



# **PANDUAN MATERI SMA/MA**

## UJIAN AKHIR NASIONAL

### TAHUN PELAJARAN 2003/2004



## **BAHASA INGGRIS**

## **PROGRAM STUDI BAHASA**

**Pusat Penilaian Pendidikan**  
Badan Penelitian dan Pengembangan  
Departemen Pendidikan Nasional  
Tahun 2004

## KATA PENGANTAR

Keputusan Menteri Pendidikan Nasional No. 153/U/2003, tanggal 14 Oktober 2003, tentang Ujian Akhir Nasional Tahun Pelajaran 2003/2004, antara lain menetapkan bahwa dalam pelaksanaan ujian akhir nasional ada mata pelajaran yang naskah soalnya disiapkan oleh pusat dan ada mata pelajaran yang naskah soalnya disiapkan oleh sekolah. Mata pelajaran yang naskah soalnya disiapkan oleh pusat untuk SMA dan MA adalah (1) Program IPA mata pelajaran Bahasa dan Sastra Indonesia, Bahasa Inggris, dan Matematika; (2) Program IPS mata pelajaran Bahasa dan Sastra Indonesia, Bahasa Inggris, dan Ekonomi; (3) program Bahasa mata pelajaran Bahasa Indonesia, Bahasa Inggris, dan bahasa asing lainnya (Bahasa Arab, Bahasa Jepang, Bahasa Jerman, Bahasa Prancis atau Bahasa Mandarin).

Berkaitan dengan hal tersebut, Pusat Penilaian Pendidikan menyiapkan buku panduan materi untuk mata pelajaran-mata pelajaran yang naskah soalnya disiapkan oleh pusat. Buku ini memuat uraian tentang hal-hal sebagai berikut.

1. Gambaran umum.
2. Standar kompetensi lulusan.
3. Ruang lingkup, ringkasan materi, beserta latihan dan pembahasannya.

Buku panduan materi ujian ini dimaksudkan untuk memberi arah kepada guru dan siswa tentang materi yang akan diujikan berkaitan dengan berbagai kompetensi lulusan dalam mata pelajaran-mata pelajaran tersebut. Dengan adanya buku panduan materi ujian ini, diharapkan para guru dapat menyelenggarakan proses pembelajaran yang lebih terarah, dan para siswa dapat belajar lebih terarah pula. Dengan demikian, diharapkan para siswa dapat mencapai hasil ujian yang sebaik mungkin.

Semoga buku ini bermanfaat bagi berbagai pihak dalam rangka meningkatkan mutu proses dan hasil belajar siswa.

Jakarta, Desember 2003  
Kepala Pusat Penilaian Pendidikan,



Bahrul Hayat, Ph.D.  
NIP 131602652

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## GAMBARAN UMUM

- Pada ujian nasional tahun pelajaran 2003/2004, bentuk tes Bahasa Inggris tingkat SMA/MA berupa tes tertulis dengan bentuk soal pilihan ganda, sebanyak 60 soal dengan alokasi waktu 120 menit.
- Acuan yang digunakan dalam menyusun tes ujian nasional adalah kurikulum 1994 beserta suplemennya, dan standar kompetensi lulusan.
- Materi yang diujikan untuk mengukur kompetensi tersebut meliputi:
  - a) Listening: pemahaman isi percakapan lisan/teks atau wacana lisan dengan cara menentukan gambaran umum, informasi tertentu, tersurat, tersirat, kosa kata dengan gambar, serta menentukan respon yang tepat dengan ungkapan-ungkapan yang merupakan bagian dari unsur-unsur bahasa.
  - b) Reading: pemahaman isi bacaan/wacana/dialog yang tertulis dengan cara menentukan gambaran umum isi bacaan, informasi tertentu, informasi rinci yang tersurat, informasi yang tersirat, pikiran utama yang tersurat, pikiran utama yang tersirat, makna kata/frasa/kalimat dan unsur-unsur dalam karya sastra.
  - c) Unsur-unsur bahasa: pemahaman dan penggunaan ungkapan-ungkapan seperti: pernyataan yang dipusatkan pada objek/kegiatannya bukan pada pelakunya, pernyataan tentang kegiatan yang membuat orang lain melakukan sesuatu (causative have/get), pengandaian peristiwa pada masa lalu, peristiwa yang telah selesai di waktu lampau (past perfect tense, pernyataan lamanya kejadian yang telah terjadi (present perfect continuous tense), perkenalan, nasehat, rasa bangga, rasa heran, harapan, rasa simpati, pernyataan tentang hasil panca indra, keinginan atau rencana, pilihan, permintaan/ pemberian/penolakan izin, kesetujuan/ ketidaksetujuan, penyangkalan, dua hal positif, permintaan maaf, pernyataan tidak langsung, terima kasih, kalimat tanya dengan menggunakan kata tanya, kosa kata sesuai tema serta penyusunan kalimat acak menjadi paragraf yang baik.

## Standar Kompetensi Lulusan

1. Siswa mampu memahami teks lisan dalam bentuk kalimat, percakapan, narasi, dan deskripsi dengan menentukan informasi khusus, gambaran umum, informasi tersurat/tersirat dan menafsirkan makna berdasarkan konteks.
2. Siswa mampu memahami pernyataan lisan dengan menentukan gambar.
3. Siswa mampu memahami teks narasi, eksposisi, deskripsi, argumentasi, instruksi, dan dokumentasi dengan menentukan informasi khusus, gambaran umum isi bacaan, pokok pikiran yang tersurat/tersirat, informasi tersurat/ tersirat dan menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks.
4. Siswa mampu memahami grafik, tabel, diagram, peta, formulir, agenda, buku harian, dan iklan dengan menentukan informasi khusus, gambaran umum, informasi tersurat/tersirat dan menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks.
5. Siswa mampu menulis sebuah paragraf yang padu dengan cara menyusun kalimat-kalimat acak, melengkapi surat sederhana, percakapan dan teks rumpang dengan menggunakan unsur-unsur bahasa yang terkait.

