

**Yuk,
latihan
soal TKA!**

Matematika dan Bahasa Indonesia
SMA/MA/ sederajat dan SMA/MAK

MODUL TKA

(Tes Kemampuan Akademik)

**Materi sesuai Peraturan Kepala
Badan Standar, Kurikulum, Dan
Asesmen Pendidikan
Kementerian Pendidikan Dasar
Dan Menengah Republik
Indonesia Nomor 45/H/AN/2025**

- ✓ Mata Uji **Bahasa Inggris**
- ✓ Contoh dan Latihan Soal
- ✓ Muatan dan Kompetensi Yang diujikan



KATA PENGANTAR

Puji syukur ke hadirat Allah SWT, karena atas rahmat dan karunia-Nya bahan pembekalan belajar ini dapat tersusun dengan baik. Buku kecil ini disusun sebagai panduan bagi peserta didik Sekolah Menengah Kejuruan (SMK) dalam menghadapi Tes Kemampuan Akademik (TKA).

Tes Kemampuan Akademik merupakan salah satu bentuk evaluasi yang bertujuan mengukur kemampuan dasar siswa dalam bidang logika, numerik, verbal, dan analitis. Penguasaan kemampuan tersebut sangat penting, karena menjadi fondasi dalam memahami berbagai mata pelajaran, baik umum maupun kejuruan, serta sebagai bekal untuk melanjutkan pendidikan maupun memasuki dunia kerja. Melalui bahan pembekalan ini, diharapkan siswa dapat:

1. Memahami bentuk dan karakteristik soal Tes Kemampuan Akademik.
2. Menguasai strategi belajar efektif untuk menghadapi tes.
3. Meningkatkan kemampuan berpikir kritis, logis, dan sistematis.
4. Membangun rasa percaya diri dalam menyelesaikan soal secara tepat dan cepat.

Kami menyadari bahwa bahan pembekalan ini masih jauh dari sempurna. Oleh karena itu, kritik dan saran yang membangun sangat kami harapkan demi penyempurnaan di masa mendatang. Semoga bahan ini dapat memberikan manfaat nyata dan membantu siswa dalam meraih hasil yang optimal.

Majalengka, 3 September 2025
Penyusun

KUMPULAN MATERI, SOAL & PEMBAHASAN
DAN LATIHAN SOAL
PERSIAPAN TKA 2025
MATA PELAJARAN BAHASA INGGRIS

UNIT 1
DESCRIPTIVE TEXT

A. MATERI

Descriptive Text: Menggambarkan Sesuatu Secara Detail

Definisi (Definition)

Descriptive text adalah sebuah jenis teks yang bertujuan untuk menggambarkan atau mendeskripsikan seseorang, tempat, atau benda secara spesifik. Teks ini memberikan gambaran yang jelas dan rinci, seolah-olah pembaca dapat melihat dan merasakan subjek yang dideskripsikan secara langsung.

Fungsi Sosial (Social Function)

Tujuan utama dari descriptive text adalah untuk **memberikan informasi yang rinci** tentang suatu objek, tempat, atau orang. Dengan kata lain, teks ini membantu pembaca untuk membayangkan subjek yang dibahas, sehingga mereka bisa lebih memahaminya.

Struktur Teks (Generic Structure)

Sebuah teks deskriptif yang baik umumnya memiliki dua bagian utama:

1. **Identification (Identifikasi)** Bagian ini berfungsi sebagai pengenalan subjek yang akan dideskripsikan. Kamu bisa menyebutkan nama subjek dan beberapa informasi umum lainnya.
 - **Contoh:** *My school is located in the city center. It is a large and modern building with three floors.*

2. **Description (Deskripsi)** Bagian ini adalah inti dari teks, di mana kamu memberikan detail-detail spesifik tentang subjek. Kamu bisa menjelaskan ciri fisik, kualitas, kebiasaan, atau hal-hal unik lainnya yang membuat subjek itu istimewa.
- **Contoh:** *The building is painted light blue with white window frames. On the first floor, there is a large library with thousands of books. The classrooms are clean and equipped with projectors.*

Unsur Kebahasaan (Language Features)

Agar teks deskriptifmu lebih efektif, gunakan unsur-unsur kebahasaan berikut:

- **Penggunaan Adjective (Kata Sifat):** Ini adalah elemen terpenting. Kata sifat membantu membuat deskripsi lebih hidup.
 - **Contoh:** *beautiful, tall, old, smart, delicious, spacious.*
- **Penggunaan Simple Present Tense:** Teks ini biasanya menggunakan tense ini karena menggambarkan fakta atau ciri-ciri yang bersifat permanen.
 - **Contoh:** *She **has** long hair. The building **is** tall. My cat **likes** to play.*
- **Penggunaan Sensory Details:** Gunakan kata-kata yang melibatkan panca indera (penglihatan, pendengaran, penciuman, rasa, sentuhan) untuk membuat deskripsi lebih kuat.
 - **Contoh:** *The **smoky** smell of the food; the **soft** fur of the cat; the **loud** sound of the bell.*
- **Penggunaan Action Verbs (Kata Kerja Aksi):** Kata kerja ini menunjukkan tindakan yang dilakukan subjek.
 - **Contoh:** *run, sleep, jump, eat.*

Contoh Teks (Sample of Text)

My Favorite Place: The School Library

Identification: My favorite place at school is the library. It is located on the ground floor, right next to the school cafeteria. It is a place where I can find peace and new knowledge.

Description: The library is a **spacious** room with **high** ceilings and **large** windows that let in a lot of **natural light**. The walls are painted a **calm light green**. There are **long** bookshelves full of books of every genre, from **classic novels** to **modern comic books**. The floor is covered with a **soft, grey carpet**, so you can walk quietly. There are several **wooden tables and chairs** for students to study. The air inside the library is always **cool** and smells like **old books and fresh paper**. It's a perfect spot to read and relax.

B. SOAL DAN PEMBAHASAN

Text for No 1-2

My Favorite Public Place – The City Library

One of my favorite places to visit is the public library in my city. The building is not very modern, but it is large and full of books. When I walk inside, I always feel calm and curious. The library has three floors. On the first floor, people can find newspapers, magazines, and popular novels. There are also comfortable chairs where visitors can sit and read. Many elderly people enjoy spending their morning here, reading the news and talking quietly.

The second floor is usually busy with students. This area has textbooks, dictionaries, and computers with internet access. Sometimes students use the computers to do research or write their school assignments. There are also study rooms where small groups can work together. I often come here with my classmates when we need to prepare a project.

The third floor is the quietest part of the library. It has academic books, journals, and a special section for history and culture. Some visitors spend hours reading old books or doing research for their thesis. The atmosphere is very serious, but it is also inspiring.

What I like most about the library is the children's corner. It is colorful and friendly, with many picture books and storytelling activities. Every Saturday, a librarian reads stories aloud for children, and parents also join to listen. This creates a warm and happy atmosphere that makes reading fun.

For me, the library is more than just a place to borrow books. It is a community space where people of all ages can learn, share, and feel connected. Visiting the library is not only useful for my studies but also relaxing for my mind.

1. Where in the library can students usually work together on school projects?

- A. On the first floor, near the novels
- B. In the children's corner
- C. In the study rooms on the second floor
- D. On the third floor, in the history section
- E. In the magazine area

Answer: C. In the study rooms on the second floor

Explanation:

The text clearly states that “There are also study rooms where small groups can work together” on the second floor. Therefore, option C is correct. Options A, B, D, and E mention other parts of the library, but they are not used for group study.

2. Based on the text, which groups of people are usually found in the library?

-
- Elderly people reading newspapers and magazines
 - Students studying and doing assignments
 - Children enjoying picture books and storytelling
 - Tourists taking photos of the old building
 - Researchers working with academic books and journals

Answer:

Elderly people reading newspapers and magazines
Students studying and doing assignments
Children enjoying picture books and storytelling
Researchers working with academic books and journals

Explanation:

- **A (Elderly people)** → benar, disebutkan mereka sering membaca koran dan berbincang pelan di lantai pertama.
- **B (Students)** → benar, lantai kedua biasanya penuh dengan siswa yang belajar, menggunakan komputer, atau mengerjakan tugas.
- **C (Children)** → benar, ada “children’s corner” dengan buku bergambar dan kegiatan mendongeng.
- **D (Tourists)** → salah, teks tidak menyebutkan wisatawan yang datang untuk berfoto.
- **E (Researchers)** → benar, lantai ketiga dipakai orang yang melakukan penelitian dengan buku akademik dan jurnal.

Text for no 3-4

A Day at the Supermarket

Every Saturday morning, I go to the supermarket near my house. It is not very big, but it has many things that I need. When I enter, I usually take a shopping cart, because it is easier to carry all the products. The first section is the fruit and vegetable area. I like to buy bananas, apples, tomatoes, and carrots. The food is fresh, and the colors are very bright. Sometimes, the store has discounts, so I can save some money.

After that, I walk to the dairy section. Here I can find milk, cheese, and yogurt. I often buy a small box of eggs too. I need them for breakfast during the week. Next to the dairy section, there is a bakery. The smell of bread is very nice, and I usually take one or two loaves.

The supermarket also sells cleaning products, such as soap, shampoo, and washing powder. I don't buy them every week, but it is good to know they are always available. Sometimes I stop at the frozen food section to get chicken or fish.

When I finish shopping, I go to the cashier. I wait in line, pay for my items, and then put them into my bag. Finally, I walk back home. Shopping takes some time, but I enjoy it because it is part of my weekly routine.

