

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

POST-TEST INTERMEDIATE-2

A. IDENTIFIKASI

Kode	:	04/POST-TEST/SET/XI/Inter-2/2018
Jenis Tes	:	<i>Post-Test</i>
Level	:	<i>Intermediate-2</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 saran dan tawaran, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>should, can</i>). 4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks. 3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>). 4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, 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 eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai

	dengan konteks penggunaannya. 4.4 Teks eksposisi analitis. 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual. 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 3.5 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 tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>passive voice</i>). 4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya. 4.6 Teks surat pribadi. 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya. 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang
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		sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i>). 4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya. 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.
Fungsi Bahasa	:	1. <i>Asking for and giving suggestions</i> 2. <i>Asking for and giving offers</i> 3. <i>Asking for and giving an opinion</i> 4. <i>Analytical exposition text</i> 5. <i>Asking for and giving information using the passive voice</i> 6. <i>Personal letter</i> 7. <i>Asking for and giving information related to cause and effect</i> 8. <i>Explanation text</i>
Penulis	:	Heny Prihastiwi, SIP.
Pengkaji	:	Bridget Keenan

Materi		
Pengkaji Media	:	Agung Nawa, S.T.

B. TRANSKRIP TEKS DAN SOAL

PART ONE.

Questions 1 to 10

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.

This conversation is for questions number 1 and 2.

- FEMALE : Andy, you seem so quiet today. What are you thinking about?
- MALE : Oh, our study tour to Bali.
- FEMALE : Why, what's the matter?
- MALE : I really want to go to Bali but I don't think I can handle the trip on the ferry. I get sea sickness. What should I do?
- FEMALE : Um, let me see. If I'm not mistaken, there are several kinds of medicine that can prevent sea sickness.
- MALE : Are you sure? Hmmm, I wonder if they'll work.
- FEMALE : Well, you should ask your doctor just to make sure.

- What is the conversation about?
 - Joining a study tour to Bali
 - Sailing to Bali on a ferry
 - Solving the problem of sea sickness
 - Giving a boy pills for sea sickness
- When does the conversation take place?
 - During a trip on a ferry
 - Before a study tour to Bali
 - During a study tour to Bali
 - After a study tour to Bali

This conversation is for questions number 3 and 4.

- MALE : Good afternoon Miss, can I take your order?
FEMALE : Could you please tell me what your specials are today?
MALE : Yes, today we have steak grenade for chilli lovers.
FEMALE : Steak grenade?
MALE : It's grilled minced beef with a super-hot chilli sauce or sambal inside.
FEMALE : Hmm, sounds interesting. Ok, I'll try that.
What about drinks?
MALE : We have a very refreshing iced cucumber and mint drink.
FEMALE : Ok, I'll have one of those. Thanks.

3. What does the waiter suggest to the woman?
A. To order the steak grenade and a hot cucumber drink
B. To order the steak grenade and a super-hot chilli sambal
C. To order the spicy grilled minced beef and a cucumber and mint drink
D. To order the spicy grilled minced beef and a spicy steak
4. We can conclude from the conversation that the woman is....
A. A restaurant customer
B. A restaurant owner
C. A restaurant waiter
D. A restaurant chef

This conversation is for questions number 5 to 6

- MALE : Wow, this is cool!
FEMALE : What is?
MALE : These guys are making "I am not plastic" bags that look just like plastic bags.
FEMALE : "I am not plastic" plastic bags? That's a bit confusing!
MALE : Well, they look like plastic bags but they're made from cassava. Isn't that great?
And you know what? They're made by Indonesians.
FEMALE : How did you find out about them?
MALE : From social media. Good news always spreads fast online, don't you agree?
FEMALE : Well yeah, but I don't think it's always good news,

let's just say good news and fake news.

5. What is the girl's opinion about the role of social media in spreading news?
- A. It spreads good news quickly.
 - B. It spreads good news about cassava bags.
 - C. It spreads good news as well as fake news.
 - D. It never spreads news very fast.
6. The girl says "*I am not plastic*" plastic bags? *That's a bit confusing!*"
What does she mean?
- A. She is confused by the bags that are like plastic but are not made from plastic.
 - B. She is confused about the production of the non-plastic bag.
 - C. She is confused by the source of the news.
 - D. She is confused about using plastic bags.

This conversation is for questions number 7 to 8.

FEMALE : I want to learn how to bake cakes, but I don't have an oven.

MALE : Why don't you use your rice cooker? My mother always uses it to make cakes.

FEMALE : Really? I'd love to try. Can you tell me how to do it?

MALE : Just put self-rising flour, sugar, eggs and milk in a big bowl. Then, stir slowly until all the ingredients are mixed together.

