

BAHAN PENYERTA
MEDIA AUDIO SMART ENGLISH TODAY (S-E-T)

PRE-TEST INTERMEDIATE-1

A. IDENTIFIKASI

Kode	:	01/PRE-TEST/SET/X/Inter-1/2018
Jenis Tes	:	<i>Pre-Test</i>
Level	:	<i>Intermediate-1</i>
Kompetensi Dasar	:	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan pronoun: <i>subjective, objective, possessive</i>). 4.1 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapinya, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks 3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>be</i>

	<i>going to, would like to</i>). 4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.4. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya 4.5 Teks pemberitahuan (<i>announcement</i>). 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>). 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>simple past tense vs present perfect tense</i>).
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		4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 3.7. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks. 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah. 4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya. 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.
Fungsi Bahasa	:	1. <i>Asking for and giving information about yourself and others</i> 2. <i>Asking for and giving information about family</i> 3. <i>Congratulating</i> 4. <i>Extended complimenting</i> 5. <i>Asking about and stating intention</i> 6. <i>Asking for and giving information about a past activity using simple past tense and present perfect tense</i> 7. <i>Describing tourist destinations and historical buildings</i> 8. <i>Making an announcement</i> 9. <i>Retelling a historical event</i> 10. <i>Talking about life stories and achievements</i> 11. <i>Retelling a legend</i>
Penulis	:	Heny Prihastiwi, SIP.

Pengkaji Materi	:	Bridget Keenan
Pengkaji Media	:	Sri Wahyuni, S.Sos., M.Pd.

B. TRANSKRIP TEKS DAN SOAL

PART ONE.

Questions 1 to 5.

In part one, you will listen to some conversations followed by questions. The conversations and the questions will be read out twice. The conversations will not be printed in your worksheet, so you must listen carefully to understand what the speakers are saying. Each question will be followed by four answers. You have to choose the best answer to each question and mark it on your answer sheet.

- MALE : Hi, I don't think we've met before. My name is Andre.
Nice to meet you.

FEMALE : Hi, I'm Linda. Nice to meet you too!

MALE : Are you a new student?

FEMALE : Yep. I just moved here.

MALE : Where do you live?

FEMALE : I live quite far from school. How about you?

What are the boy and the girl doing?

 - Getting to go to each other's places
 - Getting to know the other students
 - Getting to know each other
 - Getting the address of each other
- FEMALE : Hey, can we do our group assignment together after school?

MALE : Oh, I'm sorry, I can't. I have to look after my little sisters after school today.

FEMALE : Lucky you! I'm the only child in my family.

What can we conclude from the conversation?

 - The boy cannot take care of his little sisters.
 - The girl doesn't have any brothers or sisters.
 - The boy feels lucky because he cannot do the assignment with his friend.
 - The girl feels lucky to be the only child in her family.
- MALE : What a great speech!

FEMALE : Really? I was so nervous!

MALE : Sure! It was really inspiring.

FEMALE : Thanks. I'm glad you liked it. I got the idea from my friend's own experience of bullying.

MALE : Oh wow. Yes, bullying is indeed an important issue.

Why does the boy really like the girl's speech?

- A. Because it was inspiring
- B. Because he likes speeches
- C. Because the topic was about bullying
- D. Because she didn't look nervous

4. MALE : Anna, do you have any plans for the long weekend?

FEMALE : Yeah, I do. I'm going to go to Timang Beach in Gunung Kidul with my classmates.

MALE : That's great! Do you plan to visit that famous bridge that was used in that funny Korean reality show?

FEMALE : Oh yes, definitely. That's why we are going there.

What will the girl likely do at Timang Beach?

- A. Watch a Korean reality show
- B. Join a well-known reality show
- C. Visit a well-known bridge
- D. Chat with her classmates on the journey

5. FEMALE : Anton, where have you been? I haven't seen you since the beginning of the holiday.

MALE : Oh, I went to Jogjakarta and visited Tamansari Water Castle.

FEMALE : Is that right? I heard that it looks old and dirty these days.

MALE : Who said that? I thought it looked great. The local government has restored it, you know.

What does the boy mean?

- A. The local government has a plan to rebuild it.
- B. Many people said that it is quite old and dirty.
- C. He doesn't believe that the place is old and dirty.
- D. Tamansari Water Palace is looking much better now.

PART TWO

Questions 6 to 10

In part two, you will listen to some incomplete conversations and questions. The conversations and the questions will be read out twice. Listen carefully to understand what the speakers are saying. Each question will be followed by four responses. You have to choose the best response to each question.

6. MALE : Hi, let me introduce myself. My name is Airlangga. You

can call me Angga.

FEMALE : Hi Angga. My name is Intan. I'm glad to meet you.

MALE : Nice to meet you too. Intan, what is your hobby?

FEMALE : I like playing basketball. How about you? What kind of sport are you into?

How is the boy likely to respond?

- A. I like to do sport.
- B. I love sport very much.
- C. I love playing badminton.
- D. I don't like playing basketball.