Tidak diwajibkan

## RUANG LINGKUP DAN RINGKASAN MATERI

### LISTENING

#### KOMPETENSI 1

Siswa dapat memahami teks lisan dalam bentuk kalimat, percakapan, narasi, dan deskripsi dengan menentukan informasi khusus, gambaran umum, informasi tersurat/tersirat dan menafsirkan makna berdasarkan konteks.

#### Ruang Lingkup

1. Siswa dapat melengkapi sebuah percakapan yang terdiri dari 2 atau lebih pertukaran peran dengan ungkapan/expression yang tepat atas suatu **pernyataan** lisan.
2. Siswa dapat melengkapi sebuah percakapan yang terdiri dari 2 atau lebih pertukaran peran menggunakan ungkapan/expression yang tepat atas suatu **pertanyaan** lisan.
3. Siswa dapat menemukan informasi-informasi berikut dari sebuah teks lisan yang berbentuk percakapan pendek dan sederhana atau teks pendek yang panjangnya kurang lebih antara 300 – 350 kata:
  - a. gambaran umum
  - b. informasi tertentu
  - c. informasi rinci yang tersurat
  - d. informasi tersirat

## KOMPETENSI 2

Siswa dapat memahami pernyataan lisan dengan menentukan gambar

### Ruang Lingkup

1. Siswa dapat menentukan 1 dari 5 pernyataan lisan yang sesuai dengan gambar.

### Latihan dan Pembahasan

#### Type 1

1. Siswa dapat menentukan kata yang tepat sesuai dengan gambar yang diberikan pada lembar soal.

#### Testees akan mendengar:

- a. shift      b. sheet      c. shape      d. sheep      e. ship



#### Kunci : E

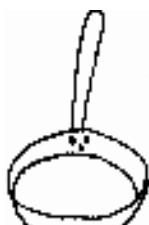
2. Diberi 4 buah gambar, siswa dapat menentukan gambar yang tepat yang diberikan pada lembar soal dengan kata yang mereka dengar.



a



b



c



d

#### Testees akan mendengar:

pain – pain (diucapkan 2 kali)

#### Kunci : D

3. Siswa dapat memilih kata yang tepat yang sesuai dengan kata yang mereka dengar:

**Testees akan mendengar:** den

Pada lembar jawaban siswa memilih: a. ten b. den c. Ben d. pen e. Ken

**Kunci : B**

**Type 2**

4. Siswa dapat melengkapi sebuah percakapan dengan ungkapan yang tepat.

Tape : I'm very tired.

Lembar soal : a. You like your job.  
b. You'll be promoted  
c. You must work hard.  
d. You have a lot to do.  
e. You should take a rest.

**Kunci : E**

5. Siswa dapat melengkapi sebuah percakapan dengan ungkapan yang tepat.

Tape : Nita was late again for class this morning.

Lembar soal : a. She slept very soundly.  
b. She is always punctual.  
c. She should have left earlier.  
d. She is a very discipline person.  
e. She is a good example for the juniors.

**Kunci : C**

6. Siswa dapat melengkapi sebuah percakapan dengan ungkapan yang tepat.

Tape : Bob, I would like you to meet Rita my cousin.

Lembar soal : a. How is life?  
b. How are you?  
c. How do you do?  
d. How are things?  
e. How are you doing?

7. Siswa dapat memilih jawaban yang tepat atas pertanyaan lisan.

Tape : Can you come to see me tomorrow?

Lembar soal : a. Can  
b. It is  
c. I can  
d. Yes, I can  
e. I can come

**Kunci : D**

8. Siswa dapat memilih jawaban yang tepat atas pertanyaan lisan.

Tape : When did he first come here?

- Lembar soal :
- a. As he did
  - b. Yes, he did
  - c. If he wanted to
  - d. Two years ago
  - e. Since two years

**Kunci : D**

9. Siswa dapat menentukan makna kalimat yang diberikan secara lisan.

Tape : Sita is leaving her job for good.

- Lembar soal :
- a. Sita is right to quit her job.
  - b. It is good for Sita to leave her job.
  - c. Sita is not going to return to her job.
  - d. Sita leaves her job because of her health.
  - e. She is quitting her job although she works very well.

**Kunci : C**

10. Siswa dapat menentukan makna kalimat yang diberikan secara lisan.

Tape : The game will be held, rain or shine.

- Lembar soal :
- a. It rains every time there is a game.
  - b. There will be no game when it rains.
  - c. The sun shines when there is a game.
  - d. There will be a game regardless of the weather.
  - e. The game is temporarily delayed because of rain.

**Kunci : D**

11. Siswa dapat menentukan makna kalimat yang diberikan secara lisan.

Tape : Linda was born before Betty was.

- Lembar soal :
- a. Linda is as old as Betty.
  - b. Linda is Betty's mother.
  - c. Linda is older than Betty.
  - d. Linda and Betty are sisters.
  - e. Linda is younger than Betty.

**Kunci : C**

12. Siswa dapat menentukan gambaran umum tentang isi bacaan.

Tape : a. Teks lisan I

### EGYPT

The climate of Egypt is mainly hot and dry. Apart from the Valley of the River Nil, which runs through the country from south to north, it consists entirely of desert.

In the summer, the temperature often reaches 45 degrees Celsius in the south of the country, and 30 degrees Celsius in the north.

In winter, the weather is cooler, and along the north, coast it is often cloudy, with occasional rain.

In Cairo it rains on average for three days a year, and in the south of Egypt rain is almost unknown. There are often gentle breezes from the north throughout the year, except during March and April, when a hot, dusty wind blows from the south.

b. What is the text about?

- Lembar soal : a. Egypt  
b. The River Nil  
c. The seasons in Egypt.  
d. The climate in Egypt.  
e. Cairo, the capital of Egypt.

### Kunci : D

13. Siswa dapat menentukan informasi rinci yang tersurat.

Tape : Which statement is True according to the text?

- Lembar soal : a. It often rains in Cairo.  
b. In Cairo it rains the whole year.  
c. It rains only in the south of Cairo.  
d. It rains almost every day in Cairo.  
e. In Cairo it mostly rains for three days.

