

THE SUITABILITY OF ENGLISH SCHOOL
EXAMINATION AND NATIONAL EXAMINATION
THROUGH THE SYLLABUS FORMAT AND
LINGUISTIC FEATURE IN KTSP

The Case at the Ninth Grade of SMPN 2 Temanggung in the
2012/ 2013 Academic Year



THESIS

In Partial Fulfillment of the Requirements for Master Degree in
Linguistics

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FACULTY OF HUMANITIES
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CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, Juni 2015

Bening Angga Dita

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The writer do realizes that this thesis still has many shortcomings. Therefore, any suggestions and recommendations are welcomed for the better betterment of this thesis and for the researcher's improvement in other thesis projects.

Semarang, June 2015

Bening Angga Dita

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Abstract

This study aims to investigate and identify the English School Examination and English National Examination through the syllabus format and linguistic feature. Qualitative descriptive is used in conducting this study. The data were collected using interview and documentation. The first discussion is on the data which are compared to the syllabus format of KTSP. The results show that both of the examinations do not include listening and speaking competence. The examinations are only on reading and writing competence. There are 42 questions in reading and 8 questions in writing. Both of the tests are matched with syllabus format of KTSP but the material distributions for both the examinations are different. There are 9 materials from grade 9, 19 from grade 8 and 24 from grade 7 in English School Examination but 4 materials from grade 9, 20 from grade 8 and 26 from grade 7 in English National Examination. The second discussion is in linguistic features of the genre texts. They are Descriptive, Narrative, Recount, Procedure, and Report. The linguistic features used in those genre texts for English School Examination are more complex than those in English National Examination. By looking at the first and the second discussion, the students get more difficulties in doing the English School Examination than English National Examination.

Keywords: *Compatibility, English School Examination, English National Examination, The Format of Syllabus, Linguistic feature.*

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Penelitian ini bertujuan untuk membandingkan dan mengidentifikasi Ujian Sekolah Mata Pelajaran Bahasa Inggris dan Ujian Nasional Mata Pelajaran Bahasa Inggris. Penelitian ini menggunakan deskriptif kualitatif. Wawancara dan pendokumentasian digunakan dalam pengumpulan data. Diskusi pertama tentang data yang dibandingkan dengan menggunakan format silabus dari KTSP. Hasil penelitiannya menunjukkan bahwa kedua soal ujian tersebut sesuai dengan format silabus dalam KTSP. Kedua soal tersebut menggunakan kompetensi *Reading* dan *Writing* tetapi tidak menggunakan kompetensi *Listening* dan *Speaking*. Dalam soal *Reading* ada 42 soal dan 8 soal dalam *Writing*. Kedua soal tersebut sesuai dengan format silabus dalam KTSP tetapi penyebaran soalnya berbeda. Untuk Ujian Sekolah, ada 9 soal dari kelas 9, 19 dari kelas 8 dan 24 soal dari kelas 7 Sementara dalam soal Ujian Nasional ada 4 soal dari kelas 9, 20 soal dari kelas 8 dan 26 soal dari kelas 7. Diskusi kedua tentang struktur kebahasaan yang meliputi teks Dekreptif, Naratif, *Recount*, Prosedur dan *Report*. Struktur Bahasa dalam Ujian sekolah lebih sulit dari pada Ujian Nasional. Berdasarkan pada diskusi yang pertama dan kedua, siswa lebih sulit dalam mengerjakan soal Ujian sekolah dari pada Ujian Nasional.

Keywords: *Compatibility, English School Examination, English National Examination, The Format of Syllabus, Linguistic feature.*

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of this research. It consists of seven major subsections, namely (1) the background of the problem, (2) the reason for choosing the topic, (3) the statement of the problem, (4) the objectives of the study, (5) the scope of the study, (6) the significances of the study, and (7) the definition of the key terms.

1.1. Background of the Problem

National Examination becomes a debatable case. Somehow the protest-waves from the citizens to cancel the holding of National Examination can be countered by the government reasons. The government needs a kind of a good quality standard in improving the education system. So, measuring the competence of the students through National Examination is a must.

According to UU No.20 2003 about SISDIKNAS (National Education System) one of the things to measure the student competence is carrying out the National Examination for four subjects in junior high level. Those are Indonesian, English, Math and Science. Therefore, the government asks the school to run the best method in making the students ready for the National Examination. One of the ways to make the students ready is conducting tryout tests. It is because there is desire of every school to improve the quality of standard competence for each student and the quality of the school itself. The schools need the students to be

well prepared. They treat the students for not getting nervous when they are going to face the national examination. Thus, they will get the best results.

SMPN 2 Temanggung held twelve tryout tests while the other school in Temanggung held less than ten tryout tests. The tryout tests in SMPN 2 Temanggung are divided into 6 tryout tests made by MGMP (English teacher association) and 6 tryout tests made by the school. The phenomenon which usually happens in this school is when the score result of English tryout test made by MGMP compared with the result score result of English tryout test made by the school. In the MGMP test, they got higher score than in the school test, as shown in the following table:

Table 1. The average score of English tryout in SMPN 2 Temanggung

Tryout test	1	2	3	4	5	6
MGMP	8.57	7.83	8.21	8.57	7.93	8.42
SMPN2 Temanggung	7.89	7.81	7.89	7.83	7.48	7.77

The phenomenon above also happened to the English National Examination result compared with English School Examination one. They got lower scores in English School Examination than in English National Examination, as shown in the following table:

Table 2. The average score of English Examination in SMPN 2 Temanggung

The average score of English test in SMPN 2 Temanggung		
Academic Year	School Examination	National Examination
2010/ 2011	8.41	8.72
2011/ 2012	8.23	8.39
2012/ 2013	8.41	8.72

Those scores in the table above were taken from the three academic years; started from 2010/ 2011 until 2012/ 2013. Those results were always the same from 8 classes in grade 9th. The average scores of English School Examination test were lower than those of English National Examination. This made the writer feel curious to do the research about it.

As it has been known that both of the examinations are in the form of reading and writing comprehension. So the first indication that we can see is the reading and writing competence that might become the problem for the students. They got difficulties in understanding or translating many kinds of word in genre text which appeared in the examinations. Actually the students knew many kinds of the genre text, but when they found different themes in reading examination, they got difficulties in translating it. They face twice activities. They should read first. Then, they fit their knowledge with the term which appears there. This could make the students figured out twice. Reading comprehension would take time for the students because they should try harder and need much time in comprehending it. It is now acknowledged that reading comprehension depends

heavily on knowledge about the world as well as on knowledge of language and print (Fielding and Pearson, 1994). So the students need extra times to know much about what they do in the text, but if they have already got the background knowledge about the text previously, they will get more benefit than others to comprehend it.

In addition to producing the literal comprehension, reading entails making references and evaluating what is read. Readers construct new knowledge from the interaction between texts and their own background knowledge (Farnan, Flood and Lapp, 1994). This means that it can be helped by the comprehension about the syllabus and the material which have been already given by the school. Moreover, if the materials are up to date or authentic one, they will get the easy way in knowing what they will answer. The authentic materials keep students knowing about what is happening in the world, so they have an intrinsic educational value (Anderson, 1999). In the communicative era, there is a widespread feeling that what goes on in the classroom must reflect "real life." It also happens in the reading text, when there is an examination; the test makers tend to collect the updated information into the text in order to encourage the students in catching up the material and the students get factual information as their background knowledge before they face the examination.

The form of information in the text must be related to the syllabus and the graduate competence because there are the rules which are given by the government as the qualification needed in the level of education. So the test

makers should be aware of what materials are in the syllabus and the graduate competence standard.

For those reasons, the researcher would like to compare the English School Examination and English National Examination by KTSP from the syllabus format and linguistic feature. The researcher tries to reveal the detail all the questions of English School and English National Examination in 2012/ 2013 Academic Year.

1.2. Reasons for Choosing the Topic

There were differences in scores for about three academic years. The scores of English National Examination are always higher than those of English School National Examination. It gives the teachers a lot of questions how it could happened. They probably guess that the problem comes from the student in understanding the examination or the level of the quality of the English School Examination which is higher than that of English National Examination.

The school has already made a kind of treatment to make the student ready and get the highest score by conducting tryout test but the school or the teachers have not tried to do research in analyzing the problem inside the materials of the test. If it has been done, the school can understand the problem which is faced by the students and the school can know the regulation in making the school examination. So by doing this research, the researcher hoped that the students can get lot of information about the kind of test, kind of texts and kind of gimmick to choose the right answers in every question.

Here, the researcher is so challenged to find the causes and it is hoped to give higher motivation for the school in rising up the score. So the researcher conducts this research of English School Examination and English National Examination viewed by syllabus and linguistic features. The researcher intends to do reasearch entitled “The compatibility of English School Examination and English National Examination through the Syllabus Format and Linguistic Feature in KTSP, The Case at the Ninth Grade of SMPN2 Temanggung in the 2012/ 2013 academic year.

1.3. Statement of the Problems

Based on the background of the problem, the formulations of the problems are as follows:

- 1.3.1. How is the English School Examination suitable with the syllabus format of KTSP?
- 1.3.2. How is the English National Examination suitable with the syllabus format of KTSP?
- 1.3.3. How is the English School Examination for the short essay suitable with the linguistic features in KTSP?
- 1.3.4. How is the English National Examination for the short essay suitable with the linguistic features in KTSP?

1.4. Purposes of the Study

In line with the problem formulation, the objectives of the study are as follows:

1.4.1. To investigate the suitability of English School Examination with the syllabus format of KTSP

1.4.2. To investigate the suitability of English National Examination with the syllabus format of KTSP

1.4.3. To identify the suitability for short essay of English School Examination with the linguistic features

1.4.4. To identify the suitability for short essay of English National Examination with the linguistic features

1.5. Scope of the Study

The scope of this study is focused on comparing the Syllabus Format and the Linguistic Features to the English School and National Examination. In collecting the data for this study, the researcher would limit this study only focus on the English School Examination and English National Examination of SMPN 2 Temanggung in the 2012/ 2013 Academic Year. And the Syllabus and Linguistic Features which are used here are based on the official education system.

1.6. Significance of the Study

1.6.1. Theoretical Benefits

The suitability of this theory is based on the rules regarding the curriculum for Junior High School. The next researchers are expected to have opportunities in

giving more compatible tests. The findings of phenomena are found in this research, give contributions in improving the education theories related to the test-makers and tests -takers. The next researchers indeed are expected to develop this research more vivid. They can give some contributions in enriching the variations of tests.

1.6.2. Pedagogical Benefits

It is expected to give guidance for the teachers in making the tests, useful reference in developing and composing the tests based on the students' competence.

1.6.3. Practical Benefits

It is expected to overcome the student's difficulties when they do the examination, and it can motivate the students in keeping enthusiasm when they are doing the examination and rise up the score of the examination.

1.7. Definition of the Key Terms

- Compatibility

Compatible is a right or appropriate for a purpose or an occasion (Hornby:1995).

Based on the definition above it can be inferred that the suitability in this research is making appropriate of two things between English School and National Examination through the Syllabus Format and Linguistic Feature.

- English

The language of England which is now widely used in many varieties throughout the world (Hornby:1995). It is because English is used spreadly around the world, so English becomes compulsory lesson to be learned by the students in school including Indonesia. More over English in Indonesia becomes the main subject which the students should master because it belongs to National Examination's subject.

- School Examination

Based on www.ujiansekolahsmectra.blogspot.com/20, School examination is examinations made by the school to measure how succeed the students in understanding the lesson during three years. This test is conducted when they are in the end of grade 9 before facing the National examination.

- National Examination

Based on www.academia.edu/8907781/ujian_nasional, National examination is an examination developed by the goverment actually by ministry of education to administer the purpose of assessing the level competence of the students and the school. This means that the national examination is a kind of policy from the ministry of education in knowing the quality level of the students. The students will be tested by kinds of materials which they have already got from the school.

- Syllabus

Syllabus is a plan of lesson in a group of subject lesson with the certain theme which covers competence standard, basic competence, material for the lesson activity, learning activity, indicator, assessment, allocation time and the source of

lesson. (“Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan” BSNP, Jakarta 2006 Page 19).

- **KTSP**

According to the education regulation number 20 year 2003 about National Education System, “Kurikulum Tingkat Satuan Pendidikan” (KTSP) is defined as an operational curriculum arranged and applied by each education unit. This means that KTSP can be defined as the operational curriculum of the competency-based curriculum. It is arranged and applied by each educational unit. It is suited and adapted to the characteristics of school, region, socials and pupils.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This section attempts to contextualize some related theories of the problems. It consists of four major subsections, namely (1) the previous study, (2) the definition of KTSP, (3) the definition of School Examination and National Examination, and (4) the theoretical framework.

2.1 Previous Studies

Before the researcher wants to give related theories to this research, it is given some related studies. In the research conducted by Darobi (2011) entitled “The Effectivity of Tryout Tests for National Examination To Elevate The Quality of Education” he stated that his research is conducted for Mi students. He wanted to know about the score of the tryout tests and National Examination. He tried to compare those scores. There was a kind of effectiveness in conducting the tryout tests first before conducting the National Examination. Then he analyzed the score based on the concept of the education quality which covered quality standard of education and teacher competence standard.

The other previous research was conducted by Hariani (2011), she conducted on “Teaching Materials and Evaluation System Used in The School-Based Curriculum (KTSP) for The Teaching English as A Foreign Language”. She conducted this research for knowing the implementation of teaching English in the second year of SMPN II Bandung in the academic year 2010/ 2011 which was viewed from the teaching materials. She wanted to dig up clearly about the

using of KTSP during the process of teaching. She tried to relate the materials with KTSP.

Then, Handayani (2009) conducted “An Analysis of English National Final Examination (UAN) for Junior High School Viewed from School Based Curriculum (KTSP)”. She analyzed the tests of UAN by using the KTSP. She tried to convince that the test of UAN matched with the KTSP.

Based on those previous studies above, it could be inferred that those researches were different from this study. Darobi conducted the research based on the tryout test scores. He tried to look out the elevation of tryout tests into the national examination. Even though he used comparative analysis, he compared the quality of national education standard and the teacher competence. Besides, Harini had different subjects of the research. She discussed the material in teaching which was compared by KTSP. Then from Handayani, she used UAN test as her data while this study compared the test with the syllabus format and linguistic feature for short essay in two kinds of examination: English School Examination and English National Examination.

2.2 Underlying Theory

2.2.1 Competence Model

Competence model of Celce-Murcia (1995), was chosen. It is because this model is conducted to give guidance for those who want to do research on language education. This model is a result of “evolution” from the development of previous model especially Canale model (1983) which becomes the basics of another

model. In Celce-Murcia (1995) the skill of communication is meant as discourse competence. It can be illustrated as follows:

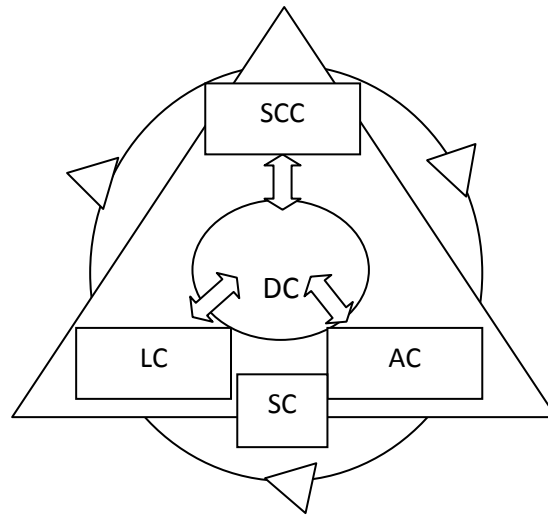


Diagram 1: Communicative Competence Model (Celce Murcia, 1995:10)

Note: SCC(Socio-Cultural Competence), DC(Discourse Competence), LC(Linguistic Competence), AC(Actional Competence), SC(Strategic Competence)

That diagram shows that the main competence which is aimed by the language education is the skill of communication or *Discourse Competence*. It can be inferred that when someone uses spoken or written language, she/ he unconsciously gets involved in a discourse. It is because the kinds of meaning that they get and create are related to the cultural context. Participating in a conversation, reading, and writing automatically activates the discourse competence which means it uses the strategies or procedure to realize the value of language, structure and pragmatic in translating and expressing the meaning (McCarthy and Carter 2001:88).