7. FEMALE : Andre. Wait!

MALE : Hey, what's up?

FEMALE : The headmaster just told me that you won the Maths Olympic competition. Congratulations!

How will the boy most likely reply?

- A. Thanks. I really want it.
- B. Thanks. I know I am the best.
- C. Thanks. How did you know that?
- D. Thanks. I really appreciate it.

8. MALE : That's nice. Is it new?

FEMALE : What?

MALE : Your bag. It looks like the one I saw on an advertisement on TV last night.

FEMALE : Oh, this one. Yeah, I got it from my parents for my birthday.

What do you think?

What do you think is the best response?

- A. It's awesome. I really like the colour.
- B. It's average. I really like the colour.
- C. It's ordinary. I really like the colour.
- D. It's exciting. I don't really like the colour.

9. FEMALE : I haven't been feeling well recently.

MALE : I think you should do some exercise. That would help.

FEMALE : Yeah, I think you are right.

MALE : So, is there a sport you would like to play?

How is the girl likely to respond?

- A. I think I really like sport.
- B. I think I'd like to do sport but I'm not feeling well.
- C. I think I'd like to play ping-pong.

- D. I think I don't want to play sport.
10. MALE : Raja Ampat is a really amazing place, you know!
 FEMALE : How do you know? Have you been there?
 MALE : Yes. I've been there. I dived and snorkelled in all the best places when I was there.
 FEMALE : What!!! When did you go there?
 How is the boy likely to respond?
 A. I go there in my holidays.
 B. I went there for a holiday in 2017.
 C. I haven't been there with my family.
 D. I am going there in the next holiday.

PART THREE

Question 11 to 20

In part three you will listen to several monologues followed by questions. The monologues and questions will be read out twice. They will not be printed in your test sheet, so you must listen carefully to understand what the speakers are saying. After you listen to each monologue choose the best answer to the questions.

This monologue is for questions number 11 and 12.

Raja Ampat is one of the best destinations for underwater lovers. It covers 9.8 million acres of land and sea and is the home to more than 540 types of coral and 1,000 fish species.

Raja Ampat is located on the northwest part of Papua and means 'The Four Kings'. It consists of over 1,500 small islands. It is reported that almost 75% of the world's underwater biota can be found there, which makes it very good for scuba diving and snorkelling.

Besides its amazing underwater life, the landscape is equally beautiful. The jungles are full of various bird species including the famous Cendrawasih or bird-of-paradise.

Raja Ampat is truly a dream place to visit.

Adapted from <http://www.indonesia.travel/au/en/destinations/maluku-papua/raja-ampat>

11. What is the purpose of this talk?
- A. To discuss the wild life found in Raja Ampat
 B. To describe the animal and plant life as well as the beauty of the Raja Ampat area
 C. To persuade listeners to support Raja Ampat
 D. To tell listeners about the different marine life in Raja Ampat

12. What is the main attraction in Raja Ampat?
- A. The forests
 - B. The underwater life
 - C. The lovely scenery
 - D. The well-known birds-of-paradise

This monologue is for questions number 13 and 14.

Good morning students. This is the headmaster speaking.

Today is Friday and today's theme is 'clean Friday'. We are going to dedicate 15 minutes of our morning to the environment.

All students will clean up the school area. The class monitors will be responsible for sweeping the floors and cleaning the classrooms. All other students can clean the school yard and the garden area. Teachers and office staff will clean the teachers' room and office.

After the clean-up, you may go back to your classroom for the first lesson.

There is a famous quote that says, "Environmental cleanliness begins with each individual's desire to be clean."

So, let's keep up that spirit and have a clean Friday!

13. What is the announcement about?
- A. The theme of the day
 - B. The quote of the day
 - C. The students' responsibilities
 - D. The 'clean Friday' program
14. What will the teachers do during the 15 minutes clean up?
- A. Teach the students about cleanliness
 - B. Explain the meaning of the quote of the day
 - C. Clean the teachers' room
 - D. Clean the classroom

This monologue is for questions number 15 and 16.

The Battle of Ambarawa was a battle between Indonesian troops and the Allied troops in Ambarawa, Central Java in December, 1945.

It started when the Allies arrived in Semarang to disarm Japanese troops and free the prisoners of war on the 20th of October in 1945. Indonesia welcomed their presence.

However, when the Allies started to take their weapons, the Indonesian army got angry. They blockaded the Allies in Magelang. President Sukarno tried to settle the problem but the Allies secretly left to Ambarawa.

In Ambarawa, the Allied troops tried to take control of two villages.

Lieutenant Colonel Isdiman, the head of an Indonesian troop force, was killed when he was trying to free the villages.

The Commander of Division V Banyumas, Colonel Soedirman called in other troops to help and on the 11th of December in 1945, Indonesian troops attacked the Allies in Ambarawa. The battle ended on the 15th of December in 1945, when Indonesia took back Ambarawa and the Allies retreated to Semarang.

