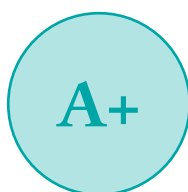


Paket Soal Setara TKA Bahasa Inggris SMA

Latihan Pemahaman Teks — Tahun 2026



Disusun untuk latihan mandiri dan pembelajaran terarah

Level, bentuk soal, dan indikator dirancang setara dengan dokumen acuan.

Cakupan

5 teks bacaan • 24 soal

Komponen

soal • kunci • pembahasan

Created for: Cahya

Petunjuk Pengerjaan

Paket ini berisi **25 unit soal** yang mengukur kemampuan memahami informasi eksplisit, menyusun kembali informasi, menarik simpulan, memprediksi kelanjutan teks, mengelompokkan informasi, serta mengevaluasi ide dan karakter. Bacalah setiap teks secara teliti sebelum memilih jawaban.

Untuk soal **Pilihan Ganda**, pilih satu jawaban paling tepat. Untuk soal **Pilihan Ganda Kompleks (MCMA)**, pilih semua opsi yang benar. Untuk soal **Kategori**, beri tanda pada kolom kategori yang sesuai. Semua pertanyaan dan teks menggunakan bahasa Inggris agar latihan mendekati karakter dokumen acuan.

Pemetaan Kompetensi, Subkompetensi, dan Indikator

Nomor	Kompetensi	Subkompetensi	Indikator yang Diukur
1–5	Pemahaman tekstual, inferensial, evaluasi	Mengidentifikasi informasi eksplisit; menyimpulkan pesan; menafsirkan hubungan sebab-akibat; memprediksi akhir; menilai karakter	Menyusun ringkasan naratif, menemukan moral, menjelaskan alasan tokoh, memperkirakan kelanjutan, dan memilih bukti karakter.
6–10	Pemahaman tekstual, inferensial, evaluasi	Menemukan detail; mengelompokkan teknik; menyusun urutan; menentukan tujuan penulis; menerapkan isi teks	Mengidentifikasi informasi eksplisit dalam infographic/procedure text, mengelompokkan teknik berdasarkan kategori, menyusun langkah, menyimpulkan tujuan, dan memilih strategi yang dapat diterapkan.
11–15	Pemahaman tekstual, inferensial, evaluasi	Menyusun urutan peristiwa; menyimpulkan pelajaran; menarik sebab; memprediksi situasi alternatif; menilai bukti sifat tokoh	Menentukan ringkasan kronologis, pesan, alasan peristiwa, kemungkinan akhir berdasarkan kondisi hipotetis, dan kalimat yang menunjukkan karakter.
16–20	Pemahaman tekstual, inferensial, evaluasi	Menemukan deskripsi; menafsirkan ungkapan; menyimpulkan gagasan utama; menentukan detail persuasif; memilih bukti	Mengidentifikasi informasi deskriptif, memahami makna tersirat, menentukan gagasan utama, memilih informasi yang mendorong kunjungan, serta mengevaluasi bukti keindahan dan fungsi.
21–25	Pemahaman tekstual, inferensial, evaluasi	Mengklasifikasikan tujuan; menyintesis saran; menentukan target pembaca; memilih tambahan informasi; mengevaluasi fakta	Mengelompokkan kebiasaan digital berdasarkan horizon waktu, memilih tindakan yang didukung teks, menentukan target pembaca, memilih data tambahan, dan membedakan fakta dari opini.

Text 1 — The Lantern in the Bamboo Grove

Narrative Text

The Lantern in the Bamboo Grove

Once upon a time, at the edge of a bamboo grove, there lived a thoughtful girl named Naya. Every evening, she repaired a small lantern and placed it beside the narrow path that connected the village to the river. The lantern was not bright enough to light the whole forest, but it helped travelers see the stones and roots near their feet.

A proud young hunter named Raka often laughed at Naya. "That little lantern cannot protect anyone," he said. Naya simply replied, "It does not need to light everything. It only needs to help someone take the next step."

One night, a heavy storm blew out the village lamps. Raka, who had been checking his nets near the river, lost his way among the bamboo trees. He called for help, but the wind carried his voice in every direction. Naya heard him from her house, took a spare lantern, and followed the sound carefully.

