

Pemahaman Inferensial

Pemahaman inferensial adalah kemampuan membaca tingkat lanjut yang menuntut murid melampaui makna literal dalam teks.

Jika pemahaman tekstual berfokus pada informasi eksplisit, pemahaman inferensial menuntut pembaca menghubungkan informasi tersirat dengan pengalaman pribadi, logika dan intuisi. Dengan cara ini, pembaca dapat menangkap maksud yang lebih dalam, melengkapi Informasi yang tidak dinyatakan secara langsung, serta menemukan relevansi teks dengan konteks yang lebih luas.

A. Menyimpulkan Detail Pendukung

Many schools in Indonesia have started implementing student-led Environmental programs to encourage responsibility and teamwork. In this programs students participate in activities such as creating School Gardens, managing waste separation, and promoting energy saving habits. waste separation, and promoting energy-saving habits. Teachers usually act as guides, while students are given opportunities to plan and carry out their own projects. These activities not only improve the school environment but also help students develop leadership skills and become more aware of environmental issues.

However, maintaining these campaigns requires continuous commitment from the entire school community. Some activities may not be effective if students lose interest or if there is a lack of support from teachers, parents, and school management. Therefore, cooperation among students, teachers, parents, and staff is essential to ensure that anti-drug campaigns create lasting awareness and encourage teenagers to make healthy and responsible choices.

1. What supporting detail can be inferred from the text?
 - B. Anti-drug campaigns mainly improve students' academic achievement.
 - C. Social media campaigns are the most effective anti-drug strategy.
 - D. Student participation helps build leadership and communication skills. .
 - E. Students can run successful campaigns without school support.
 - F. Teacher guidance is more important than student participation.

Question number 2 and 3 are based on the following text.

During the COVID-19 pandemic, many schools in Indonesia changed their learning systems from face-to-face classes to online learning. Students attended lessons through digital platforms, while teachers prepared materials and assignments that could be accessed from home. This change helped students continue their education despite the limitations caused by the pandemic.

However, online learning also created several challenges. Some students had difficulty accessing stable internet connections, while others needed more support in using digital tools. Parents and teachers worked together to help students adapt to the new learning situation. Many schools also provided guidance and alternative solutions to ensure that students could continue learning.

Over time, schools began combining online and face-to-face learning methods. This experience showed that technology could support education, but cooperation among schools, families, and students remained important. The pandemic became a valuable lesson about flexibility and adaptation in the learning process.

2. From the text, which of the following can be concluded as supporting details that make the story more informative? Choose all that apply.

- ☐ Students faced difficulties with internet access and digital tools. .
- ☐ Teachers prepared materials for students during online classes. .
- ☐ Online learning became the best method for all students.
- ☐ Online learning helped students continue their education. .
- ☐ The pandemic changed education permanently.

3. Decide whether the following statements are TRUE or FALSE as supporting details based on the text. Mark (✓) in the correct column for each statement.

Statement	True	False
Students needed support to adapt to online learning		
Online learning made all students learn more effectively		
Schools provided solutions to help students continue learning		

B. Menyimpulkan Topik, Ide Pokok, Target Pembaca, Tujuan Penulisan, atau Pesan Moral

Subkompetensi ini menekankan pada kemampuan menemukan gagasan inti yang menjadi dasar suatu teks, meskipun penulis tidak menyatakannya secara langsung. Ide pokok biasanya terletak pada inti paragraf atau teks secara keseluruhan, tetapi tidak selalu dalam bentuk kalimat eksplisit. Pembaca harus memperhatikan pola pengulangan kata, gagasan yang dominan, dan pesan yang ingin disampaikan penulis.

Selain ide pokok, pembaca juga perlu menyimpulkan target pembaca teks dan tujuan penulisan teks, apakah pelajar, masyarakat umum, atau kalangan tertentu. Tujuan penulisan bisa berupa memberi informasi, membujuk, menghibur, atau memberikan pelajaran moral. Hal-hal ini tidak selalu disebutkan secara langsung, tetapi dapat ditafsirkan dari gaya bahasa, isi, serta struktur teks.

Latihan menyimpulkan topik, ide pokok, target pembaca, tujuan, dan pesan moral sangat penting agar teks dapat dipahami secara utuh. Dengan keterampilan ini, murid bisa membedakan teks informatif, persuasif, atau naratif, sekaligus menangkap pesan moral yang mendasari teks. Kegiatan ini juga melatih kemampuan berpikir kritis karena murid dituntut untuk "membaca di balik teks", bukan hanya "membaca

Read each text carefully and answer the question.

