

NARRATIVE TEXT (Fable)

Hierarki Indikator

- Kompetensi** : Pemahaman kontekstual: mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali dari informasi eksplisit dari teks.
- Subkompetensi** : Menemukan/mengidentifikasi informasi; mampu menemukan atau mengidentifikasi informasi penting yang disebutkan secara eksplisit dalam teks.
- Indikator** : Menyusun poin-poin utama dari narrative text yang menggunakan struktur kalimat sederhana atau kompleks dengan konteks kehidupan sehari-hari atau vokasional atau akademik dasar. (1)

The Clever Rabbit and the Hungry Lion

Once upon a time, there was a hungry lion living in a forest. He hunted many animals every day. All the animals were afraid because they thought they would soon disappear.

One day, the animals made a plan. They decided to send one animal to the lion every day. When it was a rabbit's turn, the rabbit walked very slowly because it had a clever idea.

The lion became angry because the rabbit arrived late. The rabbit said, "A big lion stopped me on the way. He said he is the king of this forest." The lion became very angry and asked the rabbit to show him the other lion.

The rabbit took the lion to a deep well. The lion looked into the water and saw his own reflection. He thought it was another lion and jumped into the well. The rabbit returned home safely, and all the animals were happy.

Moral Value: Intelligence is stronger than strength.

1. Which option correctly identifies the narrative structure?

- A. Beginning = (2), Problem = (3), Solution = (1), Lesson = (4)
- B. Beginning = (3), Problem = (2), Solution = (1), Lesson = (4)
- C. Beginning = (2), Problem = (1), Solution = (3), Lesson = (4)
- D. Beginning = (4), Problem = (2), Solution = (3), Lesson = (1)
- E. Beginning = (1), Problem = (2), Solution = (3), Lesson = (4)

Hierarki Indikator

- Kompetensi** : Pemahaman kontekstual: mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali dari informasi eksplisit dari teks.
- Subkompetensi** : Membuat kerangka: mampu menyusun poin-poin utama dari teks dalam bentuk kerangka atau daftar.
- Indikator** : Menyimpulkan pesan moral narrative teks yang menggunakan struktur kalimat sederhana atau kompleks dengan konteks kehidupan sehari-hari/vocational akademik dasar. (2)

2. Based on the story, which lessons can readers infer from the rabbit's actions?

Select TWO correct answers.

- A. Solving problems requires careful thinking.
- B. Courage and intelligence can be used to protect others.
- C. Angry people always make the best decisions.
- D. It is better to fight with force than with strategy.
- E. A good plan can overcome a stronger opponent.

Hierarki Indikator

- | | |
|---------------|---|
| Kompetensi | : Pemahaman kontekstual: mampu memahami informasi yang eksplisit, mengelompokan, menyusun ulang, dan menyajikan kembali dari informasi eksplisit dari teks. |
| Subkompetensi | : Menyimpulkan topik, ide pokok/gagasan utama, makna, target pembaca, tujuan penulisan teks atau pesan moral yang tidak secara eksplisit dinyatakan dalam teks. |
| Indikator | : Menafsirkan hubungan/kaitan antara tindakan satu dan lainnya dalam narrative teks yang menggunakan struktur kalimat sederhana atau kompleks dengan konteks kehidupan sehari-hari/vocational/akademik dasar. (3) |

3. What is the best interpretation of the relationship between the lion's anger and the ending of the story?

- A. The lion's anger encouraged the other animals to attack him together.
- B. The lion's anger made him trust the rabbit less, so he returned home safely.
- C. The lion's anger prevented him from hunting the rabbit that day.
- D. The lion's anger caused him to act without thinking, which led him to jump into the well.
- E. The lion's anger made the rabbit admit that it had lied.