The pedagogic implication of that model is formulating the competence and the result of English Language should be based on those components. It is

aimed that the whole of the activity in teaching is for reaching the main goal, discourse competence. Thus, the result of this curriculum has been formulated based on the five components in this competence model. **see the diagram 1.* Then, it is described on the sub-component and relevant consideration.

2.2.2 Language Model

The second competence is the functional language theory by M.A.K. Halliday (1987) which is described as in the diagram 2 and 3 as follows:

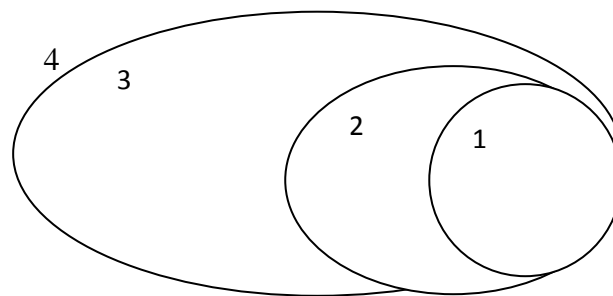


Diagram 2: Language stratification (Matthiessen 1995: 9)

Note: 1. Phonological systems (Falling (\\) and rising (/)), 2. Lexico-grammatical systems (indicative and imperative, 3. Semantic system (convincing, claiming, asserting, commanding, informing, pleading, requesting, supporting, asking and offering, 4. Higher-level cultural systems.

The diagram proposed by an activity which involves in communication Matthiessen (1995). The first, people communicate because they have meaning which they should share. The meaning can be understood by the language users in the surrounding. This means that people choose meaning by looking at the socio-cultural aspects. When people announce something, then people choose speech act in discourse semantics such as asking help, inviting, ordering, instructing. For

doing speech act people should use linguistic skills; grammatical, vocabulary or lexico-grammatical skills. Those lexico-grammatical skills neutralize the semantic system. After people decide to use certain sentences, then people make it clear with the sounds or letters (phonology or graphology). When people communicate with others, they come from meaning; it does not come from words or grammar.

Understanding the meaning in communication is important. If the meaning can be understood by others the response comes. That process belongs to discourse competence because language users have through the rhetoric step in revealing the essence of meaning and it can be said that people succeed in making communication.

Based on Halliday theory, Hammond (1992) develops language model (the relation of culture context, situational context and text) which describes how the context influences the text. By looking at the language as a means of social communication so the language model which is used in curriculum, is setting the language in cultural context and situational context. To make it clear, it will be shown as follows:

2.1.2.1 Cultural context

Language is a means of communication which is used by the people in the same cultural context. So when people are having communication, they are influenced by the cultural context. To make it clear, here is the diagram which illustrates the communication in the same culture context:

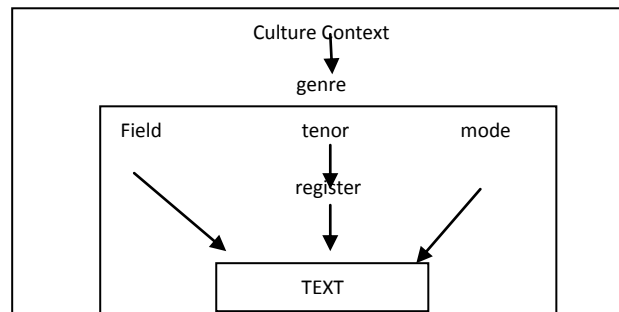


Diagram 4: the cultural context

The diagram shows that a cultural context released genre or kind of text. In English culture, there are many kinds of text for example narrative, descriptive, recount, report, transactional dialogue etc. which is used in daily life. Therefore, the students also can learn how to retell the activity that they have faced (recount) spoken or written even though English is not their first language. By looking at that diagram, it can be known that there is a direct relationship among culture, language, cultural context and language teaching.

2.1.2.2 Context of Situation

It has been revealed above that language is in one cultural context and it releases many kinds of genre. So this part will reveal the smaller context that it is context of situations.

Every communication happens in context of situation. It has three elements; field, tenor and mode (Halliday 1985). Those three elements influence the people in choosing the language. Fields refers to what is going on in the text or subject matter. Tenor refers to the interpersonal relation with the participant

and the last is mode. It refers to the way of communication or channels both spoken and written.

Spoken language tends to be longer because the listeners should really understand for what the speakers say at once. In written language, the sentences tend to be brief because the readers have a chance to repeat for what they read if they still do not understand on some parts.

It can be inferred that context of situation (field, tenor and mode) determines the language choice. This knowledge will influence the material to be taught to the students based on the text which they will learn.

Context of situation will release register. It is a language variation based on the users. Producing register words depends on what we are doing when the language is functioning (Halliday 1985:41). It means that the application of the language used depends on the context situation.

2.1.2.3 Texts

Commonly text is a written language which is usually read. But technically, the definition is beyond. It is often said that text is formed from the words but actually it is not. Text is made from meaning. Text is a semantic unit (Halliday 1985:10). Then the meaning is realized in a word, clause or sentence.

Text is a unit of meaning. So text covers expressing meaning through spoken or written. When people make conversation, automatically they make text. When they write something, they also make text. A conversation or written text which the meaning can be understood is called as text. So when there are two

people talk as other like it and it does not have meaning (for the example crazy people) so it cannot be said as text because there is no semantic relation.

The understanding of the text is important. It is because communication is the process of changing the meaning and the process of making the text. So the act of the teaching language is when the teacher communicates with the students and when the students interact with their friends in lesson activity. They make text too. So the duty of educator or teacher is developing the ability of the students to participate in producing the text. In other words, the teachers have a duty to develop the skill of the student in communication or change the meaning in every kind of nuance.

2.1.3 Literacy education

One of the basic theories which are in curriculum 2004 is literacy education theory (Kern 2000). This theory looks at the language education as communication skill which should be owned by the students in order to participate in making the text or discourse. The discourse competence is the main competence to be the set of the target in curriculum 2004. So it can be concluded that discourse competence can be achieved when there is a language theory which covers it. This means that the learning process also based on the literacy education theory which pays attention to the process of getting the goal. Kern (2000:304) has already formulated that literacy-based on curriculum is thus neither purely structural nor purely communicative in approach, but attempts to relate communicative dimensions to the structural ones of language use. When it relates

to curriculum 2004, it can be known that the implication is in the importance of structural dimension to develop the communicative dimension.

2.3 English School Examination (ESE) and National Examination (NE)

ESE is a mechanism which is used to measure the quality of students for what they have got during three years before they face the NE. It is school right to make the test. It is made by the English teachers of the school. ESE is also one of instrument to practice the National examination because it has the same pattern in compiling it. This means that the students practice the way that they should do before doing the NE. It works for them to know the kind of test in order to make them ready in doing NE. We can take look at the artist when they will perform in art stage, they should practice first in order to make ready and get the best result for what they have done. So the students must be prepared well to face the national examination. There is no easy way to get success if there is no preparation.

ESE can be defined as a way to treat the student in facing semester test or national examination. ESE is like a routine activity which is done by all of grade (9 & 12) before they passed their study. The thing which distinguishes ESE for grade 9 and 12 is the time. The board of education has already determined the time in conducting ESE in every regency while for NE, it has been run nationally. The purpose in conducting the ESE is to measure the students competence in achieving the whole materials during three years.

The term ESE firstly appeared in the beginning of 2010 when there's high wave protest to eradicate NE. It is because the standard in conducting NE felt like burned for the students. So the score to judge the students in graduating must be combined with School score (including ESE).

Basically ESE is made by the teacher for each subject. In preparing the national examination, the teachers from each school gathered. They discussed about the materials which appear in the examination. It is usually called as “*bedah SKL*” or revealing the competence standard which has already been determined by BSNP (Badan Standar Nasional Pendidikan), so the sneakpeak and the guidance in making the material for ESE has been understood by *teachers from each school*.

2.4 Theoretical framework

Theoretical framework is a conceptual framework as visual or theoretical structures that draw together all aspects of an inquiry (empirical, thesis, research programme, case study, etc). <http://www.pgce.soton.ac.uk/IT/Research/Doctorate/ConceptualFramework/>. Based on the explanation above, theoretical framework is a map to visualize or concept about the research that will be conducted in order to make the readers understand for what it will do through the research.

2.3.1 Definitions of Competence Standard

Competence is ability to behave, think and act consistently as an embodiment of knowledge, attitudes, and skills possessed learners while the competence

standards are qualified graduates capability that includes attitudes, knowledge and skills in accordance with the agreed national standards wherewith, as determined by the Minister of National Education Regulation.No.23.2006. This means that competence standards are the standard to measure the competence. It should be achieved by the learners after attending a learning process on a particular educational unit.

Competence standards are used as guidelines in determining the assessment graduation of students, from the educational unit. This means that every educational unit has their own competence standard. For example; competence standard in basic education has purpose to lay the foundation of intelligence, knowledge, personality, noble character, and skills to live independently and follow further education. Then, competency standard in general secondary education unit has purpose to improve intelligence, knowledge, personality, noble character, and skills to live independently and follow further education. Next, competence standard in vocational education unit has purpose to improve intelligence, knowledge, personality, noble character, and skills to live independently and follow further education.

Competence standard of primary and secondary education are obviously different. It has its function based on the age when they are getting involved in learning process (Mulyasa, 2006:30). This can be concluded that the existing of competence standard in the graduate competence can be measured as the ability which must be achieved when the students graduated. The relation between graduate competence and competence standard are essential. Without a standard

of competence, it will be difficult to determine whether the ability of the student is already qualified or not. Thus, it can be concluded that the competence standard which is used as a passing grade, is very important. It is because the competence standard determines the ability of learners in understanding the subjects taught as well as a benchmark or reference as well as serve in a criterion of determining graduate students in units education.

2.3.2 Definitions of Competence Standard in English Subject

Competence Standard of English as a subject matter is a measurement in minimum competence, which should be achieved by students after following the lesson activity. The standards of English Subject matter for junior high school students are as follows:

2.3.2.1 Listening: students are able to understand the meaning of short script and in the form of simple transactional and interpersonal in order to interact with surrounding, short functional text in the form of descriptive, narrative and recount in daily life context.

2.3.2.2 Speaking: students are able to express the meaning of short script and in the form of simple transactional and interpersonal conversation in order to interact with surrounding, short functional text, simply conversation and simply monologue in the form of descriptive, narrative and recount in daily life context.

2.3.2.3 Reading: students are able to get meaning nuance in the written text like short functional text, text that is in the form of descriptive, narrative and recount in daily life context.

2.3.2.4 Writing: students are able to express the meaning nuance in the form of written text like short functional text that is in the form of descriptive, narrative and recount in daily life context.

2.3.3 Definitions of KTSP

Curriculum is a set of plan, the rules of the goal, the content, the media and source of learning process and also the method used to guide the learning process in realizing the goal of education. *Kurikulum Tingkat Satuan Pendidikan (KTSP)* is operational curriculum which is formed and run by elements of education such as school. KTSP consisted of the goal, the contents, the academic calendar, the syllabus and the lesson plan of learning process.

Based on government's rules No.20 Year 2003 about National Education System 36 verse 1 the developing of curriculum is due to National Standard of Education in realizing the goals of National Education. So there will be kind of chance for the learners in improving their ability. KTSP is formed because it will give kind of space for the learners to keep on their faith in understanding and implementing their religion side based on their religion, living together and being useful for others, building the firm character through active, inovative, creative, efective and joyful lesson activity.

2.3.4 The components of KTSP

According to Mulyasa (2006), there are six components of KTSP. They are vision and mission of school, educational goal of school, educational calendar, syllabuses, lesson plan, and structure of subject matter curriculum.

A vision is a set of representative of belief as a view of customers, staff, stakeholders, and the manager. While mission is the step which is arranged in order to gain the vision. Related to education system, each school must have those components as the representation of school belief as the references in conducting school operations. All school programs conducted should be matched to those components.

As a system, a school works together in achieving the education goal of the school. Each school also needs to write its own goals, objectives, and target as clear as possible for long and short period. It makes the school program conducted clearer, more understandable, and measurable. Dealing with this, school vision and mission usually spell out into the school education goal. All school programs taken should refer to this in order to achieve the intended school goal.

Education calendar is arranged in one period is used to know the plotting of schedule in conducting teaching learning process. It can be used as a reference to determine the efficiency, affectivity of the student's rights of the school program. The content of education calendar is time allotment in conducting the teaching learning process. It consisted of time allotment to face learning for structured task, unstructured independent activity and the time of holiday etc. Moreover, it can be used as reference for estimation of some competencies, which should be

possessed by the students during the learning activity, the organization of materials, which should be acquired by the students; the evaluation should be taken etc.

Syllabus is a lesson plan on a group of subjects / themes covering certain standard of competence, basic competence, subject matter / learning, learning activities, indicators, assessment, time allocation, and resource / materials / learning tools. This means that syllabus a framework of the material subjects. It is made to make easier the teacher in transferring the knowledge to the students. It is like design to provide the teacher with necessary knowledge and skill (Nunan, David: 1988: 8) It means that syllabus used by the teacher as a guidance in mapping the material based on the subject given. It is because the syllabus attached the learning activities to, the teacher will have rules in knowing the competence that the students should master.

Syllabus is the elaboration of a standard syllabus and basic competencies in subject matter / learning, learning activities, and outcome indicators for the assessment of competence. It is clearly stated that syllabus also has a main important role as assessment instrument in knowing the competence of the students. It is because syllabus is also a set of plans and arrangements on assessment of learning outcomes. We will know in syllabus that there will be served the various basic competence the students should master in each grade. It is also the indicators which will make the students knowing in detail about the limitation of the material they should get.

Generally, a lesson plan is a set of plan describing the procedure and learning management in conducting the learning process. The components of lesson plan are competency standard, basic competency, instructional objectives, teaching materials, methods, the steps of learning conducted, the sources of learning and the technique of evaluation.

According to the Decree of National Education Minister number 22 year 2006, it regulates about structure of subject matter curriculum. It can be defined as the boundaries of minimum materials and minimum grades competency, which should be possessed by the students in order to achieve minimum graduate standard. Based on the subject cluster and scope there are five subject matters: Religion and Noble Character; this subject is intended to develop learners to become religiously devoted individuals who possess noble character. The noble characters consist of ethics, good conduct in life, or morality as the realization of religious education. Then, Citizenship and personality; This subject is intended to develop the learners 'awareness and knowledge with regard to their status, rights, and obligations in community, state, and nation; as well as to improve their quality as human being. The awareness and knowledge include nationality, spirit and patriotism in defending their nation, appreciation of human rights, nation diversity, environment conservation, gender equality, democracy, social responsibility, as well as the promotion of behaviors against corruption, collusion, and nepotism. Next, Science and Technology; Science and technology at elementary school is intended to introduce, react, and appreciate science and technology, as well as to instill habits of critical, creative, and independent

scientific thinking and behavior. Science and technology at junior high school is intended to develop basic competency in knowledge and science as well as to enhance the learners 'habit of scientific thinking critically, creatively, and independently. After that, Aesthetics; this subject cluster is intended to develop learners 'sensitivity as well as ability to express and appreciate beauty and harmony. The ability to appreciate and express beauty and harmony consists of appreciation and expression, both in individual life that enable the learners to enjoy and be grateful of life and in community that enable them to create togetherness and harmony. And the last, Physical, sport, and health; This subject cluster at junior high school is intended to enhance the learners 'physical potential as well as to strengthen the habits of sportive and healthy life.

