ASESMEN SUMATIF AKHIR SEMESTER (ASAS) GANJIL

SMP .....

TAHUN PELAJARAN 2026/2027

NASKAH SOAL

Mata Pelajaran	: Bahasa Inggris	**Nama**	:
Kelas/Semester	: VIII (Delapan)/Ganjil	**No. Absen**	:
Hari/Tanggal	:	**Waktu**	: 120 menit

General Instructions

1.Pray before you start the test.
2.Write your name and student number on the answer sheet.
3.Read each question carefully before answering.
4.For multiple-choice questions, cross (X) the letter A, B, C, or D of the best answer.
5.For essay questions, answer clearly and completely in English.
6.Check your answers before submitting them to the supervisor.

A. MULTIPLE CHOICE

Choose the best answer!

Read the following text to answer questions number 1–5!

The Champion of Panjat Pinang

Last year, my village held many competitions to celebrate Indonesia's Independence Day. The most exciting one was panjat pinang. My friends and I formed a team of five. We were nervous because the pole was very tall and slippery.

At first, we failed three times. Andi, the strongest boy, stood at the bottom, and the others climbed on his shoulders. However, the oil made our hands slip. Then, Rudi had an idea. He asked us to wipe the pole with our shirts before climbing. Slowly, we moved up together.

Finally, Beni, the smallest member, reached the top and grabbed the prizes: a bicycle, a radio, and some snacks. The crowd cheered loudly. We shared the prizes with all the team members. That day, I learned that teamwork can beat any difficulty.

1.What is the purpose of the text?

A.To describe how a panjat pinang pole is made
B.To explain the history of the panjat pinang game
C.To persuade readers to join a village competition
D.To retell the writer's past experience

2.Why did the team fail at first?

A.Their team had too few members.
B.Andi refused to stand at the bottom.
C.The pole was too slippery.
D.The crowd made them very nervous.

3.The second paragraph mainly tells us about ….

A.the prizes on the top of the pole
B.the members of the writer's team
C.the team's efforts to climb
D.the lesson the writer learned

4.Which statement best evaluates Rudi's role in the story?

A.He was the one who reached the top.
B.He was the strongest member of the team.
C.He did not take part in the climbing.
D.His idea solved the team's problem.

5.Which lesson is best reflected in the story?

A.The smallest person always wins a competition.
B.Working together helps us overcome difficulties.
C.Prizes are the most important part of a game.
D.Difficult competitions should always be avoided.

Read the following text to answer questions number 6–9!

Dear Diary,

Today was amazing! In the morning, Mom, my little brother, and I went to the city square to watch the Independence Day parade. We arrived at 7 a.m., but the street was already crowded. Luckily, we found a spot near the stage.

The parade started at 8 a.m. First, the marching band from SMA 1 played national songs. After that, students wore traditional clothes from all over Indonesia. My favorite part was the giant Garuda float decorated with flowers. My brother waved his little flag happily the whole time.

At 11 a.m., the parade ended. We were tired and hungry, so we ate bakso near the square. I can't wait to watch the parade again next year!

Nadia

6.The third paragraph of the text ("The parade started at 8 a.m. …") is called the ….

A.orientation
B.events
C.reorientation
D.complication

7.How long did the parade last?

A.Three hours
B.Four hours
C.Two hours
D.Five hours

8.Which sentence shows the writer's feeling about the parade?

A."We arrived at 7 a.m."
B."Today was amazing!"
C."The parade started at 8 a.m."
D."At 11 a.m., the parade ended."

9. Why did the writer say, “Luckily, we found a spot near the stage”?

A. The stage was far from the street.
B. Many people had come before them.
C. They arrived after the parade ended.
D. Her brother wanted to sit on the stage.

10. Read the paragraph below!

“On August 17th, our school held a ceremony. After that, we joined many games. My class win the tug of war. We were very happy.”

Which word is incorrect, and what is the correct form?

A. win → won
B. held → hold
C. joined → join
D. were → was

11. Arrange the sentences into a good recount paragraph!

(1) Then, we decorated the classroom with red and white flags.
(2) Last Friday, my class prepared for the Independence Day celebration.
(3) Finally, our classroom looked beautiful, and we were proud.
(4) First, we cleaned the floor and the windows together.

A. (2), (1), (4), (3)
B. (4), (2), (1), (3)
C. (2), (4), (1), (3)
D. (2), (4), (3), (1)

Read the following text to answer questions number 12–13!

Independence Day at SMP Merdeka — Schedule of Events

07.00 – 08.30	Flag ceremony (all grades)
09.00 – 10.00	Sack race (Grade 7) | Tug of war (Grade 8) | Marble-in-spoon race (Grade 9)
10.30 – 11.30	Cracker-eating contest (all grades)
12.00 – 12.30	Prize giving

12. Dimas, a Grade 8 student, arrived at school at 10.10. Which statement is correct?

A. He could still join the tug of war and the flag ceremony.
B. He missed the cracker-eating contest but could join the tug of war.
C. He was too late to join any competition that day.
D. He missed the tug of war but could join the cracker-eating contest.

