

TKA Bahasa Inggris SMA/MA/SMK/MAK/Sederajat

Muatan TKA Bahasa Inggris merupakan irisan jenis teks, konteks komunikasi, topik, dan kompleksitas teks pada Kurikulum 2013 dan Kurikulum Merdeka. Terkait jenis teks, TKA menggunakan teks descriptive, recount, narrative, procedure, dan analytical exposition. Terkait konteks komunikasi, TKA menggunakan teks yang menggambarkan komunikasi sehari-hari, di tempat kerja, dan akademik secara proporsional. Terkait topik, TKA menggunakan teks dengan topik yang merupakan gabungan topik-topik pada kedua kurikulum, namun menghindari kosakata teknis yang terlampaui jarang digunakan dalam komunikasi.

Kompleksitas teks dalam TKA Bahasa Inggris disesuaikan dengan tingkat kemahiran yang ingin dicapai dalam Kurikulum 2013 dan Kurikulum Merdeka. Kedua kurikulum menginginkan murid memiliki kemahiran pada tingkat intermediate atau B1 dalam Common.

European Framework of Reference for Languages (CEFR). Karena itu TKA Bahasa Inggris menggunakan teks dengan kompleksitas tingkat B1 dengan karakteristik sebagai berikut:

- panjang sekitar 250–350 kata
- menggunakan kosakata berfrekuensi tinggi (hingga 3000 kata)
- menggunakan struktur kalimat sederhana serta kompleks
- menggunakan konteks sehari-hari, vokasional, dan akademik dasar yang berkaitan dengan minat, pengalaman, dan kebutuhan informasi umum dengan tingkat pemahaman yang baik.

Mengingat bahwa sebagian peserta tes memiliki tingkat kemampuan di bawah B1, TKA Bahasa Inggris juga menggunakan teks dengan kompleksitas tingkat A2. Teks A2 memiliki karakteristik sebagai berikut:

- panjang sekitar 200–300 kata,
- menggunakan kosakata berfrekuensi tinggi (hingga 2000 kata),
- menggunakan struktur kalimat sederhana dan beberapa bentuk majemuk dasar, dan
- menggambarkan konteks kehidupan sehari-hari dan vokasional yang berkaitan dengan hal-hal konkret dan dikenal dengan tingkat pemahaman yang memadai.

Matriks Asesmen Bahasa Inggris SMA/MA/SMK/MAK/Sederajat

1. Pemahaman Tekstual Mampu memahami informasi yang eksplisit, mengelompokkan, menyusun ulang, dan menyajikan kembali informasi eksplisit dari teks
 - Menemukan/mengidentifikasi Informasi: mampu menemukan atau mengidentifikasi informasi penting yang disebutkan secara eksplisit dalam teks.
 - Mengklasifikasi: mampu mengelompokkan orang, benda, tempat, atau peristiwa dalam teks berdasarkan kategori tertentu.
 - Membuat kerangka: mampu menyusun poin-poin utama dari teks dalam bentuk kerangka atau daftar.
 - Meringkas: mampu menyajikan kembali isi teks secara ringkas dengan mengutip bagian penting.
 - Mensintesis: mampu menggabungkan informasi dari sumber lain untuk mendapatkan pemahaman yang lebih komprehensif tentang suatu isu atau topik.

