

PAKET LATIHAN TKA

BAHASA INGGRIS

Jenjang SMK · Setara TKA · Tahun 2026

The Kite and the River

On a windy afternoon, Dimas took his handmade kite to the riverbank. He had built it from thin bamboo sticks, recycled paper, and a long blue ribbon. At first, the kite rose beautifully. Then a sudden gust pulled it toward a tall tree on the opposite side of a narrow stream. The string became tangled in a branch.

Dimas wanted to cross the stream immediately, but the water was deeper than it looked. His friend Laila stopped him and suggested using a long fallen branch to lift the string. They worked together: Laila held the branch steady while Dimas guided the string. After several attempts, the kite came loose. Dimas thanked Laila and admitted that acting quickly was not always the same as acting wisely.

Before going home, the two friends tied a small note to the kite. It said, “Think first, then try together.” The kite flew again above the river, carrying their message in the wind.

Questions 1–5

1. Which option provides the most accurate chronological summary of the story?

- A. Dimas built a kite, it became tangled, Laila proposed a safe solution, and the friends freed it together.
- B. Laila built a kite, Dimas crossed the stream, and the two friends lost the kite.
- C. Dimas found a branch, crossed the stream, and taught Laila how to fly a kite.
- D. The kite fell into the river, so Dimas and Laila built a new one from paper.
- E. Dimas refused Laila’s advice and brought the kite home without its string.

2. Which messages are supported by the story? Select all correct answers.

- ☐ Careful thinking can prevent an unsafe decision.
- ☐ Cooperation can help solve a practical problem.
- ☐ Finishing quickly is always more important than working safely.
- ☐ A friend’s advice can improve the way we respond to difficulty.
- ☐ Handmade objects are always better than store-bought objects.

3. Why did Laila stop Dimas from crossing the stream immediately?

- A. She wanted to keep the kite for herself.
- B. She believed the stream was too deep and the action could be unsafe.
- C. She was angry because Dimas had built the kite alone.
- D. She knew the kite would fly away in the opposite direction.
- E. She planned to replace the kite with a new one.

4. If the fallen branch had broken before the string came loose, which outcomes are reasonable predictions?

Select all correct answers.

- ☐ The friends might look for another safe tool.
- ☐ Dimas would necessarily jump into the stream.
- ☐ They might ask an adult nearby for assistance.
- ☐ The kite would automatically repair itself.
- ☐ They could postpone the attempt until they found a safer method

5. Which sentences best characterize Dimas at the end of the story? Select all correct answers.

- ☐ He is willing to reflect on his decision.
- ☐ He appreciates his friend’s contribution.
- ☐ He refuses to learn from the experience.
- ☐ He understands that wisdom may require patience.
- ☐ He thinks teamwork is unnecessary.

SMART WORKSHOP SAFETY

Before operating a machine:

1. Read the job sheet and identify the task.
2. Wear goggles, covered shoes, and appropriate gloves.
3. Inspect cables, guards, and emergency switches.
4. Remove loose clothing and keep the floor dry.
5. Operate the machine only after the instructor approves.
6. Stop the machine before adjusting or cleaning it.
7. Record any fault and report it immediately.

Questions 6–10

6. According to the infographic, what should a student do before operating a machine?

- A. Clean the machine while it is running.
- B. Remove the guards to see the machine more clearly.
- C. Read the job sheet and inspect important safety features.
- D. Wait until a fault occurs before wearing protective equipment.
- E. Wear loose clothing to move more comfortably.

7. Classify each action as either “Before operation” or “During/after operation.”

Action	Before operation	During/after operation
Wearing goggles and covered shoes		
Stopping the machine before cleaning		
Inspecting cables and emergency switches		
Recording and reporting a fault		

8. Which sequence best represents the procedure?

- A. Operate the machine → read the job sheet → report faults → wear goggles.
- B. Read the task → wear protective equipment → inspect the machine → get approval → operate safely.
- C. Clean the machine → remove guards → operate it → ask for approval.
- D. Report a fault → remove loose clothing → operate → inspect the cables.
- E. Wear gloves → operate immediately → read the job sheet → stop the machine.

9. What is the writer’s main purpose? Select all correct answers.

- ☐ To guide students through safe machine use.
- ☐ To persuade students that workshop rules are unnecessary.
- ☐ To reduce the risk of injury and equipment damage.
- ☐ To provide a clear sequence of safety actions.
- ☐ To compare different brands of workshop machines.

