

BANK SOAL

BAHASA INGGRIS

KELAS IX

SEMESTER GENAP

Kurikulum Merdeka

Untuk Asesmen Harian, Formatif, Sumatif,
Remedial, dan Pengayaan

MATERI:

- ✓ Teks Prosedur
- ✓ Teks Iklan (*Advertisement*)
- ✓ Teks Report
- ✓ Teks Label
- ✓ Teks Narrative (*Legend & Folktale*)

Disusun oleh

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KATA PENGANTAR

Puji syukur kami panjatkan ke hadirat Tuhan Yang Maha Esa atas tersusunnya Bank Soal Bahasa Inggris Kelas IX SMP ini. Bank soal ini disusun sebagai upaya untuk memenuhi kebutuhan guru dalam melaksanakan berbagai bentuk asesmen, baik asesmen harian, formatif, sumatif, remedial, maupun pengayaan, yang selaras dengan prinsip Kurikulum Merdeka.

Bank soal ini memuat lima materi utama, yaitu teks prosedur, teks iklan (advertisement), teks report, teks label, dan teks narrative (legend dan folktale). Setiap materi disajikan dengan stimulus yang autentik dan kontekstual, serta dikembangkan menjadi lima bentuk soal, yaitu pilihan ganda, pilihan ganda kompleks, benar-salah, menjodohkan, dan uraian. Soal-soal tersebut disusun dengan memperhatikan jenjang kemampuan berpikir peserta didik, mulai dari level berpikir tingkat rendah (LOTS), menengah (MOTS), hingga tinggi (HOTS).

Kami berharap bank soal ini dapat menjadi acuan praktis bagi guru dalam menyusun asesmen yang valid, reliabel, objektif, dan komunikatif, sekaligus mendorong peserta didik untuk berpikir kritis dan reflektif dalam memahami berbagai jenis teks bahasa Inggris yang dekat dengan kehidupan sehari-hari mereka.

Kami menyadari bahwa bank soal ini masih memiliki kekurangan. Oleh karena itu, kritik dan saran yang membangun sangat kami harapkan demi penyempurnaan di masa mendatang. Semoga bank soal ini bermanfaat bagi guru dan peserta didik dalam mendukung proses pembelajaran Bahasa Inggris di sekolah.

Penyusun

DAFTAR ISI

KISI-KISI SOAL

Mata Pelajaran : Bahasa Inggris
Jenjang/Kelas : SMP Kelas IX
Kurikulum: Kurikulum Merdeka

1. Teks Prosedur

Tujuan Pembelajaran: Peserta didik mampu memahami, menganalisis, dan menyusun teks prosedur (resep makanan/minuman, kerajinan tangan, dan manual alat elektronik) untuk berbagai tujuan secara kritis dan kontekstual.

No	Indikator Soal	Level Kognitif	HOTS/LOTS	Bentuk Soal	Nomor Soal
1	Menentukan tujuan teks	C1	LOTS	Pilihan Ganda	PG-1
2	Menentukan makna kata (vocabulary in context)	C2	LOTS	Pilihan Ganda	PG-2
3	Menentukan informasi tersurat	C1	LOTS	Pilihan Ganda	PG-3
4	Menentukan informasi rinci	C2	LOTS	Pilihan Ganda	PG-4
5	Menyimpulkan (simpulan)	C4	HOTS	Pilihan Ganda	PG-5
6	Menentukan informasi tersirat	C4	HOTS	Pilihan Ganda	PG-6
7	Menentukan tujuan komunikatif teks	C2	LOTS	Pilihan Ganda	PG-7
8	Menentukan informasi rinci (manual)	C1	LOTS	Pilihan Ganda	PG-8
9	Memberikan alasan (giving reason)	C4	HOTS	Pilihan Ganda	PG-9
10	Membandingkan dua teks (literasi)	C5	HOTS	Pilihan Ganda	PG-10
11	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	PGK-1
12	Menentukan urutan/informasi rinci	C3	MOTS	PG Kompleks	PGK-2
13	Menentukan fungsi kalimat imperatif	C4	HOTS	PG Kompleks	PGK-3
14	Menganalisis fungsi teks (manual)	C4	HOTS	PG Kompleks	PGK-4
15	Menganalisis ciri kebahasaan teks prosedur (lintas teks)	C4	HOTS	PG Kompleks	PGK-5
16	Menentukan Benar/Salah informasi tersurat	C2/C4	MOTS/HOTS	Benar-Salah	BS-1
17	Menentukan Benar/Salah informasi rinci	C2/C4	MOTS/HOTS	Benar-Salah	BS-2
18	Menentukan Benar/Salah informasi tersirat	C2/C4	MOTS/HOTS	Benar-Salah	BS-3
19	Menentukan Benar/Salah informasi rinci (manual)	C2/C4	MOTS/HOTS	Benar-Salah	BS-4
20	Menyimpulkan ciri umum teks prosedur (lintas teks)	C2/C4	MOTS/HOTS	Benar-Salah	BS-5

No	Indikator Soal	Level Kognitif	HOTS/LOTS	Bentuk Soal	Nomor Soal
21	Menjodohkan istilah/informasi dengan teks prosedur yang sesuai (lintas teks)	C2	LOTS	Menjodohkan	MJ-1 s.d. MJ-5
22	Menganalisis struktur teks	C4	HOTS	Uraian	UR-1
23	Memberikan alasan/argumentasi	C5	HOTS	Uraian	UR-2
24	Membandingkan dua teks	C5	HOTS	Uraian	UR-3
25	Mengisi teks rumpang (melengkapi langkah)	C3	MOTS	Uraian	UR-4
26	Menyusun teks (kreasi sederhana)	C6	HOTS	Uraian	UR-5

2. Teks Iklan (Advertisement)

Tujuan Pembelajaran: Peserta didik mampu memahami, menganalisis, dan menyusun teks iklan (electrical devices, cosmetics, fashion, dan school equipment) serta menilai efektivitas bahasa persuasif yang digunakan.

No	Indikator Soal	Level Kognitif	HOTS/LOTS	Bentuk Soal	Nomor Soal
1	Menentukan tujuan teks	C2	LOTS	Pilihan Ganda	PG-1
2	Menentukan informasi rinci	C1	LOTS	Pilihan Ganda	PG-2
3	Menentukan makna kata	C2	LOTS	Pilihan Ganda	PG-3
4	Menentukan informasi tersurat	C1	LOTS	Pilihan Ganda	PG-4
5	Menentukan simpulan (target pembaca)	C4	HOTS	Pilihan Ganda	PG-5
6	Menentukan informasi rinci (promosi)	C2	LOTS	Pilihan Ganda	PG-6
7	Menentukan informasi rinci	C1	LOTS	Pilihan Ganda	PG-7
8	Menentukan tujuan kalimat persuasif (bahasa iklan)	C4	HOTS	Pilihan Ganda	PG-8
9	Membandingkan dua teks iklan	C5	HOTS	Pilihan Ganda	PG-9
10	Menyimpulkan strategi periklanan (literasi kritis)	C5	HOTS	Pilihan Ganda	PG-10
11	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	PGK-1
12	Menganalisis fitur kebahasaan iklan	C4	HOTS	PG Kompleks	PGK-2
13	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	PGK-3
14	Menganalisis tujuan iklan sekolah	C4	HOTS	PG Kompleks	PGK-4
15	Menganalisis unsur teks iklan (lintas teks)	C4	HOTS	PG Kompleks	PGK-5
16	Menentukan Benar/Salah informasi tersurat	C2/C4	MOTS/HOTS	Benar-Salah	BS-1
17	Menentukan Benar/Salah informasi rinci	C2/C4	MOTS/HOTS	Benar-Salah	BS-2

No	Indikator Soal	Level Kognitif	HOTS/LOTS	Bentuk Soal	Nomor Soal
18	Menentukan Benar/Salah informasi rinci	C2/C4	MOTS/HOTS	Benar-Salah	BS-3
19	Menentukan Benar/Salah informasi tersirat	C2/C4	MOTS/HOTS	Benar-Salah	BS-4
20	Menyimpulkan ciri umum teks iklan (lintas teks)	C2/C4	MOTS/HOTS	Benar-Salah	BS-5
21	Menjodohkan produk dengan keunggulan/fitur yang diiklankan (lintas teks)	C2	LOTS	Menjodohkan	MJ-1 s.d. MJ-5
22	Menganalisis bahasa persuasif	C4	HOTS	Uraian	UR-1
23	Mengevaluasi keefektifan iklan	C5	HOTS	Uraian	UR-2
24	Membandingkan dua teks iklan	C5	HOTS	Uraian	UR-3
25	Menyusun kalimat (slogan)	C6	HOTS	Uraian	UR-4
26	Menyusun teks iklan (kreasi sederhana)	C6	HOTS	Uraian	UR-5

3. Teks Report

Tujuan Pembelajaran: Peserta didik mampu memahami, menganalisis, dan menyusun teks report tentang animals, plants, dan nature berdasarkan fakta ilmiah secara objektif.

No	Indikator Soal	Level Kognitif	HOTS/LOTS	Bentuk Soal	Nomor Soal
1	Menentukan ide pokok	C2	LOTS	Pilihan Ganda	PG-1
2	Menentukan makna kata	C2	LOTS	Pilihan Ganda	PG-2
3	Menentukan informasi tersurat	C1	LOTS	Pilihan Ganda	PG-3
4	Menentukan informasi tersirat	C4	HOTS	Pilihan Ganda	PG-4
5	Menyimpulkan	C4	HOTS	Pilihan Ganda	PG-5
6	Menentukan informasi rinci	C1	LOTS	Pilihan Ganda	PG-6
7	Menentukan tujuan teks	C2	LOTS	Pilihan Ganda	PG-7
8	Menentukan informasi rinci	C2	LOTS	Pilihan Ganda	PG-8
9	Membandingkan dua teks	C5	HOTS	Pilihan Ganda	PG-9
10	Literasi dan numerasi (membaca data dalam teks)	C5	HOTS	Pilihan Ganda	PG-10
11	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	PGK-1
12	Menganalisis ciri khusus tumbuhan	C4	HOTS	PG Kompleks	PGK-2

No	Indikator Soal	Level Kognitif	HOTS/LOTS	Bentuk Soal	Nomor Soal
13	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	PGK-3
14	Menganalisis struktur teks report	C4	HOTS	PG Kompleks	PGK-4
15	Mengevaluasi isu lingkungan pada teks	C5	HOTS	PG Kompleks	PGK-5
16	Menentukan Benar/Salah informasi tersurat	C2/C4	MOTS/HOTS	Benar-Salah	BS-1
17	Menentukan Benar/Salah informasi rinci	C2/C4	MOTS/HOTS	Benar-Salah	BS-2
18	Menentukan Benar/Salah informasi tersirat	C2/C4	MOTS/HOTS	Benar-Salah	BS-3
19	Menyimpulkan persamaan antarteks	C2/C4	MOTS/HOTS	Benar-Salah	BS-4
20	Literasi kritis (menyimpulkan tujuan penulisan)	C2/C4	MOTS/HOTS	Benar-Salah	BS-5
21	Menjodohkan ciri/fakta dengan objek report yang sesuai (lintas teks)	C2	LOTS	Menjodohkan	MJ-1 s.d. MJ-5
22	Menganalisis struktur teks report	C4	HOTS	Uraian	UR-1
23	Mengevaluasi (isu konservasi)	C5	HOTS	Uraian	UR-2
24	Membandingkan dua teks	C5	HOTS	Uraian	UR-3
25	Mengisi teks rumpang (melengkapi kalimat report)	C3	MOTS	Uraian	UR-4
26	Menyusun teks report (kreasi sederhana)	C6	HOTS	Uraian	UR-5

4. Teks Label

Tujuan Pembelajaran: Peserta didik mampu memahami, menganalisis, dan menyusun teks label pada produk makanan/minuman, obat-obatan, dan kosmetik untuk memperoleh informasi secara akurat dan kritis.

