

**DEVELOPING READING LEARNING MATERIALS FOR YEAR XI  
STUDENTS OF COMPUTER ENGINEERING AND NETWORKING  
DEPARTMENT AT SMKN 1 SEDAYU**

**A THESIS**

Presented as partial fulfillment of the requirements for the attainment of the  
*Sarjana Pendidikan* Degree on the English Language Education



**Wulur Risangsukmo**

**10202241051**

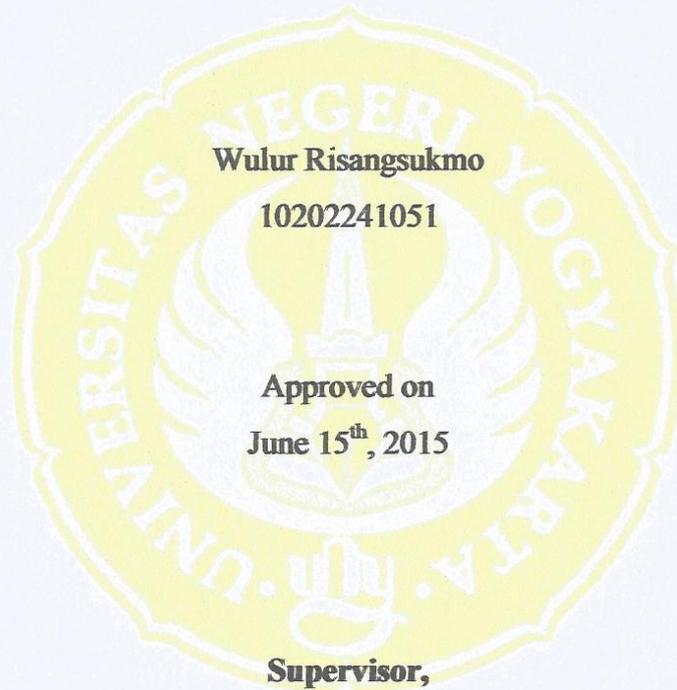
**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA  
2015**

**APPROVAL SHEET**

**DEVELOPING READING LEARNING MATERIALS FOR YEAR XI  
STUDENTS OF COMPUTER ENGINEERING AND NETWORKING**

**DEPARTMENT AT SMK N 1 SEDAYU**

**A THESIS**



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## RATIFICATION SHEET

**DEVELOPING READING LEARNING MATERIALS FOR YEAR XI  
STUDENTS OF COMPUTER ENGINEERING AND NETWORKING  
DEPARTMENT AT SMK N 1 SEDAYU**

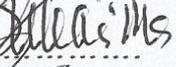
### A THESIS

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Declared to Have Fulfilled the Requirement for the Attainment of *Sarjana  
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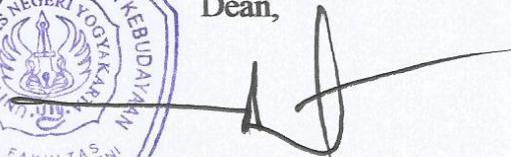
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## PERNYATAAN

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Yogyakarta, 15 Juni 2015

Penulis,



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## **MOTTOS**

**“SINCE I WILL BE DOING IT, I WILL JUST DO IT REASONABLY  
WELL, NOTHING MORE, NOTHING LESS”**

-Hikigaya Hachiman

**“NEVER REGRET, IF IT IS GOOD, IT IS WONDERFUL, IF IT IS BAD,  
IT IS EXPERIENCE”**

-Unknown

## **DEDICATIONS**

*I dedicate this thesis to my parents who cannot wait anymore for me to graduate  
and become an outstanding member of society*

## **ACKNOWLEDGEMENTS**

I am very grateful to Lord Jesus who blesses me and gives me his grace and miracle so that I could finish my study and my thesis.

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I would like to deliver my big gratitude to the headmaster of SMKN 1 Sedayu, the English teachers there, and Year XI students of Computer Engineering and Networking for their cooperation so that I could conduct my needs analysis. I hope this thesis is useful for teachers and students of Computer Engineering and Networking of SMKN 1 Sedayu and other developers. I realize

that this thesis is not perfect. Therefore, suggestions for improvement of this thesis are highly approved. Thank you.

Yogyakarta, 15 June 2015

The Researcher,

A handwritten signature in black ink, consisting of stylized, overlapping loops and lines, representing the name Wulur Risang Sukmo.

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STUDENTS OF COMPUTER ENGINEERING AND NETWORKING  
DEPARTMENT AT SMK N 1 SEDAYU**

By:  
Wulur Risangsukmo  
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**ABSTRACT**

The objectives of this study are: (1) to describe the target needs of Year XI students of Computer Engineering and Networking department of SMKN 1 Sedayu; (2) to describe the learning needs of Year XI students of Computer Engineering and Networking department of SMKN 1 Sedayu; and (3) to develop appropriate reading learning materials for Year XI students of Computer Engineering and Networking department of SMKN 1 Sedayu.

This study is a Research and Development (R & D) study. The subjects of this study were Year XI students of Computer Engineering and Networking department of SMKN 1 Sedayu. This study adapted the R & D model proposed by Jolly & Bolitho in Tomlinson (1998). The steps of this study were conducting needs analysis, developing the course grid, developing the first draft of the materials, evaluating the materials by an expert, and writing the final draft of the materials. Two types of questionnaire were used to collect data. The first questionnaire was made to obtain the data for the need analysis while the second questionnaire was used to obtain the data about the appropriateness of the materials through the expert judgment. The data for both questionnaires were analyzed quantitatively through descriptive statistics.

This study found out that the target needs of Year XI students of Computer Engineering and Networking department are: (1) passing national examination; (2) learning English to support their job later in computer engineering and networking field; and (3) understanding any kind of words, sentences, and expressions in English. This study developed three units of materials based on Curriculum 2013. Each unit has three main parts: introduction, main lesson, and reinforcement. Regarding the students' learning needs, the input is in the form of texts, pictures, explanation, and vocabulary lists. The activities apply the five steps of the scientific approach: observing, questioning, collecting, analyzing, and communicating. Based on the analysis of the data from the expert judgment, the mean score of all aspects of the three developed units, in the scales of 1-4 is 3.76 which is in the range of  $3.25 < \bar{x} \leq 4.00$  and can be categorized as "Very Good".

## **CHAPTER 1 INTRODUCTION**

### **A. Background of the Problems**

Reading is one of the receptive skills besides listening. As one of the four skills that need to be learned, reading is believed to be the most important by many researchers, particularly in English as a second or foreign language. This is because considering the study of English as a foreign language around the world, the situation in which most English learners find themselves in, reading is the main reason why students learn the language. Without solid reading proficiency, second language readers cannot compete with their English-speaking counterparts. Aebersold & Field (1997) also emphasize that the acquisition of reading skills in a second or foreign language is a priority for millions of learners around the world, and there is a growing demand for both effective reading courses and high-quality second language reading materials. Indonesia as one of many countries which regards English as an important part of their students' education attempts to put the best effort to improve the quality of English education so that the students can follow the development of the world globally and compete in it to get a better life in the future.

In the world of education in Indonesia, there are two categories of secondary schools, namely the senior high school (SHS) and the vocational high school (VHS). Based on the Act of the Republic of Indonesia Number 20 Year 2013 on National Education System, the vocational high school is a secondary school which is the continuation of the basic education. In a vocational high

school, the students are prepared to be able to master a number of vocational skills needed for specific employment. Based on the structure of the curriculum in vocational education, it aims to improve the students' competence, knowledge, personality, character and skills in order to be autonomous and able to continue their education based on their vocational study programs.

In addition, the main difference between the vocational high school and the high school in general is the preparation for the students to get particular jobs soon after they graduate. It is, thus, a necessity to consider carefully the choice of English learning materials to teach at the vocational high school given the curriculum and students' expectation. Learning materials are the main factor that determines the success of English teaching and learning at schools. For vocational high school students, the English learning materials should be developed based on the characteristics of each department without ignoring the core competence (CC) and the basic competence (BC) in Curriculum 2013, and also the specialties they will use in doing specific jobs in the future.

In accordance with the aims of education in the vocational high school, English teaching and learning should have relevancy between the knowledge and the needs. Regarding these, the learning materials also need to be contextualized with the students' needs.

SMKN 1 Sedayu which is located in Sedayu, Bantul, is a vocational high school that has four departments. Computer Engineering and Networking is one of its departments. Ideally, the topics of the materials for learning English should be closely related to Computer and Networking because every vocational high school

in Indonesia is running under the umbrella of English for Specific Purposes with the expectation that the students will go to work related to their study program. Henceforth, the students do need English materials containing input texts that are related to their study program, Computer and Networking.

However, the English learning materials for every department in SMKN 1 Sedayu are not ideal yet. The English materials that have been provided by the government do not meet the students' needs especially in its reading part. The reading part does not contain relevant input texts and technical terms that are needed by the students in Computer Engineering and Networking department.

Therefore, the teachers at SMKN 1 Sedayu created their own learning materials by adapting some learning materials from various resources. Even so, this is just a temporary solution and they are still waiting for the learning materials intended for the vocational high school. Based on this problem, the researcher feels the need to develop learning materials suitable for the students there.

## **B. Identification of the Problems**

As stated above, materials have a crucial role in English teaching and learning activities. Good materials are those which meet students' needs and interests. In this case, good materials should be related to the department the students are in such as materials for the Year XI students of Computer Engineering and Networking department of SMKN 1 Sedayu that should be related to Computer and Networking.

In SMKN 1 Sedayu, the English teachers there use one textbook to initiate teaching and learning activities most of the time. The textbooks used are the ones that have been provided by the school or the government, so when the curriculum is changed to Curriculum 2013, the textbook used is the one that is provided by the government. However, the textbook that is provided by the government does not meet the students' needs for its content is the knowledge of general English that is usually for senior high school students. The problem then comes from the inappropriate content of the book. For one, it is about the inputs for teaching reading. During the process of teaching reading, the teacher makes use of input texts provided in the source book as well as follows the tasks. Yet, the input texts are not related to Computer and Networking. The current book shows how little the exposures that the students receive especially those dealing with their expertise on Computer and Networking in their reading class. It is not relevant because they are expected to work as technicians in the future.

The use of irrelevant reading texts may have persistent impacts on their whole English mastery, especially when they have to master contents of Computer and Networking matters written in English. They will not get sufficient technical vocabulary related to Computer and Networking as well because there are no related terms about Computer and Networking in the materials they are reading. The importance of technical vocabulary makes reading an important skill for the students of vocational high school since they will have to deal with technical terms a lot in their field.

This inappropriate material can be found both in the course books for students of Years X and XI in SMKN 1 Sedayu. This causes the students to face more obstacles in learning English that should be closely related to their department. This also leads to the decrease of students' interest to learn English due to the irrelevance of the topics used in the material. For the Year XI students, especially from Computer Engineering and Networking, this is quite fatal because at the end of the semester, they are going to do the practical work. Due to the little exposure of relevant topics and technical vocabulary, they might have difficulties when dealing with instructions or manuals in their practical workplace because most of them are in English and contain many specific technical terms. Therefore, it is urgent for having the appropriate English learning materials developed based on the characteristics of Computer Engineering and Networking department.

### **C. Limitation of the problem**

Based on the problems identified above, the researcher will only focus on developing reading learning materials for Year XI students of Computer Engineering and Networking department at SMKN 1 Sedayu. The materials then will be arranged based on Curriculum 2013 to maximize the results.

### **D. Formulation of the Problem**

The problems of this study are formulated as follows:

1. What are the target needs of Year XI students of Computer Engineering and Networking department at SMKN 1 Sedayu?

2. What are the learning needs of Year XI students of Computer Engineering and Networking department at SMKN 1 Sedayu?
3. What are the appropriate reading learning materials for Year XI students of Computer Engineering and Networking department at SMKN 1 Sedayu?

### **E. Objectives of the Research**

The objectives of the research are to:

1. Find the target needs of Year XI students of Computer Engineering and Networking department at SMKN 1 Sedayu.
2. Find the learning needs of Year XI students of Computer Engineering and Networking department at SMKN 1 Sedayu.
3. Develop appropriate reading learning materials of Year XI students of Computer Engineering and Networking department at SMKN 1 Sedayu.

### **F. Significances of the Research**

The research is highly expected to give contribution to the following educational stakeholders:

1. To the English Teacher

The development of this material is aimed at helping the teacher to have more relevant and appropriate materials used to teach Year XI students of SMKN 1 Sedayu. Hopefully, the developed materials can be

benefited as additional reading learning materials enriched with the technical terms of Computer Engineering and Networking.

## 2. To the Students

Secondly, it is expected that the developed materials will help the students to get sufficient exposures dealing with terms in Computer and Networking. So, they will have profound ability to perform English whether to take Computer Engineering and Networking related department in the universities or work as a professional technician.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. Reading Theories**

###### **a. Reading**

Reading usually perceived as dealing with the language messages in written or printed texts. It is an important skill to be learned because with reading, the students can find out sense and also derive meaning from the written and printed texts. The goal of reading itself is understanding/comprehension and in order to understand a print or written text, the students must be able to decode the words on the text itself and to extract the meaning from it.

Avermann & Montero (2003) state that reading is the process of deriving meaning from written or printed texts. It is a complex process which includes many components. What is meant by components here is something like phonemic awareness, phonics, etc. Similiarly, Armbruster et al. (2001) state that phonemic awareness, phonics, vocabulary, fluency, and comprehension are the five major areas of reading. Phonemic awareness is necessary for the development of phonics, phonics is necessary for word recognition, word recognition is necessary for fluency, and fluency is necessary for reading comprehension (Eldredge, 2005). Therefore, before establishing good reading comprehension skills, students must acquire decoding skills, fluency skills, background knowledge, vocabulary, motivation, and engagement.

Those statements are also supported by Lems, Miller & Soro (2010:63) who define reading as language process of understanding written texts. In such activity, there are two processes that they called as process of perception, or word cognition, and process of thought, or decoding. Word cognition refers to relating to letters seen in print and the speech sounds that these letters represent. By knowing the phonetic transcription, the reader is permitted to say, pronounce, recognize, decode and solve the pronunciation of words being read. While decoding means the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help the reader understand written texts.

Referring to the statements and explanations above, reading is a process of comprehending the meaning of the texts by using many factors from the word cognition to connecting the background knowledge and utilizing strategies of the reader. It is more than identify the words on a page; it is being able to understand what is being communicated as well.

### **b. Reading Learning Principles**

Reading is considered as a receptive skill that needs a combination between the use of existing knowledge and the technique of reading itself in accordance with the purpose of reading activities (Anderson, 2003:68, Spratt, 2005: 21). In the process of reading, transaction among the reader, the text, and the intention of the author occurs (Rosenbalt in Moreillon 2007:19) where the readers use text to create meaning (Johnson, 2008:4). Reading is a constantly

developing skill; a skill that integrates visual and nonvisual information and an act of linking one idea to another (2008).

In terms of developing reading materials, the stages of learning reading process should be taken into account. Alyousef (2006) proposes the design in learning reading process.

a. Pre-reading activities

The first process is pre-reading activities. Zhang (1993) in Alyousef (2006) urges the pre-reading activity as a crucial stage toward the development of learning reading. It is also considered to help in activating the relevant schema; Drucker (2003) in Alyousef (2006) states that:

...relate the passage students are going to read to something that is familiar to them. Next, provide brief discussion question that will engage the students and after that, provide an interview of the section they are about to read. Name the selection, introduce the characters, and describe the plot but not including the climax). Last, direct the students to read the story and look for particular information. (p. 23)

Such a belief shows us how important the concept of scaffolding. Within the pre-reading activities the students are encouraged to activate their background knowledge in order to help them in understanding the whole reading materials. Therefore, in the realization of learning materials, the availability of scaffolding activity is necessary.

b. Whilst-reading

The second stage of a learning to read is whilst-reading. In this stage, students should be guided to breakdown the text by making use of their recent

linguistics and schematic knowledge. Hedge (2003) in Alyousef (2006) argues that one of the keys of a whilst-reading activity is the intervention of the teacher. He argues that some intervention may result a good outcome. In terms of learning materials, the intervention of the teacher is reflected through explaining what students should do within the task, and guiding them to completely understand the text.

### c. Post-reading

The last stage within a learning reading process is the post reading activities. In this stage, the activities must enhance the learning comprehension by the use of activities of matching, close exercises and cut up sentences. Its implementation in the developed material is providing the students with sufficient comprehensive question about certain topics.

As a set of language teaching and learning process kit, reading tasks play an important role in helping the students read comprehensively. Hence, the suitability between the tasks and the topic is crucial, remembering that as long the tasks are proper and matching with the topic, the students will learn more effectively. Furthermore, students should be encouraged to the content of a reading text, not just the language. The discussion about the language components within a written text, such as its language, number of paragraph and so on is also important. Yet, the chances to give response toward what they have understood seem to be more crucial than just the form (Harmer, 2007).

However, just understanding the learning reading principle is not sufficient. Further knowledge about reading is required for the teacher to be able to teach

their students how to read. This is including the knowledge about micro and macro skills of reading.

### **c. Micro- and Macro-skills of Reading**

In teaching reading, the teachers need to understand the micro- and macro-skills of reading. These aspects can be a set of criteria which can be used for the teachers to specify their reading objectives and can be used as consideration in developing reading materials and assessment of reading ability. The lists of micro- and macro-skills of reading below are proposed by Brown (2004:187).

#### 1) Micro-skills

The micro-skills presented by Brown (2004: 187) are:

- a. discriminating among the distinctive graphemes and orthographic patterns of English
- b. retaining chunks of language of different lengths in short term memory
- c. processing writing at an efficient rate of speed to suit the purpose
- d. recognizing grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralisation), patterns, rules and elliptical forms
- e. recognizing that a particular meaning may be expressed in different grammatical forms, and
- f. recognizing cohesive devices in written discourse and their rule in signaling the relationship between and among clauses

#### 2) Macro-skills

The macro-skills presented by Brown (2004: 187) are:

- a. recognizing the rhetorical forms of written discourse and their significance for interpretation
- b. recognizing the communicative functions of written texts, according to form and purpose
- c. inferring context that is not explicit by using background knowledge
- d. inferring links and connections between events, deduce causes and effects, and detect such relations as a main idea, supporting idea, new information, given information, generalization and exemplification
- e. distinguishing between literal and implied meanings

- f. detecting culturally specific references and interpret them in a context of appropriate cultural schema, and
- g. developing and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, and guessing

The teacher should select some micro-skills of reading and adjust them with the reading materials and activities. The students also should be taught to use those skills because they are useful to develop students' reading skills.

#### **d. Strategies on Reading**

Aside from teaching the macro- and micro-skills of reading, teachers also need to teach their students about strategies that can be used on reading. According to Moreillon (2007), reading comprehension strategies are “tools that proficient readers use to solve the comprehension problems they encounter in texts”.

Pressley & Woloshyn in Grabe (2009) propose the following reading strategies:

1. Summarizing
2. Forming questions
3. Answering questions and elaborative interrogation
4. Activating prior knowledge
5. Monitoring comprehension
6. Using text-structure awareness
7. Using visual graphics and graphics organizers
8. Inferencing

Almost similar to the strategies above, Zimmermann and Hutchins in Moreillon (2007) propose the following strategies:

1. Activating or building background knowledge
2. Using sensory images
3. Questioning

4. Making predictions and inferences
5. Determining main ideas
6. Using fix-up options
7. Synthesizing

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

#### **e. The Teaching of Reading**

Reading is one of the macro-skills of English which is taught in schools including vocational high schools. “Language is an instinct, but reading is not” (Pinker, 2007 in Lems, Miller & Soro, 2010:3). That argument stands to reason why reading should be taught. Further explanation of it is that reading and writing are not inevitable process that needs energy and efforts to learn them in a new language. One of the efforts comes from the teachers as motivators. Johnson (2008:24) argues that creating reading condition is important in the process of teaching reading. Making learners to get interested in books is the first tips he offered.

Another tip is giving time for sustained silent reading. It means giving opportunities for the students to practice their reading. The silent reading is believed to be the best way for the students to practice their reading as they can comprehend text efficiently. It is, hence, not a prohibition for teachers to allow students choose their reading materials because it makes them more pleased to read with their own choice. They then need a social interaction to share what they

have got from reading with others. Now, the successful of making students interest in reading depends on the teachers as reading condition-creators.

Reading takes a big deal in cognitive energy when people struggle with sentences in a new language. They obtain a reason that getting a main idea of sentences or of paragraphs in text is hard to do. This idea sticks firmly in the foreign language students. Lems, Miller & Soro (2010: 171) state that it is still much harder to move along through a text and construct meaning as it is written in a new language. Since the features in each text type are different from each other, it can devote students to need more time to characterize and learn them to their advantages when using them.

When students are preparing to read an informational text, it is very helpful to preview the text by walking through the headings and subheadings to get an idea of what will be coming. This is very helpful for the students. Students can also make use of their awareness of text structure when they learn to take notes that follow the structure of a text as they read. Doing so create active involvement with the text while it creates a memory and study guide for later use. In other words, learning text structure organization has “a profound effect on comprehension and memory” (Peregoy & Boyle, 2005: 32) in Lems, Miller & Soro 2010: 180). As stated by Meyer (1984) in Klingner, Vaughn & Boardman (2007), when students are familiar with the way text is structured, they will be helped by this knowledge in (1) forming expectations about what they will read, (2) organizing incoming information, (3) judging relative importance of what they

read, (4) improving comprehension, (5) enhancing recall. In the meantime, Smith (2004: 197) asserts the advantages of reading as stated below:

“...the advantages a child gains from reading meaningful texts are building vocabulary, understanding the possibilities and limitations of letter sound relationships, developing mediated word and meaning identification ability, acquiring speed, sense, avoiding tunnel vision, preventing memory overload, relying on sense, acquiring familiarity with such conventions as the appropriate discourse structure, grammar, and register—in short increasing relevant nonvisual information and gaining experience in using it more efficiently.”

Nevertheless, the success of learning to read is fully in hands on students because no one can teach explicitly the relevant categories, features, and interrelationships that are involved in a text. As a result, to gain all knowledge explained by experts above, the students have to be able to perfectly solve the problems of reading by generating and testing their own hypothesis helped by their background knowledge and experience in reading.

#### **f. Teaching Reading at Vocational High School**

According to Curriculum 2013, English in vocational high school now is categorized as a compulsory subject. It means that vocational high school students must learn it and achieve the basic competences that have been listed according to the curriculum. The aim of the English teaching is to form students' language skills. Spoken and written languages are the basis of the learning language which means that the students have to master both of them. Johnson, (2008) says that “reading is the practice of using text to create meaning”. Due to this idea, the

students of vocational high school must learn some texts which refer to the use of language in real life situations. To reach the aim of teaching English, especially for reading, English in vocational high schools now use core competence and basic competence (CC-BC) to measure the students' achievement. According to Permendikbud No. 70/2013, the core competences and basic competences for English that need to be achieved in the vocational high school year XI are listed as follows:

Table 2.1. Core Competences and Basic Competences

<b>KOMPETENSI INTI</b>	<b>KOMPETENSI DASAR</b>
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.1 Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi, guru, dan teman. 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.

<p>budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah</p>	<p>3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya.</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan</p>
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	<p>fungsi sosial teks <i>factual report</i> dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.12 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p>
<p>4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidahnya</p>	<p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan harapan dan doa bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

	<p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial,</p>
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	<p>struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.</p> <p>4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal.</p> <p>4.16 Menangkap pesan dalam lagu.</p>
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Further, the teaching method that is used in Curriculum 2013 now employs scientific method. This method aims to give the learners skill and knowledge through experiencing. As its name suggest, this is a method commonly used in learning science. But, using this method would not hinder the students' ability to learn a language because science and language teachers have similar goal. Santa & Alvermann (1991) state, "Science and reading teachers have very similar goals for their students. Foremost is the pursuit of meaning". In science, students construct meaning from the natural world; in reading, they construct meaning from text. Although investigative processes in science and comprehension processes in reading are quite different, processing strategies remain at the heart of both disciplines. Both science and reading teachers want their students to be

able to describe events, make inferences, interpret information, draw conclusions, and make and test predictions (Padilla, Muth, & Padilla, 1991).

There are five steps of scientific method:

### 1. Observing

The observing step as presented in Permendikbud No. 81a, lets the teacher to open varied opportunities for students to make observations through the following activities: look, listen, hear, and read. The teacher facilitates the students to make observations, training them to pay attention (see, read, hear) things that are important from an object or objects.

This first step is similar to *P-P-P cycle* in its presentation phase. “The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students’ comprehension of it” (Richards, 2006). It means that students are observing what is presented by the teacher whether it is through a conversation or a short text.

### 2. Questioning

In the questioning step, the teacher opens wide opportunities for learners to ask questions about what has been seen, listened to, read or seen. Teachers should guide students to be able to ask questions about the observed object in regard to the facts, concepts, procedures, or even something more abstract. The questioning step in learning activities as presented in Permendikbud No. 81a in 2013, is asking questions about information of what is observed or questions to

obtain additional information about what is observed (starting from factual questions to the questions that are hypothetical).

After observing, the second step, questioning, is also similar to a part of *P-P cycle* in its presentation phase. “The new grammar structure is presented, often by means of a conversation or short text. The teacher explains the new structure and checks students’ comprehension of it” (Richards, 2006). As explained above, the first part of this statement is meant for the observing step. The latter part, to check the students’ comprehension is fit with this questioning step. It means that the teacher will give the students chance to ask the questions to check their comprehension of the topic/materials after the observing step is done.

### 3. Collecting

The collecting step is a follow up of questioning step. This step is done by digging and collecting information from various sources through a variety of ways. For that, learners can read more books, pay attention to the phenomenon or object that is more accurate, or even do experiments. From these activities an amount of information is collected. According to Permendikbud Number 81a In 2013, information gathering activities are conducted through experimentation, reading sources other than textbooks, observing the objects/events/activities, interviews with resource, persons and so on.