2.3.5 Some elements of KTSP related to the analysis of this research

2.3.5.1 Content Standard

The content Standard is a guidance to develop school-based curriculum. Content Standard covers material and competence level that are filled in the conditions of Graduate Competence, lesson material competence and syllabus that must be fulfilled by the students in particular kind and level of education. Content Standard contains the basic frame and the structure of curriculum, learning burden, school-based curriculum, and education calendar.

2.3.5.2 Graduate Standard

It is qualification of Graduate's capability which covers attitude, knowledge and skill. It is used as assessment guidance in deciding the student's passing of unit education. It encompasses competence for all subjects of learning, or group of subjects of learning. Graduate competence standard for subject of language emphasizes reading and writing competence that appropriate with level of education.

2.3.5.3 Education Assessment Standard

It is Education National Standard that relates to mechanism, procedure and assessment instrument of result study of the students. National Final Exams (UAN) is one of the assessment instruments of the result study of the students to see the achievement of the student's competencies.

2.3.5.4 Syllabus Development

In School-based Curriculum (KTSP), Syllabus development can be created by teachers, individually or in groups, in one or in some schools, teacher association, and education office (Departemen Pendidikan Nasional, 2006).

The state and private school join it to develop the syllabus. It is possible if the school has not prepared yet to compose its own syllabus. This school can ask the technical guidance from university and related institutions in composing syllabus. This school consists of teachers of particular lesson, English teachers compose English syllabus, Mathematics teachers compose mathematics syllabus.

The English Syllabus of Junior High Schools 2 Temanggung is composed by Teacher Association (MGMP) of SMPN 2 Temanggung, with the form as follows:

Table3. The format of Syllabus

SYLLABUS

School :
 Class
 Lesson
 Semester
 Competence Standard

BC	LM	LA	I	TA	S	C

BC :Basic Competence

LM : Learning Material

LA : Learning Activities

I : Indicator

TA : Time Allocation

S : Source

C : Characters

The syllabus is composed based on the Content Standard; It contains Lesson Identity, Competence Standard and Basic Competence, Learning material, Learning Activities, Indicator, Assessment, Time Allocation, Sources and

Characters. Therefore the syllabus, basically answers problems as follows; What Competencies should be achieved by students according to the content standard (competence standard and basic competence), What learning material should be discussed and learned by the students to achieve the content standard, What learning activities should be created by teacher to enable the students interact with learning sources, What indicators should be formulated to know the target achievement of the competence standard and the basic competence, How to know the competence achievement based on the indicator, which is as the guidance in determining kind of aspect that will be assessed, How long does it take to achieve the content standard? What sources can be used to achieve certain competence. (BSNP, 2006:923).

2.3.5.5 Literacy Levels

Literacy is the ability to read and write language (Celce-Murcia 2000: 239). In the content standard, there are 4 literacy levels for 4 levels of education in Indonesia:

2.3.5.5.1 Per formative level for primary school students

The students are able to write, to read, to listen, and to speak by using symbols. They can use English to accompany actions, participate in classroom and school interactions, and recognize simple written English.

2.3.5.5.2 Functional Level for junior high school students

The students are able to use language, to fulfill their daily needs such as reading news paper, manual or instruction. English learning in Junior High school has target so that the students can achieve the functional level, meaning that they can communicate in both spoken and written language in daily context. In the functional level, the learners can: use English to get things done and use English for survival purposes (buying and selling, asking and giving permission, making and canceling appointments, reading and writing simple texts, reading popular science, etc).

2.3.5.5.3 Informational level for senior high school students

The students are able to access knowledge using language capability, use English in informal and formal contexts.

2.3.5.5.4 Epistemic level for university students

The students are able to express knowledge into target language (doing research, writing reports, lecturing etc) use English for aesthetic purposes. (Wells, 1987 in BSNP, 2006:211).

2.3.5.6 The Goal of Learning

According to the process standard in chapter IV paragraph 20 of the content standard the communicative purposes of the text are; to give direction (procedure), to describe (descriptive), to entertain (narrative), to retell (recount)

and to report (report). The communicative purpose applies in all text forms: transactional conversation, interpersonal conversation, short functional texts (spoken and written), monologue and essay.

2.3.5.7 Communicative purpose

Based on the competency model developed by Celce Murcia et. al as cited in Depdiknas (2003), that communicative competence is discourse competence or a person's ability to understand and create discourse. Discourse is simply interpreted as text both spoken and written. To achieve the discourse competence, it needs mastering the proponent competencies. Those proponent competencies are:

- 2.3.5.7.1 Linguistics competence, it is the understanding and ability to apply aspect of grammar, vocabulary, pronunciation and spelling correctly
- 2.3.5.7.2 Actional competence, it is the ability to use language to express communicative function (language act: spoken and written)
- 2.3.5.7.3 Socio –cultural competence, it is the ability to state and receive message correctly according to socio cultural context
- 2.3.5.7.4 Strategic competence, it is the ability and skill to be applied in various communication strategies how to handle the communication problems.

Having a look at the communicative purpose above, here, the researcher has made the mapping of the spreading text in both of the examination, School Examination and National Examination. **see the table 6*

CHAPTER III

RESEARCH METHOD

This chapter presents the research methods. It covers research design, site and research schedule, subjects of the research, research procedures, and instruments of the research and data analysis method.

3.1. Research Design

This research was intended to reveal the English School Examination and English National Examination tests. It is revealed by looking at KTSP. It gives the draw line of how the test should be made in detail. It starts from the comparison between the syllabus format and the data which had been categorized based on their competencies. Then for short essay, it is revealed by looking at the linguistic features.

Dealing with the descriptive analysis, this research focuses on the data which are compared and analyzed based on the KTSP. It is drawn by looking at the syllabus format. It covers; competence standard, basic competence, indicator, technique of assessment and nuanced meaning.

3.2. Site and Research Schedule

The site of this research is in SMPN 2 Temanggung. This school is determined purposively for some consideration. It was former of RSBI school and it used to be in big 20's school around central java based on National Examination result. Seing those fact, the writer would like to focus on the research for some

determined considerations i.e: (1) The English School Examination and National Examination are covering all of items in the syllabus or not. (2) The standard of the English examination which is used by this school higher than standard from the board of education or not. (3) Some of the students felt more difficult to understand the vocabularies and the grammars which appeared in English School Examination than in English National Examination. (5) It is accessible; this means that both the headmaster and the teacher give the researcher permission to conduct the research in that school.

3.3. Subjects of the Research

The subjects of this research are the English School Examination and English National Examination in SMP Negeri 2 Temanggung in the 2012/ 2013 academic year. The researcher uses the school document for the paper of examination. It means that the researcher takes the paper of examination from the curriculum team of SMP Negeri 2 Temanggung.

3.4. The Source of Data

The sources of the data are the document which relates directly with the problem of statements in this research. The data are in a form of paper which is made by the school and the board of education. These data cover the supported files from the curriculum in the school. According to Gubah and Licoln data will be stabil if it is for the source of research. It is used as evidence in research because it fits

with the context. This means that the writer will give the detail source by taking the files from the school about English School Examination and English National Examination. Then, it will give the evidence about phenomenon which will be found by comparing through KTSP.

3.5. Method of Data Collection

It is done through documentation. The Researcher asks permission to the curriculum team in taking the school's files such as KTSP, English School Examination and English National Examination files.

3.6. Method of Data Analysis

Based on Norman K. Denkin, triangulation is a combination from some methods which is used to reveal the related phenomenon in a different point of view and perspective (www.phisiceducation09.blogspot.com). The researcher chose the triangulation of data source because the researcher wanted to dig up the informal truth through some methods and data source for the example, interview, observation and documentation.

By those kinds of methods, the different insights were found. From those insights, it released the conclusion and the conclusion led the general truth. This meant that the researcher did the interview first then observed the data. The researcher analysed the data using the comparative method. The data were matched with the supported facts on the KTSP especially in syllabus format. Then

the researcher found the phenomenon which happened on the research. After that, the researcher analyzed and drew the conclusion.

As suggested by Singarimbun (1989: 264) in getting the result from the data widely, the research can be related to supported facts or the relatives theory. This mean that the result of this research can be guaranteed as a firm and valid research.

3.7. Instruments of the Research

The first instrument used to analyze the data is the table of competence standard and basic competence of English Syllabus for Junior High School in SMPN 2 Temanggung which cover discourse competence in Listening skill, speaking skill, reading skill and writing skill.

The English School Examination and English National Examination of 2012/ 2013 academic year examined the student's ability in reading and writing competence. Therefore, the instruments used are the table of competence standard and the basic competencies of reading and writing for junior high school in SMPN 2 Temanggung which are summarized, as follows:

Table 4. The table of the competence standard and the basic competence in reading of English syllabus for junior high school in SMPN 2 Temanggung

Competence Standard	Basic Competence	Materials	Indicators
Grade 7 semester 1		1. short functional text	1. determining factual information based on the text
5.Understanding meaning in simple functional written text which is related to the surrounding	5.1.Reading clearly to word, phrase, and sentence, by the intonation and stressing which is	- instruction	2. finding the detail

environment	related to the surrounding environment	<ul style="list-style-type: none"> - notice - list of things - greeting cards - invitation - advertisement - announcement - short message - personal letter 	<p>information of the text</p> <p>3. finding the main idea of the text</p> <p>4. finding the implicit information of the text</p> <p>5. finding meaning of a word from the text</p> <p>6. finding referral word from the text</p> <p>7. determining the synonym of a word of the text</p> <p>8. determining the antonym of a word of the text</p> <p>9. identifying the rhetorical steps of the text</p> <p>10. identifying the linguistics feature of text</p> <p>11. identifying the communicative purpose of text</p>
	5.2. responding meaning in simple and short functional written text accurately, fluently and acceptably to be able to interact in the surrounding environment		
Grade 7 semester II			
11. understanding meaning in functional written text as well as simple and short essay in the forms of descriptive, and procedure to be able to interact in daily expression	11.1. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in the surrounding environment	<ul style="list-style-type: none"> 2. Essay - descriptive - narrative - recount - procedure - report 	
	11.2. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in daily context in the forms of written descriptive and procedure		
	11.3. Reading clearly to the functional and short essay in a simple form of descriptive and procedure by the accurate intonation and stressing which is related		
Grade 8 semester I			
5. Understanding meaning in simple functional written text in a form of descriptive and recount which is related to the surrounding environment	5.1. Reading clearly to the short functional text and short essay in a form of descriptive and recount by the intonation and stressing which is related to the surrounding environment		
	5.2. Responding meaning in simple and short functional written text accurately, fluently and acceptably to be able to interact in the surrounding environment		
	5.3. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in daily context in the forms of descriptive and recount		
Grade 8 semester II			
11. understanding meaning in functional written text as	11.1. Reading clearly to the functional and short		

<p>well as simple and short essay in the forms of recount, and narrative to be able to interact in daily expression</p>	<p>essay in a simple form of recount and descriptive by the accurate intonation and stressing which is related</p> <p>11.2. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in the surrounding environment</p> <p>11.3. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in daily context in the forms of written recount and descriptive</p>		
Grade 9 semester I			
<p>5.Understanding meaning in simple functional written text in a form of procedure and report which is related to the surrounding environment</p>	<p>5.1. Reading clearly to the short functional text and short essay in a form of procedure and report by the intonation and stressing which is related to the surrounding environment</p> <p>5.2. Responding meaning in simple and short functional written text accurately, fluently and acceptably to be able to interact in the surrounding environment</p> <p>5.3. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in daily context in the forms of procedure and report</p>		
Grade 9 semester II			
<p>11. understanding meaning in functional written text as well as simple and short essay in the forms of narrative and report to be able to interact in daily expression</p>	<p>11.1. Reading clearly to the functional and short essay in a simple form of narrative and report by the accurate intonation and stressing which is related</p> <p>11.2. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in the surrounding</p>		

	environment		
	11.3. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in daily context in the forms of written narrative and report		

Table 5. The table of the competencies standard and the basic competencies of writing of English syllabus for junior high school in SMPN 2 Temanggung

Competence Standard	Basic Competence	Materials	Indicators
Grade 7 semester I		1. short functional text	1. determining factual information based on the text
5. Understanding meaning in simple functional written text which is related to the surrounding environment	5.1. Reading clearly to word, phrase, and sentence, by the intonation and stressing which is related to the surrounding environment	- instruction - notice - list of things - greeting cards	2. finding the detail information of the text 3. finding the main idea of the text
	5.2. responding meaning in simple and short functional written text accurately, fluently and acceptably to be able to interact in the surrounding environment	- invitation - advertisement - announcement	4. finding the implicit information of the text 5. finding meaning of a word from the text
Grade 7 semester II		- short message	6. finding referral word from the text
11. understanding meaning in functional written text as well as simple and short essay in the forms of descriptive, and procedure to be able to interact in daily expression	11.1. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in the surrounding environment	- personal letter	7. determining the synonym of a word of the text
	11.2. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in daily context in the forms of written descriptive and procedure	2. Essay - descriptive - narrative	8. determining the antonym of a word of the text
	11.3. Reading clearly to the functional and short essay in a simple form of descriptive and procedure by the accurate intonation and stressing which is related	- recount - procedure - report	9. identifying the rhetorical steps of the text 10. identifying the linguistics feature of text 11. identifying the communicative purpose of text
Grade 8 semester I			

5.Understanding meaning in simple functional written text in a form of descriptive and recount which is related to the surrounding environment	5.1. Reading clearly to the short functional text and short essay in a form of descriptive and recount by the intonation and stressing which is related to the surrounding environment		
	5.2. Responding meaning in simple and short functional written text accurately, fluently and acceptably to be able to interact in the surrounding environment		
	5.3. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in daily context in the forms of descriptive and recount		
Grade 8 semester II			
11. understanding meaning in functional written text as well as simple and short essay in the forms of recount, and narrative to be able to interact in daily expression	11.1. Reading clearly to the functional and short essay in a simple form of recount and descriptive by the accurate intonation and stressing which is related		
	11.2. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in the surrounding environment		
	11.3. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in daily context in the forms of written recount and descriptive		
Grade 9 semester I			
5.Understanding meaning in simple functional written text in a form of procedure and report which is related to the surrounding environment	5.1. Reading clearly to the short functional text and short essay in a form of procedure and report by the intonation and stressing which is related to the surrounding environment		
	5.2. Responding meaning in simple and short functional written text		

	accurately, fluently and acceptably to be able to interact in the surrounding environment		
	5.3. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in daily context in the forms of procedure and report		
Grade 9 semester II			
11. understanding meaning in functional written text as well as simple and short essay in the forms of narrative and report to be able to interact in daily expression	11.1. Reading clearly to the functional and short essay in a simple form of narrative and report by the accurate intonation and stressing which is related		
	11.2. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in the surrounding environment		
	11.3. Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptably to be able to interact in daily context in the forms of written narrative and report		

Then, to analyze the English School Examination and English National Examination, the five points below are used to determine whether the examinations are compatible or not. The points are as follows:

1. The examination will be matched with the competence standard in English syllabus of junior high school in SMPN 2 Temanggung
2. The examination will be matched with the basic competence in English syllabus of junior high school in SMPN 2 Temanggung
3. The examination will be matched with the indicator in the English syllabus of junior high school in SMPN 2 Temanggung

4. The examination will be matched with the technique of assessment in the English syllabus of junior high school
5. The examination will be matched with the literacy level

The second instrument is used to analyze the short essay: descriptive, recount, procedure, report, and narrative. They are analyzed by looking at the linguistic features as follows:

Table 6. The table of the Linguistic features in the short essay

Genre	Purpose	Generic structure	Language feature	Type
Narrative	<ul style="list-style-type: none"> - To entertain the readers/ audience - To teach the audience a lesson - To stimulate their emotions 	<ul style="list-style-type: none"> - Orientation - Complication - Resolution - Re-orientation - Evaluation 	<ul style="list-style-type: none"> - Simple past - Past perfect tense - Past continuous tense - Action verb - Connectives, linking words to do with time - Adjectives and adverbs - Temporal conjunction 	<ul style="list-style-type: none"> - Short stories, fables, folk tales, plays, legends, Myths, Ballads
Report	<ul style="list-style-type: none"> - To present information about a person, thing or place - To describe thing in general 	<ul style="list-style-type: none"> - General classification - Description 	<ul style="list-style-type: none"> - Simple present tense - Adjectives of phrase "be" or "have" (relational process) for the classification and explanation - Technical terms - Objectives and no reference - Action verbs related to the topic 	<ul style="list-style-type: none"> - Reference articles, lecture scientific articles, text books
Recount	<ul style="list-style-type: none"> - To tell events in order time that have happened - To retell one's past experience 	<ul style="list-style-type: none"> - Orientation - Event - Re-orientation 	<ul style="list-style-type: none"> - Personal participant - Chronological connection - Linking verb - Action verb - Simple past tense 	<ul style="list-style-type: none"> - Diaries, letters, journals, biographies, newspaper reports, historical recount, autobiographies, incident reports.
Procedure	<ul style="list-style-type: none"> - To give instruction about how to do something - To explain how to do something, how to make something or how to get somewhere 	<ul style="list-style-type: none"> - Aim/ goal - Materials - Steps 	<ul style="list-style-type: none"> - Simple present tense - Temporal conjunction - Action verb 	<ul style="list-style-type: none"> - Recipes, instructional manuals, experiment reports, spoken directions
Descriptive	<ul style="list-style-type: none"> - To describe about certain person, animal, 	<ul style="list-style-type: none"> - Identification - Description 	<ul style="list-style-type: none"> - Specific participant - Simple present tense - Action verbs 	<ul style="list-style-type: none"> - Certain thing, person, animal or place

	- or thing To tell about the subject by describing its features without including personal opinions		- Adjectives - Noun phrase	
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Based on the table above, to analyze the short essay per number in English School Examination and English National Examination, the simple table below is used to analyze per genres, as follows:

- Descriptive text

The comparison		
Linguistic features	School Examination	National Examination
Described participant		
Tenses		
Action verbs		
Adjective		
Noun phrase		
Discussion		

- Recount text

The comparison		
Linguistic features	School Examination	National Examination
Personal participant		
Chronological connection		
Linking verb		
Action verb		
Tenses		
Discussion		

- Procedure text

The comparison		
Linguistic features	School Examination	National Examination
Tenses		
Temporal Conjunction		
Action verbs		
Discussion		

- Report text

The comparison		
Linguistic features	School Examination	National Examination
Tenses		
Adjective phrases		
Technical terms		
Action verbs		
Discussion		

- Narrative text

The comparison		
Linguistic features	School Examination	National Examination
Tenses		
Action verbs		
Linking words		
Adjectives and adverbs		
Temporal conjunction		
Discussion		

The table used to reveal the short essay text. The text was analyzed based on the linguistic features which covered tenses, action verb, adjectives, and conjunction **see the appendix.*

3.8. Data Analysis Result Presentation

There are two ways to present the data analysis result: formal and informal. This research uses both informal and formal data analysis presentation. Informal data analysis presentation is formulated in common words although in technical terminology. Formal data analysis presentation is formulated in signs, symbols, pictures such as table, graph etc. (Sudaryanto, 1993:145)

The formal data analysis in this research is presented in the form of table and graph for explaining the competencies tested in the English School Examination and National Examination for junior high school of SMPN 2 Temanggung 2012/2013 academic year. The informal data analysis is the explanation of the formal data analysis.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Findings Related to English School Examination

The researcher takes the test where English School Examination started in the academic year 2012-2013. The test was made by teacher from SMPN 2 Temanggung and it was administered on Tuesday, March 23rd 2013. The time allocation was 90 minutes. The test consisted of 50 questions are distributed as follows:

4.1.1. Reading Competence

The questions number 1 – 42 was the reading competence; those consisting of Short Functional Text and Short Essay.

Table 7. The Short Functional Text competencies administered in school examination 2012/ 2013

No	announcement	Greeting card	Personal letter	notice	advertisement	Schedule
1				Ideational meaning		
2				Ideational meaning		
3	Ideational meaning					
4	Ideational meaning					
5	Ideational meaning					
6					Ideational	

					meaning	
7					Ideational meaning	
8					Ideational meaning	
9						Ideational meaning
10						Ideational meaning
11			Ideational meaning			
12			Ideational meaning			
13			Ideational meaning			
14		Ideational meaning				
15		Deducing meaning				

In this English school examination 2012/ 2013, the reading competence contains 15 numbers of short functional text; they consisted of: 2 questions of Notice, 3 questions of Announcement texts, 3 questions of Advertisement texts, 2 questions of Schedule texts, 3 questions of Personal letter texts, 2 questions of Greeting card texts, and most of them contain ideational meaning.

Table 8. The Short Essay competencies administered in school examination 2012/ 2013

No	Descriptive	Narrative	Recount	Procedure	Report
16	Ideational meaning				
17	Ideational				

	meaning				
18	Reference words				
19	Ideational meaning				
20			Ideational meaning		
21			Ideational meaning		
22			Ideational meaning		
23				Ideational meaning	
24				Ideational meaning	
25				Reference word	
26				Ideational meaning	
27					Ideational meaning
28					Ideational meaning
29					Ideational meaning
30					Deducing meaning
31			Ideational meaning		
32			Ideational meaning		
33			Ideational meaning		
34		Ideational meaning			
35		Ideational meaning			
36		Ideational meaning			
37		Ideational			

		meaning			
38		Reference word			
39					Ideational meaning
40					Ideational meaning
41					Ideational meaning
42					Ideational meaning

In this English School Examination 2012/ 2013, the reading competence contains 27 numbers of short essays; they consisted of: 4 questions of Descriptive texts, 3 questions of Recount texts in a form of diary, 4 questions of Procedure texts, 4 questions of Report texts in a theme of plant, 3 questions of Recount texts in a form of biography, 5 questions of Narrative texts, 4 questions of Report texts in a theme of animal. There 3 numbers contain reference word and 24 numbers contain Ideational meaning.

4.1.2. Writing Competence

The questions number 43 – 50 were the writing competence, those consist of simple Short Essay in a form of close test, jumbled word and jumbled sentence.

Table 9. The writing competencies administered in this English school examination (SE) for 2012- 2013.

Number	Completing the blank spaces in the sentences correctly (Recount)	Completing the blank spaces in the sentences correctly (Descriptive)	Arranging the jumble words into a good sentence	Arranging the jumble sentences into a paragraph of Short essay
43	Textual meaning			
44	Textual meaning			
45	Textual meaning			
46		Textual meaning		
47		Textual meaning		
48		Textual meaning		
49			Textual meaning	
50				Textual meaning in Narrative

The writing competence contains 6 completing the blank spaces in the sentences correctly, 1 arranging the jumble words into a good sentence, 1 arranging the jumble sentences into a paragraph of Narrative and most of them contain textual meaning.

4.2. Findings Related to English National Examination

The researcher takes the tests where English National Examination started in the academic year 2012-2013. The test was written by board of education and it was administered on Tuesday, April 23rd 2013. The time allocation was 90 minutes. The test consisted of 50 questions.

4.2.1. Reading Competence

The questions number 2, 7 – 45 & 50 belong to the reading competence; those consisted of Short Functional Text and Short Essay. Every question contains nuance of meaning. To make it easier in analyzing those competences, those are presented in the following table:

Table 10. The Short Functional Text competencies administered in National Examination 2012-2013

No	Announcemen t	Invitation	Personal letter	notice	advertisement	Sched ule
2					Ideational meaning	
3					Ideational meaning	
7		Ideational meaning				

8		Ideational meaning				
22						Ideational meaning
23						Ideational meaning
43	Ideational meaning					
44	Ideational meaning					
45	Deducing meaning					
50				Ideational meaning		

In this test of National Examination 2012/ 2013, the reading competence contains 10 numbers of short functional text; they consisted 1 questions of Notice, 3 questions of Announcement texts, 2 questions of Advertisement texts, 2 questions of Schedule texts, 2 questions of Invitation card texts, and most of them contain ideational meanings even though there are also 3 deducing meanings in the question number 45.

Table 11. The Short Essay competencies administered in National Examination 2012/ 2013

No	Descriptive	Narrative	Recount	Procedure	Report
9	Ideational meaning				
10	Ideational meaning				

11	Ideational meaning				
12	Ideational meaning				
13	Ideational meaning				
14		Ideational meaning			
15		Ideational meaning			
16		Ideational meaning			
17		Ideational meaning			
18			Ideational meaning		
19			Ideational meaning		
20			Ideational meaning		
21			Deducing meaning		
24			Ideational meaning		
25			Ideational meaning		
26			Ideational meaning		
27	Ideational meaning				

28	Ideational meaning				
29	Ideational meaning				
30	Deducing meaning				
31		Ideational meaning			
32		Ideational meaning			
33		Ideational meaning			
34		Reference word			
35				Ideational meaning	
36				Ideational meaning	
37				Deducing meaning	
38				Reference	
39					Ideational meaning
40					Ideational meaning
41					Ideational meaning
42					Reference word

In this test of National Examination 2012/ 2013, the reading competence contains 32 numbers of short essays; they consisted 9 questions of Descriptive texts in a form of person and place, 7 questions of Recount texts in a form of personal letter and biography, 4 questions of Procedure texts, 4 questions of Report texts in a theme of plant, 8 questions of Narrative texts. There are 3 numbers containing deducing meaning, 2 numbers contain reference word and 27 numbers contain Ideational meaning.

4.2.2. Writing Competence

The questions number 1, 4-6 and 46-49 belong to the writing competence, those consisted of simple Short Essay in a form of completion, jumbled word and jumbled sentence. To make it easier in analyzing those competencies, those are presented in the following table:

Table 12. The writing competencies administered in this English National Examination (NE) for 2012- 2013.

Number	Completing the blank spaces in the sentences correctly (Recount)	Completing the blank spaces in the sentences correctly (Descriptive)	Arranging the jumble words into a good sentence	Arranging the jumble sentences into a paragraph of Short essay
1				Textual meaning in Recount
4		Textual		

		meaning		
5		Textual meaning		
6		Textual meaning		
46	Textual meaning			
47	Textual meaning			
48	Textual meaning			
49				Textual meaning in Recount

The writing competence contains 6 completing the blank spaces in the sentences correctly, no arranging the jumble words into a good sentence, 2 arranging the jumble sentences into a paragraph of Recount and most of them contain textual meaning.

4.3. Discussion of English School Examination

4.3.1 The discussion of Short Functional Text

- The questions number 1 & 2 were in a form of Notice **see the appendix*. The competence standard of these numbers was from grade 7 semester 1 point 5 **see table 4*. The basic competence was from grade 7 semester 1 point 5.2 **see table 4*. The indicator of these numbers was to determine the main idea of the text. These numbers used written test as technique of assessment. And the literacy level of these numbers was to use English for survival purposes (the

informational notice provides information that could be useful for people). So the questions number 1 and 2 matched with format syllabus in KTSP.

- The questions number 3, 4 & 5 were in a form of Announcement **see the appendix*. The competence standard of these numbers was from grade 7 semester 1 point 5 **see table 4*. The basic competence was from grade 7 semester 1 point 5.2 **see table 4*. The indicators of these numbers (3, 4&5) were to identify some information in the text, to identify the purpose of the text and to find the correct word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to use English for survival purposes (the announcement provides complete and clear information about certain events or occasion). So the questions number 3, 4 and 5 matched with format of syllabus in KTSP.
- The questions number 6, 7 & 8 were in a form of Advertisement **see the appendix*. The competence standard of these numbers was from grade 7 semester 1 point 5 **see table 4*. The basic competence was from grade 7 semester 1 point 5.2 **see table 4*. The indicators of these numbers (6, 7&8) were same: to identify some information based on the text. These numbers used written test as technique of assessment. And the literacy level of these numbers was to use English for survival purposes (the advertisement attracts and persuades people to buy). So the questions number 6, 7 and 8 matched with format of syllabus in KTSP.
- The questions number 9 & 10 were in a form of flight schedule **see the appendix*. The competence standard of these numbers was from grade 7 semester 1

point 5 **see table 4*. The basic competence was from grade 7 semester 1 point 5.2 **see table 4*. The indicators of these numbers (9&10) were same: to identify some information based on the text. These numbers used written test as technique of assessment. And the literacy level of these numbers was to use English for survival purposes (the flight schedule provides information to the passengers). So the questions number 9 and 8 matched with format of syllabus in KTSP.

- The questions number 11, 12 & 13 were in a form of Personal Letters **see the appendix*. The competence standard of these numbers was from grade 7 semester 1 point 5 **see table 4*. The basic competence was from grade 7 semester 1 point 5.2 **see table 4*. The indicators of these numbers (11, 12&13) were to identify the purpose of the text, to find the similar meaning of word, and to identify some information based on the text. These numbers used written test as technique of assessment. And the literacy level of these numbers was to use English for survival purposes (the personal letters asks for apologizing) So the questions number 11, 12 and 13 matched with format of syllabus in KTSP.
- The questions number 14 & 15 were in a form of Greeting Card **see the appendix*. The competence standard of these numbers was from grade 7 semester 1 point 5 **see table 4*. The basic competence was from grade 7 semester 1 point 5.2 **see table 4*. The indicators of these numbers (14&15) were to identify some information based on the text and to find similar meaning of the word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to use English for survival purposes (the greeting card

expresses sympathy and care to others). So the questions number 14 and 15 matched with format of syllabus in KTSP.

4.3.2 The discussion of Short Essay Text

- The questions number 16, 17, 18 & 19 were in a form of Descriptive text **see the appendix*. The competence standard of these numbers was from grade 8 semester 1 point 5 **see table 4*. The basic competence was from grade 8 semester 1 point 5.3 **see table 4*. The indicators of these numbers (16, 17&18) were to identify some information based on the text and number 19 was to find the reference of word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the descriptive aims to describe something: thing, people and animal). So the questions number 16, 17, 18 and 19 matched with format of syllabus in KTSP.
- The questions number 20, 21 & 22 were in a form of Recount text **see the appendix*. The competence standard of these numbers was from grade 8 semester 1 point 5 **see table 4*. The basic competence was from grade 8 semester 1 point 5.3 **see table 4*. The indicators of these numbers (20 &22) were to identify some information based on the text and number 21 was to determine main idea from the text. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the recount aims to retell past experience). So the questions number 20, 21 and 22 matched with format of syllabus in KTSP.

- The questions number 23, 24, 25 & 26 were in a form of Procedure text **see the appendix*. The competence standard of these numbers was from grade 7 semester 2 point 11 **see table 4*. The basic competence was from grade 7 semester 2 point 11.2 **see table 4*. The indicators of these numbers (23, 24 & 26) were to identify some information based on the text and number 25 was to find the reference of word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the procedure aims to tell how to make/ do something). So the questions number 23, 24, 25 and 26 matched with format of syllabus in KTSP.
- The questions number 27, 28, 29 & 30 were in a form of Report text **see the appendix*. The competence standard of these numbers was from grade 9 semester 1 point 5 **see table 4*. The basic competence was from grade 9 semester 1 point 5.3 **see table 4*. The indicators of these numbers (27&28) were to identify some information based on the text, number 29 was to determine the topic from the text and number 30 was to find the similar meaning of word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the report aims to describe something generally). So the questions number 27, 28, 29 and 30 matched with format of syllabus in KTSP.
- The questions number 31, 32 & 33 were in a form of Recount text **see the appendix*. The competence standard of these numbers was from grade 8 semester 2 point 11 **see table 4*. The basic competence was from grade 8 semester 2 point

11.3 **see table 4*. The indicators of these numbers (31&33) were to identify some information based on the text and number 32 was to determine the main idea from the text. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the recount aims to retell the past experience). So the questions number 31, 32 and 33 matched with format of syllabus in KTSP.

