AN ANALYSIS OF ENGLISH NATIONAL EXAM AND ENGLISH TEACHERS' PERCEPTION USING BLOOM'S REVISED TAXONOMY

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Abstract : This study was conducted in the purpose of revealing the cognitive domains of Bloom's Revised Taxonomy in 2015/2016 English National Exam for senior high school level and also finding out English teachers' perception on the result of 2015/2016 English National Exam questions for senior high school level. Furthermore, this study is classified as a descriptive study, for it analyzed questions used in National Exam and this did not deal with numerical data. The research investigated the cognitive domain used in the National Exam's questions based on the revised form of Bloom Taxonomy. In addition, quantitative method, in this research, was used to support the qualitative one. This is to know the percentage of using cognitive domains in the questions. This also aims at deciding the most frequent or dominant level applied in the questions in accordance with Bloom's Revised Taxonomy. Three versions of 2015/2016 English National Exam for senior high school level were chosen from three different programs in senior high school, natural science program, social science program and language program. From each program, the researcher took one version. Then, the questions were grouped based on Bloom's Revised Taxonomy using checklist as instrument. In obtaining qualitative data, the researcher conducted a semi-structured interview and three schools were chosen in Tondano. There were six teachers to be interviewed. The finding shows that the cognitive domains of Bloom's Revised Taxonomy used in question items of 2015/2016 English National Exam for senior high school level are remembering, understanding, applying and analyzing levels.

INTRODUCTION

According to (Baysen, 2006), an effective evaluation can be conducted with effective questions. Questions should be well-designed to evaluate students successfully. Selecting the question types which are appropriate for the content of the outcomes and subjects makes the evaluation process more meaningful (Yilmaz & Sunbul, 2000). Evaluation is described as the way of knowing students' achievement held at the end of teaching learning process. It is required to see and prove the success and the failure of teachers in their teaching duty.

English subject is taught in most educational institution. Since this is assumed as international language, it is included in the curriculum of Elementary School, Junior High School, Senior High School, even in higher education. This covers the effort to master the four skills in English. Those are reading, writing, listening and speaking. Those skills are all important to master so that students will become good users of English.

National Exam is categorized as a standardized test since it had passed the phases of measuring its validity and reliability. 2015/2016 National Exam in Indonesia is conducted for Elementary School, Junior High School, and Senior High School. English is one of the tested subjects. Elementary School has special dates for National Exam also for Junior High School and Senior High School. The schedule had been published long before and students themselves are provided intensive additional class hours. This happened for maximizing students' preparation. In addition, there were try out tests as prediction simultaneously conducted prior to the real national exam. The success of students in passing National Exam is also the success of teachers in his or her three years of teaching, the school as well as the local government.

Bloom's Taxonomy is a framework, which has some categories. These categories are one of basic principles in the taxonomy itself (Anderson & Krathwohl, 2001). Bloom's Taxonomy could help English teachers in determining or choosing

learning materials by analyzing the tasks given. Original Bloom's taxonomy only contains a dimension, but in the new revision of the taxonomy contains two dimensions. Those two are cognitive domain and knowledge domain. Interrelation between those two dimensions is called the Table of Taxonomy (Anderson and Krathwohl, 2001).

Rashid, Sambasivan, & Rahman, (2004) contributes their definition of perception as a process of joining and organizing the data from the tool of senses to change it into something to help us be aware of our environment. According to Atkinson as cited in (Wardiana, 2004), perception is a process of organizing and interpreting the system of stimulus in our environment. (Rakhmat in Sobur, 2003) said that perception is someone's experience of certain objects, events, or relationships obtainable by conclude the information and interpret a message.

From the reasons above, the writer is interested to conduct a study on the use of Bloom's Revised Taxonomy and English Teachers' Perception to Analyze 2015/2016 English National Exam or Senior High School Level.

RESEARCH METHOD

This study is classified as a descriptive study, for it analyzed questions used in National Exam and this did not deal with numerical data. As (Nawawi, 1994) put it, that descriptive method is procedure to solve the problem through describing object of the research based on fact finding. The exam has been conducted and the questions are available and documented. Qualitative method is dominantly applied in this study. The research investigated the cognitive domain implemented in the National Exam's questions based on the revised form of Bloom's Taxonomy. In addition, quantitative method, in this research, was used to support the qualitative one. (Bryman et al, 1994) argued that quantitative methods could be used as facilitator in qualitative research. In other words, quantitative analysis contributes to the qualitative way of analyzing used although it is not the primary design of

research conducted. In this study, the writer also provided the cognitive domain found in percentage form as quantitative result. This is to know the numerical data of cognitive elements in the questions. This also aims at deciding the most frequent or dominant level applied in the questions in accordance with *Bloom's Revised Taxonomy*.