### Kunci : E

14. Siswa dapat menentukan informasi tersirat dari sebuah teks lisan.

Tape : Teks lisan 2.

Woman : May I have this prescription filled here? I have a terrible headache.

Man : Yes, but you'll have a 15 – minute wait.

Question : Where did this conversation most probably take place?

Lembar soal : In a ....

- a. mall
- b. shop
- c. hospital
- d. pharmacy
- e. supermarket

**Kunci : D**

15. Siswa dapat menentukan satu pernyataan lisan yang sesuai dengan gambar.

Tape : a. The man is leaning against the wall.  
b. The man is drinking a glass of coke.  
c. The woman is sitting on a chair.  
d. The woman is wearing a skirt.  
e. The man is holding a glass.

Lembar soal : sebuah gambar

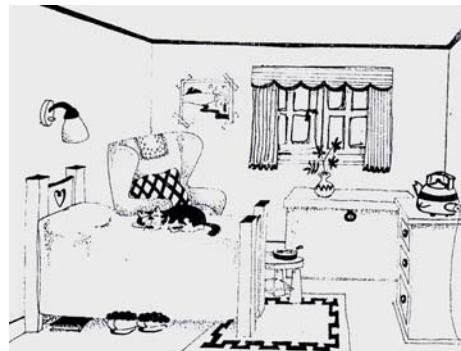


**Kunci : E**

16. Siswa dapat menentukan satu pernyataan lisan yang sesuai dengan gambar.

- Tape : a. The window is open.  
b. There is a book near the vase.  
c. The vase is on the chest drawer.  
d. The cat sleeping on the armchair.  
e. There is a picture on the wall near the window.

Lembar soal : sebuah gambar

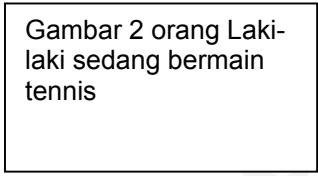


**Kunci : E**

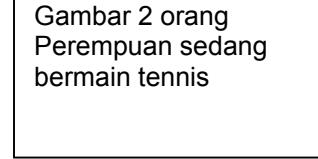
17. Diberi 3 gambar, siswa dapat menentukan 1 gambar yang sesuai dengan pernyataan.

Tape : Nadina wishes she could play tennis with her brother.

Lembar soal : 3 gambar

a.   
Gambar 2 orang Laki-laki sedang bermain tennis



c.   
Gambar 2 orang Perempuan sedang bermain tennis

**Kunci : B**

18. Siswa dapat menentukan satu pernyataan lisan yang sesuai dengan gambar.

- Tape : a. Mr A is smoking a cigarette.  
b. Mr A is not wearing glasses.  
c. Mrs B is reading a newspaper.  
d. Mr A is drinking a cup of coffee.  
e. Mrs B is drinking a glass of milk.

Lembar soal : gambar



**Kunci : D**

19. Diberi sebuah percakapan dan 5 gambar, siswa dapat menentukan satu gambar yang sesuai dengan isi percakapan.

Tape : a. Listen to the dialogue then decide which picture goes with the dialogue you've just heard.

b. Text:

Mrs. Willy: Ok Susy, I'm going now. I think everythink is Ok, isn't it?

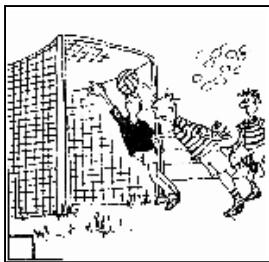
Susy : Yes, I think so, erm ... the only thing is ... is she likely to wake up?

Mrs. Willy: No, I don't think so.

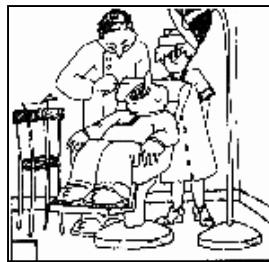
Susy : But, what if she does?

Mrs. Willy: Give her a little bit cuddle or sing to her a song to make her go back to sleep.

Lembar soal : gambar



a



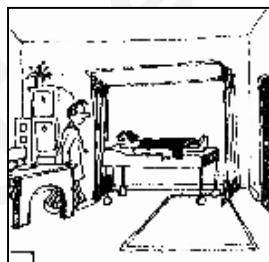
b



c



d



e

**Kunci : E**

20. Diberi 5 gambar, siswa dapat menentukan gambar sesuai dengan pernyataan yang diberikan secara lisan.

Tape : You will hear five statements. Listen carefully then decide which picture goes with each statement.

- Although the girl sees the man working hard, she doesn't help him.
- It's daylight but both headlamps are on.
- The headlamps are off and the girl watches the man working.
- The man who is repairing the car is underneath.
- Both car doors are open and the girl helps the man.

Lembar soal : Write the letter a, b, c, d, or e in the box provided.



Kunci :      a = 5            c = 3            e = 2  
                  b = 1            d = 4

Tidak diperjualbelikan

## KOMPETENSI 3

### READING

Siswa memahami teks narasi, eksposisi, deskripsi, argumentasi, instruksi, dan dokumentasi dengan menentukan informasi khusus, gambaran umum tentang isi bacaan, gagasan utama yang tersurat/tersirat, informasi tersurat/tersirat dan menafsirkan makna kata, frasa dan kalimat berdasarkan konteks serta menemukan unsur-unsur penting dalam karya sastra.

#### Ruang Lingkup

Bacaan diambil dari salah satu tema di kelas I, II, dan III.

#### Ringkasan Materi

##### 1. Menemukan Ide Umum/Gambaran Umum

Baca kalimat pertama dan tiap paragraf dan kalimat terakhir secepat mungkin untuk memperoleh kesan dari teks tersebut.

Pertanyaan diberikan sebagai berikut:

##### Teks 1:

Royal Essex Hospital,  
Langley,  
Essex,  
8 August

Dear, Dr Tardelli,

I have recently learned from my friend Miss Susan Hampton, that there is an opening for a physiotherapist in your hospital. I should like to apply for the post and enclose an application form setting out details of my qualifications and experience.

