire has lasted about?</p> <p>a. Half an hour</p> <p>b. Forty five minutes</p> <p>c. One hour</p> <p>d. One and a half hour</p> <p>e. Two hours</p>	Recount	Identify the time expressed in the text	C2: understanding
Question	Kinds of Text	Skill	Cognitive Level
<p>31. How many investigators and fire fighters were involved in the scene?</p> <p>a. Two</p> <p>b. Seven</p> <p>c. Twelve</p> <p>d. Thirteen</p> <p>e. Fourteen</p>	Recount	Identify the characters in the text	C2: understanding

Reading text for questions number 32 to 34

Walter Elias Disney (December 5<sup>th</sup>, 1901 – December 15<sup>th</sup>, 1966) was an American animated film producer and animator. He was also the creator of an American-based theme park called Disneyland, and the founder of the highly profitable corporation, now known as the Walt Disney Company.

Disney was born in Chicago to Elias Disney and Flora Call. He was named after his father and after his father's close friend Walter Parr, the minister at St. Paul Congregational Church. In 1906, his family moved to a farm near Marceline, Missouri. The Family sold the farm in 1909 and lived in a rented house until 1910, when they moved to Kansas City. Disney was nine years old at the time.

According to the Kansas City, Missouri, Public School District record, Disney began attending the Benton Grammar School in 1911, and continued his formal education there until he graduated on June 8, 1917. During this time, Disney also enrolled in classes at the Kansas City Art Institute. In the fall of 1917, Disney rejoined his family. He left school at the age sixteen and become a volunteer ambulance driver in World War I, after he changed his birthday certificate to show his year of birth as 1900 in order to enlist in the service. He served as a member of the American Red Cross Ambulance Force in France until 1919.

Question	Kinds of Text	Skill	Cognitive Level
32. When did Disney begin studying at a Grammar School? a. 1906 b. 1909 c. 1911 d. 1917 e. 1919	Descriptive Text	Identify the time explained in the text	C2: Understanding
Question	Kinds of Text	Skill	Cognitive Level
33. The second paragraph mainly tells about ..... a. Disney's farm b. Life in Chicago c. Religious	Descriptive Text	Illustrate the main topic in the text	C2: Understanding

affairs d. Disney's childhood e. Disney's father's friend			
Question	Kinds of Text	Skill	Cognitive Level
34. What did Disney do to become an ambulance driver? a. He rejoined his family b. He took a driving license c. He showed his birth certificate d. He reduced the year of his birth e. He left Benton Grammar School	Descriptive Text	Identifying	C2: Understanding

Reading text for questions number 35 to 38

Many people call platypus duckbill because this animal has a bill like a duck's bill. Platypus is an indigenous of Tasmania and southern and eastern Australia. Although it lays eggs instead of bearing its young alive, the platypus is a true mammal, not a reptile. It nurses its young with milk as do other mammals.

Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus' eyes and head are small. It has no ears but has ability to sense sound and light.

The male platypus has a hollow claw, or spur, on each hind leg. The spurs are connected with poison glands. The platypus leg scratches and poisons its enemies with the spurs.

Platypus lives in streams, rivers and lakes. Female platypus usually digs burrows in the streams or river banks. The burrows are

blocked with soil to protect it from intruders and flooding. On the other hand, male platypus does not need any burrow to stay.

Question	Kinds of Text	Skill	Cognitive Level
35. The main idea of the third paragraph is ....? a. The Platypus defends itself by using its poison b. Each hind leg of platypus could spray poison c. The platypus attacks its enemy by using its hollow claws d. The platypus's claws are used for scratching its enemies e. The poisonous glands flow their poison through the hind legs	Descriptive Text	Illustrate the main idea of third paragraph	C2: Understanding
Question	Kinds of Text	Skill	Cognitive Level
36. The ..... of the platypus makes it look like a duck? a. Bill b. Spur c. Flat tail d. Thick fur e. Webbed feet	Descriptive text	Determine the appropriate character	C2: understanding
Question	Kinds of Text	Skill	Cognitive Level
37. What is the purpose of the text above?	Descriptive text	Identify the purpose of	C2: understanding

a. To tell about the life of platypus b. To explain about the habitat of platypus c. To describe about the features of platypus d. To inform how the platypus e. To distinguish between male and female platypus		the text	
Question	Kinds of Text	Skill	Cognitive Level
38. Platypus habitat is mostly in .... a. Water b. Dry area c. Swamp area d. Humid area e. Barren area	Descriptive text	Identify the place based on the text	C2: understanding