3. Based on the text, what is the main difference between the fruit and vegetable section and the frozen food section in the supermarket?
- A. The fruit and vegetable section sells fresh products, while the frozen food section sells preserved products.
 - B. The fruit and vegetable section is always next to the dairy section, while the frozen food section is next to the bakery.
 - C. The fruit and vegetable section has only discounts, while the frozen food section never has discounts.
 - D. The fruit and vegetable section sells only vegetables, while the frozen food section sells only drinks.
 - E. The fruit and vegetable section is small, while the frozen food section is very big.

Answer: A. The fruit and vegetable section sells fresh products, while the frozen food section sells preserved products.

Explanation:

- Dalam teks disebutkan bahwa **fruit and vegetable area memiliki makanan segar** (“The food is fresh, and the colors are very bright”).
- Sementara itu, **frozen food section menjual ayam atau ikan beku**, yang berarti produk yang diawetkan dengan pembekuan.

4. Based on the text, which of the following statements is **NOT accurate**?
- A. The supermarket is very big and has many things.
 - B. The writer usually takes a shopping cart when entering.
 - C. The writer buys fruits and vegetables such as bananas, apples, tomatoes, and carrots.
 - D. The bakery is located next to the dairy section.
 - E. The writer sometimes buys frozen chicken or fish.

Answer:

A. The supermarket is very big and has many things.

Explanation:

- In the text, it is clearly stated: *"It is not very big, but it has many things that I need."* → This means the supermarket is **not big**, so option **A is inaccurate**.
- Option **B** is correct because the text says: *"I usually take a shopping cart."*
- Option **C** is correct because the writer mentions buying bananas, apples, tomatoes, and carrots.
- Option **D** is correct because the text states: *"Next to the dairy section, there is a bakery."*
- Option **E** is also correct since the writer says: *"Sometimes I stop at the frozen food section to get chicken or fish."*

My Daily Routine as a University Student

Being a university student is both exciting and challenging. My daily routine usually starts early in the morning because I like to have enough time to prepare before classes. I wake up at around 6:00 a.m., take a shower, and have a simple breakfast, usually bread, eggs, and a cup of tea. Breakfast is important for me because it gives me the energy I need for the day.

Most of my classes begin at 8:00 a.m., so I leave home around 7:30. I usually take the bus, which is sometimes crowded, but I use the time to read notes or listen to music. My morning classes are often lectures in large classrooms where professors explain theories and concepts. I try to sit near the front so I can listen carefully and take good notes.

In the afternoon, I often have group discussions or practice sessions in smaller rooms. Working with classmates helps me understand the subject better because we can share ideas and solve problems together. Sometimes, we also prepare presentations, which improve my confidence in speaking English.

After classes, I usually spend one or two hours in the library. The library is one of my favorite places because it is quiet and full of useful resources. I often read books, search for academic articles, or do my homework there. In the evening, I return home, have dinner with my family, and relax for a while. I sometimes watch a movie or chat with friends online before continuing with assignments.

Although university life is busy, I enjoy it because it helps me grow as a person. I learn not only from books but also from experiences, friends, and teachers. My daily routine keeps me disciplined, and it motivates me to reach my goals in the future.

5. Which of the following statements is **NOT accurate** according to the text?
- A. The writer usually wakes up at 6:00 a.m. to prepare for the day.
 - B. The writer always drives to the university to attend morning classes.
 - C. The writer prefers to sit near the front in lectures to listen carefully.
 - D. The writer spends time in the library reading books and completing assignments.
 - E. The writer enjoys working in groups because it helps to share ideas and solve problems.

Answer: B. The writer always drives to the university to attend morning classes.

Explanation:

- **A benar** → Teks menyatakan: *"I wake up at around 6:00 a.m., take a shower, and have a simple breakfast..."*
- **B salah** → Teks menyatakan: *"I usually take the bus, which is sometimes crowded..."* → Jadi bukan "always drives."

- **C benar** → Teks menyatakan: *“I try to sit near the front so I can listen carefully and take good notes.”*
- **D benar** → Teks menyatakan: *“I often read books, search for academic articles, or do my homework there.”*
- **E benar** → Teks menyatakan: *“Working with classmates helps me understand the subject better because we can share ideas and solve problems together.”*

Maka, opsi **B** adalah pernyataan yang tidak sesuai dengan isi teks.

6. What can be concluded as the main purpose and message of the text *"My Daily Routine as a University Student"*?
- To describe the writer's daily habits as a student and show how they stay organized.
 - To explain how discipline and routines can help students achieve their goals.
 - To give detailed information about the bus system in the city.
 - To encourage other students to value both academic and personal experiences.
 - To persuade readers to always study in the library until late at night.

Answers:

To describe the writer's daily habits as a student and show how they stay organized.
 To explain how discipline and routines can help students achieve their goals.
 To encourage other students to value both academic and personal experiences.

Explanation:

- **A** is correct → The text clearly describes the writer's daily activities and how they manage time.
- **B** is correct → The writer concludes that routines and discipline motivate them to reach future goals.
- **D** is correct → The text encourages readers indirectly to value both classroom learning and life experiences.
- **C** is incorrect → The bus is mentioned only briefly, not the main topic.
- **E** is incorrect → The text does not persuade readers to study in the library until late; it only shares that the writer spends some time there.

C. LATIHAN SOAL

Text for no 1-2

My Experience in a Computer Laboratory

One of the most interesting places at my university is the computer laboratory. I often spend several hours there every week because it supports both my academic study and my personal interests. The laboratory is located on the second floor of the science building, and it is usually open from morning until late afternoon.

When I enter the room, the first thing I notice is the quiet atmosphere. There are more than thirty computers arranged in rows, and each computer is connected to a high-speed internet network. The chairs are comfortable, and the room is fully air-conditioned, which makes it easy to focus for a long time. At the front of the room, there is a large projector screen that teachers often use for presentations and demonstrations.

I usually visit the laboratory to complete assignments for my courses. For example, in my information systems class, I need to use special software for data analysis. Sometimes, I also practice my typing and improve my computer skills. When I have free time, I enjoy using the internet to search for useful articles, watch educational videos, or even read online newspapers. The laboratory is not only a place for study but also for exploring my personal interests.

Another important aspect of the computer laboratory is group work. Many of my classmates and I gather there to prepare presentations and projects. Working together in this space helps us to share ideas and learn from one another. The laboratory assistant is always available to help if we face technical problems, which makes us feel supported.

Overall, the computer laboratory is an essential part of my daily academic life. It provides me with resources, comfort, and opportunities to develop my skills. Without it, studying at the university would be much more difficult and less enjoyable.

No. Soal	1
Kompetensi	Pemahaman Inferensial: mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks pengalaman pribadi, serta intuisi untuk memahami teks.
Subkompetensi	Menyimpulkan topik, ide pokok/gagasan utama, makna, target pembaca, tujuan penulisan teks, atau pesan moral yang tidak secara eksplisit dinyatakan dalam teks.

Kompleksitas Teks	B1 CEFR
Bentuk Soal	Pilihan G

SOAL

What is the main purpose of the text “*My Experience in a Computer Laboratory*”?

- A. To explain how to use computers in the laboratory step by step
- B. To describe the writer’s personal experiences and benefits of using the computer laboratory.
- C. To persuade students to spend more time in the laboratory than in the library
- D. To inform readers about the history of the university’s computer laboratory
- E. To criticize the rules and limitations of using the laboratory

No. Soal	2
Kompetensi	Evaluasi dan Apresiasi: mampu membuat penilaian terhadap ide, menanggapi teks secara emosional dan estetis dengan mempertimbangkan dampaknya terhadap perasaan, imajinasi, serta penggunaan bahasa oleh penulis.
Subkompetensi	Menilai kecukupan dan validitas informasi: menilai kesesuaian, kelengkapan, keakuratan informasi dalam teks (dengan membandingkannya dengan sumber lain)
Kompleksitas Teks	B1 CEFR
Bentuk Soal	PGK MCMA

SOAL

Based on the text “*My Experience in a Computer Laboratory*”, which of the following statements are **true**?

- A. The computer laboratory is located on the second floor of the science building.
- B. There are more than fifty computers arranged in rows inside the laboratory.
- C. The room is air-conditioned and provides a comfortable learning environment.
- D. The laboratory is also used for group work and collaborative projects.
- E. The laboratory assistant is rarely available to help students with technical problems.

UNIT 2

RECOUNT TEXT

A. MATERI

A. Definition of *Recount Text*

Recount text is a text which retells events, or experiences in the past. Artinya, *recount text* adalah teks yang menceritakan kembali kejadian atau pengalaman yang terjadi di masa lalu. kejadian yang diceritakan kembali dalam *recount text* bisa berupa pengalaman pribadi, seperti liburan, lomba, atau ulang tahun.

B. The Purpose of *Recount Text*

1. Memberikan Informasi

Recount text dapat bertujuan untuk memberi informasi tentang suatu rangkaian kejadian atau pengalaman pribadi di masa lalu kepada orang lain.

2. Memotivasi

Recount text juga bisa dijadikan bahan refleksi diri mengenai suatu kejadian atau peristiwa tertentu. Dengan begitu, penulis bisa sekaligus mengambil hikmah positif dan memotivasi diri apabila ada kejadian yang kurang menyenangkan.

3. Mendokumentasikan Kejadian

Karena *recount text* ini berisi cerita tentang kejadian dan pengalaman yang pernah terjadi di masa lalu, maka penulis bisa menjadikannya sebagai media untuk mendokumentasikan peristiwa yang dianggap penting. Bisa dalam bentuk buku diary atau jurnal pribadi.

4. Menghibur Pembaca

Seperti layaknya jenis teks yang lain, *recount text* juga berfungsi untuk menghibur pembaca. Karena *recount text*, bisa menceritakan pengalaman yang menyenangkan, contohnya cerita liburan.