Many schools have introduced community service programs to encourage students to become more responsible and caring citizens. Through activities such as helping local communities, organizing charity events, and participating in environmental projects, students learn the importance of cooperation and empathy. These programs also allow students to apply their knowledge and skills to solve real problems around them.

However, community service is not only about helping others. It also provides benefits for students by developing leadership, communication, and problem-solving skills. Although some students may initially see these activities as additional responsibilities, many later realize that community service helps them grow personally and understand the needs of society.

4. What is the main idea of the text?

- A. Community service programs require students to spend more time outside school.
- B. Community service helps students support others while developing personal skills.
- C. Students should join charity events to improve their academic performance.
- D. Community service is mainly focused on solving environmental problems.
- E. Schools organize community service because students need more activities.

Question number 5 and 6 are based on the following text.

Public transportation has become an important part of urban life in many big cities. Reliable buses, trains, and other forms of public transport can help people travel more efficiently while reducing traffic congestion. In addition, the use of public transportation can decrease air pollution because fewer private vehicles are used on the roads.

However, encouraging people to use public transportation is not always easy. Some citizens still prefer private vehicles because they consider them more comfortable and flexible. Problems such as limited routes, crowded vehicles, and inconsistent schedules can also reduce public interest in using public transport.

Therefore, improving public transportation systems requires cooperation between governments and communities. By providing better services and encouraging responsible travel habits, cities can create a more sustainable environment and improve the quality of urban life.

5. What is the author's main purpose in writing this text?

- A. To discuss the benefits and problems of public transport.
- B. To compare different types of urban transportation.
- C. To explain the need for better transportation systems.
- D. To describe the use of public transportation in cities.
- E. To show why people choose private vehicles.

6. Which of the following can be inferred as key messages from the text? Choose all that apply.

- Better transport systems need public support.
- Improved public transportation can benefit city life.
- Private vehicles remain the main solution for urban mobility.
- Public transportation can reduce environmental impacts.
- Transportation problems can be solved quickly with new services.

C. Menyimpulkan Urutan Kejadian

Subkompetensi ini berfokus pada kemampuan memperkirakan atau menyusun kembali urutan peristiwa dalam sebuah teks. Tidak semua teks menyajikan kejadian secara runtut; kadang ada alur maju, mundur, atau campuran. Oleh karena itu, pembaca perlu menghubungkan detail yang tersedia untuk menyimpulkan kronologi peristiwa.

Kemampuan ini juga melibatkan keterampilan memprediksi peristiwa berikutnya berdasarkan petunjuk dalam teks. Sebagai contoh, jika dalam cerita seorang tokoh sudah menyiapkan koper dan memesan tiket, pembaca bisa menyimpulkan bahwa peristiwa selanjutnya adalah

keberangkatan. Hal ini melatih berpikir logis, menghubungkan tentang kelanjutan cerita, fakta yang tersurat, dan membuat kesimpulan ataupun prosedural. Dengan kemampuan ini, berguna dalam memahami teks naratif, recount, Latihan menyimpulkan urutan kejadian sangat murid tidak hanya bisa mengerti alur, tetapi juga lebih kritis menangkap petunjuk yang diberikan penulis. Pada akhirnya, keterampilan ini akan meningkatkan daya analisis terhadap teks sekaligus memperkuat kemampuan prediktif mereka.

Last month, Rina joined a school science competition. A week before the event, she collected information about renewable energy and prepared her presentation. On the competition day, she presented her project about solar panels and answered questions from the judges. After the presentation, the judges announced the winners, and Rina received an award for her creative idea.

A few days later, Rina shared her experience with her classmates. She explained that the Competition helped her improve her confidence and encouraged her to learn more about environmental Technology.

7. What happened after Rina presented her project?

- A. She prepared information about renewable energy.
- B. She shared her experience with her classmates.
- C. She joined a different science competition.
- D. She started learning about solar panels.
- E. She received an award from the judges.

Question number 9 & 10 are based on the following text.

Last semester, a group of students from Jakarta joined a school entrepreneurship project. At the beginning of the program, they attended a workshop about product planning and marketing strategies.

After that, the students formed teams and discussed ideas for products they wanted to create. They finally decided to produce handmade accessories using recycled materials.