The collecting step is close to what is described in information-gap activities. “More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their

linguistic and communicative resource in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task” (Richards, 2006). It means that in order to finish a task in a classroom activity, the students will try to collect information that they do not possess by communicating with other students or using their linguistic and communicative resources to obtain information.

#### 4. Analyzing

The analyzing step in learning activities as presented in Permendikbud No. 81a in 2013 is to process the information that has been collected both from the results of the limited collecting/experiments and observe the results of the activities and information gathering activities. Processing the information gathered from that is to add breadth and depth to the information processing that are looking for solutions from a variety of sources that have a different opinion to the contrary. This activity is carried out to find the relationship of the information with other information, find patterns of linkage information.

This step, just like in the collecting step is closely related to what is described in the information gap activities. This step explains what the students do after collecting information. After the students obtain the information they need, they will draw from the available vocabulary, grammar, and communication strategies that they have obtained to complete a task. “More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resource in order to obtain information. In so doing, they will draw available

vocabulary, grammar, and communication strategies to complete a task” (Richards, 2006).

## 5. Communicating

In the scientific approach, teachers are expected to provide opportunities for learners to communicate what they have learned. This activity can be done by writing down or telling what is found in information-seeking activities, associate and find patterns. These results is delivered in class and rated by teachers as the study of students or groups of students such. Activity "communicate" in learning activities as presented in Permendikbud No. 81a in 2013, is conveying the observations, conclusions based on the results of the analysis of oral, written, or other media.

The last step, communicating, is also similar to the last sequence of *P-P-P cycle* that is production. “Students practice using the new structure in different contexts, often using their own content or information, in order to develop fluency with the new pattern” (Richards, 2006). After obtaining the information they need, the students then move on to communicate what they have learnt in order to develop their fluency.

### **g. Assessing Reading**

To create a good reading assessment, the teacher needs to organize and plan the procedures properly. “The key lies in identifying the purpose of reading assessment and matching instructional activities to that purpose” (O’Malley &

Pierce, 1996: 98). They propose some steps in organizing reading assessment as presented below:

### 1. Identifying the purpose

John (1982) in O'Malley & Pierce (1996) identifies four major purposes for language classroom based assessment of reading. They are (1) studying, evaluating, or diagnosing reading behavior, (2) monitoring students' progress, (3) supplementing and confirming information gained from standardized and criterion referenced test and (4) obtaining information not available from other sources.

For the most classroom reading assessment, the purpose is to monitor the growth in reading. Therefore, the assessment should be addressed for both the process (strategies) and the products (reading skills and comprehension levels)

### 2. Planning for assessment

After identifying purposes, the teacher should outline the major instructional goals and learning outcomes and match them with the learning activities. The teacher should also consider some factors, such as the number of the students, the time allocation, and whether or not they need to be monitored for their reading growth. It is necessary for the teacher to give feedback to students after conducting the assessment.

### 3. Involving the students

In the reading assessment, the students can be involved in self-assessment and peer-assessment. Self-assessment is done by the students to know their own

reading progress. Although it is not graded by the teacher, it helps both the teacher and the students to be aware of students' attitude, strength, and weakness in reading (Routman in O'Malley & Pierce, 1996). Meanwhile, by conducting peer assessment, the teacher can encourage students to rate their peer reading comprehension levels and attitudes toward reading in reading discussion groups.

#### 4. Developing rubrics/scoring procedures

Some areas to be assessed in reading should include reading comprehension, use of reading strategies, decoding skills, response to reading, and students' choice in reading, depending on students' literacy levels in English.

#### 5. Setting standards

To set standards for reading comprehension, the teacher needs to establish cut-off scores on a scoring rubric or a rating scale. For example, at least three levels of reading performance could be described as novice, intermediate, and advanced.

#### 6. Selecting assessment activities

The reading assessment should be embedded in the activities of teaching reading. The instructional activities can also serve for the assessment of reading in a second language. One of the instructional activities proposed by Garcia (1994), Pikulaki & Shanahan (1982), and Routman (1994) in O'Malley and Pierce (1996) is using texts with comprehension questions. Most teachers are familiar with

asking questions to determine comprehension of reading passage whether in the forms of short simple essays or multiple choices.

#### 7. Recording teacher observation

Routman (1994) in O'Malley & Pierce (1996) states that one of the most effective ways for a teacher to assess a student's reading comprehension is through teacher observation. There are some types of teacher observation such as: think aloud, probes, and interviews; reading strategies checklist and rating scales; miscue analysis and running records; and anecdotal records (O'Malley & Pierce, 1996: 120)

In relation to the tasks that are used in reading assessment, the types of reading performances should also be taken into account. Brown (2004: 189) mentions four types of reading performances which become consideration in designing the assessment procedures. They are perceptive reading, selective reading, interactive reading, and extensive reading.

#### **h. Reading Materials for Vocational High School**

Learning materials are one of the important aspects in learning a foreign language. It is because learning materials are the source of learning for the students. In accordance to the special needs of the vocational high school students, it is important that they are provided with special English material which is concentrated on their expertise program. The vocational high school students are

really in need to master English for both passive and active communication and they need English for both academic and non-academic context.

The academic needs refer to the use of English in context where English is required for further academic study while the non-academic needs, in this case, refer to job needs where English is required in order to perform a particular job (Mackay, 1978).

Referring to the reasons underlying why the students are in need to master English, the students belong to ESP learners. In relation to this, reading is one of the skills that students have to do in learning English. Learning to read is one of the most important things that should be accomplished by students because it is their foundation for most of their future academic endeavors. Moreover, by reading, the students can learn new vocabularies, new phrases, sentence construction and other skills which further become important supports for the development of their speaking, listening and writing skills.

In our daily life, people read for two basic reasons: for pleasure and for information (Grellet, 1981). In the vocational high school, in this case, it deals with the second reason of doing reading, that is, reading for information. In line with that, the information for the reading materials should be gathered from sources surrounds the students' environment or sources provided in daily life to support students in achieving basic competency or goals of the subject. Therefore, in teaching reading for vocational high school, students must be provided with authentic reading material. The reading materials also have to fulfill the criteria of good materials.

According to Sudiarta (2009), there are several criteria of good materials as follows:

- 1) Material:
  - a) The material in the book is suitable with the standard competency
  - b) The objective of the study is clearly formulated
  - c) The material is presented by using innovative approach
  - d) There are suitable examples and illustrations that support the clearness of the material
  - e) Using simple language
  - f) The summary of the material is presented clearly
  - g) The material contains of references.
- 2) Coverage:
  - a) Consistency;
    - 1) Using consistent font type in every page,
    - 2) Using consistent space, and
    - 3) Using consistent place order and typing.
  - b) Format;
    - 1) Format of the column,
    - 2) Format of the paper (vertical and horizontal),
    - 3) Stressing for the important points, for example: bold text, italic text, etc.
  - c) Organization;
    - 1) Using map accurately, completely, and clearly to describe the scope of the study that is being discussed in each chapter.
    - 2) The material is presented in systematic way
    - 3) The arrangement of the unit
  - d) Attraction;
    - 1) The cover is interesting
    - 2) The content of the book is interesting
    - 3) Text, assignment, exercises and feedback in every unit is presented by using appropriate picture, bold or italic text, underline text or color.

But, only good materials are not enough. The materials used need also be effective. Tomlinson (1998) also states guidelines for developing effective materials. The guidelines involved:

- 1) English language teaching materials should be contextualized
- 2) Materials should stimulate interaction and be generative in terms of language
- 3) English language teaching materials should encourage learners to develop learning skills and strategies
- 4) English language teaching materials should allow for a focus on form as well as function
- 5) English language

teaching materials should offer opportunities for integrated language use 6) English language teaching materials should be authentic 7) English language teaching materials should link to each other to develop a progression of skills, understanding, and language items. 8) English language teaching materials should be attractive 9) English language teaching materials should have appropriate instructions 10) English language teaching materials should be flexible.

To support the relationship between language and the social interaction (daily life interaction), the materials must be authentic. Berardo (2006) provides three criteria for choosing authentic texts: suitability of content, exploitability, and readability. Suitability of content indicates that the text should interest the students as well as be appropriate to their needs and abilities. Meanwhile, exploitability refers to how the text can be used to develop the students' competence and how the text can be exploited for teaching purposes. Finally, readability refers to the language of the text, including the structural and lexical difficulty as well as the amount of new vocabulary and grammatical forms.

## **2. Learning Materials**

### **a. The Nature of English Learning Materials**

Tomlinson (1998) defines learning materials as anything which is used by teachers or learners to facilitate the learning of a Language (1998:2). The form of materials may vary, ranging from the conventional tools up to the high-tech stuff, such as Internet that accommodate the requirements and the needs of both the learners and learning.

In addition to this, a material should not only provide a sufficient input in authentic use of language, but should also cover the activities that help the learners to notice the elements of the text being learnt. This is in line with Richard's view about the importance of authentic materials in CBI classroom. He said that the developed learning materials should guide the students to be autonomous learners by doing the task. Furthermore the designed materials should also be effective for teacher as a resource, not as a script. It means that the teacher should be able to explore the materials by considering the target and learning needs of the students, rather than to follow what it exactly is.

Before starting to develop a material, we need to find out the learners' needs first so the developed materials later can fulfill it. In attempts to do it, we as the course developers have to find out what the learners need to do with the target situation (target needs) and what the learners need to do in order to learn (learning needs) (Hutchinson & Waters, 1987). This, then led to the discipline of needs analysis.

### **b. Needs Analysis**

Needs analysis is the use of observation, surveys, interviews, situation analysis, and analysis of language samples collected in different settings in order to determine the kinds of communication learners would need to master if they were in specific occupational or educational roles and the language features of particular settings. The focus of needs analysis is to determine the specific

characteristics of a language when it is used for specific rather than general purposes (Richards, 2006).

The analysis of target needs focuses on three areas: necessities, lacks, and wants (Hutchinson & Waters, 1987). Necessities are what the learners need to know in order to function effectively in the target situation. Then, finding out the learners' lacks, ones can examine what the learners have known already. The information about what the learners have known already is the base to determine what necessities that the learners lack of. Analyzing learners' wants is related with questions such as "what do the learners wish to learn?"

In addition to the analysis of target needs is the analysis of learning needs. The analysis of learning needs tries to figure out anything needed to carry out the instructional process. It focuses on figuring out what the learners need in order to learn the language (Hutchinson & Waters, 1987).

After the process of identifying the learners' needs finished, what the course developers should know next is the process of developing materials. The following explanation discusses the principle of materials development and serves some models of material development process.

### **c. Materials Development**

In nature, materials concern two vital things, (Tomlinson, 1998). The two vital questions are; what should be given to the learners and what can be done with it to promote the language learning. Therefore, the indicators of the

successfulness of a designed material are when those two questions are answered. It means that, to know what should be given, we have to really consider every single step of materials development process.

Tomlinson (1998) defines the materials development as a process in which the writers, teachers or learners try to produce source or input to maximize the language exposure (1998:2) and Graves (2000) says that materials development is a plan creation in which the teacher creates and organizes the units and lesson to achieve the goal and objectives of the course (2000:149) where the materials are based on the belief of the course designer/teacher, about what should be taught.

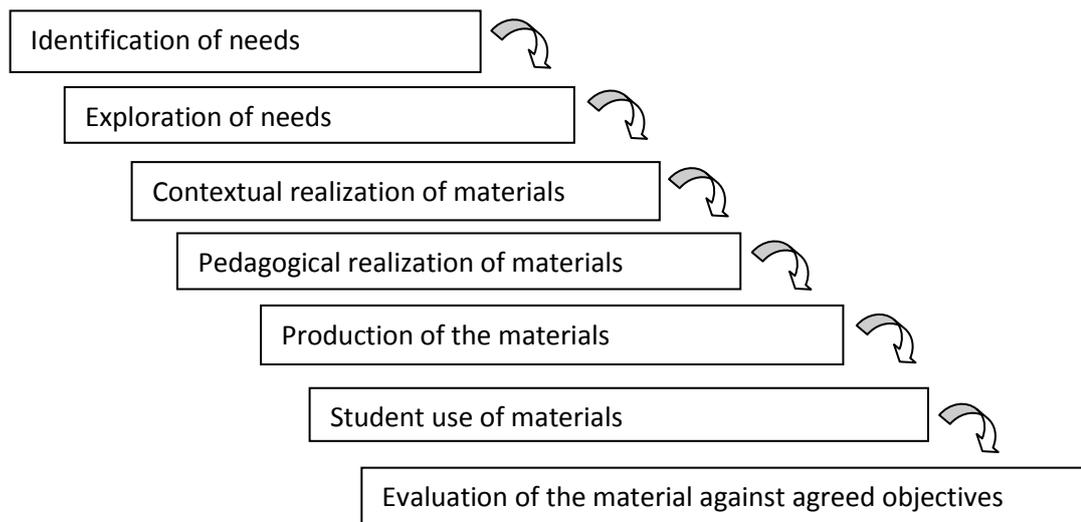
A set of materials production done by a particular element of an ESP learning package by considering the needs analysis and materials research done before may best reflect the definition of materials development. However, the materials are not only based on the visible needs as viewed by the teachers. Tomlinson denotes that the materials should meet the following principles:

- a. Materials should provide sufficient opportunities for the learners to practice the language in order to achieve agreed outcomes.
- b. The output materials should encourage the learners to practice the real language, than just practicing a particular thing on the developed materials.
- c. The output materials should be able to help the learners to be accurate, fluent and effective in using the language in the daily life context.
- d. The output should encourage the students' feedback.

Regarding the principles, the teacher should have obvious “checklist” dealing with aspects to achieve through the materials. In an attempt to realize such materials, there are some models to refer.

#### **d. Models of Materials Development**

As a kit to help the teachers and learners to achieve the goal and objectives of a particular academic period, the materials development process should be well-organized. According to Jolly & Bolitho in Tomlinson (1998:98), the steps to develop materials are illustrated in the diagram below.



**Figure 2.1. Steps to Develop Materials**

The process of materials development as proposed by Jolly & Bolitho (1998) starts with needs analysis. The result of needs analysis will be the basis to develop the syllabus of the materials. After the materials are developed, the materials must be evaluated by experts. Such a cyclical process indicates that the

process of materials development is not a linear way. The process goes on in line with the students' and learning needs.

Regarding this research, the materials that are developed are those focusing on reading. Therefore, there are some more specify considerations dealing with the principles of reading to implement in the process of materials development.

### **3. David Nunan's Model of Unit Development**

#### **a. Models of Unit Development**

As part of materials, units that are developed by the teacher or materials developer must be comprehensively developed. Nunan (2004) proposes some steps of developing units that are presented as follows:

##### **a. Schema Building**

In this preliminary stage, the students should be given exercises that serve the introduction of the topic that will be discussed, the key vocabularies and also the expressions they will study within the unit.

##### **b. Controlled practice**

The next step is giving opportunities to the students to have controlled practice in using the language vocabulary has been given before. This kind of activity will extend the scaffold learning on the first step (2004:32). The tasks in this kind of step will involve modeling and then students will have to practice the same way as the model.

c. Focus on linguistic elements

The exercises provided within this stage are those focusing on linguistic elements, such as intonation (if the tasks are listening) or spelling, punctuation, and other language mechanics if the tasks are reading or writing ones, and so on. It is expected that the learner will have a clear concept about the relationship between the communicative meaning and linguistic form.

d. Provide freer practice

Considering the step one up to the four above, the students have been involved in the practice of reproducing language. So, they now must be provided with freer activity, in order that they can use language they are studying anywhere, and under any circumstances.

e. Introduce pedagogical task

The last step of developing unit of materials is the introduction towards the pedagogical tasks. The kind of activities given will be involving the students' ability to do the task whether in groups or individually. Besides, the tasks provided will be closely related to decision making tasks, in order to activate their creativity as well as to enhance their language fluency.

**b. Task Continuity**

In order to have a good organization of tasks, the tasks should be graded well, by considering the level of difficulty, from the easiest to the most difficult, so the goal of language acquisition can be achieved (Krashen, 2002). Nunan (2004) also emphasized the importance of grading a task in terms of determining the level of difficulty of the task. According to Nunan (2004), determining task

difficulty has a crucial role, as without determining the task difficulty, the materials developer will not be able to sequence the task well (2004:85). Richards, Platt, & Weber (1986:125) propose the key principle of task grading as follows:

The arrangement of content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner.

Difficulty in task development may be different in nature. Nunan (2004) proposes that difficulty may be categorized by the complexity of grammatical items such as the length of the text, prepositional density, the amount of difficult vocabularies (vocabularies with low frequency to appear), and so on (2004: 114-115). Another thing causing difficulties of the task is the genre of the input text. Friendly texts will be easier to process than an abstract one. The example of that is narrative text that is easier to understand than the argumentative one because of its high complexity. Thus, to grade and sequence the tasks well, we need to consider the process of the components of task itself and the stages of knowledge acquisition in a classroom activity. Nunan (2004) proposes the task grading in the following table.

**Table 2.2. Task Grading**

Phases	Steps within phases
A. Processing (comprehension)	<ol style="list-style-type: none"> <li>1. Read or study a text-no other response required.</li> <li>2. Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard).</li> </ol>

	<p>3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off box or grid every time key words are heard).</p> <p>4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard)</p>
B. Productive	<p>5. Listen to cue utterances or dialogue fragments and repeat them, or repeat a complete version of the cue.</p> <p>6. Listen to a cue and complete a substitution or transformation drill.</p> <p>7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).</p>
C. Interactive	<p>8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other member of their family).</p> <p>9. Simulation/discussion (e.g. students in small groups share information about their own families).</p> <p>10. Problem-solving/information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.).</p>

Referring to the steps above, it can be concluded that the developed units should start with easiest task that only needs receptive skills. The next step is allowing students to do some simple actions and it ends with productive activity. Finally, to develop the tasks, we must consider the task components (Nunan, 2004).

## **4. Task Development**

### **a. Definitions of Tasks**

As mentioned before that to make a good sequence of tasks we have to consider the type of tasks will be developed. Van Den Branden (2006:18) defines a task as a set of activities done by the learners within the language acquisition process. The arrangement of task itself may not be the same among the learners especially in a group of students with different language proficiency. In addition, to meet students' learning their needs, the developed tasks should consider the language of the students (Van Den Branden, 2006: 18) as they are considered as individuals with their own needs (2006: 20).

In other definition, a task may also be defined as a set of works done by particular learners either freely or for a particular reward. Long (1985) considers a task as a daily activity done by anyone for any purposes. However, the "*tasks*" discussed here are those considered as pedagogical tasks, as they are supposed to meet the learning needs of the students. Nunan (2004) defines a task as a set of communicatively meaningful classroom activities that involve learners' several learning skills, such as manipulating, comprehending, or interacting in the language they are learning. He also adds that a task should be used as a really individual act, in the beginning of the task, in the middle or in the end of it in order to encourage the learners to learn language meaningfully, instead of learning it grammatically (2004: 4).

In brief, tasks are described as a set of work plan conveyed by the teacher that involves students' learning skill in order to achieve a particular target. Referring to the belief, one of the components of developing materials is considering the students' learning needs, which are reflected by components of tasks.

### b. Components of a Task

A task must cover some elements, input, roles, setting, actions, outcomes and feedback. Nunan proposes a component of a task as shown in the following figures.

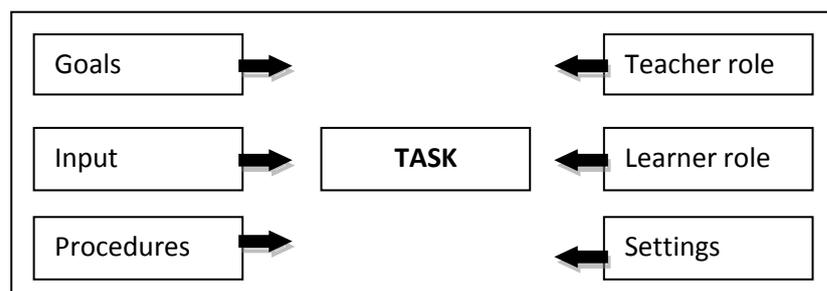


Figure 2.2. **Components of a Task**

The figure above shows the components of a task. Nunan (2004) argues that a task should contain specific goals (indicators to achieve by doing the task), input (the materials to study), the procedures (what students should do with the task) and settings (how the tasks are carried out). Secondly, the teacher's role (what the teacher should do with the task) and learner's role (what other students should do when the tasks are performed) should be clear in each developed task.

In another perspective, Skehan (1998) proposes five key principles of a good task. They are:

1. Meaning is primary
2. Learners are not given other people's meaning to deny
3. There is some sort of relationship to comparable real-world activities
4. Task completion has some priority
5. The assessment of the task is in terms of outcome

Regarding these, to develop a certain set of good tasks, the consideration toward the principles should be taken into account. Developing good tasks need considerations towards the tasks' goal, input, setting, procedure, teacher's role and learners' role in order to give students maximum exposure.

### **c. Principles of TBLT Task Development**

To create meaningful tasks, there are some principles to follow (Nunan, 2004). Those principles are:

#### **a. Scaffolding**

The first principle is that by providing warming-up activities the teacher will be able to give supporting framework to the students dealing with activities they are going to perform (Nunan 2004:35). Here, the availability of warming up tasks is necessary.

#### **b. Task dependency**

The second principle in developing a certain set of tasks is that the organization of the tasks should reflect the input. For example, when the students write a certain text type, the product should be the output of the reading activities done before.

c. Recycling

The tasks that are developed should provide opportunities to the students to activate the “organic” learning principle (Nunan 2004: 36). It means that the tasks should allow learners to encounter a particular linguistic item and then to introduce the item for a period a time repeatedly (Nunan, 2004: 36).

d. Active learning

The fourth principle is the importance of active learning within the classroom activities. Nunan (2004) argues that learners will learn best by actively using the language they are learning. They will gain the language maximum exposures through doing and constructing their own knowledge (2004: 36).

e. Integration

The developed tasks need to be delivered by means of which the students can grasp and create a clear relationship between linguistic form, communicative function and the semantic meaning of the language they are learning (2004: 37).

f. Reproduction to creation

The developed task must encourage the students to do reproductive activities, for example, by reproducing the language models given by the teacher through the book, or the tape. Once they have reproduced the language, they will have the opportunity to continue the step into the creative one, by combining the language with their original idea (2004: 37).

g. Reflection

At the end of the developed unit, reflection need to be made to know about what they have been learned and how well they are doing toward the learner.

#### **d. Reading Tasks**

Since reading is an invisible mental operation that does not produce an overt 'performance' in the same way as speaking or writing, we must infer reading processes and reading skills from responses to different kinds of assessment tasks and items based on the text, ranging from multiple choice to open-ended questions. Below is reading assessment tasks that are proposed by Alderson (2000: 205-232):

##### 1. Integrative test

Integrative test is testing students' reading skill on more than one aspect. It aims to assess more than how well students read, but also how students understand the text and respond to the message of the text.

##### 2. The cloze test and gap-filling test

The cloze test is a test that is constructed by deleting from selected texts every number of words (usually being a number somewhere between 5 and 12). Test taker has to restore some words that have been deleted whereas gap filling test is a test which is constructed by deleting some words in rational basis so there is no pseudo-random deletion.

##### 3. Multiple-choice techniques

A multiple-choice technique that provides choices for students in answering the questions. Using multiple-choice techniques, testers can control the

range of possible answers as distracters and the students' thought process when they are responding to the text.

#### 4. Matching techniques

Matching technique is testing technique which allows students to match against each other. For example match the title to its paragraph.

#### 5. Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which is related to the target text, and provides two choices only for students to answer. For example, exercise true or false and agree or disagree.

#### 6. Short-answer techniques

Short-answer technique is a testing technique which allows students to answer a question in a few words or a brief response.

#### 7. The summary test

The summary test is a testing technique which asks students to summarize the main idea of the text that they have been read.

The teacher can choose more than one reading assessments to check his/her students' competence of reading. Those reading assessments then can be used to measure the students' competence in the form of score.

## 5. Materials Evaluation

After the materials are developed, the materials need to be evaluated to check the appropriateness and suitability. Hutchinson & Waters (1987) propose that materials evaluation is a matter of judging the fitness of something for a particular purpose. They add that at the end of the evaluation, there will be no absolute good or bad, but there will be a particular degree of the fitness of the material. It is really important to evaluate materials to give the feedback toward the materials that are developed, as well as to determine the next thing to do with the materials. Tomlinson (1998) defines the material evaluation as:

Material evaluation refers to attempts to measure the value of the materials. In many cases this is done impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so.

In brief, materials evaluation is a process of assessing and judging a particular material to check its fitness, in accordance with the particularly agreed goals and objectives. Regarding to Indonesia context in this research, materials are evaluated by materials evaluators by referring to the guideline of materials evaluation as proposed by the government. The aspects of materials evaluation cover: content appropriateness, presentation appropriateness, language appropriateness and lay-out appropriateness of each unit of the developed materials.

## **6. Relevant Studies**

The first research that I use as reference is by Dedy Nureffendhi (2012) with its title *Developing English Learning Materials for Grade Ten Students of Culinary Arts Study Programme at SMK Muhammadiyah Wonosari in the Academic year of 2012-2013*. His research shares the same concern with me about how low the exposure of English related to their future occupation that the students in the SMK should get. His research has a goal on improving and enriching the vocabulary items which is related to culinary field through the learning materials that he has created.

Another research that I have taken as reference is one by Hadrian Priangga Puti (2013) with its title *Improving the reading comprehension ability of Grade VIII B Students of SMPN 1 Gamping in The Academic Year of 2013/2014 by Activating Their Schemata*. I took this research because my research is also focused on creating reading learning materials. When talking about reading, reading comprehension skill is closely related to it. Schemata or background knowledge is important since it can help the students to comprehend a text. In her research, it is also stated that using familiar materials or texts could promote the students' reading comprehension ability since it would be helpful aids for them to understand the genre of the texts given, the characteristics of the texts, and also the vocabulary used. And also, in exploring vocabulary the role of context and background knowledge of the students is useful for them in understanding difficult or new words.