I would be most grateful if you could give me details of the salary and conditions attached to the post. Can you also tell me if there is any staff accommodation which I could make use of while I look for my own accomodation?

I look forward to your reply.

Yours sincerely,

Margaret Oliver (Miss)

#### Contoh Teks 1

1. What's the letter about?
2. What's the best title for the letter?
3. What's the topic for the letter?

### Teks 2:

Johannesburg

**M**ore than 70 percent of black South Africans do not own bank accounts, highlighting the lack of access to financial services for the poor, a study by the South African Reserve Bank shows.

The report, *Financial Development and the Unbanked*, shows that only 40 percent of South Africans owned bank accounts in 2001.

The majority of account holders were white (88 percent) while a total of 72 percent of blacks did not own bank accounts. Some 57 percent of Indians and 47 percent of Coloreds (mixed race) held bank accounts.

## 2. Menemukan Ide Utama/Gagasan Utama

Pembaca harus mengenali sudut pandang penulis, apa subject atau gagasan yang dikemukakan, apa tujuan penulis. Umumnya ide utama ada pada permulaan bacaan/teks. Kalau terlihat jelas disebut ide utama tersurat.

Kalau harus disusun kembali kalimatnya di sebut ide utama tersirat.

Contoh teks 1: 1. What's Margaret's purpose to write the letter?  
2. What's the main idea of the text? (Teks 2)

Jawaban umumnya dalam kalimat.

## 3. Menemukan Informasi Tertentu.

Informasi ini dapat terlihat jelas pada teks, dapat ditemukan walau pembaca tidak mengerti isi teks/tanpa perlu mengerti isi teks. Pembaca membaca dulu pertanyaan, mengerti, baru melokalisir jawaban.

Contoh teks 1: 1. What's The applicant's name?  
2. What job did she apply for?

Contoh teks 2: 1. How many percent of black South Africans live without bank accounts?  
2. Who hold most bank accounts?

## 4. Menemukan Informasi Rinci Tersurat

Tidak berbeda dari informasi khusus tapi lebih rinci.

Contoh teks 1: 1. What details did the applicant want to know about the job she applied for?  
2. What did the applicant enclose in her application letter?

## 5. Menemukan Informasi Rinci Tersirat

Pada informasi rinci tersurat jawaban/informasi terlihat langsung, tapi pada informasi tersirat pembaca harus menggunakan fakta atau bukti pada teks, kemudian mengambil kesimpulan logis berdasarkan fakta atau bukti yang ada pada teks tersebut/

Contoh teks 1:

1. After reading the text we conclude that Margaret needs ... to live temporarely.
2. Who were the most properous people in South Africa?

## 6. Menggunakan Konteks untuk Menentukan atau Menebak Arti Kata atau Frasa dari Kalimat atau Teks.

Konteks adalah gabungan kausa kata grammar yang ada disekitar kausa kata atau frasa. Konteks membantu pembaca untuk menebak arti kata atau frasa dalam kalimat atau teks.

Contoh teks 1:

1. I would be very grateful if you could ....  
The underlined word means ....
2. I look forward to your reply.  
“Look forward to” means ....

## 7. Menemukan Referensi

Pembaca diminta menemukan hal, benda yang mengacu pada kata ganti: I, He, They, Him, This, That, dsb.

Lihat kata ganti pada teks, lalu temukan acuannya yang dapat menggantikan kata ganti tersebut.

Contoh teks 1:

1. What does “you” refer to in the letter?
2. What does “my” refer to in the letter?

## Latihan dan Pembahasan

### Teks 1.

I go the city parks to relax and watch the birds. But these days the parks are full of people playing loud music. Why doesn't the city stop people from playing portable stereos in public so the rest of us can enjoy some peace and quiet?

21. What is the suitable title for the text?

- a. Loud Music.
- b. City Park.
- c. Noise Pollution.
- d. Watching Birds.
- e. Land Pollution.

22. To whom did the writer address his complaint?

To ....

- a. the park manager
- b. the city
- c. the park visitors
- d. the stereos' owner
- e. public

**Teks 2.**

Kitzbühel, Saturday.

Ingrid Schuster, Austria's top woman skier, won the World Cup downhill race here today- her first race since her terrible fall at Wengen nine months ago where she broke both her legs in a 90 kph crash. Doctors said she would never ski again, but 22-year-old Ingrid didn't believe them. I was sure I would ski again. I just knew it, she told me after she had won the race. Getting fit again was very hard work and it took a long time. But I knew that one day I would race again. I wanted my first race to be here at Kitzbühel, in front of all my fans, but I didn't really expect to win. I just wanted to take part. Winning today was great. I made all the hard work worthwhile.

23. What's the main idea of the text?

- a. Ingrid won her ski race competition.
- b. Ingrid took part in the World Cup downhill race.
- c. The world Cup downhill race was her first race.
- d. Ingrid won the World Cup downhill race after nine months absence.
- e. Ingrid is an Australian skier.

24. Which statement is correct based on the text?

- a. The doctors said she could ski again after the accident.
- b. Winning the World Cup increase herself confidence.
- c. The accident paralysed her both legs.
- d. She gave up skiing after the accident.
- e. It didn't take a long time for her to recover.

**Teks 3.**

Pekalongan, Central Java: At least 20,000 people, or some 10 percent of the total population here, are now jobless due to unfavorable economic conditions, an official has said.

Sofyan Adnan, the head of Pekalongan municipality's manpower office, said on Wednesday that business in the municipality had been slow since the economic crisis of 1997.

Due to the poor business environment, firms in Pekalongan were unable to absorb school and university graduates, he said.

Several major textile and fish processing firms in the municipality had laid off employees recently to avoid going bankrupt, thus adding to the city's unemployment problem, he said.

Adnan hoped that people would not rely only on the government and formal sector for work, but would instead embrace entrepreneurship and create job opportunities for themselves and others.

Data from the Central Statistics Agency shows that Pekalongan had a population of 263,190 population in 2001.

-- *Antara*

25. What's the text about?

- a. Bad economic condition in Pekalongan.
- b. Poor business environment in Pekalongan.
- c. Twenty thousand jobless people in Pekalongan.
- d. Unemployment problems in Pekalongan.
- e. Job opportunities in Pekalongan.