Adapted from https://en.wikipedia.org/wiki/Battle_of_Ambarawa

15. Where did the battle take place?
- A. Magelang
 - B. Semarang
 - C. Banyumas
 - D. Ambarawa
16. What is a synonym for the word “retreated” in the sentence, “Indonesia took back Ambarawa and the Allies retreated to Semarang”?
- A. Withdrew
 - B. Went
 - C. Moved
 - D. Stayed

This monologue is for questions number 17 and 18.

Ki Hadjar Dewantara was born as Raden Mas Soewardi Soerjaningrat on 2 May in 1889 to a Jogjakarta royal family. As a member of the royal family, he received a good education under Dutch rule.

Seeing the condition of native Indonesians under Dutch colonialism, Soewardi Soerjaningrat chose to become a journalist even though he had studied to be a doctor. He was exiled to the Netherlands because of his famous article, *Seandainya Aku Seorang Belanda* or If I were a Dutchman.

Following his return to Indonesia, he focused on education and built Taman Siswa, an educational institute for native Indonesians, and changed his name to Ki Hadjar Dewantara. In 1945, he was chosen as the first Minister of Education of Indonesia and continued to develop Indonesia's education system throughout his life.

In 1959, the Government of Indonesia declared that the 2nd of May will be celebrated as National Education Day in Indonesia. This day was chosen to honour Ki Hadjar Dewantara as the founding father of Indonesia's education system.

Adapted from
<https://bokunosekai.wordpress.com/2012/05/17/indonesia-banget-21->

17. What is the text about?
- A. The celebration of national education day
 - B. The history of the national education system
 - C. The role of Taman Siswa in the education system
 - D. The life story of Ki Hajar Dewantara
18. Why did Ki Hadjar Dewantara build Taman Siswa?
- A. To develop the national education system
 - B. To provide an opportunity for native Indonesians to study
 - C. To free Indonesia from Dutch colonialism
 - D. To be chosen as the minister of education

This monologue is for questions number 19 and 20.

A long time ago in East Java there lived two strong animals, Sura, a shark and Baya, a crocodile. They were good friends. However, when it came to food, their friendship meant nothing. They would often fight over food.

One day, one of their disputes intensified because of a goat. Each one insisted that the goat was his, and this developed into a big fight.

After a few hours, they were both exhausted and wounded. They agreed to end their dispute by dividing up their hunting area. Sura would only hunt for food in the sea, while Baya would live and hunt on the land and in the rivers.

One day, Sura who couldn't find any food in the sea broke their agreement. Seeing Sura in the river, Baya was very angry. He tried to chase Sura away. The hungry Sura didn't want to give up though. They started fighting and finally Sura was forced to return into the ocean.

As time passed, the area developed into a city and was named Surabaya in memory of these first two inhabitants

Adapted from

<https://mythologystories.wordpress.com/2013/01/01/indonesia-6/>

19. What does the narrator talk about?
- A. Important times in the history of Surabaya
 - B. A description of Sura and Baya
 - C. An explanation about Surabaya
 - D. A story of the origin of Surabaya
20. Why did Sura and Baya decide to divide up their territory?
- A. Because they wanted to solve their problem

- B. Because they wanted to hunt their own food
- C. Because they wanted to live separately
- D. Because they didn't want to share their food

C. KUNCI JAWABAN

1. C. Getting to know each other
2. B. The girl doesn't have any brothers or sisters.
3. A. Because it was inspiring
4. C. Visit a well-known bridge
5. D. Tamansari Water Palace is looking much better now.
6. C. I love playing badminton.
7. D. Thanks. I really appreciate it.
8. A. It's awesome. I really like the colour.
9. C. I think I'd like to play ping-pong.
10. B. I went there for a holiday in 2017.
11. B. To describe the animal and plant life as well as the beauty of the Raja Ampat area
12. B. The underwater life
13. D. The 'clean Friday' program
14. C. Clean the teachers' room
15. D. Ambarawa
16. A. Withdrew
17. D. The life story of Ki Hajar Dewantara
18. B. To provide an opportunity for native Indonesians to study
19. D. A story of the origin of Surabaya
20. A. Because they wanted to solve their problem

D. KRITERIA PENILAIAN DAN REKOMENDASI

Nilai = jumlah jawaban benar $\times$ 5.

Predikat dan Rekomendasi:

- ≤ 60 : "Kurang" : Mempelajari media "SET" pada level *Intermediate-1*.
- 61 – 70 : "Cukup" : Mempelajari media "SET" pada level *Intermediate -1*.
- 71 – 80 : "Baik" : Bisa mempelajari media "SET" pada level *Intermediate-2*. Namun, disarankan untuk mempelajari media "SET" pada level *Intermediate-1* dahulu, agar bisa memperoleh pemahaman yang lebih mendalam untuk materi pada level ini.
- 81 – 90 : "Baik sekali" : Bisa langsung mempelajari media "SET" pada level *Intermediate-2*.
- 91 – 100 : "Memuaskan" : Bisa langsung mempelajari media "SET" pada level *Intermediate-2*.

E. DAFTAR PUSTAKA

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