Hierarki Indikator

- | | |
|---------------|---|
| Kompetensi | : Pemahaman inferensial: mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks, pengalaman pribadi, serta intuisi untuk memahami isi teks. |
| Subkompetensi | : Menyimpulkan hubungan sebab akibat: mampu menafsirkan hubungan/kaitan antara gagasan/tindakan satu dan lainnya yang dinyatakan dalam teks. |
| Indikator | : Memprediksi akhir cerita setelah membaca bagian awal teks narrative yang menggunakan struktur kalimat sederhana atau kompleks dengan konteks kehidupan sehari-hari/vocational/akademik dasar. (4) |

4. What are the most likely predictions about the ending of the story based on these events?

- A. The rabbit may use its clever idea to escape from the lion.
- B. The rabbit may trick the lion because it has a plan.
- C. The lion may face a problem because he acts without thinking carefully.
- D. The rabbit will lose immediately because the lion is stronger.
- E. The lion will become the winner because he has greater physical power.

Hierarki Indikator

Kompetensi	: Evaluasai dan apresiasi: mampu membuat penilaian terhadap ide,menanggapi teks secara emotional dan estetis dengan mempertimbangkan dampaknya terhadap perasaannya,imajinasi,serta penggunaan bahasa oleh penulis.
Subkompetensi	: Menilai kesesuaian: mampu menentukan bagian teks yang paling sesuai untuk menggambarkan karakter utama atau aspek lain dari bacaan.
Indikator	: Menentukan bagian teks yang mengagnambarkan karakter utama dalam narrative teks yang menggunakan struktur kalimat sederhana atua kompleks dengan konteks kehidupan sehari-hari/vocational/akademik dasar. (5)

5. Based on the story, which statements correctly identify the **main character's traits and the evidence from the text**?

- A. The rabbit is clever because it creates a plan to trick the lion.
- B. The rabbit is brave because it faces the dangerous lion and carries out its idea.
- C. The rabbit is helpful because its actions make all the animals safe.
- D. The lion is intelligent because he understands the rabbit's plan.
- E. The lion is kind because he protects the animals in the forest.

Hierarki Indikator

Kompetensi	: Pemahaman Tekstual: mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks
Subkompetensi	: Menemukan/mengidentifikasi Informasi: mampu menemukan atau mengidentifikasi informasi penting yang disebutkan secara eksplisit dalam teks.
Indikator	: mengidentifikasi informasi penting procedure text yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasional (6).



SOAL 6

BENTUK SOAL PILIHAN GANDA

6. According to the infographic, what is one way to immerse yourself in English?

- A. Read novels every night.
- B. Change your phone language to English.
- C. Write essays every morning.
- D. Join a debate club.
- E. Practice grammar exercises.

Hierarki Indikator

Kompetensi	: Pemahaman Tekstual: mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks
Subkompetensi	: Mengklasifikasi: mampu mengelompokkan orang, benda, tempat, atau peristiwa dalam teks berdasarkan kategori tertentu.
Indikator	: mengelompokkan orang/benda/tempat/peristiwa berdasarkan kategori tertentu dalam procedure text yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasional (7)

SOAL 7

BENTUK SOAL PILIHAN GANDA KOMPLEKS

7. Which techniques are mainly focused on **improving receptive language skills**?

- ☐ A. Reading
- ☐ B. Immersion
- ☐ C. Practice
- ☐ D. Writing
- ☐ E. Consistency

Hierarki Indikator

Kompetensi	: Pemahaman Tekstual: mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks
Subkompetensi	: Membuat kerangka: mampu menyusun poin-poin utama dari teks dalam bentuk kerangka atau daftar.
Indikator	: menyusun poin utama menjadi kerangka/daftar untuk procedure text yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasional (8).

SOAL 8

Bentuk Soal: Pilihan Ganda

The infographic presents several techniques for learning English effectively. Which outline best summarizes the main ideas of the infographic?

A.

1. Learn English grammar.
2. Take English tests.
3. Memorize vocabulary.
4. Watch English movies.

B.