Reading text for question number 39 to 42

Igloos or snow houses are shelter constructed from blocks of snow, generally in the form of a dome. Although igloos are usually associated with all Inuit, they were predominantly constructed by people of Canada's Central Arctic and Greenland's Thule area. Inuit people tended to use snow to insulate their houses. The temperature outside may be as low as  $-45^{\circ}\text{C}$ , but on the inside the temperature may range from  $-7^{\circ}\text{C}$  to  $-16^{\circ}\text{C}$  when warmed by body heat alone.

There were three traditional types of Igloos. The smallest one was constructed as a temporary shelter, usually used for one or two nights. These were built and used during hunting trips, often on open sea ice. Next in size was the semi permanent, intermediate-sized for family dwelling. This is a single room dwelling

that housed one or two families. The largest of the igloos is normally built in groups of two. These might have had up to five rooms and housed up to 20 people. A large igloo might have been constructed from several igloos attached by tunnels, giving common access to the outside. These were used to hold community feasts and traditional dances.

Question	Kinds of Text	Skill	Cognitive Level
39. What is mainly discussed in the text? a. Canadian Traditional houses b. Traditional types of igloo c. Non existence building d. Specification of igloos e. The life of the Inuit	Explanation	Illustrate the main topic in the text	C2: understanding
Question	Kinds of Text	Skill	Cognitive Level
40. "This is a single dwelling room that housed one or two families." (Paragraph 2). The underlined word refers to... a. Traditional Igloo b. The largest igloo c. The smallest igloo d. Temporary shelters e. The semi permanent igloo	Explanation text	Identify the meaning of the sentence	C2: understanding
Question	Kinds of	Skill	Cogni

Text			tive Level
41. How many types of igloo mentioned in the text? a. 1 b. 2 c. 3 d. 4 e. 5	Explanation	Identify	C2: understanding
Question	Kinds of Text	Skill	Cognitive Level
42. Which kind of igloos is used during hunting trips? a. The small one b. The large one c. The medium one d. The traditional one e. The semi permanent one	Explanation	Identify	C2: understanding

The reading text for questions number 43 to 46

Democracy is a form of government. The word democracy means rule by the people. Abraham Lincoln described such self-government as government of the people, by the people, for the people.

The citizens of a democracy take part in government either directly or indirectly. In a direct, or pure, democracy, the people meet in the one place to make the laws for their community.

Most modern democracy is representative democracy. In large communities – cities, states, provinces or countries – it is impossible for all the people to meet as a group. Instead, they elect certain number of their fellow citizens to represent them in making decisions about laws and other matters that affect the people. An assembly of representatives may be called a council, a



parliament, or a congress. Government by the people through their freely elected representatives is sometimes called republican government.

The democratic way of life recognizes the equality and dignity of all persons regardless of race, religion, sex, or social standing. It holds that everyone is equal in court trials and other legal matters. It provides freedom of speech, freedom of the press, and freedom of religion.

Almost all governments claim to be democratic, but many are actually totalitarian. Totalitarian governments have almost complete control over lives of the people.

Question	Kinds of Text	Skill	Cognitive Level
43. .... is not the name given to a group of representatives who meet regularly to make laws for a region or country. a. Council b. Congress c. Gathering d. Parliament e. Legislature	Explanation	Determine the appropriate word	C2: understanding
Question	Kinds of Text	Skill	Cognitive Level
44. What do you think about paragraph 2 and 4? a. Both paragraphs describe the role of citizens in court of trials b. Both paragraphs tell about how the people elect their representatives c. Both paragraphs tell about equality and kinds of	Explanation	Interpret the main topic in paragraph 2 and 4	C2: Understanding

freedom of the citizens d. Both paragraphs discuss how the people get involve I the government e. Both paragraphs tell the role and rights of the citizens of a democratic government.			
Question	Kinds of Text	Skill	Cognitive Level
45. Which of the following is not included as features of democracy? a. Freedom of sex b. Freedom of press c. Freedom of speech d. Freedom of expression e. Freedom of choosing representative.	Explanation	Identify	C2: understanding
Question	Kinds of Text	Skill	Cognitive Level
46. "Almost all governments <u>claim</u> to be democratic, but many are actually totalitarian."(Paragraph 5) The underlined word means ... a. Argue b. Exact c. Collect d. Declare e. Demand	Explanation	Illustrate the meaning of the sentence	C2: understanding