13. Rina is a Grade 7 student. She wants to join two competitions. Which plan is possible for her?

A. Sack race and cracker-eating contest
B. Tug of war and sack race
C. Marble-in-spoon race and cracker-eating contest
D. Tug of war and marble-in-spoon race

14. You are writing a recount text about your class's Independence Day celebration. Which sentence is the best closing (reorientation) for your text?

A. First, we prepared all the games early in the morning.
B. It was tiring, but we enjoyed it together.
C. Last Saturday, our class held an Independence Day event.
D. Please come and join our games next year, everyone!

Read the following text to answer questions number 15–18!

My Friend, Arya

Arya is my classmate. He uses a wheelchair because he had an accident when he was eight. Although he cannot walk, he never gives up. He is the best chess player in our school and always helps us with math.

At first, some students did not talk to him because they thought he was different. However, our teacher, Mrs. Lestari, asked us to work in groups with him. We soon realized that Arya is funny, smart, and kind. Now, we take turns pushing his wheelchair to the canteen, and he teaches us how to play chess during breaks.

I learned that differences should not stop us from being friends. Everyone has strengths, and kindness makes our school a better place.

15. What is the main idea of the second paragraph?

A. How Arya had an accident when he was eight years old
B. How Arya became the best chess player in the school
C. How Mrs. Lestari taught mathematics to the students
D. How the students changed their attitude towards Arya

16. Why did some students avoid Arya at first?

A. He was rude to the other students.
B. He did not like to talk to anyone.
C. They thought he was different.
D. He always beat them at playing chess.

17. Which action in the text best shows kindness towards differences?

A. Taking turns pushing Arya's wheelchair
B. Avoiding Arya because he looks different
C. Playing chess with Arya only to beat him
D. Asking Arya to stay alone in the classroom

18. Which statement about Mrs. Lestari is best supported by the text?

A. She helped them know Arya better.
B. She taught Arya how to play chess at school.
C. She punished the students who avoided Arya.
D. She was Arya's private math tutor at home.

Read the following text to answer questions number 19–22!

The Umbrella

It was raining heavily when school ended. Sinta saw an old woman standing at the bus stop without an umbrella. Sinta had only one small umbrella, and her house was still far. She thought for a moment, then gave the umbrella to the woman. “Take it, Grandma. I can run home,” she said with a smile.

Sinta arrived home wet and cold. Her mother was worried, but when Sinta told the story, her mother hugged her proudly. The next morning, the old woman came to Sinta’s house to return the umbrella. She brought a box of homemade cookies to say thank you. Sinta felt very happy. She realized that a small act of kindness can bring big happiness.

19. What made Sinta’s decision difficult?

A. The old woman did not want to take her umbrella.
B. Her mother told her not to help any strangers.
C. The bus came before she could help the woman.
D. She had one umbrella and lived far.

20. How did Sinta’s mother feel after hearing Sinta’s story?

A. Angry
B. Proud
C. Disappointed
D. Confused

21. What would most likely happen if Sinta had kept her umbrella?

A. Sinta would arrive home wet and cold.
B. The old woman would visit Sinta’s house.
C. Sinta would receive homemade cookies.
D. The old woman would get wet in the rain.

22. Which proverb best matches the story?

A. Practice makes perfect.
B. Don’t judge a book by its cover.
C. Better late than never.
D. Kindness is never wasted.

23. Rani: I’m sorry I broke your ruler, Tika. I’ll buy you a new one.

Tika: “…. Accidents happen.”

The best expression to complete the dialogue is ….

A. You’re welcome, it’s my pleasure
B. That’s okay, don’t worry about it
C. Congratulations on your success
D. I totally agree with your opinion

24. Dina: Wow, your drawing of the Garuda is so detailed!

Beni: “….”

The best response for Beni is ….

A. Thanks. I practiced a lot.
B. Sorry, I didn’t mean it.
C. Don’t mention it, please.
D. Good luck with your test.

25. Lia: Some students keep laughing at my accent. I feel so sad.

You: "…."

Which suggestion is the kindest and most appropriate?

A. Let's tell our teacher together.
B. You should laugh at their accents too, then.
C. Just stay at home and skip school for a while.
D. It's your fault because you have that accent.

26. A new student from Papua joins your class. He looks nervous. Which message would you create to make him feel welcome?

A. Your accent sounds a little strange to all of us here.
B. Welcome! Let's sit together and share stories.
C. You must change the way you speak to make friends.
D. Please sit alone at the back until you know everyone.

27. Your class wants to hold a "Kindness Week". Which plan best promotes kindness and friendship?

A. Choosing the most popular student in the class
B. Competing to get the highest score in every test
C. Writing thank-you notes to classmates every day
D. Collecting money only from the richest students

Read the following text to answer questions number 28–32!

How to Make a Simple Compost Bin

Materials: a plastic bucket with a lid, a hot nail, soil, dry leaves, and kitchen waste (vegetable and fruit peels).