The population of this research is thirty versions of questions in National Exam, ten versions for Social Science Program, ten versions for Natural Science Program and ten versions for Language Program. This is to prevent same questions for all test takers and avoid the possibility of cheating in the objective test. The questions have been prepared based on the program taken by students. Those who took language program got different version of questions sheet from those who chose natural science program and social science program. In interview, there are nine English teachers registered in three different schools in Tondano, from SMAN 1 Tondano, SMAN 2 Tondano, and SMA Katolik Santa Rosa de Lima Tondano. Three versions of questions sheet were the samples of this study. This study used random sampling technique. (Susanti & Pangestuti, 2010) explained that random sampling is sampling that is chosen by random manner from the population and stratified random sampling is the way to choose some elements in population, so every element has a chance to be chosen equally. From each of program, the writer chose one version. It means that there were three versions as samples. The researcher himself was helped by his relatives in several schools in Tondano to get access for national exam sheets from each program. The questions sheets were taken randomly. Dealing with interview, three schools were chosen in Tondano. Two English teachers were chosen from each school in Tondano. There were six teachers who were interviewed.

Checklist was used as the instrument of observation. Checklist is a list of data variable that will be collected (Arikunto, 1993). The observation checklist contained six components of cognitive process of Revised Bloom's Taxonomy. The researcher

did marking (□) in the columns of the checklist if the question was applying the component of cognitive process of Revised Bloom's Taxonomy. The questions to be used in interview were the instrument to guide the writer to conduct the interview. In conducting interview, semi-structured interview was chosen in this research. The reason for choosing the semi-structured interview technique was essentially due to our aim to encourage the interviewees to freely discuss their own opinion. According to (Darmer, 1995) the semi-structured interview is neither a free conversation nor a highly structured questionnaire. Semi-structure interviews provide the opportunity to regulate the order of the questions and the respondents have the possibility to expand their ideas and speak in great detail about diverse subjects rather than relying only on concepts and questions defined in advance of the interview. In conducting the interview, six teachers were selected. Those six teachers have met under following criteria:

1. school-level degree in English language teaching (bachelor degree)
2. at least 10 years' experience of teaching English subject in Senior High School level
3. at least 5 years' experience of teaching English subject in the school in which interview was conducted
4. at least 5 years' experience of preparing students for English National Exam in the school where interview was conducted

The analyzed data used the following formula:

$$P = \frac{F}{N} \text{ x } 100$$

Where:

P = percentage

F = the Number of chosen questions

N = the number of all questions   (Sudijono : 2010:43)

In analyzing interview data, descriptive content analysis technique was used. Descriptive content analysis examines the quantitative and qualitative data collected. The figure below presents the steps of this model:

1) Data Collection

Collecting data starts from searching needed data in multiple forms. As the explanation before, the researcher used interview technique for data collection.

2) Data Reduction

The next step after collecting data is data reduction. Data reduction means summarizing data, selecting the important ones, focusing on the stated topic, and deleting unnecessary data. Thus, the reduced data will not only clearly give pictures of what the researcher really seeks but also will simplify the following searching results. In this research, the process of data reduction was started by separating unnecessary data from the interview. Then, categorizing data was done to make it easy in presenting the findings of the research.

3) Data Presentation

In a qualitative research, data presentation might be arranged in the forms of essay, or charts, flowcharts, or categorization, etc. The aim of data presentation itself is to help comprehend what aspects are discussed in the data and plan the next works based on what have been comprehended. The data presentation for this research was arranged into narrations from the English teachers" perceptions which were explained descriptively in the form of essays.

4) Conclusion

Withdrawing some inferences are the final step after data presentation. (Miles and Huberman, 1992)

FINDINGS AND DISCUSSION

Cognitive Domain of *Bloom's Revised Taxonomy* in 20152016 English National Exam for Senior High School Level

In the exam, the 70% of the question items in the questions sheet are questions for testing students' reading comprehension and 30% of the questions aim at testing students' listening ability. First of all, the researcher makes identification and then classified the question items in accordance with *Bloom's Revised Taxonomy*. This step was run by choosing one version from each program, in which there are three programs in the Senior High School. Then, in grouping the questions based on the *Bloom's Revised Taxonomy*, the researcher made use the checklist, so those fifty questions are grouped based on their level in *Bloom's Revised Taxonomy*. Moreover, the frequency of using those six levels namely remembering, understanding, applying, analyzing, evaluating and creating are revealed. The result of categorization is explicitly presented in the table below. Each program has different frequency in using the cognitive domain of Bloom's Revised Taxonomy.