To sum it up, in creating my learning material, I can learn the design and how arrange it from Dedy's research. And after that, based on the research of Hadrian, the content of the materials that is the texts needs to be created so it can touch and activate students' schemata. This is because to be able to deal with the texts in the material, they should recall what they have had in their mind and correlate it with the texts to comprehend it.

## **B. Conceptual Framework**

The students of SMKN 1 Sedayu can be categorized as ESP learners because they need specific English to learn according to their department. Because they are ESP learners, they need English materials that are relevant to their respective departments. Through this research, it is expected that the students will have a material with rich vocabulary, technical terms, and input texts related to their expertise.

The first step is determining the main approach. Referring to the concepts, English for Specific Purposes (ESP) will be used because ESP has the purpose of enable the students to acquire (1) the basic knowledge and language skills of English language to facilitate their study to achieve the competences of their vocational study program and (2) use the English language competence to communicate both in spoken and written language in particular fields. This purpose is in line with the statements of Indonesian Ministry of Education (*Kemendiknas*) which has said that the main goal of vocational high school

teaching and learning process is to enable them improve their professional skills (BSNP, 2006).

After that, conducting the need analysis to collect the data about students' needs will be the next step. The data that has been gathered will be used to be the base to determine aim, objectives, input, tasks type, and so on.

Then, in the process of material writing, the content of the material will be contextualized with the students' department, in this case Computer Engineering and Networking so the content of the material focus on the Computer and Networking by providing sufficient tasks and vocabularies related to it. The process of developing materials will follow Jolly & Bollitho's model (Tomlinson, 1998: 98) while the unit development will use Nunan's model of unit development.

As part of a unit, there are some tasks related to students' expertise. Those tasks are organized by following the principle of development by Nunan (2004) that consist of warming up activities, focus on language, and provide freer activities.

As the materials have been developed, the next step is evaluating the materials. In this process, the criteria of English textbook evaluation designed by BSNP become the framework of the material evaluation. The data gathered from materials evaluation, then, become the base for developing the second draft of the materials.

## **CHAPTER III RESEARCH METHOD**

### **A. Type of the Research**

This research is categorized as a Research and Development (R & D) study because it was not to test theories or hypotheses, but to develop effective and appropriate product for use in schools. Borg (1983) defines research and development as a process which is used to develop and validate educational products (materials, objects, teaching methods, media).

This research will employ the framework of developing English materials by Jolly & Bolitho in Tomlinson (1998). But because of some factors, it will be adapted to meet the condition of the research. The final result of this research is the materials developed based on the result of need analysis. Hence, the materials are expected to fulfill the students' needs and interests.

### **B. Research Setting**

The research will be conducted at January 2015 at SMKN 1 Sedayu. The school is located at Sedayu, Bantul, Yogyakarta.

### **C. Research Subjects**

The research subjects were the students of SMKN 1 Sedayu in the Computer Engineering and Networking department.

## D. Research Procedure

In this research, the model of materials development will follow the one that is proposed by Jolly & Bolitho in Tomlinson (1998) with some adaptation to meet the conditions of the research. The steps in the research will be shown in the scheme below:

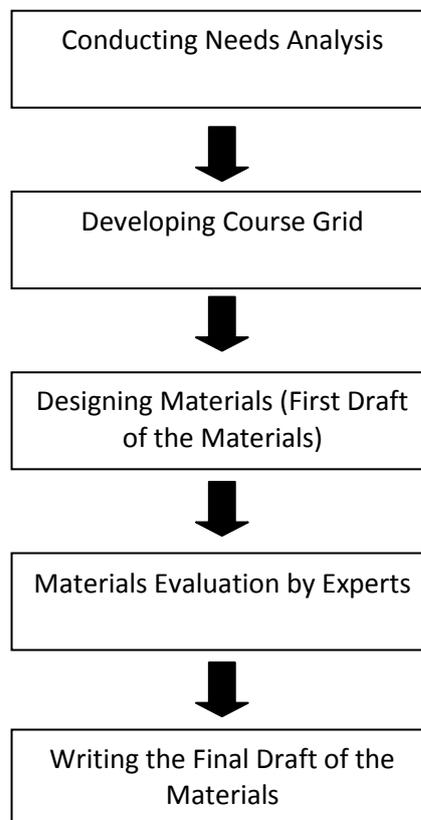


Figure 3.1. **Steps in The Research**

### 1. Conducting a needs analysis

A need analysis was conducted to obtain data about students' perception about learning English, their needs, their learning needs, and their expectation toward the materials, through questionnaire. The needs analysis was conducted in

January 2015. The questionnaire was distributed to all students and the result of the questionnaire was analyzed to be used as the basis to develop the course grid.

## 2. Developing a Course Grid

The result of the needs analysis was used as the basis of developing course grid of the materials.

## 3. Designing Materials (First Draft)

The course grid that has been developed, then, was implemented through the unit development of the materials.

## 4. Materials Evaluation (Expert Judgment)

The first draft of the developed materials was evaluated by experts to check whether there are some parts that need to be changed or revised according to the guideline of materials evaluation.

## 5. Writing the Final Draft of the Materials

The final draft was developed based on the result of the evaluation questionnaire. The final draft was considered as the final product of this research.

## **E. Data Collection Technique and Instruments**

The data collected in this research was obtained through questionnaires. There were two types of questionnaire that would be distributed. The first one was a need analysis distributed to the students to assess their target and learning needs. The organization of the first questionnaire is listed below.

Table 3.1. The Organization of The First Questionnaire

No	Aspect	Number of Items	Purpose of the questions	References
1.	Students personal identity		To find out personal information about the students	
<b>Target Needs</b>				
2.	Goals	1	To find out the reason of learning English	Nunan (2004: 41)
3.	Necessities	2, 3, 4, 5, 6	To find out the students; needs in terms of target situation	Hutchinson and Waters (1987: 55)
4.	Lacks	7, 8, 9	To find out the gap between students' current proficiency and the target proficiency	Hutchinson and Waters (1987: 55)
5.	Wants	10	To find out the students needs based on their point of view	Hutchinson and Waters (1987: 55)
<b>Learning Needs</b>				
6.	Input	11, 12, 13	To Find out the input, the topic, the length of the text which is ideal for them	Nunan (2004: 47)
7.	Procedures	14, 15	To find out the activities that the students like most	Nunan (2004: 52)
8.	Setting	16	To find out the setting of doing tasks that the students like most	Nunan (2004: 70)
9.	Teacher's Role	17	To find the information that the teacher should perform	Nunan (2004: 64)
10.	Learner's Role	18	To Find the information about the role of the students	(Nunan (2004: 64)

The second questionnaire was used to get the expert judgment related to the materials that have been developed. The questionnaire was organized based on the criteria standard of the coursebook from BSNP. The standard of the coursebook can be evaluated through its:

- Content
- Presentation
- Language
- Graphic

There were two types of questions presented in the second questionnaire. There were close-ended questions to describe the central tendency of the material experts and open-ended questions to accommodate the experts by giving more space for them to deliver their suggestion related to the materials which are developed.

## **F. Data Analysis Technique**

### **a. First questionnaire (Needs Analysis)**

Data from the needs analysis questionnaire was analyzed through calculating the percentage of each answer on the questionnaire by following the formula:

$$\text{Percentage (\%)} = f/N (100)$$

Where:

- P : Percentage
- F : frequency
- N : Total of Respondents
- 100% : Fixed Number

The highest percentage of answers on each question is considered as the tendency of the students related to the condition.

### b. The second questionnaire (Expert Judgment)

The second questionnaire uses *Likert-Scale* as the measurement. The result of the questionnaire was calculated by using the formula proposed by Suharto (2006: 52-53)

$$R = \frac{Xh - Xl}{4}$$

Where: R : Range  
 $Xh$  : The highest Score  
 $Xl$  : The lowest Score  
 4 : Range of *Likert-Scale*

Then, the data resulted were converted to descriptive analysis in terms of its goodness as proposed by Suharto (2006: 52-53). The indicator to measure is the mean ( $\bar{x}$ ). The means were calculated by using the formula of data conversion:

$$Mn (\bar{x}) = \frac{\sum fx}{n}$$

Where: Mn ( $\bar{x}$ ) : Mean/Average Score  
 $\sum fx$  : The sum of Scores  
 n : The Number of Questions

Table 3.2. **Data Conversion Table**

Scales	Interval	Descriptive Categories
1	$1.00 < \bar{x} \leq 1.74$	Poor
2	$1.75 < \bar{x} \leq 2.49$	Fair
3	$2.50 < \bar{x} \leq 3.24$	Good
4	$3.25 < \bar{x} \leq 4.00$	Very Good

## **CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings of the research, it covers the results of the needs analysis, the course grid, the first draft of the materials, the review by the experts, and the second draft of the materials.

### **A. Research Findings**

#### **1. The Needs Analysis**

The organization of the questionnaire was divided into two parts. The first part consisted of questions about the target needs of the students. The second part consisted of the questions about the learning needs of the students. The descriptions of the target needs and the learning needs are presented below.

##### **a. Target Needs**

###### **1) Goals**

‘Goals’ refers to the general intentions behind the learning. The learning goal(s) of students of SMKN 1 Sedayu are presented below:

Table 4.1. **Target Needs: Goals**

Questions	Items	N	(%)
What is your main goal of studying English?	a. To be successful in English National Examination	31	93.55
	b. To get equipped with sufficient English ability for future job as a technician	31	87.09
	c. To get equipped with sufficient English ability to continue the study to any Department of University	31	48.38
	d. To get equipped with sufficient English ability in order to join some training/course programs after graduating from high school	31	3.22
	e. Etc	31	3.22

Table 4.1 shows that 93.55% of total respondents stated that their reason of learning English was to get successful in English National Examination. The second choice was 87.09% showing that the students' goal was to get equipped with sufficient English ability for future job as a technician. In conclusion, most students want to learn English first and foremost to let them pass the English National Examination successfully.

## 2) Necessities

'Necessities' is related to what the learners should know or achieve in order to function effectively in the target situation. In this study, the results of students' necessities are presented as follows

Table 4.2. **Target Needs: Necessities**

Questions	Items	N	(%)
When I am working as a computer technician, I will use English for...	a. A way to communicate with fellow technicians or clients if they are foreigner	31	29.03
	b. Modalities for comprehend the instructions in the field of computer engineering and networking	31	74.19
	c. Modalities to comprehend any term in computer engineering and networking field	31	61.29
	d. Etc	31	0

Table 4.2 above presents what the students want to do with English as a computer technician. From Table 4.2, there were 74.19% of students who believed that they would need English to comprehend the instructions in their future working places. There were also 61.29% who wanted to use English to comprehend any terms in computer engineering and networking should they encounter it.

Table 4.3. **Target Needs: Necessities**

Questions	Items	N	(%)
I think English for Computer Engineering and Networking is...	a. Very Important	31	58.06
	b. Important	31	41.93
	c. Quite Important	31	0
	d. Not Important	31	0

The second item was to know the opinion of the students about having English specifically for their department. From Table 4.3 above, 58.06% of

students thought that having English related to their department is very important and another 41.93% of them thought it is important.

Table 4.4. **Target Needs: Necessities**

Questions	Items	N	(%)
Type of texts that I will face when becoming a computer technician are about...	a. Instructional texts about installing/using some tools in English	31	51.61
	b. Kinds of damages to the computer and network and how to repair them	31	64.51
	c. Etc	31	3.22

The third item was to know what kind of text they will expect when they become a computer technician. From Table 4.4 above, there were 64.51% who predicted they would have texts about kinds of damages to the computer and network and also how to repair them, 51.61% of them predicted that they would have texts about instruction on how to install/using some tools related to their job.

Table 4.5. **Target Needs: Necessities**

Questions	Items	N	(%)
Skills and knowledge that I will occasionally use is/are	a. Listening	31	58.06
	b. Speaking	31	54.83
	c. Reading	31	100
	d. Writing	31	74.19
	e. Grammar	31	16.12
	f. Vocabulary	31	45.16

The fourth item was to know what skill/knowledge that will often be used according to the students' opinion. From Table 4.5, 100% of them agreed that

reading is the skill that will be used often as a computer technician and on the second place, 74.19% of them thought that writing will also be used often.

Table 4.6. **Target Needs: Necessities**

Questions	Items	N	(%)
Language activity that I will occasionally use is/are...	a. Greeting and welcoming clients, and thanking	31	61.29
	b. Asking for what kind of damage that happen to the client's computer or its network	31	64.52
	c. Describing as clear as possible about the damage to the client's computer or its network	31	64.52
	d. Giving suggestion about what should the client do to repair the damage	31	61.29
	e. Etc	31	6.45

The fifth item was to know the language activity that will often be used according to the students' opinion. From Table 4.6, the first and second place have the same number that is 64.52% of the students. They believed that asking what kind of damage and describing the damage to the client's computer are what they will often do.

### 3) Lacks

'Lacks' refers to the gap between what the learners know already and what the learners do not know. Therefore, to know the gap, there are some comparisons between the students' current proficiency and the required proficiency to cope with the target situation. In this study, the data about students' lacks are presented as follows.

Table 4.7. **Target Needs: Lacks**

Questions	Items	N	(%)
So far, my English proficiency is at the level of...	a. Beginner, being able to communicate in daily life context	31	64.52
	b. Intermediate, being able to communicate in any kind of discourse	31	35.48
	c. Advanced, being able to communicate in English in any discourse fluently and accurately	31	0

The first question about students' lack is presented in Table 4.7 above. That question was to know the current level of students' English proficiency level. From the table, the proficiency level of the most students of Year XI of Computer Engineering and Networking department at SMK N 1 Sedayu was beginner. It is shown in table that 64.52% students were at the beginner proficiency level.

Table 4.8. **Target Needs: Lacks**

Questions	Items	N	(%)
So far, the number of vocabulary on computer engineering and networking that I have already known is/are...	a. <100 words	31	58.06
	b. 100 – 500 words	31	32.26
	c. 500 – 1000 words	31	9.68
	d. > 1000 words	31	0

The second question about student's lack is how many words that the students know and understand related to the computer engineering and networking field. From the table, many of the students only know/understand not more than

100 words related to the computer engineering and networking. It just as stated in the table that 58.06% students had known <100 words related to computer engineering and networking.

**Table 4.9. Target Needs: Lacks**

Questions	Items	N	(%)
In Learning English, I have some difficulties in...	a. Express particular language functions (greeting, giving advice, etc.)	31	22.58
	b. Describing particular things, characteristics of particular things in English	31	29.03
	c. Comprehending particular terms, especially terms on computer engineering and networking	31	45.16
	d. Memorizing the patterns (formulas of tenses)	31	22.58
	e. Etc	31	3.22

Table 4.9 shows the result of the third question about students' lacks. The purpose of this question was to know the students weakness(s) and difficulty(s) in learning English. From the table, there were 45.16% of the students said that they found difficulties in comprehending particular terms especially related terms on computer engineering and networking. The alternative was 29.03% students who find difficulties in describing particular things or characteristics of particular things in English.

#### **4) Wants**

'Wants' is related to the learners' expectation after finishing their study. The results of students' wants are presented below.

Table 4.10. **Target Needs: Wants**

Questions	Items	N	(%)
Generally, I want to learn English so that...	a. I am able to master vocabulary, both the general and ones in the field of computer engineering and networking	31	80.65
	b. Able to master grammar well	31	54.84
	c. Able to understand and use any kind of words, sentences, and expressions in English	31	93.55
	d. Able to differentiate the formality of the expressions	31	45.16

From Table 4.10 most of the students (93.55%) wanted to be able to understand and use any kind of words, sentences, and expressions in English. The second tendency was 80.65% students who wanted to be able to master vocabularies, both the general and ones in the field of computer engineering and networking.

## **b. Learning Needs**

### **1) Input**

‘Input’ refers to the types of data that will be used by the learners in learning English. The data below provide the description about desired inputs of the students at SMK N 1 Sedayu.

### a) Reading Input

Table 4.11. **Learning Needs: Reading input**

Questions	Items	N	(%)
When I am learning reading, I want to have...	a. Simple texts about kinds of damages to computer and ways to repair it	31	45.16
	b. Simple texts about things related to computer engineering and networking	31	19.35
	c. Simple texts containing terms on computer engineering and networking	31	35.48
	d. Examples of dialogues between technician and his/her client	31	12.90
	e. Etc	31	3.22

Table 4.11 above presents the desired inputs for learning reading. There were 45.16% of the students who wanted the reading input in simple texts about kinds of damages to computer and ways to repair it. The second tendency of the desired input was chosen by 35.48% of the students. They desired simple texts containing terms on computer engineering and networking.

Table 4.12. **Learning Needs: Reading Input**

Questions	Items	N	(%)
When I learn reading, I suppose to have the text with the length of...	a. < 250 words	31	48.39
	b. 251 – 350 words	31	38.71
	c. 351 – 450 words	31	6.45
	d. > 450 words	31	6.45

From Table 4.12 above, there were 48.39% of total respondents who believed that the suitable reading input was texts consisting less than 250 words.

The second alternative for length of reading input was 251-350 words. It was chosen by 38.71% of total respondents.

Table 4.13. **Learning Needs: Reading Input**

Questions	Items	N	(%)
I think, the availability of relevant pictures in the materials is...	a. Very helpful	31	77.42
	b. Helpful	31	22.58
	c. Quite helpful	31	0
	d. Not helpful	31	0

From the Table 4.13 above, most of the students (77.42%) believed that the availability of relevant pictures in the materials will be very helpful to assist them in learning English.

## 2) Procedures

Procedures specify what learners will actually do with the inputs that form the point of departure for the learning task. Therefore, here are the results of the questionnaire which was administered to know the desired procedures for learning of the students of Computer Engineering and Networking at SMK N 1 Sedayu.

Table 4.14. **Learning Needs: Procedures**

Questions	Items	N	(%)
When I learn reading, types of tasks that I like is/are...	a. Matching statements	31	64.52
	b. Answering questions based on the texts	31	45.16
	c. Reading aloud in front of the class	31	19.35
	d. Analyzing meaning of particular vocabulary based on the context read	31	38.71
	e. Choosing the statements whether they are True/False	31	67.74

Table 4.14 shows the desired procedures for learning reading. From the table, there were 67.74% of the students who wanted the activities for learning reading in the form of choosing the statements whether they are True/False. There were also 64.52% of the students who want matching statements as activities for learning reading.

Table 4.15. **Learning Needs: Procedures**

Questions	Items	N	(%)
When I learn vocabulary, types of tasks that I like is/are...	a. Matching the words and its context	31	45.16
	b. Translating words and terms	31	58.06
	c. Completing paragraph by using given words	31	67.74
	d. Completing paragraph by using own words	31	25.81
	e. Identifying parts of speech in a text	31	19.35

From Table 4.15 shows the result of desired activities for learning vocabulary. There were 67.74% of the students who chose completing paragraph by using given words for learning vocabularies. As the second alternative, there

were also 58.06% of the students who wanted learning vocabularies by translating words and terms.

### 3) Setting

Settings refer to the classroom arrangement in completing the task for example, individual work, pair work or group work. The preferred classroom settings of students of Computer Engineering and Networking department are presented below.

Table 4.16. **Learning Needs: Setting**

Questions	Items	N	(%)
When I learn reading, the tasks given by the teacher are better to do...	a. Individually	31	19.35
	b. In pairs (2 students)	31	35.48
	c. In a small groups (3-4 students)	31	35.48
	d. In a big groups (5 or more students)	31	9.68

Table 4.16 above shows the settings desired by the students to carry out the tasks. From the table, there were two choices that have same votes from the students. There were 35.48% of the students who wanted pair work activity and small group activity.

### 4) Learner role

Learner role refers to what the learners need to do in completing the task. The following table shows the preferred role of the students in this study.

Table 4.17. **Learning Needs: Learners' role**

Questions	Items	N	(%)
When I learn reading, it is better if the students...	a. Listen to the teacher's explanation, and then copy what teacher's write or read verbatim	31	70.97
	b. Actively participate in a classroom discussion and share their opinion with all classmate and the teacher	31	77.42
	c. Learn individually in a silent classroom situation	31	16.13

Table 4.17 shows that there were 77.42% of the students who wanted to do the task by discussion. It means that the students wanted to be problem solver in carrying out a task. The second tendency for learners' role was listening to the teacher explanation which was chosen by 70.97% of the students.

### 5) Teacher role

Teacher's role refers to the type of functions teachers are expected to fulfill. The following table presents the results of the questionnaire about teacher's role desired by the students of Computer Engineering and Networking department at SMKN 1 Sedayu.

Table 4.18. **Learning Needs: Teacher's role**

Questions	Items	N	(%)
When I learn reading, it is better if the teacher	a. Explains the formulas and the given tasks to the students	31	51.61
	b. Leads the students in discussing a particular text	31	74.19
	c. Reads a text aloud and translate it together with the students	31	32.26
	d. Gives a simple explanations about the materials and then lets the students explore the tasks	31	38.71
	e. Walks around the classroom and observing the students when doing the tasks	31	19.35
	f. Explains the materials while sits on the front desk	31	9.68

From table 4.18 above, it is shown that there were 74.19% of the students wanted the teacher to lead in discussing a particular text. There were also 51.61% of the students who wanted the teacher to explain the formulas and the given tasks to the students. In the other words, the students expected the teacher to be the mentor in the classroom.

In conclusion, the results of the need analysis above were used to develop a course grid. The course grid which was developed consists of topic, achievement indicators, language functions, input, language focus and procedures. Most of the items in the course grid were developed based on the results of needs analysis. Moreover, it is also developed by considering the core competence and basic competences of Year XI of vocational high school as the subjects of this study was Year XI students of vocational high school.

## 2. Course Grid

The next step of the material development was writing course grid. The course grid was used as a guideline to design the units of the materials. When creating the course grid, the researcher considered some aspects such as the results of needs analysis, core competences, and basic competences. The course grid was developed by following the core competences, and basic competences for Year XI of vocational high school. It consisted of unit name and title, indicators, input, and activities.

### a. Course grid of Unit 1

The course grid of Unit 1 was derived from core competence 1, 2, 3, 4 and basic competence 1.1, 2.3, 3.9, and 4.13. The topic of this unit is tools. The unit focuses on report text about tools. The title of the Unit 1 is “Engineer’s Tools”. The title shows that the unit focuses on the report of tools used by the engineers.

### b. Course grid of Unit 2

The course grid of Unit 2 was derived from core competence 1, 2, 3, 4 and basic competence 1.1, 2.3, 3.2, and 4.2. The topic of this unit is troubleshooting and how to fix them. The unit focuses on the language function of asking and giving suggestion. The title of Unit 2 is “Your suggestion is ...” The title represents the language function that will be learnt in the unit.

### c. Course grid of Unit 3

The course grid of Unit 3 was derived from core competence 1, 2, 3, 4 and basic competence 1.1, 2.3, 3.6, 4.9 and 4.10. The topic of this unit is maintenance and how to build a PC. The unit focuses on the procedure text. The title of Unit 3 is “Starting from the Bottom”. The title shows that in this unit, students will learn steps starting from easy job such as maintaining clean condition of a PC and then move onto harder ones such as building a PC and crimping.

### 3. The Unit Design

After the course grid was developed, the next step was developing the materials. The figure below shows the parts of each unit of the materials.

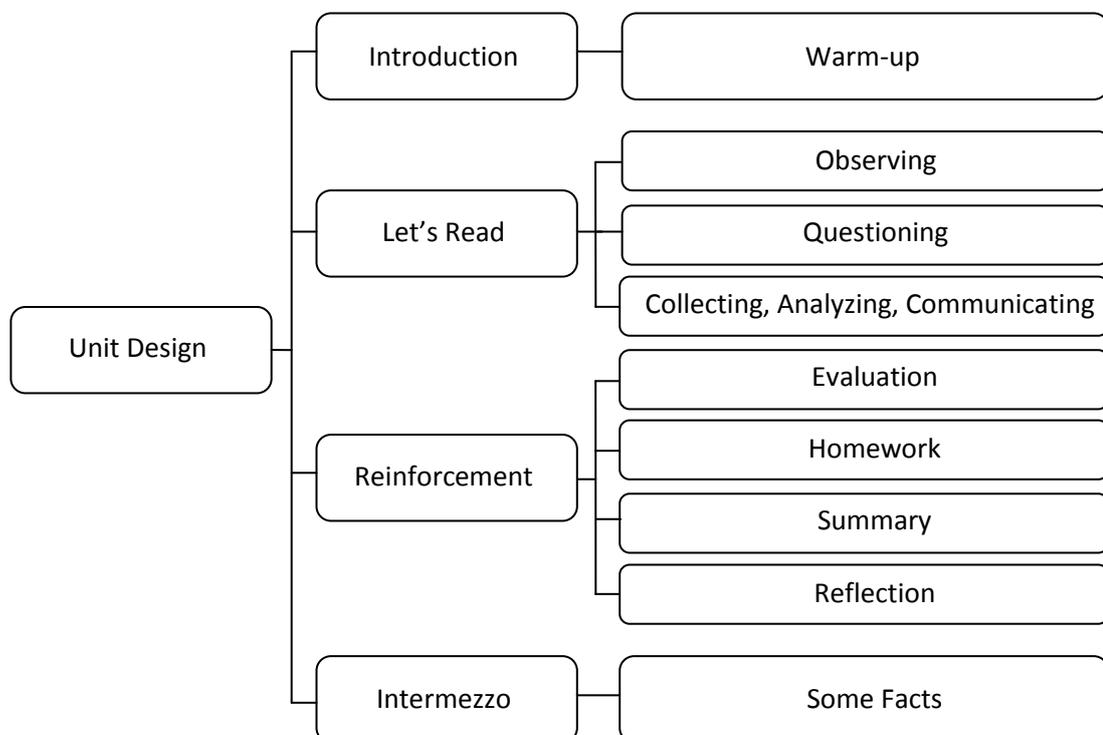


Figure 4.1. The unit design of the materials

Figure 4.1 shows that each unit of the materials has four parts: introduction, let's read, reinforcement, and intermezzo. The introduction part consists of warm-up activities. The activities help students to have schema building of the unit that will be learnt. Besides, the students can recall their present knowledge through activities in this part.