C. Generic Structure of *Recount Text*

1. Orientation

Bagian ini merupakan bagian pembuka teks atau pendahuluan yang berisi latar belakang dari suatu kejadian, seperti siapa yang terlibat, atau kapan dan di mana kejadian tersebut terjadi.

2. Series of Events

Bagian ini merupakan bagian isi teks yang berisi serangkaian kejadian berurutan yang dialami penulis. Misalnya, jika *recount text* tersebut menceritakan tentang pengalaman lomba, maka bagian Series of Event-nya berisi serangkaian kejadian yang dialami secara berurutan, mulai dari awal persiapan lomba hingga lomba berakhir.

3. Reorientation

Bagian ini merupakan penutup teks yang berisi kesimpulan, pesan, kesan, atau perasaan penulis atas kejadian yang dialami. Misalnya, penulis menceritakan tentang pengalaman lombanya dan ternyata ia menang juara 1 dalam lomba tersebut, maka penulis bisa menceritakan bagaimana gembiranya ia ketika tahu bahwa ia berhasil menang juara 1.

D. Types of *Recount Text*

1. Personal *Recount Text*

Personal *recount text* adalah text yang berisi pengalaman pribadi penulis. Jenis *recount text* satu ini merupakan yang paling sering ditemukan dalam contoh *recount text*.

2. Factual *Recount Text*

Factual *recount text* adalah text yang berisi peristiwa yang benar-benar terjadi (faktual), misalnya seperti laporan mengenai suatu percobaan ilmiah, laporan forensik, atau laporan dari kepolisian. Pada factual *recount text*, tidak terpaku pada kejadian pribadi ya, tapi bisa juga kejadian yang dialami orang lain.

3. Imaginative *Recount Text*

Imaginative *recount text* adalah jenis *recount text* yang berisi cerita imajinatif yang dialami seseorang. Cerita imajinatif ini bisa berupa khayalan/imajinasi, atau mimpi.

B. SOAL DAN PEMBAHASAN

Text 1

My Unforgettable Trip to Bali

I love to travel during my school holidays. A few years ago, I had the incredible opportunity to visit **Bali**, a beautiful island in Indonesia. This trip was truly unforgettable, filled with stunning scenery and new cultural experiences.

My journey began with a long flight from my city. When I arrived, the first thing I noticed was the warm, tropical air and the friendly smiles of the local people. The first place I visited was **Ubud**, which is famous for its lush green rice terraces and art scene. I rented a scooter and spent a day exploring the countryside, passing small villages and ancient temples. The view of the Tegallalang rice terraces was absolutely breathtaking; it felt like looking at a giant green staircase.

Another highlight of the trip was a visit to the famous **Tanah Lot Temple**. It's a temple built on a rock formation in the sea. I went there in the late afternoon to watch the sunset. The sky turned brilliant shades of orange, pink, and purple, and the silhouette of the temple against the horizon was a magical sight.

Of course, a trip to Bali wouldn't be complete without relaxing at the beach. I spent my last two days in **Seminyak**, where I simply relaxed on the sand and swam in the clear blue ocean. I also tried surfing for the first time! It was much harder than it looked, but it was so much fun.

Reflecting on my trip, I realize that Bali is more than just a beautiful place. It's a place with a rich culture and kind people. I learned so much from my visit, and I hope to go back someday. It was an experience that I will always remember and cherish.

No. Soal	1
Kompetensi	Pemahaman Tekstual: mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks

Sub Kompetensi	Meringkas: mampu menyajikan kembali isi teks secara ringkas dengan mengutip bagian penting.
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda

1. Which of the following best summarizes the main points of the recount text about the trip to Bali?
 - A. The text is a short story about entire school holiday, focusing on the author experiences with Balinese local people and their daily life.
 - B. The recount is about the author's unforgettable trip to Bali, during which she explored cultural sites like Ubud and Tanah Lot, enjoyed beaches in Seminyak, and learned about the island's culture.
 - C. The recount text tells the story of how the author learned to surf and appreciate the beauty of Bali's beaches during her school break.
 - D. The author's trip to Bali was mainly a relaxation trip where she spent most of her time surfing and swimming, without visiting any cultural landmarks.
 - E. The text describes the author's adventurous trip to Bali, where she mainly spent her time hiking through rice terraces and visiting a famous temple to watch the sunset.

KUNCI JAWABAN : B

PEMBAHASAN

A : Meskipun menyebutkan pengalaman dengan masyarakat lokal, pilihan ini terlalu luas dan tidak fokus pada elemen penting seperti eksplorasi tempat-tempat budaya.

B : Ini adalah pilihan yang paling tepat karena merangkum pengalaman utama penulis selama perjalanan ke Bali, termasuk eksplorasi tempat budaya seperti Ubud dan Tanah Lot, serta menikmati pantai di Seminyak. Ini mencakup semua aspek penting dari perjalanan, baik budaya maupun rekreasi.

C : Pilihan ini hanya menyoroti pengalaman belajar berselancar dan menikmati pantai, tetapi tidak mencakup eksplorasi budaya yang juga penting dalam teks.

D : Ini terlalu menyederhanakan perjalanan penulis, yang tidak hanya berfokus pada relaksasi, tetapi juga melibatkan kunjungan ke tempat-tempat budaya.

E : Pilihan ini menggambarkan pengalaman yang berbeda, yaitu fokus pada hiking dan mengunjungi kuil, yang tidak sesuai dengan isi teks yang lebih luas tentang eksplorasi budaya dan pantai.

No. Soal	2
Kompetensi	Pemahaman Tekstual: mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks
Sub Kompetensi	Membuat kerangka: mampu menyusun poin-poin utama dari teks dalam bentuk kerangka atau daftar.
Kompleksitas Text	B1 CEFR
Bentuk Soal	PG Kelompok

2. Which of the following would be the most suitable main points for an outline of the recount text about the Bali trip? (Select two or more answers)

Points for Outline of Recount Text	Suitable	Not suitable
Exploring the rice terraces and temples in Ubud.		
Witnessing the sunset at Tanah Lot Temple.		
The author's long flight to Bali.		
Feeling the warm tropical air upon arrival.		
Relaxing on the beaches of Seminyak and trying surfing.		

KUNCI JAWABAN :

Points for Outline of Recount Text	Suitable	Not suitable
Exploring the rice terraces and temples in Ubud.	V	
Witnessing the sunset at Tanah Lot Temple.	V	

The author's long flight to Bali.		V
Feeling the warm tropical air upon arrival.		V
Relaxing on the beaches of Seminyak and trying surfing.	V	

PEMBAHASAN

Exploring the rice terraces and temples in Ubud:

Suitable: Ini adalah bagian penting dari perjalanan yang menunjukkan eksplorasi budaya dan keindahan alam Bali, mencerminkan pengalaman yang khas di Ubud.

Witnessing the sunset at Tanah Lot Temple:

Suitable: Momen menonton matahari terbenam di Tanah Lot adalah pengalaman ikonik yang sering diingat dan menggambarkan keindahan Bali.

The author's long flight to Bali:

Not Suitable: Meskipun memberikan konteks, ini bukan fokus utama dari pengalaman di Bali.

Feeling the warm tropical air upon arrival:

Not Suitable: Meskipun menciptakan suasana, ini juga tidak menjadi fokus utama dari cerita perjalanan.

Relaxing on the beaches of Seminyak and trying surfing:

Suitable: Ini mencakup aktivitas rekreasi yang penting dan menyenangkan selama perjalanan, menunjukkan sisi relaksasi yang juga merupakan bagian dari pengalaman Bali.

No. Soal	3
Kompetensi	Pemahaman Inferensial: mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks, pengalaman pribadi, serta intuisi untuk memahami isi teks
Sub Kompetensi	Menyimpulkan topik, ide pokok/gagasan utama, makna, target pembaca, tujuan penulisan teks, atau pesan moral yang tidak secara eksplisit dinyatakan dalam teks.
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda

3. What is the most likely primary purpose of the author in writing this recount text?
- A. To share a personal and memorable experience and its deeper meaning.
 - B. To persuade readers to choose Bali as their next travel destination.
 - C. To teach students about the geography and history of Indonesia.
 - D. To compare Bali with other vacation destinations the author has visited.
 - E. To provide a detailed travel guide for tourists visiting Bali

KUNCI JAWABAN : A

PEMBAHASAN

- A. To share a personal and memorable experience and its deeper meaning:

Benar: Recount text umumnya bertujuan untuk menceritakan pengalaman pribadi, menciptakan ikatan emosional dengan pembaca. Penulis kemungkinan ingin berbagi kenangan indah dan makna yang didapat dari perjalanan ke Bali.

- B. To persuade readers to choose Bali as their next travel destination:

Kurang tepat: Meskipun penulis mungkin mengungkapkan kecintaan terhadap Bali, tujuan utama bukanlah untuk meyakinkan pembaca untuk mengunjungi Bali, melainkan untuk menceritakan pengalaman pribadi.

- C. To teach students about the geography and history of Indonesia:

Tidak tepat: Ini lebih mirip dengan tujuan edukatif, sedangkan recount text lebih fokus pada pengalaman pribadi dan cerita.

- D. To compare Bali with other vacation destinations the author has visited:

Tidak tepat: Pilihan ini menunjukkan perbandingan, yang tidak sesuai dengan sifat recount yang biasanya berfokus pada satu pengalaman.

- E. To provide a detailed travel guide for tourists visiting Bali:

Tidak tepat: Meskipun beberapa informasi mungkin berguna bagi wisatawan, tujuan utama dari recount text adalah menceritakan pengalaman, bukan memberikan panduan perjalanan yang terperinci.