Steps:

1. Make small holes on the bottom and the sides of the bucket with the hot nail.
2. Put a layer of soil at the bottom of the bucket.
3. Add a layer of dry leaves on top of the soil.
4. Put the kitchen waste on the dry leaves, then cover it with another layer of soil.
5. Close the lid and keep the bucket in a shady place.
6. Stir the mixture once a week. After four to six weeks, the compost is ready to use.

28. What is the purpose of the text?

A. To describe the shape of a compost bin
B. To tell an experience of gardening
C. To report kinds of kitchen waste
D. To show how to make a compost bin

29. Why should we make small holes in the bucket?

A. So that the bucket becomes much lighter
B. So that the kitchen waste can fall out
C. So that air can flow into the bucket
D. So that the lid can be closed tightly

30. Bayu made holes in his bucket, put the kitchen waste directly at the bottom, and then added soil and dry leaves on top. What is the best evaluation of Bayu's work?

A. He did it correctly because he used all materials.
B. He should have closed the lid before adding soil.
C. He forgot to make holes in the bucket first.
D. He did not follow the order of steps 2 to 4.

31. The words "make, put, add, close, and stir" in the text are used to ….

A. tell the writer's past experiences
B. give instructions to the readers
C. describe the materials in detail
D. compare two different objects

32. After six weeks, Rina's compost was still not ready and smelled bad. Based on the text, what is the most likely reason?

A. She never stirred the mixture.
B. She used dry leaves in the bin.
C. She kept the bin in a shady place.
D. She put fruit peels in the bin.

Read the following text to answer questions number 33–36!

SAVE OUR RIVER!

Every day, our river receives tons of plastic waste.

• Do not throw rubbish into the river.

• Bring your own bottle and shopping bag.

• Join the River Clean-Up Day on Sunday, 7 December, at 7 a.m. at Cimanuk Bridge.

Small actions today, a clean river tomorrow!

— Green Youth Community —

33. What is the main purpose of the poster?

A. To ask people to keep the river clean
B. To describe the beauty of the river water
C. To report the history of the bridge
D. To explain how rivers are formed

34. The sentence "Small actions today, a clean river tomorrow!" means ….

A. the river will be clean without any action
B. what we do now affects the river's future
C. only small rivers need to be cleaned today
D. people should clean the river tomorrow only

35. Which person best follows the message of the poster?

A. Andi buys bottled water at the school canteen every day.
B. Sari throws her food leftovers into the river at night.
C. Budi burns plastic waste near the bridge every morning.
D. Dewi brings a tumbler and joins the clean-up on Sunday.

36. The Green Youth Community wants to add one more point to the poster. Which point is the most suitable?

A. Swim in the river with your friends on weekends.
B. Buy more plastic bags when you go to the market.
C. Sort your rubbish into organic and non-organic.
D. Build your houses closer to the river banks.

37. Read the text below!

"Many trees on the hill near our village have been cut down. When it rains heavily, the soil cannot hold the water anymore. As a result, …."

Which phrase best completes the text?

A. the air becomes fresher than before
B. the village gets more clean water
C. floods and landslides happen more often
D. the number of animals on the hill grows

38. Tono: "Using plastic straws is fine because they are very small."

Which response best evaluates Tono's opinion?

A. I disagree. Small straws still pollute the ocean.
B. I agree. Small things never cause big problems.
C. I agree. Plastic straws are good food for fish.
D. I disagree. Straws are bigger than plastic bottles.

39. Your class is making a poster to encourage students to save electricity at school. Which slogan is the most effective?

A. We Use Electricity Every Day
B. Our Classroom Lamps Are Bright
C. Switch It Off, Save Our Earth!
D. Electricity Is Expensive, Right?

40. Your class will create a "Love Our World" project. Which plan is the most effective for the environment?

A. Buying new plastic decorations for the classroom walls
B. Printing hundreds of posters on brand-new paper
C. Making eco-bricks from plastic waste
D. Throwing away old books to make more space

B. ESSAY

Answer the following questions clearly!

41. Read the paragraph below. There are four verbs with incorrect forms. Find the mistakes, correct them, and explain why they should be corrected!

Last August, my family go to Jakarta to watch the Independence Day parade. We arrive at Monas early in the morning. My sister buyed a small flag from a street seller. The parade was very interesting, and we enjoy it very much.

42. Write a short recount text (80–100 words) about your experience celebrating Independence Day at your school or in your neighborhood! Your text must have an orientation, events, and a reorientation. Use the simple past tense and time connectors (first, then, after that, finally).

43. Your friend, Bayu, feels sad and lonely because some classmates make fun of his old shoes. Write a short message (4–6 sentences) to Bayu! Your message must include: (a) an expression of care/sympathy, (b) a compliment about Bayu, (c) a suggestion, and (d) an offer of help.

44. Arrange the jumbled steps below into a correct procedure text entitled “How to Plant a Tree”! Then, (a) state the goal of the text and (b) write two imperative verbs used in it.

(1) Water the plant every morning and evening. (2) Dig a hole about 30 cm deep. (3) Choose a sunny spot in your yard. (4) Cover the roots with soil and press it gently. (5) Put the seedling into the hole carefully.