1. Immerse yourself in English.
2. Practice speaking regularly.
3. Read widely and build vocabulary.
4. Write regularly and study consistently.

C.

1. Read novels every day.
2. Watch English movies.
3. Listen to English songs.
4. Take online English courses.

D.

1. Learn grammar first.
2. Memorize all vocabulary.
3. Translate every sentence.
4. Practice speaking after mastering grammar.

E.

1. Buy English textbooks.
2. Join an English club.
3. Watch television every day.
4. Take an English proficiency test.

Hierarki Indikator

Kompetensi	: Pemahaman inferensial: mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks, pengalaman pribadi, serta intuisi untuk memahami isi teks.
Subkompetensi	: Menyimpulkan topik, ide pokok/gagasan utama, makna, target pembaca, tujuan penulisan teks, atau pesan moral yang tidak secara eksplisit dinyatakan dalam teks.
Indikator	: Menyimpulkan tujuan penulisan procedure text yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasional (9).

SOAL 9

Look at the infographic about "Effective English Learning Techniques."

Which of the following statements best reflect the author's purpose in writing the text? There is more than one correct answer. Click on every correct answer.

- A. To provide readers with practical ways to improve their English learning.
- B. To encourage readers to build consistent English learning habits.
- C. To explain why English is the most important language in the world.
- D. To motivate readers to practice English using different learning techniques.
- E. To persuade readers to buy expensive English courses and learning materials.

Hierarki Indikator

Kompetensi	: Evaluasi dan Apresiasi: mampu membuat penilaian terhadap ide, menanggapi teks secara emosional dan estetis dengan mempertimbangkan dampaknya terhadap perasaan, imajinasi, serta penggunaan bahasa oleh penulis
Subkompetensi	: Menilai realitas atau fantasi: mampu menganalisis peristiwa dalam teks dapat terjadi dalam kehidupan nyata berdasarkan pengalaman dan pengetahuan pribadi.
Indikator	: menentukan bagian teks yang dapat diaplikasikan dalam kehidupan nyata berdasarkan pengalaman/pengetahuan pribadi merujuk pada procedure text yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasion (10).

SOAL 10 Bentuk Soal: Pilihan Ganda Kompleks

Choose ALL the statements that can be realistically applied in everyday life to improve English learning based on the infographic.

- A. Changing your phone language to English can help you become more familiar with English vocabulary.
- B. Studying a little every day can help learners develop a consistent learning habit.
- C. Memorizing vocabulary lists without using the words in context is the best way to master English.
- D. Joining a language exchange or finding a conversation partner can improve speaking skills.
- E. Reading only grammar books is the most effective way to improve all English skills

Procedure Text

How to Charge Your Smartphone Safely

Use the original charger that comes with your smartphone whenever possible. Plug the charger into a wall socket before connecting it to your phone. Avoid using your phone while it is charging because this may cause the device to become hotter. Once the battery reaches 100%, unplug the charger from both the phone and the wall socket.

Hirarki Indikator

Kompetensi

Pemahaman Inferensial

Subkompetensi

Menyimpulkan makna frasa yang tidak dinyatakan secara eksplisit dalam *descriptive text*.

Indikator

Menentukan makna frasa dalam *descriptive text* yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasional.

Dimensi Berpikir (TKA SMK)

C4 – Menganalisis (Analyze)

Question

11. Based on the procedure, which people are following the instructions correctly?

There are more than one correct answer. Click on every correct answer.

- a. Dita plugs the charger into the wall before connecting it to her phone.
- b. Roni keeps playing online games while his phone is charging.
- c. Maya removes the charger after the battery reaches 100%.
- d. Beni uses a damaged charger because it still works.
- e. Siska uses the original charger provided with her phone.

Read the text.

The school workshop is always busy. Students practice repairing motorcycles, testing engines, and using different tools under their teacher's guidance. Mistakes are considered part of the learning process because every problem teaches them something new. **Many students describe the workshop as "a place where confidence is built."**

12. Question:

Based on the text, what does the phrase "**a place where confidence is built**" most likely mean?