10. Which practices can realistically be applied in a school workshop? Select all correct answers.

- ☐ Checking cables before use.
- ☐ Wearing appropriate protective equipment.
- ☐ Cleaning a moving machine to save time.
- ☐ Reporting a fault immediately.
- ☐ Waiting for an instructor’s approval.

The Apprentice Who Listened

Raka was an apprentice at a small bicycle-repair shop. On his first week, he wanted to prove that he could work as fast as the senior technician, Ms. Sari. When a customer brought a bicycle with a squeaking wheel, Raka immediately reached for a wrench. Ms. Sari asked him to listen to the sound first.

Raka turned the wheel slowly. The squeak appeared only when the wheel passed one particular point. After checking the brake pad, he found a tiny stone stuck beside it. He removed the stone, cleaned the area, and tested the wheel again. The squeak had disappeared.

“Speed is useful,” Ms. Sari explained, “but observation tells you where to begin.” Raka wrote the advice in his notebook. During the following weeks, he still worked quickly, but he also learned to inspect, ask questions, and test his repairs before returning a bicycle to its owner.

Questions 11–15

11. Which statement gives the best summary of the story?

- A. Raka learned that careful observation should guide the speed of his repair work.
- B. Ms. Sari refused to teach Raka because he worked too slowly.
- C. A customer replaced a bicycle after Raka damaged its wheel.
- D. Raka decided that bicycle repair required no technical knowledge.
- E. The shop became successful because it sold new bicycles.

12. Which lessons can be inferred from the story? Select all correct answers.

- ☐ A technician should diagnose a problem before choosing a tool.
- ☐ Testing a repair is part of responsible work.
- ☐ Asking questions can support vocational learning.
- ☐ Working fast makes inspection unnecessary.
- ☐ Advice is useful when it changes practice.

13. Why did the squeak disappear after Raka removed the stone?

- A. The wheel was replaced with a new one.
- B. The stone had interfered with the brake pad and wheel.
- C. Ms. Sari oiled every part of the bicycle.
- D. The customer stopped using the bicycle.
- E. Raka tightened the bicycle seat.

14. If Raka had ignored Ms. Sari’s advice, what might have happened? Select all correct answers.

- ☐ He might have used the wrong tool or repaired the wrong part.
- ☐ The original problem might have remained.
- ☐ He would certainly become the best technician immediately.
- ☐ The repair could take longer because of trial and error.
- ☐ He might return an untested bicycle to the customer.

15. Which details show that Raka became a more responsible apprentice? Select all correct answers.

- ☐ He inspected the bicycle before acting.
- ☐ He wrote useful advice in his notebook.
- ☐ He tested repairs before returning bicycles.
- ☐ He stopped working quickly in every situation.
- ☐ He learned to ask questions.

A Mangrove Learning Park

A Mangrove Learning Park lies near the mouth of the Krueng Tamiang River. Visitors walk along a 1.5-kilometre wooden boardwalk surrounded by grey mangrove, red mangrove, and young nipa palms. Small signs explain how the plants' roots slow the water and trap sediment. During high tide, visitors may see mudskippers, crabs, and small fish beneath the boardwalk.

The park is more than a place for recreation. Its mangroves reduce the force of waves, provide shelter for young sea animals, and store carbon in their roots and soil. Local residents also manage guided tours and sell simple products made from sustainable materials. Visitors are asked not to pick plants, feed animals, or leave plastic on the boardwalk.

The park shows that environmental protection and community livelihoods can support each other. When visitors follow the rules, the mangrove can remain healthy while people continue learning from it.

Questions 16–20

16. Which details are stated explicitly in the text? Select all correct answers.

- ☐ The boardwalk is 1.5 kilometres long.
- ☐ The park contains mangrove plants and young nipa palms.
- ☐ Visitors can feed animals during high tide.
- ☐ Mangroves reduce the force of waves.
- ☐ Local residents manage guided tours.

17. In the sentence “the mangroves can remain healthy,” the word “healthy” most nearly means ...

- A. free from damage and able to function well
- B. crowded with tourists every day
- C. difficult for visitors to reach
- D. completely changed into a city
- E. covered by plastic waste

18. What is the main idea implied by the text?

- A. Mangrove parks are useful only for tourism.
- B. Mangrove conservation can benefit both ecosystems and communities.
- C. Visitors should avoid all rivers and coastal areas.
- D. Wooden boardwalks are more important than mangrove plants.
- E. Local products should replace environmental education.