FEMALE : Then what?

MALE : Pour the mixture into the rice cooker and set it on cook. You may have to push the cook button 2 or 3 times until the cake is done.

FEMALE : That's all? I am definitely going to try it.

7. What will the girl most likely do when she has free time?
- A. Making a cake mixture
 - B. Make a cake using a rice cooker
 - C. Buy an oven to bake a cake
 - D. Buy a rice cooker to bake a cake.
8. The boy says, "Then, stir slowly until all the ingredients are mixed together."
What is a synonym for the word "mixed"?

- A. Blended
- B. Absorbed
- C. Expanded
- D. Increased

This conversation is for questions number 9 to 10

- FEMALE : Nice pictures. Where were you?
- MALE : I was in a mangrove forest. I went there last Sunday.
- FEMALE : It's beautiful. No wonder people keep talking about it.
But, don't you think that tourism will harm the mangroves?
- MALE : Yes, I do. Some visitors come and just litter the place without thinking. However, on the positive side, tourism has inspired many local people to plant more mangroves.

9. Why does tourism have a bad impact on the mangrove forest?
- A. Because many visitors visit the forest
 - B. Because visitors keep talking about it
 - C. Because visitors destroy the forest
 - D. Because some visitors are careless and litter the area
10. According to the boy, what is the advantage of tourism in the mangrove forest?
- A. It has increased the number of visitors.
 - B. It has provided economic value.
 - C. It has helped to expand the mangrove forest.
 - D. It has made the mangrove forest famous.

PART TWO

Questions 11 to 15

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.

11. FEMALE : My little sister just called. My mother's sick and there's no one at home.
- MALE : Oh really? You should go home then.
- FEMALE : Oh no, I didn't bring my motorcycle today and the

bus stop is too far away. Could you possibly drive me home?

MALE : Oh, I'm so sorry, I have an important meeting in 10 minutes.

What will the boy probably suggest to the girl?

- A. You can't go home now. Just wait in the office.
- B. You should go home after my meeting.
- C. You could ask your little sister to pick you up.
- D. You should order transport online. It's cheap and fast.

12. MALE : Deandra you look so pale? Are you sick?
FEMALE : No. I just haven't had my breakfast yet.
MALE : Breakfast? It's 3 p.m. you know.
Can I get you something? I'm going to go to the canteen now.

How is the girl likely to respond?

- A. Can I see the menu, please?
- B. Yes thanks. Could you get me some rice and vegetables?
- C. Thanks, a slice of bread won't be enough.
- D. Thanks, I had a medium steak.

13. MALE : What are you watching?
FEMALE : A football game on ABC Live Stream.
MALE : Cool! Technology brings the world to us, right.
FEMALE : Yeah, but what about newspapers? Do you think we still need them?

How is the boy likely to respond?

- A. Sure we do. I'm sure they are not needed anymore.
- B. Of course. Some people still read them.
- C. I think I disagree with you.
- D. I believe newspapers are still being published now.

14. FEMALE : Dad, what are you reading?
MALE : A book on hydroponic farming.
FEMALE : Hydroponic farming? What's that?
MALE : It's a method to grow plants where plants are grown in a water based mineral solution.
FEMALE : What is the mineral solution used for?

How will the man most likely reply?

- A. It is used to feed the plants.
- B. I will use it to feed my plant.
- C. The plant uses it to give minerals.
- D. It helps the plant to produce minerals.

15. MALE : What a beautiful dress!
FEMALE : Thank you. Batik has always been my favourite fabric.
MALE : Really, why?
FEMALE : I am fascinated by the Indonesian batik process and I just love the beautiful traditional designs.
What about you? Why do you like my batik dress?

What will the boy most likely say?

- A. To be frank, I don't really like it
- B. I love the elegant design and gorgeous colours.
- C. I like it because it's sold everywhere.
- D. What makes you think I like it?

PART THREE

Questions number 16 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 16 and 17.

We often hear about teenagers getting married at a young age. Early marriages can occur because they are arranged by families or teenagers themselves want to get married for love or due to unplanned pregnancies. I firmly believe that early marriage is harmful for girls.

First of all, an early marriage is dangerous for a young girl. An immature reproductive system can lead to complications in pregnancy and child birth.

Secondly, early marriage creates illiteracy and poverty because the brides are always forced to drop out of school. This reduces opportunities for these girls to follow their dreams and get good jobs.

Thirdly, early marriage may lead to domestic violence. Child brides are often in a situation where they don't have much power in their households.

To conclude, I want to emphasise that early marriage is really not beneficial for girls.