No	Indikator Soal	Level Kognitif	HOTS/LOTS	Bentuk Soal	Nomor Soal
1	Menentukan informasi tersurat	C1	LOTS	Pilihan Ganda	PG-1
2	Menentukan makna kata	C2	LOTS	Pilihan Ganda	PG-2
3	Literasi dan numerasi (membaca data nutrisi)	C3	MOTS	Pilihan Ganda	PG-3
4	Menentukan informasi rinci	C1	LOTS	Pilihan Ganda	PG-4
5	Literasi dan numerasi (menghitung dosis)	C4	HOTS	Pilihan Ganda	PG-5

No	Indikator Soal	Level Kognitif	HOTS/LOTS	Bentuk Soal	Nomor Soal
6	Menentukan informasi tersirat	C4	HOTS	Pilihan Ganda	PG-6
7	Menentukan informasi rinci	C1	LOTS	Pilihan Ganda	PG-7
8	Menentukan tujuan teks label	C2	LOTS	Pilihan Ganda	PG-8
9	Membandingkan dua teks label	C5	HOTS	Pilihan Ganda	PG-9
10	Menyimpulkan (literasi kritis konsumen)	C5	HOTS	Pilihan Ganda	PG-10
11	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	PGK-1
12	Menganalisis informasi keselamatan (kompleks)	C4	HOTS	PG Kompleks	PGK-2
13	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	PGK-3
14	Menganalisis struktur teks label	C4	HOTS	PG Kompleks	PGK-4
15	Mengevaluasi pentingnya informasi label	C5	HOTS	PG Kompleks	PGK-5
16	Menentukan Benar/Salah informasi tersurat	C2/C4	MOTS/HOTS	Benar-Salah	BS-1
17	Menentukan Benar/Salah informasi rinci	C2/C4	MOTS/HOTS	Benar-Salah	BS-2
18	Menentukan Benar/Salah informasi tersirat	C2/C4	MOTS/HOTS	Benar-Salah	BS-3
19	Menyimpulkan persamaan antarlabe	C2/C4	MOTS/HOTS	Benar-Salah	BS-4
20	Literasi kritis (keselamatan konsumen)	C2/C4	MOTS/HOTS	Benar-Salah	BS-5
21	Menjodohkan informasi dengan jenis label yang sesuai (lintas teks)	C2	LOTS	Menjodohkan	MJ-1 s.d. MJ-5
22	Menganalisis fungsi bagian label	C4	HOTS	Uraian	UR-1
23	Mengevaluasi keselamatan penggunaan	C5	HOTS	Uraian	UR-2
24	Membandingkan dua teks label	C5	HOTS	Uraian	UR-3
25	Mengisi teks rumpang (melengkapi instruksi label)	C3	MOTS	Uraian	UR-4
26	Menyusun teks label (kreasi sederhana)	C6	HOTS	Uraian	UR-5

5. Teks Narrative (Legend & Folktale)

Tujuan Pembelajaran: Peserta didik mampu memahami, menganalisis, dan menyusun teks narrative berbentuk legenda dan cerita rakyat dengan memperhatikan struktur, pesan moral, dan unsur intrinsik cerita.

No	Indikator Soal	Level Kognitif	HOTS/LOTS	Bentuk Soal	Nomor Soal
1	Menentukan ide pokok/tema	C2	LOTS	Pilihan Ganda	PG-1
2	Menentukan makna kata	C2	LOTS	Pilihan Ganda	PG-2
3	Menentukan informasi tersurat	C1	LOTS	Pilihan Ganda	PG-3
4	Menentukan informasi tersirat	C4	HOTS	Pilihan Ganda	PG-4
5	Menyimpulkan pesan moral	C5	HOTS	Pilihan Ganda	PG-5
6	Menentukan informasi rinci	C1	LOTS	Pilihan Ganda	PG-6
7	Menentukan urutan peristiwa	C3	MOTS	Pilihan Ganda	PG-7
8	Menentukan watak tokoh (karakterisasi)	C4	HOTS	Pilihan Ganda	PG-8
9	Membandingkan dua teks narrative	C5	HOTS	Pilihan Ganda	PG-9
10	Menyimpulkan struktur teks narrative (lintas teks)	C4	HOTS	Pilihan Ganda	PG-10
11	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	PGK-1
12	Menganalisis alur cerita (kompleks)	C4	HOTS	PG Kompleks	PGK-2
13	Menganalisis unsur intrinsik (lintas teks)	C4	HOTS	PG Kompleks	PGK-3
14	Menganalisis ciri kebahasaan narrative	C4	HOTS	PG Kompleks	PGK-4
15	Mengevaluasi pesan moral (lintas teks)	C5	HOTS	PG Kompleks	PGK-5
16	Menentukan Benar/Salah informasi tersurat	C2/C4	MOTS/HOTS	Benar-Salah	BS-1
17	Menentukan Benar/Salah informasi rinci	C2/C4	MOTS/HOTS	Benar-Salah	BS-2
18	Menentukan Benar/Salah unsur intrinsik (lintas teks)	C2/C4	MOTS/HOTS	Benar-Salah	BS-3
19	Menyimpulkan persamaan/perbedaan antarteks	C2/C4	MOTS/HOTS	Benar-Salah	BS-4
20	Literasi kritis (nilai budaya dalam cerita rakyat)	C2/C4	MOTS/HOTS	Benar-Salah	BS-5
21	Menjodohkan tokoh/peristiwa dengan cerita yang sesuai (lintas teks)	C2	LOTS	Menjodohkan	MJ-1 s.d. MJ-5
22	Menganalisis unsur intrinsik	C4	HOTS	Uraian	UR-1
23	Memberikan alasan/argumentasi	C5	HOTS	Uraian	UR-2

No	Indikator Soal	Level Kognitif	HOTS/LO TS	Bentuk Soal	Nomor Soal
24	Membandingkan dua teks narrative	C5	HOTS	Uraian	UR-3
25	Menyusun kalimat (menyusun ulang alur)	C3	MOTS	Uraian	UR-4
26	Menyusun teks narrative (kreasi sederhana)	C6	HOTS	Uraian	UR-5

BAB 1. SOAL TEKS PROSEDUR

Tujuan Pembelajaran: Peserta didik mampu memahami, menganalisis, dan menyusun teks prosedur (resep makanan/minuman, kerajinan tangan, dan manual alat elektronik) untuk berbagai tujuan secara kritis dan kontekstual.

Teks Stimulus

Text 1 — How to Make Iced Lemon Tea (Recipe/Drink)

Iced lemon tea is a refreshing drink that is perfect for a hot afternoon in Indonesia. It is cheap, healthy, and very easy to prepare at home.

Ingredients:

- 2 tea bags
- 500 ml hot water
- 3 tablespoons of sugar
- 1 fresh lemon
- a handful of ice cubes

Steps:

1. Boil the water until it is really hot.
2. Put the tea bags into a jug and pour the hot water over them.
3. Leave the tea to steep for about five minutes, then take the tea bags out.
4. Add the sugar while the tea is still warm and stir until it dissolves completely.
5. Cut the lemon in half and squeeze the juice into the tea.
6. Let the tea cool down to room temperature.
7. Fill glasses with ice cubes and pour the tea over them.
8. Put a slice of lemon on top and serve the drink immediately.

Text 2 — How to Make Chicken Fried Rice (Recipe/Food)

Fried rice is one of the most popular dishes in Indonesian families because it is simple and can use leftover rice.

Ingredients:

- 2 plates of cold cooked rice
- 100 grams of chicken breast, diced
- 2 cloves of garlic, chopped
- 1 egg
- 2 tablespoons of sweet soy sauce
- 2 tablespoons of cooking oil
- a pinch of salt and pepper

Steps:

1. Heat the oil in a frying pan over medium heat.
2. Stir-fry the garlic until it smells fragrant.
3. Add the diced chicken and cook until it turns light brown.
4. Push the chicken to one side of the pan, then crack the egg into the empty space and scramble it.
5. Mix the egg with the chicken, then add the cold rice.
6. Pour the sweet soy sauce over the rice and stir everything together quickly.
7. Season with salt and pepper to taste.
8. Turn off the heat and serve the fried rice while it is hot.

Text 3 — How to Make a Paper Windmill (Craft)

A paper windmill is a fun toy that can be made from things you already have at home. Children in the village often make it to play with on windy afternoons.

Materials:

- 1 sheet of square colored paper (20 x 20 cm)
- 1 wooden stick or a straw
- 1 pin or a small brad
- a pair of scissors
- a ruler and a pencil

Steps:

1. Draw two diagonal lines from corner to corner on the paper to find the center point.
2. Cut along each diagonal line, starting from the corner and stopping about 2 cm before the center.
3. Bend every other corner of the four triangles toward the center point without folding the paper.
4. Hold the four corners together and push the pin through all of them and the center of the paper.
5. Attach the pin to the top of the stick, but do not push it in too tightly so the windmill can spin freely.
6. Hold the stick and blow gently or run with it to make the windmill turn.

Text 4 — How to Use an Electric Rice Cooker (Manual/Electrical Device)

An electric rice cooker is a useful device in almost every Indonesian kitchen. Follow this manual carefully to cook rice safely and to keep the device working well.

Steps:

1. Wash the rice in the removable pot until the water runs clear.
2. Add water according to the level marked inside the pot for the amount of rice you use.
3. Wipe the outside of the pot dry before placing it back into the cooker.
4. Place the pot into the rice cooker and make sure it sits flat on the heating plate.
5. Close the lid firmly and plug the cooker into a socket.
6. Press the “Cook” button; the indicator light will turn on.
7. Wait until the cooker automatically switches to the “Warm” setting.
8. Let the rice sit for about ten minutes before opening the lid so it becomes fluffier.
9. Always unplug the cooker after use and let it cool down before cleaning it.

Bagian I: Pilihan Ganda (10 soal)

Petunjuk: Choose the correct answer!

1. What is the purpose of Text 1?
 - A. To describe how iced lemon tea tastes
 - B. To tell readers how to make iced lemon tea
 - C. To persuade readers to buy tea bags
 - D. To compare iced tea with other drinks
2. The word “steep” in step 3 is closest in meaning to ...
 - A. boil rapidly
 - B. soak in hot water for a while
 - C. freeze quickly
 - D. stir continuously
3. According to Text 1, when should the sugar be added?