During the following weeks, the students prepared their products by collecting materials, designing models, and making the accessories. After the products were finished, they displayed and sold them at a school exhibition. Teachers and visitors gave feedback about the products, which helped students understand the importance of creativity and teamwork.

At the end of the project, the students evaluated their experiences and discussed the challenges they faced. They realized that the project improved their business skills and taught them how to manage a team. Finally, they presented their reports to the school as the closing activity of the program.

**8. Which of the following shows the correct order of main events in the text?
Choose all that apply.**

- ☐ Team discussion → Choosing products → Evaluating experiences.
- ☐ Workshop → Product planning → Creating handmade accessories.
- ☐ Selling products → Making products → Attending the workshop.
- ☐ Product evaluation → Report presentation → School exhibition.

☐ Collecting materials → Designing products → Selling products.

9. Decide whether the following statements are TRUE or FALSE based on the sequence of events in the text. Mark (✓) in the correct column for each statement.

Statement	True	False
The first activity after arriving was Students created their products after discussing their ideas.		
The school exhibition happened before students made the products.		
Students presented their reports as the final activity.		

D. Menyimpulkan Perbandingan

Subkompetensi ini menekankan pada kemampuan murid untuk menarik kesimpulan mengenai persamaan dan perbedaan antara tokoh, benda, tempat, peristiwa, dan gagasan yang terdapat dalam teks. Penulis sering kali tidak menyatakan secara langsung apa yang mirip atau berbeda sehingga pembaca perlu menghubungkan informasi yang tersurat untuk menyimpulkannya. Sebagai contoh, ketika sebuah teks menggambarkan dua tokoh dengan sifat berbeda satu penyabar dan satu pemarah-pembaca perlu menyimpulkan bahwa keduanya kontras dalam hal pengendalian emosi. Demikian juga dalam teks deskriptif tentang dua kota, pembaca bisa menyimpulkan perbedaan iklim, suasana, atau gaya hidup penduduknya meskipun tidak dinyatakan secara eksplisit.

Kemampuan menyimpulkan perbandingan ini melatih berpikir kritis dengan melihat keterkaitan antar unsur dalam teks. Tidak hanya membantu dalam memahami isi bacaan, tetapi juga memperluas wawasan pembaca dalam menilai keunikan tiap tokoh, peristiwa, atau konsep.

Read each text carefully and answer the question(s).

Question number 11

Raka and Fajar are students who have different ways of spending their free time. Raka enjoys reading books in the library because he likes quiet places and gaining new knowledge. He often spends his afternoon exploring various topics through books and articles. Meanwhile, Fajar prefers outdoor activities.

He likes playing sports with his friends because he enjoys physical challenges and teamwork. For Fajar, being outdoors gives him opportunities to stay active and strengthen his relationships with others.

10. What is the main difference between Raka and Fajar?

- A. Raka prefers reading, while Fajar enjoys outdoor activities.
- B. Raka avoids learning new things, while Fajar seeks knowledge.
- C. Raka likes teamwork, while Fajar prefers studying alone.
- D. Raka and Fajar spend their free time in the same way.
- E. Raka enjoys sports, while Fajar prefers reading books.

Question number 11, 12:

Public libraries and digital libraries both provide access to learning resources, but they have different characteristics. Public libraries allow visitors to read printed books, use study areas, and interact directly with librarians. Many students enjoy visiting these places because they offer a quiet environment for learning.

Digital libraries, on the other hand, provide electronic resources such as e-books, online journals, and educational articles. Students can access these materials anytime and anywhere through internet-connected devices. However, digital libraries require technology access, which may become a challenge for some users.

Although they have different features, both types of libraries share the same purpose: helping people gain knowledge and support learning activities. By using them wisely, students can choose the resources that best meet their needs.

11. What is the main similarity between public libraries and digital libraries mentioned in the text?

- A. Both require internet-connected devices.
- B. Both provide access to learning resources.
- C. Both can only be used inside school areas.
- D. Both offer only printed books for students.
- E. Both allow students to meet librarians directly.

12. Which of the following statements are TRUE based on the text? Choose all that apply.

- ☐ Digital libraries provide electronic learning resources.
- ☐ Both public and digital libraries aim to support learning.
- ☐ Public libraries provide printed books and places for studying.
- ☐ Digital libraries are more suitable than public libraries for every student.
- ☐ Public libraries require internet-connected devices to access their resources.