The second part of the materials is let's read. It follows the steps of scientific approach that is required by curriculum 2013. Those steps are observing, questioning, collecting, analyzing, and communicating. In the observing, students read a text and they are given a chance to observe things they want to know in terms of content, structure, language features, grammar, etc. Then, based on the items they want to know, they have to make questions in the questioning steps. In English lesson, the collecting, analyzing, and communicating are combined into one. It aims to ease students in carrying out the tasks in the developed materials. Students collect the data by doing the tasks and communicate their finding to their classmates.

The next part of the materials is reinforcement. It consists of evaluation, homework, summary, and reflection. The reinforcement part aims to give the students chance to evaluate themselves through the task in evaluation and have more practice outside the classroom on what they have learned in the unit through activities in homework. While in summary, the students have clear picture of what text, language features, and grammar in the unit. The reflection gives the students chance to recognize their own success and lack in learning the materials in the unit.

The last part is intermezzo. In this part, students are informed with some facts related to the topic that they may not know before. This part aims to give students information beyond the lesson.

#### **4. The First Draft of the Materials**

The developed materials consist of three units which are elaborated as follow:

##### **a. Unit 1**

Unit 1 was developed based on the course grid of Unit 1 with the core competences and basic competences require the students to be able to comprehend and analyze text about factual report.

There are 18 tasks in unit 1: 3 tasks belong to warm-up activities, 14 tasks belong to reading, and 1 task belongs to homework.

##### **b. Unit 2**

Unit 2 was developed based on the course grid of Unit 2 with the core competences and basic competences require the students to be able to analyze the social function, and language features of the expressions of asking and giving suggestions.

There are 18 tasks in unit 2: 2 tasks belong to warm-up activities, 15 tasks belong to reading, and 1 task belongs to homework.

### c. Unit 3

Unit 3 was developed based on the course grid of Unit 3 with the core competences and basic competences require the students to be able to analyze the social function, text structure, and language features of procedure text.

There are 18 tasks in unit 3: 2 tasks belong to warm-up activities, 15 tasks belong to reading, and 1 task belongs to homework.

## **5. The Expert Judgment**

After the first draft of the material was developed, it was evaluated by an expert. The expert who evaluated the developed materials was Joko Priyana, Ph.D. He is a lecturer of English Education Study program in Yogyakarta State University who has twenty five years experience in teaching.

### **a. The Result of the Expert Judgment of Unit 1**

In the expert judgment, there were four aspects to evaluate in the Unit 1. The aspects were the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness of layout. The data of the expert judgment of Unit 1 is presented in the following tables.

#### **1. The Result of the Expert Judgment of Unit 1**

##### a. The appropriateness of content

The data of the appropriateness of content of Unit 1 is presented in Table 4.19.

Table 4.19. The data of the appropriateness of content of Unit 1

No	Items	Score
1.	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools.	4
2.	The developed materials are in accordance with coursegrid.	4
3.	The developed materials have relevance with students of computer engineering and networking study program's life.	4
4.	The materials cover texts that are relevant with daily life and the field of computer engineering and networking.	4
5.	The materials cover the explanation of generic structure of texts.	4
6.	The materials cover the explanation of social function of texts.	3
7.	The materials cover the explanation of linguistics feature of texts.	4
8.	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
9.	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	3
10.	The materials cover learning activities that guide the students to develop their communicative competence in written language.	4
	<b>mean (<math>\bar{X}</math>)</b>	3.8

Table 4.19 shows that the mean ( $\bar{X}$ ) value of the appropriateness of content of the Unit 1 is 3.8. It is categorized "Very Good" since the mean is within the interval  $3.25 < \bar{X} \leq 4.00$ . The expert suggested the researcher to move the box in the tasks filling the blanks from under the text to the under the instruction.

b. The appropriateness of language

The data of the appropriateness of language of Unit 1 is presented in Table 4.20.

Table 4.20. The data of the appropriateness of language of Unit 1

No	Items	Score
11.	The language used in the instruction is appropriate with the students' cognitive development.	4
12.	The language used in the materials is clear and can be understood by the students.	3
13.	The language used in the materials is appropriate with the rule of English.	4
14.	The materials represent cohesiveness and coherence in every unit, paragraph, and sentences.	3
15.	The materials use a language variation consistently.	4
	<b>mean (<math>\bar{x}</math>)</b>	3.6

Table 4.20 shows that the mean ( $\bar{x}$ ) value of the appropriateness of language of the Unit 1 is 3.6. It is categorized as "Very Good" since the mean is within the interval  $3.25 < \bar{x} \leq 4.00$ . However, there were some aspects of language needed to be revised. The experts asked the researcher to pay attention to the articles because there were some countable nouns standing without articles or with wrong articles and also to pay more attention on the usage of preposition in the instruction because there were wrong usages or missing propositions in the instructions.

c. The appropriateness of presentation

The data of the appropriateness of presentation of Unit 1 is presented in Table 4.21.

Table 4.21. The data of the appropriateness of presentation of Unit 1

No	Items	Score
16.	The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013.	4
17.	The developed materials are in accordance with the steps of communicative English learning activities.	4
18.	The learning activities in the developed materials are systematically presented from guided activities to autonomous activities.	4
19.	The learning activities in the developed materials are focused on language features and communicative activities.	4
20.	The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment.	3
21.	The developed materials encourage the students to be responsible in their learning process.	3
22.	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
23.	The developed materials are completed with the learning objectives.	3
24.	The developed materials are completed with the summary.	4
25.	The developed materials are completed with homework.	4
26.	The developed materials are completed with intermezzo relevant with topic of studies.	3
	<b>mean (<math>\bar{x}</math>)</b>	3.63

Table 4.21 shows that the mean ( $\bar{x}$ ) value of the appropriateness of presentation of the Unit 1 is 3.63. It is categorized as “Very Good” since the mean is within the interval  $3.25 < \bar{x} \leq 4.00$ . However, there were some suggestions given by the expert related to the presentation such as in the reflection which also needed to be added with reading focused question.

d. The appropriateness of layout

The data of the appropriateness of layout of Unit 1 is presented in Table 4.22.

Table 4.22. **The data of the appropriateness of layout of Unit 1**

No	Items	Score
27.	The developed materials are printed with standard ISO size (A4, A5, B5).	4
28.	The placement of title, texts, illustrations, picture captions, and page number are consistent.	3
29.	The pictures in the developed materials are aesthetic and functional.	3
30.	The illustrations in the developed materials can help to clarify the presentation of the material.	4
31.	The developed materials use proportional font type.	4
32.	The use of language variation (bold, italic, underline, capitalization) is proportional.	4
33.	The overall design of the developed materials is interesting.	4
	<b>mean (<math>\bar{x}</math>)</b>	3.71

Table 4.22 shows that the mean ( $\bar{x}$ ) value of the appropriateness of layout of Unit 1 is 3.71. It is categorized as “Very Good” since the mean is within the interval  $3.25 < \bar{x} \leq 4.00$ . However the expert suggested the researcher to change the font on the front part of the unit because it is hard to read.

## 2. Review of Unit 1

In general, Unit 1 of the developed materials is categorized “Very Good”. It is indicated by the mean ( $\bar{x}$ ) value of 3.68. However, there were still some aspects to revise.

The expert pointed the mistakes especially about grammar. The expert found many mistakes such as missing articles to indicate plural or singular form, wrong usage prepositions that are used in the instructions. There were also some mistakes in the layout, instructions of the tasks, placement of the pictures, and in the reflection. The reflection needed to be added with reading related question. There is also a need to change the font in the front page of the unit because it is hard to read according to the expert.

### **3. The revisions of Unit 1**

The revisions of Unit 1 were conducted based on the result of expert judgment and the expert's suggestions. The first one is to change the font on the front page of the unit to a more readable one. After that, in terms of grammar, the researcher had made a lot of changes such as adding the articles before a countable noun or changed them into plural form. The researcher also added reading related question on the reflection so the students could reflect on how much they had learned just like the expert said.

#### **b. The Result of the Expert Judgment of Unit 2**

In the expert judgment, there were four aspects to evaluate in the Unit 2. The aspects were the appropriateness of contents, the appropriateness of language, the appropriateness of presentation, and the appropriateness of layout. The data of the expert judgment of Unit 2 is presented in the following tables.

## 1. The Result of the Expert Judgment of Unit 2

a. The appropriateness of content

The data of the appropriateness of content of Unit 2 is presented in Table 4.23.

Table 4.23. The data of the appropriateness of content of Unit 2

No	Items	Score
1.	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools.	4
2.	The developed materials are in accordance with coursegrid.	4
3.	The developed materials have relevance with students of computer engineering and networking study program's life.	4
4.	The materials cover texts that are relevant with daily life and the field of computer engineering and networking.	4
5.	The materials cover the explanation of generic structure of texts.	2
6.	The materials cover the explanation of social function of texts.	3
7.	The materials cover the explanation of linguistics feature of texts.	4
8.	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
9.	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	3
10.	The materials cover learning activities that guide the students to develop their communicative competence in written language.	3
	<b>mean (<math>\bar{x}</math>)</b>	3.5

Table 4.23 shows that the mean ( $\bar{x}$ ) value of the appropriateness of content of the Unit 2 is 3.5. It is categorized "Very Good" since the mean is within the interval  $3.25 < \bar{x} \leq 4.00$ . The expert suggested the researcher to move the box in

the tasks filling the blanks from under the text to the under the instruction. The expert also suggested an explanation about generic structure of the text used in Unit 2 to be added.

b. The appropriateness of language

The data of the appropriateness of language of Unit 2 is presented in Table 4.24.

Table 4.24. **The data of the appropriateness of language of Unit 2**

No	Items	Score
11.	The language used in the instruction is appropriate with the students' cognitive development.	4
12.	The language used in the materials is clear and can be understood by the students.	4
13.	The language used in the materials is appropriate with the rule of English.	3
14.	The materials represent cohesiveness and coherence in every unit, paragraph, and sentences.	4
15.	The materials use a language variation consistently.	4
	<b>mean (<math>\bar{x}</math>)</b>	3.8

Table 4.24 shows that the mean ( $\bar{x}$ ) value of the appropriateness of language of the Unit 2 is 3.8. It is categorized as "Very Good" since the mean is within the interval  $3.25 < \bar{x} \leq 4.00$ . However, there were some aspects of language needed to be revised. The experts asked the researcher to pay attention to the articles because there were some countable nouns standing without articles or with wrong articles and also to pay more attention on the usage of preposition

in the instruction because there were wrong usages or missing propositions in the instructions.

c. The appropriateness of presentation

The data of the appropriateness of presentation of Unit 2 is presented in Table 4.25.

Table 4.25. The data of the appropriateness of presentation of Unit 2

No	Items	Score
16.	The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013.	4
17.	The developed materials are in accordance with the steps of communicative English learning activities.	4
18.	The learning activities in the developed materials are systematically presented from guided activities to autonomous activities.	3
19.	The learning activities in the developed materials are focused on language features and communicative activities.	4
20.	The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment.	3
21.	The developed materials encourage the students to be responsible in their learning process.	4
22.	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
23.	The developed materials are completed with the learning objectives.	3
24.	The developed materials are completed with the summary.	4
25.	The developed materials are completed with homework.	4
26.	The developed materials are completed with intermezzo relevant with topic of studies.	3
	<b>mean (<math>\bar{x}</math>)</b>	3.63

Table 4.25 shows that the mean ( $\bar{x}$ ) value of the appropriateness of presentation of the Unit 2 is 3.63. It is categorized as “Very Good” since the mean is within the interval  $3.25 < \bar{x} \leq 4.00$ . However, there were some suggestions given by the expert related to the presentation such as in the reflection which also needed to be added with reading focused question.

d. The appropriateness of layout

The data of the appropriateness of layout of Unit 2 is presented in Table 4.26.

**Table 4.26. The data of the appropriateness of layout of Unit 2**

No	Items	Score
27.	The developed materials are printed with standard ISO size (A4, A5, B5).	4
28.	The placement of title, texts, illustrations, picture captions, and page number are consistent.	4
29.	The pictures in the developed materials are aesthetic and functional.	4
30.	The illustrations in the developed materials can help to clarify the presentation of the material.	4
31.	The developed materials use proportional font type.	4
32.	The use of language variation (bold, italic, underline, capitalization) is proportional.	4
33.	The overall design of the developed materials is interesting.	4
	<b>mean (<math>\bar{x}</math>)</b>	4

Table 4.26 shows that the mean ( $\bar{x}$ ) value of the appropriateness of layout of Unit 2 is 4. It is categorized as “Very Good” since the mean is within the

interval  $3.25 < \bar{x} \leq 4.00$ . However the expert suggested the researcher to change the font on the front part of the unit because it is hard to read.

## **2. Review of Unit 2**

In general, Unit 2 of the developed materials is categorized “Very Good”. It is indicated by the mean ( $\bar{x}$ ) value of 3.73. However, there were still some aspects to revise.

The expert pointed the mistakes especially about grammar. The expert found many mistakes such as missing articles to indicate plural or singular form, wrong usage prepositions that are used in the instructions. There were also some mistakes in the layout, instructions of the tasks, placement of the pictures, and in the reflection. The lack of the explanation about generic structure also posed a problem for the Unit 2. The reflection needed to be added with reading related question and there is also a need to change the font in the front page of the unit because it is hard to read according to the expert.

## **3. The revisions of Unit 2**

The revisions of Unit 2 were conducted based on the result of expert judgment and the expert’s suggestions. The first one is to change the font on the front page of the unit to a more readable one. After that, in terms of grammar, the researcher had made a lot of changes such as adding the articles before a countable noun or changed them into plural form. The researcher added an explanation about the generic structure of the text and also added reading related

question on the reflection so the students could reflect on how much they had learned just like the expert said.

### **c. The Result of the Expert Judgment of Unit 3**

In the expert judgment, there were four aspects to evaluate in the Unit 3. The aspects were the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness of layout. The data of the expert judgment of Unit 3 is presented in the following tables:

#### **1. The Result of the Expert Judgment of Unit 3**

- a. The appropriateness of content

The data of the appropriateness of content of Unit 3 is presented in Table 4.27.

Table 4.27. The data of the appropriateness of content of Unit 3

No	Items	Score
1.	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools.	4
2.	The developed materials are in accordance with coursegrid.	4
3.	The developed materials have relevance with students of computer engineering and networking study program's life.	4
4.	The materials cover texts that are relevant with daily life and the field of computer engineering and networking.	4
5.	The materials cover the explanation of generic structure of texts.	4
6.	The materials cover the explanation of social function of texts.	4
7.	The materials cover the explanation of linguistics feature of texts.	4
8.	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
9.	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	3
10.	The materials cover learning activities that guide the students to develop their communicative competence in written language.	3
	<b>mean (<math>\bar{X}</math>)</b>	3.8

Table 4.27 shows that the mean ( $\bar{X}$ ) value of the appropriateness of content of the Unit 3 is 3.8. It is categorized "Very Good" since the mean is within the interval  $3.25 < \bar{X} \leq 4.00$ . The expert suggested the researcher to move the box in the tasks filling the blanks from under the text to the under the instruction.

b. The appropriateness of language

The data of the appropriateness of language of Unit 3 is presented in Table 4.28.

Table 4.28. The data of the appropriateness of language of Unit 3

No	Items	Score
11.	The language used in the instruction is appropriate with the students' cognitive development.	4
12.	The language used in the materials is clear and can be understood by the students.	4
13.	The language used in the materials is appropriate with the rule of English.	4
14.	The materials represent cohesiveness and coherence in every unit, paragraph, and sentences.	4
15.	The materials use a language variation consistently.	4
	<b>mean (<math>\bar{x}</math>)</b>	4

Table 4.28 shows that the mean ( $\bar{x}$ ) value of the appropriateness of language of the Unit 3 is 4. It is categorized as "Very Good" since the mean is within the interval  $3.25 < \bar{x} \leq 4.00$ . However, there were some aspects of language needed to be revised. The experts asked the researcher to pay attention to the articles because there were some countable nouns standing without articles or with wrong articles and also to pay more attention on the usage of preposition in the instruction because there were wrong usages or missing propositions in the instructions.

c. The appropriateness of presentation

The data of the appropriateness of presentation of Unit 3 is presented in Table 4.29.

Table 4.29. The data of the appropriateness of presentation of Unit 3

No	Items	Score
16.	The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013.	4
17.	The developed materials are in accordance with the steps of communicative English learning activities.	4
18.	The learning activities in the developed materials are systematically presented from guided activities to autonomous activities.	3
19.	The learning activities in the developed materials are focused on language features and communicative activities.	4
20.	The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment.	4
21.	The developed materials encourage the students to be responsible in their learning process.	4
22.	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
23.	The developed materials are completed with the learning objectives.	3
24.	The developed materials are completed with the summary.	4
25.	The developed materials are completed with homework.	4
26.	The developed materials are completed with intermezzo relevant with topic of studies.	3
	<b>mean (<math>\bar{x}</math>)</b>	3.72

Table 4.29 shows that the mean ( $\bar{x}$ ) value of the appropriateness of presentation of the Unit 3 is 3.72. It is categorized as “Very Good” since the mean is within the interval  $3.25 < \bar{x} \leq 4.00$ . However, there were some suggestions given by the expert related to the presentation such as in the reflection which also needed to be added with reading focused question.

d. The appropriateness of layout

The data of the appropriateness of layout of Unit 3 is presented in Table 4.30.

Table 4.30. **The data of the appropriateness of layout of Unit 3**

No	Items	Score
27.	The developed materials are printed with standard ISO size (A4, A5, B5).	4
28.	The placement of title, texts, illustrations, picture captions, and page number are consistent.	4
29.	The pictures in the developed materials are aesthetic and functional.	4
30.	The illustrations in the developed materials can help to clarify the presentation of the material.	4
31.	The developed materials use proportional font type.	4
32.	The use of language variation (bold, italic, underline, capitalization) is proportional.	4
33.	The overall design of the developed materials is interesting.	4
	<b>mean (<math>\bar{x}</math>)</b>	4

Table 4.30 shows that the mean ( $\bar{x}$ ) value of the appropriateness of layout of Unit 3 is 4. It is categorized as “Very Good” since the mean is within the interval  $3.25 < \bar{x} \leq 4.00$ . However the expert suggested the researcher to change the font on the front part of the unit because it is hard to read.

## **2. Review of Unit 3**

In general, Unit 3 of the developed materials is categorized “Very Good”. It is indicated by the mean ( $\bar{X}$ ) value of 3.88. However, there were still some aspects to revise.

The expert pointed the mistakes especially about grammar. The expert found many mistakes such as missing articles to indicate plural or singular form, wrong usage prepositions that are used in the instructions. There were also some mistakes in the layout, instructions of the tasks, placement of the pictures, and in the reflection. The reflection needed to be added with reading related question. There is also a need to change the font in the front page of the unit because it is hard to read according to the expert.

## **3. The revisions of Unit 3**

The revisions of Unit 3 were conducted based on the result of expert judgment and the expert’s suggestions. The first one is to change the font on the front page of the unit to a more readable one. After that, in terms of grammar, the researcher had made a lot of changes such as adding the articles before a countable noun or changed them into plural form. The researcher also added reading related question on the reflection so the students could reflect on how much they had learned just like the expert said.

## **B. Discussion**

The materials developed in this study is in line with the concept of English for specific purposes (ESP) proposed by Hutchinson & Waters (1987). Before the materials were developed, there should be need analysis to find out target needs and learning needs. The need analysis was conducted on January 6<sup>th</sup> by distributing 18 questions to Year XI students of Computer Engineering and Networking program. Since the students of computer engineering and networking program belonged to ESP students, the theme of the developed materials was in computer engineering and networking only. It was in line with the result of need analysis that showed the most students wanted computer engineering and networking as the theme of the materials.

The developed materials consist of three units. The text types and language function followed the core competences and basic competences proposed by curriculum 2013. Unit 1 was derived from basic competences 1.1, 2.3, 3.9, and 4.13. It focused on definition of tools and the text type was report text. Unit 2 was derived from basic competences 1.1, 2.3, 3.2, and 4.2. It focused on computer troubleshooting and the language functions were expressions of asking for and giving suggestions. Unit 3 was derived from basic competences 1.1, 2.3, 3.6, 4.9, and 4.10. It focused on maintenance of a PC and how to build one while the text type was procedure text.

The organization of the units was also in line with grading, sequencing and integrating concept by Nunan (2004) in which simple topics or texts came first.

The researcher thought that knowing about tools used in computer engineering and networking is simpler than solving computer troubleshooting and maintenance of a PC.

Then, each unit consists of introduction (warm-up), let's read (observing, questioning, collecting, analyzing, and communicating), reinforcement (evaluation, homework, reflection, summary) and intermezzo (some facts). The parts of the materials are relevant with the six steps of unit development proposed by Nunan (2004:31). Moreover, the steps of main lesson are developed by following the curriculum 2013 which proposes scientific approach in the learning process and material development.

Each unit has same numbers of tasks and approximately same parts which have been mentioned in the previous part. Introduction consists of schema-builder pictures or question and also vocabulary that are relevant to the topic of each unit. Let's read follows the steps of scientific approach: observing, questioning, collecting, analyzing, and communicating. This part focuses in guiding students to reach the competences as stated in the core competences and basic competences. Reinforcement part consists of evaluation, homework, reflection, and summary. Evaluation part is used to measure how much the students understand the unit. Homework part consists of activities beyond the classroom which gave students further practice in a particular task while reflection part gives the students chance to self evaluate what they have learnt and how deep it is. The last part is intermezzo. In this part, students are informed with some facts related to the topic

that they may not know before. This part aims to give students information beyond the lesson.

As the materials have been developed, they are then evaluated by an expert. The material evaluation has been relevant with the standard of material evaluation proposed by BSNP. There are 33 questions distributed to the expert that covered four aspects of material evaluation proposed by BSNP: the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness of layout.

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

The aim of this research is to reveal the target needs, the learning needs, and the appropriate reading learning materials for the computer engineering and networking students of Year XI of SMKN 1 Sedayu. This chapter describes the conclusion of the research and the suggestion derived from this research.

### **A. Conclusions**

#### **1. Target Needs**

Based on the result of needs analysis questionnaire, it can be concluded that the target needs can be listed as follows:

- a. The main goal of the students to learn English is to be successful at the National Examination.
- b. Most of the students think that the type of texts they will find when they are working is about kinds of damages to the computer and network and how to repair them.
- c. Most of the students consider that their recent English proficiency is at the level of beginner, which means that they can only communicate at the level of Basic English.

## **2. Learning Needs**

In terms of learning needs, the students' view about what they should do to accomplish the target situation is classified into some components. The first component is the input. In terms of input, the students want sufficient number of texts related to computer engineering and networking consisting less than 250 words. The students also want sufficient vocabulary list related to the topic being discussed. Then, in terms of activities, most of the students admit they prefer doing tasks about answering some comprehensive questions based on the text in pairs and in small groups. The students also want the teacher to lead them in discussing a particular text and they also like to perform active participation within the classroom activities.

## **3. Characteristics of Reading Learning Materials for Students of Computer Engineering and Networking Department.**

Based on the result of the materials evaluation, the developed materials are considered to be appropriate. The developed materials have the characteristics as described in the following paragraph.

The first part of the unit is the title of the unit. The title reflects the whole topic of the unit. There is also a brief explanation about the topic of the forthcoming unit. This is to give students a more clear explanation about what they are going to do.

Then the second part is warm-up tasks. The tasks are aimed at giving the students modality to learn the unit. On one of these task is also provided with relevant pictures to prompt the students' attention.

The third part is the main reading learning materials. The tasks provided in this section are following the steps of scientific approach: observing, questioning, collecting, analyzing, and communicating. The tasks in this section aim to let the students reach the competences as stated in the core competences and basic competences.

The fourth part of the unit is the reinforcement. The reinforcement covers evaluation, homework, summary of the unit, and self reflection. The first part is evaluation. The task in evaluation aims to measure the students' understanding of the unit. The second part is homework. It represents the topic of the unit. By doing the task in the homework, the students will have more time to do further exploration at home. The third part is summary of the unit. Just as the name stated, this part consists of summary of what have been learnt in the unit and by exploring this, the students will find what he/she has learnt in simple explanation. The last part is reflection. The availability of self-evaluation form is required to check the students' level of understanding towards the unit. Therefore, the availability of this in form of reflection in a developed learning material is needed.

The last part of the unit is Intermezzo. In this part, the students are informed with some facts related to the topic that they may not know before.

Aside from providing some degree of entertainment, this part aims to give students information beyond the lesson.

## **B. Suggestion**

The final product of this research is reading learning materials for Year XI students of Computer Engineering and Networking department at SMKN 1 Sedayu. The result of this research is expected to be beneficial for the following stakeholders.

### **1. English Teachers at Vocational High School**

English teacher is the one who knows well about their students' needs and background. It is suggested that the English teacher develop his/her own materials for the students based on the need analysis that they have conducted. The process of needs analysis can be through classroom observation during his/her teaching and learning process, or informal conversation with students to reveal their needs, lacks, and wants. The teacher does not need to develop several units at once. He/she may develop a unit for a certain topic then analyzes the result. If the materials are helpful for the students, the teacher may develop further units. The teacher also can evaluate the developed materials by requesting a help from a materials expert.