- A. Before the tea bags are put in the jug
 - B. While the tea is still warm
 - C. After the ice cubes are added
 - D. Before boiling the water
4. Based on Text 2, what should be done right after the chicken turns light brown?
- A. Add the sweet soy sauce
 - B. Push the chicken aside and scramble an egg
 - C. Add the cold rice
 - D. Turn off the heat
5. What can be concluded about the rice used in Text 2?
- A. It must be freshly cooked and hot
 - B. It should be cold, leftover rice
 - C. It has to be brown rice
 - D. It must be soaked overnight
6. Why should the diagonal cuts stop about 2 cm before the center of the paper (step 2)?
- A. To make the paper easier to color
 - B. To keep the four triangles attached to the center so they can be folded
 - C. To make the windmill lighter
 - D. To save paper for the next craft
7. Text 3 is written mainly to ...
- A. entertain readers with a story about children
 - B. explain the parts of a windmill
 - C. guide readers to make a paper windmill step by step
 - D. advertise a windmill toy for sale
8. What should be done before placing the pot back into the rice cooker?
- A. Press the "Cook" button
 - B. Wipe the outside of the pot dry
 - C. Unplug the cooker
 - D. Add more water
9. Why does the manual suggest letting the rice sit for about ten minutes after cooking (step 8)?
- A. To let the rice cool down completely so it can be eaten cold
 - B. To let the steam finish cooking the rice evenly so it becomes fluffier
 - C. To save electricity used by the cooker
 - D. To make the rice easier to wash
10. Compared with Text 1 and Text 2 (recipes), Text 4 (a device manual) is different mainly because it ...
- A. does not use imperative sentences at all
 - B. focuses on operating a machine safely instead of preparing food or drink
 - C. does not need any materials or tools
 - D. is written only for professional cooks

Bagian II: Pilihan Ganda Kompleks (5 soal)

1. Which of the following are TRUE according to Text 1? (Choose TWO or more correct answers)

- ☐ A. The tea bags are removed after steeping for five minutes.
- ☐ B. The sugar is added after the tea has completely cooled down.
- ☐ C. Lemon juice is squeezed into the tea before it is served.
- ☐ D. Ice cubes are boiled together with the tea bags.
- ☐ E. A slice of lemon is put on top of the drink before serving.

2. Which statements correctly describe the steps in Text 2? (Choose TWO or more correct answers)

- ☐ A. Garlic is stir-fried before the chicken is added.
- ☐ B. The egg is scrambled together with the garlic first.
- ☐ C. Cold, cooked rice is added after the egg is mixed with the chicken.
- ☐ D. Sweet soy sauce is poured in before the rice is added.
- ☐ E. Salt and pepper are added to taste near the end of cooking.

3. Which of the following sentences from Text 3 are imperative (command) sentences? (Choose TWO or more correct answers)

- ☐ A. "Draw two diagonal lines from corner to corner on the paper."
- ☐ B. "A paper windmill is a fun toy."
- ☐ C. "Hold the four corners together and push the pin through all of them."
- ☐ D. "Children in the village often make it to play with."
- ☐ E. "Attach the pin to the top of the stick."

4. Based on Text 4, which of the following show safety-related instructions? (Choose TWO or more correct answers)

- ☐ A. Wipe the outside of the pot dry before placing it back.
- ☐ B. Always unplug the cooker after use.
- ☐ C. Let the cooker cool down before cleaning it.
- ☐ D. Wash the rice until the water runs clear.
- ☐ E. Press the "Cook" button to start cooking.

5. Based on Texts 1–4, which of the following are common language features of procedure texts? (Choose TWO or more correct answers)

- ☐ A. Use of imperative sentences (commands).
- ☐ B. Use of connectives showing sequence, such as "then" and "after that".
- ☐ C. Use of past tense to tell about finished events.
- ☐ D. Use of action verbs related to the activity, such as "boil", "stir", and "press".
- ☐ E. Use of long dialogues between two characters.

Bagian III: Benar atau Salah (5 soal)

1. This statement is for text 1!

No	Pernyataan	Jawaban
1.1	The recipe uses two tea bags and 500 ml of hot water.	T / F
1.2	The sugar is added before the water is boiled.	T / F
1.3	Ice cubes are put into the glasses before the tea is poured.	T / F

2. This statement is for text 2!

No	Pernyataan	Jawaban
2.1	The chicken is diced before it is cooked.	T / F
2.2	The rice used in this recipe should be freshly cooked and hot.	T / F
2.3	The egg is scrambled after the chicken turns light brown.	T / F

3. This statement is for text 3!

No	Pernyataan	Jawaban
3.1	The paper used is square and colored.	T / F
3.2	All four corners of the paper are cut completely off.	T / F
3.3	The pin allows the windmill to spin freely on the stick.	T / F

4. This statement is for text 4!

No	Pernyataan	Jawaban
4.1	The rice should be washed until the water runs clear.	T / F
4.2	The cooker switches automatically from “Cook” to “Warm”.	T / F
4.3	The pot should be washed while it is still plugged in.	T / F

5. This statement is for text 5!

No	Pernyataan	Jawaban
5.1	All four texts are arranged in numbered, sequential steps.	T / F
5.2	None of the texts mention any tools or ingredients.	T / F
5.3	Texts 1 and 2 are recipes, while Text 4 is an operating manual.	T / F

Bagian IV: Menjodohkan (5 soal)

Petunjuk: Jodohkan pernyataan pada Kolom A dengan jawaban yang tepat pada Kolom B. Perhatikan bahwa Kolom B memuat lebih banyak pilihan daripada Kolom A.

Kolom A	Kolom B
1. A device that automatically switches from “Cook” to “Warm”	A. Chicken Fried Rice
2. A drink that is served cold with a slice of lemon on top	B. a pin (or a small brad)
3. A toy made by folding paper corners toward the center	C. Electric Rice Cooker
4. A dish that uses leftover, cold cooked rice	D. Iced Lemon Tea
5. The tool used to attach the paper corners to the stick	E. Paper Windmill
	F. a pair of scissors

Bagian V: Uraian (5 soal)

Petunjuk: Jawablah pertanyaan berikut dengan kalimatmu sendiri secara jelas dan lengkap.

- Choose one of the four texts (Text 1–4). Identify its structure (goal/aim, materials/ingredients if any, and steps) and explain how you know this structure by referring to specific parts of the text.
- In your opinion, which step in Text 4 (using an electric rice cooker) is the most important for safety? Give your reason.
- Compare Text 1 (Iced Lemon Tea) and Text 2 (Chicken Fried Rice). Mention one similarity and one difference in the way the steps are written.
- Complete the missing step. In Text 3, after drawing two diagonal lines to find the center point, the next step is: “_____” (write one complete imperative sentence describing what should be done next).
- Write a short procedure text (at least 4 steps) explaining how to make or do something simple that you know well, such as a snack, a drink, a craft, or how to use a simple device. Use imperative sentences and sequence connectives.

BAB 2. SOAL TEKS IKLAN (ADVERTISEMENT)

Tujuan Pembelajaran: Peserta didik mampu memahami, menganalisis, dan menyusun teks iklan (electrical devices, cosmetics, fashion, dan school equipment) serta menilai efektivitas bahasa persuasif yang digunakan.

Teks Stimulus

Advertisement 1 — CoolBreeze Mini Fan (Electrical Device)

CoolBreeze Mini Fan

Feel the fresh air anywhere, anytime!

✓ *USB rechargeable — up to 8 hours of cool breeze on a single charge*

✓ *3 wind speeds: Soft, Normal, and Turbo*

✓ *Lightweight (only 250 grams) — perfect for your school bag*

✓ *Available in 5 cheerful colors: red, blue, green, yellow, and white*

Special Price: Rp75,000 (was Rp120,000) — this month only!

Get yours now at SmartTech Store, Jl. Merdeka No. 12, or order online at www.coolbreeze.example.id

“Don’t let the heat slow you down. Bring CoolBreeze wherever you go!”

Advertisement 2 — GlowNatural Face Serum (Cosmetics)

GlowNatural Face Serum

Healthy skin starts with nature.

Made from 100% natural aloe vera and vitamin E, GlowNatural Face Serum helps to moisturize your skin and reduce dullness after a long day at school.

✓ *Suitable for all skin types*

✓ *No harsh chemicals, dermatologically tested*

✓ *Light texture, absorbs quickly, non-sticky*

How to use: Apply two drops on clean skin every morning and night for the best result.

Price: Rp45,000 / 30 ml bottle

Available at CantikStore, all branches, and on the CantikStore mobile application.

“Feel confident with naturally glowing skin, every single day!”

Advertisement 3 — TeenStyle Sport Jacket (Fashion)

TeenStyle Sport Jacket — New Collection!

Stay warm, stay stylish, stay active.

✓ *Water-resistant fabric, perfect for rainy days*

✓ *Available in sizes S, M, L, and XL*

✓ *4 trendy colors: navy, maroon, olive, and black*

✓ *Reflective stripes for extra safety when it is dark*

Buy 2 jackets, get a free TeenStyle cap!

Price: Rp150,000 (only until the end of this month)

Visit TeenStyle Outlet at Central Mall, 2nd floor, or shop online at teenstyle.example.id

“Show your style, whatever the weather!”

Advertisement 4 — SmartWrite Stationery Set (School Equipment)

SmartWrite Stationery Set

Everything you need for a smart school day!

The SmartWrite Set includes:

- 1 mechanical pencil with 3 refill leads
- 1 eraser and 1 sharpener
- 2 gel pens (black and blue)
- 1 12-cm ruler
- 1 storage pouch made of durable, water-resistant material

✓ *Comfortable, non-slip grip for long study hours*

✓ *Compact size, easily fits into any school bag*

Price: Rp35,000 per set (special discount for students with a valid student card!)

Available at Toko Buku Pelajar and leading bookstores nationwide.

"Write smart, study smart, with SmartWrite!"

Bagian I: Pilihan Ganda (10 soal)

Petunjuk: Pilihlah salah satu jawaban yang paling tepat dengan memberi tanda silang (X) pada huruf A, B, C, atau D!

1. What is the main purpose of Advertisement 1?
 - A. To explain how a fan works
 - B. To persuade readers to buy the CoolBreeze Mini Fan
 - C. To warn readers about the danger of overheating
 - D. To compare different brands of fans
2. How long can the CoolBreeze Mini Fan work on a single charge?
 - A. 3 hours
 - B. 5 hours
 - C. 8 hours
 - D. 12 hours
3. The word "dullness" in Advertisement 2 is closest in meaning to ...
 - A. a bright and glowing look
 - B. a tired, lifeless look on the skin
 - C. a smooth, soft texture
 - D. a strong, pleasant smell
4. According to the advertisement, how many times a day should GlowNatural Face Serum be applied?
 - A. Once a day
 - B. Twice a day
 - C. Three times a day
 - D. Only at night
5. Based on the language and the picture described in Advertisement 3, who is the advertisement most likely aimed at?
 - A. Elderly people who need warm blankets
 - B. Teenagers who want a stylish and practical jacket
 - C. Babies who need soft clothes
 - D. Office workers who need formal suits
6. What free item can customers get according to Advertisement 3?
 - A. A free jacket
 - B. A free cap when buying two jackets
 - C. A free umbrella

- D. A free pair of shoes
7. How many gel pens are included in the SmartWrite Stationery Set?
- 1
 - 2
 - 3
 - 4
8. What is the purpose of the sentence "Write smart, study smart, with SmartWrite!" at the end of Advertisement 4?
- To explain the price of the product
 - To give a warning about misuse of the product
 - To make the slogan memorable and encourage readers to buy the product
 - To describe the material of the pouch
9. Compared with Advertisement 2 (GlowNatural Face Serum), Advertisement 1 (CoolBreeze Mini Fan) mainly emphasizes ...
- health benefits for the skin
 - practicality and portability of the product
 - fashionable design for daily style
 - school-related usefulness
10. All four advertisements share a common strategy, which is ...
- giving detailed scientific research about the product
 - offering a special price or bonus to attract buyers
 - criticizing competitor products directly
 - avoiding any information about price

Bagian II: Pilihan Ganda Kompleks (5 soal)

1. Which of the following are TRUE according to Advertisement 1? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. The fan is charged using a USB cable.
- ☐ B. The fan only comes in one color.
- ☐ C. The fan has three different wind speed settings.
- ☐ D. The fan weighs more than one kilogram.
- ☐ E. The special price is only available for a limited time.