Table 1   Classification of Questions Based on Cognitive Dimension

PROGRAM	NATURAL SIENCE		SOCIAL SCIENCE PROGRAM		LANGUAGE PROGRAM	
QUESTIONS LEVEL	*F*	*%*	*f*	*%*	*F*	*%*
Remembering	19	38	21	42	25	50
Understanding	26	52	24	48	19	38
Applying	-	-	-	-	1	2
Analyzing	5	10	5	10	5	10
Evaluating	-	-	-	-	-	-
Creating	-	-	-	-	-	-
TOTAL	50	100	50	100	50	100

Where   *f: frequency%: percentage*

As shown in the table above, the question items for language program dominantly use *remembering* level, that reach 50% of the test item. *Understanding* level is used 19 times or 38%, 2% for *applying* level and *analyzing* level is used 5 times or 10% in percentage. Social science program, compared with language program, mostly uses *understanding* level with 24 questions or 48%, followed by *remembering* level with 21 questions or 42 % and 10 % or 5 questions for *analyzing* level. Natural Science program shows different frequency, in which the highest frequency is in the *understanding* level with 52 percent of use or 26 questions, followed by *remembering* level with 38% or 19 questions. All the programs never use higher level questions in the National Exam, though just in the minimum frequency. On the contrary, the two lower levels of cognitive domain, remembering and understanding are mostly used in these three programs, with various differences in frequency. Applying level is only found in the language program, not in the two other programs.

For Natural Science Program, there are 19 numbers of questions categorized in *remembering* level. There are 26 numbers of questions in *understanding* level 5 numbers of questions in *analyzing* level. It means that *applying, evaluating* and *creating* level are not found. The *understanding* level questions dominate the question sheet, followed by *remembering* level questions and the rest of questions use *analyzing* level. In Social Science Program, there is a different result. 21 numbers of questions are in the level of *remembering* and 24 questions are in *understanding* level. The other 5 questions re in a*nalyzing* level. For Language Program, 25 questions are in *remembering* level, 19 questions are in *understanding* level, 1 question is in *applying* level and 5 questions are I *analyzing* level.

It is visible that *remembering* level questions mostly appear, followed by *understanding* level and *analyzing* level questions. It is found that evaluating level, *creating* level, and *applying* level are not implemented at all. The least level is *analyzing* level. The third or last program is Social Science Program. The

remembering level question items are most frequently used and reach the half of questions items. In addition, the percentage result of the question items which use cognitive domain of *Bloom's Revised Taxonomy* is also presented in form of figure, as shown in the figures below, to give more comprehensive result covering the three programs with six levels of cognitive domain in Bloom's Revised Taxonomy.

The following figure shows the frequency of using cognitive domain of Bloom's Revised Taxonomy in the exam.
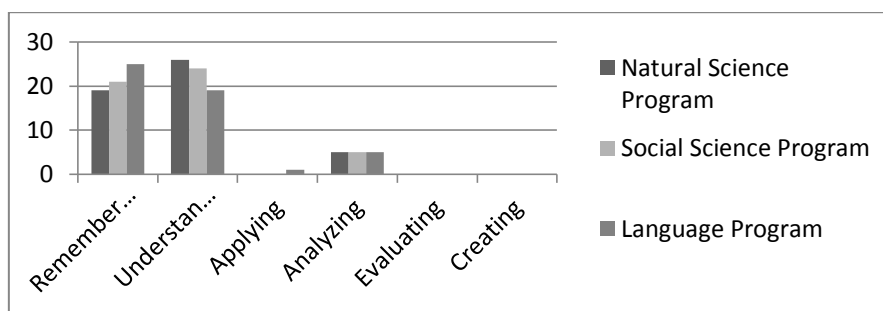

Figure 1 Cognitive Dimensions of Bloom' s Revised Taxonomy in 2015/2016 English National Exam

To sum up, all the questions do not use higher level questions in the National Exam, though just in the minimum frequency. On the contrary, the two lower levels of cognitive domain, remembering and understanding are mostly used in these three programs, with various differences in frequency. Applying level is only found in the language program, not in the two other programs. Below is presented the figure for each program.

