

SELEKSI BERSAMA BAHASA INGGRIS

SMP TECHNO INSAN KAMIL TUBAN

NASKAH UJIAN – ENGLISH COMPETENCE COMPETITION 2026

Nama Peserta

Kelas

Nomor Peserta

Hari/Tanggal

Waktu 80 menit

PETUNJUK Pengerjaan

Bacalah setiap teks dan pertanyaan dengan teliti sebelum menentukan jawaban.

Jumlah soal adalah 35 butir dengan bentuk pilihan ganda, pilihan ganda kompleks, benar/salah, dan menjodohkan.

Untuk pilihan ganda, pilih satu jawaban yang paling tepat.

Untuk pilihan ganda kompleks, pilih DUA jawaban yang paling tepat.

Untuk tabel benar/salah, tentukan True atau False berdasarkan informasi dan inferensi yang didukung teks.

Untuk soal penalaran, gunakan bukti dari teks dan logika yang paling kuat.

Kerjakan secara mandiri dan tidak diperkenankan membuka sumber lain selama ujian.

PART A — DESCRIPTIVE TEXT

Read the following text carefully.

The School That Learns from Its Garden

At first glance, Green Valley Junior High looks like an ordinary school. Its three-story building, basketball court, and rows of classrooms are similar to those found in many other schools. However, one feature makes the school different: its learning garden.

The garden occupies an unused piece of land behind the science laboratory. Instead of turning it into another parking area, the school transformed it into a small ecosystem containing vegetables, medicinal plants, flowers, a fish pond, and a composting corner.

The garden is not simply decorated with plants. Students use it as an outdoor classroom. In science lessons, they observe insects and measure plant growth. During mathematics lessons, they calculate the area of planting beds and compare weekly harvest data. English teachers sometimes ask students to describe the plants or explain the gardening process in English.

Interestingly, the garden is managed mainly by students. Each class has a weekly responsibility. Some students water the plants, while others check the composting corner or record the growth of particular plants. Teachers supervise the activities, but students are encouraged to make decisions when problems occur.

For example, when several tomato plants began to grow poorly, students did not immediately ask the gardener to solve the problem. They examined the soil, checked the amount of sunlight, and compared their observations with information from their science books. They eventually discovered that the plants received too little sunlight because another plant had grown too tall.

The garden has therefore become more than a green space. It has become a place where students learn to observe, communicate, collaborate, and solve real problems.

1. What is the main purpose of the text?

- A. To explain how students can grow tomatoes successfully
- B. To describe a school garden and its educational functions
- C. To persuade schools to replace classrooms with gardens
- D. To compare Green Valley Junior High with other schools

2. Why did the school transform the unused land into a garden?

- A. The school needed a larger agricultural area.
- B. The teachers wanted to reduce the number of classrooms.
- C. The school wanted to use the space as a learning environment.
- D. The students requested a place to play outside.

3. The word "it" in "Instead of turning it into another parking area..." refers to ...
- A. the science laboratory
 - B. the school building
 - C. the unused piece of land
 - D. the learning garden
4. Which activity best demonstrates the interdisciplinary function of the garden?
- A. Students water plants every morning.
 - B. Students describe plants in English and calculate planting-bed areas in mathematics.
 - C. Students play basketball near the garden.
 - D. Students ask gardeners to solve plant problems.
5. Which TWO statements are supported by the text?
- A. Teachers completely control the gardening activities.
 - B. Students have responsibilities in maintaining the garden.
 - C. The garden is used exclusively for science lessons.
 - D. Students sometimes use information from books to solve problems.
6. Determine whether each statement is True or False.

Statement	True	False
The garden was built on land that had previously been unused.	☐	☐
Students never make decisions without teachers.	☐	☐
Mathematics can be connected to activities in the garden.	☐	☐
The tomato problem was caused by excessive sunlight.	☐	☐

7. What can be inferred about the school's approach to learning?
- A. It prioritizes memorization over practical experience.
 - B. It encourages students to apply knowledge to real situations.
 - C. It believes outdoor activities are more important than academic lessons.
 - D. It expects students to work independently without teacher guidance.

8. Suppose the school suddenly loses access to the garden for one semester. Which learning outcome would most likely be affected the most, based on the text?

- A. Students' ability to memorize vocabulary
- B. Students' opportunities to apply several subjects to real-world problems
- C. Students' ability to attend regular classroom lessons
- D. Students' knowledge of school rules

Reasoning:
.....

PART B — RECOUNT TEXT

Read the following text carefully.