2. Which of the following phrases from Advertisement 2 are examples of persuasive or promotional language? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. "Healthy skin starts with nature."
- ☐ B. "Apply two drops on clean skin every morning and night."
- ☐ C. "Feel confident with naturally glowing skin, every single day!"
- ☐ D. "Price: Rp45,000 / 30 ml bottle."
- ☐ E. "No harsh chemicals, dermatologically tested."

3. Which of the following are TRUE according to Advertisement 3? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. The jacket is available in four colors.
- ☐ B. The jacket has reflective stripes for safety at night.
- ☐ C. The jacket is only available in one size.
- ☐ D. Customers must buy three jackets to get a free cap.

☐ E. The fabric is water-resistant.

4. Which of the following show that Advertisement 4 targets students specifically?
(Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR.
Jawaban benar lebih dari satu.

- ☐ A. The special discount for students with a valid student card.
- ☐ B. The compact size that fits into a school bag.
- ☐ C. The mention of “a smart school day”.
- ☐ D. The mention of dermatological testing.
- ☐ E. The comfortable grip for long study hours.

5. Based on all four advertisements, which of the following are common elements found in advertisement texts? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR.
Jawaban benar lebih dari satu.

- ☐ A. A catchy slogan or attractive statement.
- ☐ B. Information about price or special offers.
- ☐ C. A long list of scientific footnotes.
- ☐ D. Contact information or where to buy the product.
- ☐ E. A detailed complaint from an unhappy customer.

Bagian III: Benar atau Salah (5 soal)

Petunjuk: Bacalah setiap pernyataan dengan cermat, kemudian lingkari B jika pernyataan Benar atau S jika pernyataan Salah.

1. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
1.1	The CoolBreeze Mini Fan is rechargeable through a USB cable.	T / F
1.2	The fan is available in five different colors.	T / F
1.3	The special price is a permanent price for the whole year.	T / F

2. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
2.1	GlowNatural Face Serum contains harsh chemicals.	T / F
2.2	The serum is suitable for all skin types.	T / F
2.3	The serum should be applied only once a week.	T / F

3. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
3.1	TeenStyle Sport Jacket is water-resistant.	T / F
3.2	The jacket is only sold at an online store.	T / F
3.3	The reflective stripes make the jacket safer to wear at night.	T / F

4. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
4.1	The SmartWrite Set is designed for school use.	T / F

No	Pernyataan	Jawaban
4.2	There is no discount offered in this advertisement.	T / F
4.3	The set includes a storage pouch.	T / F

5. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
5.1	All four advertisements mention the price of the product.	T / F
5.2	None of the advertisements use a slogan.	T / F
5.3	Each advertisement is aimed at attracting a particular group of customers.	T / F

Bagian IV: Menjodohkan (5 soal)

Petunjuk: Jodohkan pernyataan pada Kolom A dengan jawaban yang tepat pada Kolom B. Perhatikan bahwa Kolom B memuat lebih banyak pilihan daripada Kolom A.

Kolom A	Kolom B
1. Product that offers a free cap when you buy two	A. CoolBreeze Mini Fan
2. Product made from natural aloe vera and vitamin E	B. GlowNatural Face Serum
3. Product with three different wind speed settings	C. TeenStyle Sport Jacket
4. Product that gives a discount for valid student card holders	D. SmartWrite Stationery Set
5. Product that comes in a compact pouch for a school bag	E. a reflective safety stripe
	F. a mobile application

Bagian V: Uraian (5 soal)

Petunjuk: Jawablah pertanyaan berikut dengan kalimatmu sendiri secara jelas dan lengkap.

1. Choose one advertisement (Advertisement 1–4). Identify two persuasive words or phrases used and explain why they are effective in attracting customers.
2. In your opinion, which of the four advertisements is the most convincing? Give at least two reasons to support your opinion.
3. Compare Advertisement 1 (CoolBreeze Mini Fan) and Advertisement 4 (SmartWrite Stationery Set). Mention one similarity and one difference in how they attract student buyers.
4. Create one new, original slogan (no more than 10 words) for a school equipment product of your choice, and explain the message you want to deliver.
5. Write a short advertisement (at least 4 sentences) for a product of your own choice from one of these themes: electrical devices, cosmetics, fashion, or school equipment. Include the product name, at least two features, the price, and a slogan.

BAB 3. SOAL TEKS REPORT

Tujuan Pembelajaran: Peserta didik mampu memahami, menganalisis, dan menyusun teks report tentang animals, plants, dan nature berdasarkan fakta ilmiah secara objektif.

Teks Stimulus

Text 1 — The Komodo Dragon (Animal Report)

The Komodo dragon is the largest living lizard in the world. It can be found only in a few islands in eastern Indonesia, such as Komodo, Rinca, and Flores.

An adult Komodo dragon can grow up to three meters long and weigh more than seventy kilograms. Its body is covered with tough, scaly skin that is usually grayish brown in color. It has a long, forked tongue which it uses to smell prey from a distance, powerful legs, and sharp, curved claws.

Komodo dragons are carnivorous. They mainly eat deer, wild pigs, and other smaller animals, although they can also eat carrion. They are known for their strong bite, which contains venom that can weaken their prey over time.

Female Komodo dragons usually lay their eggs in a hole in the ground and leave them to hatch on their own after about seven to eight months. Because of habitat loss and human activities, Komodo dragons are now classified as an endangered species and are protected in Komodo National Park.

Text 2 — The Rafflesia Flower (Plant Report)

Rafflesia is one of the most unusual flowers in the world. It grows naturally in the rainforests of Sumatra and other parts of Southeast Asia.

Unlike most plants, Rafflesia has no leaves, stem, or roots of its own. Instead, it lives as a parasite on a certain type of vine, taking nutrients directly from its host. The flower itself can grow up to one meter in diameter, making it the largest single flower on Earth.

The petals of Rafflesia are usually reddish brown with white spots, and the flower produces a very strong smell that is often compared to rotting meat. This unpleasant smell actually serves an important purpose: it attracts flies and other insects that help pollinate the flower.

A Rafflesia flower blooms for only a few days before it withers and dies. Because of habitat destruction, several species of Rafflesia are now considered rare and are protected under conservation programs in Indonesia.

Text 3 — Mangrove Forests (Nature Report)

Mangrove forests are unique ecosystems found along tropical and subtropical coastlines, including many coastal areas in Indonesia. They grow in the muddy area where rivers meet the sea, in water that is partly salty and partly fresh.

Mangrove trees have special roots that grow above the muddy ground, allowing them to breathe even when the soil is covered with water during high tide. These roots also help to trap sediment and reduce the speed of ocean waves, which protects the coastline from erosion.

Mangrove forests provide a home for many kinds of animals, such as crabs, mudskippers, small fish, and various birds. They also act as an important nursery area where young fish and shrimp can grow safely before moving to the open sea.

Unfortunately, many mangrove forests have been cut down for fish ponds, farming, and coastal development. Because mangroves are important for protecting coastlines and supporting marine life, many communities and organizations are now working to replant and protect them.

Bagian I: Pilihan Ganda (10 soal)

Petunjuk: Pilihlah salah satu jawaban yang paling tepat dengan memberi tanda silang (X) pada huruf A, B, C, atau D!

1. What is the main idea of the first paragraph in Text 1?
 - A. How Komodo dragons hunt their prey
 - B. Where Komodo dragons can be found in the world
 - C. How Komodo dragons reproduce
 - D. Why Komodo dragons are endangered
2. The word "carrion" in paragraph 3 refers to ...
 - A. living animals that are still healthy
 - B. the dead and decaying flesh of animals
 - C. a type of plant eaten by Komodo dragons
 - D. a kind of weapon used for hunting
3. According to Text 1, how long does it take for Komodo dragon eggs to hatch?
 - A. One to two months
 - B. Three to four months
 - C. About seven to eight months
 - D. More than one year
4. Why does the Rafflesia flower produce a smell similar to rotting meat?
 - A. To scare away predators
 - B. To attract flies and insects for pollination
 - C. To warn other plants nearby
 - D. To help it absorb more sunlight
5. What can be concluded about the way Rafflesia gets its nutrients?
 - A. It makes its own food through photosynthesis like most plants
 - B. It depends on a host vine because it has no leaves, stem, or roots
 - C. It absorbs nutrients directly from rainwater
 - D. It gets nutrients from insects it traps
6. According to Text 2, how large can a Rafflesia flower grow?
 - A. Up to 10 centimeters in diameter
 - B. Up to 50 centimeters in diameter
 - C. Up to one meter in diameter
 - D. Up to three meters in diameter
7. What is the general purpose of Text 3?
 - A. To tell a personal experience about visiting a mangrove forest
 - B. To describe and give factual information about mangrove forests
 - C. To persuade readers to plant more trees
 - D. To give step-by-step instructions for growing mangroves
8. Based on Text 3, what is one function of mangrove roots?
 - A. To produce a strong smell that attracts insects
 - B. To trap sediment and reduce the speed of ocean waves
 - C. To store fresh water for the dry season
 - D. To attract tourists to coastal areas
9. Both Text 1 (Komodo dragon) and Text 2 (Rafflesia) mention that the living things they describe ...
 - A. are common and easy to find anywhere in the world

- B. are now considered rare or endangered due to habitat loss
- C. live only in cold climates
- D. are used mainly for medicine

10. If an adult Komodo dragon can weigh more than 70 kg and a Rafflesia flower can reach 1 meter in diameter, what does this numerical information mainly show about both organisms as described in the texts?

- A. They are both dangerous to humans
- B. They are both remarkable for their extreme size compared to similar species
- C. They both live in the same habitat
- D. They are both used as a food source

Bagian II: Pilihan Ganda Kompleks (5 soal)

1. Which of the following are TRUE according to Text 1? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. Komodo dragons can be found naturally in several islands in eastern Indonesia.
- ☐ B. Komodo dragons are herbivorous animals.
- ☐ C. An adult Komodo dragon can grow up to three meters long.
- ☐ D. Komodo dragons are now classified as an endangered species.
- ☐ E. Female Komodo dragons take care of their eggs until they hatch.

2. Which of the following are unique characteristics of Rafflesia mentioned in Text 2? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. It has no leaves, stem, or roots of its own.
- ☐ B. It blooms for several months before withering.
- ☐ C. It is the largest single flower on Earth.
- ☐ D. It produces a pleasant, sweet fragrance.
- ☐ E. It lives as a parasite on a host vine.

3. Which of the following are TRUE according to Text 3? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. Mangrove forests grow where rivers meet the sea.
- ☐ B. Mangrove roots grow above the muddy ground.
- ☐ C. Mangrove forests have no importance for marine animals.
- ☐ D. Some mangrove forests have been cut down for fish ponds.
- ☐ E. Mangrove forests only exist in cold, temperate regions.

4. Which of the following are typical features of a report text, as shown in Texts 1–3? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. General classification of the subject in the beginning.
- ☐ B. Description of characteristics, behavior, or process.
- ☐ C. A single specific event told in the past, like a personal diary entry.
- ☐ D. Use of the simple present tense for general facts.
- ☐ E. A conclusion that persuades readers to buy a product.

5. Which of the following environmental issues are mentioned across Texts 1–3? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. Habitat loss threatening Komodo dragons.
- ☐ B. Habitat destruction threatening Rafflesia.
- ☐ C. Overfishing as the main threat to mangrove forests.
- ☐ D. Conversion of mangrove areas into fish ponds and farming land.
- ☐ E. Air pollution as the main cause of Komodo dragon decline.