When Naya found Raka, he was standing beside a fallen tree and could not see the path. She held the lantern low and guided him around the roots and puddles until they reached the village. Raka looked at the small light and lowered his head. "I was wrong to laugh at you," he said. "A little light can be a great help when someone is lost."

From that night on, Raka helped Naya hang more lanterns along the path. The villagers learned that a useful contribution does not have to be large or loud to matter.

Soal 1 Pilihan Ganda

Indikator: Menyusun ringkasan berdasarkan struktur awal-masalah-solusi-pelajaran.

Which option best summarizes the story?

- A. Naya lost her lantern, Raka found it, and the villagers built a bridge.
- B. Naya used a small lantern to guide travelers, Raka later became lost in a storm, and he learned that a quiet contribution can be valuable.
- C. Raka destroyed the village lamps, Naya became angry, and the hunter was sent away.
- D. The villagers searched for a treasure in the bamboo grove and found a bright lamp.
- E. Naya stopped helping travelers because Raka laughed at her lantern.

Soal 2 MCMA

Indikator: Menyimpulkan pesan moral naratif yang tidak selalu dinyatakan secara langsung.

Which statements best convey the message of the story? Select all correct answers.

- ☒ A. A small, thoughtful action can make a meaningful difference.
- ☒ B. People should never listen to anyone who disagrees with them.
- ☒ C. A person does not need to be loud or powerful to be useful.
- ☒ D. Only hunters can solve problems in a forest.
- ☒ E. It is wise to appreciate help instead of judging it by its size.

Soal 3 Pilihan Ganda

Indikator: Menafsirkan alasan tindakan tokoh berdasarkan informasi tersirat.

Why did Naya take a spare lantern when she went to look for Raka?

- A. She wanted to show the villagers that her lantern was the brightest.
- B. She needed light to guide Raka safely through the dark path.
- C. She planned to decorate the fallen tree.
- D. She wanted to replace all the village lamps by herself.
- E. She was afraid that Raka would steal her original lantern.

Soal 4 MCMA

Indikator: Memprediksi akhir cerita berdasarkan tindakan dan janji yang telah dibangun.

After Raka apologized to Naya, which developments would be reasonable to anticipate? Select all correct answers.

- ☐ A. Raka helps Naya place more lanterns along the path.
- ☐ B. Raka tells the villagers that small efforts can be useful.
- ☐ C. Naya throws away every lantern because they are too small.
- ☐ D. Raka becomes angry because Naya helped him.
- ☐ E. The villagers cooperate to make the path safer.

Soal 5 MCMA

Indikator: Menentukan kalimat yang paling sesuai untuk menggambarkan karakter tokoh.

Which sentences from the story help you understand Naya's character? Select all correct answers.

- ☐ A. "A proud young hunter named Raka often laughed at Naya."
- ☐ B. "Every evening, she repaired a small lantern and placed it beside the narrow path."
- ☐ C. "Naya heard him from her house, took a spare lantern, and followed the sound carefully."
- ☐ D. "The wind carried his voice in every direction."
- ☐ E. "She held the lantern low and guided him around the roots and puddles."

Text 2 — A Smart Revision Routine

Infographic / Procedure Text

A Smart Revision Routine

1. Choose one clear target.

Decide what you want to finish in one session.

2. Fix a regular study time.

A consistent hour helps create a reliable habit.

3. Prepare a quiet desk.

Keep the space comfortable, bright, and free from distractions.

4. Use the 25–5 cycle.

Study for 25 minutes, then take a 5-minute break to keep your mind fresh.

5. Write key ideas.

Use short notes, arrows, or a simple mind map.

6. Practise without looking.

Close the book and recall what you have learned.

7. Discuss difficult points.

A study partner can offer another explanation.

8. Use technology wisely.

Try digital flashcards or short quizzes as extra practice.

9. Sleep enough.

Aim for seven to eight hours so your body and mind can recover.

10. Be patient and persistent.

Learning takes time, so keep improving one session at a time.

Soal 6 Pilihan Ganda

Indikator: Menemukan informasi eksplisit dalam procedure text.

Based on the routine, we can keep our mind fresh and focused by ...

- A. choosing one target only
- B. using the 25–5 cycle
- C. writing very long notes

- D. using digital quizzes all night
- E. studying without any break

Soal 7 Kategori

Indikator: Mengelompokkan teknik berdasarkan kategori yang sesuai.