19. Which additional information would make the text more informative for visitors?

- A. A map showing the boardwalk, entrances, and observation points.
- B. A list of unrelated city restaurants.
- C. A story about a mountain located far from the park.
- D. The names of popular television programmes.
- E. A description of a football match.

20. Which details support the claim that the park is both beautiful and important? Select all correct answers.

- ☐ Visitors can observe crabs, mudskippers, and small fish.
- ☐ Different mangrove plants grow around the boardwalk.
- ☐ Mangroves reduce waves and provide animal shelter.
- ☐ Visitors are encouraged to leave plastic near the river.
- ☐ The park provides learning and livelihood opportunities.

Why Digital Portfolios Matter

A digital portfolio is a collection of a student's projects, reflections, and evidence of progress. For vocational students, it can show not only the final product but also the process behind it. A student in a culinary program, for example, may upload a menu, photographs of preparation stages, a costing sheet, and a reflection on customer feedback.

Digital portfolios matter because they make learning visible. First, students can review earlier work and identify improvement. Second, teachers can give feedback on specific evidence rather than on memory alone. Third, a well-organized portfolio can help students explain their skills during an internship or job interview.

However, students should protect personal data, name files clearly, and obtain permission before posting photographs of other people. A portfolio is not simply an online storage folder. It becomes meaningful when students select evidence, explain what they learned, and connect each project with a skill or goal. In this way, a portfolio supports reflection, communication, and preparation for the workplace.

Questions 21–25

21. Classify each activity as mainly a “Learning goal” or a “Career-readiness goal.”

Activity	Learning goal	Career-readiness goal
Reviewing earlier work to identify improvement		
Showing skills during a job interview		
Connecting a project with a skill		
Presenting evidence during an internship application		

22. Which conclusions are supported by the text? Select all correct answers.

- ☐ A portfolio can document both products and processes.
- ☐ Reflection makes a portfolio more meaningful than simple storage.
- ☐ Teachers can use evidence in a portfolio to give focused feedback.
- ☐ Students should upload every photograph without permission.
- ☐ A portfolio may help students communicate skills to employers.

23. Who is the most likely target audience of the text? Select all correct answers.

- ☐ Vocational students preparing evidence of their skills.
- ☐ Teachers who want to use student work for feedback.
- ☐ Employers who need a general guide to repairing machines.
- ☐ School communities encouraging reflective learning.
- ☐ Tourists planning a visit to a mangrove park.

24. Which additional feature would most improve the portfolio's usefulness for an internship application?

- A. A short description of the student's role and the skills demonstrated in each project.
- B. Hundreds of unrelated memes with no explanation.
- C. Files with random names and no dates.
- D. Private data belonging to classmates.
- E. A blank page without project evidence.

25. Which statements are clearly supported by facts or explanations in the text? Select all correct answers.

- ☐ A digital portfolio may contain projects, reflections, and evidence of progress.
- ☐ Students should protect personal data when sharing portfolio content.
- ☐ Every employer accepts digital portfolios as a formal requirement.
- ☐ Teachers can give feedback based on specific evidence.
- ☐ A portfolio is meaningful only when it contains many photographs.

KUNCI JAWABAN DAN PEMBAHASAN

Paket Latihan TKA Bahasa Inggris · SMA/MA/SMK · Tahun 2026

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Cara membaca dokumen: Untuk PG, pilih satu jawaban. Untuk MCMA, semua opsi yang tercantum pada kolom kunci harus dipilih. Untuk kategori, seluruh klasifikasi harus benar.