- a. Students become more confident because they learn through practice and experience.
- b. The workshop is designed to make students feel relaxed.
- c. Students are taught to work faster than professional mechanics.
- d. The workshop is famous because of its modern equipment.
- e. Students rarely make mistakes while working in the workshop.

Hierarki Indikator

Kompetensi

Pemahaman Inferensial: mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks, pengalaman pribadi, serta intuisi untuk memahami isi teks.

Subkompetensi

Menyimpulkan topik, ide pokok/gagasan utama, makna, target pembaca, tujuan penulisan teks, atau pesan moral yang tidak secara eksplisit dinyatakan dalam teks.

Indikator

Menyimpulkan topik *descriptive text* yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasional.

Dimensi Berpikir (TKA SMK)

C4 – Menganalisis (Analyze)

13. Read the text.

The mangrove forest along the coast protects nearby villages from strong waves and provides a home for many birds, fish, and other animals. Local people also plant new mangrove trees every year to keep the area healthy for future generations.

Question

Which of the following best represents the main idea implied by the text?

- a. Mangrove forests are difficult places to visit.
- b. Mangrove forests are important natural areas that should be protected.
- c. Local people plant trees only for tourism.
- d. Birds are the main attraction in mangrove forests.
- e. Coastal villages depend only on fishing.

Aspek	Kesesuaian
Stimulus	Descriptive text dengan konteks sehari-hari dan vokasional
Kompetensi	Pemahaman inferensial
Indikator	Menyimpulkan topik/ide pokok yang tersirat
Level Kognitif	C4 (Menganalisis)
Karakteristik HOTS	Informasi tersebar di beberapa kalimat sehingga peserta didik harus menghubungkan bukti untuk menentukan topik utama, bukan sekadar menemukan kalimat utama secara eksplisit.
Distraktor	Semua pilihan tampak masuk akal karena diambil dari detail teks, tetapi hanya satu yang mewakili gagasan utama secara menyeluruh.

Soal-soal tersebut memiliki karakteristik yang setara dengan butir **TKA SMK** karena mengukur kemampuan peserta didik dalam **menganalisis informasi, membedakan ide utama dari detail pendukung**, dan **menarik kesimpulan berdasarkan isi teks**, bukan sekadar menemukan informasi tersurat.

Hierarki Indikator

Kompetensi

Pemahaman Inferensial

Subkompetensi

Menyimpulkan detail pendukung: mampu menentukan fakta tambahan yang membuat teks lebih informatif, menarik, atau persuasif.

Indikator

Menentukan fakta tambahan agar teks lebih informatif/menarik/persuasif pada *descriptive text* yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasional.

Dimensi Berpikir (TKA SMK)

C4 – Menganalisis

Read the text.

The city library offers thousands of books, free internet access, and comfortable reading areas. Visitors can also join book discussions and educational workshops every weekend. The library welcomes people of all ages.

Question 14.

Which additional detail would best encourage more people to visit the library?

- a. The library was built in 1998.
- b. The walls are painted light blue.
- c. Visitors can borrow books for free with a library membership card.
- d. The library has three floors.
- e. The building is located beside the post office.

Hierarki Indikator

Kompetensi

Evaluasi dan Apresiasi: mampu membuat penilaian terhadap ide, menanggapi teks secara emosional dan estetis dengan mempertimbangkan dampaknya terhadap perasaan, imajinasi, serta penggunaan bahasa oleh penulis.

Subkompetensi

Menilai kesesuaian: mampu menentukan bagian teks yang paling sesuai untuk menggambarkan aspek utama atau aspek lain dari bacaan.

Indikator

Mengevaluasi aspek utama/aspek lain dalam *descriptive text* yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasional.