Classify each technique as Time Management or Self Management.

Technique	Time	Self
Use the 25–5 cycle	☐	☐
Be patient and persistent	☐	☐
Fix a regular study time	☐	☐

Soal 8 Pilihan Ganda

Indikator: Menyusun langkah utama menjadi urutan yang mencerminkan isi infographic.

Which sequence best reflects the information in “A Smart Revision Routine”?

- A. Choose a target → Sleep eight hours → Buy new books → Join a competition → Take a break
- B. Choose a target → Prepare a quiet desk → Fix a regular study time → Use the 25–5 cycle → Be patient and persistent
- C. Play games → Skip breaks → Write every word → Study only at midnight → Finish immediately
- D. Use technology all day → Avoid notes → Change the target every minute → Sleep less → Stop practising
- E. Discuss every topic first → Choose a desk later → Forget the target → Take no break → Sleep during the lesson

Soal 9 MCMA

Indikator: Menyimpulkan tujuan penulis dari infographic/procedure text.

Which statements best reflect the author’s purpose in writing the text? Select all correct answers.

- ☒ A. To entertain readers with a story about a perfect student.
- ☒ B. To guide students toward a more organized revision routine.
- ☒ C. To encourage practical habits that support concentration and retention.
- ☒ D. To explain that only naturally talented students can learn well.
- ☒ E. To show that small, consistent changes can improve study sessions.

Soal 10 MCMA

Indikator: Menentukan penerapan strategi dalam konteks belajar pribadi.

Which techniques could be implemented effectively during your personal study time? Select all correct answers.

- ☒ A. Study only when a friend is available.
- ☒ B. Use the 25–5 cycle to arrange work and rest.
- ☒ C. Practise recalling ideas without looking at the book.
- ☒ D. Prepare a quiet desk with fewer distractions.
- ☒ E. Use technology wisely through flashcards or short quizzes.

Text 3 — The Quiet Drum

Narrative Text

The Quiet Drum

In Hillside Village, two young drummers were preparing for the annual harvest parade. Taro owned a large drum with a deep voice that could be heard from one end of the valley to the other. Luma carried a small drum made by her grandmother. Its sound was softer, but it was clear and steady.

Luma admired Taro and wanted to sound exactly like him. During practice, she declared that she could make the valley shake. However, when she struck the drum too hard, it slipped from her hands, rolled across the square, and landed inside a basket of pumpkins. The villagers laughed, and Luma felt embarrassed. On the day of the parade, a thick fog covered the mountain trail. Taro beat his powerful drum, but the echo bounced between the rocks and confused several travelers. Luma stood near the village square and tapped a simple rhythm: three soft beats followed by a pause. The villagers recognized the pattern and followed it back to the safe path. Taro thanked Luma. "Your drum did not need to be loud. Its steady sound helped everyone find the way," he said. Luma smiled, and the two drummers led the parade together. The villagers learned that different talents can serve the same purpose.

Soal 11 Pilihan Ganda

Indikator: Menyusun ringkasan kronologis dari peristiwa utama naratif.

Which statement provides the most accurate chronological summary of the story?

- A. The fog cleared, Luma bought a large drum, and Taro left the village.
- B. Taro had a powerful drum, Luma tried to imitate him, fog confused travelers, and Luma's steady rhythm guided them safely.
- C. The villagers hid Luma's drum, Taro became angry, and the parade was cancelled.
- D. Luma won a competition before the parade and taught Taro how to play.
- E. Taro broke his drum, Luma repaired it, and both drummers moved to another valley.

Soal 12 MCMA

Indikator: Menyimpulkan pelajaran dari naratif berdasarkan gagasan tersurat dan tersirat.

What can readers learn from the story? Select all correct answers.

- ☒ A. A quiet skill can be useful even when it is not impressive at first.
- ☒ B. People should copy another person's talent to gain respect.
- ☒ C. Different abilities can work together to solve a problem.
- ☒ D. Trying to help others can be more important than appearing perfect.
- ☒ E. Only the loudest person can lead a group.

Soal 13 Pilihan Ganda

Indikator: Menarik hubungan sebab-akibat dari tindakan tokoh.