A. Rekapitulasi Kunci Jawaban

No .	Kunci	Kompetensi	Subkompetensi / fokus indikator
1	A	Pemahaman Tekstual	menyusun ringkasan kronologis narrative
2	A, B, D	Pemahaman Tekstual	menyimpulkan pesan moral
3	B	Pemahaman Inferensial	menafsirkan sebab-akibat
4	A, C, E	Pemahaman Inferensial	memprediksi kelanjutan
5	A, B, D	Evaluasi dan Apresiasi	menilai bukti karakter
6	C	Pemahaman Tekstual	mengidentifikasi informasi eksplisit
7	Sebelum: 1, 3; Saat/setelah: 2, 4	Pemahaman Tekstual	mengklasifikasi tindakan
8	B	Pemahaman Tekstual	menyusun urutan prosedur
9	A, C, D	Pemahaman Inferensial	menyimpulkan tujuan penulisan
10	A, B, D, E	Evaluasi dan Apresiasi	menilai penerapan nyata
11	A	Pemahaman Tekstual	menyusun ringkasan narrative
12	A, B, C, E	Pemahaman Inferensial	menyimpulkan pelajaran tersirat
13	B	Pemahaman Inferensial	menafsirkan sebab-akibat
14	A, B, D, E	Pemahaman Inferensial	memprediksi dampak tindakan
15	A, B, C, E	Evaluasi dan Apresiasi	menilai perkembangan karakter
16	A, B, D, E	Pemahaman Tekstual	mengidentifikasi detail eksplisit
17	A	Pemahaman Inferensial	menentukan makna kata dalam konteks
18	B	Pemahaman Inferensial	menyimpulkan gagasan utama implisit
19	A	Pemahaman Inferensial	menentukan detail pendukung relevan
20	A, B, C, E	Evaluasi dan Apresiasi	menilai kesesuaian bukti
21	Tujuan belajar: 1, 3; Kesiapan karier: 2, 4	Pemahaman Tekstual	mengklasifikasi tujuan kegiatan
22	A, B, C, E	Pemahaman Tekstual	mensintesis informasi
23	A, B, D	Pemahaman Inferensial	menyimpulkan target pembaca
24	A	Pemahaman Inferensial	menentukan informasi tambahan yang relevan
25	A, B, D	Evaluasi dan Apresiasi	menilai fakta berdasarkan teks

B. Pembahasan Berbasis Bukti Teks

Setiap pembahasan menjelaskan mengapa kunci benar dan menghubungkannya dengan informasi atau penalaran yang diperlukan dari stimulus. Tabel dibuat per stimulus agar proses pemeriksaan lebih cepat.

1. Stimulus 1 — The Kite and the River

No .	Jawaban benar	Pembahasan dan alasan
1	A	A memuat seluruh urutan penting: Dimas membuat layang-layang, layang-layang tersangkut, Laila memberi solusi aman, dan keduanya berhasil melepaskannya bersama.
2	A, B, D	A, B, dan D didukung teks. Cerita menekankan kehati-hatian, kerja sama, dan manfaat nasihat teman. C dan E tidak didukung atau bertentangan dengan cerita.
3	B	Laila menghentikan Dimas karena sungai lebih dalam daripada yang terlihat. Menyeberang secara langsung dapat membahayakan, sehingga ia mengusulkan cara yang lebih aman.
4	A, C, E	Jika cabang patah, mereka masih mungkin mencari alat lain, meminta bantuan orang dewasa, atau menunda sampai tersedia cara yang aman. B terlalu mutlak dan D tidak logis.
5	A, B, D	Dimas bersedia merefleksikan keputusan, menghargai kontribusi Laila, dan memahami bahwa kebijaksanaan membutuhkan kesabaran. C dan E berlawanan dengan perkembangan tokoh.

2. Stimulus 2 — Smart Workshop Safety

No .	Jawaban benar	Pembahasan dan alasan
6	C	Infografik meminta siswa membaca lembar kerja serta memeriksa kabel, pelindung, dan sakelar darurat sebelum mengoperasikan mesin. Pilihan lain menggambarkan tindakan berbahaya.
7	Sebelum: 1, 3; Saat/setelah: 2, 4	Memakai goggles/sepatu tertutup dan memeriksa kabel dilakukan sebelum operasi. Menghentikan mesin sebelum membersihkan serta mencatat dan melaporkan kerusakan dilakukan saat atau setelah proses kerja.
8	B	B mengikuti prosedur: membaca tugas, memakai perlindungan, memeriksa mesin, memperoleh persetujuan instruktur, lalu mengoperasikan mesin.
9	A, C, D	Teks bertujuan membimbing penggunaan mesin yang aman, mengurangi risiko cedera/kerusakan, dan menyediakan urutan tindakan yang jelas. Teks tidak membandingkan merek.
10	A, B, D, E	Memeriksa kabel, memakai APD, melaporkan kerusakan, dan menunggu persetujuan instruktur dapat diterapkan di bengkel sekolah. Membersihkan mesin saat bergerak tidak aman.