The Presentation That Went Wrong

Last Friday, our class was scheduled to present the results of a group research project. My group had prepared a presentation about students' reading habits. We had collected responses from sixty students and organized the data into several charts.

Everything seemed ready. Unfortunately, five minutes before our presentation, the laptop suddenly stopped responding. We tried restarting it, but the presentation file would not open.

At first, everyone panicked. We had spent several evenings preparing the slides, and our entire presentation seemed to depend on them.

Then Raka suggested that we use the printed data instead. Fortunately, we had printed the questionnaire results and some important figures the night before. I reorganized the information on the whiteboard while Sinta prepared to explain the methodology.

Our presentation was not as visually attractive as we had planned. However, we managed to explain the main findings clearly. Instead of showing a complicated graph, we drew a simple bar chart on the board. Surprisingly, our classmates asked more questions than they usually did.

After the presentation, our teacher said that the technical problem had actually helped us discover something important: a good presentation should not depend entirely on technology. We agreed.

9. What caused the group's original presentation plan to fail?

- A. They collected incomplete data.
- B. Their teacher rejected their topic.
- C. Their laptop and presentation file developed problems.
- D. Their classmates refused to listen.

10. Why was the printed data important?
- A. It allowed the students to cancel the presentation.
 - B. It provided an alternative source of information when the slides failed.
 - C. It contained more information than their research.
 - D. It was required by their teacher.
11. The pronoun “them” in “our entire presentation seemed to depend on them” refers to ...
- A. the classmates
 - B. the evenings
 - C. the slides
 - D. the figures
12. Which event happened immediately after the laptop problem?
- A. The teacher gave them a new assignment.
 - B. Raka suggested using the printed data.
 - C. Sinta collected sixty new responses.
 - D. The presentation was cancelled.
13. Which TWO actions helped the group continue their presentation?
- A. They collected new questionnaire responses.
 - B. They used printed information.
 - C. They created a simpler chart on the whiteboard.
 - D. They asked another group to present for them.
14. Determine whether each statement is True or False.

Statement	True	False
The group had collected data from sixty students.	☐	☐
Their final presentation looked exactly like their original plan.	☐	☐
Sinta explained the methodology.	☐	☐
The classmates asked fewer questions because there were no slides.	☐	☐

15. What was the most important change in the group's strategy?
- A. From presenting data digitally to presenting it manually
 - B. From working in groups to working individually
 - C. From researching reading habits to researching technology
 - D. From asking questions to avoiding questions
16. Which conclusion best represents the lesson of the experience?
- A. Technology should never be used in presentations.
 - B. Printed materials are always better than digital presentations.
 - C. Effective communication requires preparation for unexpected situations.
 - D. Presentations should contain as many visual elements as possible.

PART C — PROCEDURE TEXT

Read the following text carefully.

How to Make a Quick Vocabulary Review Card

Materials:

- one sheet of paper
- a ruler
- a pencil
- colored pens
- vocabulary from the current lesson

Steps:

1. Fold the paper into eight equal sections.
2. Write one English word in each section.
3. Under each word, write a short definition in English.
4. Add one example sentence for each word.
5. On the back of the paper, write the Indonesian meaning of each word.
6. Cover the English side and try to recall the words from their Indonesian meanings.
7. Check your answers and mark the words you could not remember.
8. Repeat the review using only the marked words.

The purpose of the card is not to make a beautiful piece of paper. It is designed to help learners identify which vocabulary items they still need to practice.

17. What is the primary purpose of the procedure?
- A. To decorate vocabulary notes
 - B. To create a tool for identifying difficult vocabulary
 - C. To translate an English textbook
 - D. To test students' drawing skills

18. Why does the procedure require an example sentence?
- A. To make the card longer
 - B. To help learners understand how the word is used in context
 - C. To replace the English definition
 - D. To make the card more colorful
19. What should a learner do after marking unfamiliar words?
- A. Stop studying them
 - B. Replace them with easier words
 - C. Review those words again
 - D. Erase their Indonesian meanings
20. Which step requires the learner to retrieve information from memory rather than simply read it?
- A. Step 2
 - B. Step 3
 - C. Step 5
 - D. Step 6
21. Which TWO features make this procedure different from ordinary vocabulary copying?
- A. It requires students to test their memory.
 - B. It identifies words that need additional practice.
 - C. It focuses primarily on handwriting quality.
 - D. It eliminates the need for repeated review.
22. If a student skips Step 7, what is the most likely consequence?
- A. The student may not know which words require further practice.
 - B. The student will be unable to write English words.
 - C. The vocabulary card will become physically smaller.
 - D. The student will automatically memorize every word.