- The questions number 34, 35, 36, 37 & 38 were in a form of narrative text **see the appendix*. The competence standard of these numbers was from grade 8 semester 2 point 11 **see table 4*. The basic competence was from grade 8 semester 2 point 11.3 **see table 4*. The indicators of these numbers (34, 36&37) were to identify some information based on the text, number 35 was to find the similar meaning of word and number 38 was to find the reference of word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the narrative aims to amuse the reader). So the questions number 34, 35, 36, 37 and 38 matched with format of syllabus in KTSP.
- The questions number 39, 40, 41 & 42 were in a form of Report text **see the appendix*. The competence standard of these numbers was from grade 9 semester 1 point 5 **see table 4*. The basic competence was from grade 9 semester 1 point 5.3 **see table 4*. The indicators of these numbers (39, 40&42) were to identify some information based on the text and number 41 was to find the similar meaning of word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done

and English for survival purposes (the report aims to describe something generally). So the questions number 39, 40, 41 and 42 matched with format of syllabus in KTSP.

4.3.3 The discussion of writing competence

- The questions number 43, 44 & 45 were in a form of recount close test **see the appendix*. The competence standard of these numbers was from grade 8 semester 2 point 12 **see table 5*. The basic competence was from grade 8 semester 2 point 12.2 **see table 5*. The indicators of these numbers (43, 44&45) were to find the correct word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the recount aims to retell past experience). So the questions number 43, 44 and 45 matched with format of syllabus in KTSP.
- The questions number 46, 47 & 48 were in a form of descriptive close test **see the appendix*. The competence standard of these numbers was from grade 7 semester 1 point 6 **see table 5*. The basic competence was from grade 7 semester 1 point 6.2 **see table 5*. The indicators of these numbers (46, 47&48) were to find the correct word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the descriptive aims to describe something/ someone particularly). So the questions number 47, 46 and 48 matched with format of syllabus in KTSP.

- The question number 49 was in a form of jumbled word**see the appendix*. The competence standard of these numbers was from grade 7 semester 1 point 6 **see table 5*. The basic competence was from grade 7 semester 1 point 6.2 **see table 5*. The indicator of this number 49 was to arrange the jumbled word into a good sentence. This number used written test as technique of assessment. And the literacy level of this number was to get things done and English for survival purposes. So the question number 49 matched with format of syllabus in KTSP.
- The question number 50 was in a form of jumbled sentence**see the appendix*. The competence standard of these numbers was from grade 8 semester 2 point 12 **see table 5*. The basic competence was from grade 8 semester 2 point 12.2 **see table 5*. The indicator of this number 50 was to arrange the jumbled sentence into a good paragraph. This number used written test as technique of assessment. And the literacy level of this number was to get things done and English for survival purposes. So the question number 50 matched with format of syllabus in KTSP.

4.4. Discussion of English National Examination

4.4.1 The discussion of Short Functional Text

- The questions number 2 & 3 were in a form of Advertisement **see the appendix*. The competence standard of these numbers was from grade 7 semester 1 point 5 **see table 4*. The basic competence was from grade 7 semester 1 point 5.2 **see table 4*. The indicators of these numbers (2&3) were same: to identify some

information based on the text. These numbers used written test as technique of assessment. And the literacy level of these numbers was to use English for survival purposes (the advertisement attracts and persuades people to buy). So the questions number 2 and 3 matched with format of syllabus in KTSP.

- The questions number 7 & 8 were in a form of invitation card **see the appendix*. The competence standard of these numbers was from grade 7 semester 1 point 5 **see table 4*. The basic competence was from grade 7 semester 1 point 5.2 **see table 4*. The indicator of these numbers was to identify the information based on the text. These numbers used written test as technique of assessment. And the literacy level of these numbers was to use English for survival purposes (the invitation card aims to invite someone to come). So the questions number 7 and 8 matched with format syllabus in KTSP.
- The questions number 22 & 23 were in a form of schedule **see the appendix*. The competence standard of these numbers was from grade 7 semester 1 point 5 **see table 4*. The basic competence was from grade 7 semester 1 point 5.2 **see table 4*. The indicators of these numbers (22&23) were same: to identify some information based on the text. These numbers used written test as technique of assessment. And the literacy level of these numbers was to use English for survival purposes (the schedule provides information to someone). So the questions number 22 and 23 matched with format of syllabus in KTSP.
- The questions number 43, 44 & 45 were in a form of Announcement **see the appendix*. The competence standard of these numbers was from grade 7 semester 1 point 5 **see table 4*. The basic competence was from grade 7 semester 1 point

5.2 **see table 4*. The indicators of these numbers (43&44) were to identify some information based on the text and number 45 was to find the similar meaning of word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the announcement provides complete and clear information about certain event or occasion). So the questions number 43, 44 and 45 matched with format of syllabus in KTSP.

- The question number 50 was in a form of Notice **see the appendix*. The competence standard of these numbers was from grade 7 semester 1 point 5 **see table 4*. The basic competence was from grade 7 semester 1 point 5.2 **see table 4*. The indicator of this number was to determine the main idea of the text. This number used written test as technique of assessment. And the literacy level of this number was to use English for survival purposes (the informational notice provides information that could be useful for people). So the question number 50 matched with format syllabus in KTSP.

4.4.2 The discussion of short essay

- The questions number 9, 10, 11, 12 & 13 were in a form of Descriptive text **see the appendix*. The competence standard of these numbers was from grade 7 semester 2 point 11 **see table 4*. The basic competence was from grade 7 semester 2 point 11.2 **see table 4*. The indicators of these numbers (9, 10, 12&13) were to find some information in the text and number 11 was to determine the main idea of the second paragraph. These numbers used written

test as technique of assessment. And the literacy level of these numbers was to use English for survival purposes (the descriptive aims to describe someone/ something particularly). So the questions number 9, 10, 11, 12 and 13 matched with format of syllabus in KTSP.

- The questions number 14, 15, 16 & 17 were in a form of narrative text **see the appendix*. The competence standard of these numbers was from grade 8 semester 2 point 11 **see table 4*. The basic competence was from grade 8 semester 2 point 11.3 **see table 4*. The indicators of these numbers (14, 15&17) were to identify some information based on the text, and number 16 was to determine the main idea of the third paragraph. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the narrative aims to amuse the reader). So the questions number 14, 15, 16 and 17 matched with format of syllabus in KTSP.
- The questions number 18, 19, 20 & 21 were in a form of Recount text **see the appendix*. The competence standard of these numbers was from grade 8 semester 2 point 11 **see table 4*. The basic competence was from grade 8 semester 2 point 11.3 **see table 4*. The indicators of these numbers (18&19) were to identify some information based on the text, number 20 was to determine the main idea of the text and number 21 was to find the similar meaning of word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes

(the recount aims to retell the past experience). So the questions number 18, 19, 20 and 21 matched with format of syllabus in KTSP.

- The questions number 24, 25 & 26 were in a form of Recount text **see the appendix*. The competence standard of these numbers was from grade 8 semester 1 point 5 **see table 4*. The basic competence was from grade 8 semester 1 point 5.3 **see table 4*. The indicators of these numbers (24, 25&26) were to identify some information based on the text. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the recount aims to retell the past experience). So the questions number 24, 25 and 26 matched with format of syllabus in KTSP.
- The questions number 27, 28, 29 & 30 were in a form of Descriptive text **see the appendix*. The competence standard of these numbers was from grade 7 semester 2 point 11 **see table 4*. The basic competence was from grade 7 semester 2 point 11.2 **see table 4*. The indicators of these numbers (27&28) were to find some information in the text, number 29 was to determine the main idea of the second paragraph and number 30 was to find the similar meaning of the word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to use English for survival purposes (the descriptive aims to describe someone/ something particularly). So the questions number 27, 28, 29 and 30 matched with format of syllabus in KTSP.

- The questions number 31, 32, 33 & 34 were in a form of narrative text **see the appendix*. The competence standard of these numbers was from grade 8 semester 2 point 11 **see table 4*. The basic competence was from grade 8 semester 2 point 11.3 **see table 4*. The indicators of these numbers (31&33) were to identify some information based on the text, number 32 was to determine the main idea of the first paragraph and number 34 was to find the reference of word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the narrative aims to amuse the reader). So the questions number 31, 32, 33 and 34 matched with format of syllabus in KTSP.
- The questions number 35, 36, 37 & 38 were in a form of Procedure text **see the appendix*. The competence standard of these numbers was from grade 7 semester 2 point 11 **see table 4*. The basic competence was from grade 7 semester 2 point 11.2 **see table 4*. The indicators of these numbers (35&36) were to identify some information based on the text, number 37 was to find similar meaning of word and number 38 was to find the reference of word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the procedure aims to tell how to make/ do something). So the questions number 35, 36, 37 and 38 matched with format of syllabus in KTSP.
- The questions number 39, 40, 41 & 42 were in a form of Report text **see the appendix*. The competence standard of these numbers was from grade 9 semester 1 point 5 **see table 4*. The basic competence was from grade 9 semester 1 point

5.3 **see table 4*. The indicators of these numbers (39&41) were to identify some information based on the text, number 40 was to determine the main idea of the text and number 42 was to find the reference of word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the report aims to describe something generally). So the questions number 39, 40, 41 and 42 matched with format of syllabus in KTSP.

4.4.3 The discussion of writing competence

- The question number 1 was in a form of jumbled sentence **see the appendix*. The competence standard of these numbers was from grade 8 semester 1 point 6 **see table 5*. The basic competence was from grade 8 semester 1 point 6.2 **see table 5*. The indicator of this number 1 was to arrange the jumbled sentence into a good paragraph. This number used written test as technique of assessment. And the literacy level of this number was to get things done and English for survival purposes. So the question number 1 matched with format of syllabus in KTSP.
- The questions number 4, 5 & 6 were in a form of descriptive close test **see the appendix*. The competence standard of these numbers was from grade 7 semester 2 point 12 **see table 5*. The basic competence was from grade 7 semester 2 point 12.2 **see table 5*. The indicators of these numbers (4, 5&6) were to find the correct word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English

for survival purposes (the descriptive aims to describe something/ someone particularly). So the questions number 4, 5 and 6 matched with format of syllabus in KTSP.

- The questions number 46, 47 & 48 were in a form of recount close test **see the appendix*. The competence standard of these numbers was from grade 8 semester 2 point 12 **see table 5*. The basic competence was from grade 8 semester 2 point 12.2 **see table 5*. The indicators of these numbers (46, 47&48) were to find the correct word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the recount aims to retell past experience). So the questions number 46, 47 and 48 matched with format of syllabus in KTSP.
- The questions number 46, 47 & 48 were in a form of descriptive close test **see the appendix*. The competence standard of these numbers was from grade 7 semester 1 point 6 **see table 5*. The basic competence was from grade 7 semester 1 point 6.2 **see table 5*. The indicators of these numbers (46, 47&48) were to find the correct word. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes (the descriptive aims to describe something/ someone particularly). So the questions number 47, 46 and 48 matched with format of syllabus in KTSP.
- The questions number 49 were in a form of jumbled sentence **see the appendix*. The competence standard of these numbers was from grade 8 semester 2 point 12 **see table 5*. The basic competence was from grade 8 semester 2 point

12.2 **see table 5*. The indicator of this number 49 was to arrange the jumbled sentence into a good paragraph. These numbers used written test as technique of assessment. And the literacy level of these numbers was to get things done and English for survival purposes. So the question number 49 matched with format of syllabus in KTSP.

4.5. The Third Discussion of Short Essay

1. Descriptive text in School Examination (for number 16 to 19 **see the appendix*)

These questions match with the level of literacy for junior high school in the content standard. It is about reading text, here it was revealed by using; communicative purpose, generic structure and language features, as follows:

- 1) Communicative purpose

Describing the feature of Raja Ampat

- 2) Generic structure

- a) Introducing Raja Ampat to be revealed in detailed.

- b) Description: describing Raja Ampat. This description only gives information about Raja Ampat which offers remarkable scenery.

3) Linguistics features:

- a) Focuses on specific participant: the text focuses in describing Raja Ampat
- b) Using Simple Present Tense: even though there is passive voice sentence in the text, most of the sentence in the text are using simple present both using to be and verb
- c) Using action verbs: flock, offer, explore, make, develop, live, arrive, hear, take,
- d) Using adjective: enormous, palpable, remarkable, overwhelming, clear, white, sandy
- e) Using noun phrase: west Papua, local myth, four major islands, ancient rock painting, bird head, under water enthusiast, best marine site, vertical under water walls, drift diving, great challenge, coral fish, most divers living library, underwater biota, nature conservancy, remarkable scenery, overwhelming sight, crystal clear water, white sandy beaches.

2. Descriptive text in National Examination (for number 9 to13**see the appendix*)

These questions match with the level of literacy for junior high school in the content standard. It is about reading text, here it will be revealed by using; communicative purpose, generic structure and language features, as follows:

1) Communicative purpose

Describing the feature of the writer's father new black car

2) Generic structure

a) Introducing the writer's father to be revealed in detailed.

b) Description: This description only gives information about the writer's father. It reveals the appearance, the function and the way the family use the car.

3) Linguistics features:

a) Focuses on specific participant: the text focuses in describing the writer's father car

b) Using Simple Present Tense: even though there are two simple past tense in the text, most of the sentence in the text are using simple present both using to be and verb

c) Using action verbs: has, bought, use, drive,

d) Using adjective: new, black, easy, good, busy

e) Using noun phrase: new black car, good design, back row

The comparison		
Linguistic feature	School Examination	National Examination
Described participant	Raja Ampat	My father's new black car
Tenses	Simple present & Passive Voice	Simple present & Simple past (3)
Action verbs	9 actions verb	4 actions verb
Adjective	7 adjectives	5 adjectives
Noun phrase	18 Noun phrase	3 Noun Phrase
Discussion		
From the list of linguistics features we have already known that the test in		

school examination dominated in all of the linguistic features of this text. It showed us that the school examination test is various in words and sentences.