Reading text for questions number 47 to 50

Sutiyoso will be given an Asian Air Quality Management Award Friday at an

International Conference in Yogyakarta, but some people have questions whether he really deserved the honor. The critics say Sutiyoso has done little to reduce air pollution in the capital.

I think Sutiyoso deserved the award. Although we haven't seen solid air quality management, he has restored the National Monument (Monas) Park to a green cool area where families can go to jog or have a picnic.

He also initiated the bus way project, which I believe is a good step toward reducing air pollution in Jakarta.

However, the government has to take further action such as limiting the number of motorcycles in Jakarta. All of the motorcycles on the roads contribute to air pollution in the city.

On the other hand, some people can't understand how Sutiyoso can win this award because he hasn't made any improvement in Jakarta's air management.

Jakarta is becoming more polluted as the authorities cut down more and more trees for transportation projects. And they don't bother to plant new trees to replace the old ones, let alone develop new green areas.

The authorities should build more parks in the city to make Jakarta greener and less polluted. Monas Park is greener now, but the fences prevent people from getting in. In countries like Singapore and Australia, public parks are pleasant places to hang out.

Question	Kinds of Text	Skill	Cognitive Level
47. Why did people say that Sutiyoso deserved the award? a. Monas Park is green now b. Jakarta is becoming more polluted c. He has improved Jakarta's air	Explanation	Identifying	C2: understanding

management d. He limited the number of motorcycles in the city e. He restored the Monas Park and initiated the bus way project			
Question	Kinds of Text	Skill	Cognitive Level
48. What has Sutiyoso done to reduce air pollution in Jakarta? a. Initiating the bus project b. Holding an international conference c. Limiting the number of motorcycle d. Building fences around the Monas Park e. Cutting down more and more trees	Explanation	Identifying	C2: Understanding
Question	Kinds of Text	Skill	Cognitive Level
49. What is the purpose of the text? a. To explain why Sutiyoso got an Asian Air Quality Management Award b. To present points of views about the award given to Sutiyoso c. To tell readers how to provide solid air quality management d. To describe an Asian Air Quality Management	Explanation	Identify the purpose of the text	C2: understanding

Award e. To assure readers that Sutyoso deserved the award			
Question	Kinds of Text	Skill	Cognitive Level
50. It is not easy to get in the Monas Park because ... a. More and more trees were cut down b. It is use for having a picnic c. It is use for jogging track d. There is a cool area e. There are fences	Explanation	Explain	C2: Understanding

It is possible, however, to design multiple-choice test items to evaluate students' cognitive abilities at a higher level. The test items go beyond simple recognition into higher levels of application and analysis. Students must process more information, and engage cognitive processes that take more time. Thus, the time per question for this type of test should be considerably longer, it can be five minutes per question. Multiple-choice test items that evaluate these higher levels of reasoning should present the student with a case or situation, and then require him/ her to apply theories, processes, or other types of analysis learned in class to arrive at the answers to the multiple-choice items based on the case information.

In this test, the writer has viewed that the test has been well constructed. In Listening section, the native speaker is not as hard as others. Sometimes, the students are difficult to catch what the speaker said. But in this test, the conversation in the cassettes is not difficult to be grasped.

## CONCLUSION

The national examination is conducted by the government as the reflection of educational system. When the students pass the exam successfully, it means that the educational system in our country is running well. The most important factor that affected the successful of students in passing the exam is the test quality. Some students are feeling afraid cannot fill the test well. In this case, the test maker has to consider the students competency, as well. It is also has to have validity and reliability testing to ensure that the test is good or not. After analyzing the test above, the writer concluded that almost all items of the test are in Level of Understanding of Bloom's Taxonomy. In this test, the students are required to understand the reading passage and the conversations in the Listening section. There are exception for number 4, 5, and 6, where the test is in Level of Recalling

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