3. Stimulus 3 — The Apprentice Who Listened

No .	Jawaban benar	Pembahasan dan alasan
11	A	A merangkum perubahan Raka: ia tetap menghargai kecepatan, tetapi belajar bahwa pengamatan harus menjadi dasar sebelum memilih tindakan perbaikan.
12	A, B, C, E	Cerita mendukung diagnosis sebelum memilih alat, pengujian hasil, bertanya dalam pembelajaran vokasional, dan menerapkan nasihat. D bertentangan dengan pesan Ms. Sari.
13	B	Batu kecil tersangkut di dekat bantalan rem dan mengganggu roda pada titik tertentu. Setelah batu diambil dan area dibersihkan, bunyi hilang.

14	A, B, D, E	Tanpa observasi, Raka mungkin memilih alat atau bagian yang salah, mempertahankan masalah awal, bekerja lebih lama karena coba-coba, atau mengembalikan sepeda yang belum diuji.
15	A, B, C, E	Raka memeriksa sebelum bertindak, mencatat nasihat, menguji perbaikan, dan belajar bertanya. Ia tidak berhenti bekerja cepat; ia menjadi lebih teliti.

4. Stimulus 4 — A Mangrove Learning Park

No .	Jawaban benar	Pembahasan dan alasan
16	A, B, D, E	Teks menyebut panjang boardwalk 1,5 km, jenis tumbuhan, fungsi mangrove mengurangi gelombang, dan tur yang dikelola warga. Pengunjung justru dilarang memberi makan hewan.
17	A	Healthy berarti ekosistem tidak rusak dan masih mampu menjalankan fungsinya dengan baik. Makna ini sesuai dengan konteks pelestarian mangrove.
18	B	Teks menunjukkan bahwa konservasi mangrove memberi manfaat ekologis, pendidikan, rekreasi, dan ekonomi bagi masyarakat.
19	A	Peta berisi boardwalk, pintu masuk, dan titik pengamatan akan membantu pengunjung memahami lokasi serta merencanakan kunjungan. Pilihan lain tidak relevan.
20	A, B, C, E	Keanekaragaman hewan/tumbuhan mendukung aspek keindahan, sedangkan fungsi perlindungan gelombang serta manfaat belajar dan mata pencaharian mendukung aspek pentingnya taman.

5. Stimulus 5 — Why Digital Portfolios Matter

No .	Jawaban benar	Pembahasan dan alasan
21	Tujuan belajar: 1, 3; Kesiapan karier: 2, 4	Meninjau pekerjaan dan menghubungkan proyek dengan keterampilan berfokus pada proses belajar. Wawancara kerja dan lamaran magang berfokus pada kesiapan karier.
22	A, B, C, E	Portofolio dapat mendokumentasikan produk dan proses, menjadi bermakna melalui refleksi, membantu guru memberi umpan balik berbasis bukti, dan mengomunikasikan keterampilan kepada pemberi kerja.
23	A, B, D	Siswa vokasi, guru, dan komunitas sekolah merupakan pembaca yang paling mungkin karena teks membahas pembelajaran reflektif dan kesiapan kerja. Opsi C dan E tidak relevan.
24	A	Deskripsi peran dan keterampilan membuat setiap bukti lebih mudah dipahami oleh pihak magang. Fitur lain tidak relevan, tidak rapi, atau berisiko bagi privasi.
25	A, B, D	A, B, dan D dinyatakan atau dijelaskan dalam teks. C dan E merupakan klaim mutlak yang tidak pernah didukung oleh bacaan.

C. Pedoman Penskoran

Bentuk soal	Aturan skor	Catatan pemeriksaan
Pilihan Ganda	1 jika satu jawaban tepat; 0 jika salah.	Pastikan peserta tidak memilih lebih dari satu opsi.
MCMA	1 jika seluruh opsi benar dipilih dan tidak ada opsi salah dipilih.	Jawaban sebagian benar belum memperoleh skor penuh.
Kategori	1 jika seluruh klasifikasi/pasangan tepat.	Periksa setiap baris atau pasangan pada tabel kategori.

Skor maksimum: 25. Interpretasi diagnostik: 21–25 sangat siap; 16–20 siap dengan penguatan terbatas; 11–15 perlu latihan terarah; 0–10 perlu pendampingan intensif.