Adapted from <http://www.thenewswriterng.com/?p=16419>

16. What is the speaker talking about?
- A. The causes of early marriage
 - B. The conditions of an early marriage
 - C. The harmful impacts of early marriage
 - D. The phenomena of early marriage
17. Why does the speaker believe that early marriage is harmful to the health of young girls?
- A. Because it can lead to early pregnancy
 - B. Because brides will have premature babies
 - C. Because it will lead to domestic violence
 - D. Because a young girl's immature reproductive system is not ready for pregnancy and child birth

This monologue is for question number 18.

My dear daughter,

You said in your letter that this first year has not been easy for you, but it's been even harder for us. Even though your mother and I had been preparing for so long, it has still been difficult for us.

You know that we really love you. I still remember when your tiny hands held our hands on your first steps. I also remember how brave you were, my little girl, going to school for the first time. And of course, I remember how spirited you were, as a teen, passing through difficult times in love and friendship.

We have always believed that you are strong and you always will be. Enjoy this transition because you do not belong to us but to the future.

Look after yourself and stay strong.

Dad

Adapted from <https://naturalwomanhood.org/a-letter-from-a-father-to-his-daughter/>

18. What does the father want to do for his daughter in this letter?
- A. Provide a memory of his daughter
 - B. Show his love and motivate his daughter
 - C. Tell her of his difficulty to forget her
 - D. Give her hope for the future

This monologue is for questions number 19 and 20.

For anyone who lives in Kalimantan or Sumatera, the term “forest fire” is quite familiar, isn’t it? Forest fires occur periodically in these two islands.

A forest fire is a wild fire that occurs in the forest. In many cases, these fires are uncontrolled so they burn for a long time and cause a lot of damage. A forest fire can burn houses, destroy forests, create hazardous air pollution, and trigger respiratory problems.

Forest fires occur due to climate conditions or human activities. The hot and dry climate of these islands means that forests are vulnerable to fires. Once a fire is lit, it will spread fast. Most fires are triggered by human activity. Fires may be started unintentionally from smoking or burning rubbish, but in most cases the fires are deliberately lit to clear land for farming.

Adapted from <http://www.kriseinfo.no/en/Fire-and-explosions/Forest-fires/What-is-a-forest-fire/>

19. You can conclude that a forest fire is mainly caused by....
- A. Climate conditions
 - B. Human activities
 - C. Hot weather
 - D. A dry climate
20. The speaker says, “The hot and dry climate of these islands means that forests are vulnerable to fires”. What is a synonym for the word “vulnerable”?
- A. Safe
 - B. Unprotected
 - C. Dangerous
 - D. Favourable

C. KUNCI JAWABAN

- 1. C. Solving the problem of sea sickness
- 2. B. Before a study tour to Bali
- 3. C. To order the spicy grilled minced beef and a cucumber and mint drink
- 4. A. A restaurant customer
- 5. C. It spreads good news as well as fake news.
- 6. A. She is confused by the bags that are like plastic but are not made from plastic.
- 7. B. Make a cake using a rice cooker

8. A. Blended
9. D. Because some visitors are careless and litter the area
10. C. It has helped to expand the mangrove forest.
11. D. You should order transport online. It's cheap and fast.
12. B. Yes thanks. Could you get me some rice and vegetables?
13. B. Of course. Some people still read them.
14. A. It is used to feed the plants.
15. B. I love the elegant design and gorgeous colours.
16. C. The harmful impacts of early marriage
17. D. Because a young girl's immature reproductive system is not ready for pregnancy and child birth
18. B. Show his love and motivate his daughter
19. B. Human activities
20. B. Unprotected

D. KRITERIA PENILAIAN DAN REKOMENDASI

Nilai = jumlah jawaban benar $\times$ 5.

Predikat dan Rekomendasi:

- | | | |
|-----------|-----------------|---|
| ≤ 60 | : "Kurang" | : Mengulangi mempelajari media "SET" pada level <i>Intermediate-2</i> . |
| 61 – 70 | : "Cukup" | : Mengulangi mempelajari media "SET" pada level <i>Intermediate-2</i> . |
| 71 – 80 | : "Baik" | : Bisa meneruskan media "SET" pada level <i>Intermediate-3</i> . Namun, disarankan untuk mempelajari media "SET" pada level <i>Intermediate-2</i> lagi, agar bisa memperoleh pemahaman yang lebih mendalam untuk materi pada level ini. |
| 81 – 90 | : "Baik sekali" | : Bisa meneruskan mempelajari media "SET" pada level <i>Intermediate-3</i> . |
| 91 – 100 | : "Memuaskan" | : Bisa meneruskan mempelajari media "SET" pada level <i>Intermediate-3</i> . |

E. DAFTAR PUSTAKA

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