Dimensi Berpikir (TKA SMK)

C5 – Mengevaluasi (Evaluate)

Alasan: Peserta didik harus **menilai** beberapa informasi dan memutuskan mana yang paling mendukung suatu gagasan. Mereka tidak hanya memahami isi teks, tetapi mengevaluasi relevansi bukti.

Read the text.

The automotive workshop at Harapan Vocational School is equipped with modern diagnostic tools, engine models, and safety equipment. Students learn by repairing real vehicles under the supervision of experienced teachers. The workshop also follows industry safety standards, helping students develop professional habits before entering the workplace. Many graduates say that the workshop gave them valuable experience and confidence.

15.Question (MCMA)

Which parts of the text best support the idea that the workshop prepares students for professional careers?

There is more than one correct answer. Click on every correct answer.

- ☐ a. Students repair real vehicles under the supervision of experienced teachers.
- ☐ b. The workshop follows industry safety standards.
- ☐ c. The workshop has large windows and bright walls.
- ☐ d. Many graduates say that the workshop gave them valuable experience and confidence.
- ☐ e. The workshop is located behind the school building.

Why Teenagers Should Control Their Gadget Time

Nowadays, gadgets are an important part of teenagers' lives. They use smartphones, tablets, and laptops to study, communicate, and have fun. Although gadgets are useful, using them for too long can cause many problems. Therefore, teenagers should control their gadget time.

First, spending too much time on gadgets can affect teenagers' mental health. According to the World Health Organization (WHO), the number of teenagers with unhealthy social media use increased from 7% in 2018 to 11% in 2022. WHO also found that 12% of teenagers are at risk of gaming addiction. Second, too much screen time can affect learning. The U.S. Centers for Disease Control and Prevention (CDC) reported that 50.4% of teenagers aged 12–17 spend four or more hours a day using screens, not including schoolwork. As a result, many students find it harder to focus and finish their homework.

Third, using gadgets for many hours can harm physical health. Teenagers may sleep less, exercise less, and have sore eyes or headaches. WHO also reports that more than 80% of teenagers worldwide do not get enough daily physical activity.

Finally, controlling gadget time helps teenagers have better relationships with family and friends. They can spend more time talking, playing sports, reading books, and doing outdoor activities. These activities help them stay healthy and improve their social skills.

In conclusion, gadgets are useful, but teenagers should use them wisely. By limiting screen time and balancing online and offline activities, they can stay healthy, do better at school, and build stronger relationships with other people.

Hierarki Indikator

Bentuk Soal : Pilihan Ganda Kompleks - Kategori

Kompetensi	:	Pemahaman Tekstual : mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks
Subkompetensi	:	Mengklasifikasi : mampu mengelompokkan orang, benda, tempat, atau peristiwa dalam teks berdasarkan kategori tertentu.
Indikator	:	Mengelompokkan orang, benda/tempat/peristiwa dalam analytical exposition text yang menggunakan struktur kalimat sederhana atau kompleks dengan konteks kehidupan sehari-hari/vokasional/akademik dasar (16)

Based on the text, choose the problem that best matches each description.

Description	Academic performance	Physical health
Difficulty concentrating on homework	☐	☐
Eye strain and headaches	☐	☐
Sleeping less because of screen time	☐	☐

Hierarki Indikator

Bentuk Soal : Pilihan Ganda Kompleks - MCMA

Kompetensi :	Pemahaman Tekstual: mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks
Subkompetensi :	Mensintesis: mampu menggabungkan informasi dari sumber lain untuk mendapatkan pemahaman yang lebih komprehensif tentang suatu isu atau topik.
Indikator :	Menarik kesimpulan berdasarkan informasi dari sumber berbeda dalam analytical exposition text yang menggunakan struktur kalimat sederhana atau kompleks dengan konteks kehidupan sehari-hari/vokasional/akademik dasar (17)

According to the text, which of the following actions help teenagers control their gadget time?
There is more than one correct answer. Click on every correct answer!