26. What firms laid off employees?

- a. State firms.
- b. Entrepreneurships.
- c. Municipality's firms.
- d. Central Statistic Agencies.
- e. Textile and fish processing forms.

**Teks 4.**

***Oh, My Papa***

Oh, my papa  
To me he was so wonderful  
oh, my papa  
To me he was so good

No one could be  
So gentle and so lovable  
Oh, my papa  
He always understood

Gone are the days  
When he would take me on his knee  
And with his smile  
He changed my tears to laughter

Oh, my papa  
So funny so adorable  
Deep in my heart  
I miss him so today

27. What's the writer's purpose to write the song?

He wanted to ... his father.

- a. respect
- b. show his deep affection toward
- c. show his love for
- d. show his big attention
- e. remind him of

28. From the 3<sup>rd</sup> verse we may conclude that his father ....

- a. moved to other place
- b. was far away over the sea
- c. had passed away
- d. was a comedian
- e. love smiling

29. He changed my tears to laughter (3<sup>rd</sup> verse).

What does the writer mean by "my tears".

All are correct, except ...

- a. my grief
- b. my pain
- c. my delight
- d. my sorrow
- e. my fear

### Teks 5.

**Agence France-Presse**  
Chiang Mai, Thailand

**R**epresentatives from 16 countries wrapped up a United Nations-sponsored meeting here Friday by proposing various strategies aimed at combating the abuse of child workers in Asian homes.

Participants attending the conference, jointly convened by the International Labor Organization, Korea and Japan, also agreed that the general minimum age for employment should be set at 15.

"No child younger than this should be employed in domestic work, although it was recognized that some countries national laws may apply a lower age, between 12 to 14," the ILO said in a statement.

"It was also agreed that children aged 15 to 17 employed under hazardous working conditions are considered child laborers."

Among the raft of strategies proposed by the participants during the three-day conference, which began Wednesday, were that guidelines be established covering the employment of child domestic workers and their right to be paid reasonable wages be recognized.

"Combating child domestic labor would mean sensitizing parents, employers and the public to the issue," the participants were cited as saying.

They agreed that a local "community watch" system should be used as a mechanism to monitor child domestic workers, and called for free non-formal education, vocational training, and schooling with flexible hours, the statement said.

"In addition to government commitment, education and training should be used as a frontline weapon in the battle against child labor," Gap Reaha, director-general of Korea ministry of labor's international cooperation department said during the conference.

Recognizing that poverty forces many children into work, participants called for provision of income generation and micro-credit facilities for parents, as well as job promotion programs.

The ILO estimates that 211 million children worldwide aged between five and 14 are engaged in some form of economic activity.

30. What's the topic of the text?

- a. Hazardous working condition.
- b. Illegal child labours.
- c. Combating child labours.
- d. Child workers in the world.
- e. Illegal employment.

31. What's the main idea of the text?

- a. Poverty forces many children into work.
- b. Child workers have the right to get reasonable wages.
- c. Children of under fifteen must not be allowed to work.
- d. Representatives of sixteen countries attended the meeting.
- e. Countries proposed strategies to fight against child labour.

32. The conference proposed that ... are provided for children.

Who can't enter regular schools.

All are correct, except ....

- a. free compulsory schools
- b. free non-formal schools
- c. vocational training
- d. school with flexible hours
- e. formal schools

33. "No child younger than this should be employed in domestic work". (paragraph 3)

What does "this" in the sentence refer to?

- a. Child at fifteen years old.
- b. Hazardous working condition.
- c. Child between 12 – 14.
- d. Domestic work.
- e. Minimum age.

34. Children are forced to work because their parents are poor.

What strategy proposed in the conference to solve the problem?

- a. Children should be advised not to work during working hours.
- b. The government should help parents to increase the family's income.
- c. Children should be forced to go to school.
- d. The government should provide the family with their daily needs.
- e. Parents should be told not to let their children work.

35. Based on the text which statement is not True.

- a. The conference is supported by the United Nations.
- b. Sixteen countries have proposals to combat child labour.
- c. Child labour was triggered by poverty.
- d. Micro-credit facilities should be given to children.
- e. Community Watch will monitor child domestic workers.

### Kunci jawaban soal untuk halaman 12 – 14.

- a. Kunci ringkasan materi
  1. Menemukan ide/gambaran umum.
    1. Application letter
    2. Letter of application
    3. Applying for a physiotherapist
  2. Menemukan ide utama/gagasan utama
    1. She wanted to apply for a job.
    2. Most black South Africans don't have bank accounts.

3. Menemukan informasi tertentu/khusus.

Text 1.

1. Margaret Oliver
2. A physiotherapist

Text 2.

1. 70 percents
2. The White South Africans

4. Menemukan informasi rinci tersurat

Text 1.

1. Salary, conditions and accommodation
2. Details of her qualifications and experience

5. Menemukan informasi rinci tersirat

Text 1.

1. After reading the text we may conclude that Margaret needs accommodation to live temporarily.

Text 2.

2. The White South Africans

6. Menggunakan konteks untuk menentukan arti kata atau frasa dari kalimat atau teks.

Text 1.

1. thankful
2. waiting hopefully

7. Menemukan referensi

Text 1.

1. Dr. Tardelli
2. Margaret

### Kunci :

- |      |       |       |
|------|-------|-------|
| 1. C | 6. E  | 11. E |
| 2. B | 7. B  | 12. E |
| 3. D | 8. C  | 13. A |
| 4. B | 9. C  | 14. B |
| 5. C | 10. C | 15. D |

### KOMPETENSI 3

Siswa memahami grafik, tabel, diagram, peta, formulir, agenda, buku harian, dan iklan dengan menentukan infomasi khusus, gambaran umum, informasi tersurat/tersirat dan menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks.

#### Latihan dan Pembahasan

##### **Text 5.**

Tema : Ekonomi

Bentuk teks : Non-Continuous.