It is clear above that natural science students are not required to *apply*, to *evaluate* and also to *create* because there is no question items found using those three levels. They are just asked to *remember* knowledge, *understanding* concept and *analyze*. *Analyzing* level is the highest level used in this program, although in the least frequent level. For social science program, students as the examinees are mostly assigned to understand additional information implied in the text. Besides, they need to *remember* the information explicitly written in the passage or functional text then answer as questioned and also. Therefore, the emphasis is only on the first

and second level in the taxonomy or the two lower levels, because the only one higher level used is only *analyzing* level. In language program, *applying* level is less than *analyzing* level, though these two levels are higher than the two lower levels used more dominantly. Higher levels, in similarity with the previous program, are not found.

English Teachers' Perception

Having conducted interview, it was found that there are six subheadings based on the interview conducted which include; *teaching learning situation, the importance of English subject, duration allocated, reading text used,, teachers' reflection, test's effectiveness, and teachers' opinion about the researcher's analysis.*

Dealing with *teaching learning situation*, teacher 1 views that classroom situation is quite enjoyable. But, it depends on teacher's teaching style. Teacher 2 says that Students are interested in learning English, and their abilities are diverse in each program. Teacher 3 says that the classroom is full of fun but teachers should be able to control the class. Teacher 4 views that students enjoy English subject, so this subject is generally liked. Teacher 5 views that students have various abilities; their interest and motivation are also diverse, but their mood depends on the situation created by teacher. Teacher 1 views that the situation in teaching learning process is in control of teacher but it is still so enjoyable.

In relation to the *importance of English subject*, teacher 1 views that students are prepared for enrolling to higher education, and they could be provided with a valuable ability when they are graduated. Teacher 2 says that its importance cannot be denied. It is needed in most study fields. Teacher 3 argues that it is required both practically and theoretically. It is regarded as a very important subject. Teacher 4 says that it is the international language, d students need it. Teacher 5 says that it is beneficial for accessing knowledge. It is also useful for job and career. Teacher 6 says that students will get continuous benefit. It is good for better future.

In terms of *duration allocated*, teacher 1 views that the duration is decided nationally, suitable with amount of questions. Teacher 2 says that it is normal and ideal, discussed by many parties, but insufficient for students who don't have enough vocabulary. Teacher 3 says that it is sufficient for students. They have enough time to read, understand and then answer the questions. Teacher 4 says that it is suitable with the level of difficulty, but it is better that final exam is given more duration. Teacher 5 says that it is same for all subjects tested, but not enough for students based on similar situation in another test. Teacher 6 says that it is appropriate and suitable with standardized test.

Concerning with *reading text used*, teacher 1 views that those texts represent various important fields, so students are required lots of vocabulary. Teacher 2 views that it represents SKL and prediction test or *try out* exam. Teacher 3 views that those texts are diverse, some are longer and shorter. Teacher 4 views that those cover various disciplines or sciences considering after school they will face my work circumstances. Teacher 5 views that those are not suitable enough, for example longer texts are only for short questions. teacher 6 views that those re good and suitable with lessons students previously learned.

Related to *teachers' reflection*, teacher 1 says that the exam questions will be used as material for next students. Teacher 2 tells that students will be grouped according to their level and the questions would be given and answered together. Teachers 3 says that more innovation is needed in coming teaching and learning process. Teacher 4 says that the exam will be made use as exercise for next exam. Teacher 5 says that the material will be enriched and developed as time goes by. Teacher 6 says that the conditions of students in classroom should be adjusted.

In relation to the *test's effectiveness*, teacher 1 says that it is quite effective to measure language skill because constructed in good standard. Teacher 2 says that Students, ability could be improved through the exam. Teacher 3 says that the skills tested is able to be improved effectively by the exam, depends on the duration also.

Teacher 4 views that national exam is very effective for increasing standard quality. Teacher 5 says that it is effective particularly for listening skill, depends on the quality of the recording files. Teacher 6 says that it is totally effective.

In terms of *teachers' opinion about the researcher's analysis,* teacher 1 views that government has set the questions depending on Indonesian students' ability, and higher level questions exist but implicitly. Teacher 2 says that system needs more evaluation. Teachers need to enhance their higher level thinking through teaching learning style such as debate. Teacher 3 views that it is satisfying enough, though some students just achieve middle level. Teacher 4 argues that it is because of considering common or overall students' level. Teacher 5 says that the absence of higher levels is caused by students have limited time to finish the exam. Teacher 6 tells that government doesn't need to construct *UN* questions from the ministry, but it is school in the province or regency that is in charge of creating the test, based on the real situation in the school. Teachers themselves know the real ability of their students.