### **2. Other Materials Developer**

The first suggestion for those who are developing materials is to pay attention to the most important key in developing materials that is the needs

analysis. Before developing a certain English learning materials, the materials developer should really consider the students' needs. Since this material is designed for ESP learners, the needs analysis procedure should in accordance with the learners' program of expertise. Therefore, the materials that are developed can meet the learners' needs.

Second, considering the students' background knowledge and recent ability are also important because the materials will not be helpful if the materials are too difficult to understand by the students.

Third and the last suggestion is the lay-out should be made to be interesting and eye-catching. A good lay-out will help the students to motivate themselves to learn English well. One of the components of lay-out is the availability of pictures. The provided pictures should also be relevant to the topic.

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# APPENDICES

# APPENDIX A

(The needs analysis instrument)



JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA  
Alamat: Karangmalang, Depok, Sleman, Yogyakarta, 55281

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Kepada Yth. Siswa-siswi Kelas XI Jur. Teknik Komputer dan Jaringan

SMK Negeri 1Sedayu

Di tempat

Saya adalah Wulur Risangsukmo, mahasiswa program sarjana Jurusan Pendidikan Bahasa Inggris UNY yang sedang mengadakan penelitian untuk mengembangkan bahan ajar guna menyelesaikan tugas akhir skripsi. Penelitian saya adalah tentang pengembangan materi bahasa Inggris untuk siswa kelas XI Jurusan Teknik Komputer dan Jaringan.

Sehubungan dengan hal tersebut, saya mohon anda meluangkan waktu untuk mengisi angket ini sesuai dengan kenyataan sebenarnya. Jawaban yang anda berikan akan dijamin kerahasiaannya dan tidak akan berpengaruh pada nilai Bahasa Inggris anda.

Atas kesediaan dan bantuan anda untuk mengisi angket ini, saya ucapkan terimakasih.

Peneliti,

Wulur Risangsukmo

NIM. 10202241051

## Angket Data Penelitian

## A. Data Pribadi Siswa

- Nama (boleh tidak diisi) :
- Umur :
- Jenis Kelamin : L / P (*lingkari yang sesuai*)
- Alamat :

## B. Kebutuhan Belajar Bahasa Inggris

Pilihlah jawaban dengan memberi tanda silang (X) pada jawaban yang anda pilih. Apabila anda memiliki jawaban berbeda dan tidak terdapat dalam pilihan-pilihan jawaban dalam kuisioner ini, anda diperkenankan menulis jawaban milik anda secara singkat.

1. Alasan saya belajar Bahasa Inggris di sekolah adalah: (*Jawaban boleh lebih dari satu*)
  - a. Dapat menempuh Ujian Nasional Bahasa Inggris dengan sukses
  - b. Memiliki bekal untuk menjadi teknisi komputer yang dapat bekerja dengan klien orang asing
  - c. Memiliki bekal untuk melanjutkan ke universitas
  - d. Melanjutkan ke kursus tertentu setelah lulus
  - e. Lainnya. Sebutkan \_\_\_\_\_
2. Saat menjadi teknisi komputer, Bahasa Inggris akan saya gunakan untuk:
  - a. Berkomunikasi secara lisan dan tertulis dengan sesama rekan teknisi ataupun klien jika mereka orang asing
  - b. Memahami instruksi dalam bidang komputer dan jaringan yang menggunakan Bahasa Inggris
  - c. Memahami istilah-istilah yang ada dalam bidang komputer dan jaringan dalam Bahasa Inggris
  - d. Lainnya. Sebutkan \_\_\_\_\_
3. Menurut saya, pembelajaran Bahasa Inggris dengan tema komputer dan jaringan:
  - a. Sangat Penting
  - b. Penting
  - c. Kurang Penting
  - d. Tidak Penting

4. Jenis bacaan yang akan sering saya temui saat menjadi teknisi komputer adalah teks dengan tema:
  - a. Instruksi untuk menginstall/memakai suatu alat dalam Bahasa Inggris
  - b. Jenis-jenis kerusakan komputer dan jaringan serta cara memperbaikinya dalam Bahasa Inggris
  - c. Lainnya. Sebutkan \_\_\_\_\_
5. Jenis *skill* dan pengetahuan Bahasa Inggris yang akan sering saya gunakan saat menjadi teknisi komputer adalah: (*Jawaban boleh lebih dari satu*)
  - a. *Listening* (mendengarkan)
  - b. *Speaking* (berbicara)
  - c. *Reading* (membaca)
  - d. *Writing* (menulis)
  - e. *Grammar* (tata bahasa)
  - f. *Vocabulary* (kosa kata)
  - g. Lainnya. Sebutkan \_\_\_\_\_
6. Fungsi kebahasaan (*language functions*) yang akan sering saya gunakan saat menjadi teknisi komputer adalah: (*Jawaban boleh lebih dari satu*)
  - a. Menyapa dan menyambut klien, berterima kasih
  - b. Menanyakan kerusakan komputer atau jaringan yang dialami klien
  - c. Mendeskripsikan sejelas mungkin tentang kerusakan yang dialami oleh klien
  - d. Memberikan saran apa yang harus dilakukan klien untuk memperbaiki kerusakan
  - e. Lainnya. Sebutkan \_\_\_\_\_
7. Selama ini kemampuan Bahasa Inggris saya secara umum adalah pada level:
  - a. Pemula (*beginner*), bisa menggunakan Bahasa Inggris untuk komunikasi sehari-hari dengan sangat sederhana
  - b. Pertengahan (*intermediate*), bisa menggunakan Bahasa Inggris untuk berbagai situasi dimanapun meski dengan terbata-bata
  - c. Mahir (*advanced*), bisa menggunakan Bahasa Inggris untuk berbagai situasi dimanapun dengan lancar dan akurat

8. Jumlah kosa kata Bahasa Inggris dalam dunia komputer dan jaringan yang sudah saya mengerti adalah:
  - a. < 100 kosa kata
  - b. 100-500 kosa kata
  - b. 500-1000 kosa kata
  - c. > 1000 kosa kata
9. Dalam Bahasa Inggris, saya sering mengalami kesulitan ketika:
  - a. Mengekspresikan ungkapan-ungkapan tertentu
  - b. Mendiskripsikan benda-benda, ciri-ciri suatu hal tertentu dalam Bahasa Inggris
  - c. Memahami istilah-istilah tertentu terutama istilah yang berhubungan dengan komputer dan jaringan
  - d. Menghafalkan rumus
  - e. Lainnya. Sebutkan \_\_\_\_\_
10. Secara umum, saya menginginkan pembelajaran Bahasa Inggris yang menjadikan saya: (*Jawaban boleh lebih dari satu*)
  - a. Mampu menguasai kosa kata dengan baik, baik kosa kata umum, maupun istilah-istilah dalam dunia komputer dan jaringan
  - b. Mampu menguasai *grammar* (tata bahasa) dengan baik
  - c. Mampu memahami dan menggunakan setiap kata, kalimat, dan ungkapan dalam Bahasa Inggris
  - d. Mampu membedakan ungkapan-ungkapan formal dan non-formal dalam suatu teks tertentu
  - e. Lainnya. Sebutkan \_\_\_\_\_
11. Dalam pembelajaran membaca (*reading*), saya lebih suka bila bacaan yang diberikan berupa:
  - a. Teks sederhana mengenai jenis-jenis kerusakan komputer dan jaringan serta cara memperbaikinya
  - b. Teks sederhana mengenai hal-hal seputar computer dan jaringan
  - c. Teks sederhana berisi istilah-istilah dalam bidang komputer dan jaringan yang menggunakan Bahasa Inggris
  - d. Contoh dialog sederhana yang biasa digunakan antara teknisi komputer dengan kliennya

- e. Lainnya. Sebutkan \_\_\_\_\_
12. Dalam pembelajaran membaca (*reading*), teks yang diberikan sebaiknya sepanjang:
- < 250 kata
  - 251-350 kata
  - 351-450 kata
  - > 450 kata
13. Menurut saya, tersedianya gambar dalam materi pembelajaran Bahasa Inggris:
- Sangat membantu
  - Membantu
  - Kurang membantu
  - Tidak membantu
14. Dalam pembelajaran membaca (*reading*), jenis tugas yang saya sukai adalah (*Jawaban boleh lebih dari satu*)
- Mencocokkan antara pernyataan satu dengan yang lain
  - Menjawab pertanyaan dari bacaan yang diberikan
  - Membaca teks dengan nyaring di depan kelas
  - Menganalisa arti kosa kata tertentu dan penggunaannya berdasarkan konteks yang dibaca
  - Memilih pernyataan Benar/Salah (*True/False*)
  - Lainnya. Sebutkan \_\_\_\_\_
15. Dalam mempelajari kosa kata (*vocabulary*), saya lebih suka jika: (*Jawaban boleh lebih dari satu*)
- mencocokkan kata-kata/ungkapan Bahasa Inggris sesuai dengan konteks yang diberikan
  - Mengartikan kata-kata
  - Melengkapi kalimat/paragraph dengan kata-kata yang telah disediakan sebelumnya
  - Melengkapi kalimat/paragraph dengan kata-kata sendiri berdasarkan pengetahuan yang dimiliki
  - Mengidentifikasi kelompok kata dalam teks
  - Lainnya. Sebutkan \_\_\_\_\_

16. Dalam proses pembelajaran membaca (*reading*), tugas yang diberikan sebaiknya dikerjakan secara:
- Individu
  - Berpasangan (2 orang)
  - Grup kecil (anggota 3-4 orang)
  - Grup besar (anggota 5 orang atau lebih)
  - Lainnya. Sebutkan \_\_\_\_\_
17. Saat pembelajaran membaca (*reading*), guru sebaiknya: (*Jawaban boleh lebih dari satu*)
- Menjelaskan rumus, kemudian memberikan tugas pada siswa
  - Menuntun siswa dalam membahas teks
  - Membaca nyaring kemudian menterjemahkannya bersama-sama
  - Memberikan materi secara singkat kemudian membiarkan siswa bereksplorasi
  - Mengitari kelas sambil mengamati siswa mengerjakan tugas yang diberikan
  - Menjelaskan materi sambil duduk di meja
  - Lainnya. Sebutkan \_\_\_\_\_
18. Saat pembelajaran membaca (*reading*), siswa sebaiknya: (*Jawaban boleh lebih dari satu*)
- Mendengarkan penjelasan guru, kemudian menulis apa yang ditulis guru di papan tulis/dikte
  - Berpartisipasi aktif dalam diskusi dan tukar pendapat dengan guru dan siswa lainnya mengenai masalah tertentu
  - Belajar sendiri (individu), mengerjakan soal-soal dalam situasi yang tenang
  - Lainnya. Sebutkan \_\_\_\_\_

# APPENDIX B

(The needs analysis data)

## NEED ANALYSIS DATA

No.	Aspects	Questions/ Statements	Items to answer	N	F	Percentage
	<b>Target Needs</b>					
1.	Goals	What is your main goal of studying English?	a. To be successful in English National Examination	31	29	93.55%
			b. To get equipped with sufficient English ability for future job as a technician	31	27	87.09%
			c. To get equipped with sufficient English ability to continue the study to any Department of University	31	15	48.38%
			d. To get equipped with sufficient English ability in order to join some training/course programs after graduating from high school	31	1	3.22%
			e. Etc	31	1	3.22%
2.	Necessities	When I am working as a computer technician, I will use English for...	a. a way to communicate with fellow technicians or customers if they are foreigner	31	9	29.03%
			b. modalities for comprehend the instructions in the field of computer engineering and networking	31	23	74.19%
			c. modalities to comprehend any term in computer engineering and networking field	31	19	61.29%

			d. Etc	31	0	0
3.	I think English for Computer Engineering and Networking is...		a. Very Important	31	18	58.06%
			b. Important	31	13	41.93%
			c. Quite Important	31	0	0
			d. Not Important	31	0	0
4.	Type of texts that I will face when becoming a computer technician are about...		a. Instructional texts about installing/using some tools in English	31	16	51.61%
			b. kinds of damages to the computer and network and how to repair them	31	20	64.51%
			c. Etc	31	1	3.22%
5.	Skills and knowledge that I will occasionally use is/are		a. Listening	31	18	58.06%
			b. Speaking	31	17	54.83%
			c. Reading	31	31	100%
			d. Writing	31	23	74.19%
			e. Grammar	31	5	16.12%
			f. Vocabulary	31	14	45.16%
			g. Other	31	0	0
6.	Language activity that I will occasionally use is/are...		a. Greeting and welcoming customers, and thanking	31	19	61.29%
			b. Asking for what kind of damage that happen to the customer's computer or its network	31	20	64.52%
			c. Describing as clear as possible about the damage to the customer's computer or its network	31	20	64.52%
			d. Giving suggestion about what should	31	19	61.29%

			the customer do to repair the damage			
			e. Etc	31	2	6.45%
7.		So far, my English proficiency is at the level of...	a. Beginner, being able to communicate in daily life context	31	20	64.52%
			b. Intermediate, being able to communicate in any kind of discourse	31	11	35.48%
			c. Advanced, being able to communicate in English in any discourse fluently and accurately	31	0	0
8.	Lacks	So far, the number of vocabulary on computer engineering and networking that I have already known is/are...	a. <100 words	31	18	58.06%
			b. 100 – 500 words	31	10	32.26%
			c. 500 – 1000 words	31	3	9.68%
			d. > 1000 words	31	0	0
9.		When performing oral/written English, it is difficult for me when I have to...	a. Express particular language functions (greeting, giving advice, etc.)	31	7	22.58%
			b. Describing particular things, characteristics of particular things in English	31	9	29.03%
			c. Comprehending particular terms, especially terms on computer engineering and networking	31	14	45.16%
			d. Memorizing the patterns (formulas of tenses)	31	7	22.58%
			e. Etc	31	1	3.22%

10.	Wants	Generally, I want to learn English so that...	a. I am able to master vocabularies, both the general or ones in the field of computer engineering and networking	31	25	80.65%
			b. able to master grammar well	31	17	54.84%
			c. able to use any kind of words, sentences, and expressions in English	31	29	93.55%
			d. able to differentiate the formality of the expressions	31	14	45.16%
<b>Learning Needs</b>						
11.	Input	When I am learning reading, I want to have...	a. Simple texts about kinds of damages to computer and ways to repair it	31	14	45.16%
			b. Simple texts about things around computer engineering and networking	31	6	19.35%
			c. Simple texts containing terms on computer engineering and networking	31	11	35.48%
			d. Examples of dialogues between technician and his/her client	31	4	12.90%
			e. Other	31	1	3.22%
12.		When I learn reading, I suppose to have the text with the length of...	a. < 250 words	31	15	48.39%
			b. 251 – 350 words	31	12	38.71%
			c. 351 – 450 words	31	2	6.45%
			d. > 450 words	31	2	6.45%

13.		I think, the availability of relevant pictures in the materials is...	a. Very helpful	31	24	77.42%
			b. Helpful	31	7	22.58%
			c. Quite helpful	31	0	0
			d. Not helpful	31	0	0
14.	Procedures	When I learn reading, types of tasks that I like is/are...	a. Matching statements	31	20	64.52%
			b. Answering questions based on the texts	31	14	45.16%
			c. Reading aloud in front of the class	31	6	19.35%
			d. Analyzing meaning of particular vocabulary based on the context read	31	12	38.71%
			e. Choosing the statements whether they are True/False	31	21	67.74%
15.	Procedures	When I learn vocabulary, types of tasks that I like is/are...	a. Matching the words and its context	31	14	45.16%
			b. Translating words and terms	31	18	58.06%
			c. Completing paragraph by using given words	31	21	67.74%
			d. Completing paragraph by using own words	31	8	25.81%
			e. Identifying parts of speech in a text	31	6	19.35%
			f. Other	31	0	0
16.	Setting	When I learn reading, the tasks given by the teacher are better to do...	a. Individually	31	6	19.35%
			b. In pairs (2 students)	31	11	35.48%
			c. In a small groups (3-4 students)	31	11	35.48%
			d. In a big groups (5 or more students)	31	3	9.68%
			e. Other	31	0	0
17.	Teacher's Role	When I learn	a. Explain the formulas and the	31	16	51.61%

		reading, it is better if the teacher	given tasks to the students			
			b. Leads the students in discussing a particular text	31	23	74.19%
			c. Reads a text aloud and translate it together with the students	31	10	32.26%
			d. Gives a simple explanations about the materials and then lets the students explore the tasks	31	12	38.71%
			e. Walks around the classroom and observing the students when doing the tasks	31	6	19.35%
			f. Explain the materials while sits on the front desk	31	3	9.68%
18.	Learner's role	When I learn reading, it is better if the students...	a. Listen to the teacher's explanation, and then copy what teacher's write or read verbatim	31	22	70.97%
			b. Actively participate in a classroom discussion and share their opinion with all classmate and the teacher	31	24	77.42%
			c. Learn individually in a silent classroom situation	31	5	16.13%
			d. Etc	31	0	0

# APPENDIX C

(Course grid)

**THE COURSE GRID**  
**ENGLISH LEARNING MATERIALS**  
**UNIT 1**

**School** : SMK N 1 Sedayu  
**Subject** : English  
**Grade/Semester** : XI/1  
**Study Program** : Computer Engineering and Networking

Core Competence	Basic Competences
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung-jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>factual report</i> dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.	4.13 Menangkap makna dalam teks ilmiah faktual ( <i>factual report</i> ), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

Units/Topics/ Unit Title	Indicators	Input Texts	Procedures
<p><b>Unit:</b> UNIT 1</p> <p><b>Topic:</b> Tools</p> <p><b>Unit Title:</b> Engineer's Tools</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Identify the purpose of a report text</li> <li>- Identify the generic structure of a report text</li> </ul>	<ul style="list-style-type: none"> <li>- Written report text about computer engineering and tools used in it</li> <li>- List of relevant vocabulary</li> <li>- Explanation of simple present tense</li> <li>- Explanation of passive voice</li> </ul>	<p><b>A. Warm Up</b></p> <ul style="list-style-type: none"> <li>- Students study the pictures of tools related to computer engineering.</li> <li>- Students label the pictures with names provided in the box.</li> <li>- Students study the pictures and answer the questions.</li> <li>- Students have vocabulary exercises related to the topic of the unit</li> </ul> <p><b>B. Let's Read</b></p> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Students read a procedure text and then tick and write the items that they want to know related to the text.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Students formulate questions based on the items they want to know in the previous task and give their temporary answers.</li> </ul> <p><b>Collecting, Analyzing, Communicating</b></p> <ul style="list-style-type: none"> <li>- Students fill in the table with suitable answers based on the context of the text that they have read in observing step.</li> <li>- Students read again the text in the observation step and decide whether the statements are true or false.</li> <li>- Students study the explanation about report text and discuss it with their friends and teacher.</li> <li>- Students read the report text entitled Hiren's BootCD and complete the box about the structure of a report text based on the</li> </ul>

			<p>explanation that they have read in the previous task and then report their answers.</p> <ul style="list-style-type: none"> <li>- Students study the mind map about the parts of a report text entitled Hiren's BootCD.</li> <li>- Students identify the structure of a report text in the observing step by completing the mind map, then report their answers to their classmates</li> <li>- Students study the explanation about simple present tense and discuss it with their classmates and teacher.</li> <li>- Students have exercise related to simple present tense by completing the text using the appropriate words.</li> <li>- Students study the explanation about passive voice and discuss it with their classmates and teacher.</li> <li>- Students have exercise related to passive voice by finding sentences that contain the passive form from the text.</li> <li>- Students have exercise about reading comprehension by reading the report text and answer the questions that follow then report their answers to your classmates.</li> </ul> <p><b>C. Evaluation</b></p> <ul style="list-style-type: none"> <li>- Students do the evaluation task to check their comprehension of what they have learnt by choosing the best answer to each question and do it individually</li> </ul> <p><b>D. Homework</b></p> <ul style="list-style-type: none"> <li>- Students get access to the internet to find some report texts and then Identify and separate the general information and bundles of specific information from the text that they have found.</li> </ul>
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**THE COURSE GRID**  
**ENGLISH LEARNING MATERIALS**  
**UNIT 2**

**School** : SMK N 1 Sedayu  
**Subject** : English  
**Grade/Semester** : XI/1  
**Study Program** : Computer Engineering and Networking

Core Competence	Basic Competences
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung-jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.	4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Units/Topics/ Unit Title	Indicators	Input Texts	Procedures
<p><b>Unit:</b> UNIT 2</p> <p><b>Topic:</b> Giving opinion</p> <p><b>Unit Title:</b> Your Suggestion Is...</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Identify the social functions of expressions of asking for and giving opinion and also agreeing or rejecting an opinion</li> </ul>	<ul style="list-style-type: none"> <li>- Written texts containing the expressions of asking for and giving opinion and also agreeing or rejection an opinion</li> <li>- Lists of expressions of asking for and giving opinion and also agreeing or rejecting an opinion</li> <li>- Vocabulary lists of relevant words</li> </ul>	<p><b>A. Warm Up</b></p> <ul style="list-style-type: none"> <li>- Students study a picture and answer the questions.</li> <li>- Students have vocabulary exercises related to the topic of the unit</li> </ul> <p><b>B. Let's Read</b></p> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Students read a procedure text and then tick and write the items that they want to know related to the text.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Students formulate questions based on the items they want to know in the previous task and give their temporary answers.</li> </ul> <p><b>Collecting, Analyzing, Communicating</b></p> <ul style="list-style-type: none"> <li>- Students fill in the table with suitable answers based on the context of the text that they have read in observing step.</li> <li>- Students read again the text in the observing step and answer the questions then report their answers to their classmates.</li> <li>- Students study the explanation about the structure of a short message text and discuss it with their classmates.</li> <li>- Students study the explanation about the expressions of asking for and giving suggestions and discuss it with their partner.</li> <li>- Students read the text in the form of consultation column and then decide whether the statements following the text are true or false</li> </ul>

			<p>based on what they have read.</p> <ul style="list-style-type: none"> <li>- Students write the supporting sentences based on their answer from the previous task to prove that it is correct.</li> <li>- Students match the texts that contain the expression of asking suggestion with the suitable responses and then report their answer to their classmates.</li> <li>- Students identify the expression of asking for and giving suggestion in previous task.</li> <li>- Students complete the letter that aims to ask for suggestion based on the clue given.</li> <li>- Students study the explanation about expressions of accepting and rejecting suggestion and discuss them with their classmates and teacher.</li> <li>- Students read the text in the form of consultation column and list all expressions that they can find whether asking for and giving suggestions or accepting and rejecting it.</li> <li>- Students answer the comprehension questions related to the text in the previous task then report their answers to their classmates.</li> </ul> <p><b>C. Evaluation</b></p> <ul style="list-style-type: none"> <li>- Students do the evaluation task to check their comprehension of what they have learnt by choosing the best answer to each question and do it individually.</li> </ul> <p><b>D. Homework</b></p> <ul style="list-style-type: none"> <li>- Students find out a consultation rubric in a forum on the internet and then list the expression of asking for and giving suggestion that they can find.</li> </ul>
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**THE COURSE GRID**  
**ENGLISH LEARNING MATERIALS**  
**UNIT 3**

**School** : SMK N 1 Sedayu  
**Subject** : English  
**Grade/Semester** : XI/1  
**Study Program** : Computer Engineering and Networking

Core Competence	Basic Competences
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung-jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat ( <i>tips</i> ), sesuai dengan konteks penggunaannya.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.	4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat ( <i>tips</i> ).  4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat ( <i>tips</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Units/Topics/ Unit Title	Indicators	Input Texts	Procedures
<p><b>Unit:</b> UNIT 3</p> <p><b>Topic:</b> How to do this</p> <p><b>Unit Title:</b> Starting From The Bottom</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Identify the social function of procedure text.</li> <li>- Identify the generic structure of procedure text.</li> <li>- Use imperative sentences appropriately.</li> <li>- Use sequencing connectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Written procedure texts about computer engineering.</li> <li>- Vocabulary lists of relevant words.</li> <li>- Explanation of imperative sentences.</li> <li>- Explanation of sequencing connectives.</li> </ul>	<p><b>A. Warm Up</b></p> <ul style="list-style-type: none"> <li>- Students study the pictures and answer the questions.</li> <li>- Students have vocabulary exercises related to the topic of the unit.</li> </ul> <p><b>B. Let's Read</b></p> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Students read a procedure text and then tick and write the items that they want to know related to the text.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- Students formulate questions based on the items they want to know in the previous task and give their temporary answers.</li> </ul> <p><b>Collecting, Analyzing, Communicating</b></p> <ul style="list-style-type: none"> <li>- Students fill in the table with suitable answers based on the context of the text that they have read in observing step.</li> <li>- Students read the text in observation step again and answer the questions.</li> <li>- Students read the statements and choose the right statements based on the text that they have read in observation step then report their answer to their classmates.</li> <li>- Students study the explanation about the structure of a procedure text and discuss it with their classmates and teacher.</li> <li>- Students read the procedure text and complete the box based on</li> </ul>

			<p>the explanation they have read in the previous task and then report their answers to their classmates.</p> <ul style="list-style-type: none"> <li>- Students study the explanation about imperative sentences and discuss it with their friends and teacher.</li> <li>- Students arrange the jumbled words into good imperative sentences and then report their answers to their classmates.</li> <li>- Students study the explanation about sequencing connectives and discuss it with their friends and teacher.</li> <li>- Students read and arrange the jumbled paragraphs into a good text by giving a number to the boxes, then underline the connectives and report their answers to their classmates.</li> <li>- Students complete the procedure text by using the appropriate words in the box.</li> <li>- Students decide whether the statements are true or false based on what they have read in the previous task.</li> <li>- Students study the picture series and label them with the suitable steps.</li> </ul> <p><b>C. Evaluation</b></p> <ul style="list-style-type: none"> <li>- Students do the evaluation task to check their comprehension of what they have learnt by choosing the best answer to each question and do it individually.</li> </ul> <p><b>D. Homework</b></p> <ul style="list-style-type: none"> <li>- Students get access to the internet and find a procedure text about system maintenance and separate the parts of the text.</li> </ul>
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# APPENDIX D