Soal no. 36 : Menanyakan tentang topic

Soal no. 37 : Menanyakan tentang informasi rinci

- Always take off your jewellery before doing housework. Detergents and cleaning powders can make it dull.
- Put jewellery on last when dressing. Perfumes and hairsprays can tarnish it.
- Don't swim when wearing any gold - you might lose it. Also, chlorine and salt water can have a bad effect.
- Clean it regularly. Soak in warm soapy water and gently brush with a toothbrush. Rinse in clean water and dry with a soft, clean cloth,
- To prevent scratching, keep gold separately in a jewel box.

36. What is the topic of the text?

- a. Carat Guide.
- b. Buyers' Guide.
- c. Going for gold.
- d. Caring for gold.
- e. What to look for.

**Kunci : D**

**Pembahasan:** Teks jelas menerangkan cara-cara merawat perhiasan.

37. Which of the following can make your jewellery tarnish?

- a. Hairsprays and chlorine.
- b. Hairsprays and perfumes.
- c. Cleaning powders and perfumes.
- d. Detergents and cleaning powders.
- e. Salt water and warm soapy water

**Kunci : B**

**Pembahasan:** Informasi tertera jelas dan rinci dalam teks.

**Text 6.**

- Tema : Kesehatan  
Bentuk teks : Non-Continuous.  
Soal no. 38 : Menanyakan tentang informasi rinci  
Soal no. 39 : menafsirkan makna kata

**TIGER MUSCLE RUB**

Tiger Muscle Rub is a high quality analgesic cream specially-formulated for active people. It provides fast effective relief for aches and pains of muscles and joints, minorarthritic pain, strains, sprains, soreness and stiffness of muscles. Tiger Muscle Rub is non-greasy, easy to apply and does not stain clothes.

**INDICATIONS:** For the fast and effective relief of aches and pains of muscles and joints, simple backaches, strains, sprains and minor arthritic pain. Also for the warm-up of stiff muscles before exercise.

**DIRECTION:** Apply to the affected area not more than 3 to 4 times daily. Apply before exercise to warm up and after exercise for relief For children below 2 years of age, pregnant women and nursing mothers, consult your physician before applying.

**ACTIVE INGREDIENTS:** Methyl Salicylate 15%, Menthol 5%, Camphor 3%.

**CAUTIONS:** FOR EXTERNAL USE ONLY, KEEP OUT OF CHILDREN TO AVOID ACCIDENTAL POISONING. Use as directed. Avoid contact with eyes, mucous membrane, roken or irritated skin. Do not bandage tightly. If swallowed accidentally, consult your hysician. May cause allergic reaction in some individuals with sensitive skin; test on small area before use. If severe irritation occurs, discontinue ise immediately and consult physician.

**STORAGE:** BELOW 30 C.

38. This cream is used for the following EXCEPT ....

- a. backaches
- b. irritated skin
- c. minor arthritic pain
- d. soreness and stiffness of muscles
- e. backaches aches and pains of muscles and joints

**Kunci : B**

**Pembahasan:** Headings pada tiap paragraph menolong untuk menentukan pilihan.

39. 'Rub is non-greasy, easy to apply and does not stain clothes.' 'stain' means ....

- a. ruin
- b. spoil
- c. change
- d. damage
- e. discolour

**Kunci : E**

**Pembahasan:** Karena 'Rub is non-greasy' maka warna baju tidak akan rusak.

## KOMPETENSI 5

Siswa menulis sebuah paragraf yang padu dengan cara menyusun kalimat-kalimat acak, melengkapi surat sederhana, percakapan, dan teks rumpang dengan menggunakan unsur-unsur bahasa yang terkait.

### KOMPETENSI 5a

Mampu melengkapi teks rumpang dengan menggunakan unsur - unsur bahasa terkait.

## TEKS RUMPANG

### RINGKASAN MATERI

Teks rumpang adalah teks pendek yang dihilangkan beberapa kata di dalamnya, minimal 4 buah kata dan maksimal 6 buah kata. Kata yang dihilangkan bisa berbentuk kata benda, kata kerja atau perpaduan bentuk kata - kata lainnya.

#### Syarat pembuatan teks rumpang:

- Kalimat awal dari teks rumpang harus ditulis lengkap.
- Kalimat kedua dan seterusnya adalah kalimat - kalimat rumpang dengan jarak antara kata yang dihilangkan dengan kata yang lain antara 3 atau 4 kata.
- Kalimat terakhir dari teks rumpang juga harus ditulis lengkap.

### Latihan dan Pembahasan

A. Besides accepting people's deposit, commercial banks also give loan to customers to buy cars and other goods. Banks also lend... (40) to buy homes. When ... (41) this type of loan, the... (42) do not hold the ... (43). The banks hold it on the property until the loan is paid.

40.

- a. deposit
- b. account
- c. security
- d. money
- e. debt

41.

- a. giving
- b. taking
- c. lending
- d. bringing
- e. borrowing

42.

- a. banks
- b. customers
- c. tellers
- d. bankers
- e. managers

43.

- a. loan
- b. debt
- c. fund
- d. security
- e. investment

**Kunci Jawaban:**

40. **D** (Money) Banks lend money to customers.  
41. **A** (Giving) When the banks lend you some money, they give you the money.  
42. **B** (Customers) The customers don't hold the security but ft banks do.  
43. **D** (Security) A security is a certificate of title to property.
- B. Overnutrition which is an excess of energy intake usually occurs in many important countries. A constantly high energy intake... (44) not only to fatness ... (45) obesity, but also to faster growth. Obesity ... (46) many people in wealthy country ... (47) many diseases, such as diabetes and hypertension. These diseases are the only reasons for the shorter lives of obese people.

- |              |             |            |         |
|--------------|-------------|------------|---------|
| 44.          | 45.         | 46.        | 47.     |
| a. leads     | a. thought  | a. makes   | a. get  |
| b. discovers | b. called   | b. forces  | b. lead |
| c. occurs    | c. decided  | c. affects | c. keep |
| d. takes     | d. regarded | d. becomes | d. take |
| e. finds     | e. believed | e. causes  | e. send |

**Kunci Jawaban:**

44. **A** (Leads) This word means undergoes.  
45. **B** (Called) This word means named.  
46. **A** (Makes) This word means causes  
47. **A** (Get) This word means have

## KOMPETENSI 5b

Mampu melengkapi percakapan pendek dengan ungkapan yang tepat.