3. Recount text in School Examination (number 20, 21, 22 in a form of diary)

These questions match with the level of literacy for junior high school in the content standard. It is about reading text, here it will be revealed by using; communicative purpose, generic structure and language features, as follows:

1) Communicative purpose

Retell the writer's worst mistake experience

2) Generic structure

a) Orientation: telling the writer's annoying day

b) Event: the sequence events started from the morning when the horrible boy came in making trouble with the writer until the writer's mom blamed him for what he did

c) Reorientation: the writer's realized that he did a worst mistake

3) Linguistics features:

a) Introducing personal participant: I

b) Using chronological connection: later, now

c) Using linking verbs: was,

d) Using action verb: began, came, pushed, read, did, learned

e) Using tenses: simple past

4. Recount text in National Examination (number 24, 25, 26 in a form of letter)

These questions match with the level of literacy for junior high school in the content standard. It is about reading text, here it will be revealed by using; communicative purpose, generic structure and language features, as follows:

- 1) Communicative purpose

Retell the writer's trip experience

- 2) Generic structure

- a) Orientation: telling the writer when she spent her holiday
- b) Event: the sequence events started from saying apologize because the writer hasn't written a letter to her friend then it was continued by the experience during her holiday
- c) Reorientation: the writer's feeling about her trip. She enjoyed it

- 3) Linguistics features:

- a) Introducing personal participant: I and the writer's family
- b) Using chronological connection: after that
- c) Using linking verbs: was,
- d) Using action verb: written, returned, swam, enjoyed, took, shaped
- e) Using tenses: simple past

The comparison		
Linguistic feature	School Examination	National Examination
Personal participant	I & the writer's mom	I & the writer's family
Chronological connection	2	1
Linking verb	1	1
Action verb	6	6
Tenses	Past perfect, simple past & simple future	Past perfect & simple past
<p>Discussion</p> <p>From the list of linguistics features we have already known that the test in school examination dominated the various of word in chronological connection, linking verb, action of verb and the use of tenses</p>		

5. Recount text in School Examination (number 31, 32, 33 in a form of biography)

These questions match with the level of literacy for junior high school in the content standard. It is about reading text, here it will be revealed by using; communicative purpose, generic structure and language features, as follows:

1) Communicative purpose

Telling the Agustinus Adisucipto's biography

2) Generic structure

a) Orientation: telling the background of Agustinus Adisucipto where he was from and who he was

- b) Event: the sequence events started when he was predicted to have short life. It was continued when he dropped out from medical school until he determined for what he believed in as pilot
- c) Reorientation: he could show the best with his decision

3) Linguistics features:

- a) Introducing personal participant: He, his family
- b) Using chronological connection: -
- c) Using linking verbs: was
- d) Using action verb: flew, said, insisted, showed, finished, appointed
- e) Using tenses: simple past

6. Recount text in National Examination (number 18, 19, 20 & 21 in a form of biography)

These questions match with the level of literacy for junior high school in the content standard. It is about reading text, here it will be revealed by using; communicative purpose, generic structure and language features, as follows:

4) Communicative purpose

Telling Charles Robert Darwin's biography

5) Generic structure

- a) Orientation: telling Charles Robert Darwin's background and who he was previously

- b) Event: the sequence events started when he develop his interest in natural history until he led his observation jumping into conclusion as popular theory
 - c) Reorientation: he could published his famous book
- 6) Linguistics features:
- a) Introducing personal participant: He
 - b) Using chronological connection: -
 - c) Using linking verbs: was
 - d) Using action verb: proposed, provided, accepted, developed, established, supported, made, collected, continued, sent, published
 - e) Using tenses: simple past

The comparison		
Linguistic feature	School Examination	National Examination
Personal participant	He	He
Chronological connection	-	-
Linking verb	1	1
Action verb	6	11
Tenses	simple past	simple past
<p>Discussion</p> <p>From the list of linguistics features we have already known that the test in school examination was same in linking verb than the test in national examination while the action verb in school examination is lower that the test in national examination.</p>		

7. Procedure text in School Examination (for number 23, 24, 25 & 26)

These questions match with the level of literacy for junior high school in the content standard. It is about reading text, here it will be revealed by using; communicative purpose, generic structure and language features, as follows:

1) Communicative purpose

Explain the way how to make Gemblong(Sugar coated black rice cake)

2) Generic structure

a) Aim/ goal: how to make Gemblong(Sugar coated black rice cake)

b) Materials: 8 ingredients

c) Steps: there are 4 steps

3) Linguistics features:

a) Using tenses: simple present in imperative way

b) Using temporal conjunction: -

c) Using action verb: combine, grated, stir, warm, pour, mix, knead, divide, roll, put, heat, fry, drain, boil, toss, transfer

8. Procedure text in National Examination (for number 35, 36, 37 & 38)

These questions match with the level of literacy for junior high school in the content standard. It is about reading text, here it will be revealed by using; communicative purpose, generic structure and language features, as follows:

1) Communicative purpose

Explain the way how to make Crispy Hash Brown Recipe

2) Generic structure

a) Aim/ goal: how to make Crispy Hash Brown Recipe

b) Materials: 6 ingredients

c) Steps: there are 3 steps

3) Linguistics features:

a) Using tenses: simple present in imperative way

b) Using temporal conjunction: -

c) Using action verb: heat, squeeze, add, spread, sprinkle, continue,
put, serve

The comparison		
Linguistic feature	School Examination	National Examination
Tenses	Simple present in imperative way	Simple present in imperative way
Temporal conjunction	-	-
Action verb	16	8
<p>Discussion</p> <p>From the list of linguistics features we have already known that the test in school examination dominated the action verb. It is a half more action verb than the test in national examination.</p>		

9. Report Text in School Examination (for number 27, 28, 29 & 30)

These questions match with the level of literacy for junior high school in the content standard. It is about reading text. For knowing that the text, the vocabularies and the grammar belong to recount text and compatible with the KTSP, here it will be revealed by using; communicative purpose, generic structure and language features, as follows:

1) Communicative purpose

Describe ginger in general

2) Generic structure

a) Stating classification of general aspect of thing: plant which will be discussed in general

b) Description:

- How it looks like: tropical plant which has 4 feet high with a stalk containing clusters of small and yellow flower
- Where we can find it: South Asia, East Africa and Caribbean
- How it is formed:
- What its functions are: it is useful for medicine and spice

3) Linguistics features:

d) Using tenses: simple present

e) Using adjective phrase: feet high, spicy taste, plant ages, complementary spice,

- f) Using technical term: nausea, motion sickness, upset stomach, cataracts, amenorrhea, heart diseases
- g) Using action verb: spread, attain, eat, grate, shred, slice

10. Report text in National Examination(for number 39, 40, 41 & 42)

These questions match with the level of literacy for junior high school in the content standard. It is about reading text, here it will be revealed by using; communicative purpose, generic structure and language features, as follows:

1) Communicative purpose

Describe Gardenia in general

2) Generic structure

a) Stating classification of general aspect of thing: plant which will be discussed in general

b) Description:

- How it looks like: tropical plant which has 1-5 meters tall with 5 – 50 cm long leaves and leathery texture
- Where we can find it: Pakistan, Japan, China
- How it is formed: it should be planted in warm humid tropical areas; it shouldn't be hit by the direct light. It flourishes in acidic soil with good drainage and thrives on certain temperature

3) Linguistics features:

- a) Using tenses: simple present
- b) Using adjective phrase: strong sweet scent, dark green, pale yellow, strong aroma,
- c) Using technical term: evergreen shrubs, acidic soil, drainage,
- d) Using action verb: grow, bloom, demand, flourish, reach, hit,

The comparison		
Linguistic feature	School Examination	National Examination
Tenses	Simple present	Simple present
Adjective phrase	4	4
Technical terms	6	3
Action verb	6	6
<p>Discussion</p> <p>From the list of linguistics features we have already known that the test in school examination just only dominated in the technical term. It is half term more than the test in national examination. But they are same in adjective phrase and action verb.</p>		

11. Narrative text in School Examination (for number 34, 35, 36, 37 & 38)

These questions match with the level of literacy for junior high school in the content standard. It is about reading text, here it will be revealed by using; communicative purpose, generic structure and language features, as follows:

1) Communicative purpose

To amuse or to entertain the readers

2) Generic structure

a) Orientation: showing about the boy named Sung-Yow's secret and interest

b) Complication: Sung-Yow painted a dragons as real as he could but he didn't draw their eyes

c) Resolution: Sung-Yow revealed his secret

d) Re-orientation: Sung-Yow went on to become famous artist

e) Evaluation: in China when someone adds a finishing touch to a work, people might say "draw dragon dot eyes"

3) Linguistics features:

a) Using tenses: simple past,

b) Using action verb: paint, make, loved, left, asked, jump, came, dot, jumped off, fly, leave, add, say, went, draw

c) Using connectives, linking words or temporal conjunction: and, so, but, with

d) Using adjectives and adverbs: alive, almost, far away, real, happy, little black, famous

12. Narrative text in National Examination (for number 31, 32, 33 & 34)

These questions match with the level of literacy for junior high school in the content standard. It is about reading text. For knowing that the text, the vocabularies and the grammar belong to recount text and compatible with the KTSP, here it will be revealed by using; communicative purpose, generic structure and language features, as follows:

1) Communicative purpose

To amuse or to entertain the readers

2) Generic structure

a) Orientation: showing about the two friends who talked and sang merely as they walked through the forest

b) Complication: the bear appeared in front of them

c) Resolution: they find their way to protect themselves from the bear

d) Re-orientation: a friend who lied down and pretended to died realize that his friend can be trusted

e) Evaluation: the first friend realized his mistake and was ashamed of his behavior

3) Linguistics features:

a) Using tenses: simple past,

b) Using action verb: talked, sang, walked, climbed, controlled, went, told

c) Using connectives, linking words or temporal conjunction: and

- d) Using adjectives and adverbs: merrily, quickly, suddenly, scared, big, strong, easily, near, surprisingly, mockingly, silenced, ashamed

The comparison		
Linguistic feature	School Examination	National Examination
Tenses	Simple past, past perfect	Simple past
Action verb	15	6
Connectives, linking word or temporal conjunction	4	1
Adjectives and adverbs	7	12
<p>Discussion:</p> <p>From the list of linguistics features we have already known that the test in school examination dominated the action verb and temporal conjunction while the test for national examination dominated in adjectives and adverbs. It indicated that the level of linguistic feature of school examination higher than national examination</p>		

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the analysis of the data, it can be concluded, as follows

- 5.1.1 Both tests used KTSP as their reference to compile the material
- 5.1.2 Listening and Speaking do not include in the material which were administered in English School Examination and English National Examination.
- 5.1.3 Reading and Writing were examined in English School Examination and English National Examination.
- 5.1.4 Reading tests in English School Examination and English National Examination dominated for whole tests. For about 42 questions were there for the reading and 8 questions for writing.
- 5.1.5 The examinations were compared by the syllabus format
- 5.1.6 After analyzing per number, it was found that both of the examinations were compatible with the syllabus format.
- 5.1.7 Based on the spread material of competences in the syllabus format, there were 8 materials from grade 9, 19 from grade 8 and 24 from grade 7 in English School Examination. While in the English National Examination, there were 4 materials from grade 9, 20 from grade 8 and 26 from grade 7. This means that the English School Examination was more difficult than English National examination.

5.1.8 There were 5 short essays in both of the tests; Descriptive, Report, Recount, Narrative and Procedure.

5.1.9 By analyzing the short essay, it had been known that the English School Examination was more complex in linguistic feature than English National Examination.

5.2. Suggestion

Based on the research, the writer proposes some suggestions. There are:

5.2.1. For teachers:

- They should follow the rule of KTSP in making the test
- They should know the difficulties of the students in understanding the materials in order to map the competence of the students then they can give special treatment for their difficulties
- They should know the linguistic features for short essay then they can use the suitable glossary for making the text

5.2.2. For school:

- The school should make evaluation of the test by mapping the competence in order to make the students be ready in facing the National Examination
- The school should make eligible test. This means that the test maker must understand the competence of the students.

5.2.3. For the board of education:

- The test should be typed orderly
- The test should use vocabulary properly

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APPENDIXES



PEMERINTAH KABUPATEN TEMANGGUNG
DINAS PENDIDIKAN
SMP NEGERI 2 TEMANGGUNG
Alamat: Jalan Gerilya Temanggung 56216 Telepon/Faximile (0293) 492826
Email: smpn2temanggung@gmail.com, Website: www.smpn2tmg.net



**NASKAH SOAL UJIAN SEKOLAH
TAHUN PELAJARAN 2012/2013**

Mata Pelajaran : Bahasa Inggris
Hari/Tanggal : Selasa, 23 Maret 2013

Waktu : 07.30 – 09.30 (90 menit)
Jumlah soal : 50 Pilihan Ganda

Petunjuk Mengerjakan:

1. Isikan identitas anda dalam lembar jawab Ulangan Akhir Semester Genap yang telah disediakan
2. Hitamkan bulatan pada pilihan jawaban yang paling tepat dalam lembar jawab yang telah disediakan
3. Gunakan pensil 2B untuk soal pilihan ganda dan
4. Gunakan bolpoin untuk soal uraian

Choose the correct answer A,B,C, or D

Read the caution to answer question 1 and 2

CAUTION

HARD HATS
REQUIRED
IN THIS AREA



1. The above caution means that ... in this area.
 - A. people must wear helmets
 - B. people must put on their hats
 - C. people must put off their hats
 - D. people must not wear their helmets
2. We may find such kind of caution in a/an ...
 - A. laboratory
 - B. teak wood
 - C. motor race area
 - D. building construction area

Read the text to answer questions 3 to 5

Announcement

This is a reminder for students who have submitted the scholarship application form but have not completed all the required documents. The latest submission of those documents will be on April 5, 2013. After the date we cannot process incomplete application. Please ignore this reminder if you have completed your application. The school will notify the shortlisted candidates via letter by June 1, 2013.

3. Where can this announcement probably be found? At a/an....
 - A. School announcement board
 - B. Scholarship document
 - C. School letter box
 - D. Application form

4. What is the text intended to?
- To notify the shortlisted candidates
 - To ask students to submit the application soon
 - To give scholarship to the students who have completed the application
 - To remind the students who have not completed all the required documents
5. The school will notify the shortlisted candidates via letter by June 1, 2013. (last sentence)
The word notify means
- explain
 - cancel
 - accept
 - inform

Read the text to answer questions 6 to 8

Mother's Day Special

5th - 13th May



**Members only.
Accessories promotion**

1st item 10% 2nd onwards 15%

Samsung Galaxy Note
\$929

No Contract
Up to \$999

FREE

- Express Manicure Voucher Worth \$19.90
- Samsung Galaxy Note Max Pro Jacket worth \$49








Download and flash this image to our retail staff to purchase the Samsung Galaxy Note at only \$929 with free gifts worth \$68.90!!

Just for you with love

6. What is offered in the advertisement?
- Samsung Notebook
 - Samsung Galaxy Note
 - Samsung Digital camera
 - Samsung Personal computer
7. How long is the special offer last?
- five
 - eight
 - nine
 - thirteen
8. What free gift will the buyer get?
- Accessories and manicure voucher
 - Samsung Galaxy Note Max Pro Jacket
 - Samsung Galaxy accessories and Samsung Galaxy Note Max Pro Jacket
 - Samsung Galaxy Note Max Pro Jacket and Express Manicure Voucher

Read the flight schedule to answer questions 9 and 10

Below is the flight schedule for Hanoi – Danang route per week.

Depart (HAN)	Arrive (DAD)	Airlines	Frequency	Duration
05:55	07:10		Except Tue	1h 15m
06:40	07:55	Jet	Daily	1h 15m
08:00	09:15		Daily	1h 15m
09:50	11:05		Daily	1h 15m
11:25	12:40		Only Fri/Sat	1h 15m
14:00	15:15		Only M/W/F	1h 15m
15:20	16:35	Jet	Daily	1h 15m
19:25	20:40		Except S/S/M	1h 15m
20:00	21:15		Except W/Th	1h 15m
21:30	22:45		Daily	1h 15m

9. How many flights are available at 14:00 in a week?
- 7
 - 5
 - 4
 - 3
10. What time is the earliest arrival of the flight?
- 05:55
 - 07:10
 - 21:30
 - 22:45

Read the text to answer questions 11 to 13

Jalan Gerilya 21
Kowangan

Friday, March 22, 2013

Dear Mr. Arifin,

First of all, I'd like to apologize. I cannot submit the task today. I lost my task paper because of the flood in my neighborhood. The worst thing was the power went off and stayed out until now.

I would like to ask for one more day to fulfill it and I will try to get the copy from my classmate. I hope you do not mind. Thank you for your understanding.

Yours sincerely,
Tiara

11. What is the purpose of writing the text ?
- To give information about the disasters.
 - To ask for extending submission time.
 - To tell the condition of the neighborhood.

12. The worst thing was the power went off ... (par. 1)
The underlined words can be best replaced by
- burned out
 - switched on
 - turned on
 - turned off
13. Which of the following answers is stated in the text ?
- There was no electric current in the neighborhood.
 - Tiara should stay in a higher place to avoid the flood.
 - Tiara could hand in the task on the right time.
 - The neighborhood was in a good condition.

Read the text to answer questions 14 and 15

Finally, you did it!
You have finished your final examination with
absolutely excellent marks.
Your achievement proves you're the best!
You really deserve it, buddy

CONGRATULATION!

14. Why did the writer send this card?
Because the writer's friend
- graduated with the best achievement
 - won the first prize competition
 - did his final examination
 - was really a good student
15. "Your achievement proves...!"
The word "achievement" has similar meaning with....
- failure
 - result
 - purpose
 - target

Read the text to answer questions 16 to 19

Raja Ampat or "Four Kings" is the name given to some islands in west Papua and comes from a local myth. The four major islands are Waige, Misool (which is home to ancient rock painting), Salawati, and Batanta. Raja Ampat is located in the bird head of the island of Papua. Under water enthusiast flock to this legend because it offers the world's best marine site. In the Raja Ampat island, divers can explore vertical underwater walls. The thrill of drift diving is another great challenge.