No. Soal	4
Kompetensi	Pemahaman Inferensial: mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks, pengalaman pribadi, serta intuisi untuk memahami isi teks
Sub Kompetensi	Menyimpulkan urutan kejadian: mampu memperkirakan isi selanjutnya dari teks.
Kompleksitas Text	B1 CEFR
Bentuk Soal	MCMA

4. Based on the final sentences of the recount text, what is the most likely action the author will take after the trip has concluded? (Select two or more answers)
- A. The author will begin to plan a future trip to return to Bali.
 - B. The author will share her experiences and what she learned from the trip with her students.
 - C. The author will immediately plan a new holiday to a different country.
 - D. The author will continue taking surfing lessons to become a professional surfer.
 - E. The author will write a detailed travel guide about Bali to help other tourists.

KUNCI JAWABAN : A, B

PEMBAHASAN

A. The author will begin to plan a future trip to return to Bali:

Benar: Setelah mengalami perjalanan yang menyenangkan dan berkesan, penulis kemungkinan memiliki keinginan untuk kembali, yang sering terjadi setelah pengalaman positif.

B. The author will share her experiences and what she learned from the trip with her students:

Benar: Jika penulis seorang guru, sangat mungkin ia ingin membagikan pengalaman dan pelajaran dari perjalanan kepada siswa-siswanya, yang juga dapat meningkatkan pemahaman mereka tentang budaya Bali.

C. The author will immediately plan a new holiday to a different country:

Tidak tepat: Pilihan ini kurang sesuai karena tidak mencerminkan kesan mendalam yang biasanya didapat setelah perjalanan yang berkesan ke satu tempat.

D. The author will continue taking surfing lessons to become a professional surfer:

Tidak tepat: Meskipun penulis mungkin menikmati surfing, tidak ada indikasi bahwa ia berencana untuk mengejar karier profesional dalam surfing.

E. The author will write a detailed travel guide about Bali to help other tourists:

Tidak tepat: Meskipun ini adalah kemungkinan, pilihan ini tidak menunjukkan tindakan langsung yang relevan dengan pengalaman pribadi penulis.

No. Soal	5
Kompetensi	Evaluasi dan Apresiasi:mampu membuat penilaian terhadap ide, menanggapi teks secara emosional dan estetis dengan mempertimbangkan dampaknya terhadap perasaan, imajinasi, serta penggunaan bahasa oleh penulis
Sub Kompetensi	Menilai realitas atau fantasi:mampu menganalisis peristiwa dalam teks dapat terjadi dalam kehidupan nyata berdasarkan pengalaman dan pengetahuan pribadi.
Kompleksitas Text	B1 CEFR
Bentuk Soal	MCMA

5. Based on your personal knowledge and experience, which of the following events described in the recount text could realistically occur during a trip to Bali? (Select all that apply)
- A. The author finds a hidden, magical temple in the jungles of Ubud that is invisible to most people.
 - B. The author meets a mythical creature that guides her through a secret passage to a new dimension.
 - C. The author explores lush rice terraces and visits ancient temples in the countryside.
 - D. The author tries surfing for the first time and finds it to be a fun but challenging experience.
 - E. The author watches a magical sunset over a temple built on a rock formation in the sea.

KUNCI JAWABAN : C, D, E

PEMBAHASAN

A. The author finds a hidden, magical temple in the jungles of Ubud that is invisible to most people:

Tidak realistis: Cerita ini terlalu fantastis dan tidak sesuai dengan pengalaman nyata yang mungkin terjadi selama perjalanan.

B. The author meets a mythical creature that guides her through a secret passage to a new dimension:

Tidak realistis: Ini adalah elemen fantasi yang tidak mungkin terjadi dalam konteks perjalanan nyata ke Bali.

C. The author explores lush rice terraces and visits ancient temples in the countryside:

Realistis: Bali terkenal dengan sawah yang indah dan banyak kuil kuno yang dapat dieksplorasi oleh wisatawan. Ini adalah pengalaman yang umum dan dapat diharapkan.

D. The author tries surfing for the first time and finds it to be a fun but challenging experience:

Realistis: Bali adalah tujuan populer untuk surfing, dan banyak orang mencoba surfing untuk pertama kalinya di sini. Ini adalah pengalaman yang nyata dan umum bagi wisatawan.

E. The author watches a magical sunset over a temple built on a rock formation in the sea:

Realistis: Menonton matahari terbenam di Tanah Lot, sebuah kuil yang terletak di atas formasi batuan di laut, adalah pengalaman yang sangat populer dan nyata di Bali.

No. Soal	6
Kompetensi	Evaluasi dan Apresiasi:mampu membuat penilaian terhadap ide, menanggapi teks secara emosional dan estetis dengan mempertimbangkan dampaknya terhadap perasaan, imajinasi, serta penggunaan bahasa oleh penulis
Sub Kompetensi	Menilai kesesuaian: mampu menentukan bagian teks yang paling sesuai untuk menggambarkan karakter utama atau aspek lain dari bacaan.
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda

6. Which sentence from the recount text most effectively demonstrates that the author is an adventurous and open-minded person?

A. When I arrived, the first thing I noticed was the warm, tropical air and the friendly smiles of the local people.

- B. The view of the Tegallalang rice terraces was absolutely breathtaking; it felt like looking at a giant green staircase.
- C. I also tried surfing for the first time! It was much harder than it looked, but it was so much fun.
- D. I rented a scooter and spent a day exploring the countryside, passing small villages and ancient temples.
- E. Reflecting on my trip, I realize that Bali is more than just a beautiful place. It's a place with a rich culture and kind people.

KUNCI JAWABAN : C

PEMBAHASAN

A. When I arrived, the first thing I noticed was the warm, tropical air and the friendly smiles of the local people:

Kurang efektif: Kalimat ini menunjukkan observasi yang positif, tetapi tidak secara langsung mencerminkan sikap petualangan atau keterbukaan.

B. The view of the Tegallalang rice terraces was absolutely breathtaking; it felt like looking at a giant green staircase:

Kurang efektif: Meskipun menggambarkan pengalaman yang indah, kalimat ini lebih berfokus pada keindahan alam dan tidak menunjukkan sikap petualangan.

C. I also tried surfing for the first time! It was much harder than it looked, but it was so much fun:

Efektif: Kalimat ini menunjukkan keberanian penulis untuk mencoba sesuatu yang baru dan menantang. Sikap terbuka terhadap pengalaman baru dan kesediaan untuk menghadapi tantangan adalah tanda jelas dari seseorang yang petualang.

D. I rented a scooter and spent a day exploring the countryside, passing small villages and ancient temples:

Baik, tetapi tidak sekuat C: Meskipun menunjukkan sikap eksploratif, kalimat ini tidak sejelas C dalam menekankan keberanian mencoba aktivitas baru.

E. Reflecting on my trip, I realize that Bali is more than just a beautiful place. It's a place with a rich culture and kind people:

Kurang efektif: Ini lebih merupakan refleksi tentang budaya dan pengalaman, tetapi tidak menunjukkan tindakan yang menunjukkan keberanian atau keterbukaan.

C. LATIHAN SOAL

Text 2

A Memorable Visit to the Local Animal Shelter

Last Saturday, my family and I decided to spend our afternoon volunteering at the local animal shelter. It was my first time visiting, and I was a little nervous but also very excited. When we arrived, the first thing I noticed was the happy barks and purrs from inside. A friendly volunteer greeted us and gave us a quick tour. We saw many dogs and cats, patiently waiting for new homes. Some were playful, jumping around, while others were a bit shy, hiding in their beds.

Our main task for the day was to help clean the animal enclosures and spend some time with the animals. I started by helping to tidy up the cat room. It was surprisingly busy! I cleaned litter boxes, refilled food bowls, and then got to play with some of the kittens. They were so adorable and full of energy, chasing toys and climbing on everything. After that, I moved to the dog area, where I helped walk a few of the older, quieter dogs. It was lovely to see them enjoy their time outside, even if it was just for a short walk around the shelter grounds.

By the end of the day, I felt a mix of tiredness and satisfaction. It was hard work, but also incredibly rewarding. Seeing the animals, especially those who were a bit shy at first, start to trust and play with us was a wonderful feeling. My initial nervousness had completely disappeared, replaced by a desire to help more. I know my family and I will definitely go back to volunteer again soon. It was a really special day.

ANSWER THE QUESTIONS BASED ON THE TEXT ABOVE!

1. What is the most likely main reason the author decided to write this recount text?
 - A. To persuade people to adopt a pet from the shelter.
 - B. To describe the daily routine of animal shelter volunteers.

- C. To provide instructions on how to volunteer at an animal shelter.
 - D. To complain about the conditions at the local animal shelter.
 - E. To share a positive and rewarding personal experience of helping animals.
2. Which of the following activities did the author participate in during her visit to the animal shelter? (Select all that apply)
- A. Playing with kittens.
 - B. Helping to clean animal enclosures.
 - C. Giving baths to all the dogs.
 - D. Training new volunteers.
 - E. Walking some older dogs.

UNIT 3

PROCEDURE TEXT

A. MATERI

1. Pemahaman Tekstual: Menemukan dan Mengklasifikasikan Informasi

- **Definisi:** Procedure text adalah teks yang bertujuan untuk menjelaskan bagaimana sesuatu dibuat, dilakukan, atau dicapai melalui serangkaian langkah atau tahapan.
- **Tujuan Komunikatif:** Memberikan instruksi yang jelas dan terperinci kepada pembaca.
- **Struktur Umum:**
 - **Goal/Aim:** Tujuan dari prosedur tersebut, misalnya "How to Make Fried Rice".
 - **Materials/Ingredients:** Alat atau bahan yang dibutuhkan untuk melakukan prosedur.
 - **Steps/Methods:** Serangkaian langkah-langkah yang harus diikuti secara berurutan.
- **Ciri-ciri Kebahasaan:**
 - Menggunakan Simple Present Tense.
 - Menggunakan kata kerja imperatif (perintah), seperti *cut*, *add*, *mix*, dan *pour*.
 - Menggunakan kata penghubung yang menunjukkan urutan waktu (temporal conjunctions), seperti *first*, *then*, *next*, *after that*, dan *finally*.
 - Menggunakan adverbial phrases untuk memberikan rincian, seperti *for five minutes* atau *in a bowl*.