45. Look around your school. Choose one environmental problem (for example, littering, wasting water, or using too much plastic). Design the text of a campaign poster titled “Act Now!” Your poster must contain: (a) a catchy slogan, (b) a sentence stating the problem, (c) three imperative actions, (d) information about an event (day, time, place), and (e) the organizer.

— Good Luck —

ASESMEN SUMATIF AKHIR SEMESTER (ASAS) GANJIL

SMP .....

TAHUN PELAJARAN 2026/2027

KISI-KISI SOAL

Mata Pelajaran : Bahasa Inggris

Kelas/Semester/Fase : VIII/Ganjil/D

Kurikulum : Kurikulum Merdeka – Pembelajaran Mendalam

Jumlah dan Bentuk Soal : 45 soal (40 pilihan ganda dan 5 uraian)

Alokasi Waktu : 120 menit

No.	Capaian Pembelajaran	Tujuan Pembelajaran	Materi Ajar	Indikator Soal	Level Kognitif	Bentuk Soal	Nomor Soal
Chapter 1 Celebrating Independence Day (Unit 1 The Champion of Panjat Pinang; Unit 2 Going to a Parade; Unit 3 Independence Day at SMP Merdeka) (Elemen: Membaca-Memirsa; Menulis-Mempresentasikan)							
1	Murid mampu memahami dan menganalisis informasi tersurat maupun tersirat dalam teks recount tentang pengalaman masa lalu, serta menulis teks recount sederhana menggunakan simple past tense dan penanda urutan waktu.	1.1 Menganalisis tujuan, struktur, gagasan utama, dan informasi rinci dalam teks recount.	Recount text – social function	Disajikan teks recount, murid dapat menganalisis tujuan komunikatif teks.	C4	PG	**1**
2			Recount text – detailed information	Disajikan teks recount, murid dapat menganalisis penyebab suatu peristiwa.	C4	PG	**2**
3			Recount text – main idea	Disajikan teks recount, murid dapat menganalisis gagasan utama paragraf.	C4	PG	**3**
4		1.2 Mengevaluasi informasi, pesan moral, dan penggunaan simple past tense dalam teks recount.	Recount text – evaluating characters	Disajikan teks recount, murid dapat menilai peran seorang tokoh.	C5	PG	**4**
5			Recount text – moral value	Disajikan teks recount, murid dapat menilai pesan moral yang paling sesuai.	C5	PG	**5**

No.	Capaian Pembelajaran	Tujuan Pembelajaran	Materi Ajar	Indikator Soal	Level Kognitif	Bentuk Soal	Nomor Soal
6		1.1 Menganalisis tujuan, struktur, gagasan utama, dan informasi rinci dalam teks recount.	Recount text – generic structure	Disajikan teks recount berbentuk diary, murid dapat menganalisis struktur paragraf.	C4	PG	**6**
7			Recount text – detailed information	Disajikan teks recount, murid dapat menganalisis lama berlangsungnya suatu peristiwa.	C4	PG	**7**
8		1.2 Mengevaluasi informasi, pesan moral, dan penggunaan simple past tense dalam teks recount.	Recount text – expressing feelings	Disajikan teks recount, murid dapat menentukan kalimat yang menunjukkan perasaan penulis tentang parade.	C5	PG	**8**
9		1.1 Menganalisis tujuan, struktur, gagasan utama, dan informasi rinci dalam teks recount.	Recount text – inference	Disajikan teks recount, murid dapat menganalisis makna tersirat dari sebuah kalimat.	C4	PG	**9**
10		1.2 Mengevaluasi informasi, pesan moral, dan penggunaan simple past tense dalam teks recount.	Simple past tense	Disajikan paragraf recount, murid dapat menganalisis penggunaan simple past tense yang salah.	C4	PG	**10**
11		1.3 Menyusun bagian-bagian teks recount tentang perayaan Hari Kemerdekaan.	Recount text – sequence of events	Disajikan kalimat acak, murid dapat menyusun urutan teks recount yang padu.	C4	PG	**11**
12		1.2 Mengevaluasi informasi, pesan moral, dan penggunaan simple past tense dalam teks recount.	Schedule of school events	Disajikan jadwal kegiatan, murid dapat menilai pernyataan yang benar berdasarkan situasi tokoh.	C5	PG	**12**
13			Schedule of school events	Disajikan jadwal kegiatan, murid dapat menentukan rencana yang mungkin dilakukan tokoh.	C5	PG	**13**