Discussion

The presence of national exam as one determinant for students is always controversial. Both its management and its test items always raise numerous issues. Higher level test items contained in the whole test sheet that are not inserted in the test items indicate problematic assessment phenomena. This is started from teaching learning process in which higher level thinking activities are not involved. In comparison with test for teachers, students should have more duration due to experience. The choice of appropriate reading text should be taken into consideration especially in relation to the length, difficulty level and the theme of the text. Bloom's revised taxonomy as used by the researcher is mostly perceived as reflection both for teachers and all related parties to make next exams more well-organized and teaching process more effective.

In harmony with the analysis of the questions using *Bloom's Revised Taxonomy*, teachers have different opinions. Some of them believe that the question items have been constructed based on students' level, based on SKL, based also on curriculum used. Compared with several previous related studies, mostly levels in the taxonomy used for this kind of exam are only in the lower levels. This is also in relation to the time consumption and the effectiveness of the test ad scoring as well. The levels of evaluating and creating are commonly found in subjective test such as essay model and this is more complex to do scoring. In addition, the possibility to gain valid score becomes also one important consideration. (Gronlund, 1976:80) points out that test items that are too easy or too difficult will not provide reliable discriminations among pupils and will therefore lower validity. The failure to match the difficulty specified by the learning outcome will lower validity. *Bloom's Revised Taxonomy* becomes a representative educational concept for many kinds of test item. Practically, it is functional in classifying each question based on its difficulty level. Key words provided bring easiness for applying the taxonomy to see the validity of the test. In other words, test items need to be hierarchically constructed to prove its validity. Therefore, it requires the use of *Bloom's Revised Taxonomy*.

In accordance with the result of analysis, majority of the questions asked in the examination papers required *remembering* and *understanding* ability in the lower level thinking, whereas the higher level thinking questions are from *applying* and *analyzing*. In other words, the exam questions avoid asking evaluating and creating level question items. It can be said that the question items do not cover the two highest levels of thinking as listed in *Bloom's Revised Taxonomy*. Moreover, the result shows similarity with the previous studies conducted by some researchers mentioned.

The three programs in senior high school show some differences as well as similarities. From the result of Natural Science program it is clear that difference is about the use of second level of lower thinking stage, that is *understanding*. In this

case, natural science program emphasizes on students' comprehension on the text read in the question sheet. This is common since the lessons are more complex than material taught in the two other programs. Social science program, based on the finding also shows similar result. Sometimes this program is regarded as the easier program compared with the two other programs, but the question items represent *understanding* level in dominance. On the other hand, language program, which is purely provides students with language subjects, in that year, most frequently applied *remembering* level questions, and *understanding* level followed.

The qualitative data gathered through interview prove that English teachers' perception on the National Exam varies each other. Several influencing factors are the readiness of students, students' interest in English subject, questions' model, and texts contained in the question items. It depends on the real situation in the school particularly English classroom. Indeed, the situation itself in those three schools is different among them.

Teachers are in harmony seeing that English is put as one subject compulsorily tested in the 2015/2016 English National Exam for Senior High School level. There is no big difference in this matter considering that this is very valuable both in the present and future period. Government has done right policy by organizing this national exam and including English subject in all programs taking the test. Similarly, all teachers have ever tried the similar questions tested in the national exam when students were in their previous tests both summative and formative test. None of them is feeling that question items are really new and unfamiliar with the tests. The placement of National Exam which becomes one of determinants to finish study in senior high school makes this standardized test a wide phenomenon and many parties are in concern. Evaluations are undoubtedly an integral part of learning. Not only would assessments provide feedback on the level of mastery of acquired knowledge, they would also be needed for future competitions. The results

of national-level final examination results are one of the most important determinants for test takers.

Teachers have diverse opinions in some matters such as reading texts used, duration allocated and researcher's analysis in accordance *Bloom's Revised Taxonomy*. They view that it is nonsense to test what students have never been experiencing in the classroom. If students are tested with higher level questions, it will lead to unexpected result because students have never been being given chance to think more critically and the existence of teaching strategies applied by teachers are still at low frequency. Some of teachers argue that the running system is the one thing to be blamed, because the responsibility of creating the test is from the national committee. It means that local government and schools are just parties who execute and run the exams as programmed nationally. The imbalance between lower level thinking and higher level is caused by the result of test construction done by related parties. Teachers themselves dominantly argue about technical things happened I the preparation, things occurred during exam week, and their reflection based on the result for the improvement of students' achievement for next year's exam. National Test items, as perceived by the teachers are need to evaluate in terms of reading text, duration allocated, test result connected to researcher's analysis and other technical matters such as skills emphasized on the test and teaching learning situation in the classroom in which English is taught.