Bagian III: Benar atau Salah (5 soal)

Petunjuk: Bacalah setiap pernyataan dengan cermat, kemudian lingkari B jika pernyataan Benar atau S jika pernyataan Salah.

1. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
1.1	The Komodo dragon is the largest living lizard in the world.	T / F
1.2	Komodo dragons are found naturally all over the world.	T / F
1.3	Komodo dragons have a strong bite containing venom.	T / F

2. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
2.1	Rafflesia grows naturally in the rainforests of Sumatra.	T / F
2.2	Rafflesia can make its own food through photosynthesis like ordinary plants.	T / F
2.3	Rafflesia blooms for only a few days.	T / F

3. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
3.1	Mangrove forests only grow in fresh water rivers far from the sea.	T / F
3.2	Mangrove forests act as a nursery for young fish and shrimp.	T / F
3.3	Some communities are working to replant mangrove forests.	T / F

4. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
4.1	Both Text 1 and Text 2 describe living things that are now rare or protected.	T / F
4.2	None of the three texts use the simple present tense.	T / F
4.3	All three texts describe subjects related to nature found in or near Indonesia.	T / F

5. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
5.1	The three texts are written mainly to give factual, general information about a subject.	T / F
5.2	The three texts are written mainly to persuade readers to travel to Indonesia.	T / F
5.3	The three texts use scientific and descriptive language rather than personal opinion.	T / F

Bagian IV: Menjodohkan (5 soal)

Petunjuk: Jodohkan pernyataan pada Kolom A dengan jawaban yang tepat pada Kolom B.

Kolom A	Kolom B
1. Living thing with no leaves, stem, or roots of its own	A. Komodo dragon
2. Living thing found only on a few islands in eastern Indonesia	B. Rafflesia
3. Ecosystem that grows where rivers meet the sea	C. Mangrove forest
4. Living thing known for its extremely strong bite	D. a coral reef
5. Ecosystem that acts as a nursery for young fish and shrimp	E. a tropical rainforest

Bagian V: Uraian (5 soal)

Petunjuk: Jawablah pertanyaan berikut dengan kalimatmu sendiri secara jelas dan lengkap.

1. Choose one of the three texts (Text 1–3). Identify its general classification (opening statement) and mention two pieces of description that support it.
2. Based on Text 1 and Text 2, explain why habitat loss is dangerous for both the Komodo dragon and the Rafflesia flower, and suggest one action that could help protect them.
3. Compare Text 1 (Komodo dragon) and Text 3 (Mangrove forests). Mention one similarity and one difference in the type of information given.
4. Complete the sentence with information from Text 3: “Mangrove roots grow above the muddy ground, which allows the trees to _____ even when the soil is covered with water.”
5. Write a short report text (at least one paragraph) about an animal, a plant, or a natural place that you know well. Include a general classification and at least two facts about its characteristics.

BAB 4. SOAL TEKS LABEL

Tujuan Pembelajaran: Peserta didik mampu memahami, menganalisis, dan menyusun teks label pada produk makanan/minuman, obat-obatan, dan kosmetik untuk memperoleh informasi secara akurat dan kritis.

Teks Stimulus

Label 1 — Instant Vegetable Noodle Soup (Food Label)

SUPER CRISPY — Instant Vegetable Noodle Soup

Net Weight: 75 g

Ingredients: Wheat flour, palm oil, vegetable flakes (carrot, cabbage, scallion), salt, sugar, flavor enhancer (monosodium glutamate), spices, chili powder.

Allergen Information: Contains wheat and soy. May contain traces of egg.

Nutrition Facts (per serving):

Energy 380 kcal | Protein 8 g | Total Fat 14 g | Carbohydrate 54 g | Sodium 990 mg

Cooking Directions:

- 1. Boil 400 ml of water.*
- 2. Put the noodles into the boiling water and cook for 3 minutes.*
- 3. Add the seasoning packets and stir well.*
- 4. Serve while hot.*

Storage: Store in a cool, dry place. Keep away from direct sunlight.

Best Before: See the date printed on the bottom of the pack.

Manufactured by PT Pangan Sejahtera, Semarang, Indonesia.

Label 2 — Fevrilex Paracetamol Tablets (Medicine Label)

FEVRILEX — Paracetamol 500 mg Tablets

Uses: Relieves fever and mild to moderate pain such as headache and toothache.

Dosage:

Adults and children over 12 years: 1 tablet, 3 to 4 times a day if needed.

Do not exceed 4 tablets (2000 mg) in 24 hours.

Children under 12 years: Consult a doctor before use.

Warnings:

- Do not use if you are allergic to paracetamol.*
- Do not take together with other medicines containing paracetamol.*
- Consult a doctor if symptoms persist for more than 3 days or worsen.*
- Keep out of reach of children.*

Storage: Store below 30°C, in a dry place, away from direct sunlight.

Expiry Date: See the printed date on the box.

Registration Number: DKL 1234567891 A1

Manufactured by PT Sehat Farma, Bandung, Indonesia.

Label 3 — DailyShield Sunscreen SPF 30 (Cosmetics Label)

DailyShield Sunscreen Lotion SPF 30 PA+++

Net Content: 50 ml

Description: A lightweight sunscreen lotion that protects the skin from harmful UVA and UVB rays while keeping it moisturized throughout the day.

Directions for Use: Apply evenly to face and body 15 minutes before sun exposure. Reapply every 2 hours, or immediately after swimming or excessive sweating.

Ingredients: Aqua, Octinoxate, Titanium Dioxide, Glycerin, Vitamin E, Fragrance.

Caution:

- *For external use only.*
- *Avoid contact with eyes. If contact occurs, rinse thoroughly with water.*
- *Discontinue use if irritation or redness occurs.*
- *Keep out of reach of children.*

Storage: Store in a cool place, away from direct sunlight.

BPOM Registration Number: NA18190100123

Manufactured by PT Kosmetik Cantik Indonesia, Jakarta.

Bagian I: Pilihan Ganda (10 soal)

Petunjuk: Pilihlah salah satu jawaban yang paling tepat dengan memberi tanda silang (X) pada huruf A, B, C, atau D!

1. What is the net weight of the Super Crispy noodle package?
A. 50 g
B. 75 g
C. 100 g
D. 150 g
2. The word “traces” in the allergen information is closest in meaning to ...
A. large amounts
B. very small amounts
C. the main ingredient
D. a completely different product
3. Based on the Nutrition Facts, which nutrient is present in the largest amount per serving?
A. Protein
B. Total Fat
C. Carbohydrate
D. Sodium
4. According to Label 2, what is Fevrilex mainly used for?
A. Treating skin allergies
B. Relieving fever and mild to moderate pain
C. Curing coughs and colds
D. Treating stomach problems
5. An adult has already taken 3 tablets of Fevrilex within 24 hours. According to the label, how many more tablets can this person safely take within the same 24 hours?
A. 0 tablets
B. 1 tablet
C. 2 tablets
D. 4 tablets
6. Why does the label state “Children under 12 years: Consult a doctor before use”?
A. Because the medicine is only sold to adults
B. Because a doctor needs to decide a safe dosage for children
C. Because children never get fever or pain
D. Because the medicine is not effective for children
7. How often should DailyShield Sunscreen be reapplied according to the label?
A. Every 30 minutes
B. Every 2 hours, or after swimming or sweating a lot
C. Only once a day, in the morning

- D. Only when going outdoors at night
8. What is the main purpose of a product label such as Label 3?
- To entertain readers with a story
 - To give information about the product and how to use it safely
 - To persuade readers to compare prices
 - To describe the history of the company
9. Compared with Label 1 (food), Label 2 (medicine) and Label 3 (cosmetics) both include a feature that Label 1 does not clearly emphasize, which is ...
- cooking directions
 - a specific warning about safe usage limits or side effects
 - the manufacturer's address
 - the net weight or net content
10. Based on Labels 1–3, what is the most important reason for consumers to read a product label carefully before use?
- To know the manufacturer's telephone number
 - To use the product correctly and safely based on the given directions and warnings
 - To find out the exact selling price in every store
 - To decide the color of the packaging

Bagian II: Pilihan Ganda Kompleks (5 soal)

1. Which of the following are TRUE according to Label 1? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. The product contains wheat and soy.
- ☐ B. The noodles should be cooked for 3 minutes in boiling water.
- ☐ C. The product should be stored in direct sunlight.
- ☐ D. The seasoning packets are added before boiling the noodles.
- ☐ E. The product is manufactured in Semarang, Indonesia.

2. Which of the following are warnings mentioned in Label 2? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. Do not use if allergic to paracetamol.
- ☐ B. Take the medicine together with other paracetamol products for faster relief.
- ☐ C. Keep out of reach of children.
- ☐ D. Consult a doctor if symptoms persist for more than 3 days.
- ☐ E. Store the medicine above 30°C in direct sunlight.

3. Which of the following are TRUE according to Label 3? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. The sunscreen protects against both UVA and UVB rays.
- ☐ B. The sunscreen should be applied 15 minutes before sun exposure.
- ☐ C. The product is meant to be swallowed for internal use.
- ☐ D. Users should rinse with water if the product gets into their eyes.
- ☐ E. The product has no registration number.

4. Which of the following are common parts usually found in a product label, as shown in Labels 1–3? (Choose TWO or more correct answers)

- ☐ A. Product name and brand.

- ☐ B. Directions for use or cooking directions.
- ☐ C. A long narrative story about the founder's life.
- ☐ D. Warnings or cautions for safe use.
- ☐ E. A detailed poem describing the product.

5. Which of the following are good reasons for reading a label carefully before using a product? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. To avoid using an expired product.
- ☐ B. To find out if the product could cause an allergic reaction.
- ☐ C. To learn the biography of the manufacturer.
- ☐ D. To follow the correct dosage or usage directions.
- ☐ E. To decide which social media platform to use.

Bagian III: Benar atau Salah (5 soal)

Petunjuk: Bacalah setiap pernyataan dengan cermat, kemudian lingkari B jika pernyataan Benar atau S jika pernyataan Salah.

1. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
1.1	The noodle product may contain traces of egg.	B / S
1.2	The product should be cooked with 400 ml of boiling water.	B / S
1.3	The product should be stored under direct sunlight.	B / S

2. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
2.1	Adults may take up to 4 tablets of Fevrix in 24 hours.	B / S
2.2	Fevrix can be given to children under 12 without consulting a doctor.	B / S
2.3	Fevrix should be stored below 30°C.	B / S

3. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
3.1	DailyShield Sunscreen is meant to be swallowed as a supplement.	B / S
3.2	The sunscreen should be reapplied after swimming.	B / S
3.3	The product should be discontinued if irritation occurs.	B / S

4. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
4.1	All three labels include some kind of storage instruction.	B / S
4.2	None of the labels mention the manufacturer.	B / S
4.3	Labels 2 and 3 both contain a caution or warning section.	B / S

5. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
5.1	Reading warnings on a label helps prevent misuse of a product.	B / S
5.2	Expiry dates on labels are not important for consumers to check.	B / S
5.3	A registration number on medicine and cosmetics labels usually indicates official approval.	B / S

Bagian IV: Menjodohkan (5 soal)

Petunjuk: Jodohkan pernyataan pada Kolom A dengan jawaban yang tepat pada Kolom B. Perhatikan bahwa Kolom B memuat lebih banyak pilihan daripada Kolom A.