E. Menyimpulkan Hubungan Sebab-Akibat

Subkompetensi ini menekankan kemampuan menafsirkan kaitan antara satu gagasan/tindakan dan gagasan/tindakan lain dalam teks. Hubungan Sebab-akibat sering kali tidak dinyatakan secara eksplisit sehingga pembaca harus menggunakan Petunjuk kontekstual untuk menyimpulkan Bagaimana suatu peristiwa menyebabkan atau dipengaruhi oleh hal lain. Contohnya sebuah teks mungkin menjelaskan bahwa seorang anak belajar

dengan rajin tiap hari dan kemudian memperoleh nilai tinggi dalam ujian. Meskipun teks tidak menuliskan kata "karena," pembaca dapat menyimpulkan hubungan sebab-akibat antara kebiasaan belajar rajin dan hasil ujian yang baik.

Kemampuan ini mengasah kemampuan berpikir logis dan analitis. Selain membantu memahami alur bacaan, keterampilan ini juga bermanfaat menilai keandalan argumen dalam teks eksposisi atau persuasif yang sering kali menggunakan hubungan sebab-akibat untuk meyakinkan pembaca.

Read each text carefully and answer the questions

Many students at Green School started bringing reusable bottles to reduce plastic waste. Before the program began, the school often found many disposable plastic bottles in the trash bins every day. After teachers encouraged students to use reusable bottles, the amount of plastic waste decreased significantly.

The success of the program also inspired students to create other environmental activities, such as recycling campaigns and classroom clean-up projects. As a result, the school environment became cleaner, and students became more aware of their responsibility to protect nature.

13. What caused the decrease in plastic waste at the school?

- A. The school removed all trash bins.
- B. Students started using reusable bottles.
- C. Students joined more classroom activities.
- D. Teachers collected all plastic waste themselves.
- E. The environment became cleaner after the program.

Many cities in Indonesia have started developing green open spaces to improve the quality of urban life in the past, rapid construction reduced the number of parks and trees in some areas. As a result, cities experienced higher temperatures, less clean air and fewer places for people to relax.

To solve these problems, local governments began creating more public parks and planting trees in urban areas. These efforts helped reduce heat, improve air quality, and provide comfortable spaces for communities. Many residents also joined environmental activities by maintaining plants and keeping public areas clean.

Although creating green spaces requires time and resources, these programs bring long-term benefits. People become more aware of environmental issues, and cities can become healthier places to live. Therefore, cooperation between governments and citizens is important to maintain these improvements.

14. Which of the following statements show a cause-effect relationship in the text?

Choose all that apply.

- ☐ Green spaces provide comfortable places for communities.
- ☐ Local governments created parks to improve urban conditions.
- ☐ Reduced green areas caused higher temperatures in cities.
- ☐ Cities became healthier because people maintained environmental programs.
- ☐ Residents joined environmental activities because they cared about public areas.

Question number 15

Many cities in Indonesia have started developing green open spaces to improve the quality of urban life in the past, rapid construction reduced the number of parks and trees in some areas. As a result, cities experienced higher temperatures, less clean air and fewer places for people to relax.

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Although creating green spaces requires time and resources, these programs bring long-term benefits. People become more aware of environmental issues, and cities can become healthier places to live. Therefore, cooperation between governments and citizens is important to maintain these improvements.

15. Read the following statements. Decide whether each statement is TRUE or FALSE according to the cause-effect relationship in the text. Mark (✓) in the correct column for each statement.

Statement	True	False
The lack of green areas contributed to higher temperatures in cities.		
Environmental programs can create long-term benefits for communities.		
People maintained public areas because cities had fewer parks.		

F: Menyimpulkan Karakter Tokoh

Subkompetensi ini mengajarkan murid untuk memahami sifat atau kepribadian tokoh berdasarkan petunjuk yang diberikan dalam teks. Karakter tokoh jarang dituliskan secara langsung, seperti "dia baik hati" atau "dia pemarah." Sebaliknya, pembaca harus memperhatikan dialog, tindakan, pikiran, ataupun reaksi tokoh lain untuk menyimpulkan sifat tokoh. Sebagai contoh, jika seorang tokoh selalu membantu temannya tanpa diminta, dapat disimpulkan bahwa tokoh tersebut memiliki sifat peduli atau dermawan. Sebaliknya, jika seorang tokoh sering marah dan berbicara dengan kasar, pembaca bisa menyimpulkan bahwa tokoh tersebut bersifat pemarah. Kemampuan menyimpulkan karakter tokoh melatih murid untuk berpikir kritis dan analitis dalam memahami teks naratif, baik cerpen, novel, maupun drama. Selain itu, keterampilan ini juga membantu murid menilai peran tokoh dalam perkembangan alur cerita serta memahami pesan moral yang disampaikan penulis.