Teachers view that the questions type could represent the indicators as seen in SKL, standing for *Standar Kompetensi Lulusan*. Selecting *multiple-choice* as the type of question used is quite appropriate, considering that the duration allocated and the effectiveness as well as the efficiency of taking the exam. In short this is really reasonable done by the designing team of the test. Teachers view that the questions model is effective in testing students, particularly in requiring them to recall existing knowledge in *remembering* level and comprehending the content of the text in *understanding* level. In terms of duration, teachers mostly view that the duration

is sufficient, considering fifty various questions with different level of difficulty, also the difficulty of the reading text in reading section. Teachers view that the reading text is important to understand and pass the reading section. In the question sheet, all the passages are relevant with students' age and also level. In addition, the texts are thematic and those represent various sciences. Texts also need to be evaluated, because students should understand those texts but answer only one or two questions.

Teachers facilitate students with extra courses before the week of national exam. Besides, students are prepared with *try-out* exams to enhance their readiness mentally and theoretically. To be more innovative, teachers are willing to be more creative in teaching style/strategy and more creative in assessing students' achievement through both summative and formative tests. Moreover, teachers are willing to develop the material for teaching the students in the next academic year, so they will be more ready for next national exam. Validity of a test is also constructed using theories conceptualized by expert. test validation which essentially involves assessing to what extent the test is successfully based upon its underlying theory. The issue is whether the test is a successful operationalization of the theory. (Alderson, 1995) In this context, *Bloom's Revised Taxonomy* becomes the theory used for researching the test items in the national exam. In effect, this form of construct validation proceeds much as does content validation. Cognitive domain in Bloom's revised taxonomy provides guidance for many parties such as researcher, teacher, students or assessor who are willing to create betterment for test items. The absence of higher level indicates imbalance of cognitive domain which brings an assumption that students are not given chance to implement their knowledge obtained during their school years in different situation in the aim of meaningful learning. This is in harmony with educational rules stated in *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* mentioning that one

of the objectives of education is making learners as part of citizens who democratic and responsible (section 3).

Mayer and Wittrock (in Anderson and Krathwohl, 2001: 63) states that two of the most important educational goals are to promote retention and to promote transfer. *Retention* is the ability to remember material at some later time in much the same way as it was presented during instruction. *Transfer* is the ability to use what was leaned to solve new problems, to answer new questions, or to facilitate learning new subject matter. The revised framework includes six categories of processes-one most closely related to retention (remember) and the other five increasingly related to transfer (understand, apply, analyze, evaluate, and create). In simplest terms, the revised framework is intended to help teachers teach, learners learn and assessor assess (Sudijono, 2010) It is inferred that the hierarchy provided in the taxonomy brings a clear guidance to see difficulty level of a test that in turns becomes orientation for the next test construction. Test which was lower validity potentially upgrades to high validity when test takers or students are well prepared. The hierarchy of six thinking levels in the taxonomy utilized in the national exam becomes evaluation in the view point of cognitive dimension.

Conclusion and Suggestion

Having analyzed the 2015/2016 *English National Exam* for Senior High School Level and *English Teachers' Perception* using *Bloom's Revised Taxonomy*, it is concluded that:

1. The question items cover *remembering*, *understanding*, *applying* and *analyzing* level, where the dominant cognitive domains of Bloom's Revised Taxonomy used in question items of 2015/2016 English National Exam for senior high school level are *remembering* and *understanding* levels. There is no *evaluating* and *creating* levels found in the exam questions. It means that question items

in 2015/2016 English National Exam for senior high school level are constructed based on cognitive domain of *Bloom's Revised Taxonomy*.

2. English teachers view that the questions types have represented the indicators as seen in SKL (*Standar Kompetensi Lulusan*). Selecting multiple choices as the type of question used is quite appropriate, considering that the duration allocated and the effectiveness as well as the efficiency of taking the exam. Questions model is effective in testing students, particularly in requiring them to recall existing knowledge in *remembering* level and comprehending the content of the text in *understanding* level. English teachers mostly view that the duration is sufficient, considering fifty various questions with different level of difficulty, also the difficulty of the reading text in reading section. They believe that all the passages are relevant with students' age and also level. Those texts are thematic and those represent various sciences.

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