2. Pemahaman Inferensial Mampu menarik kesimpulan berdasarkan informasi tersirat dalam teks, pengalaman pribadi, serta intuisi untuk memahami isi teks berdasarkan informasi tersirat dalam teks, pengalaman pribadi, serta intuisi untuk memahami isi teks
 - Menyimpulkan detail pendukung: mampu menentukan fakta tambahan yang membuat teks lebih informatif, menarik, atau persuasif.
 - Menyimpulkan topik, ide pokok/gagasan utama, makna, target pembaca, tujuan penulisan teks, atau pesan moral yang tidak secara eksplisit dinyatakan dalam teks.
 - Menyimpulkan urutan kejadian: mampu memperkirakan isi selanjutnya dari teks.
 - Menyimpulkan perbandingan: mampu menyimpulkan persamaan atau perbedaan antara tokoh, waktu, tempat, benda, atau gagasan dalam teks.
 - Menyimpulkan hubungan sebab-akibat: mampu menafsirkan hubungan/kaitan antara gagasan/tindakan satu dan lainnya yang dinyatakan dalam teks.
 - Menyimpulkan karakter tokoh: mampu menyimpulkan sifat atau kepribadian tokoh berdasarkan petunjuk eksplisit dalam teks.
3. 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
 - Menilai realitas atau fantasi: mampu menganalisis peristiwa dalam teks dapat terjadi dalam kehidupan nyata berdasarkan pengalaman dan pengetahuan pribadi.
 - Menilai fakta atau opini: mampu menilai fakta/opini yang diberikan penulis untuk mendukung pendapatnya berdasarkan bukti atau sekadar berusaha mempengaruhi pembaca.
 - Menilai kecukupan dan validitas informasi: Menilai kesesuaian, kelengkapan, keakuratan informasi dalam teks (dengan membandingkannya dengan sumber lain).
 - Menilai kesesuaian: mampu menentukan bagian teks yang paling sesuai untuk menggambarkan karakter utama atau aspek lain dari bacaan.
 - Menanggapi isi teks: mampu mengungkapkan
 - perasaan/kesan/pendapat terhadap bacaan, seperti ketertarikan, kebosanan, kegembiraan, ketakutan, kebencian, atau kesenangan.

Contoh soal TKA Bahasa Inggris SMA/MA Sederajat

Contoh soal TKA Bahasa Inggris SMA/MA Sederajat ini, silahkan dikerjakan terlebih dahulu secara mandiri sebelum membuka buku atau sumber lain untuk melihat pembahasan soal. Setelah selesai silakan 💡 **Evaluasi Jawaban** dan jika hasilnya belum memuaskan, ulangi lagi atau Analisa soal dan jawaban menggunakan buku, kamus atau sumber lain yang dibutuhkan. Ayo Tunjukkan Kemampuan Terbaikmu!

TKA Bahasa Inggris (Wajib) SMA/MA/SMK

Nama Peserta	:
Tanggal Tes	:

Petunjuk Pengerjaan Soal:

Bentuk soal pilihan ganda, pilihlah jawaban yang paling tepat di antara pilihan jawaban yang tersedia. Jawaban soal **Benar skor +4**, **Salah skor -1**, dan **Kosong skor 0**.

Soal TKA Bahasa Inggris SMA

Text for questions 1 s.d. 5.

King Hung Vuong VI had a beautiful daughter. He did not want her to marry just any prince. So, he made an announcement that he was looking for the right husband for her. Many princes came from faraway lands, but none of them was a good match for the princess.

Son Tinh was the Spirit of the Mountain, and Thuy Tinh was the Spirit of the Waters. One day, they both appeared as young noblemen and asked to marry the princess. They were equally talented, powerful, and respected. The King found it hard to choose, so he decided to give them a test. He said that the one who brought the proper wedding gifts first the next morning would marry his daughter.

The next day, Son Tinh arrived early with his gifts. The King kept his promise and gave the princess to him. Thuy Tinh was angry about losing. He challenged Son Tinh to fight for the princess. But Son Tinh refused, believing he had already won fairly. Furious, Thuy Tinh used his power to call the rivers and streams to rise. Soon, the land was covered with floods that destroyed crops and homes.

Son Tinh stayed calm in his mountain palace. Whenever the water rose, he made his mountains higher. After many days of fighting, Thuy Tinh grew tired and ordered the waters to retreat. Still, he never accepted his defeat. Every year, he tried again to attack, and this is how monsoons came to Vietnam.

1. Which of the following outlines shows the correct main points of the story?

(A)

- King Hung Vuong VI wanted the best husband for his daughter.

- Many princes came but none was suitable.
- Son Tinh and Thuy Tinh both wanted to marry her.
- The King gave them a test.
- Thuy Tinh arrived first with the wedding gifts.
- The princess was given to Thuy Tinh.