Read each text carefully and answer the question(s).

Question number 16

Dina was known as one of the most creative students in her school. She often used her free time to create simple designs and share new ideas with her classmates. When working on group projects, Dina always listened to others' opinions and tried to combine different suggestions into a better result.

During a school exhibition, her team faced a problem because their project was not completed on time. Instead of blaming her teammates, Dina helped organize the work and encouraged everyone to finish the project together. In the end, their project received positive feedback from visitors.

16. What can be inferred about Dina's character?

- A. She is creative and cooperative.
- B. She is impatient and demanding.
- C. She is quiet and avoids teamwork.
- D. She is careless and unwilling to work.
- E. She is competitive and ignores others.

Question number 17 & 18

Lina was a student who always paid attention to the needs of people around her. When her classmates had difficulties understanding lessons, she willingly explained the materials and shared her notes. She never expected anything in return because she simply wanted her friends to succeed.

During a school project, Lina became the leader of her group. She listened to every member's ideas and made sure everyone had a chance to contribute. When the project faced problems, she stayed calm and encouraged her teammates to find solutions together. Although Lina was often praised for her kindness, she also worked hard to improve herself. She regularly practiced new skills and accepted suggestions from others. Her classmates respected her because she was not only caring but also responsible.

18. Which best describes Lina's character?

- A. Confident, competitive, and impatient.
- B. Kind, responsible, and cooperative.
- C. Quiet, nervous, and dependent.
- D. Strict, serious, and unfriendly.
- E. Selfish, passive, and careless.

19. Which of the following statements about Lina are correct? Choose all that apply.

- ☐ Lina accepted suggestions as part of improving herself.
- ☐ Lina shared her knowledge to help her classmates learn.
- ☐ Lina encouraged every group member to contribute during the project.
- ☐ Lina focused more on achieving good results than listening to others' ideas.
- ☐ Lina became a respected student mainly because of her academic abilities.

G: Memprediksi Hasil Cerita

Subkompetensi ini melatih memperkirakan bagaimana sebuah cerita akan berakhir berdasarkan bagian awal atau tengah yang sudah dibaca. Dalam teks naratif, penulis biasanya memberikan petunjuk melalui alur, konflik, atau tindakan tokoh yang bisa dijadikan dasar prediksi.

Memprediksi hasil cerita bukan berarti menebak secara acak, melainkan menggunakan logika, pengalaman membaca, serta petunjuk teks. Sebagai contoh, jika tokoh utama berusaha keras mengatasi suatu masalah, kemungkinan besar akhir ceritanya adalah keberhasilan atau kegagalan yang signifikan. Kemampuan ini melatih kemampuan berpikir kritis karena murid belajar menghubungkan peristiwa yang sudah ada dengan kemungkinan yang akan terjadi. Selain itu, memprediksi hasil cerita juga meningkatkan keterlibatan pembaca dalam teks karena mereka merasa ikut serta menyusun alur yang akan terjadi.

Read each text carefully and answer the question(s).

Question number 20

Rian had always dreamed of joining the school basketball team. However, he was not chosen during the first selection because his skills were still developing. Instead of giving up, Rian practiced regularly after school and asked his coach for advice. He also watched training videos to improve his techniques.

Several months later, the school announced another selection. Rian felt nervous, but he was more prepared than before. His coach noticed his progress and encouraged him to show his best performance during the tryout.

20. What is the most likely outcome of the story?

- A. Rian will avoid the selection because he is nervous.
- B. Rian will have a better chance of joining the team.
- C. Rian will stop practicing basketball completely.
- D. Rian will ask another student to replace him.
- E. Rian will lose interest in improving his skills.

Question number 21

Maya had always wanted to become the winner of a science competition at her school. She spent many afternoons reading science books, conducting sample experiments, and discussing ideas with her teacher. Although preparing for the competition was difficult, Maya continued practicing because she wanted to improve her knowledge.