23. Determine whether each statement is True or False.

Statement	True	False
Each section contains one English word.	☐	☐
The Indonesian meaning is written on the front side.	☐	☐
The procedure encourages repeated practice.	☐	☐
The appearance of the card is the main objective.	☐	☐

24. Which sequence correctly represents the main learning process?

- A. Write → decorate → memorize → discard
- B. Write → test memory → identify weaknesses → review
- C. Translate → erase → copy → submit
- D. Draw → color → memorize → present

25. A student follows Steps 1–6 perfectly but remembers only 3 out of 8 words. The student then decides to start the procedure from Step 1 again using eight completely different words. Is this decision consistent with the purpose of the procedure?

- A. Yes, because learning always requires new vocabulary.
- B. Yes, because difficult words should be avoided.
- C. No, because the procedure specifically directs learners to focus on the words they could not remember.
- D. No, because students should never repeat vocabulary activities.

PART D — NARRATIVE TEXT

Read the following story carefully.

The Lantern in the Forest

Long ago, a young boy named Arin lived near a forest with his grandmother. One evening, his grandmother became seriously ill. The village healer lived on the other side of the forest, so Arin decided to ask for help.

Before leaving, his grandmother gave him a small lantern.

“Stay on the path,” she warned. “The forest may look familiar, but it can be dangerous at night.”

Arin followed the path for some time. Suddenly, he heard a strange sound coming from behind a group of trees. He stopped and considered returning home.

Then he remembered that his grandmother needed help. He continued walking, but instead of following the sound, he stayed on the main path.

A few minutes later, he found a traveler sitting beside the road. The traveler had injured his leg and could not continue his journey. Arin wanted to help him, but he also knew that his grandmother was waiting.

After thinking for a moment, Arin gave the traveler some water and showed him the direction of the nearest village. Then he continued toward the healer's house.

When Arin finally arrived, the healer agreed to return with him. They reached Arin's house before midnight, and his grandmother received the treatment she needed.

The next morning, Arin discovered that the traveler he had helped was actually the healer's brother. The healer thanked Arin for helping him when he was alone in the forest.

Arin smiled. He realized that sometimes a small act of kindness could return in an unexpected way.

26. Why did Arin enter the forest?

- A. To find a lost lantern
- B. To meet a traveler
- C. To find the village healer
- D. To explore the forest

27. What did Arin do when he heard the strange sound?

- A. He immediately ran home.
- B. He investigated the sound.
- C. He stayed on the main path.
- D. He threw away his lantern.

28. Why did Arin decide to help the injured traveler even though he was in a hurry?

- A. He wanted to become famous.
- B. He believed helping someone in need was important.
- C. The traveler promised him money.
- D. His grandmother ordered him to help.

29. The word "him" in "The healer thanked Arin for helping him..." refers to ...

- A. Arin
- B. the traveler
- C. the healer
- D. Arin's grandmother

30. Which TWO characteristics best describe Arin?

- A. Responsible
- B. Careless
- C. Compassionate
- D. Selfish

31. What is the main complication in the story?

- A. Arin loses his lantern.
- B. Arin must reach the healer while facing uncertainty and an injured traveler.
- C. The healer refuses to help Arin's grandmother.
- D. Arin becomes lost because he leaves the path.

32. Match each event with its role in the narrative.

Event	Role
1. Grandmother becomes ill.	A. Resolution
2. Arin meets the injured traveler.	B. Orientation
3. The healer treats grandmother.	C. Complication

Answer: 1-__ 2-__ 3-__

33. Determine whether each statement is True or False.

Statement	True	False
Arin ignored his grandmother's warning completely.	☐	☐
Arin stayed on the main path after hearing a strange sound.	☐	☐
The traveler was connected to the healer.	☐	☐
Arin's kindness eventually helped create a positive outcome.	☐	☐

34. What would most likely happen if Arin had decided to investigate the strange sound instead of staying on the path?

- A. The story would probably become more complicated because Arin might be delayed or face danger.
- B. The healer would arrive at Arin's house immediately.
- C. The traveler would automatically recover.
- D. Arin would certainly find a shortcut to the healer's house.

35. Which statement best expresses the deeper message of the story?

- A. Children should never travel at night.
- B. Following instructions is always more important than helping others.
- C. Responsible decisions and kindness can influence outcomes in unexpected ways.
- D. People should help others only when they will receive something in return.