(B)

- King Hung Vuong VI had a beautiful daughter.
- He announced he was looking for the right husband.
- Son Tinh and Thuy Tinh appeared and asked to marry her.
- The King gave them a test with wedding gifts.
- Son Tinh arrived first and married the princess.
- Thuy Tinh attacked with floods but was defeated.

(C)

- King Hung Vuong VI asked his daughter to choose her husband.
- The princess liked both Son Tinh and Thuy Tinh.
- The King delayed his decision for many days.
- Finally, he asked them to fight each other.
- Thuy Tinh lost the battle and left the land.
- The country never suffered from floods again.

(D)

- King Hung Vuong VI searched for a husband for his daughter.
- Son Tinh and Thuy Tinh wanted to marry her.
- The King gave them a challenge.
- Thuy Tinh lost the test and became angry.
- He called the waters to rise and destroy the land.
- Son Tinh drowned in the floods.

(E)

- The King wanted a nobleman for his daughter.
- He invited many princes to the palace.
- Son Tinh and Thuy Tinh competed for the princess.
- Son Tinh refused the challenge of gifts.
- The King chose Thuy Tinh as the winner.
- Thuy Tinh ruled peacefully without floods.

2. Why did Thuy Tinh attack Son Tinh after the wedding?

- (A) He was jealous of Son Tinh's victory
- (B) He believed the King had lied to him.
- (C) He thought the princess loved him more.
- (D) He wanted to show off his power to the king.
- (E) He had promised to fight until death

3. After reading the text, we can see that Son tinh and Thuy tinh are different, but they also have some similarities.

Decide if each trait shows a **Similarity** or a **Difference**.

Both are not humans.

Similarity		Difference	
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They can control the elements.

Similarity		Difference	
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They love the king's daughter.

Similarity		Difference	
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4. What does the phrase "*kept his promise*" in the text mean?

- (A) Forgot about his decision.
(B) Changed his mind about the wedding.
(C) Did what he had promised to do.
(D) Delayed the marriage for many days.
(E) The King asked the princes to bring more gifts.

5. What is the main lesson of the story?

Determine whether each answer is **True** or **False**.

1. Accept defeat gracefully to prevent harm to others.

True		False	
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2. Be fair and follow the agreed rules in competitions.

True		False	
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3. Choose peaceful solutions rather than angry reactions.

True		False	
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4. Prepare honestly and present your gifts properly

True		False	
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5. Respect leaders' decisions and community agreements.

True		False	
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Text for questions 6 s.d. 10.

HOW TO STUDY IN THE LIBRARY

Studying in the library is a good way to focus and learn. Follow these steps to use your time well:

- 

PREPARE YOUR MATERIALS

Bring your books, notes, stationery, and water. Make sure you also have your library card.
- 

CHOOSE QUIET SPOT

Find a table with good light and little noise. Avoid sitting too close to the entrance or the restroom.
- 

SET A STUDY GOAL

Decide what you want to finish, such as reading two chapters or writing an essay
- 

FOLLOW LIBRARY RULES

Speak softly, keep your phone on silent, and do not eat inside. Respect other students.
- 

TAKE SHORT BREAKS

After one hour, stand up, stretch, or walk for five minutes. This will help you stay fresh
- 

REVIEW BEFORE LEAVING

Check your notes, organize your books, and return borrowed materials.

With these steps, your library study time will be effective

6. The following activities are suggested in the infographic. Categorize them as either **Preparation** or **Breaks** during study.

1. Standing up.

Preparation		Breaks	
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2. Bringing a book.

Preparation		Breaks	
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3. Doing stretch.

Preparation		Breaks	
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7. How can we decide a certain table is perfect for studying according to the text? Determine whether each answer is **True** or **False**.

1. It has good lighting.

True		False	
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2. It provides white noise.

True		False	
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3. It is located near the entrance.

True		False	
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4. It is far from the toilet.

True		False	
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5. It provides stationery.

True		False	
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8. Who needs to read this infographic?