(The descriptions of the tasks)

## THE DESCRIPTION OF THE TASK

### Task Description of Unit 1

<b>Unit 1. Engineer's Tools</b>	
<b>Warm Up</b>	
Task 01	<p><b>Instruction:</b> <i>Study the pictures of the tools below and label them with their names provided in the box.</i></p> <p><b>Description:</b> In this task, students are asked to study several pictures of tools and label them with their names which have been provided. This task aims as a schema-builder of what is going to be learnt in the unit.</p>
Task 02	<p><b>Instruction:</b> <i>Referring to the pictures in Task 01, answer the following questions based on your knowledge.</i></p> <p><b>Description:</b> In this task, students are asked to answer some questions based on the previous task. This task aims to give them clearer picture of the area to cover in the unit.</p>
Task 03	<p><b>Instruction:</b> <i>The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below.</i></p> <p><b>Description:</b> In this task, students are asked to find the Indonesian of some English words that are related to the topic. This task aims to enrich students' vocabulary and help them understand the next tasks.</p>
<b>Let's Read</b>	
<b>Observing</b>	
Task 04	<p><b>Instruction:</b> <i>Read the text about screwdrivers below. Give a tick (√) on the items that you want to know. You can also write more items that you want to know if they are not listed.</i></p> <p><b>Description:</b> In this task, students are asked to read a text about screwdrivers and tick and write several items that they want to know. This task aims to give students opportunity to observe a language phenomenon that</p>

	occurs in the text.
<b>Questioning</b>	
Task 05	<p><b>Instruction:</b> <i>Based on the items you want to know in Task 04, formulate relevant questions. Some have been done as examples. Provide answers for questions you formulate based on your knowledge.</i></p> <p><b>Description:</b> In this task, students are asked to formulate questions based on the items that they have ticked in the previous task and provide temporary answers. This task is the adaptation of second step of scientific approach, questioning.</p>
<b>Collecting, Analyzing, and Communicating</b>	
Task 06	<p><b>Instruction:</b> <i>Complete the table below with suitable translations based on the context of the text that you have read in Task 04. You can use your dictionary. Do it in pairs.</i></p> <p><b>Description:</b> In this task, students are asked to find Indonesian and the phonetic transcription of some English words that present in the text in task 04. This task aims to help students understand the entire text.</p>
Task 07	<p><b>Instruction:</b> <i>In pairs, read again the text about screwdrivers in Task 04 and decide whether the statements below are true or false.</i></p> <p><b>Description:</b> In this task, students are asked to choose whether the statements are right or wrong based on the text. This task aims to give them opportunity to collect information related to the content and social function of the text.</p>
Task 08	<p><b>Instruction:</b> <i>Study the explanation about report text below. Discuss it with your friends and ask your teacher if you do not understand the explanation.</i></p> <p><b>Description:</b> In this task, students are asked to study the explanation about report texts. This task aims to give them opportunity to collect the information related to report texts.</p>
Task 09	<p><b>Instruction:</b> <i>Read the following report text entitled Hiren's BootCD. Complete the box based on the explanation you read in Task 08. Then, report</i></p>

	<p><i>your answers.</i></p> <p><b>Description:</b> In this task, students are asked to write down the part of the text entitled Hiren’s BootCD. This task aims to give the exercise on the structure of a report text.</p>
Task 10	<p><b>Instruction:</b> <i>Look at the mind map about the parts of a report text entitled Hiren’s BootCD. A mind map helps you visually organize information.</i></p> <p><b>Description:</b> In this task, students are asked to study the mind map about the parts of a report text entitled Hiren’s BootCD. This task aims to give students clearer picture about the organization of a report text.</p>
Task 11	<p><b>Instruction:</b> <i>Read again the report text entitled “Screwdrivers” in Task 04 (Page 3) and identify the parts of the report text by completing the mind map below. Use the example in Task 10 as your guide. Then, report your answers to your classmates.</i></p> <p><b>Description:</b> In this task, students are asked to make mind map about the parts of the text entitled screwdrivers in Task 04. This task aims to give students opportunity to have exercise about the structure of a report text.</p>
Task 12	<p><b>Instruction:</b> <i>Study the explanation about simple present tense below. Discuss it with your classmates and ask your teacher if you do not understand the explanation.</i></p> <p><b>Description:</b> In this task, students are asked to study the explanation about simple present tense. This task aims to give them opportunity to collect the information related to the simple present tense form.</p>
Task 13	<p><b>Instruction:</b> <i>Complete the text below using the appropriate form of words in the box. See the explanation in Task 12 to guide you.</i></p> <p><b>Description:</b> In this task, students are asked to complete the report text by using the correct form of the words in the box. This task aims to give them opportunity to have exercise about simple present tense form.</p>
Task 14	<p><b>Instruction:</b> <i>Study the explanation about passive voice below. Discuss it with your classmates and ask your teacher if you do not understand the explanation.</i></p>

	<p><b>Description:</b> In this task, students are asked to study the explanation about passive voice. This task aims to give them opportunity to collect the information related to the passive voice form.</p>
Task 15	<p><b>Instruction:</b> <i>Work in pairs. Find 8 sentences that contain the passive form from the text in Task 13. Use the explanation in Task 14 to help you.</i></p> <p><b>Description:</b> In this task, students are asked to find sentences that contain passive voice form from the previous report text. This task aims to give them opportunity to have exercise about passive voice form.</p>
Task 16	<p><b>Instruction:</b> <i>Read the report text below and answer the questions that follow. Report your answers to your classmates.</i></p> <p><b>Description:</b> In this task, the students are asked to read a report text and answer the questions that follow. This task aims to test the students' comprehension of the text.</p>
<b>Evaluation</b>	
Task 17	<p><b>Instruction:</b> <i>Choose the best answer to each question. Do it individually.</i></p> <p><b>Description:</b> In this task, students are asked to answer the questions by choosing the right answer. This tasks aims to test the students' comprehension about what they have learned in this unit.</p>
<b>Homework</b>	
Task 18	<p><b>Instruction:</b> <i>Get access to the internet to find some report texts about a certain tool that is helpful for a computer technician. Identify and separate the general information and bundles of specific information from the text that you find.</i></p> <p><b>Description:</b> In this task, students are asked to find some report texts on the internet and then identify the general information and bundles of specific information from the texts. This task aims to give opportunity to apply knowledge that has been learnt in this unit.</p>

## Task Description of Unit 2

<b>Unit 2. Your Suggestion Is?</b>	
<b>Warm Up</b>	
Task 01	<p><b>Instruction:</b> <i>Study the picture and answer the questions that follow.</i></p> <p><b>Description:</b> In this task, students are asked to answer questions based on the picture. This task aims to be a schema builder of what is going to be learnt in this unit.</p>
Task 02	<p><b>Instruction:</b> <i>The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below.</i></p> <p><b>Description:</b> In this task, students are asked to find the Indonesian of some English words that are related to the topic. This task aims to enrich students' vocabulary and help them understand the next tasks.</p>
<b>Let's Read</b>	
<b>Observing</b>	
Task 03	<p><b>Instruction:</b> <i>Read the consultation column between users who discuss computer troubleshooting below. Give a tick (√) on the items that you want to know. You can also write more items that you want to know if they are not listed.</i></p> <p><b>Description:</b> In this task, students are asked to read a consultation column about computer troubleshooting. This task aims to give students opportunity to observe a language phenomenon that occurs in the text.</p>
<b>Questioning</b>	
Task 04	<p><b>Instruction:</b> <i>Based on the items you want to know in Task 03, formulate relevant questions. Some have been done as examples. Provide answers for questions you formulate based on your knowledge.</i></p> <p><b>Description:</b> In this task, students are asked to formulate questions based on the</p>

	items that they have ticked in the previous task and provide temporary answers. This task is the adaptation of second step of scientific approach, questioning.
<b>Collecting, Analyzing, Communicating</b>	
Task 05	<p><b>Instruction:</b> <i>Complete the table below with suitable translations based on the context of the text that you have read in Task 03. You can use your dictionary. Do it in pairs.</i></p> <p><b>Description:</b> In this task, students are asked to find Indonesian and the phonetic transcription of some English words that present in the text in task 03. This task aims to help students understand the entire text and enrich their vocabulary.</p>
Task 06	<p><b>Instruction:</b> <i>Read again the text in Task 03 and answer the questions. Work in pairs. Report your answers to your classmates.</i></p> <p><b>Description:</b> In this task, students are asked to read again the text in task 03 and answer the questions. This task aims to give them opportunity to collect information related to the content of the text.</p>
Task 07	<p><b>Instruction:</b> <i>Study the explanation about the structure of a short message text. Discuss it with your classmates. Ask your teacher if you do not understand the explanation.</i></p> <p><b>Description:</b> In this task, students are asked to study the explanation about structure text of a short message. This task aims to give them opportunity to collect more information related to the structure text of a short message.</p>
Task 08	<p><b>Instruction:</b> <i>Study the explanation below to help you understand the expressions of asking for and giving suggestions. Discuss it with your partner. Ask your teacher if you do not understand the explanation.</i></p> <p><b>Description:</b> In this task, students are asked to study the list of expression of asking and giving suggestion. This task aims to give them opportunity to collect more information related to the expressions of asking and giving suggestion.</p>
Task 09	<p><b>Instruction:</b> <i>Read the consultation column below about a user who wants advice for overclocking his PC. Then, decide whether the statements</i></p>

	<p><i>following the text are true or false based on what you have read.</i></p> <p><b>Description:</b> In this task, the students are asked to choose whether the statements are true or false based on the text that they have read. This task aims to test the students' comprehension about the text that they have read before.</p>
Task 10	<p><b>Instruction:</b> <i>Read the text again and see your work on Task 08. Write the supporting sentences based on your answer to prove that it is correct.</i></p> <p><b>Description:</b> In this task, the students are asked to write supporting sentences based on their answer in the previous task. This task aims to further test the students' comprehension of the text.</p>
Task 11	<p><b>Instruction:</b> <i>The texts below were taken from a forum that discusses various troubleshooting on computers and laptops. Work in pairs and match the expression on the left side with the suitable response on the right side. Then, report your answers to your classmates.</i></p> <p><b>Description:</b> In this task, students are asked to match the statements of asking suggestion with the statements of giving suggestion. This task aims to give them opportunity to have exercise on the expression of asking and giving suggestion.</p>
Task 12	<p><b>Instruction:</b> <i>Identify the expressions of asking for and giving suggestions in Task 10. Write down the expressions in the column below. Report your answers to your classmates.</i></p> <p><b>Description:</b> In this task, students are asked to list the expressions of asking and giving suggestion that present in the previous task. This task aims to give them opportunity to have further exercise on the expression of asking and giving suggestion.</p>
Task 13	<p><b>Instruction:</b> <i>Your friend has a problem with his old computer. Recently, when he uses his computer for about an hour, his computer would suddenly shut down by itself. He wants your help to post this problem in a forum because he is inexperienced with it. Help him to post the problem of his computer. Phrases in the brackets give you clues of what you have to write.</i></p>

	<p><b>Description:</b> In this task, students are asked to write an email containing expression of asking suggestion based on the information given. This task aims to give them opportunity to use the expression of asking suggesting in written form.</p>
Task 14	<p><b>Instruction:</b> <i>Study the explanation about expressions of asking for and giving suggestions in Task 08 and then study the explanation about accepting and rejecting suggestion below. Discuss them with your classmates and ask your teacher if you do not understand the explanation.</i></p> <p><b>Description:</b> In this task, students are asked to study the list of expressions of accepting and rejecting suggestions. This task aims to give them opportunity to collect more information related to the expressions of accepting and rejecting suggestions.</p>
Task 15	<p><b>Instruction:</b> <i>Read the consultation column below about a user who wants suggestions about his PC. List all expressions that you can find whether asking for and giving suggestions or accepting and rejecting it.</i></p> <p><b>Description:</b> In this task, students are asked to list the expressions of asking and giving suggestion or accepting and rejecting suggestions that present in the text. This task aims to give them opportunity to have further exercise on the expression of asking and giving suggestion and also accepting and rejecting it.</p>
Task 16	<p><b>Instruction:</b> <i>Read again the text in Task 14 and answer the questions below. Work in pairs. Report your answers to your classmates.</i></p> <p><b>Description:</b> In this task, the students are asked to answer the questions based on the text that they have read in Task 14. This task aims to test the students' comprehension of the text.</p>
<b>Evaluation</b>	
Task 17	<p><b>Instruction:</b> <i>Choose the best answer to each question. Do it individually.</i></p> <p><b>Description:</b> In this task, students are asked to answer the questions by choosing the right answer. This tasks aims to test the students' comprehension about what they have learned in this unit.</p>

<b>Homework</b>	
Task 18	<p><b>Instruction:</b> <i>Find out a consultation rubric in a forum on the internet. List the expression of asking for and giving suggestion that you find. Print out and attach the consultation rubric when you submit the homework. Do not forget to write down the source.</i></p> <p><b>Description:</b> In this task, students are asked to find a consultation rubric on the internet then list the expressions of asking and giving suggestion that they have found. This homework aims to give students opportunity to have further exercise by finding the use of the expressions in real life.</p>

## Task Description of Unit 3

Unit 3. Starting From The Bottom	
<b>Warm Up</b>	
Task 01	<p><b>Instruction:</b> <i>Study the pictures and answer the questions.</i></p> <p><b>Description:</b> In this task, the students are asked to study a picture series of cleaning a fan. This task aims as a schema builder of what is going to be learnt in this unit.</p>
Task 02	<p><b>Instruction:</b> <i>The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below.</i></p> <p><b>Description:</b> In this task, students are asked to find the Indonesian of some English words that are related to the topic. This task aims to enrich students' vocabulary and help them understand the next tasks.</p>
<b>Let's Read</b>	
<b>Observing</b>	
Task 03	<p><b>Instruction:</b> <i>Read the text below about how to clean the inside of a computer. Give a tick (✓) on the items that you want to know. You can also write more items that you want to know if they are not listed.</i></p> <p><b>Description:</b> In this task, students are asked to read a text about how to clean the inside of a computer and tick and write several items that they want to know. This task aims to give students opportunity to observe a language phenomenon that occurs in the text.</p>
<b>Questioning</b>	
Task 04	<p><b>Instruction:</b> <i>Based on the items you want to know in Task 03, formulate relevant questions. Some have been done as examples. Provide answers for questions you formulate based on your knowledge.</i></p> <p><b>Description:</b> In this task, students are asked to formulate questions based on the items that they have ticked in the previous task and provide</p>

	temporary answers. This task is the adaptation of second step of scientific approach, questioning.
<b>Collecting, Analyzing, Communicating</b>	
Task 05	<p><b>Instruction:</b> <i>Complete the table below with suitable translations based on the context of the text that you have read in Task 03. You can use your dictionary. Do it in pairs.</i></p> <p><b>Description:</b> In this task, students are asked to find Indonesian and the phonetic transcription of some English words that present in the text in previous task. This task aims to help students understand the entire text.</p>
Task 06	<p><b>Instruction:</b> <i>Read the text in Task 03 again and answer the questions below.</i></p> <p><b>Description:</b> In this task, the students are asked to read the text again and then answer the questions that follow. This task aims to give them opportunity to collect the information related to the content of the text.</p>
Task 07	<p><b>Instruction:</b> <i>Read the statements below and choose the right statements based on the text you read in Task 03. Report them to your classmates.</i></p> <p><b>Description:</b> In this task, students are asked to choose the right statements based on the text that they have read. This task aims to give them opportunity to collect the information related to the social function of procedure texts.</p>
Task 08	<p><b>Instruction:</b> <i>Study the explanation about the structure of a procedure text. Discuss it with your classmates. Ask your teacher if you do not understand the explanation.</i></p> <p><b>Description:</b> In this task, students are asked to study and discuss the explanation about structure of procedure texts. This task aims to give them opportunity to collect the information related to the structure of procedure texts.</p>
Task 09	<p><b>Instruction:</b> <i>Read the procedure text below and complete the box based on the explanation you read in Task 08. Report your answers to your classmates.</i></p>

	<p><b>Description:</b> In this task, students are asked to identify the structure of the text entitled <i>How to Assemble a Computer</i>. This task aims to give them exercise on the structure of procedure texts.</p>
Task 10	<p><b>Instruction:</b> <i>Study the explanation about imperative sentences. Discuss it with your friends. Ask your teacher if you do not understand the explanation.</i></p> <p><b>Description:</b> In this task, students are asked to study and discuss imperative sentences. This task aims to give students opportunity to collect the information about language features and grammar of a procedure text.</p>
Task 11	<p><b>Instruction:</b> <i>Arrange the jumbled words below into good imperative sentences. Report your answers to your classmates.</i></p> <p><b>Description:</b> In this task, students are asked to arrange jumbled words into good imperative sentences. This task aims to give students opportunity to have exercise in imperative sentences.</p>
Task 12	<p><b>Instruction:</b> <i>Study the explanation about sequencing connectives. Discuss it with your friends. Ask your teacher if you do not understand the explanation.</i></p> <p><b>Description:</b> In this task, students are asked to study and discuss the explanation about sequencing connectives. This task aims to give them opportunity to collect the information related to sequencing connectives.</p>
Task 13	<p><b>Instruction:</b> <i>Read and arrange the jumbled paragraphs below into a good text by numbering the boxes and then underline the connectives. Report your answer to your classmates.</i></p> <p><b>Description:</b> In this task, students are asked to arrange the jumbled paragraphs into a good text and then underline the connectives. This task aims to give them opportunity to have exercise in identifying the correct sequencing connectives.</p>
Task 14	<p><b>Instruction:</b> <i>Complete the procedure text about applying thermal paste below using the appropriate words in the box. You can use your dictionary</i></p>

	<p><i>to help you. Do it in pairs.</i></p> <p><b>Description:</b> In this task, the students are asked to complete the procedure text by using the words in the box. This task aims to check the students' understanding about the content of the text.</p>
Task 15	<p><b>Instruction:</b> <i>Read again the procedure text in Task 14. Decide whether the following statements are true or false based on what you have read and write the supporting sentences based on your answer to prove that it is correct.</i></p> <p><b>Description:</b> In this task, students are asked to decide whether the statements are true or false and then write the supporting sentences to prove that their answers are correct. This task aims to further check the students' understanding of the text.</p>
Task 16	<p><b>Instruction:</b> <i>Fill in the blanks by labeling the pictures with the suitable steps of how to crimp RJ45 below. Do it individually. Report your answer to your classmates.</i></p> <p><b>Description:</b> In this task, students are given a picture series of how to crimp RJ45. They are asked to label the pictures with the suitable steps which have been provided. This task provides students the opportunity to exercise creating a good procedure text.</p>
<b>Evaluation</b>	
Task 17	<p><b>Instruction:</b> <i>Choose the best answer to each question. Do it individually.</i></p> <p><b>Description:</b> In this task, students are asked to answer the questions by choosing the right answer. This task aims to test the students' comprehension about what they have learned in this unit.</p>
<b>Homework</b>	
Task 18	<p><b>Instruction:</b> <i>Get access to the internet and find a procedure text about system maintenance. Write down the text, the title, and the source. Separate the parts of the text as you have done in Task 09 (Page 49).</i></p>

	<p><b>Description:</b> In this task, students are asked to find a procedure text with specific topic. This task aims to provide further exercise so the students have full comprehensive about a procedure text.</p>
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# APPENDIX E

(The first draft of the materials)

Kurikulum  
2013

# Lag Behind

English Reading Learning Materials  
for Vocational High School Students Year XI



Computer Engineering  
and Networking  
Study program



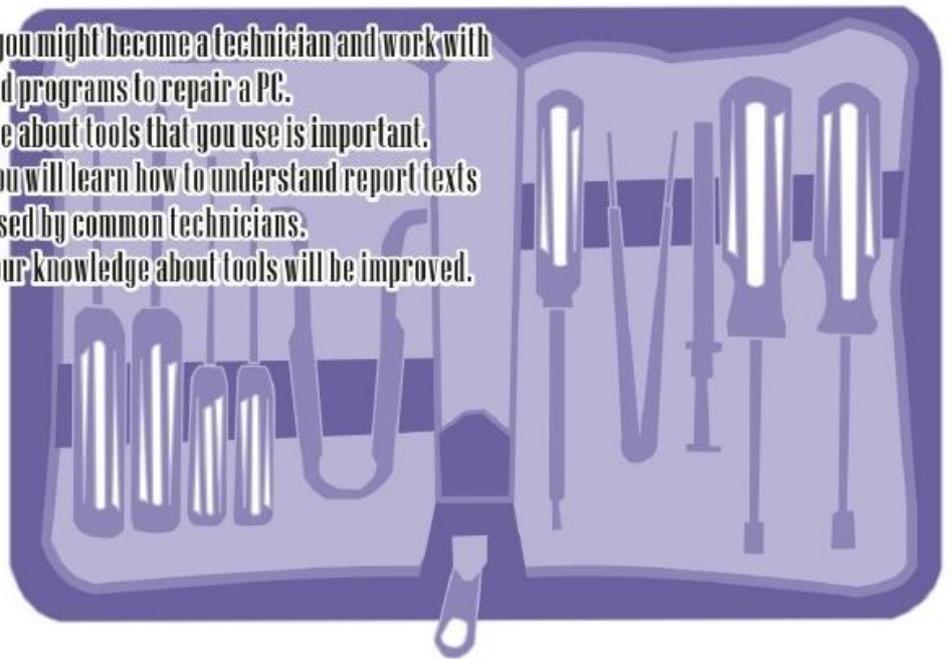
Wulur Risang Sukmo  
English Education Study Program  
Yogyakarta State University



# Unit 1

## Engineer's Tools

In the future you might become a technician and work with many tools and programs to repair a PC. The knowledge about tools that you use is important. In this unit, you will learn how to understand report texts about tools used by common technicians. Therefore, your knowledge about tools will be improved.



## A. Warm Up

### Task 01

Study the pictures of the tools below and label them with their names provided in the box.

1.



2.



3.



4.



5.



6.



7.



flash drive

screwdrivers

crimp/cut/strip tool

external hard drive

network cable tester

RJ45 connector

LED pen flashlight

Pictures1-7: <http://www.thetechmentor.com>

## Task 02

Referring to the pictures in Task 01, answer the following question based on your knowledge.

1. Which tools do you use when you need to connect one computer to another?
2. Which tools do you use when you need to repair inside a CPU case?
3. Which tools do you use to carry apps and software updates?

## Task 03

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English word below.

<b>technician</b> /tek'niʃ. ə n/ <i>noun</i>	:
<b>application</b> /,æp.li'keɪ.ʃ ə n/ <i>noun</i>	:
<b>storage</b> /'stɔːr.ɪdʒ/ <i>noun</i>	:
<b>recovery</b> /rɪ'kʌv. ə r.i/ <i>noun</i>	:
<b>extensive</b> /ɪk'sten t.sɪv/ <i>adjective</i>	:
<b>file</b> /faɪl/ <i>noun</i>	:
<b>registry</b> /'redʒ.ɪ.stri/ <i>noun</i>	:
<b>partition</b> /pɑː'tɪʃ. ə n/ <i>noun</i>	:
<b>performance</b> /pə'fɔː.mən t s/ <i>noun</i>	:
<b>damage</b> /'dæm.ɪdʒ/ <i>noun</i>	:

## B. Let's Read

### OBSERVING

#### Task 04

Read the text about screwdrivers below. Give a tick (✓) on the items that you want to know. You can also write more items that you want to know if they are not listed.

#### Screwdrivers



Screwdrivers are one of the tools both electronic technicians and mechanic engineers use to aid them in their job of repairing things.

Screwdrivers have various shape and size. There are long ones and short ones. There are also some that must be assisted by an electric actuator. A screwdriver usually consists of two parts, the shaft and the handle. The shaft of a screwdriver is made from metal and some of its tips are magnetic, so that the screw remains attached to the screwdriver without the need of external power. The handle on a screwdriver is usually made of plastic so that the technician will not be electrocuted when repairing electronic devices. It can also be made of a rubber to give a better grip.

Technicians usually use Phillips screwdrivers and flathead screwdrivers among many kinds of screwdrivers. A Phillips screwdriver is a screwdriver which has a shape of (+) on its tip and a flathead screwdriver has (-) shape on its tip.

From its size, we can determine the usage of the screwdrivers. The smallest one is usually used to repair small things such as wristwatches and handphones. The bigger one is used to repair common electronic devices such as radios, monitors, and computers. A screwdriver is generally used to tighten and loosen the bolts on vehicles, electronic devices, and other things. A flathead screwdriver can sometimes serve double duty to pry and chisel things.

Adapted from: <http://agusmunir.mywapblog.com/>

No	Items that I want to know	
1.	The Indonesian equivalents of the underlined words	<input type="checkbox"/>
2.	The content of the text	<input type="checkbox"/>
3.	The structure of the text	<input type="checkbox"/>
4.	The grammar used in the text	<input type="checkbox"/>
<b>More things that I want to know</b>		
1.	...	
2.	...	
3.	...	

## QUESTIONING?

### Task 05

Based on the items you want to know in Task 04, formulate relevant questions. Some have been done as examples. Provide answers for questions you formulated based on your knowledge.

No	Questions
1.	What are the Indonesian equivalents of the underlined words?
2.	What is the text about?
3.	
4.	
<b>Answers</b>	
1.	
2.	
3.	
4.	


**Task 06**

COLLECTING  
ANALYZING  
COMMUNICATING



Fill in the table below with suitable answers based on the context of the text that you have read in Task 04. You can use your dictionaries. Do it in pairs.

English	Phonetic Transcription	Indonesian
1. actuate	/ˈæk.tʃu.ət/	menggerakkan
2. shaft		
3. external		
4. electrocute		
5. device		
6. grip		
7. bolts		
8. attached		


**Task 07**

In pairs, read again the text about screwdrivers and decide whether the statements below are true or false.