Why did the villagers laugh when Luma tried to sound like Taro?

- A. Her drum produced a sound louder than Taro's.
- B. She played a beautiful melody that made everyone dance.
- C. She stopped the parade and invited everyone to rest.
- D. Taro told a joke about her grandmother's drum.
- E. The drum slipped, rolled across the square, and landed in a pumpkin basket.

Soal 14 MCMA

Indikator: Memprediksi situasi alternatif berdasarkan karakteristik tokoh dan konflik.

If Luma had a powerful drum with a loud, clear sound from the beginning, what might happen? Select all reasonable answers.

- ☒ A. Luma could help Taro guide the travelers with two clear drum signals.
- ☒ B. The villagers might respect Luma for her strong drumming ability.
- ☒ C. The fog would certainly disappear immediately.
- ☒ D. Taro would have no reason to speak to Luma ever again.
- ☒ E. Luma might not need to rely only on a soft rhythm to guide people.

Soal 15 MCMA

Indikator: Menilai bagian teks yang menunjukkan karakter lucu dan ceroboh.

Luma is shown as clumsy and funny when she ... Select all correct answers.

- ☐ A. tries to sound exactly like Taro
- ☐ B. declares that she can make the valley shake
- ☐ C. lets the drum roll into a basket of pumpkins
- ☐ D. uses a steady rhythm to guide travelers
- ☐ E. thanks Taro for recognizing her skill

Text 4 — The Mangrove Forest

Descriptive Text

The Mangrove Forest

A mangrove forest is a special coastal ecosystem where land meets the sea. It grows in warm, shallow water and has trees with tangled roots that rise above the mud. These roots may look like a maze, but they give young fish and small crabs a safe place to hide.

From a wooden boardwalk, visitors can see green leaves, brown roots, and narrow pools that reflect the sky. Birds rest on the branches, while mudskippers move between the roots. When the tide comes in, tiny fish swim through the channels. The forest feels like a living bridge between the shore and the ocean.

Mangroves are beautiful, but their role is even more important. The roots slow down strong waves, hold the soil in place, and reduce the effect of coastal storms. They also provide food and shelter for many animals. Local communities can visit the forest by boardwalk or small boat, as long as they keep the water clean and avoid damaging the roots. A mangrove forest is therefore more than a group of trees. It is a colourful habitat and a natural shield that deserves careful protection.

Soal 16 MCMA

Indikator: Mengidentifikasi deskripsi yang dinyatakan secara jelas dalam descriptive text.

Which descriptions are clearly mentioned in the text? Select all correct answers.

- ☐ A. The forest was planted by tourists last year.
- ☐ B. The forest grows where land meets the sea.
- ☐ C. Its tangled roots provide hiding places for young fish and crabs.
- ☐ D. Visitors can observe the forest from a wooden boardwalk.
- ☐ E. The forest contains only one type of animal.

Soal 17 Pilihan Ganda

Indikator: Menafsirkan makna ungkapan dalam konteks descriptive text.

The phrase “a living bridge between the shore and the ocean” most likely means that the mangrove forest ...

- A. is a concrete bridge built for cars
- B. is an empty area that separates all animals from water
- C. connects land and sea while supporting many forms of life
- D. is a place where people can live permanently above the roots
- E. looks exactly like a city bridge at high tide

Soal 18 Pilihan Ganda

Indikator: Menentukan gagasan utama tersirat dari descriptive text.

Which statement best represents the main idea implied by the text?

- A. Mangrove forests are useful only for tourism.
- B. Mangrove forests are difficult places that people should never visit.
- C. Mangrove forests are beautiful habitats and important natural protection for coasts.
- D. Mangrove forests should be replaced by concrete sea walls everywhere.
- E. Mangrove forests are mostly valuable because their wood can be sold.

Soal 19 Pilihan Ganda

Indikator: Menentukan detail tambahan yang dapat membuat teks lebih menarik atau persuasif.

Which detail would best encourage people to visit the mangrove forest responsibly?

- A. Visitors can walk on a boardwalk and observe birds, fish, and unusual roots.
- B. Visitors can cut roots to take home as souvenirs.
- C. Visitors must stay far away and cannot see anything clearly.
- D. Visitors can throw food into every pool.
- E. Visitors can remove mudskippers from the channels.