- (A) The students of that school
- (B) People who happen to visit the school
- (C) The librarian of another school
- (D) The headmaster of that school
- (E) Parents who come to pick up their kids

9. Which actions show disrespect for other students?

Determine whether each answer is **True** or **False**.

1. Speaking loudly to friends.

True		False	
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2. Keeping the phone silent.

True		False	
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3. Eating snacks at the desk.

True		False	
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4. Playing music in the corner.

True		False	
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5. Moving chairs noisily.

True		False	
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10. You find this infographic in front of your school library. What will you do before your next visit to the library?

- (A) Making sure that I bring my water bottle and lunch with me.
- (B) Bringing the books and stationery that I will use.
- (C) Organizing the book that I borrowed from the library.
- (D) Walking for five minutes so I can focus more when studying.
- (E) Making sure you look fresh because you will meet other students.

Text for questions 11 to 13.

Exploring Bali's Natural Wonders

Bali, a beautiful island in Indonesia, is known for its stunning landscapes and rich culture. While many come for the beaches and temples, the island also offers natural attractions that amaze nature lovers from around the world. From national parks and waterfalls to terraced rice fields, Bali is full of natural beauty.

In the west lies West Bali National Park, a peaceful area filled with green forests, calm mangrove swamps, and colorful coral reefs along the sea. The air is fresh, and the scenery feels untouched. One of the park's most special sights is the Bali Starling—a rare white bird with bright blue around its eyes. Its soft song adds magic to the quiet forest. Visitors can walk along clear paths and enjoy the rich variety of plants and animals in this protected area.

Heading north, travelers find the scenic Munduk Waterfall, surrounded by green hills and forests. Water flows gently over rocky cliffs into a cool clear pool. Mist rises into the air, mixing with the calming sound of falling water. The walk to the waterfall passes through narrow paths lined with coffee and clove trees. Their fresh scent fills the air, offering a pleasant and peaceful experience. Munduk is the perfect place to relax and enjoy Bali's natural charm.

Near the cultural center Ubud, the famous Tegalalang rice terraces stretch across the hills in green steps. These terraces are shaped by generations of farmers who work the land by hand. In the morning, mist rises above the fields, and sunlight reflects off the water in the paddies. Farmers in wide-brimmed hats plant rice carefully, their feet sinking into the soft earth. Water flows gently through small canals, keeping the fields healthy and green. The quiet surroundings and slow rhythm of farm life create a peaceful and inspiring scene.

These natural wonders highlight Bali's dedication in preserving its environmental and cultural treasures. By exploring these sites, tourists not only experience the island's scenic beauty but also support ongoing conservation efforts, helping to ensure that Bali's wonders last for future generations.

11. What is the main purpose of visiting these places: to support conservation or to relax?

Determine **Conservation** or **Relaxation** for each place.

1. Munduk Waterfall.

True		False	
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2. West Bali National Park.

True		False	
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3. Tegalalang Rice Terraces.

True		False	
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12. The text mainly talks about Bali's...
- (A) wildlife species and nature lovers
 - (B) unique cultural treasures and sites.
 - (C) stunning nature and remarkable sites.
 - (D) generations and cultural conservation.
 - (E) scenic beauty and local farming practices.

13. Determine whether each answer is **True** or **False**.

1. A peaceful area filled with green forests, calm mangrove swamps, and colorful coral reefs along the sea.

True	☐	False	☐
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2. These terraces are shaped by generations of farmers who work the land by hand.

True	☐	False	☐
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3. Water flows gently over rocky cliffs into a cool, clear pool. Mist rises into the air, mixing with the calming sound of falling water.

True	☐	False	☐
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4. In the morning, mist rises above the fields, and sunlight reflects off the water in the paddies.

True	☐	False	☐
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5. Farmers in wide-brimmed hats plant rice carefully, their feet sinking into the soft earth.

True	☐	False	☐
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Text for questions 14 to 16.