Statement	True	False
1. The first paragraph tells us about general information about screwdrivers.		
2. The second paragraph tells us about parts of a screwdriver.		
3. The third paragraph tells us about common screwdrivers used by technicians.		
4. The information in the last paragraph is about many sizes of screwdrivers.		
5. The text entitled screwdrivers above gives information about a specific screwdriver.		
6. The text entitled screwdrivers tells someone's opinion about screwdrivers.		

 **Task 08**

**Study the explanation about report text below. Discuss with your friends and ask your teacher if you do not understand the explanation.**

**REPORT TEXT****The Definition**

A report is a text which presents information about something, as it is. It is as a result of systematic observations and analyses.

**Generic Structure**

1. General Classification: Statements that describe the common subject of the report or common description.
2. Bundles of specific information: tells about the thing that is discussed in detail.

**Language Features:**

1. using the simple present tense
2. using general nouns
3. using relating verbs (to be: is am are; present) to describe features
4. using the timeless present tense (often usually, always) to indicate usualness
5. using descriptive language that is factual rather than imaginative

## Task 09

Read the following report text entitled **Hiren's BootCD**. Complete the box based on the explanation you read in Task 08. Then report your answers.

### Hiren's BootCD

Hiren's BootCD (also known as HBCD) is a bootable software CD containing a number of diagnostic programs for fixing various computer problems.

It is a completely free bootable CD that contains a load of useful tools you can use in a variety of situations like analyzing, recovering and fixing your computer even if the primary operating system cannot be booted. This is because In Hiren's, there is a mini Windows XP which can be used to boot Windows even though the Windows that exist on PC experience hang or error.

Hiren's bootCD also contains many useful software for a computer technician. With some simple knowledge about what is contained on the CD, a technician can use it to repair many problems on computer such as hard drive failure, virus infections, partitioning, password recovery and data recovery.

Hiren's BootCD has an extensive list of software. Utilities with similar functionality on the CD are grouped together and seem redundant; however, they present choices through UI differences and options in what they can do. The content of a Hiren's BootCD is ranging from software to make a partition, backup or restore the operating system, edit the Windows registry, delete the password in the Windows when you log in, and even software to repair a damaged harddrive. The software in Hiren's bootCD is freeware or shareware in nature. There are many version of Hiren's Boot. The difference in each version is simply the addition or reduction of the number of software in it. Up until now, Hiren's BootCD has reached version 15.1.

}

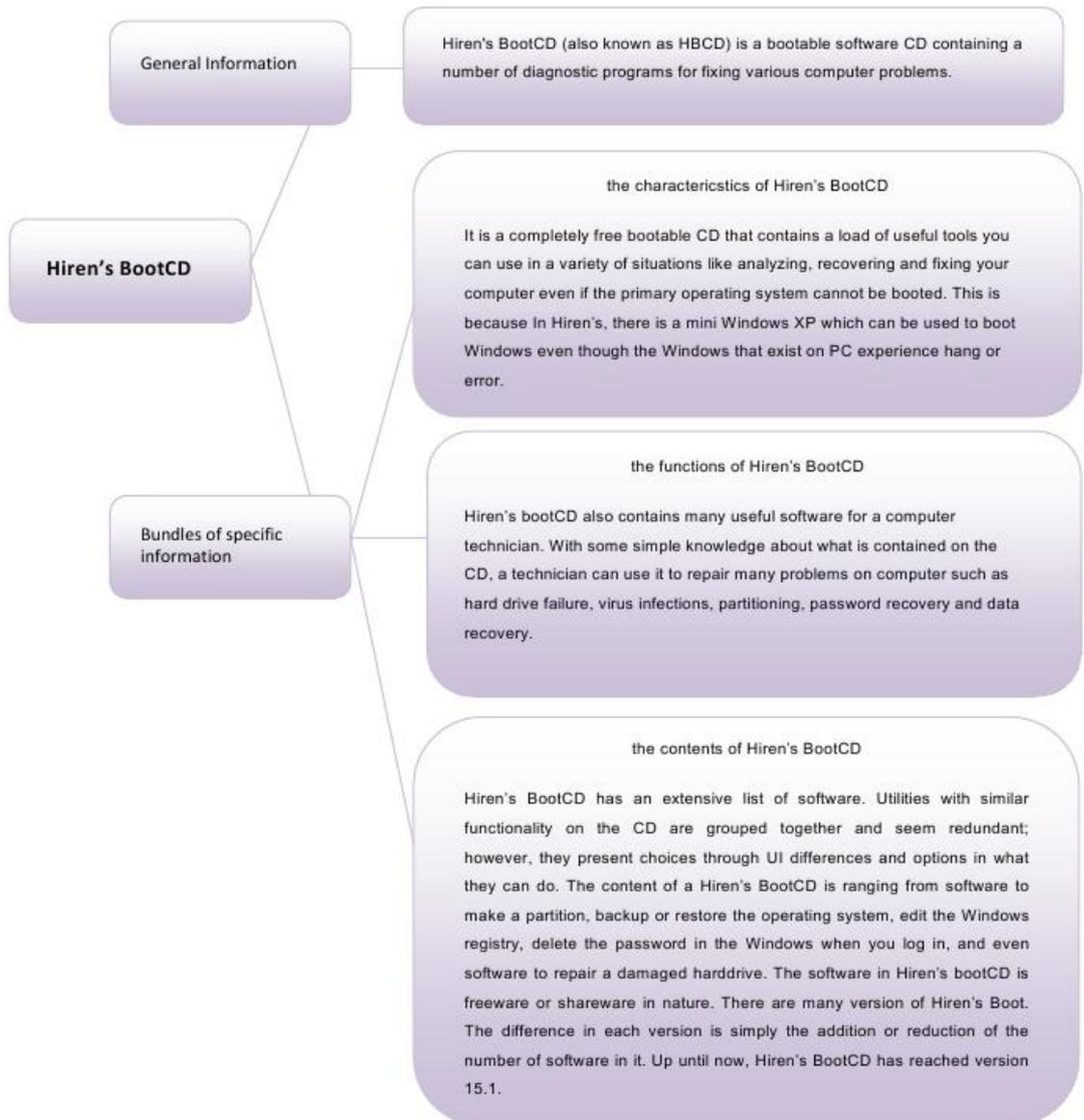
}

- characteristics
- ...
- ...

Adapted from: <http://belajar-bersama-popz.blogspot.com/>

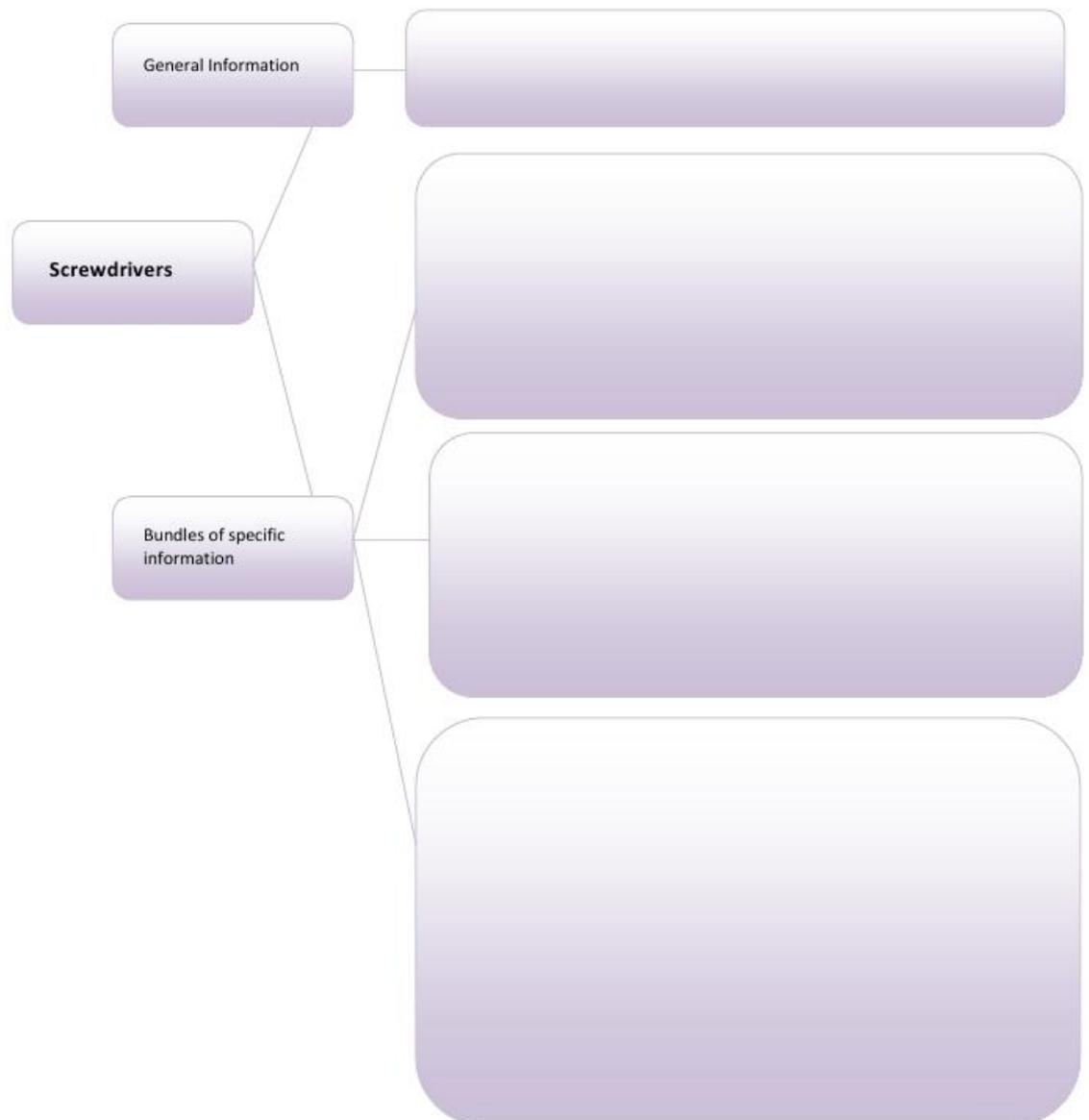
## Task 10

Look at the mind map about the parts of a report text entitled **Hiren's BootCD**. A mind map helps you visually organize information.



## Task II

Read again the report text entitled “Screwdrivers” in Task 04 (Page 3) and identify the parts of the report text by completing the mind map below. Use the example in Task 10 as your guide. Then report your answers to your classmates.



## Task 12

Study the explanation about simple present tense below. Discuss it with your classmates and ask your teacher if you do not understand the explanation.

### SIMPLE PRESENT TENSE

The simple present tense is used to describe regular actions, facts, habits, and general truth. If you write a report text, you should use the simple present tense since you write about facts. Below are the formulas of the simple present tense.

#### 1. Positive statements

Subject	Verb 1/ Verb 1+ s/es	Complement	Object	Adverb
Technicians	use	-	screwdrivers	-
A technician	keeps	-	his tools	in a box
Its functions	are	various	-	-

#### 2. Negative statements

Subject	Don't/doesn't Isn't/aren't	Verb 1	Complement	Object	Adverb
Technicians	don't	share	-	their tools	-
Hiren's BootCD	isn't	-	omnipotent	-	-
A technician	doesn't	work	-	-	in a wide open area.

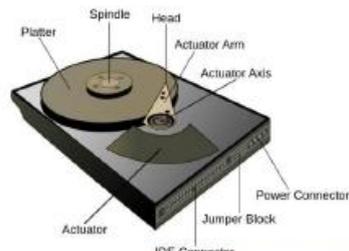
#### 3. Interrogative statements

Auxiliary verb	Subject	Verb 1	Object	Adverb
Do	screwdrivers	have	many functions?	-
Can	Hiren's BootCD	work	-	in a laptop?
Does	a technician	live	-	In luxury?

## Task 13

Complete the text below using the appropriate words of the words in the box. See the explanation in Task 12 to guide you.

### Hard Disk Drive



Picture: <http://en.wikipedia.org/wiki/>

A hard disk drive (HDD), hard disk, hard drive or fixed disk \_\_\_\_\_ a data storage device used for storing and retrieving digital information using one or more rigid ("hard") rapidly rotating disks (platters) coated with magnetic material.

A typical HDD \_\_\_\_\_ two electric motors; a spindle motor that spins the disks and an actuator (motor) that positions the read/write head assembly across the spinning disks. The disk motor \_\_\_\_\_ an external rotor attached to the disks; the stator windings are fixed in place. Opposite the actuator at the end of the head support arm is the read-write head; thin printed-circuit cables connect the read-write heads to amplifier electronics mounted at the pivot of the actuator. The head support arm is very light, but also stiff. The actuator is a permanent magnet and moving coil motor that swings the heads to the desired position.

Hard drives \_\_\_\_\_ designed to store large amounts of digital information. This is accomplished by writing the binary data to a series of rotating magnetic platters. When the platters containing data are spun, the magnetic profile is read and the data can be detected and reconstructed by the computer. A computer's hard drive also \_\_\_\_\_ its operating system. In cases where multiple hard drives are accessed by the same computer, or when a single hard drive is partitioned into multiple sectors, the portion that contains the operating system is known as the startup disk. This is the hard drive that the computer will access when it is turned on, booting the operating system and eventually displaying the user's familiar desktop interface. In recent years small, portable hard drives known as "mobile HDDs" become common. These \_\_\_\_\_ the transfer of large amounts of data possible by allowing users to simply transport the hard drive from one computer to another where it can be copied to the computer's internal hard drive or accessed from the portable hard drive itself. Some portable hard drives \_\_\_\_\_ a small enough level of power to allow them to be powered through their USB connection, which is also their means of connecting to the computer.

Adapted from: [http://en.wikipedia.org/wiki/Hard\\_disk\\_drive](http://en.wikipedia.org/wiki/Hard_disk_drive)

Is	Is	make	consume
have	contain	have	

## Task 14

Study the explanation passive voice below. Discuss it with your classmates and ask your teacher if you don't understand the explanation.

### PASSIVE VOICE

- ❖ When you write a report text, you will need to use a lot of present passive sentences.
- ❖ These passive sentences make the text more formal and impersonal.
- ❖ The pattern of the simple present passive voice:  
Subject + to be (is/are) + past participle/Verb 3

<u>It</u>	<u>is</u>	<u>created</u>	<u>in 1983,</u>
↓	↓	↓	↓
Subject	to be	verb 3	adverb

## Task 15

Work in pairs. Find 8 sentences that contain the passive form from the text in the Task 13. Use the explanation in Task 14 to help you.

1.	5.
2.	6.
3.	7.
4.	8.

## Task 16

Read the report text below and answer the questions that follow. Report your answers to your classmates.

### Flash disks



Picture: [www.cyber4rd.biz](http://www.cyber4rd.biz)

Flash disks that are often referred to as a USB drive, pendrive, or microdisk is a tool that can save files in the form of NAND. In a flash disk, there is a storage memory controller which has non-volatile properties that can guarantee any files saved in it will not be lost even if it is not connected to a computer.

Flash disks have a small size and simple shape so they can't hold as many files as a regular hard drive on a computer. Because the focus of a flash disk is to store data, it doesn't have the disc or other parts that mechanically work like a hard drive in a computer.

Most people only know the function of these small objects to store and move files, but the actual function of a flash disk is more than that. In addition to storing data, it can run a portable application directly. It means that you don't need to install the application on your computer to run it. It can also be used as a replacement operating system boot CD. If you forgot your Windows login password, you can also use a flash disk to unlock it with a password reset disk. You can also improve the performance of your computer by utilizing the space on the flash disk as an additional cache with the ready boost technology. You can also protect your important folders and files with a password by taking advantage of a Rohos Mini Drive to create a partition on the flash disk and equip it with a password. By doing so, each file which is stored in this partition will be safe.

Adapted from: <http://ekokusnur.com/>

**Questions**

1. What is a flash disk?
2. What does it mean for a storage memory controller to have a non-volatile properties?
3. Mention the differences between a flash disk and a hard drive.
4. Why can't a flash disk hold as many files as a regular hard drive?
5. What is the common function of a flash disk?
6. Based on the text above, what are the functions of a flash disk?
7. How do you increase the performance of your computer by using a flash disk?
8. Explain how to protect your important files and data by using rohos mini drive.

## C. Evaluation

### Task 17

**Choose the best answer to each question. Do it individually.**

Read the text below to answer questions 1-5.

#### Text 1

##### Needle-nose pliers

Needle-nose pliers (also known as pointy-nose pliers, long-nose pliers, pinch-nose pliers or snipe-nose pliers) are both cutting and holding pliers used by artisans, jewelry designers, electricians, network engineers and other tradesmen to bend, reposition and cut wire.

Pliers are useful tools that are commonly found in home tool boxes; needle-nose pliers have distinct characteristics that set them apart from the other kinds of pliers. They're long and narrow, with pointy, curved or angled tips that have a strong grip. Needle-nose pliers are made of steel, with insulated plastic or rubber-coated grip handles that are easy to grasp and, if specifically noted as such, also provide protection from electric shock. They have sharp, thin blades, and they come in various sizes. They're designed to fit into the tightest and most cramped spaces, which can't be reached otherwise. Some models have a cutting tool at the tip, especially for cutting wires and electrical work.

Although they're commonly used to cut and bend small wires and electrical wiring, needle-nose pliers have other uses, as well. They can bend, cut and grip where fingers and other tools are too big or clumsy. Needle-nose pliers are good for reaching into tight spots where regular pliers are unwieldy. They can grip multiple wires and even pick up small screws with a strong secure grip. Hobbyists use needle-nose pliers for elaborate projects with small objects, and for jewelry-making tasks such as picking up and stringing beads, setting stones and attaching small clasps. Needle-nose pliers should be gripped tightly yet apply gentle force. They are not sturdy enough to cut large, hardened wires, and they are not to be used on live electrical wires.

Adapted from: [http://en.wikipedia.org/wiki/Needle-nose\\_pliers](http://en.wikipedia.org/wiki/Needle-nose_pliers)

1. The type of the text above is called a....
  - a. report text
  - b. descriptive text
  - c. narrative text
  - d. spoof
  - e. news item
  
2. The text above tells us about....
  - a. useful tools
  - b. pliers
  - c. snipe-nose pliers
  - d. the usage of pliers
  - e. how to use pliers

3. What is the unique characteristic of needle-nose pliers?
  - a. They have rubber-coated grip handles.
  - b. They have long and narrow, with pointy, curved or angled tips.
  - c. They are made of steel.
  - d. They have cutting tool at the tip.
  - e. They have sharp, thin blades.
  
4. The second paragraph mainly focuses on discussing...
  - a. needle-nose pliers' usage
  - b. needle-nose pliers' characteristic
  - c. needle-nose pliers' design
  - d. needle-nose pliers' advantage
  - e. needle-nose pliers' origin
  
5. The word "they" in the third paragraph refers to....
  - a. regular pliers
  - b. wires
  - c. screws
  - d. needle-nose pliers
  - e. hobbyist

Read the text below to answer questions 6-10.

### Text 2

Network cable testers are tools that are used to tell if an Ethernet cable is capable of carrying a signal. When connected to an Ethernet cable, a network cable tester tells if the cable is capable of carrying an Ethernet signal.

Network cable testers vary in complexity and price, but a basic tester consists of a source of electrical current, a measuring device that shows if the cable is good, and a connection between the two, usually the cable itself. A network cable tester can identify if the wires are paired correctly. It can also show if there is a break in the insulation, a situation which allows crosstalk between two wires that should not be connected. The tester can also tell whether the cable has the proper level of resistance.

A network cable tester can be a simple apparatus that merely identifies whether current flows through the cable, or it may be a professional-level, complex device that gives additional information that helps identify the problem. Basic network cable testers can test for simple connectivity issues but may not identify other problems that cause the cable to malfunction. Cabling may not work when it is near a source of interference or if the cable is too long. Intermittent faults may develop that do not show up when the cable is tested. Sometimes the problem is not sustained long enough to show up on the tester. Professional-level network cable testers may not only tell if an open circuit exists, but may identify where the break is located. Some also identify the gauge of wire used and can generate their own signal to test for interference.

Adapted from: <http://www.wisegeek.com/what-is-a-network-cable-tester>

6. What is the best title for Text 2?
  - a. How the network cable tester works
  - b. The invention of network cable tester
  - c. Network cable testers
  - d. Kinds of network cable testers
  - e. Differences of professional and basic network cable tester
7. Which one is not true?
  - a. A network cable tester can identify if the wires are paired correctly.
  - b. Basic network cable testers may identify where the break is located.
  - c. A network cable tester tells if the cable is capable of carrying an Ethernet signal.
  - d. The tester can also tell whether the cable has the proper level of resistance.
  - e. Cabling may not work when it is near a source of interference or if the cable is too long.
8. A network cable tester can be a simple apparatus that merely... (Paragraph 3)  
The underlined word close in meaning to....
  - a. material
  - b. subject
  - c. equipment
  - d. substance
  - e. stuff
9. What is the purpose of the text above?
  - a. To inform about network cable testers
  - b. To describe about network cable testers
  - c. To explain how network cable testers work
  - d. To describe about basic network cable testers
  - e. To entertain the reader
10. What is the main idea of the third paragraph?
  - a. Network cable testers vary in complexity and price
  - b. Two kinds of network cable testers
  - c. The basic content of a network cable tester
  - d. Basic network cable testers can test for simple connectivity issues
  - e. The complexity of network cable testers

## D. Homework

### Task 18

Get access to the internet to find some report texts about certain tool that is helpful for a computer technician. Identify and separate the general information and bundles of specific information from the text that you have found.

## E. Reflection

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General structure of a report text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding information in a report text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple present tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Passive voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## F. Summary

In this Unit, you learn:

### Report Text

#### The definition

A report is a text which presents information about something, as it is. It is as a result of systematic observations and analyses.

#### Generic Structure

1. General classification: statements that describe the common subject of the report or a common description.
2. Bundles of specific information: tells about the thing that is discussed in detail.

### SIMPLE PRESENT TENSE

The simple present tense is used to describe regular actions, facts, habits, and general truth. Below are the formulas of the simple present tense.

1. Positive statements

**Subject + Verb 1/  
Verb 1+s/es + Complement/Object/Adverb**

2. Negative statements

**Subject + Don't/doesn't  
Isn't/aren't + Verb 1 + Complement/Object/Adverb**

3. Interrogative statements

**Auxiliary verb + Subject + Verb 1 + Object/Adverb**

### PASSIVE VOICE

- ❖ When you write a report text, you will need to use a lot of present passive sentences.
- ❖ These passive sentences make the text more formal and impersonal.
- ❖ The pattern of the simple present passive voice:

**Subject + to be (is/are) + past participle/Verb 3**

## G. Some Facts



Picture: <http://royal.pingdom.com>

The first hard disk drive, like so many innovations in computing, came from IBM. It was called the IBM Model 350 Disk File and was a huge device. It had **50 24-inch disks** contained inside a cabinet that was as large as a cupboard and anything but lightweight. This hulk of a storage unit could store a whopping 5 MB of data.

The first USB flash drives were invented by Amir Ban, Dov Moran, and Oron Ogdan, all of the Israeli company M-Systems, who filed US patent 6148354 in April 1999.



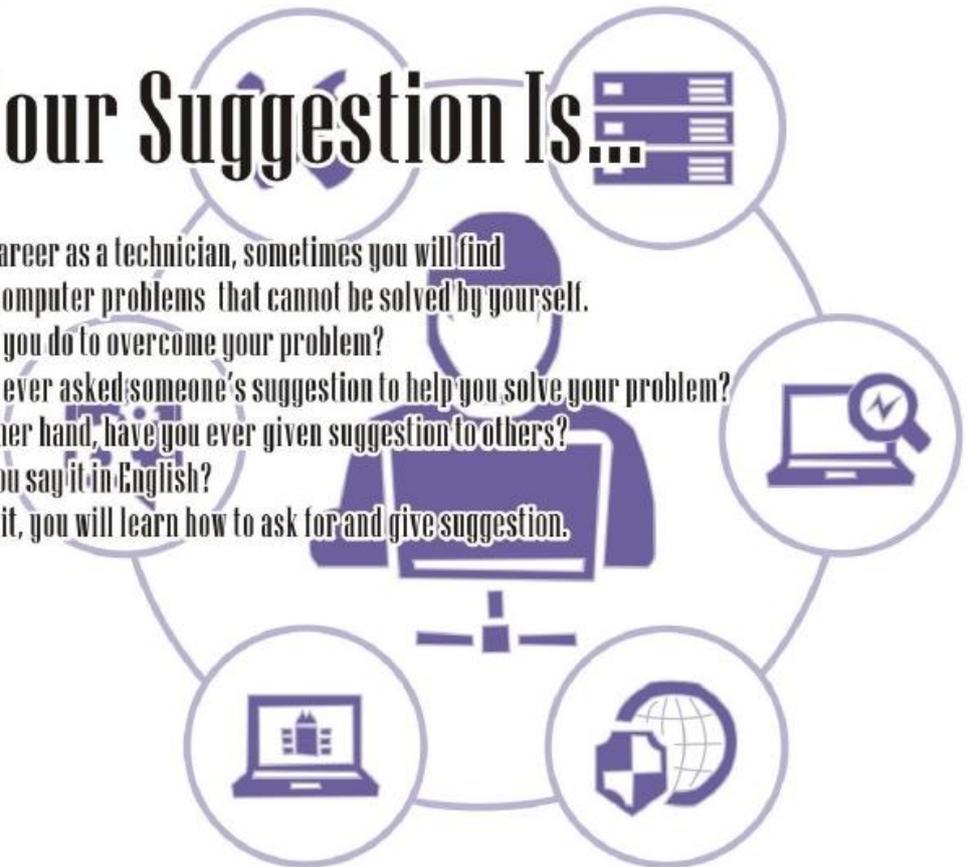
**THIS**  
**Is an Israeli invention**

Picture: <http://40.media.tumblr.com/>

# Unit 2

## Your Suggestion Is...

In your career as a technician, sometimes you will find various computer problems that cannot be solved by yourself. What will you do to overcome your problem? Have you ever asked someone's suggestion to help you solve your problem? On the other hand, have you ever given suggestion to others? How do you say it in English? In this unit, you will learn how to ask for and give suggestion.