### 1. UNGKAPAN KEYAKINAN/KETIDAKYAKINAN

#### RINGKASAN MATERI

Ungkapan ini dipergunakan untuk menyatakan rasa yakin atau tidak yakin akan pernyataan seseorang atau akan sebuah kejadian.

**Contoh :**

- Ungkapan keyakinan
  - \* I am definitely sure/certain about that.
  - \* There is no doubt in my mind about that.
- Ungkapan ketidakyakinan
  - \* I am not sure about that.
  - \* There is a doubt in my mind about that.

#### Latihan dan Pembahasan

48. Aan : Are you sure that nuclear power is our only hope for the future?  
Adi : Oh, yes....  
a. That would be nice  
b. You must be kidding  
c. There is no doubt at all  
d. I can't say that fbr sure  
e. I have no idea

**Kunci : C**

**Pembahasan:** Jawaban C, adalah ungkapan keyakinan.

### 2. UNGKAPAN PENAWARAN JASA KEPADA ORANG LAIN

#### RINGKASAN MATERI

Ungkapan ini digunakan untuk menawarkan jasa atau pertolongan kepada orang lain.

- Contoh :**
- Can I do something for you?
  - What can I do for you?
  - Can I help you?

### Latihan dan Pembahasan

49. Mother : Lina, please help me.  
Lina : ... mom?  
a. How are you  
b. How do you do  
c. What can I do for you  
d. What are you doing  
e. What are you going to do

**Kunci : C**

**Pembahasan:** Jawaban C, adalah ungkapan penawaran jasa.

### 3. UNGKAPAN KEMUNGKINAN/KETIDAKMUNGKINAN

#### RINGKASAN MATERI

Ungkapan yang dipergunakan untuk menyatakan apakah sesuatu mungkin/tidak mungkin terjadi.

**Contoh:**

- Ungkapan kemungkinan
  - \* Its possible for me
  - \* Probably / Maybe/ Perhaps
  - \* It's likely for me.
- Ungkapan ketidakmungkinan
  - \* It's unlikely for us to have a trip in such a bad weather.
  - \* It's out of the question to have a trip in such a bad weather.

### Latihan dan Pembahasan

50. Tia : Do you think that we depend on fossil fuels as energy sources for the next century?  
Tio : .... They will soon run out. Scientist are experimenting to change the abundant sunlight into energy.  
a. It's absolutely unproductive  
b. It's really unpredictable  
c. It certainly doesn't work  
d. It's highly unlikely  
e. It's just unreasonable

**Kunci : D**

**Pembahasan:** Jawaban D, adalah ungkapan ketidakmungkinan.

## KOMPETENSI 5c

Mampu menafsirkan makna/fungsi ungkapan dalam sebuah percakapan.

### 1. UNGKAPAN RASA SIMPATI

#### RINGKASAN MATERI

Ungkapan yang digunakan untuk menyatakan rasa simpati kepada seseorang atas suatu kejadian yang menimpanya.

**Contoh :** \* I am sorry to hear that.  
\* Oh, poor John. What happened to you?

#### Latihan dan Pembahasan

51. John : Why do you look so sad?  
Rina : Didn't you hear the news last night? The volcanic eruption has killed more than 2 hundreds people in my village.  
John : Oh, I am sorry to hear that.

From the dialogue we know that the second speaker express" his... .

- a. fear
- b. sadness
- c. apology
- d. surprise
- e. sympathy

**Kunci : E**

**Pembahasan:** Jawaban E, 'I am sorry to hear that' adalah Ungkapan rasa simpati.

## 2. UNGKAPAN KESETUJUAN/KETIDAKSETUJUAN

### RINGKASAN MATERI

Ungkapan yang digunakan untuk menyatakan apakah si pembicara setuju atau tidak setuju atas sebuah ide atau opini dari seseorang.

**Contoh:**

- Ungkapan Kesetujuan
  - \* I agree with you.
  - \* I can go along with that
  - \* I think so
- Ungkapan Ketidaksetujuan
  - \* I disagree with you
  - \* I can't go along with you
  - \* I don't think so

### Latihan dan Pembahasan

52. Tom : I think the government should give more attention to small industries.  
Ed : I think so. Because this group opens more job's opportunity.  
The underlined words are used to express/a/an ....  
a. like  
b. surprise  
c. opinion  
d. pleasure  
e. agreement

**Kunci : E**

**Pembahasan:** Jawaban E, 'I think so' adalah ungkapan kesetujuan

## 3. UNGKAPAN KEPUASAN/KETIDAKPUASAN

### RINGKASAN MATERI

Ungkapan yang digunakan untuk menyatakan rasa puas atau tidak puas atas suatu kejadian.

**Contoh:**

- Ungkapan rasa puas.
  - \* I feel satisfied / contented with it.
  - \* It makes me satisfied
  - \* It gives me satisfaction

- Ungkapan rasa tidak puas
  - \* I am dissatisfied with it.
  - \* It is dissatisfaction.
  - \* It makes me dissatisfied.

### Latihan dan Pembahasan

53. Aan : What about your trip last week?  
Agung : Hm, I felt satisfied with it. The service was good.  
The underlined words are used to express.... .
- a. agreement
  - b. satisfaction
  - c. opinion
  - d. surprise
  - e. certainty

**Kunci : B**

**Pembahasan:** Jawaban B, ‘I felt satisfied’ adalah ungkapan rasa puas.

## KOMPETENSI 5d

Mampu melengkapi percakapan dengan unsur - unsur bahasa terkait.

### 1. PRESENT PERFECT CONTINUOUS TENSE

#### RINGKASAN MATERI

Kalimat-kalimat dengan struktur Present perfect continuous tense digunakan untuk mengungkapkan pernyataan lamanya kejadian yang telah terjadi.