Kolom A	Kolom B
1. Contains cooking directions using boiling water	A. Super Crispy Instant Noodle Soup
2. States a maximum safe dosage within 24 hours	B. Fevrilex Paracetamol Tablets
3. Recommends reapplication after swimming or sweating	C. DailyShield Sunscreen Lotion
4. Lists allergen information about wheat and soy	D. a nutrition facts table
5. Has a BPOM registration number for a skincare product	E. an expiry date

Bagian V: Uraian (5 soal)

Petunjuk: Jawablah pertanyaan berikut dengan kalimatmu sendiri secara jelas dan lengkap.

1. Choose one of the three labels (Label 1–3). Identify two important pieces of information on the label and explain why each one is important for the consumer.
2. Based on Label 2, explain what could happen if someone ignores the warning about not exceeding 4 tablets in 24 hours, and why such warnings are included on medicine labels.
3. Compare Label 1 (food) and Label 3 (cosmetics). Mention one similarity and one difference in the type of information provided to consumers.
4. Complete the sentence with information from Label 1: “After boiling the noodles for 3 minutes, the next step is to add the _____ and stir well before serving.”
5. Design a simple label (at least 5 pieces of information) for a food, drink, medicine, or cosmetic product of your own creation. Include the product name, net weight/content, directions for use, and at least one warning or storage instruction.

BAB 5. SOAL TEKS NARRATIVE (LEGEND & FOLKTALE)

Tujuan Pembelajaran: Peserta didik mampu memahami, menganalisis, dan menyusun teks narrative berbentuk legenda dan cerita rakyat dengan memperhatikan struktur, pesan moral, dan unsur intrinsik cerita.

Teks Stimulus

Text 1 — The Legend of Mount Sinjala (Legend)

A long time ago, in a peaceful valley, there lived a kind farmer named Wiryu. He lived alone with his old mother and worked hard every day in his rice field.

One morning, Wiryu found a giant golden fish trapped in a small pond near his field. Instead of catching it for food, he gently helped the fish swim back to the river. Surprised, the fish suddenly spoke. It told Wiryu that it was actually a guardian spirit of the mountain, and because of his kindness, it would grant him one wish.

Wiryu wished for enough rice to feed his village during the coming dry season. The fish agreed but warned him never to tell anyone about their meeting, or the wish would disappear forever.

For many months, Wiryu's field produced more rice than any other field in the valley. The villagers began to ask how he did it. One day, tired of the questions, Wiryu finally told his neighbor the whole story.

As soon as he finished speaking, the ground began to shake violently. A huge mountain suddenly rose from the valley, right where the pond used to be, and Wiryu's magical rice field disappeared underneath it. The villagers named the new mountain Sinjala, and until today, people say it stands as a reminder to always keep a promise.

Text 2 — The Clever Mouse-Deer and the Crocodile (Folktale)

In a green forest near a wide river, there lived a small but very clever mouse-deer named Kenari. Every day, Kenari had to cross the river to find sweet fruit on the other side, but the river was full of hungry crocodiles led by a large crocodile named Bantar.

One afternoon, Kenari stood at the riverbank and called out, "I have a message from the King of the Forest! He wants to count how many crocodiles live in this river before sending a delivery of fresh meat."

Excited about the meat, Bantar gathered all the other crocodiles and lined them up across the river, from one bank to the other. Kenari then walked carefully across their backs, counting loudly, "One, two, three..." until it reached the other side safely.

When Kenari arrived, it laughed and said, "Thank you for being my bridge! There is no meat, but I have crossed the river safely." Bantar was furious, but the mouse-deer had already disappeared into the forest.

From that day on, the animals in the forest often told this story to remind everyone that intelligence can sometimes be more powerful than strength.

Bagian I: Pilihan Ganda (10 soal)

Petunjuk: Pilihlah salah satu jawaban yang paling tepat dengan memberi tanda silang (X) pada huruf A, B, C, atau D!

1. What is the main theme of Text 1?

- A. A farmer who becomes rich by trading rice
- B. A kindness that is rewarded, but a broken promise brings consequences
- C. A mountain that protects a village from enemies
- D. A fish that teaches farmers how to plant rice

2. The word “guardian” in paragraph 2 is closest in meaning to ...
 - A. enemy
 - B. protector
 - C. traveler
 - D. farmer
3. What did Wirya wish for from the golden fish?
 - A. A large amount of gold
 - B. Enough rice to feed his village during the dry season
 - C. A new house for his mother
 - D. The power to talk to animals
4. Why did the mountain suddenly appear after Wirya told his neighbor the story?
 - A. Because the neighbor was angry and cursed the field
 - B. Because Wirya broke his promise never to tell anyone about the fish
 - C. Because the fish wanted to build a home for the villagers
 - D. Because the village needed more land for farming
5. What moral message can be drawn from Text 1?
 - A. Farmers should always work in groups
 - B. A promise should be kept no matter how tempting it is to break it
 - C. Mountains are formed by natural disasters
 - D. Fish should never be caught for food
6. According to Text 2, what message did Kenari claim to bring to the crocodiles?
 - A. A message from the fish about the flood season
 - B. A message from the King of the Forest about counting the crocodiles
 - C. A warning about hunters near the river
 - D. An invitation to a forest festival
7. What did Kenari do right after the crocodiles lined up across the river?
 - A. It swam across the river quickly
 - B. It walked across their backs while counting them
 - C. It called the King of the Forest for help
 - D. It jumped into the river to escape
8. Based on Text 2, which character trait best describes Kenari?
 - A. Lazy and careless
 - B. Clever and quick-witted
 - C. Aggressive and violent
 - D. Shy and fearful
9. Compared with Text 2 (a folktale with animal characters), Text 1 (a legend) mainly differs because it ...
 - A. has no moral message at all
 - B. involves human characters and explains the origin of a real place
 - C. is written only in dialogue form
 - D. does not include any magical elements
10. Both Text 1 and Text 2 follow a similar narrative structure, which begins with ...
 - A. a resolution that solves all problems immediately
 - B. an orientation introducing the characters and setting, followed by a complication
 - C. a list of moral lessons before the story starts
 - D. a direct advertisement for the setting of the story

Bagian II: Pilihan Ganda Kompleks (5 soal)

1. Which of the following are TRUE according to Text 1? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. Wiryah helped a golden fish return to the river.
- ☐ B. The fish granted Wiryah's wish immediately without any condition.
- ☐ C. Wiryah was warned not to tell anyone about the fish.
- ☐ D. The mountain appeared after Wiryah broke his promise.
- ☐ E. Wiryah lived with his wife and children.

2. Which of the following are TRUE according to Text 2? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. Kenari tricked the crocodiles into forming a bridge across the river.
- ☐ B. Bantar was the name of the mouse-deer.
- ☐ C. The crocodiles were promised a delivery of meat.
- ☐ D. Kenari was caught by the crocodiles in the middle of the river.
- ☐ E. Kenari successfully crossed the river safely.

3. Which of the following are intrinsic elements found in both Text 1 and Text 2? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. A clear setting (place and time) at the beginning of the story.
- ☐ B. A conflict or problem that the main character must face.
- ☐ C. A list of scientific facts about animals.
- ☐ D. A moral message that readers can learn from.
- ☐ E. A detailed price list of products.

4. Which of the following show typical language features of a narrative text, as seen in Text 1? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. Use of past tense throughout the story.
- ☐ B. Use of time connectives such as "one morning" and "for many months".
- ☐ C. Use of imperative sentences giving instructions.
- ☐ D. Use of specific characters such as Wiryah and the golden fish.
- ☐ E. Use of a price list for products.

5. Which of the following are valid moral lessons that can be drawn from Text 1 and Text 2 together? (Choose TWO or more correct answers)

Petunjuk: Berilah tanda centang (✓) pada kotak di depan setiap pernyataan yang BENAR. Jawaban benar lebih dari satu.

- ☐ A. Kindness to others can bring good fortune in return.
- ☐ B. Intelligence can help someone overcome a stronger opponent.
- ☐ C. Breaking a promise never has any consequences.
- ☐ D. Physical strength is always more important than cleverness.
- ☐ E. Keeping one's word is an important value shown in the story.

Bagian III: Benar atau Salah (5 soal)

Petunjuk: Bacalah setiap pernyataan dengan cermat, kemudian lingkari B jika pernyataan Benar atau S jika pernyataan Salah.

1. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
1.1	Wiryah was a farmer who lived with his old mother.	B / S

No	Pernyataan	Jawaban
1.2	Wirya caught the golden fish and ate it.	B / S
1.3	The fish told Wirya to keep their meeting a secret.	B / S

2. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
2.1	Kenari is described as a mouse-deer, not a crocodile.	B / S
2.2	The crocodiles refused to line up across the river.	B / S
2.3	Kenari counted the crocodiles while walking across their backs.	B / S

3. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
3.1	Both texts include a problem or conflict faced by the main character.	B / S
3.2	Neither text has a clear setting of time and place.	B / S
3.3	Both texts end with a moral message or lesson for the reader.	B / S

4. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
4.1	Text 1 explains the origin of a natural landmark, while Text 2 does not.	B / S
4.2	Text 2 uses human characters only, with no animal characters.	B / S
4.3	Both texts use the past tense to tell the story.	B / S

5. Tentukan Benar (B) atau Salah (S) untuk setiap pernyataan berikut.

No	Pernyataan	Jawaban
5.1	Legends and folktales often carry cultural values passed down between generations.	B / S
5.2	Folktales never contain any moral lesson for the reader.	B / S
5.3	Legends often explain the origin of a place, an object, or a natural feature.	B / S

Bagian IV: Menjodohkan (5 soal)

Petunjuk: Jodohkan pernyataan pada Kolom A dengan jawaban yang tepat pada Kolom B. Perhatikan bahwa Kolom B memuat lebih banyak pilihan daripada Kolom A.

Kolom A	Kolom B
1. A farmer who helped a golden fish return to the river	A. Wirya
2. A mouse-deer who tricked the crocodiles	B. Kenari

Kolom A	Kolom B
3. A mountain that suddenly appeared after a broken promise	C. Bantar
4. The leader of the crocodiles in the river	D. Mount Sinjala
5. The wish that was granted to the kind farmer	E. enough rice to feed the village
	F. the King of the Forest

Bagian V: Uraian (5 soal)

Petunjuk: Jawablah pertanyaan berikut dengan kalimatmu sendiri secara jelas dan lengkap.

1. Choose one of the two texts (Text 1 or Text 2). Identify the main character, the setting, and the main conflict of the story.
2. In your opinion, was Wirya’s decision to tell his neighbor about the golden fish understandable, even though he had promised not to? Give your reasons.
3. Compare Text 1 (legend) and Text 2 (folktale). Mention one similarity and one difference in the characters and the moral message of each story.
4. Arrange the following jumbled events from Text 2 into the correct order by writing the correct sequence (numbers 1–4): (a) Kenari counted the crocodiles while crossing the river. (b) Kenari called out that it had a message from the King of the Forest. (c) Kenari reached the other side and revealed that there was no meat. (d) Bantar gathered the crocodiles and lined them up across the river.
5. Write a short narrative text (at least one paragraph) in the form of a legend or a folktale that you know or create yourself. Make sure your text has an orientation, a complication, and a resolution, and include a moral message at the end.

KUNCI JAWABAN

1. Teks Prosedur

Pilihan Ganda

1. B 2. B 3. B 4. B 5. B 6. B 7. C 8. B 9. B 10. B

Pilihan Ganda Kompleks (pernyataan yang benar)

1. A, C, E

2. A, C, E

3. A, C, E

4. B, C

5. A, B, D

Benar atau Salah

1.1 = Benar 1.2 = Salah 1.3 = Benar

2.1 = Benar 2.2 = Salah 2.3 = Benar

3.1 = Benar 3.2 = Salah 3.3 = Benar

4.1 = Benar 4.2 = Benar 4.3 = Salah

5.1 = Benar 5.2 = Salah 5.3 = Benar

Menjodohkan

1 - C 2 - D 3 - E 4 - A 5 - B

Uraian: dinilai menggunakan Rubrik Penilaian Uraian (lihat bab Rubrik Penilaian).