2. Pemahaman Inferensial: Menyimpulkan Urutan dan Memprediksi Hasil

- **Menyimpulkan Urutan Kejadian:** Berdasarkan langkah-langkah yang disajikan dalam procedure text, pembaca dapat menyimpulkan urutan yang benar untuk mencapai tujuan. Misalnya, dalam resep, Anda tidak bisa menuang adonan ke loyang sebelum mencampurkan semua bahan.
- **Memprediksi Hasil:** Setelah membaca bagian awal atau beberapa langkah dari teks, pembaca dapat memprediksi hasil akhir yang akan didapat. Jika teksnya berjudul "How to Make a Paper Airplane," pembaca akan memprediksi bahwa hasil akhirnya adalah sebuah pesawat kertas.

3. Evaluasi dan Apresiasi: Menilai dan Menanggapi Teks

- **Menilai Kecukupan dan Validitas Informasi:** Pembaca dapat mengevaluasi apakah informasi yang diberikan dalam procedure text sudah lengkap dan akurat. Contohnya, apakah semua bahan yang diperlukan sudah tercantum? Apakah langkah-langkahnya logis

dan bisa diikuti? Anda bisa membandingkan resep yang satu dengan resep lain untuk menilai mana yang lebih valid.

Menanggapi Isi Teks: Pembaca bisa memberikan tanggapan pribadi terhadap teks tersebut. Misalnya, merasa tertarik untuk mencoba resep tersebut, merasa kebingungan karena instruksinya tidak jelas, atau merasa senang karena berhasil membuat sesuatu berkat petunjuk yang diberikan. Tanggapan ini berkaitan dengan perasaan dan kesan setelah membaca.

B. SOAL DAN PEMBAHASAN

1. You are preparing to make a cup of instant noodles. Based on the common procedure, which of the following steps are **essential** to ensure the noodles are cooked properly?
 - A. Pour boiling water into the bowl.
 - B. Add the seasoning and oil.
 - C. Place the noodles in the microwave for 2 minutes.
 - D. Wait for 3-5 minutes with the bowl covered.
 - E. Add a raw egg on top of the cooked noodles.

No. Soal	1
Kompetensi	Pemahaman Tekstual: mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks
Sub Kompetensi	Menemukan / mengidentifikasi informasi : mampu menemukan atau mengidentifikasi informasi penting yang disebutkan secara eksplisit dalam teks
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda
Pembahasan	<ul style="list-style-type: none"> ○ Pilihan A benar karena air mendidih adalah langkah krusial untuk melunakkan mi instan. ○ Pilihan B benar karena bumbu adalah bagian penting dari mi instan dan harus ditambahkan agar memiliki rasa. ○ Pilihan C salah karena mi instan biasanya dimasak dengan air panas, bukan di microwave. ○ Pilihan D benar karena menunggu beberapa menit adalah langkah penting agar mi lunak dan matang dengan sempurna. ○ Pilihan E salah karena menambahkan telur mentah tidak termasuk dalam prosedur standar membuat mi instan, melainkan variasi tambahan.
Kunci Jawaban	A

2. Based on the general structure of a procedure text, which of the following elements belong to the '**Steps**' section?
- A. 'Ingredients: 2 ripe bananas, 1 egg, 1/2 cup flour'
 - B. 'How to Make Banana Pancake'
 - C. 'First, mash the bananas in a bowl'
 - D. 'Next, mix all the ingredients together'
 - E. 'Enjoy your homemade pancake!'

No. Soal	2
Kompetensi	Pemahaman Tekstual: mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks
Sub Kompetensi	Mengklasifikasi : mampu mengelompokkan orang, benda, tempat, atau peristiwa dalam teks berdasarkan kategori tertentu.
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda
Pembahasan	<p>a. Pilihan A adalah bagian dari 'Materials/Ingredients', bukan langkah-langkah.</p> <p>b. Pilihan B adalah 'Goal/Aim' dari teks.</p> <p>c. Pilihan C dan D adalah contoh dari langkah-langkah yang menunjukkan urutan tindakan. Pilihan E adalah penutup dan bukan bagian dari langkah-langkah prosedural</p>
Kunci Jawaban	C

3. A procedure text is designed to...

- A. entertain the reader with a story.
- B. describe a person or a place.
- C. provide a step-by-step guide to do something.
- D. explain how a natural phenomenon works.
- E. persuade the reader to agree with a certain idea.

No. Soal	3
Kompetensi	Pemahaman Inferensial : mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks, pengalaman pribadi, serta intuisi untuk memahami isi teks
Sub Kompetensi	Menyimpulkan urutan kejadian : mampu memperkirakan isi selanjutnya dari teks
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda
Pembahasan	Tujuan utama teks prosedur adalah untuk memberikan petunjuk atau instruksi langkah demi langkah agar pembaca dapat mencapai tujuan tertentu, seperti membuat atau melakukan sesuatu.
Kunci Jawaban	C

4. In a recipe for 'How to Make an Omelette,' which of the following is an example of an **imperative verb**?

- A. was
- B. cook
- C. delicious
- D. slowly
- E. and

No. Soal	4
Kompetensi	Pemahaman Inferensial : mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks, pengalaman pribadi, serta intuisi untuk memahami isi teks
Sub Kompetensi	Memprediksi hasil cerita : mampu memprediksi hasil cerita setelah membaca bagian awal
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda
Pembahasan	' Cook ' adalah kata kerja imperatif yang digunakan untuk memberikan perintah atau instruksi langsung dalam teks prosedur. Kata kerja ini biasanya tidak memiliki subjek.
Kunci Jawaban	B

5. You find a procedure text titled "How to Plant a Rose." It lists the materials: a rose stem, soil, a pot, and water. What is the most logical step to **predict** will follow this list of materials?

- A. The story of how roses were discovered. D. The nutritional value of roses.
 B. A description of the different types of roses. E. An essay on the importance of planting trees.
 C. Instructions on how to put the soil into the pot.

No. Soal	5
Kompetensi	Evaluasi dan Apresiasi : mampu membuat penilaian terhadap ide, menanggapi teks secara emosional dan estetis dengan mempertimbangkan dampaknya terhadap perasaan, imajinasi, serta penggunaan Bahasa oleh penulis
Sub Kompetensi	Menilai kecukupan dan validitas informasi : menilai kesesuaian, kelengkapan, keakuratan informasi dalam teks (dengan membandingkannya dengan sumber lain)
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda
Pembahasan	Setelah bahan-bahan disebutkan, langkah selanjutnya yang paling logis dalam teks prosedur adalah petunjuk untuk menggunakan bahan-bahan tersebut. Jadi, petunjuk untuk menaruh tanah ke dalam pot adalah langkah yang paling mungkin.
Kunci Jawaban	C

6. Which part of the procedure text is missing from the following instruction: "1. Add a teaspoon of sugar. 2. Stir well. 3. Enjoy your drink"?

- A. The aim/goal of the text. D. The chronological conjunctions.
 B. The materials/ingredients. E. The imperative verbs.
 C. The closing statement.

No. Soal	6
Kompetensi	Evaluasi dan Apresiasi : mampu membuat penilaian terhadap ide, menanggapi teks secara emosional dan estetis dengan mempertimbangkan dampaknya terhadap perasaan, imajinasi, serta penggunaan Bahasa oleh penulis
Sub Kompetensi	Menanggapi isi teks: mampu mengungkapkan perasaan / Kesan / pendapat terhadap bacaan, seperti ketertarikan, kebosanan, kegembiraan, ketakutan, kebencian atau kesenangan
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda
Pembahasan	Teks tersebut tidak menyebutkan bahan-bahan yang diperlukan, seperti teh, kopi, atau air, yang merupakan bagian penting dari struktur teks prosedur
Kunci Jawaban	B

C. LATIHAN SOAL

1. Read the following list of words. Choose the option that correctly categorizes the words as either '**Ingredients**' or '**Steps.**'

- Flour
- Bake
- Sugar
- Mix
- Eggs

A. Ingredients: Flour, Bake, Sugar | Steps: Mix, Eggs

B. Ingredients: Flour, Sugar, Eggs | Steps: Bake, Mix

C. Ingredients: Bake, Mix | Steps: Flour, Sugar, Eggs

D. Ingredients: Flour, Eggs | Steps: Bake, Mix, Sugar

E. Ingredients: Sugar, Eggs | Steps: Flour, Bake, Mix

2. You find a recipe online for chocolate cake that has only three steps: "Mix the ingredients," "Pour the batter into a pan," and "Bake for 30 minutes." You try it but the cake doesn't turn out well. Which of the following is the most valid **evaluation** of the text?

- A. The recipe is too simple and not good for beginners.
- B. The recipe is valid because it has all the main steps.
- C. The recipe is too short and needs more steps to be complete.
- D. The recipe lacks validity because it doesn't specify the type of pan to use.
- E. The recipe is invalid because it is missing crucial information about quantities and specific instructions.

UNIT 4

ANALYTICAL EXPOSITION TEXT

A. MATERI

Definition

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding.

Purpose:

- To persuade the reader or listener that there is something that, certainly, needs to get attention
- To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments

Examples: argumentative essay, exploratory essay

Generic Structure:

Thesis : Introduces the topic and shows speaker or writer's position; Outlines of the arguments to be presented.