A few days before the competition, Maya discovered that her experiment did not work as expected. She felt disappointed, but her teacher advised her to analyze the problem and make improvements. Maya carefully checked her experiment again and found a way to fix the mistakes.

On the competition day, Maya presented her project confidently. Some other participants had more advanced experiments, but Maya believed that her preparation and understanding would help her perform well.

21. Based on the text, what are the most possible outcomes of the story? Choose all that apply.

- ☐ Maya performs well in the competition.
- ☐ Maya gives up before presenting her project.
- ☐ Maya is unable to explain her experiment clearly.
- ☐ Maya's improved experiment helps her presentation.
- ☐ Maya loses because other participants have better projects.

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To solve these problems, local governments began creating more public parks and planting trees in urban areas. These efforts helped reduce heat, improve air quality, and provide comfortable spaces for communities. Many residents also joined environmental activities by maintaining plants and keeping public areas clean.

Although creating green spaces requires time and resources, these programs bring long-term benefits. People become more aware of environmental issues, and cities can become healthier places to live. Therefore, cooperation between governments and citizens is important to maintain these improvements.

22. Read the statements below. Decide whether each is TRUE or FALSE based on a logical prediction from the text. Mark (✓) in the correct column for each statement.

Statement	True	False
Maya's preparation suggests that she will try her best in the competition.		
The text guarantees that Maya will become the winner.		
Maya's problem with the experiment may affect the competition result.		

H: Menyimpulkan Pesan Moral/Tujuan Penulisan Teks

Subkompetensi ini melatih kemampuan menafsirkan pesan moral, ide, atau tujuan yang ingin disampaikan penulis melalui teks, baik secara eksplisit maupun implisit. Pesan moral bisa berupa nilai kehidupan, etika, atau pelajaran yang dapat diambil dari cerita atau teks nonfiksi. Mengetahui tujuan penulisan juga membantu pembaca memahami konteks dan maksud teks. Sebagai contoh, teks bisa bertujuan menghibur, memberikan informasi, meyakinkan pembaca, atau menginspirasi tindakan tertentu. Dengan memahami tujuan ini, pembaca dapat lebih kritis dalam menanggapi isi teks.

Keterampilan ini penting karena melatih kemampuan berpikir analitis dan reflektif. Murid tidak hanya membaca teks secara permukaan, tetapi juga mampu menangkap makna yang lebih dalam dan relevansinya dengan pengalaman pribadi atau kehidupan sehari-hari.

Read each text carefully and answer the question(s).

Text 1

Nina noticed that many students in her school often left books unused after finishing their studies. Instead of letting the books collect dust, she started a small book-sharing corner in her classroom. She invited her classmates to donate books they no longer needed and borrow books from others.

At first, only a few students participated, but Nina continued promoting the activity. After several weeks, more students joined, and the book-sharing corner became a popular place for students to find interesting reading materials. Nina felt happy because her simple idea encouraged others to share knowledge.

23. What is the moral or lesson of the story?

- A. Students should buy new books regularly.
- B. Students should keep their unused books at home.
- C. Small actions can create positive changes for others.
- D. Sharing books can replace all school learning activities.
- E. Reading activities are only useful in classrooms.

Text 2

Rafi noticed that many students at his school often felt nervous when speaking in front of others. He believed that confidence could be improved through practice so he created a weekly discussion group with his classmates. In the group, students practiced sharing opinions, telling stories, and giving short presentations.

At first, some students were afraid of making mistakes. However, Rafi encouraged them to keep trying and reminded them that mistakes were part of the learning process. Over time, many students became more confident and active during classroom discussions.

After several months, the discussion group gained attention from teachers and other students. Rafi realized that supporting others and creating opportunities to learn together could help people develop their abilities.

24. What is the main purpose or moral of Rafi's story?

- A. Confidence grows through practice and support from others.
- B. Students should avoid making mistakes during learning.
- C. Group discussions are difficult to organize at school.
- D. Speaking activities are only useful for school events.
- E. Only confident students can lead others.

25. Which of the following lessons can be drawn from Rafi's story? Choose all that apply.

- ☐ Encouragement can help people overcome fear.
- ☐ Regular practice can improve communication skills.
- ☐ Mistakes may become part of the learning process.
- ☐ Confidence develops naturally without any support.
- ☐ Speaking skills are only important for classroom presentations.