No.	Capaian Pembelajaran	Tujuan Pembelajaran	Materi Ajar	Indikator Soal	Level Kognitif	Bentuk Soal	Nomor Soal
14		1.3 Menyusun bagian-bagian teks recount tentang perayaan Hari Kemerdekaan.	Recount text – reorientation	Murid dapat menyusun kalimat reorientation yang tepat untuk teks recount.	C6	PG	**14**
15		1.2 Mengevaluasi informasi, pesan moral, dan penggunaan simple past tense dalam teks recount.	Simple past tense in recount text	Disajikan paragraf recount yang mengandung kesalahan tense, murid dapat mengevaluasi dan memperbaiki kesalahan.	C5	Uraian	**41**
16		1.3 Menyusun bagian-bagian teks recount tentang perayaan Hari Kemerdekaan.	Writing a recount text	Murid dapat menulis teks recount tentang perayaan Hari Kemerdekaan dengan struktur dan kebahasaan yang tepat.	C6	Uraian	**42**
Chapter 2 Kindness Begins with Me (Unit 1 Kindness towards Differences; Unit 2 Kindness and Happiness; Unit 3 Kindness and Friendship) (Elemen: Menyimak-Berbicara; Membaca-Memirsa; Menulis)							
17	Murid mampu memahami teks deskriptif dan naratif bertema kebaikan, menggunakan ungkapan meminta maaf, memuji, dan memberi saran secara santun, serta mengungkapkan sikap peduli dan menghargai perbedaan.	2.1 Menganalisis gagasan utama, informasi rinci, dan ungkapan dalam teks dan dialog bertema kebaikan.	Descriptive text – main idea	Disajikan teks bertema kebaikan terhadap perbedaan, murid dapat menganalisis gagasan utama paragraf kedua.	C4	PG	**15**
18			Descriptive text – detailed information	Disajikan teks bertema kebaikan, murid dapat menganalisis alasan perilaku tokoh.	C4	PG	**16**
19		2.2 Mengevaluasi sikap tokoh, pesan moral, dan respons yang santun dalam berbagai situasi.	Kindness towards differences	Disajikan teks bertema kebaikan, murid dapat menilai tindakan yang paling mencerminkan kebaikan terhadap perbedaan.	C5	PG	**17**
20			Evaluating characters	Disajikan teks bertema kebaikan, murid dapat menilai pernyataan tentang tokoh yang paling didukung teks.	C5	PG	**18**

No.	Capaian Pembelajaran	Tujuan Pembelajaran	Materi Ajar	Indikator Soal	Level Kognitif	Bentuk Soal	Nomor Soal
21		2.1 Menganalisis gagasan utama, informasi rinci, dan ungkapan dalam teks dan dialog bertema kebaikan.	Narrative text – conflict	Disajikan cerita bertema kebaikan, murid dapat menganalisis hal yang membuat keputusan tokoh sulit.	C4	PG	**19**
22			Narrative text – character's feelings	Disajikan cerita bertema kebaikan, murid dapat menganalisis perasaan tokoh setelah mendengar cerita.	C4	PG	**20**
23		2.2 Mengevaluasi sikap tokoh, pesan moral, dan respons yang santun dalam berbagai situasi.	Narrative text – prediction	Disajikan cerita bertema kebaikan, murid dapat memprediksi akibat jika tokoh mengambil keputusan lain.	C5	PG	**21**
24			Kindness and happiness – moral value	Disajikan cerita bertema kebaikan, murid dapat menilai peribahasa yang paling sesuai dengan cerita.	C5	PG	**22**
25		2.1 Menganalisis gagasan utama, informasi rinci, dan ungkapan dalam teks dan dialog bertema kebaikan.	Expressions of apologizing	Disajikan dialog permintaan maaf, murid dapat menganalisis respons yang tepat.	C4	PG	**23**
26			Expressions of complimenting	Disajikan dialog pujian, murid dapat menganalisis respons yang tepat.	C4	PG	**24**
27		2.2 Mengevaluasi sikap tokoh, pesan moral, dan respons yang santun dalam berbagai situasi.	Expressions of giving suggestions	Disajikan situasi teman yang diejek, murid dapat menilai saran yang paling tepat dan santun.	C5	PG	**25**
28		2.3 Merancang pesan dan kegiatan yang menunjukkan kebaikan dan persahabatan.	Kindness and friendship	Murid dapat merancang pesan penyambutan yang ramah bagi teman baru dari daerah lain.	C6	PG	**26**
29			Kindness and friendship	Murid dapat merancang kegiatan kelas yang paling efektif menumbuhkan kebaikan dan persahabatan.	C6	PG	**27**
30			Kindness and friendship – writing a message	Disajikan situasi teman yang sedih, murid dapat menulis pesan yang berisi dukungan dan saran yang santun.	C6	Uraian	**43**