Soal 20 MCMA

Indikator: Mengevaluasi bagian teks yang mendukung gagasan bahwa objek indah dan penting.

Which parts of the text support the idea that the mangrove forest is both beautiful and important? Select all correct answers.

- ☒ A. Green leaves, brown roots, birds, and pools reflecting the sky.
- ☒ B. Roots that slow waves and reduce the effect of coastal storms.
- ☐ C. The forest contains no animals at all.
- ☐ D. Visitors are encouraged to damage the roots.
- ☐ E. The forest is valuable only because it is difficult to enter.

Text 5 — Why Students Should Practise Digital Balance

Analytical Exposition + Table

Why Students Should Practise Digital Balance

Digital devices help students find information, communicate with classmates, and complete assignments. However, using a phone or laptop without a plan can make it difficult to concentrate. Notifications interrupt homework, late-night scrolling reduces rest, and long periods of sitting may leave students tired. For this reason, students should practise digital balance. A balanced routine does not mean refusing technology. It means deciding when a device is useful and when the mind needs a break. Students can set a study block without notifications, keep the phone away during difficult tasks, and choose screen-free activities before bedtime. Tracking digital habits is also helpful. When students record how much time they spend online, they can notice patterns and make changes. A weekly plan may include study time, rest, exercise, family conversation, and hobbies that do not require a screen. These simple choices can make technology support learning rather than control every moment. To sum up, digital balance is a practical skill for students. It can improve concentration today and help them build healthier routines for the future.

Table 1. Student digital habits

Category	Percentage	Notes
Students who set app limits	40%	Use fewer notifications during study
Students who keep phones away during homework	35%	Finish difficult tasks earlier
Students who take screen-free breaks	55%	Report better sleep routines
Students who use phones before bed	60%	Report tired mornings

Students who plan offline activities

30%

Have more varied weekends

Soal 21 Kategori

Indikator: Mengklasifikasikan aktivitas berdasarkan horizon waktu yang sesuai.

Classify each goal as an Immediate Habit or a Long-term Goal.

Goal or activity	Immediate	Long-term
Turning on an app limit for today's study session	☐	☐
Building a balanced weekly routine	☐	☐
Taking a screen-free break before bedtime	☐	☐

Soal 22 MCMA

Indikator: Memilih tindakan yang secara langsung didukung oleh teks eksposisi.

According to the text, which actions support digital balance for students? Select all correct answers.

- ☒ A. Tracking online time with notes or a simple record.
- ☒ B. Keeping every notification active during difficult homework.
- ☒ C. Planning a study block without unnecessary device interruptions.
- ☒ D. Using a device late at night whenever concentration is low.
- ☒ E. Including exercise, hobbies, or family conversation in a weekly plan.

Soal 23 MCMA

Indikator: Menentukan target pembaca berdasarkan isi dan sapaan teks.

Who is most likely to be the target audience of this text? Select all correct answers.

- ☒ A. Teenagers who want to manage their screen habits.
- ☒ B. Students who are trying to concentrate during homework.
- ☒ C. High-school readers who want healthier daily routines.
- ☒ D. Engineers designing a new mobile operating system.
- ☒ E. Professional athletes preparing for a tournament.

Soal 24 Pilihan Ganda

Indikator: Menentukan tambahan informasi yang membuat analytical exposition lebih informatif.

Which additional information would make the text more informative about students' digital habits?

- A. A table showing average screen time for study, entertainment, and sleep-related use.
- B. A fictional story about a famous actor's weekend.
- C. A list of the most expensive laptops in the world.
- D. A paragraph about the history of television in the 1950s.
- E. A description of a mountain unrelated to technology.

Soal 25 MCMA

Indikator: Mengevaluasi pernyataan berdasarkan data dan fakta dalam teks serta tabel.

Which statements are supported by clear data or facts in the text and table? Select all correct answers.

- ☒ A. 55% of the listed students take screen-free breaks.
- ☒ B. Keeping phones away during homework is associated with finishing difficult tasks earlier.
- ☒ C. All students use devices in exactly the same way.
- ☒ D. 60% of the listed students use phones before bed.
- ☒ E. The text says that students should reject all technology.