- ☐ Limiting daily screen time
- ☐ Reading books instead of spending all free time on a smartphone
- ☐ Spending more time with family and friends
- ☐ Playing online games late at night every day
- ☐ Doing outdoor activities and sports

Hierarki Indikator

Bentuk Soal : Pilihan Ganda Kompleks - MCMA

Kompetensi :	Pemahaman Inferensial: mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks, pengalaman pribadi, serta intuisi untuk memahami isi teks
Subkompetensi :	Menyimpulkan topik, ide pokok/gagasan utama, makna, target pembaca, tujuan penulisan teks, atau pesan moral yang tidak secara eksplisit dinyatakan dalam teks.
Indikator :	Menarik kesimpulan berdasarkan informasi implisit dalam analytical exposition text yang menggunakan struktur kalimat sederhana atau kompleks dengan konteks kehidupan sehari-hari/vokasional/akademik dasar (18)

Who is most likely to be the target audience of this text?

There is more than one correct answer. Click on every correct answer!

- ☐ Teenagers who want to develop healthier gadget habits
- ☐ Students who want to improve their learning and concentration
- ☐ Parents who are looking for smartphone reviews
- ☐ Young people who want to balance online and offline activities
- ☐ Professional technology developers

19. Which of the following facts would BEST strengthen the writer's argument that teenagers should control their gadget time?
- A. Many teenagers prefer playing online games during weekends.
 - B. Teenagers often use gadgets to listen to music while relaxing.
 - C. Smartphones are available in different brands, sizes, and prices.
 - D. Some schools allow students to use gadgets during classroom activities.
 - E. A study shows that reducing daily screen time can improve teenagers' sleep quality and academic performance.
20. Which of the following statements are FACTS based on the text?
- There is more than one correct answer.*
- A. The World Health Organization (WHO) reported that unhealthy social media use among teenagers increased from 7% in 2018 to 11% in 2022.
 - B. The CDC reported that 50.4% of teenagers aged 12–17 spend four or more hours a day using screens, excluding schoolwork.
 - C. More than 80% of teenagers worldwide do not get enough daily physical activity, according to WHO.
 - D. Controlling gadget time helps teenagers build stronger relationships with family and friends.
 - E. Teenagers should always avoid using gadgets because they are harmful.

Mangroves: Guardians of the Coastline

Mangroves are salt-tolerant forests that thrive in the coastal intertidal zone, typically found in tropical and subtropical regions where slow-moving waters allow fine sediments to accumulate. These remarkable ecosystems bridge the gap between terrestrial and marine environments, creating a unique habitat capable of surviving harsh conditions, including high salinity, extreme tidal fluctuations, and oxygen-poor soils.

One of the most defining characteristics of mangroves is their complex root systems. Unlike most plants, mangrove roots—such as prop roots, stilt roots, and pneumatophores (air roots)—grow above the surface of the water and mud. These specialized structures act as natural snorkels, allowing the plant to breathe oxygen directly from the air when the soil is submerged. Additionally, these intricate root networks trap organic matter and sediment, stabilize coastlines, and protect shorelines from erosion caused by storm surges, hurricanes, and tsunamis.

Ecologically, mangroves function as vital nurseries for a vast array of marine life, including fish, crabs, shrimp, and mollusks. The dense roots provide a safe haven for juvenile species to hide from predators until they are mature enough to venture into the open ocean. Furthermore, mangrove forests are exceptionally efficient carbon sinks, sequestering atmospheric carbon dioxide at rates significantly higher than tropical rainforests, a process often referred to as "blue carbon." Despite their immense ecological value, mangrove ecosystems face severe threats from coastal development, aquaculture expansion, and climate change, making their conservation a critical global priority.

Hierarki Indikator Kompetensi

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| Pemahaman Tekstual | : | Mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks. |
| Subkompetensi | : | Menemukan/mengidentifikasi Informasi: mampu menemukan atau mengidentifikasi informasi penting yang disebutkan secara eksplisit dalam teks. |
| Indikator | : | Mengidentifikasi informasi penting eksplisit dalam descriptive text yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasional (21) |

Soal 21 (Multiple Choice)

Question:

Where do mangrove forests typically thrive according to the text?