2. Teks Iklan (Advertisement)

Pilihan Ganda

1. B 2. C 3. B 4. B 5. B 6. B 7. B 8. C 9. B 10. B

Pilihan Ganda Kompleks (pernyataan yang benar)

1. A, C, E

2. A, C, E

3. A, B, E

4. A, C, E

5. A, B, D

Benar atau Salah

1.1 = Benar 1.2 = Benar 1.3 = Salah

2.1 = Salah 2.2 = Benar 2.3 = Salah

3.1 = Benar 3.2 = Salah 3.3 = Benar

4.1 = Benar 4.2 = Salah 4.3 = Benar

5.1 = Benar 5.2 = Salah 5.3 = Benar

Menjodohkan

1 - C 2 - B 3 - A 4 - D 5 - D

Uraian: dinilai menggunakan Rubrik Penilaian Uraian (lihat bab Rubrik Penilaian).

3. Teks Report

Pilihan Ganda

1. B 2. B 3. C 4. B 5. B 6. C 7. B 8. B 9. B 10. B

Pilihan Ganda Kompleks (pernyataan yang benar)

1. A, C, D
2. A, C, E
3. A, B, D
4. A, B, D
5. A, B, D

Benar atau Salah

- 1.1 = Benar 1.2 = Salah 1.3 = Benar
2.1 = Benar 2.2 = Salah 2.3 = Benar
3.1 = Salah 3.2 = Benar 3.3 = Benar
4.1 = Benar 4.2 = Salah 4.3 = Benar
5.1 = Benar 5.2 = Salah 5.3 = Benar

Menjodohkan

- 1 - B 2 - A 3 - C 4 - A 5 - C

Uraian: dinilai menggunakan Rubrik Penilaian Uraian (lihat bab Rubrik Penilaian).

4. Teks Label

Pilihan Ganda

1. B 2. B 3. C 4. B 5. B 6. B 7. B 8. B 9. B 10. B

Pilihan Ganda Kompleks (pernyataan yang benar)

1. A, B, E
2. A, C, D
3. A, B, D
4. A, B, D
5. A, B, D

Benar atau Salah

- 1.1 = Benar 1.2 = Benar 1.3 = Salah
2.1 = Benar 2.2 = Salah 2.3 = Benar
3.1 = Salah 3.2 = Benar 3.3 = Benar
4.1 = Benar 4.2 = Salah 4.3 = Benar
5.1 = Benar 5.2 = Salah 5.3 = Benar

Menjodohkan

- 1 - A 2 - B 3 - C 4 - A 5 - C

5. Teks Narrative (Legend & Folktale)

Pilihan Ganda

1. B 2. B 3. B 4. B 5. B 6. B 7. B 8. B 9. B 10. B

Pilihan Ganda Kompleks (pernyataan yang benar)

1. A, C, D
2. A, C, E
3. A, B, D
4. A, B, D
5. A, B, E

Benar atau Salah

1.1 = Benar 1.2 = Salah 1.3 = Benar

2.1 = Benar 2.2 = Salah 2.3 = Benar

3.1 = Benar 3.2 = Salah 3.3 = Benar

4.1 = Benar 4.2 = Salah 4.3 = Benar

5.1 = Benar 5.2 = Salah 5.3 = Benar

Menjodohkan

1 - A 2 - B 3 - D 4 - C 5 - E

Uraian: dinilai menggunakan Rubrik Penilaian Uraian (lihat bab Rubrik Penilaian).

RUBRIK PENILAIAN

1. Rubrik Pilihan Ganda, Benar-Salah, dan Menjodohkan

Setiap jawaban benar diberi skor 1 (satu), dan jawaban salah/tidak dijawab diberi skor 0 (nol).

Khusus untuk Benar-Salah dan Menjodohkan yang terdiri atas beberapa pernyataan/pasangan, skor dihitung per pernyataan/pasangan (bukan per nomor soal).

2. Rubrik Pilihan Ganda Kompleks

Skor	Kriteria
4	Peserta didik memilih SEMUA pernyataan yang benar dan TIDAK memilih pernyataan yang salah.
3	Peserta didik memilih sebagian besar pernyataan yang benar (maksimal 1 kesalahan, baik kurang memilih maupun salah memilih).
2	Peserta didik memilih separuh pernyataan yang benar dengan 2 kesalahan.
1	Peserta didik hanya memilih sebagian kecil pernyataan yang benar (lebih dari 2 kesalahan).
0	Peserta didik tidak menjawab atau seluruh pilihan salah.

3. Rubrik Penilaian Uraian

Setiap soal uraian dinilai menggunakan empat aspek berikut, masing-masing dengan skor maksimal 4 (skala 1–4):

Aspek Penilaian	Deskripsi
Ketepatan Isi/Jawaban	Kesesuaian jawaban dengan pertanyaan dan teks/stimulus yang diberikan.
Kedalaman Analisis/Argumentasi	Kemampuan menganalisis, memberi alasan, membandingkan, atau mengevaluasi secara logis.
Ketepatan Tata Bahasa (Grammar) & Kosakata	Penggunaan struktur kalimat, tenses, dan pilihan kata bahasa Inggris yang tepat.
Keruntutan & Kejelasan (Coherence)	Jawaban disusun secara runtut, jelas, dan mudah dipahami.

Skor	Kategori	Deskripsi
4	Sangat Baik	Aspek terpenuhi secara lengkap dan tepat, hampir tanpa kesalahan.
3	Baik	Aspek terpenuhi dengan baik, terdapat sedikit kesalahan yang tidak mengurangi makna.
2	Cukup	Aspek terpenuhi sebagian, terdapat beberapa kesalahan yang cukup mengganggu makna.
1	Kurang	Aspek hampir tidak terpenuhi, banyak kesalahan sehingga makna sulit dipahami.

PEDOMAN PENSKORAN

Pedoman ini digunakan untuk mengonversi skor mentah setiap bentuk soal menjadi skor akhir dalam skala 0–100. Guru dapat menggunakan seluruh bentuk soal (asesmen sumatif) atau memilih sebagian bentuk soal sesuai kebutuhan (asesmen harian/formatif/remedial/pengayaan).

Bentuk Soal	Jumlah Butir	Skor Maks./Butir	Skor Maksima I
Pilihan Ganda	10	1	10
Pilihan Ganda Kompleks	5	4	20
Benar-Salah	15 pernyataan (5 soal x 3 pernyataan)	1	15
Menjodohkan	5	1	5
Uraian	5	16 (4 aspek x skor maks. 4)	80

Total skor maksimal seluruh bentuk soal = 10 + 20 + 15 + 5 + 80 = 130.

Rumus Nilai Akhir:

Nilai Akhir = (Jumlah Skor Perolehan ÷ Jumlah Skor Maksimal yang Digunakan) × 100

Contoh penggunaan sebagian bentuk soal:

- Asesmen Harian: cukup menggunakan Pilihan Ganda dan/atau Benar-Salah (skor maksimal disesuaikan).
- Asesmen Formatif: dapat menggunakan kombinasi Pilihan Ganda Kompleks, Menjodohkan, dan 1–2 soal Uraian.
- Asesmen Sumatif: menggunakan seluruh bentuk soal (skor maksimal 130).
- Remedial: peserta didik yang belum mencapai KKTP mengerjakan ulang butir soal pada indikator yang belum tuntas, diutamakan bentuk Pilihan Ganda dan Uraian sederhana.
- Pengayaan: peserta didik yang telah mencapai/melampaui KKTP diberikan soal Uraian tingkat HOTS (kreasi teks) sebagai pendalaman.

Kriteria Ketuntasan Tujuan Pembelajaran (KKTP) ditetapkan oleh satuan pendidikan, misalnya 70 atau 75, sesuai karakteristik peserta didik dan kebijakan sekolah.

ANALISIS SOAL

Tabel berikut memuat analisis lengkap seluruh butir soal, meliputi materi, indikator, level kognitif, kategori HOTS/LOTS, bentuk soal, dan kunci jawaban.

1. Teks Prosedur

Nomor	Indikator	Level Kognitif	HOTS/LOTS	Bentuk Soal	Kunci
PG-1	Menentukan tujuan teks	C1	LOTS	Pilihan Ganda	B
PG-2	Menentukan makna kata (vocabulary in context)	C2	LOTS	Pilihan Ganda	B
PG-3	Menentukan informasi tersurat	C1	LOTS	Pilihan Ganda	B
PG-4	Menentukan informasi rinci	C2	LOTS	Pilihan Ganda	B
PG-5	Menyimpulkan (simpulan)	C4	HOTS	Pilihan Ganda	B
PG-6	Menentukan informasi tersirat	C4	HOTS	Pilihan Ganda	B
PG-7	Menentukan tujuan komunikatif teks	C2	LOTS	Pilihan Ganda	C
PG-8	Menentukan informasi rinci (manual)	C1	LOTS	Pilihan Ganda	B
PG-9	Memberikan alasan (giving reason)	C4	HOTS	Pilihan Ganda	B
PG-10	Membandingkan dua teks (literasi)	C5	HOTS	Pilihan Ganda	B
PGK-1	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	A, C, E
PGK-2	Menentukan urutan/informasi rinci	C3	MOTS	PG Kompleks	A, C, E
PGK-3	Menentukan fungsi kalimat imperatif	C4	HOTS	PG Kompleks	A, C, E
PGK-4	Menganalisis fungsi teks (manual)	C4	HOTS	PG Kompleks	B, C
PGK-5	Menganalisis ciri kebahasaan teks prosedur (lintas teks)	C4	HOTS	PG Kompleks	A, B, D
BS-1	Menentukan Benar/Salah informasi tersurat	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-2	Menentukan Benar/Salah informasi rinci	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-3	Menentukan Benar/Salah informasi tersirat	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-4	Menentukan Benar/Salah informasi rinci (manual)	C2/C4	MOTS/HOTS	Benar-Salah	B-B-S
BS-5	Menyimpulkan ciri umum teks prosedur (lintas teks)	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B

Nomor	Indikator	Level Kognitif	HOTS/LOTS	Bentuk Soal	Kunci
MJ-1 s.d. MJ-5	Menjodohkan istilah/informasi dengan teks prosedur yang sesuai (lintas teks)	C2	LOTS	Menjodohkan	1-C, 2-D, 3-E, 4-A, 5-B
UR-1	Menganalisis struktur teks	C4	HOTS	Uraian	Sesuai rubrik penilaian
UR-2	Memberikan alasan/argumentasi	C5	HOTS	Uraian	Sesuai rubrik penilaian
UR-3	Membandingkan dua teks	C5	HOTS	Uraian	Sesuai rubrik penilaian
UR-4	Mengisi teks rumpang (melengkapi langkah)	C3	MOTS	Uraian	Sesuai rubrik penilaian
UR-5	Menyusun teks (kreasi sederhana)	C6	HOTS	Uraian	Sesuai rubrik penilaian