Kunci Jawaban

No.	Bentuk	Kunci
1	Pilihan Ganda	B
2	MCMA	A, C, E
3	Pilihan Ganda	B
4	MCMA	A, B, E
5	MCMA	B, C, E
6	Pilihan Ganda	B
7	Kategori	25–5 = Time; Patient = Self; Regular time = Time
8	Pilihan Ganda	B
9	MCMA	B, C, E
10	MCMA	B, C, D, E
11	Pilihan Ganda	B
12	MCMA	A, C, D
13	Pilihan Ganda	E
14	MCMA	A, B, E
15	MCMA	A, B, C
16	MCMA	B, C, D
17	Pilihan Ganda	C
18	Pilihan Ganda	C
19	Pilihan Ganda	A
20	MCMA	A, B
21	Kategori	Today's app limit = Immediate; weekly routine = Long-term; bedtime break = Immediate
22	MCMA	A, C, E
23	MCMA	A, B, C
24	Pilihan Ganda	A
25	MCMA	A, B, D

Catatan: Dokumen acuan memuat lima kelompok teks dengan lima indikator/soal pada setiap kelompok. Dalam paket baru ini, setiap unit soal diberi nomor berurutan sehingga terdapat 25 nomor tampilan yang selaras dengan pola tersebut.

Pembahasan

Text 1 — The Lantern in the Bamboo Grove

Soal 1 — Jawaban: B

Pilihan B memuat seluruh struktur penting cerita: kebiasaan Naya menaruh lentera, Raka tersesat karena badai, Naya menolongnya, dan pelajaran bahwa kontribusi kecil tetap bernilai. Pilihan lain menambahkan peristiwa yang tidak terdapat dalam teks.

Soal 2 — Jawaban: A, C, E

Ketiganya sejalan dengan tindakan Naya dan perubahan sikap Raka. Cerita tidak mengatakan bahwa hanya orang kuat yang dapat menolong atau bahwa bantuan harus dinilai dari ukurannya.

Soal 3 — Jawaban: B

Naya membawa lentera cadangan karena jalur bambu gelap dan ia membutuhkan sumber cahaya untuk memandu Raka melewati akar, genangan, dan pohon tumbang.

Soal 4 – Jawaban: A, B, E

Raka telah mengakui kesalahannya, sehingga perkembangan yang logis adalah ia membantu Naya, menyampaikan pelajaran kepada warga, dan ikut membuat jalan lebih aman.

Soal 5 – Jawaban: B, C, E

Ketiga kalimat menunjukkan bahwa Naya rajin, peduli, hati-hati, dan mau membantu. Kalimat tentang Raka atau arah suara angin tidak terutama menggambarkan karakter Naya.

Text 2 — A Smart Revision Routine

Soal 6 – Jawaban: B

Teks secara eksplisit menjelaskan bahwa siklus belajar 25 menit dan istirahat 5 menit menjaga pikiran tetap segar.

Soal 7 – Jawaban: 25–5 = Time; Patient = Self; Regular time = Time

Siklus 25–5 dan waktu belajar yang tetap mengatur penggunaan waktu. Sebaliknya, sabar dan tekun merupakan kualitas pengelolaan diri.

Soal 8 – Jawaban: B

Urutan B memakai lima unsur yang benar-benar ada dalam infographic: menentukan target, menyiapkan meja yang tenang, menetapkan waktu, menggunakan siklus 25–5, lalu bersabar dan tekun. Distraktor berisi kegiatan yang tidak disarankan atau membalikkan tujuan teks.

Soal 9 – Jawaban: B, C, E

Infographic bertujuan memberi panduan praktis, mendorong kebiasaan yang realistis, dan menunjukkan manfaat perubahan kecil yang konsisten.

Soal 10 – Jawaban: B, C, D, E

Keempat tindakan dapat dilakukan secara mandiri dan semuanya disebutkan dalam teks. Opsi A terlalu membatasi karena teks tidak mengatakan bahwa seseorang hanya boleh belajar jika ada teman.

Text 3 — The Quiet Drum

Soal 11 – Jawaban: B

Pilihan B mengikuti urutan: pengenalan Taro dan Luma, usaha Luma meniru Taro, kabut yang membingungkan pelancong, lalu irama Luma yang menuntun mereka.