No.	Capaian Pembelajaran	Tujuan Pembelajaran	Materi Ajar	Indikator Soal	Level Kognitif	Bentuk Soal	Nomor Soal
Chapter 3 Love Our World (Unit 1 Look Around You; Unit 2 This is the Way; Unit 3 Act Now) (Elemen: Membaca-Memirsa; Menulis-Mempresentasikan)							
31	Murid mampu memahami teks prosedur dan teks kampanye/poster tentang lingkungan, menganalisis hubungan sebab-akibat masalah lingkungan, serta merancang ajakan dan langkah nyata menjaga lingkungan.	3.1 Menganalisis tujuan, informasi, dan ciri kebahasaan teks prosedur dan poster kampanye lingkungan.	Procedure text – social function	Disajikan teks prosedur, murid dapat menganalisis tujuan teks.	C4	PG	**28**
32			Procedure text – inference	Disajikan teks prosedur, murid dapat menganalisis alasan dilakukannya suatu langkah.	C4	PG	**29**
33		3.2 Mengevaluasi tindakan dan pendapat yang berkaitan dengan pelestarian lingkungan.	Procedure text – sequence of steps	Disajikan langkah yang dilakukan seseorang, murid dapat menilai kesesuaiannya dengan teks prosedur.	C5	PG	**30**
34		3.1 Menganalisis tujuan, informasi, dan ciri kebahasaan teks prosedur dan poster kampanye lingkungan.	Procedure text – language features	Disajikan teks prosedur, murid dapat menganalisis fungsi kata kerja imperatif.	C4	PG	**31**
35		3.2 Mengevaluasi tindakan dan pendapat yang berkaitan dengan pelestarian lingkungan.	Procedure text – problem solving	Disajikan masalah dalam membuat kompos, murid dapat menilai penyebab yang paling mungkin.	C5	PG	**32**
36		3.1 Menganalisis tujuan, informasi, dan ciri kebahasaan teks prosedur dan poster kampanye lingkungan.	Campaign poster – social function	Disajikan poster kampanye lingkungan, murid dapat menganalisis tujuan poster.	C4	PG	**33**
37			Campaign poster – slogan meaning	Disajikan slogan pada poster, murid dapat menganalisis maknanya.	C4	PG	**34**
38		3.2 Mengevaluasi tindakan dan pendapat yang berkaitan dengan pelestarian lingkungan.	Campaign poster – evaluating actions	Disajikan perilaku beberapa tokoh, murid dapat menilai tokoh yang paling sesuai dengan pesan poster.	C5	PG	**35**

No.	Capaian Pembelajaran	Tujuan Pembelajaran	Materi Ajar	Indikator Soal	Level Kognitif	Bentuk Soal	Nomor Soal
39		3.3 Merancang langkah, slogan, dan kegiatan kampanye peduli lingkungan.	Campaign poster – adding content	Murid dapat merancang poin tambahan yang paling sesuai untuk poster kampanye.	C6	PG	**36**
40		3.1 Menganalisis tujuan, informasi, dan ciri kebahasaan teks prosedur dan poster kampanye lingkungan.	Environmental problems – cause and effect	Disajikan paragraf tentang masalah lingkungan, murid dapat menganalisis akibat yang paling logis.	C4	PG	**37**
41		3.2 Mengevaluasi tindakan dan pendapat yang berkaitan dengan pelestarian lingkungan.	Expressing opinions about the environment	Disajikan pendapat tentang sedotan plastik, murid dapat menentukan tanggapan yang paling tepat.	C5	PG	**38**
42		3.3 Merancang langkah, slogan, dan kegiatan kampanye peduli lingkungan.	Campaign slogan	Murid dapat merancang slogan kampanye hemat energi yang paling efektif.	C6	PG	**39**
43			Act Now – environmental project	Murid dapat merancang proyek kelas peduli lingkungan yang paling efektif.	C6	PG	**40**
44		3.1 Menganalisis tujuan, informasi, dan ciri kebahasaan teks prosedur dan poster kampanye lingkungan.	Procedure text – arranging steps	Disajikan langkah acak teks prosedur, murid dapat menyusun urutannya serta menganalisis tujuan dan ciri kebahasaannya.	C4	Uraian	**44**
45		3.3 Merancang langkah, slogan, dan kegiatan kampanye peduli lingkungan.	Designing a campaign poster	Murid dapat merancang teks poster kampanye lingkungan yang memuat slogan, masalah, ajakan, informasi kegiatan, dan penyelenggara.	C6	Uraian	**45**

Rekapitulasi Sebaran Level Kognitif

Level Kognitif	Pilihan Ganda	Uraian	Jumlah

C4 (Menganalisis)	20	1	**21**
C5 (Mengevaluasi)	14	1	**15**
C6 (Mencipta)	6	3	**9**
Jumlah	**40**	**5**	**45**

ASESMEN SUMATIF AKHIR SEMESTER (ASAS) GANJIL

SMP .....

TAHUN PELAJARAN 2026/2027

KUNCI JAWABAN DAN PEDOMAN PENSKORAN

A. KUNCI JAWABAN PILIHAN GANDA

Ringkasan Kunci

1. D	2. C	3. C	4. D	5. B	6. B	7. A	8. B	9. B	10. A
11. C	12. D	13. A	14. B	15. D	16. C	17. A	18. A	19. D	20. B
21. D	22. D	23. B	24. A	25. A	26. B	27. C	28. D	29. C	30. D
31. B	32. A	33. A	34. B	35. D	36. C	37. C	38. A	39. C	40. C