Arguments : It consists about Point and Elaboration Point, states the main argument. Elaboration: develops and supports each point of argument

Conclusion : Reiteration (restatement), restates speaker or writer's position.

Language Features:

- Focus on generic human and non human participants.
- Use mental processes. It is used to state what the writer or speaker thinks or feels about something, for example: realize, feel, etc.
- Need material processes. It is used to state what happens, for example: has polluted, etc.
- Use of simple present tense.
- Use of relational processes.
- Use of internal conjunction to state argument.
- Reasoning through casual conjunction or nominalization.

B. SOAL DAN PEMBAHASAN

No. Soal	1
Kompetensi	Pemahaman Tekstual: mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks
Sub Kompetensi	Menemukan/mengidentifikasi Informasi: mampu menemukan atau mengidentifikasi informasi penting yang disebutkan secara eksplisit dalam teks.
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda

Read the text and answer the question.

Using public transportation can reduce traffic jams in big cities. Buses and trains can carry many passengers at the same time, so fewer cars are on the road. Moreover, it is cheaper than using private vehicles, and it helps reduce air pollution.

According to the text, what is one advantage of using public transportation?

Options:

- A. It always arrives faster than private vehicles.
- B. It helps reduce air pollution.
- C. It makes people healthier.
- D. It provides more comfort than cars.
- E. It is cheaper than using private vehicles.

Correct Answer: B

Pembahasan

- **A. It always arrives faster than private vehicles.**
Salah. Tidak ada informasi dalam teks yang membandingkan kecepatan transportasi umum dengan kendaraan pribadi.
- **B. It helps reduce air pollution.**
Benar. Teks menyebutkan secara eksplisit: *“it helps reduce air pollution.”* Ini merupakan manfaat penting dan berdampak luas dari penggunaan transportasi umum.
- **C. It makes people healthier.**
Salah. Tidak ada kalimat dalam teks yang menunjukkan dampak kesehatan dari transportasi umum.

- **D. It provides more comfort than cars.**
Salah. Teks tidak menyinggung masalah kenyamanan.
- **E. It is cheaper than using private vehicles.**
Tidak dipilih, meskipun teks menyebutkan bahwa transportasi umum lebih murah, soal berbentuk **single answer** sehingga hanya satu keuntungan utama yang harus dipilih.

Kesimpulan

Jawaban yang benar adalah **B. It helps reduce air pollution**, karena manfaat ini disebutkan secara jelas dalam teks dan dianggap sebagai dampak utama dari penggunaan transportasi umum.

No. Soal	2
Kompetensi	Pemahaman Tekstual: mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks
Sub Kompetensi	Mensintesis: mampu menggabungkan informasi dari sumber lain untuk mendapatkan pemahaman yang lebih komprehensif tentang suatu isu atau topik.
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda

Teks 1

Using bicycles for daily activities can save money because people do not need to buy fuel. It is also a healthy activity that keeps the body fit.

Teks 2

Bicycles are environmentally friendly. They do not produce air pollution like cars or motorbikes, so they can help reduce the level of pollution in cities.

Based on both texts, what can be concluded about the advantages of using bicycles?

Options:

- A. Bicycles are only useful for exercise.
- B. Bicycles are healthy, economical, and environmentally friendly.
- C. Bicycles are faster than cars and motorbikes.
- D. Bicycles can solve all transportation problems in cities.
- E. Bicycles do not need fuel, so they save money.

Correct Answer:

B. Bicycles are healthy, economical, and environmentally friendly.

Pembahasan Opsi

- **A. Bicycles are only useful for exercise.**
Salah, karena selain menyehatkan (Teks 1), sepeda juga menghemat biaya (Teks 1) dan ramah lingkungan (Teks 2).
- **B. Bicycles are healthy, economical, and environmentally friendly.**
Benar, karena ini merupakan **sintesis** dari kedua teks:
 - *Healthy* → Teks 1: “a healthy activity that keeps the body fit”
 - *Economical* → Teks 1: “save money because people do not need to buy fuel”
 - *Environmentally friendly* → Teks 2: “They do not produce air pollution ...”
- **C. Bicycles are faster than cars and motorbikes.**
Salah, tidak ada informasi tentang kecepatan.
- **D. Bicycles can solve all transportation problems in cities.**
Salah, teks hanya menekankan beberapa keuntungan, tidak menyebutkan sepeda sebagai solusi total.
- **E. Bicycles do not need fuel, so they save money.**
Salah sebagai kesimpulan utama, meskipun sesuai Teks 1. Namun pertanyaan menanyakan **kesimpulan dari kedua teks**, jadi jawaban paling tepat adalah **B**, bukan hanya satu detail.

Kesimpulan

Jawaban **B** adalah yang paling benar karena merupakan gabungan dari seluruh informasi penting di kedua teks, sedangkan opsi **E** hanya mewakili satu detail dari Teks 1.

No. Soal	3
Kompetensi	Pemahaman Inferensial: mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks, pengalaman pribadi, serta intuisi untuk memahami isi teks
Sub Kompetensi	Menyimpulkan detail pendukung: mampu menentukan fakta tambahan yang membuat teks lebih informatif, menarik, atau persuasif.
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda MCMA

Many people believe that using bicycles is one of the best ways to reduce air pollution in big cities. Bicycles do not produce smoke, unlike cars and motorbikes. In addition, cycling can improve personal health because it is a form of exercise. For these reasons, the government should provide more bicycle lanes to encourage people to cycle to work or school.

From the text, what can be concluded about the benefits of using bicycles? (Choose more than one answer)

Options:

- A. Bicycles can help reduce pollution in cities.
- B. Cycling makes people arrive faster than cars.
- C. Riding a bicycle helps to improve personal fitness.
- D. The government has already built enough bicycle lanes.
- E. Cycling is suggested as a solution by providing more bicycle lanes.

Correct Answers: A, C, E

Pembahasan

- **A. Bicycles can help reduce pollution in cities.**
Benar, teks menegaskan bahwa sepeda tidak menghasilkan asap.
- **B. Cycling makes people arrive faster than cars.**
Salah, tidak ada perbandingan soal kecepatan.
- **C. Riding a bicycle helps to improve personal fitness.**
Benar, tertulis jelas bahwa bersepeda menyehatkan tubuh karena termasuk olahraga.
- **D. The government has already built enough bicycle lanes.**
Salah, teks justru menyarankan agar pemerintah **menambah** jalur sepeda.
- **E. Cycling is suggested as a solution by providing more bicycle lanes.**
Benar, sesuai kalimat terakhir: “*the government should provide more bicycle lanes to encourage people to cycle...*”

Kesimpulan

Jawaban A, C, E

No. Soal	4
Kompetensi	Pemahaman Inferensial: mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks, pengalaman pribadi, serta intuisi untuk memahami isi teks
Sub Kompetensi	Menyimpulkan urutan kejadian: mampu memperkirakan isi selanjutnya dari teks.
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda MCMA

Last Saturday, my school held a campaign about saving electricity. First, the students gathered in the school hall to listen to a short speech from the principal. After that, we joined group

discussions where we shared ideas on how to save energy at home. Finally, we made posters and put them on the school walls to remind everyone about the importance of saving electricity.

What was the correct order of events during the campaign? (Choose more than one answer)

Options:

- A. Students discussed ideas before listening to the speech.
- B. Posters were made after the group discussions.
- C. The campaign started with the principal's speech.
- D. The posters were created before the speech.
- E. Students gathered in the school hall before the group discussions.

Correct Answers: B, C, E

Pembahasan Opsi

- **A. Students discussed ideas before listening to the speech.**
Salah, diskusi dilakukan *setelah* pidato.
- **B. Posters were made after the group discussions.**
Benar, sesuai teks: *"Finally, we made posters ... after group discussions."*
- **C. The campaign started with the principal's speech.**
Benar, teks: *"First, the students gathered ... to listen to a short speech from the principal."*
- **D. The posters were created before the speech.**
Salah, poster dibuat paling akhir.
- **E. Students gathered in the school hall before the group discussions.**
Benar, sesuai urutan: berkumpul di aula → pidato → diskusi → poster.

Kesimpulan

Urutan kegiatan kampanye adalah:

1. Siswa berkumpul di aula (E)
2. Mendengarkan pidato kepala sekolah (C)
3. Diskusi kelompok
4. Membuat poster (B).

Jadi, jawaban yang tepat adalah **B, C, dan E**.

No. Soal	5
Kompetensi	Evaluasi dan Apresiasi:mampu membuat penilaian terhadap ide, menanggapi teks secara emosional dan estetis dengan mempertimbangkan dampaknya terhadap perasaan, imajinasi, serta penggunaan bahasa oleh penulis
Sub Kompetensi	Menilai realitas atau fantasi :mampu menganalisis peristiwa dalam teks dapat terjadi dalam kehidupan nyata berdasarkan pengalaman dan pengetahuan pribadi.
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda MCMA

Reading books regularly is important for everyone. Books give us knowledge and open our minds to new perspectives. In my opinion, reading is more valuable than watching television because it trains the brain to imagine and focus.

Which of the following are opinions expressed in the text? (Choose more than one answer)

Options:

- A. Books give us knowledge.
- B. Reading is more valuable than watching television.
- C. Reading trains the brain to imagine and focus.
- D. Reading books regularly is important for everyone.
- E. Books open our minds to new perspectives.