Soal 12 – Jawaban: A, C, D

Cerita menegaskan bahwa kemampuan yang tenang tetap berguna, bakat yang berbeda dapat bekerja sama, dan membantu orang lain lebih penting daripada terlihat sempurna.

Soal 13 – Jawaban: E

Penyebab tawa disebutkan secara eksplisit: drum terlepas, menggelinding melintasi alun-alun, lalu masuk ke keranjang labu.

Soal 14 – Jawaban: A, B, E

Jika Luma memiliki drum yang kuat, ia bisa membantu Taro dengan sinyal yang jelas, memperoleh penghargaan, dan tidak hanya mengandalkan irama lembut. Pernyataan tentang kabut yang pasti hilang atau Taro tidak akan berbicara tidak didukung teks.

Soal 15 – Jawaban: A, B, C

Usaha meniru Taro, klaim yang berlebihan, dan drum yang masuk ke keranjang menunjukkan sisi lucu serta ceroboh Luma. Mengarahkan pelancong dan berterima kasih justru menunjukkan kompetensi dan sikap baik.

Text 4 — The Mangrove Forest

Soal 16 – Jawaban: B, C, D

Ketiga opsi itu dinyatakan jelas: mangrove tumbuh di pertemuan darat dan laut, akar menjadi tempat berlindung, dan pengunjung dapat melihatnya dari boardwalk.

Soal 17 – Jawaban: C

“Living bridge” adalah metafora. Hutan mangrove menghubungkan lingkungan darat dan laut sekaligus mendukung berbagai makhluk hidup, bukan merupakan jembatan beton.

Soal 18 – Jawaban: C

Gagasan utama mencakup dua sisi teks: keindahan habitat dan fungsi ekologisnya sebagai pelindung pantai.

Soal 19 – Jawaban: A

Berjalan di boardwalk sambil mengamati burung, ikan, dan akar yang unik merupakan pengalaman menarik yang tetap sesuai dengan prinsip kunjungan bertanggung jawab.

Soal 20 – Jawaban: A, B

Opsi A mendukung keindahan melalui warna, bentuk, dan pantulan. Opsi B mendukung kepentingan ekologis melalui fungsi akar dalam meredam gelombang dan badai.

Text 5 — Why Students Should Practise Digital Balance

Soal 21 – Jawaban: Immediate; Long-term; Immediate

Batas aplikasi untuk sesi hari ini dan jeda tanpa layar sebelum tidur merupakan kebiasaan langsung. Membangun rutinitas mingguan memerlukan perencanaan berkelanjutan sehingga termasuk tujuan jangka panjang.

Soal 22 – Jawaban: A, C, E

Mencatat waktu online, membuat blok belajar tanpa gangguan, dan memasukkan kegiatan offline adalah tindakan yang secara langsung dianjurkan dalam teks.

Soal 23 – Jawaban: A, B, C

Teks membahas siswa, konsentrasi saat mengerjakan tugas, dan rutinitas sehat. Karena itu, remaja dan pembaca tingkat sekolah menengah merupakan target yang paling masuk akal.

Soal 24 – Jawaban: A

Tabel rata-rata waktu layar berdasarkan aktivitas akan menambah data konkret tentang kebiasaan digital siswa, sehingga argumen menjadi lebih informatif.

Soal 25 – Jawaban: A, B, D

Angka 55% dan 60% diambil langsung dari tabel. Hubungan antara menjauhkan ponsel dan menyelesaikan tugas lebih awal juga tercantum pada kolom catatan.

Catatan Penggunaan

Paket ini dapat digunakan sebagai latihan mandiri, bahan diskusi kelas, atau asesmen formatif. Guru dapat meminta siswa menjelaskan alasan pemilihan jawaban, terutama pada soal MCMA dan soal inferensial, agar latihan tidak berhenti pada pencocokan kunci tetapi juga mengembangkan strategi membaca.

Referensi

[1] Dokumen acuan terlampir: **Soal TKA Bahasa Inggris (Wajib) SMA/MA/SMK Tahun 2025**. Paket baru ini disusun dengan mempertahankan pola kompetensi, subkompetensi, indikator, bentuk soal, dan tingkat tuntutan kognitif dari dokumen tersebut, tetapi menggunakan teks dan situasi baru.

— Selamat berlatih dan terus berkembang —