Pembahasan

No.	Kunci	Pembahasan Singkat
1	D	Teks recount bertujuan menceritakan pengalaman masa lalu; teks ini menceritakan pengalaman penulis mengikuti lomba panjat pinang.
2	C	Paragraf 2: “However, the oil made our hands slip.” Tim gagal karena tiang licin oleh oli.
3	C	Paragraf 2 menceritakan kegagalan dan usaha tim (berdiri di bahu, mengelap tiang) untuk mencapai puncak.
4	D	Rudi mengusulkan mengelap tiang dengan baju sehingga tim bisa naik; idenya menjadi solusi masalah.
5	B	Kalimat terakhir menegaskan “teamwork can beat any difficulty”; kerja sama membantu mengatasi kesulitan.
6	B	Struktur recount: orientation – events – reorientation. Paragraf tersebut berisi urutan kejadian (events).
7	A	Parade dimulai pukul 8 a.m. dan berakhir pukul 11 a.m., jadi berlangsung tiga jam. (Pukul 7 a.m. adalah waktu kedatangan.)
8	B	Kata “amazing” menunjukkan perasaan senang dan kagum penulis; kalimat lain hanya menyampaikan informasi waktu.
9	B	Jalan sudah ramai (crowded) saat mereka tiba, sehingga mendapat tempat dekat panggung adalah keberuntungan.
10	A	Kejadian lampau memakai simple past: win (V1) seharusnya won (V2). Held, joined, dan were sudah benar.
11	C	Orientation (2), lalu urutan kejadian dengan penanda First (4), Then (1), dan Finally (3).
12	D	Tarik tambang (Grade 8) berakhir pukul 10.00, sedangkan lomba makan kerupuk (semua kelas) dimulai 10.30, sehingga Dimas masih bisa ikut lomba makan kerupuk.
13	A	Lomba untuk Grade 7 adalah balap karung, dan lomba makan kerupuk terbuka untuk semua kelas. Tarik tambang untuk Grade 8 dan balap kelereng untuk Grade 9.
14	B	Reorientation berisi kesan/komentar penulis di akhir cerita. Pilihan lain adalah events, orientation, dan ajakan.
15	D	Paragraf 2 menceritakan perubahan sikap teman-teman: awalnya menjauhi Arya, lalu berteman dan membantunya.

No.	Kunci	Pembahasan Singkat
16	**C**	Paragraf 2: “…some students did not talk to him because they thought he was different.”
17	**A**	Bergantian mendorong kursi roda Arya menunjukkan kepedulian dan penerimaan terhadap perbedaan.
18	**A**	Bu Lestari meminta murid bekerja kelompok dengan Arya sehingga mereka mengenal Arya lebih baik.
19	**D**	Paragraf 1: Sinta hanya punya satu payung kecil dan rumahnya masih jauh, sehingga keputusannya tidak mudah.
20	**B**	Teks: “…her mother hugged her proudly.” Awalnya ibu khawatir, tetapi setelah mendengar ceritanya ia bangga.
21	**D**	Jika Sinta tidak memberikan payungnya, nenek tersebut yang kehujanan; kejadian lain hanya terjadi karena Sinta menolong.
22	**D**	Kebaikan Sinta dibalas dengan kebahagiaan; peribahasa “Kindness is never wasted” paling sesuai.
23	**B**	Respons untuk permintaan maaf yang santun adalah menerima maaf: “That’s okay, don’t worry about it.”
24	**A**	Pujian dibalas dengan ucapan terima kasih, misalnya “Thank you. I practiced a lot.”
25	**A**	Saran yang baik menyelesaikan masalah secara positif dan menunjukkan dukungan, yaitu melapor kepada guru bersama-sama.
26	**B**	Pesan yang ramah, mengajak duduk bersama, dan berbagi cerita menunjukkan kebaikan dan persahabatan.
27	**C**	Menulis ucapan terima kasih setiap hari menumbuhkan apresiasi dan mempererat persahabatan seluruh anggota kelas.
28	**D**	Teks prosedur bertujuan memberi petunjuk cara membuat sesuatu; teks ini berisi langkah membuat tempat kompos.
29	**C**	Lubang kecil berfungsi sebagai jalan udara agar proses pengomposan berlangsung baik dan tidak berbau busuk.
30	**D**	Urutan yang benar: tanah di dasar, lalu daun kering, kemudian sampah dapur. Bayu menaruh sampah dapur paling bawah sehingga urutannya salah.
31	**B**	Teks prosedur menggunakan kalimat perintah (imperative) untuk memberi instruksi kepada pembaca.
32	**A**	Langkah 6 meminta campuran diaduk seminggu sekali. Tanpa diaduk, udara tidak tersebar sehingga kompos lama matang dan berbau.
33	**A**	Poster berisi ajakan dan larangan untuk menjaga sungai tetap bersih (bersifat persuasif).
34	**B**	Slogan tersebut bermakna tindakan kecil yang dilakukan sekarang akan menentukan kebersihan sungai di masa depan.
35	**D**	Dewi membawa botol minum sendiri dan ikut kerja bakti sungai, sesuai dengan ajakan poster.
36	**C**	Memilah sampah mendukung tujuan poster, yaitu mengurangi sampah yang mencemari sungai.
37	**C**	Tanpa pohon, tanah tidak mampu menahan air hujan sehingga banjir dan tanah longsor lebih sering terjadi.