2. Teks Iklan (Advertisement)

Nomor	Indikator	Level Kognitif	HOTS/LOTS	Bentuk Soal	Kunci
PG-1	Menentukan tujuan teks	C2	LOTS	Pilihan Ganda	B
PG-2	Menentukan informasi rinci	C1	LOTS	Pilihan Ganda	C
PG-3	Menentukan makna kata	C2	LOTS	Pilihan Ganda	B
PG-4	Menentukan informasi tersurat	C1	LOTS	Pilihan Ganda	B
PG-5	Menentukan simpulan (target pembaca)	C4	HOTS	Pilihan Ganda	B
PG-6	Menentukan informasi rinci (promosi)	C2	LOTS	Pilihan Ganda	B
PG-7	Menentukan informasi rinci	C1	LOTS	Pilihan Ganda	B
PG-8	Menentukan tujuan kalimat persuasif (bahasa iklan)	C4	HOTS	Pilihan Ganda	C
PG-9	Membandingkan dua teks iklan	C5	HOTS	Pilihan Ganda	B
PG-10	Menyimpulkan strategi periklanan (literasi kritis)	C5	HOTS	Pilihan Ganda	B
PGK-1	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	A, C, E
PGK-2	Menganalisis fitur kebahasaan iklan	C4	HOTS	PG Kompleks	A, C, E

Nomor	Indikator	Level Kognitif	HOTS/LOTS	Bentuk Soal	Kunci
PGK-3	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	A, B, E
PGK-4	Menganalisis tujuan iklan sekolah	C4	HOTS	PG Kompleks	A, C, E
PGK-5	Menganalisis unsur teks iklan (lintas teks)	C4	HOTS	PG Kompleks	A, B, D
BS-1	Menentukan Benar/Salah informasi tersurat	C2/C4	MOTS/HOTS	Benar-Salah	B-B-S
BS-2	Menentukan Benar/Salah informasi rinci	C2/C4	MOTS/HOTS	Benar-Salah	S-B-S
BS-3	Menentukan Benar/Salah informasi rinci	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-4	Menentukan Benar/Salah informasi tersirat	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-5	Menyimpulkan ciri umum teks iklan (lintas teks)	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
MJ-1 s.d. MJ-5	Menjodohkan produk dengan keunggulan/fitur yang diiklankan (lintas teks)	C2	LOTS	Menjodohkan	1-C, 2-B, 3-A, 4-D, 5-D
UR-1	Menganalisis bahasa persuasif	C4	HOTS	Uraian	Sesuai rubrik penilaian
UR-2	Mengevaluasi keefektifan iklan	C5	HOTS	Uraian	Sesuai rubrik penilaian
UR-3	Membandingkan dua teks iklan	C5	HOTS	Uraian	Sesuai rubrik penilaian
UR-4	Menyusun kalimat (slogan)	C6	HOTS	Uraian	Sesuai rubrik penilaian
UR-5	Menyusun teks iklan (kreasi sederhana)	C6	HOTS	Uraian	Sesuai rubrik penilaian

3. Teks Report

Nomor	Indikator	Level Kognitif	HOTS/LOTS	Bentuk Soal	Kunci
PG-1	Menentukan ide pokok	C2	LOTS	Pilihan Ganda	B
PG-2	Menentukan makna kata	C2	LOTS	Pilihan Ganda	B
PG-3	Menentukan informasi tersurat	C1	LOTS	Pilihan Ganda	C

Nomor	Indikator	Level Kognitif	HOTS/LOTS	Bentuk Soal	Kunci
PG-4	Menentukan informasi tersirat	C4	HOTS	Pilihan Ganda	B
PG-5	Menyimpulkan	C4	HOTS	Pilihan Ganda	B
PG-6	Menentukan informasi rinci	C1	LOTS	Pilihan Ganda	C
PG-7	Menentukan tujuan teks	C2	LOTS	Pilihan Ganda	B
PG-8	Menentukan informasi rinci	C2	LOTS	Pilihan Ganda	B
PG-9	Membandingkan dua teks	C5	HOTS	Pilihan Ganda	B
PG-10	Literasi dan numerasi (membaca data dalam teks)	C5	HOTS	Pilihan Ganda	B
PGK-1	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	A, C, D
PGK-2	Menganalisis ciri khusus tumbuhan	C4	HOTS	PG Kompleks	A, C, E
PGK-3	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	A, B, D
PGK-4	Menganalisis struktur teks report	C4	HOTS	PG Kompleks	A, B, D
PGK-5	Mengevaluasi isu lingkungan pada teks	C5	HOTS	PG Kompleks	A, B, D
BS-1	Menentukan Benar/Salah informasi tersurat	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-2	Menentukan Benar/Salah informasi rinci	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-3	Menentukan Benar/Salah informasi tersirat	C2/C4	MOTS/HOTS	Benar-Salah	S-B-B
BS-4	Menyimpulkan persamaan antarteks	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-5	Literasi kritis (menyimpulkan tujuan penulisan)	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
MJ-1 s.d. MJ-5	Menjodohkan ciri/fakta dengan objek report yang sesuai (lintas teks)	C2	LOTS	Menjodohkan	1-B, 2-A, 3-C, 4-A, 5-C
UR-1	Menganalisis struktur teks report	C4	HOTS	Uraian	Sesuai rubrik penilaian
UR-2	Mengevaluasi (isu konservasi)	C5	HOTS	Uraian	Sesuai rubrik penilaian
UR-3	Membandingkan dua teks	C5	HOTS	Uraian	Sesuai rubrik penilaian

Nomor	Indikator	Level Kognitif	HOTS/LOTS	Bentuk Soal	Kunci
UR-4	Mengisi teks rumpang (melengkapi kalimat report)	C3	MOTS	Uraian	Sesuai rubrik penilaian
UR-5	Menyusun teks report (kreasi sederhana)	C6	HOTS	Uraian	Sesuai rubrik penilaian

4. Teks Label

Nomor	Indikator	Level Kognitif	HOTS/LOTS	Bentuk Soal	Kunci
PG-1	Menentukan informasi tersurat	C1	LOTS	Pilihan Ganda	B
PG-2	Menentukan makna kata	C2	LOTS	Pilihan Ganda	B
PG-3	Literasi dan numerasi (membaca data nutrisi)	C3	MOTS	Pilihan Ganda	C
PG-4	Menentukan informasi rinci	C1	LOTS	Pilihan Ganda	B
PG-5	Literasi dan numerasi (menghitung dosis)	C4	HOTS	Pilihan Ganda	B
PG-6	Menentukan informasi tersirat	C4	HOTS	Pilihan Ganda	B
PG-7	Menentukan informasi rinci	C1	LOTS	Pilihan Ganda	B
PG-8	Menentukan tujuan teks label	C2	LOTS	Pilihan Ganda	B
PG-9	Membandingkan dua teks label	C5	HOTS	Pilihan Ganda	B
PG-10	Menyimpulkan (literasi kritis konsumen)	C5	HOTS	Pilihan Ganda	B
PGK-1	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	A, B, E
PGK-2	Menganalisis informasi keselamatan (kompleks)	C4	HOTS	PG Kompleks	A, C, D
PGK-3	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	A, B, D
PGK-4	Menganalisis struktur teks label	C4	HOTS	PG Kompleks	A, B, D
PGK-5	Mengevaluasi pentingnya informasi label	C5	HOTS	PG Kompleks	A, B, D

Nomor	Indikator	Level Kognitif	HOTS/LOTS	Bentuk Soal	Kunci
BS-1	Menentukan Benar/Salah informasi tersurat	C2/C4	MOTS/HOTS	Benar-Salah	B-B-S
BS-2	Menentukan Benar/Salah informasi rinci	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-3	Menentukan Benar/Salah informasi tersirat	C2/C4	MOTS/HOTS	Benar-Salah	S-B-B
BS-4	Menyimpulkan persamaan antarlabel	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-5	Literasi kritis (keselamatan konsumen)	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
MJ-1 s.d. MJ-5	Menjodohkan informasi dengan jenis label yang sesuai (lintas teks)	C2	LOTS	Menjodohkan	1-A, 2-B, 3-C, 4-A, 5-C
UR-1	Menganalisis fungsi bagian label	C4	HOTS	Uraian	Sesuai rubrik penilaian
UR-2	Mengevaluasi keselamatan penggunaan	C5	HOTS	Uraian	Sesuai rubrik penilaian
UR-3	Membandingkan dua teks label	C5	HOTS	Uraian	Sesuai rubrik penilaian
UR-4	Mengisi teks rumpang (melengkapi instruksi label)	C3	MOTS	Uraian	Sesuai rubrik penilaian
UR-5	Menyusun teks label (kreasi sederhana)	C6	HOTS	Uraian	Sesuai rubrik penilaian

5. Teks Narrative (Legend & Folktale)

Nomor	Indikator	Level Kognitif	HOTS/LOTS	Bentuk Soal	Kunci
PG-1	Menentukan ide pokok/tema	C2	LOTS	Pilihan Ganda	B
PG-2	Menentukan makna kata	C2	LOTS	Pilihan Ganda	B
PG-3	Menentukan informasi tersurat	C1	LOTS	Pilihan Ganda	B
PG-4	Menentukan informasi tersirat	C4	HOTS	Pilihan Ganda	B
PG-5	Menyimpulkan pesan moral	C5	HOTS	Pilihan Ganda	B

Nomor	Indikator	Level Kognitif	HOTS/LOTS	Bentuk Soal	Kunci
PG-6	Menentukan informasi rinci	C1	LOTS	Pilihan Ganda	B
PG-7	Menentukan urutan peristiwa	C3	MOTS	Pilihan Ganda	B
PG-8	Menentukan watak tokoh (karakterisasi)	C4	HOTS	Pilihan Ganda	B
PG-9	Membandingkan dua teks narrative	C5	HOTS	Pilihan Ganda	B
PG-10	Menyimpulkan struktur teks narrative (lintas teks)	C4	HOTS	Pilihan Ganda	B
PGK-1	Menentukan informasi rinci (kompleks)	C3	MOTS	PG Kompleks	A, C, D
PGK-2	Menganalisis alur cerita (kompleks)	C4	HOTS	PG Kompleks	A, C, E
PGK-3	Menganalisis unsur intrinsik (lintas teks)	C4	HOTS	PG Kompleks	A, B, D
PGK-4	Menganalisis ciri kebahasaan narrative	C4	HOTS	PG Kompleks	A, B, D
PGK-5	Mengevaluasi pesan moral (lintas teks)	C5	HOTS	PG Kompleks	A, B, E
BS-1	Menentukan Benar/Salah informasi tersurat	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-2	Menentukan Benar/Salah informasi rinci	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-3	Menentukan Benar/Salah unsur intrinsik (lintas teks)	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-4	Menyimpulkan persamaan/perbedaan antarteks	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
BS-5	Literasi kritis (nilai budaya dalam cerita rakyat)	C2/C4	MOTS/HOTS	Benar-Salah	B-S-B
MJ-1 s.d. MJ-5	Menjodohkan tokoh/peristiwa dengan cerita yang sesuai (lintas teks)	C2	LOTS	Menjodohkan	1-A, 2-B, 3-D, 4-C, 5-E
UR-1	Menganalisis unsur intrinsik	C4	HOTS	Uraian	Sesuai rubrik penilaian
UR-2	Memberikan alasan/argumentasi	C5	HOTS	Uraian	Sesuai rubrik penilaian
UR-3	Membandingkan dua teks narrative	C5	HOTS	Uraian	Sesuai rubrik penilaian
UR-4	Menyusun kalimat (menyusun ulang alur)	C3	MOTS	Uraian	Sesuai rubrik penilaian

Nomor	Indikator	Level Kognitif	HOTS/LOTS	Bentuk Soal	Kunci
UR-5	Menyusun teks narrative (kreasi sederhana)	C6	HOTS	Uraian	Sesuai rubrik penilaian