The territory within the island of the Four Kings is enormous, covering 9,8 million acres of land and sea, home to 540 types of corals, more than 1,000 types of coral fish and 700 types of mollusks. This makes it the most divers living library for world's coral reef and underwater biota. According to a report developed by The Nature Conservancy and Conservation International, around 75% of the world's species live here.

When divers first arrive here their excitement is palpable. It's common to hear people praise God as they take in the remarkable scenery. Others prefer to remain in silence taking the overwhelming sight of so many islands with crystal clear water brushes over the white sandy beaches.

16. The text is about the ... of Raja Ampat
- size of the islands
 - scenery on the islands
 - underwater beauty
 - natural habitat

17. Where is Raja Ampat located?
- The Salawati archipelago
 - The Papua archipelago
 - The Misool island
 - The Waigeo island
18. "... and Conservation International, around 75% of the world's species live here."
The underlined word refers to ...
- sea
 - beaches
 - Raja Ampat
 - the Nature Conservancy and Conservation International
19. Why do so many divers come to Raja Ampat?
- It is the home to ancient rock paintings
 - It offers the world's best marine sights
 - Divers can explore horizontal underwater walls
 - It has the most diverse museum for world's coral reef and underwater biota

Read the text to answer questions 20 to 22

My Worst Mistake

Hi Diary,
I've just had the worst day ever! It all began at morning break. This horrible boy came over and pushed me for no reason. When I pushed him back I was the one who got into trouble. I was given a nasty note from Ms Thomas to take home to mom.
Later when mum read the note she blamed me – she wouldn't even listen to my side of things. It's not fair. Now I'm grounded for a month and all I did was stick up for myself.
Still I have learned one thing today – violence won't solve my problems but telling tales just might!

20. What did the writer take home for his mom?
- Good report from school
 - The photo of the horrible boy
 - The nasty note from Ms. Thomas
 - Punishment letter from the principal
21. What is the main idea of paragraph 2?
- The boy had a horrible life.
 - The writer was blamed by his mom.
 - Ms. Thomas gave him a nasty note.
 - Something has to be learned from his experience.
22. What did the writer learn from his experience?
- Violence won't solve problems.
 - Telling tales makes life worse.
 - Being given a nasty note is a fun.
 - Making friend is not necessary.

Read the text to answer questions 23 to 26

Gemblong (sugar coated black rice cake)

Ingredients :

125 g (1 ¼ cup) black glutinous rice flour
Pinch of salt
50 g (½ cup) young grated coconut
100 ml (scant ½ cup) thin coconut milk, warmed
½ tablespoon slaked lime water
Oil for deep frying

Sugar coating :

75g (1/3 cup) sugar
2 tablespoon water

Methods

1. Combine black glutinous rice flour, salt and grated coconut in a small mixing bowl. Stir together the lime water and warm coconut milk and pour **this** into the ingredients in the mixing bowl, mix with your hand to get a fairly soft, pliable dough. If the dough seems crumbly knead in a few more drops of water.
2. Knead for a few minutes until smooth and divide dough into 10 to 12 pieces. Roll in your hand into oval shapes and put them to flatten to about 1 cm thickness.
3. Heat oil to a depth of 2 ½ cm over medium heat and fry the cake and for 3 to 4 minutes per side. Drain on absorbent paper.
4. Combine the sugar and water in small, heavy based saucepan and boil hard until the syrup and toss the cake about until the sugar caramelize on the surface. Transfer cakes onto a plate to cool.

Makes 12 cakes

Preparation time : 20 mins

Cooking time: 20 mins.

23. Why must we mix the ingredients with our hand?
 - A. To get smooth, flat dough
 - B. To get soft, crumbly dough
 - C. To get smooth, thick dough
 - D. To get a fairly soft, pliable dough
24. How much water do we need for sugar coating?
 - A. ½ cup
 - B. 1/3 cup
 - C. ½ tablespoon
 - D. 2 tablespoons
25. The word "this" in method one refers to....
 - A. black glutinous rice flour, salt and grated coconut
 - B. grated coconut and warm coconut milk
 - C. lime water and warm coconut milk
 - D. warm lime water and coconut milk
26. What must we do after frying the cake?
 - A. Toss the cake
 - B. Put onto the plate
 - C. Boil the cake hard
 - D. Drain on absorbent paper

Read the text to answer questions 27-30

Ginger is a type of tropical plant. Its cultivation began in South Asia and has spread to East Africa and the Caribbean. It is typically used as a medicine or spice. It can also be used to add colour and flair to gardens and landscapes.

As a root plant, ginger can attain to 4 feet high, with a stalk containing clusters of small and yellow flowers. When we eat it, ginger has a spicy taste – though this dulls as the plant ages. Young ginger plants are typically moist and fleshy, and become drier and more fibrous as they age.

The root of a ginger plant is most often used in cooking. It can be grated, shredded, or even sliced over various items. It is commonly used ingredient for baking, and is used regularly in cookies, cakes, pies, and other dessert. This plant can also be used as a complementary spice to meat, fish, or oven pasta dishes.

Ginger is often used in the treating nausea, motion sickness, and upset stomach. In addition, ginger use has been found to be effective in the treatment of cataracts, amenorrhea, and heart disease.

27. Where is ginger native to?
- South Africa
 - East Africa
 - South Asia
 - Caribbean
28. What can we conclude about ginger from the text above?
- Ginger tastes hot when we consume it.
 - There are no medical advantages of ginger
 - Ginger can be grown in every country around the world
 - Ginger is used as the main spice to meat, fish or pasta dishes.
29. What does paragraph 2 tell us about?
- The use of ginger.
 - How to cultivate ginger.
 - The description of ginger plant.
 - The effectiveness of ginger in medical treatment.
30. As a root plant, ginger can attain to 4 feet high. (paragraph 2)
The underlined word has same meaning with
- raise
 - reach
 - produce
 - develop

Read the text to answer questions 31 to 33

AGUSTINUS ADISUCIPTO
(1916-1947)

Born in Pungkursari, Salatiga, Central Java, Adisucipto was known as the founding father of the Indonesian Air Force. He was the first Indonesian who flew the first Indonesian airplane. He was also the founder of the School of Aviation, which later became the Airforce Academy.

A descendent of an *empu* who was one of Prince Diponegoro's troops, Adi Sucipto was predicted to have a short life. *Mbah Wiryo*, Adisucipto's grandfather said that his grandson was like Palgunadi, a courageous and honest *wayang* character who dies young. That was why Adisucipto's father insisted that his son go to *School tot Opleidings van Indische Arisen* (STOVIA), a medical school for Indonesians during the Dutch Colonial period, and become a doctor. However, Adisucipto's determination to become pilot was so strong that he dropped out of his medical school to enter the aviation school.

At the *Militaire Luchtvaart Opleidings*, a school of aviation in Kaliati, west Java, he showed an

31. Adisucipto is one of Indonesia's well-known heroes because he was
- A very brilliant Air Force official
 - The grandson of Prince Diponegoro
 - The head of the School of Aviation in Kalijati
 - The founding father of the Indonesian Air Force
32. What is the main idea of the third paragraph?
- Adisucipto finished his study in 2 years
 - Adisucipto got an advanced pilot license.
 - Adisucipto went to the Militaire Luchtvaart Opleidings
 - Adisucipto demonstrated high level achievements in aviation
33. The reason for Adisucipto's father insisted him entering STOVIA because
- His wanted him to become a famous doctor
 - He founded the Indonesian Airforce
 - He flew the first Indonesian airplane
 - He was predicted to die young

Read the text to answer questions 34 to 38

Sung-Yow has a secret. He could paint a picture and make it come alive! This only happened when the painting was finished. Sung-Yow loved to paint dragons. He left out their eyes because he didn't want them to come alive. In this way his secret stayed a secret.

The king heard that Sung-Yow was good at painting dragons. He asked Sung-Yow to paint four dragons on a wall. In three days the painting was almost finished. The dragons looked like they could jump off the wall. They didn't jump because Sung-Yow had left out their eyes.

People came from far away to see the paintings.

"The dragons look so real," they said.

"But where are their eyes?" they asked.

"If I dotted the eyes, the dragons would fly away," said Sung-Yow.

Everyone laughed. No one believed him. Sung-Yow was not happy. This time he would NOT leave out the eyes. He painted little black dots on two of the dragons.

Crash! Crack! the wall split open. Two dragons jumped off the wall. Sung-Yow went on to become a very famous artist with a very famous secret.

In China when someone adds a finishing touch to a work, people might say "Draw Dragon Dot Eyes".

34. What is Sung-Yow's secret?
- He could paint dragons.
 - His king knows him.
 - Draw Dragon Dot Eye.
 - His painting could come alive.
35. Why was the painting almost finished? Because...
- the dragons jumped off the wall
 - the dragons looked so real
 - people were asking
 - he did not finish it
36. How could Sun-Yow become popular?
- Everyone liked him.
 - He was asked by the king.
 - People saw new secret.
 - He made a saying "Draw Dragons Dot Eyes".
37. What happened to the completed painting of two dragons?
- Jumping off the wall

38. "Their" in "But where are *their* eyes?" refers to...
- people.
 - everyone.
 - two dragons.
 - four dragons.

Read the text to answer questions 39 to 42

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all.

Jellyfish have stomachs and mouths, but no heads. They have nervous system for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat.

Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and icy waters near the North and South poles.

39. What does the text tell us about?
- Fish
 - Jellyfish
 - Sea animals
 - Invertebrate animals
40. Which one used by jellyfish to sense the environment?
- Stomach and mouth
 - Backbones
 - Chemical reaction
 - Nervous system
41. They may glow to scare away predators or to attract animals they like to eat. The underlined word means
- frighten
 - tighten
 - escape
 - kill
42. Based on the text we know that
- All jellyfish live in salt water
 - Jellyfish cannot live in icy waters
 - Jellyfish glow to attract their preys
 - Jellyfish have stomachs, mouths and brains

Number 43 to 45 fill in the blanks with the most suitable words.

Last week Meisya (43) ... her grandparents' house near the seaside. She caught crabs and clams on the beach. She took (44) ... home and then her grandmother cooked them. Together they held a grand feast. In the evening, they took walks on the beach and watched the beautiful (45) ... in the horizon. They made their way back when the sky turned dark. Then, they sat in the verandah and watched the stars twinkling in the sky.

43. A. invited
B. visited
C. went
D. took
44. A. them

45. A. rainbow
B. sunrise
C. sunset
D. stars

Read the text and complete it with suitable words provided

Among my stationaries, my favourite one is my sharpener. There are some reasons of why I like my sharpener.

First, I'm in love with its shape. The shape is just like a human's nose. It was created so perfectly that is looks like the real nose. Moreover, it is made of strong smooth shiny plastic, so it feels nice ...46....I hold it. The second reason is its47.... This sharpener is just as big as two thumbs and it is not more than 3 cm long. So, it doesn't need much space. Another reason is that it is easy to use. Just48...the pencil into the right hole and twist your pencil several times

46. A. because
B. since
C. when
D. for
47. A. length
B. depth
C. size
D. height
48. A. take
B. insert
C. get
D. find
49. Someone - when - me - dinner - I - was - called - having - last night
1 2 3 4 5 6 7 8 9
The best arrangement of those jumbled words is...
A. 5-6-8-4-2-1-7-3-9
B. 5-6-8-4-1-2-7-3-9
C. 1-7-3-2-5-6-8-4-9
D. 1-7-3-5-2-8-3-4-9
50. Arrange the following sentences into a good order.
1. Mouse was dishonest but the frog was crafty
2. A mouse and a frog had always been fighting with each other over who should be the master of a piece of land
3. It flew down quickly and carried them off with its powerful claws.
4. "What a good meal they would make," said the eagle.
5. One day, the frog challenged the mouse to fight in the wet land.
6. The two animals made spears out of a water plant for the fight.
7. While they were fighting, a hungry eagle saw them.
A. 2-4-1-6-7-5-3
B. 5-7-2-1-5-3-4
C. 5-1-2-6-7-3-4
D. 2-1-5-6-7-4-3

KEMENTERIAN NEGARA
PENGANTAR RAHASIA



Bahasa Inggris SMP/MT

UJIAN NASIONAL

TAHUN PELAJARAN 2012/2013

SMP/MTs

BAHASA INGGRIS

Selasa, 23 April 2013 (07.30 – 09.30)



SELAMAT MENGERJAKAN



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Mata Pelajaran : Bahasa Inggris
Jenjang : SMP/MTs

Hari/Tanggal : Selasa, 23 April 2013
Jam : 07.30 – 09.30

1. Periksa Naskah Soal yang Anda terima sebelum mengerjakan soal yang meliputi :
 - a. Kelengkapan jumlah halaman atau urutannya.
 - b. Kelengkapan dan urutan nomor soal.
 - c. Kesesuaian Nama Mata Uji dan Program Studi yang tertera pada kanan atas Naskah Soal dengan Lembar Jawaban Ujian Nasional (LJUN).
 - d. Pastikan LJUN masih menyatu dengan naskah soal.
2. Laporkan kepada pengawas ruang ujian apabila terdapat lembar soal, nomor soal yang tidak lengkap atau tidak urut, serta LJUN yang rusak atau robek untuk mendapat gantinya.
3. Tulislah Nama dan Nomor Peserta Ujian Anda pada kolom yang disediakan di halaman pertama butir soal.
4. Isilah pada LJUN Anda dengan:
 - a. Nama Peserta pada kotak yang disediakan, lalu hitamkan bulatan di bawahnya sesuai dengan huruf di atasnya.
 - b. Nomor Peserta dan Tanggal Lahir pada kolom yang disediakan, lalu hitamkan bulatan di bawahnya sesuai huruf/angka di atasnya
 - c. Nama Sekolah, Tanggal Ujian, dan bubuhkan Tanda Tangan Anda pada kotak yang disediakan.
5. Pisahkan LJUN dari Naskah Soal secara hati-hati dengan cara menyobek pada tempat yang telah ditentukan.
6. Tersedia waktu 120 menit untuk mengerjakan Naskah Soal tersebut.
7. Jumlah soal sebanyak 50 butir, pada setiap butir soal terdapat 4 (empat) pilihan jawaban.
8. Tidak diizinkan menggunakan kalkulator, HP, tabel matematika atau alat bantu hitung lainnya.
9. Periksa pekerjaan Anda sebelum diserahkan kepada pengawas ruang ujian.
10. Lembar soal boleh dicorat-coret, sedangkan LJUN tidak boleh dicorat-coret.

SELAMAT MENERJAKAN

Mata Pelajaran : Bahasa Inggris
Jenjang : SMP/MTs

Hari/Tanggal : Selasa, 23 April 2013
Jam : 07.30 – 09.30

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 - b. Nomor Peserta dan Tanggal Lahir pada kolom yang disediakan, lalu hitamkan bulatan di bawahnya sesuai huruf/angka di atasnya
 - c. Nama Sekolah, Tanggal Ujian, dan bubuhkan Tanda Tangan Anda pada kotak yang disediakan.
5. Pisahkan LJUN dari Naskah Soal secara hati-hati dengan cara menyobek pada tempat yang telah ditentukan.
6. Tersedia waktu 120 menit untuk mengerjakan Naskah Soal tersebut.
7. Jumlah soal sebanyak 50 butir, pada setiap butir soal terdapat 4 (empat) pilihan jawaban.
8. Tidak diizinkan menggunakan kalkulator, HP, tabel matematika atau alat bantu hitung lainnya.
9. Periksa pekerjaan Anda sebelum diserahkan kepada pengawas ruang ujian.
10. Lembar soal boleh dicorat-coret, sedangkan LJUN tidak boleh dicorat-coret.