Correct Answers: B, C, D

Pembahasan

- **A. Books give us knowledge.**
Fakta, karena bisa dibuktikan bahwa membaca buku memberikan pengetahuan.
- **B. Reading is more valuable than watching television.**
Opini, karena bersifat subjektif (“more valuable”), tidak semua orang setuju.
- **C. Reading trains the brain to imagine and focus.**
Opini, meskipun ada kebenaran, pernyataan ini masih berupa penilaian subjektif.
- **D. Reading books regularly is important for everyone.**
Opini, karena kata “important for everyone” adalah penilaian, bukan fakta pasti.
- **E. Books open our minds to new perspectives.**
Fakta, karena isi buku memang dapat memperluas wawasan, dan ini bisa diamati.

Kesimpulan

Opini yang muncul dalam teks adalah:

- Membaca lebih berharga daripada menonton TV (**B**)

- Membaca melatih otak untuk berimajinasi dan fokus (C)
- Membaca buku secara rutin penting untuk semua orang (D)

Jadi jawaban benar adalah **B, C, D**.

No. Soal	6
Kompetensi	Evaluasi dan Apresiasi:mampu membuat penilaian terhadap ide, menanggapi teks secara emosional dan estetis dengan mempertimbangkan dampaknya terhadap perasaan, imajinasi, serta penggunaan bahasa oleh penulis
Sub Kompetensi	Menilai fakta atau opini: mampu menilai fakta/opini yang diberikan penulis untuk mendukung pendapatnya berdasarkan bukti atau sekadar berusaha mempengaruhi pembaca.
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda MCMA

Some people argue that one day students will no longer need to go to school buildings. Instead, robots will teach them at home using virtual reality. These robots can explain lessons, give homework, and even check students' emotions.

Based on the text, which statements show fantasy rather than reality? (Choose more than one answer)

Options:

- A. Robots will completely replace teachers at home.
- B. Students may study at home using technology.
- C. Robots can check students' emotions.
- D. Schools might not be needed in the future.
- E. Robots can explain lessons and give homework like teachers.

Correct Answers: A, C, E (fantasy elements)

Pembahasan Opsi

- **A. Robots will completely replace teachers at home.**
Fantasy, karena belum ada bukti nyata bahwa guru sepenuhnya digantikan robot.
- **B. Students may study at home using technology.**
Realistic, karena pembelajaran online sudah terjadi di dunia nyata.
- **C. Robots can check students' emotions.**
Fantasy, teknologi ini masih jauh dari kenyataan umum.
- **D. Schools might not be needed in the future.**
Prediksi/opini, masih mungkin terjadi tapi belum pasti *fantasy*.

- **E. Robots can explain lessons and give homework like teachers.**
Fantasy, karena meskipun ada AI, konsep robot guru penuh dengan fungsi seperti manusia masih imajinatif.

Kesimpulan

Pernyataan yang menunjukkan fantasi adalah:

- Robot sepenuhnya menggantikan guru (**A**)
- Robot bisa memeriksa emosi siswa (**C**)
- Robot mampu mengajar dan memberi PR layaknya guru (**E**)

Jadi jawaban yang benar: **A, C, E**

C. LATIHAN SOAL

The earth is getting hotter each day. The amount of nature disaster increased a lot. They're actually the effect of Global Warming. We got to find the problem solving immediately. Therefore, we think that RECYCLING is one of the most effective way to reduce world's temperature. We have several reasons that prove our opinion.

First, recycle is easy to do. We can recycle many useless stuffs around us. For example, unused plastic bottles are able to be tricked as cute lampions. It's very valuable since plastic are toughest material to be destroyed.

Second, recycle doesn't spend much of money. If compared with planting lots of plants, it saved more cost. Because we just need to change rubbish into more useful mean. Perhaps we can turn out a former milk can into a pretty pencil case.

Thirdly, recycle can be done in home everywhere as long as you bring up all needed things for recycling. You only required to be creative and flexible to make trashes as functional goods.

So that, recycling is absolutely an easy-doing way to save our world! Besides, we must be more caring to environment. Don't litter, don't use too much energy (electrical tools), don't be overuse of papers, plastics, and tissues. Be the world's savior!

1. What does follow the higher temperature of the earth?

- a. The increasing amount of natural disasters.
- b. The most effective way to reduce the warming.

- c. The destroy of unused plastic bottles.
- d. The people will spend much money.
- e. The people will have fever

2. Why recycling is the cheapest way to save the world?

- a. Everybody can do it everywhere.
- b. It does not overuse paper.
- c. Planting tree needs lower cost.
- d. We need felxible and creative people.
- e. We spend little money on it

UNIT 5

NARRATIVE TEXT

A. MATERI

Definition of Narrative Text (Pengertian Teks Narasi)

What is narrative text? Narrative text is a the type of text that tells a chronological story in the past tense. Kalo dalam bahasa Indonesia-nya nih, teks narasi adalah suatu cerita yang dibuat runut dalam kalimat lampau. *Narrative text* **menceritakan cerita imajinatif ataupun cerita nyata yang dimodifikasi**, dan disusun melalui urutan kejadian yang terjadi di masa lalu.

The Purpose of Narrative Text (Tujuan Teks Narasi)

The aim of narrative text is to entertain the readers through the amusing story. Jika diartikan, tujuan *narrative text* adalah **untuk menghibur para pembaca** dengan ceritanya yang menarik.

Types of Narrative Text (Jenis-Jenis Teks Narasi)

Narrative text ini terdiri dari beberapa macam. Jenis-jenis teks narasi di antaranya ada cerita khayalan (*fairytale*s), misteri (*mysteri*es), cerita seram (*forror stories*), sci-fi (*science fiction*), dan romansa (*romance*).

Generic Structure of Narrative Text (Struktur Teks Narasi)

Ada 4 *generic structure of narrative text* (struktur teks narasi) yang perlu kamu ketahui jika ingin menyusun atau membuat sebuah teks narasi (*narrative text*), yaitu:

1. Orientation

Merupakan bagian pembuka dari sebuah cerita teks narasi. Bagian ini mengenalkan tokoh dalam cerita (*characters*) serta latar terjadinya cerita yang meliputi latar tempat, waktu, suasana, dan keadaan sosial (*setting*).

2. Complication

Bagian ini berisi permasalahan yang terjadi di dalam sebuah cerita. Secara lebih detail, *complication* terbagi lagi menjadi 3 bagian, yaitu:

- *Rising action*: Masalah mulai muncul
- *Climax*: Puncak permasalahan

- *Falling action*: Tensi permasalahan mulai menurun, dan mulai menemukan titik penyelesaian.

3. Resolution

Bagian ini berisi penyelesaian atau akhir dari sebuah cerita teks narasi. Sebuah cerita bisa ditutup dengan akhir yang menyenangkan (*happy ending*), akhir yang menyedihkan (*sad ending*), atau akhir yang menggantung (*cliffhanger*).

4. Re-orientation

Bagian terakhir dari struktur teks narasi (*narrative text*) ini biasanya berisi kesimpulan, pesan moral (*moral value*), atau perubahan watak tokoh di akhir cerita. *Reorientation* ini sifatnya opsional karena tidak harus selalu ada pada suatu teks naratif.

Language Features of Narrative Text (Kaidah Kebahasaan Teks Narasi)

1. Menggunakan *Simple Past Tense*

Narrative text biasanya menggunakan ***simple past tense*** karena akan **menceritakan peristiwa atau kisah yang telah terjadi**. Dengan begitu, pembaca bisa memahami urutan peristiwa secara jelas, dan membantu mereka untuk hanyut ke dalam cerita.

Contohnya:

“Once upon a time, in a small village, there lived a kind, generous old man. One day, as he was walking through the forest, he stumbled upon a giant squash. Amazed, he inched closer.”

(Pada zaman dahulu kala, di sebuah desa kecil, hiduplah seorang pria tua yang baik hati dan dermawan. Suatu hari, ketika dia sedang berjalan menuju hutan, dia menemukan sebuah labu raksasa. Terkejut, dia pun mendekat.)

2. Menggunakan *Adverb of Time*

Adverb of time adalah kata yang memberi **keterangan terkait kapan peristiwa terjadi, berapa lama, dan berapa sering peristiwa itu berlangsung**. Pada *narrative text*, *adverb of time* membantu memperjelas konteks urutan peristiwa dalam cerita. Ini memungkinkan pembaca untuk lebih mudah mengikuti alur cerita dan merasa terbawa masuk ke dalam cerita yang mereka baca.

Contoh *adverb of time*, antara lain *today, yesterday, one day, tomorrow, last year, later*, dan sebagainya. Contoh *adverb of time* dalam *narrative text* bisa kamu cek pada potongan teks berikut ini:

“Early one morning, Sarah decided to go for a jog in the park. As she jogged, the sun began to rise, casting a golden glow over the trees. Later that day, she met her friends for lunch and shared her morning adventure with them.”

3. Menggunakan *Adjective*

Adjective adalah kata yang digunakan untuk mendeskripsikan *noun* (kata benda) dan *pronoun* (kata ganti), yang bisa berupa orang, tempat, hewan, benda, warna, bau, atau konsep abstrak lainnya. *Adjective* bisa kita sebut juga sebagai kata sifat.

Dalam *narrative text*, *adjective* membantu menciptakan cerita yang lebih rinci atau deskriptif. Dengan begitu, ini akan menstimulasi imajinasi pembaca, sehingga mereka dapat ikut hanyut ke dalam cerita.

Contohnya:

“The brave knight entered the dark, mysterious forest, ready to face any challenges that lay ahead.”

(Seorang Ksatria yang berani memasuki hutan yang gelap dan misterius, siap menghadapi segala tantangan yang menantinya.)

4. Menggunakan *Noun Phrase*

Noun phrase adalah kata-kata yang berfungsi sebagai kata benda. Bisa berupa tempat, orang, makhluk hidup, dan lain-lain. Nah, sama halnya dengan *adjective*, *noun phrase* digunakan untuk memberi deskripsi yang lebih rinci dari sebuah *narrative text*.