**Contoh :** I have been studying English since I was in Junior high school.

#### Latihan dan Pembahasan

54. X : Your English is good. When did you start studying it?  
Y : In 1980. And I ... It for more than 20 years.  
a. will study  
b. have to study  
c. am studying  
d. is going to study  
e. have been studying

**Kunci : E**

**Pembahasan:** Jawaban E, adalah jawaban untuk kalimat dengan struktur present perfect continuous tense. (S + have been + verb - ing + O).

### 2. FUTURE PERFECT TENSE

#### RINGKASAN MATERI

Ungkapan dengan struktur kalimat dalam bentuk future perfect tense digunakan untuk menyatakan suatu peristiwa yang akan dilakukan di waktu yang akan datang dan akan selesai sebelum waktu yang telah ditentukan.

**Contoh :** I will have finished doing my homework by next Monday.

### Latihan dan Pembahasan

55. Tia : John, have you done the assignment given by Mr. Simon?  
John : Not yet. But I ... doing it by the time he asks me.
- a. will finish
  - b. have finished
  - c. have to finish
  - d. will be finishing
  - e. will have finished

**Kunci : E**

**Pembahasan:** Jawaban e, adalah struktur kalimat dalam bentuk future perfect tense.  
(S + will have + verb - 3 + O)

## 2. PASSIVE

### RINGKASAN MATERI

Kalimat - kalimat pasif adalah kalimat-kalimat yang digunakan untuk mengungkapkan berbagai hal yang difokuskan pada kegiatan/peristiwanya bukan pada pelakunya.

**Contoh :** My car is repaired.

### Latihan dan Pembahasan

56. X : Why do you like shopping at Melati department store?  
Y : Because the items ... at a reasonable price.
- a. sell
  - b. are selling
  - c. has sold
  - d. are sold
  - e. will sell

**Kunci : D**

**Pembahasan:** Jawaban D, adalah kalimat dengan struktur kalimat pasif.  
(S + Be + Verb - 3)

Pilihan jawaban yang lain adalah kalimat dengan struktur kalimat aktif.

## KOMPETENSI 5e

Mampu menentukan makna ungkapan dalam sebuah percakapan.

### 1. CAUSATIVE HAVE/GET

#### RINGKASAN MATERI

Kalimat-kalimat dengan struktur causative have/get digunakan untuk menyatakan sebuah perintah agar seseorang melakukan sesuatu.

**Contoh :** I have/get my dress made.

#### Latihan dan Pembahasan

57. Ayu : Wow, wW a beautiful dress you are wearing. Did you make it Yourself?  
Nis : Oh, I had / got it made.

From the dialogue we know that ....

- a. Nis made her dress herself
- b. Nis asked Ayu to make her dress
- c. Ayu made the dress for Nis
- d. Nis asked someone to make her dress
- e. Ayu asked Nis to make her dress herself.

#### Kunci : D

**Pembahasan:** Jawaban D, adalah kalimat dengan bentuk causative.

### 2. SUBJUCTIVE WISH

#### RINGKASAN MATERI

Kalimat dalam bentuk subjunctive digunakan untuk menyatakan harapan yang tidak dapat terpenuhi.

**Contoh :** I wish I could.

### Latihan dan Pembahasan

58. Ria : Let's have a trip to the beach now.  
Des : I wish I could. I have a lot of work now.  
From the dialogue we know that ... .  
a. Ria and Des go to the beach  
b. Dea is not able to go to the beach  
c. Ria has a lot of work  
d. Ria goes to the beach without Dea  
e. Ria and Dea are busy with their work.

**Kunci : B**

**Pembahasan:** Jawaban B, harapan Dea bahwa dia dapat pergi ke pantai, tetapi pada kenyataannya Dea tidak bisa pergi karena Dea banyak pekerjaan.

### 3. SHOULD HAVE + VERB – 3

#### RINGKASAN MATERI

Kalimat dengan struktur should have + verb – 3, digunakan untuk menyatakan kewajiban yang harus dilakukan diwaktu yang lampau, tetapi tidak dilakukan.

**Contoh :** You should have kept your money in the bank.

### Latihan dan Pembahasan

59. Adi : Why do you look so sad?  
Ati : Someone stole my money when I was going to school by train.  
Adi : You should have kept your money in your bag.

From the dialogue we know that....

- a. Ati didn't keep her money in her bag.
- b. Adi feels sorry to hear Ati's story
- c. Ati and Adi was in the same train
- d. Ati had saved her money well.
- e. Adi advised Ati to keep her money well

**Kunci : A**

**Pembahasan:** Jawaban A, Ati seharusnya menyimpan uangnya ditempat yang aman, tetapi dia tidak melakukannya.

## KOMPETENSI 5f

Mampu menyusun kalimat dengan penggunaan kata yang tepat.

### RINGKASAN MATERI

Kalimat-kalimat yang disajikan adalah kalimat lengkap tetapi memiliki struktur salah dalam penggunaannya.

### Latihan dan Pembahasan

The information officer at the bank told his customers that there was several different kinds of checking accounts available.

a      b      c      d

e

Which of the words in the sentence must be changed, in order to be grammatically correct?

#### Kunci : D

**Pembahasan:** Jawaban D, seharusnya: There were several different kinds of checking accounts available.

## KOMPETENSI 5g

Mampu menyusun kalimat acak menjadi paragraf yang padu.

Penyajian terdiri dari kalimat-kalimat yang di acak. Paling sedikit 5 atau 6 kalimat, paling banyak 8 atau 10 kalimat.

### Latihan dan Pembahasan

60.

1. A team must try for a goal within 30 seconds after possessing the ball.
2. Players are not allowed to leave the court without permission.
3. Each team may have up to ten players.
4. Only five of them may play at the same time.
5. The ball may be thrown but it must not be carried or kicked.

The best arrangement of the sentences is ....

- a. 3 – 5 – 1 – 4 – 2
- b. 1 – 2 – 3 – 4 – 5
- c. 3 – 1 – 4 – 2 – 5
- d. 3 – 2 – 4 – 5 – 1
- e. 3 – 4 – 2 – 5 – 1

**Kunci : D**