No.	Kunci	Pembahasan Singkat
38	**A**	Meskipun kecil, sedotan plastik sulit terurai dan mencemari laut; tanggapan tidak setuju dengan alasan yang benar paling tepat.
39	**C**	Slogan efektif bersifat singkat, mengajak (imperatif), dan jelas pesannya. Pilihan lain hanya berupa pernyataan atau pertanyaan.
40	**C**	Ecobrick memanfaatkan kembali sampah plastik dan mengajak orang lain ikut serta, sehingga berdampak nyata bagi lingkungan.

B. KUNCI JAWABAN DAN RUBRIK URAIAN

Soal Nomor 41 *(C5 – Simple past tense in recount text)*

Alternatif jawaban:

- go → went; arrive → arrived; buyed → bought; enjoy → enjoyed.
- Reason: the paragraph tells a past event (marked by "Last August"), so the verbs must be in the simple past tense (V2). "Buy" is an irregular verb, so its past form is "bought", not "buyed".
- Penjelasan boleh ditulis dalam bahasa Indonesia atau Inggris.

Skor	Kriteria
4	Menemukan dan memperbaiki keempat kesalahan disertai alasan yang tepat
3	Menemukan dan memperbaiki tiga kesalahan disertai alasan
2	Menemukan dan memperbaiki dua kesalahan
1	Menemukan satu kesalahan atau perbaikan kurang tepat

Soal Nomor 42 *(C6 – Writing a recount text)*

Alternatif jawaban:

- Sample answer:
- Orientation: Last August 17th, my school held an Independence Day celebration. All students came early wearing red and white clothes.
- Events: First, we joined the flag ceremony on the school field. Then, we took part in some traditional games. I joined the sack race with my friends, but I fell twice! After that, my class won the tug of war. Finally, the principal gave prizes to the winners.
- Reorientation: It was a tiring but unforgettable day. I felt proud to be an Indonesian.
- Jawaban murid dapat bervariasi selama struktur lengkap, menggunakan simple past tense, dan memakai penanda waktu.

Skor	Kriteria
4	Struktur lengkap, simple past tense dan time connectors tepat, isi runtut, panjang sesuai
3	Struktur lengkap, terdapat beberapa kesalahan tense
2	Struktur kurang lengkap atau banyak kesalahan tense
1	Teks tidak berbentuk recount

Soal Nomor 43 *(C6 – Kindness and friendship – writing a message)*

Alternatif jawaban:

- Sample answer:

•Hi Bayu, I'm sorry to hear that some friends made fun of you. I know it hurts, and you don't deserve that. (a)
•You are one of the kindest and smartest people I know, and your shoes don't change that. (b)
•Why don't we talk to Mrs. Lestari about it? (c) I will go with you, and you can always sit with me during the break. (d)
•Your friend, Rani
•Jawaban dapat bervariasi selama keempat unsur ada dan bahasanya santun.

Skor	Kriteria
4	Keempat unsur (simpati, pujian, saran, tawaran bantuan) ada dengan bahasa santun dan tepat
3	Tiga unsur ada dengan bahasa cukup tepat
2	Hanya dua unsur yang ada
1	Hanya satu unsur atau tidak relevan

Soal Nomor 44 *(C4 – Procedure text – arranging steps)*

Alternatif jawaban:

•Correct order: (3) – (2) – (5) – (4) – (1).
•Choose a sunny spot → dig a hole → put the seedling into the hole → cover the roots with soil → water the plant regularly.
•(a) Goal: to plant a tree / to show the readers how to plant a tree.
•(b) Imperative verbs: choose, dig, put, cover, water (any two).

Skor	Kriteria
4	Urutan benar, tujuan teks tepat, dan dua kata kerja imperatif benar
3	Urutan benar, salah satu bagian (a) atau (b) kurang tepat
2	Urutan benar tanpa (a) dan (b), atau urutan sebagian benar dengan (a) dan (b) benar
1	Jawaban kurang tepat

Soal Nomor 45 *(C6 – Designing a campaign poster)*

Alternatif jawaban:

•Sample answer:
•(a) ACT NOW! NO PLASTIC, MORE FANTASTIC!
•(b) Our school produces more than 50 plastic bottles of waste every day.
•(c) Bring your own tumbler. Say no to plastic straws. Put rubbish in the right bin.
•(d) Join our "Plastic-Free Day" on Friday, 12 December, at 7 a.m. in the school yard.
•(e) Organized by: OSIS SMP Nusantara
•Jawaban murid dapat bervariasi selama kelima unsur lengkap dan menggunakan bahasa Inggris yang tepat.

Skor	Kriteria
4	Kelima unsur lengkap, slogan menarik, kalimat imperatif benar, bahasa tepat
3	Empat unsur ada dengan bahasa cukup tepat
2	Dua atau tiga unsur ada

1	Hanya satu unsur atau tidak relevan

C. PEDOMAN PENSKORAN

Bentuk Soal	Jumlah Soal	Skor per Soal	Skor Maksimal
Pilihan Ganda	40	1	40
Uraian	5	0–4	20
Jumlah	**45**		**60**

Nilai Akhir = (Skor Perolehan ÷ 60) × 100

Mengetahui,
Kepala Sekolah

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NIP. ……

……, …… 2026
Guru Mata Pelajaran

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NIP. ……