My Experience as an Intern at a Sports Club

Last summer, I had the opportunity to work as an intern at a local sports club. It was my first time working in a professional sports environment, and I was both nervous and excited. The internship went through a few phases, starting from orientation until finally jumping in to help during practices and games.

On my first day, I met the head coach, who welcomed me and explained my tasks. I had to set up cones for drills, bring water for the players, and check the training schedules. The first few days were challenging because I was not used to the morning routine. Every morning I had to wake up early, arrive on time, and follow instructions carefully. I worried about making mistakes, but the coaches were kind and guided me.

In the second month of my internship, I was trained to handle emergency situations. I got the chance to put that knowledge into practice when something unexpected happened. During football practice, a player fell and hurt his ankle. Everyone stopped, and I quickly ran to get the first aid kit. I helped the coach assess the injury and ensured the player stayed calm while we got him seated safely. Luckily, it wasn't serious, but the

experience reinforced an important lesson: staying alert and prepared during emergencies can make a big difference.

At the end of my internship, the coaches held an evaluation and reflection session where they shared the results of their feedback. They highlighted my strengths in teamwork, responsibility, and communication, and even gave me a club T-shirt as a gift. I felt proud because I had improved in these areas. It was a great experience, and

I hope to work in a sports club again in the future.

14. During the internship, what did the writer do every morning?

- (A) Made schedules and explained them to the coaches.
- (B) Played football with the team and got the first aid kit.
- (C) Prepared a club gift, guided the coaches, and gave t-shirts.
- (D) Woke up early, arrived on time, and followed the instructions.
- (E) Set up cones, brought water, and checked emergency schedules.

15. Determine whether each answer is **True** or **False**.

1. Careful and ready to help.

True	☐	False	☐
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2. Confident and enjoys working alone.

True	☐	False	☐
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3. Responsible and willing to learn.

True	☐	False	☐
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4. Friendly and works well with others.

True	☐	False	☐
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5. Creative and likes to try new things.

True	☐	False	☐
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16. What will the writer most likely do after finishing the internship?

- (A) Considering a career in a sports medicine.
- (B) Stop working and focus only on school.
- (C) Look for another chance to work in a sports club.
- (D) Study medicine to become a doctor.
- (E) Train as a professional football player.

17. What will happen if teenagers have poor sleep quality?

Determine whether each answer is **True** or **False**.

1. Teenagers' grades could drop.

True	☐	False	☐
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2. Teens struggle to focus in class.

True	☐	False	☐
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3. Teens are likely to feel stressed.

True		False	
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4. Teenagers will be more confident.

True		False	
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5. Teens will become mentally strong.

True		False	
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18. Which of the following additional facts would most likely make the text more persuasive?

Determine whether each answer is **True** or **False**.

1. Research data showing the number of teenagers experiencing anxiety or depression because of social media.

True		False	
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2. Personal stories from teenagers who feel happier after reducing their social media use.

True		False	
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3. Statistics about how many teenagers use social media every day.

True		False	
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4. A list of the most popular social media platforms among teenagers.

True		False	
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5. Expert opinions from doctors or psychologists about the dangers of social media for mental health.

True		False	
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19. Determine whether each answer is **True** or **False**.

1. "When teens see pictures of people who seem perfect, they feel that they are not good enough."

True		False	
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2. "Many teenagers use their phones late at night, which reduces sleep time and quality."

True		False	
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3. "Schools should teach students how to use social media in healthy ways."

True		False	
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4. "Social media helps teens stay connected with friends and learn about interesting topics."

True		False	
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5. "Victims of cyberbullying often feel alone, scared, and helpless."

True		False	
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20. Determine whether each answer is **True** or **False**.

1. Social media makes teenagers unhappy because they compare their lives to unrealistic images online.

True		False	
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2. Teenagers should completely stop using social media to protect their mental health.

True		False	
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3. Using social media too much can disturb teenagers' sleep and make it harder for them to focus at school.

True		False	
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4. Cyberbullying is a serious problem on social media and can make teenagers feel lonely and scared.

True		False	
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5. The text explains that social media has only negative effects without any positive sides.

True		False	
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