SELAMAT MENERJAKAN

Nama :	
No Peserta :	

1. Arrange these sentences below into a good paragraph.

1. It was long.
2. My holiday was great.
3. My family and I visited my grandparents.
4. We stayed at my grandparent's house for five days.
5. We did a lot of things together.
6. After that we ate them.
7. We traveled by car.
8. We cooked and prepared our meals.

→ write

- A. 1-4-5-8-6-2-3-7
- B. 1-3-7-2-4-5-6-8
- C. 2-1-3-7-4-5-8-6
- D. 1-7-3-4-5-6-8-2

The following text is for questions 2 and 3.

Electronic Security

New AMSEC EST Series Safes, With Touch Screen Electronic Lock

New AMSEC IRC1412 Draw-er Safe and IRC916 In-Room Safe, featuring card-swipe technology

New AMSEC Biometric Lock can be installed on most AMSEC Safes

New AMSEC Fingerprint Safe

2. What does the AMSEC EST Series Safety box have?
 - A. Finger print safe
 - B. Featuring Card
 - C. Biometric Lock.
 - D. Touch Screen Lock.
3. Which one of the following information is found in the ads?
 - A. None of the AMSEC Safety boxes has biometric lock
 - B. AMSEC Safety box of IRC 1412 has electronic lock
 - C. AMSEC Biometric Lock cannot be installed on most AMSEC Safety
 - D. The new AMSEC EST Series Safes have electronic lock.

Following text is for questions 9 to 13.

My father has a new black car. He bought it after saving the money for 3 years. He bought it so that my family can travel together easily.
 Father uses the car to drive my sister and I to school every morning. Twice a week, father drives my mother to the traditional market for shopping.
 The car has a good design, and it has eight seats; two seats in front, three seats in the middle, and another three seats at the back row.
 It is very easy to drive. My mother can drive it by herself if my father is too busy in his office to take her to go shopping.

9. What does the text tell you about? *- description*
- The car that the writer got.
 - The new car of the writer's father.
 - The good design of the car.
 - The writer's father and mother.
10. Who bought the car?
- Mother.
 - Father.
 - Her sister.
 - The writer.
11. How did the writer's father buy the new car?
- His children dropped it at school.
 - He went shopping twice a week.
 - He saved money for 3 years.
 - He spent money in traditional market.
12. What is the second paragraph about?
- The way the family drive their car.
 - What mother does to the car.
 - How the car looks like.
 - Why the family use a car.
13. How many persons are there in the writer's family?
- 6
 - 5
 - 4
 - 3

The following text is for questions 14 to 17.

LADY WHITE AND LADY YELLOW *narrative*

Once there were two chrysanthemums growing side by side in a field, one white, one yellow. One day a gardener came and offered to take the yellow flower to his home and make her far more beautiful. The yellow flower jumped at this chance and waded to her sister as she was carried away in the gentle hands of the gardener. Day by day, the yellow flower petals grew long and soft and she looked perfect.

One day a man came saying he was looking for a flower to put on the lord's crest. The gardener showed the man his best flower, the yellow chrysanthemum. But the man shook his head and said that the flower had too much style and that he wanted something simpler. The yellow flower was disappointed but tried not to dwell on it.

The man crossed the field of the white chrysanthemum. He came up to her and said, "How would you like to be the object on my lord's crest. We would make sure you have a very nice life." Soon she was planted in a small planter by herself on a windowsill in the lord's mansion. The lord and his family agreed it was perfect for their crest. So artisans came and painted the flower on all of the family's belongings.

As for the yellow chrysanthemum, her luxury was short lived. One day she felt a terrible feeling coming through her leaves and then she fell over and lay on the ground. The white flower was carefully conserved. The gardener were careful not to disrupt her simple beauty for he knew that the family had chosen her instead of the fancy yellow one, which was now dead in the gardener's garden.

14. The man preferred the white chrysanthemum to the yellow chrysanthemum because
- he wanted to give it to his lord
 - the white flower had too much style
 - he liked the color of the flower
 - the white flower had simple beauty
15. What is the third paragraph about?
- The reason why the white chrysanthemum is put on their crest.
 - The reason why the man choose the white chrysanthemum.
 - What the Lord's family did to the white chrysanthemum.
 - What the man promised to the white chrysanthemum.
16. How did the yellow flower feel when the gardener took her home?
- She felt gloomy.
 - She was very pleased.
 - She felt envy to her sister.
 - She took a pity on her sister.
17. What is the moral message of the story?
- Simplicity leads to a good thing.
 - Misery makes everything better.
 - Simplicity leads to a misery.
 - Misery leads to suffering.

This text is for the following questions 18 to 21.

Charles Robert Darwin was an English scientist, who proposed and provided evidence for the scientific theory that all species have evolved through natural selection. This theory became widely accepted by the scientific community in the 1930s, and now become the basic of modern evolutionary theory.

Darwin developed his interest in natural history at Edinburgh University while studying first medicine, then theology. His five-year voyage on the Beagle established him as a geologist whose observations and theories supported Charles Lyell's uniformitarian ideas, and publication of his journal of the voyage made him famous as a popular author.

His study on the geographical distribution of wildlife that he collected during the voyage, resulting his theory of natural selection in 1838. Having seen other being attacked for similar ideas, he confided only to his closest friends and continued his research. In 1858, Alfred Russel Wallace sent him an essay describing a similar theory, causing the two to publish their early theories in a joint publication. In 1859 He published his famous book, the Origin of Species.

18. What initiated Darwin's theory of natural selection?
- The researcher's discovery on the natural wildlife.
 - The theory of natural selection that he had developed.
 - The geographical distribution of wildlife he collected.
 - His friend who continued his extensive research in 1838.
19. Darwin became a popular author because of
- his voyage's journal
 - the geographical distribution
 - a scientific community
 - his study in theology

The third paragraph is about ...

- Darwin's publications
- Darwin's research on plants
- the natural selection
- Darwin's education

"..., he confided only to his closest friends ..." (Paragraph 3)
The underlined word is similar in meaning with

- told a secret
- made a group
- did observation
- conducted a research

The following text is for questions 22 and 23.

SMP ALAMKA OUTING

05.00	: get up
05.30	: exercise
06.00	: take a bath
07.00	: breakfast
08.00-10.00	: briefing
10.30	: hiking
11.00-12.30	: break
13.00	: lunch
14.00-15.00	: games
16.00-18.00	: group discussion
19.00	: dinner
20.00-22.00	: campfires

22. What time will the students have campfire?
- 8 a.m.
 - 1 p.m.
 - 4 p.m.
 - 8 p.m.
23. What kind of schedule is it?
- Daily activities
 - Camping agendas
 - Scout itinerary
 - Holiday plan

The following text is for questions 24 to 26.

Jl. Merpati 56 Jakarta
January 10th, 2013

Dear Mely,

I'm sorry, I haven't written for so long. My family and I have just returned from an interesting holiday at Lake Maninjau near Padang. The lake was a crater surrounded by densed forests and rice fields. We swam in the lake, ate fish from the lake and enjoyed the cool breezes.

After that, we had a two hour trip to Bukit Tinggi, a small hill top town which was clean, cool and friendly. Our trip around the hill took us to the coffee, clove and cinnamon plantation. The traditional Minangkabau houses, with the roof shaped like a buffalo's horn can be seen everywhere.

I really enjoy my vacation. Do come over and have a look sometime.

Love,
Tiara

24. What does the text tell you about?
- Traditional Minangkabau houses.
 - Traveling guidance for visitors.
 - The amazing view of West Sumatera.
 - A trip throughout West Sumatera.

25. Where did the writer and his family go after visiting Lake Maninjau?
- Country side.
 - Bukit Tinggi.
 - West Sumatra.
 - A small hill.
26. From the text, we know that
- it took 3 hours from Lake Maninjau to Bukit Tinggi
 - the journey to Bukit Tinggi could only be done by plane
 - Maninjau lake was situated far away from the forests and rice fields
 - the writer and his family visited an interesting place during their holiday

The following text is for questions 27 to 30.

Bale Kambang is a small village on the Southern coast of East Java, seventy kilometers from Malang town, two hours' drive from south. It is well-known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya island, Wisanggeni island and Anoman island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

27. What makes Bale Kambang famous?
- Small rocky islands.
 - Long beautiful beach.
 - Huge waves of ocean.
 - Overseas cruisers.
28. What is Bale Kambang?
- A small village in Southern Coast of Jawa
 - Three small islands in Indonesian ocean
 - Wayang figure from east Jawa, Indonesia
 - A village in Malang, east Jawa
29. What is the main idea of the second paragraph?
- There are many rocky islands in Bale Kambang.
 - Huge waves frighten many overseas cruisers.
 - Names of rocky islands are taken from "wayang" figures.
 - The rocky islands are in the middle of the sea.
30. "... on the southern coast of East Java, ..." (paragraph 1).
The underlined word is closest in meaning with
- strait
 - peninsula
 - shore
 - bay

The following text is for questions 31 to 34

Two friends talked and sang merrily as they walked through the forest. Suddenly, a bear appeared. The first man quickly climbed a tree. The second one was very scared because the bear was big and strong. It can also easily kill him. He thought hard and when the bear came near, he laid very still on the ground and controlled his breath. The bear came close to him, sniffing and smelling his body all over. Surprisingly, the bear walked away and thought that the man was dead.

The friend came down from the tree when the bear went away. He asked his friend mockingly, "What did the bear tell you?". The second friend was silenced for a while. "The bear told me to never trust a friend who escapes and leaves you alone when you need him most," he said. The first friend realized his mistake and was ashamed of his behaviour.

31. How did the second man escape from the bear's attack?
- By climbing a tree.
 - By ~~running~~ through the forest.
 - By laying on the ground. *ya s.*
 - By singing together.
32. What is the main idea of the first paragraph?
- Two friends walked through the forest.
 - The first friend climbed a tree.
 - Two friends met a bear in the forest.
 - The second man laid down on the ground.
33. What is the moral value of the above story?
- We should learn to climb a tree.
 - We should never be afraid of anything.
 - We should always listen to our heart.
 - We should never leave our friend behind.
34. "... never trust a friend who escapes and leaves you alone ..." (last paragraph)
The underlined word refers to
- the bear
 - the second man
 - the first man
 - a friend

The following text is for questions 35 to 38.

Crispy Hash Brown Recipe

Ingredients:

3 tbsp olive oil, canola oil or grape seed oil
1 lb russet baking potatoes, peeled and grated, salt and pepper.

Method:

1. Heat 3 tbsp of oil in a large frying pan on medium heat.
2. Squeeze out as much moisture as you can from the grated potatoes. It's easier to do this with potatoes ricer. If you don't have it, you can use paper towel to squeeze it.
3. Add the grated potatoes on the hot frying pan, spread them out along the bottom of the pan. Sprinkle some salt and pepper on the potatoes. If they have been fried to golden brown, they are ready for a flip. Continue to cook until they are golden brown on the bottom. Put them on the serving plate. Serve for 4 people.

5. What should we do first to make crispy hash brown?
 - A. Peel and grate the fried potatoes.
 - B. Heat the oil in the frying pan.
 - C. Squeeze the grated potatoes.
 - D. Sprinkle some salt and pepper.
6. How many portions can we serve based on the recipe above?
 - A. Three.
 - B. Four.
 - C. Five.
 - D. Six.
7. "Squeeze out as much moisture as you can ..." (step 2)
The word "moisture" has similar meaning with
 - A. water
 - B. lotion
 - C. splash
 - D. remain
8. "If you don't have it, ..." (step 2)
What does the underlined word refer to?
 - A. Frying pan
 - B. Paper towel
 - C. Potatoes ricer
 - D. Serving plate

The following text is for questions 39 to 42.

Gardenia plants are popular for the strong sweet scent of their flowers. Gardenia is the national flower in Pakistan. In Japan and China, the flower is called Kuchinashi (Japanese) and Zhi zi (Chinese).

Gardenia plants are evergreen shrubs. Their small trees can grow to 1 – 5 meters tall. The leaves are 5 – 50 centimeters long and 3 – 25 centimeters broad, dark green and glossy with a leathery texture. The flowers are in small groups, white, or pale yellow, with 5-12 lobes (petals) from 5-12 centimeters diameter. They usually bloom in mid-spring to mid-summer. Many species have strong aroma.

To cultivate gardenia as a house plant is not easy. This species can be difficult to grow because it originated in warm humid tropical areas. It demands high humidity and bright (not direct) light to thrive. It flourishes in acidic soil with good drainage and thrives on 20° – 23° C during the day and 15° – 16° C in the evening. Potting soils developed specifically for gardenias are available. It grows no larger than 18 inches in height and width when grown indoor. In climates where it can be grown outdoors, it can reach the height of 6 feet. If water hits the flowers, they will turn brown.

39. How tall is a gardenia tree?
- 3 – 25 cm.
 - 5 – 12 cm.
 - 5 – 50 cm.
 - 1 – 5 m.
40. What is the main idea of the last paragraph?
- It is easy to plant a gardenia tree.
 - A gardenia plant needs high humidity.
 - It's not easy to plant gardenia as a house plant.
 - A good drainage is important for gardenia plant.
41. From the text we know that
- people don't like the strong scent of flower
 - Gardenia is widespread in Asia
 - the flower is easy to plant
 - the flower is expensive
42. "... because it originated in warm ..." (paragraph 3, line 10)
The underlined word refers to
- the flower
 - the species
 - the soil
 - the leaf

The following text is for questions 43 to 45.

ANNOUNCEMENT

To all our beloved readers,
We are pleased to announce a short story writing contest.
The participants must agree to the following conditions:

All contest entries must be:

- original, never been published before
- typed in double spaced
- free from offensive materials

The Competition will award three prizes:

First Prize : Rp 5,000,000

Second Prize : Rp 3,000,000

Third Prize : Rp 2,000,000

Your name, age, address and phone number must be included, type on a separate paper!

Send your entries to our office no later than December 14th 2013.

For further information, contact:
Secretary's Office of the Remaja Magazine
E-Mail: inforemajamagazine@yahoo.mail

3. The text tells you about
- A. a short story writing contest
 - B. an announcement on the secretary's office
 - C. an entry to get the prizes of competition
 - D. a participant's condition for telling stories
4. From the text, we know that
- A. The writing must be submitted before December.
 - B. The story can be written in triple spaced.
 - C. The short story can be a published one.
 - D. There are many prizes for winners.
5. "... type on a separate paper."
The underlined word means
- A. different
 - B. same
 - C. inclusive
 - D. similar



For questions 46 to 48, complete the text with the correct word.

Ki Hajar Dewantara is named as *Bapak Pendidikan Indonesia* because of his brilliant ideas in Indonesian education. Although he was (46) ... during colonial times, he had modern views. He also thought that everybody had the right to get (47) He was also chosen as the minister of Indonesian education under President Soekarno's Administration. He did his job (48) ... and was bestowed *Bintang Mahaputra*.

46. A. worked
B. raised
C. studied
D. stayed
47. A. ambition
B. education
C. independence
D. honesty
48. A. simply
B. quickly
C. carelessly
D. responsibly

49. Arrange the sentences below into a correct paragraph.

1. We left our house at about 5 o'clock in the morning. We took a taxi to the railway station.
2. Finally our train came. All of us rushed to get on the train.
3. Last *Lebaran*, my family and I went hometown. We decided to take a train because it is more comfortable.
4. It took about 5 to 7 hours to get to our hometown. We enjoyed our journey.
5. We took the carriage no 3 according to our tickets.
6. But without any prior information, our train was late for about fifteen minutes, so we had to wait a bit longer.
7. After finding our seats we could sit comfortably.
8. We arrived at the station at six. Our train would leave at 6.40.

- A. 3-8-6-4-5-1-2-7
B. 3-4-5-8-1-2-6-7
C. 3-1-8-6-2-5-7-4
D. 3-5-4-2-7-8-1-6

50. This text is for the following question.



What does the caution above mean?

- A. The management forbids you to leave your vehicle.
- B. You are prohibited to leave valuables in your vehicle.
- C. Your vehicle is valuable for the management.
- D. Valuable things will be damaged in your vehicle.