- A. In freshwater rivers located in high-mountain areas
- B. In coastal intertidal zones within tropical and subtropical regions
- C. In deep ocean waters far away from any landmass
- D. In dry desert areas with low humidity and high temperatures
- E. In temperate rainforests with nutrient-rich soils

Hierarki Indikator Kompetensi

Pemahaman Tekstual	: Mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks.
Subkompetensi	: Menemukan/mengidentifikasi Informasi: mampu menemukan atau mengidentifikasi informasi penting yang disebutkan secara eksplisit dalam teks.
Indikator	: Mengidentifikasi informasi penting eksplisit dalam descriptive text yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasional (22)

Soal 22 (Multiple Choice)

Question:

What is the main function of mangrove roots like pneumatophores when the soil is under water?

- A. They absorb freshwater to dilute the surrounding salt
- B. They release nutrients into the water to attract fish
- C. They allow the plant to absorb oxygen directly from the air
- D. They anchor the plant deeply into underwater rock formations
- E. They reflect sunlight to prevent the water from overheating

Hierarki Indikator Kompetensi

Pemahaman Tekstual	: Mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks.
Subkompetensi	: Menemukan/mengidentifikasi Informasi: mampu menemukan atau mengidentifikasi informasi penting yang disebutkan secara eksplisit dalam teks.
Indikator	: Mengidentifikasi informasi penting eksplisit dalam descriptive text yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasional (23)

Soal 23 (Multiple Choice)

Question:

According to the passage, what does the term "blue carbon" refer to?

- A. The process of mangroves storing atmospheric carbon dioxide at high rates
- B. The blue discoloration of soil caused by high salinity in coastal regions
- C. The artificial carbon filters created to clean tropical ocean water
- D. The toxic waste produced by coastal development and aquaculture
- E. The carbon emissions released during severe hurricanes and tsunamis

Hierarki Indikator Kompetensi

Pemahaman Tekstual	: Mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks.
Subkompetensi	: Menemukan/mengidentifikasi Informasi: mampu menemukan atau mengidentifikasi informasi penting yang disebutkan secara eksplisit dalam teks.
Indikator	: Mengidentifikasi informasi penting eksplisit dalam descriptive text yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasional (24)

Soal 24 (Multiple Response / Pilih Semua yang Benar)

Catatan: Pada tipe soal multiple response (lebih dari satu jawaban benar), pilihlah pernyataan yang sesuai dengan teks.

Question:

Based on the text, which of the following harsh environmental conditions are mangroves able to survive? (*Select MORE THAN ONE correct answer*)

- ☐ A. High salinity levels
- ☐ B. Extreme tidal fluctuations
- ☐ C. Sub-zero freezing temperatures
- ☐ D. Oxygen-poor soils
- ☐ E. Prolonged volcanic ash fallout

Hierarki Indikator Kompetensi

Pemahaman Tekstual	: Mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks.
Subkompetensi	: Menemukan/mengidentifikasi Informasi: mampu menemukan atau mengidentifikasi informasi penting yang disebutkan secara eksplisit dalam teks.
Indikator	: Mengidentifikasi informasi penting eksplisit dalam descriptive text yang menggunakan struktur kalimat sederhana dan beberapa kalimat majemuk dasar dengan konteks sehari-hari/vokasional (25)

Soal 25 (Multiple Response / Pilih Semua yang Benar)

Question:

According to the last paragraph of the text, what severe threats do mangrove ecosystems face? (*Select MORE THAN ONE correct answer*)

- ☐ A. Coastal development
- ☐ B. Overpopulation of juvenile marine species
- ☐ C. Aquaculture expansion
- ☐ D. Excessive oxygen consumption by plant roots
- ☐ E. Climate change