Contohnya:

“The bright morning sun cast a golden glow on the calm waters of the lake, creating a breathtaking view.”

(Matahari pagi yang terang melemparkan cahaya emas pada air tenang danau, menciptakan pemandangan yang memukau.)

Example of Narrative Text (Contoh Teks Narasi)

The Legend of Mount Batur

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all of the houses and even the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

B. SOAL DAN PEMBAHASAN

1. Read the following text carefully:

Once upon a time, there lived a young apprentice named Aris in a small village nestled by a dense forest. Aris was known for his exceptional skills in wood carving, but he was also famous for his laziness. He often spent his days daydreaming instead of completing his master's assignments. One day, his master, an old and wise craftsman, gave him a final task: to carve a beautiful eagle from a rare piece of mahogany wood. "This eagle must capture the spirit of freedom," the master said. Aris simply nodded and put the wood aside, thinking he had plenty of time.

Days turned into weeks. The mahogany wood remained untouched. Aris spent his time playing with his friends, sleeping in, and watching the birds fly freely outside his window. He often saw a magnificent eagle soaring above the forest, and he would briefly be inspired, but his laziness always won. As the deadline approached, Aris finally picked up the wood. To his horror, he found that termites had infested the rare mahogany, leaving it brittle and full of holes. The master returned and saw the ruined wood. He sighed, "The freedom of the eagle is only captured by a disciplined hand." Aris was filled with regret. Based on the text above, summarize the consequence of Aris's laziness.

Which of the following points represents the main idea of the first paragraph?

- a. Aris is a diligent and hardworking student.
- b. A young apprentice named Aris, who is a talented but lazy wood carver, is given an important task by his master.
- c. Aris immediately begins the task with great enthusiasm.
- d. The master gives Aris an easy task to test his skills.
- e. The story takes place in a large city.

Jawaban Benar: B

Pernyataan pada jawaban B ini mencakup semua poin utama di paragraf pertama: karakter utama (Aris), sifatnya (bertalenta tapi malas), dan konflik awal (diberi tugas penting).

2. Read the following text carefully:

Once upon a time, there lived a young apprentice named Aris in a small village nestled by a dense forest. Aris was known for his exceptional skills in wood carving, but he was also famous for his laziness. He often spent his days daydreaming instead of completing his master's assignments. One day, his master, an old and wise craftsman, gave him a final task: to carve a beautiful eagle from a rare piece of mahogany wood. "This eagle must capture the spirit of freedom," the master said. Aris simply nodded and put the wood aside, thinking he had plenty of time.

Days turned into weeks. The mahogany wood remained untouched. Aris spent his time playing with his friends, sleeping in, and watching the birds fly freely outside his window. He often saw a magnificent eagle soaring above the forest, and he would briefly be inspired, but his laziness always won. As the deadline approached, Aris finally picked up the wood. To his horror, he found that termites had infested the rare mahogany, leaving it brittle and full of holes. The master returned and saw the ruined wood. He sighed, "The freedom of the eagle is only captured by a disciplined hand." Aris was filled with regret. Based on the text above, summarize the consequence of Aris's laziness.

- a. Aris's friends helped him finish the carving.
- b. Aris's master was angry and sent him away.
- c. Aris decided to quit wood carving and become a bird watcher.
- d. The mahogany wood was ruined by termites, and Aris failed to complete his task, which led to regret.
- e. The master gave Aris another chance to carve a different bird.

Jawaban yang benar : D

Pernyataan pada jawaban D ini adalah ringkasan yang akurat. Kemalasannya menyebabkan dia menunda tugas, yang mengakibatkan kayu rusak dan dia gagal, dan akhirnya menyesal

3. Based on the first paragraph, what can be inferred about the character of Aris?

- a. He is an exceptional carver but lacks discipline and diligence.
- b. He is a talented wood carver but also very hardworking.
- c. He is a disciplined and focused young man.
- d. He is a master craftsman who is proud of his work.
- e. He is an old craftsman who lives in a small village.

Jawaban yang benar : A

Teks menyebutkan 'exceptional skills' (keterampilan luar biasa) dan 'famous for his laziness' (terkenal karena kemalasannya), yang menunjukkan dia bertalenta tetapi tidak disiplin.

No. Soal	4
Kompetensi	Pemahaman Inferensial: mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks, pengalaman pribadi serta intuisi untuk memahami isi teks
Sub Kompetensi	Memprediksi hasil cerita: mampu memprediksi akhir cerita setelah membaca bagian awal.
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda

Narrative Text (Short Story)

Once upon a time, there was a little boy named Arka who found a small golden key in the forest. He did not know what it was for, but he kept it in his pocket. That night, when he put the key under his pillow, he suddenly heard a soft voice calling his name. The voice said that the key could open a secret door leading to a place full of treasures. Arka was very curious and decided to follow the voice.

4. What do you think will happen if Arka uses the golden key?

- a. He will open a secret door and find treasures.
- b. He will lose the key in the forest.
- c. The key will disappear by itself.
- d. Nothing will happen because the key is ordinary.
- e. The voice will be gone

Kunci Jawaban: A. He will open a secret door and find treasures.

Pembahasan: Dari teks, suara berkata bahwa kunci bisa membuka pintu rahasia menuju harta karun, jadi kemungkinan besar hasil ceritanya seperti itu.

No. Soal	5
Kompetensi	Evaluasi dan Apresiasi: mampu membuat penilaian terhadap ide, menanggapi teks secara emosional dan estetis dengan mempertimbangkan dampaknya terhadap perasaan, imajinasi serta penggunaan bahasa oleh penulis
Sub Kompetensi	Menilai realitas atau fantasi: mampu menganalisis peristiwa dalam teks dapat terjadi dalam kehidupan nyata berdasarkan pengalaman dan pengetahuan pribadi.
Kompleksitas Text	B1 CEFR
Bentuk Soal	Pilihan Ganda

5. Which part of the story shows that it is fantasy?

- a. Arka found a key in the forest.
- b. Arka kept the key in his pocket.
- c. The key could open a secret door to treasures.
- d. Arka put the key under his pillow.
- e. Arka is a curious little boy

Kunci Jawaban:

- c. The key could open a secret door to treasures.

Pembahasan: Bagian ini jelas fantasi, karena kunci ajaib yang membuka pintu menuju harta karun tidak nyata.

No. Soal	6
Kompetensi	Pemahaman Inferensial: mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks, pengalaman pribadi serta intuisi untuk memahami isi teks
Sub Kompetensi	Menilai kecukupan dan validitas informasi: Menilai kesesuaian, kelengkapan, keakuratan informasi dalam teks (dengan membandingkannya dengan sumber lain).
Kompleksitas Text	B1 CEFR
Bentuk Soal	PGK MCMA

6. Which information is NOT complete or missing from the text? (Choose TWO)

- a. What the secret door really looks like.
- b. Who the voice belongs to.
- c. The location of the forest.
- d. Arka's curiosity about the voice.
- e. The colour of the key

Kunci Jawaban:

- ✓ a. What the secret door really looks like.
- ✓ b. Who the voice belongs to.

Pembahasan:

Cerita tidak menjelaskan seperti apa pintu rahasia itu, juga tidak menjelaskan siapa pemilik suara. Lokasi hutan hanya disebutkan "in the forest" (cukup jelas untuk konteks cerita), dan rasa ingin tahu Arka memang disebutkan serta warna dan ukuran kunci juga disebutkan dalam teks.

C. LATIHAN SOAL

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
 - A. Sang Prabu was a father of his only daughter
 - B. Sang Prabu was a king of a kingdom in West Java
 - C. Sang Prabu was taken to Kahyangan by a wicked fairy
 - D. Sang Prabu was a wise man
 - E. Sang Prabu didn't have a son

2. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
 - A. She didn't like Raden Begawan
 - B. She didn't want Raden Prabu marry the princess
 - C. She wanted Teja Nirmala to forget about her wedding
 - D. She didn't want the prince of Blambangan marry the princess
 - E. She didn't want the prince of Blambangan feel love with her

3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people on earth at that time?
 - A. Princess Segara will have married Raden Begawan.
 - B. Sang Prabu will not hold a strength competition.

- C. Raden Begawan will not die.
- D. Wicked Fairy will not take Raden Begawan's life.
- E. Sang Prabu didn't have a son

----THE END----



PENUTUP

Segala puji syukur kita panjatkan ke Allah SWT, karena dengan izin-Nya bahan pembekalan belajar Tes Kemampuan Akademik ini dapat terselesaikan.

Pembekalan ini disusun untuk membantu peserta didik dalam memahami, mempersiapkan, serta meningkatkan kemampuan akademik yang mencakup aspek numerik, verbal, logika, dan analitis. Harapannya, siswa tidak hanya siap menghadapi tes, tetapi juga mampu mengembangkan keterampilan berpikir kritis, sistematis, dan kreatif yang bermanfaat dalam kehidupan sehari-hari maupun dunia kerja.

Kami menyadari bahwa pembekalan ini masih jauh dari sempurna. Namun, besar harapan kami semoga bahan ini dapat menjadi pegangan belajar yang praktis, bermanfaat, serta memotivasi siswa untuk terus berlatih dan meningkatkan prestasi. Dukungan, saran, dan masukan dari berbagai pihak tentu sangat kami nantikan demi penyempurnaan di masa mendatang.

Akhir kata, semoga usaha yang kita lakukan bersama dapat membuahkan hasil yang baik, serta memberikan bekal berharga bagi siswa SMK untuk meraih masa depan yang lebih cerah.

Majalengka, 3 September 2025
Penyusun



MODUL TKA

Tes Kemampuan Akademik

Mata Uji, Jenis Soal, Contoh Soal, Latihan Soal, Muatan dan Kompetensi Yang Diujikan