## A. Warm Up

### Task 01

Study the picture and answer the questions that follow.



Picture: [www.dreamstime.com](http://www.dreamstime.com)

1. In your opinion, what does the man feel in the picture?
2. Have you ever been in the same situation?
3. What did you do to solve your problem?

### Task 02

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English word below.

<b>forum</b> /'fɔ:r.əm/ <i>noun</i>	:
<b>state</b> /steɪt/ <i>noun</i>	:
<b>download</b> /,daʊn'ləʊd/ <i>verb</i>	:
<b>lag</b> /læɡ/ <i>verb</i>	:
<b>boot</b> /bu:t/ <i>verb</i>	:
<b>process</b> /'prɒs.ses/ <i>noun</i>	:
<b>fix</b> /fiks/ <i>verb</i>	:
<b>driver</b> /'draɪ.və r / <i>noun</i>	:
<b>virus</b> /'vaɪ ə .rəs/ <i>noun</i>	:
<b>keyboard</b> /'ki:.bɔ:d/ <i>noun</i>	:

## B. Let's Read

### OBSERVING

#### Task 03

Read the consultation column between users about computer troubleshooting taken from a certain forum below. Give a tick (✓) on the items that you want to know. You can also write more items that you want to know if they are not listed.

<p><b>ascheritt17</b></p> <hr/> <p>windows 7 ultimate x32</p> <hr/> <p>1 posts</p>	<p><b>Computer suddenly Freezes/hangs/slows down</b></p> <hr/> <p>Hello sir, this is my first time to be in a forum. I created this account so that you can help me with my problem. My computer suddenly <u>freezes</u> or if not, hangs/slow down. I also did a system restore to a previous state but nothing happens. I also scan and clean <u>malwares/viruses</u> but nothing also happens. I also downloaded pc cleaner pro and scan my computer but it also has no effect. So before I go out to my last resort (reformat), can you please help me about my problem? Thanks in advance.</p>
<p><b>archer</b></p> <hr/> <p>Windows 7 ultimate x64</p> <hr/> <p>5,118 posts</p> <hr/> <p>India</p>	<p>Hi, Welcome to Sevenforums.</p> <p>RAM issues are among those potentially causing random lockups. What should you do is click the Windows 'start' button (used to be a start button anyhow) and type "memory" in the run/search box and run the Windows Memory Diagnostic tool. Choose 'Restart now...' or 'Check for problems...' as appropriate and let it run the check against your memory.</p> <p>It will display the results when Windows next load. Keep a track of CPU temps with CPU Z. Is your hardware getting enough air supply? Also, check the power supply. Is it providing proper power to the motherboard or not. Perform a chkdsk to check for bad sectors on hard disk.</p> <p style="text-align: right;">Adapted from: <a href="http://www.sevenforums.com/">http://www.sevenforums.com/</a></p>

No	Items that I want to know	
1.	The Indonesian equivalents of the underlined words	<input type="checkbox"/>
2.	The content of the text	<input type="checkbox"/>
3.	The expression of asking suggestion	<input type="checkbox"/>
4.	The expression of giving suggestion	<input type="checkbox"/>
<b>More things that I want to know</b>		
1.	...	
2.	...	
3.	...	

## QUESTIONING?

### Task 04

Based on the items you want to know in Task 03, formulate relevant questions. Some have been done as examples. Provide answers for questions you formulated based on your knowledge.

No	Questions
1.	What are the Indonesian equivalents of the underlined words?
2.	What is the text about?
3.	
4.	
<b>Answers</b>	
1.	
2.	
3.	
4.	

COLLECTING  
ANALYZING  
COMMUNICATING



## Task 05

Fill in the table below with suitable answers based on the context of the text that you have read in Task 03. You can use your dictionaries. Do it in pairs.

Words	Phonetic Transcription	Indonesian
1. forum	/ˈfɔːrəm/	tempat bertukar pikiran
2. freeze		
3. hang		
4. scan		
5. reformat		
6. lockup		
7. check		
8. display		

## Task 06

Read again the text in Task 03 and answer the questions. Work in pairs. Report your answers to your classmates.

- What's wrong with ascherit's computer?  
\_\_\_\_\_
- What kind of thing had ascherit done to solve the problem?  
\_\_\_\_\_
- According to archer, what might be the cause of ascherit's computer problem?  
\_\_\_\_\_
- What suggestion did archer give to ascherit?  
\_\_\_\_\_

## Task 07

Study the explanation below to help you understand the expressions of asking for and giving suggestions. Discuss with your partner. Ask your teacher if you do not understand the explanation.

### EXPRESSIONS OF ASKING FOR AND GIVING SUGGESTIONS

When you want to ask for and give suggestions to others, you need to use a specific expression to indicate your purpose. Below are some sentences that can be used to ask for and give suggestions.

Asking for Suggestions	Giving Suggestions
Do you have any ideas? Do you have any suggestions for me? Do you have any advice for me? Would you mind giving me your suggestion? Can you tell me what I should do? What should I do?	You should+V1 You had better+V1 You ought to+V1 I advise you to+V1 I suggest that you+V1 I recommend you+V1

#### Examples

Asking for Suggestions	Giving Suggestions
<ul style="list-style-type: none"> <li>My PC keeps shutting down when I play a game. Do you have any ideas as to how resolve this problem?</li> </ul>	<ul style="list-style-type: none"> <li>You PC might experience overheating. <u>I recommend you to</u> at least clean your CPU fan and change the pasta on your processor if possible.</li> </ul>
<ul style="list-style-type: none"> <li>What should I do when I keep getting disconnected every 10 seconds from the internet?</li> </ul>	<ul style="list-style-type: none"> <li><u>You should</u> flush your DNS and then restart your internet. I have similar problem yesterday and that solution worked for me.</li> </ul>

## Task 08

Read the consultation column below about a user who wants an advice for overclocking his PC. Then, decide whether the statements following the text are true or false based on what you have read.

	Average Overclocking
<div data-bbox="475 725 683 1043"> <p><b>Pantz</b></p> <hr/> <p>Genuine windows 7X64</p> <hr/> <p>321 posts</p> </div>	<p>Hello Everyone, I have OC Before but it's been a while since I have done it, I have read that I can OC via Either the Multiplier or HT/FSB? I am currently sitting at Default Setting with my Asus Sabertooth R2 and my FX 8320.</p> <p>I have seen people really push their OC I have no intention on Pushing my OC. I would probably like to go to 3.8 safely without upping the VID too much. What would be the best way to achieve this? Via multiplexer or HT/FSB?</p> <p>Thanks in advance.</p>
<div data-bbox="462 1128 673 1373"> <p><b>Mellon Head</b></p> <hr/> <p>Win 7 Pro x64/Win 8 Pro x64 dual boot</p> <hr/> <p>1,533 posts</p> <hr/> <p>Canada</p> </div>	<p>What kind of cooling do you have on the 8320? I would definitely not do any overclocking on that CPU using the stock AMD cooler. The FX 83XX series chips run too hot to use anything but an aftermarket cooler, or preferably water cooling if you want to OC.</p>
<div data-bbox="462 1429 673 1765"> <p><b>essenbe</b></p> <hr/> <p></p> <hr/> <p>Windows 7 Enterprise X64</p> <hr/> <p>15,486 posts</p> <hr/> <p>NW Florida</p> </div>	<p>Things to consider about overclocking is do you have the hardware for it? As Mellon Head stated, I would not consider it with the stock heatsink supplied with the CPU. I have a drawer full of them, never used. They are that bad. Are the rest of your components up to the job? Do you have a quality brand PSU, is your air flow quite good. Overclocking will stress everything in your computer, so be ready. The best advice I ever received on overclocking is, if you can't afford to replace it, don't overclock it.</p> <p>Adapted from: <a href="http://www.sevenforums.com/">http://www.sevenforums.com/</a></p>

Statement	True	False
1. This is the first time for Pantz to do an overclocking.		
2. Pantz said that there are 3 ways to achieve overclocking.		
3. Mellon Head agrees to do the overclocking with the stock AMD cooler.		
4. Mellon Head gives an advice to change the cooling system first before doing the overclocking.		
5. Essenbe agrees with Mellon Head advise about changing the cooling system first before doing the overclocking.		
6. Essenbe said if you can't afford to replace it, you should try to overclock it.		

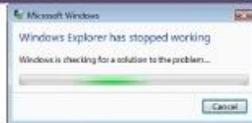
### Task 09

Read the text again and see your work on Task 08. Write the supporting sentences based on your answer to prove that it is correct.

1.
2.
3.
4.
5.
6.

## Task 10

The texts below were taken from a forum that discusses various troubleshooting on computers and laptops. Work in pairs and match the expression in the left side with the suitable response in the right side. Then, report your answers to your classmates.



Picture: [www.theWindowsclub.com](http://www.theWindowsclub.com)

My internet explorer seems to randomly freeze making all the processes super slow. I can still work inside the open applications, but saving any of the open files takes forever. What should I do to resolve this problem?



Picture: [www.comp-techworks.com](http://www.comp-techworks.com)

I have a Samsung NP300 Windows 7 64bit. Well, all of a sudden my keyboard got messed up. Only a few keys work correctly. Will I have to replace the keyboard or is there a possible solution?



Picture: [www.ytmia.com](http://www.ytmia.com)

my gaming pc keeps getting sudden lag spike when I'm in or out of game the video and audio starts jumping and then after a while stops. Do you have any ideas to fix this?



Picture: [www.playdium.co.uk](http://www.playdium.co.uk)

I can play MP3 using iTunes or media player. When I play a CD in my DVD drive it skips and jumps. I removed and re-installed iTunes and the media player (they both work fine with MP3's. I also removed the driver for my sound cards. I am using Windows XP 32 bit. What else can I check? The drive worked fine in the past when playing CD's.

Have you got an install dvd? If you have boot from that then choose cmd prompt. Do the keys work then? Failing that you can try any live cd from The LiveCD List. What we are trying to do is testing the keyboard when it's not on Windows to see if this is a Windows fault or a keyboard fault.

First thing I'd suggest is running a full scan with your anti-virus of choice. Malware likes to hook itself into Explorer. Even if your full scan comes back clean, I'd suggest running some additional free scans because no anti-malware product will be 100% effective.

Skipping is, usually, a function of the disc and the drive. Considering this is a Windows XP machine it wouldn't surprise me that the drive is going bad. You can try cleaning the Laser (Light) in the drive, but I've never had one with a "dirty" Laser.

Sometimes if you get viruses they will cause lag in your computer. You should make sure your Antivirus software is working properly and run a scan. If you don't have virus software, Windows Defender will do a scan for you (it's in the control panel).

Adapted from: <http://www.pchelpforum.com/>

## Task 11

Identify the expression of asking for and giving suggestion in Task 10. Write down the expressions in the column below. Report your answers to your classmates.

Asking for Suggestions	Giving Suggestions
1.	
2.	
3.	
4.	

## Task 12

Your friend has a problem with his old computer. Recently, when he uses his computer for about an hour, his computer would suddenly shut down by itself. He wants your help to post this problem in a forum because he is inexperienced with it. Help him to post about the problem of his computer. Phrases in the brackets give you clues of what you have to write.

<b>USER</b>	<p>Hello. My friend's computer is having a problem. When he uses it, it suddenly shuts down by itself. It always happens after an hour or so.</p> <p>_____ (play a game)</p> <p>_____ (work with MS Office)</p> <p>_____ (his work isn't saved)</p> <p>_____ (ask suggestion)</p> <p>Thanks.</p>
-------------	--

## Task 13

Study the explanation about expressions of asking for and giving suggestion in Task 07 and then study the explanation about accepting and rejecting suggestion below. Discuss them with your classmates and ask your teacher if you don't understand the explanation.

### EXPRESSIONS OF ACCEPTING AND REJECTING SUGGESTIONS

When someone give you good suggestions, you may get along with it and end up agreeing with his/her suggestion but it is not rare that before asking suggestions, you also have your own idea and end up rejecting someone's suggestion because it is not fit with what you have been thinking. To accept or reject a suggestion, you need to use a specific expression to indicate your purpose. Below are some sentences that can be used to accept or reject suggestions.

Accepting Suggestions	Rejecting Suggestions
That's a good/nice/wonderful idea/suggestion. Thank you/Thanks. I'll do/try that. Why didn't I think of that? I think you're right.	I tried that, but... Thanks, but that won't work/help because... I don't want to/can't do that because... That's a good idea, but...

#### Examples:

Accepting Suggestions	Rejecting Suggestions
<ul style="list-style-type: none"> <li>That's a good idea! I never thought that I can use my spare PSU like that.</li> </ul>	<ul style="list-style-type: none"> <li>I tried that, but it is still not working. The screen is still blank and I can't move my mouse as well.</li> </ul>
<ul style="list-style-type: none"> <li>So, you can just unplug the cable and clean it then plug in again to make it work? I'll try that.</li> </ul>	<ul style="list-style-type: none"> <li>Thanks for the suggestion, but that won't work because I have no spare RAM here. Do you have other solution?</li> </ul>

## Task 14

Read the consultation column below about a user who wants suggestions about his PC. List all expressions that you can find whether asking for and giving suggestions or accepting and rejecting it.

<p><b>Gaz1701</b></p> <p>Windows 7 Home Premium 64-bit (6.1, Build 7601) 65 posts</p>	<p><b>Your opinions please: buy more RAM, or time for a new PC?</b></p>
<p><b>whs</b></p> <p><b>MVP</b> Microsoft Most Valuable Professional</p>	<p>Hi guys, I'm in a bit of a quandry and I'm not sure what to do next. I've had my desktop PC since 2007, and over the years I've increased by RAM from 2GB to 4GB, and got a new [for its time] graphics card (the one I'm using in my specs now) - and I got Windows 7 [64-bit] when it came out. But now my computer is still going quite sluggish at times, and I was wondering if getting extra RAM would help matters; I know you'll probably say "yes!" to this, but - not knowing much about the CPU - I don't know if my aging CPU [being only dual-core which was OK back in the day] can also affect a computer's performance.</p> <p>I do enjoy playing games, but I'm not sure if my motherboard and CPU [and I doubt my HDD has enough space for any more games] would be able to cope with any more. I guess getting extra RAM would be a good bet, but would it be best to start again and buy a new computer, or can I manage for now? I'm on a tight budget, so I don't know if buying a new PC outweighs the pros of buying more RAM for the sake of keeping the old girl going. Any suggestions would be of great help to me.</p>
	<p>RAM is the last thing I would upgrade. 4GB is plenty. You can get a faster CPU for the AM2 socket - e.g. a 5800+ but the best investment would be a SSD for the OS. This morning they sold a 128GB SSD for \$49 at Newegg. But they are all sold out. Newegg has sales like that more often. So be on the lookout.</p>

<p><b>Gaz1701</b></p> <p>Windows 7 Home Premium 64-bit (6.1, Build 7601) 65 posts</p>	<p>A 128GB SSD would be no-where near enough room to fit all my stuff [games mainly] on! I've got a 400GB HDD and I've only got 84 GB space left! Would my motherboard be able to handle a faster CPU? I wouldn't want to try and put a new CPU on myself, I'd need professional help to do that, but don't know what to do about it.</p>
<p><b>whs</b></p> <p> Microsoft Most Valuable Professional</p>	<p>The SSD is only for the OS. You still keep the HDD for all the other stuff.</p>
<p><b>Gaz1701</b></p> <p>Windows 7 Home Premium 64-bit (6.1, Build 7601) 65 posts</p>	<p>Hmm, I've been wondering about that recently actually... how does that work with the two working together? I mean like when it comes to something like Steam, which has the games in the Program Files folder? I thought everything had to be installed on the same drive as the OS for them to work...?</p>
<p><b>Layback Bear</b></p> <p>Windows 7 Pro. 64/SP-1 18,093 posts Northern Ohio</p>	<p>Millions of people use a SSD and a Hard drive in combination. It does work well. Steam has more to do with internet speed if I'm thinking correctly.</p> <p>Because the price of SSD's have went down drastically I know of no good reason not to have one or more SSD's.</p>
<p><b>Gaz1701</b></p> <p>Windows 7 Home Premium 64-bit (6.1, Build 7601) 65 posts</p>	<p>That's sounding like a good idea the more I think about it, thanks a lot! I guess I'll need to reinstall Windows to be able to get it to work? Do I uninstall Windows on my HDD first, or do I install another copy of Windows on my SSD - and then uninstall it from my HDD? I'm a little confused still (sorry!)</p>
<p><b>whs</b></p> <p> Microsoft Most Valuable Professional</p>	<p>A clean install would be the best option. But it is also possible to transfer you current OS to the SSD. That, however, would require a bit of work to make it fit - but it is not impossible. That solution is a bit finagle though.</p>

Adapted from: <http://www.sevenforums.com/>

Now write all expressions of asking for and giving suggestions or accepting and rejecting suggestions that you can find in the box below. Write it in the form of sentences as you have read.

1.	
2.	
3.	
4.	
5.	

### Task 15

Read again the text in Task 14 and answer the questions below. Work in pairs. Report your answers to your classmates.

1. Why does Gaz1701 want suggestions for his PC?

---

2. What are the suggestions given by whs?

---

3. Does Gaz1071 agree with whs' suggestions? Why?

---

4. Why Layback Bear say that it is good to own one or more SSD's?

---

5. What is the best option for reinstalling Windows on Gaz1701's PC based on whs' suggestion?

---

6. If you are one of the people who give suggestion to Gaz 1701, what will you suggest him to do?

---

## C. Evaluation

### Task 16

**Choose the best answer to each question. Do it individually.**

Read the text below to answer questions 1-5.

#### Text 1

Hello everyone, my name is Dreath, and as the title says, my computer crashed and won't start again. I was just talking with some friends on skype and then the computer froze like when it's going to give you a BSOD but instead of that it just froze, so I turned it off and now the computer won't even show BIOS menu. RAMs are fine, they were tested by the retailers for 48 hours with memtest and tested by me for 24 hours (when the computer used to work).

So to give you a clearly idea of what's happening, I press the power on button, there's a beep and the computer starts, right? My pc powers up but it never beeps, the CD/DVD reader works, the processor starts up, but it's just stuck there. It won't go to POST, computer starts and I just see the "no signal" on the screen. Can you tell me what should I do? I checked on the motherboard's user guide and it doesn't say anything about "not beeping".

Adapted from: <http://www.sevenforums.com/>

1. What is wrong with Dreath's computer?
  - a. His computer doesn't produce beep sound.
  - b. He has blue screen after restarting the computer.
  - c. His computer crashed and won't start.
  - d. His computer's processor is not working.
  - e. He can't push the power button.
  
2. In the text above, Dreath....
  - a. asks for a suggestion
  - b. agrees with someone's suggestion
  - c. gives a suggestion
  - d. disagrees with someone's suggestion
  - e. asks about his laptop
  
3. In the text above, someone needs to....
  - a. ask Dreath for a suggestion
  - b. agree with Dreath's suggestion
  - c. give Dreath a suggestion
  - d. disagree with Dreath's suggestion
  - e. help Dreath to reinstall the OS

4. What does motherboard's user guide say about not beeping?
  - a. It means that the computer is fine.
  - b. It means that there is a problem with the RAM.
  - c. It means that the PSU is not working well.
  - d. It means that the VGA is not placed correctly.
  - e. Nothing.
  
5. Which of the following is suitable to ask for a suggestion?
  - a. What should I do?
  - b. I think you shouldn't do that.
  - c. I don't think so.
  - d. I think you should ask for a suggestion.
  - e. Let's take his advice.

Read the text below to answer questions 6-10.

### Text 2

Hello Dreath, I am DustSailor,

Has your computer been running hot? If it cannot POST, then more than likely it is a hardware component in your computer. The reality is it could be anything from the CPU to the motherboard. You should remove the graphics card, network card, all other cards. Does the problem still happen? At this point, you might check the cpu and check to see if it looks fried, but that might not even be clear. You can try to change the PSU first. You may need some hardware parts to swap out to test, or you might need to take the computer into a repair shop so that they can test it. Good luck with whatever you decide to do!

Adapted from: <http://www.sevenforums.com/>

6. Based on DustSailor's opinion, what might be the cause of the problem of Dreath's computer?
  - a. A hardware component in the computer.
  - b. The monitor.
  - c. The unstable electricity.
  - d. The cable connecting the CPU.
  - e. The transistor.
  
7. What is the first suggestion given by DustSailor?
  - a. To see the inside of the CPU.
  - b. To change the cable into a better one.
  - c. To change the PSU.
  - d. To remove the graphics card, network card, and all other cards.
  - e. To change the monitor.
  
8. If the problem persists, according to DustSailor, Dreath should not....
  - a. check the CPU to see if there are some parts that look fried
  - b. swap some hardware parts to test
  - c. take the computer to a repair shop so they can test it
  - d. turn it off then turn it on again
  - e. change the PSU

9. In the text 2, each of the following is used as the expression of giving suggestion EXCEPT
- You should...
  - You may need...
  - You might need to...
  - You can try...
  - You had better...
10. "You may need some hardware parts to swap out to test..."  
The underlined word is close in meaning with...
- shift
  - correct
  - exchange
  - replace
  - change over

## D. Homework

### Task 17

Find out a consultation rubric in a forum on the internet. List the expression of asking for and giving suggestion that you find. Print out and attach the consultation rubric when you submit the homework. Don't forget to write down the source.

## E. Reflection

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressions of asking for and giving suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressions of accepting and rejecting suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## F. Summary

### Expressions of asking for and giving suggestion

Asking for Suggestion	Giving Suggestion
Do you have any ideas?	You should+V1
Do you have any suggestions for me?	You had better+V1
Do you have any advice for me?	You ought to+V1
Would you mind giving me your suggestion?	I advise you to+V1
Can you tell me what I should do?	I suggest that you+V1
What should I do?	I recommend you+V1

### Expressions of accepting and rejecting suggestion

Accepting Suggestions	Rejecting Suggestions
That's a good/nice/wonderful idea/suggestion.	I tried that, but...
Thank you/Thanks.	Thanks, but that won't work/help because...
I'll do/try that.	I don't want to/can't do that because...
Why didn't I think of that?	That's a good idea, but...
I think you're right.	

## G. Some Facts



Overclocking is dangerous and will make your computer explode! Speeding up the operation frequency of a hardware component will increase its thermal output in a linear fashion, while boosting voltages will cause the generated heat to sky rocket. If improperly managed, these increases in temperature can cause permanent physical damage to the component or even "heat death".

Picture: <http://techhive.com>

The most common cause of the Blue Screen is a recent change in your computer's settings or hardware. This is often related to new drivers getting installed or updated. Drivers are software that allow your hardware to communicate with Windows.

Picture: <http://pcstats.com>

```

***STOP: 0x000000D1 (0x00000000, 0xF73120AE, 0xC0000000, 0xC0000000)
A problem has been detected and Windows has been shut down to prevent damage
to your computer.
DRIVER_IRQL_NOT_LESS_OR_EQUAL

If this is the first time you've seen this Stop error screen, restart your
computer. If this screen appears again, follow these steps:

Check to make sure any new hardware or software is properly installed. If this is a
new installation, ask your hardware or software manufacturer for any Windows updates
you might need.

If problems continue, disable or remove any newly installed hardware or software.
Disable BIOS memory options such as caching or shadowing. If you need to use Safe
Mode to remove or disable components, restart your computer, press F8 to select
Advanced Startup Options, and then select Safe Mode.

*** WXYZ.SYS - Address: F73120AE base at C0000000, DateStamp 36b072a3

Kernel Debugger Using: COM2 (Port 0x2F8, Baud Rate 19200)
Beginning dump of physical memory
Physical memory dump complete. Contact your system administrator or
technical support group.
  
```

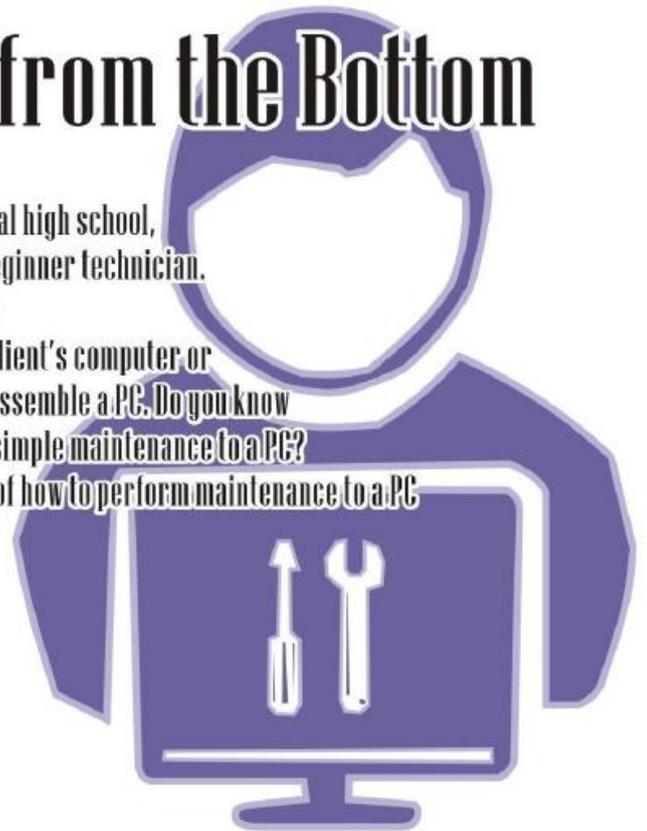
# Unit 3

## Starting from the Bottom

After you graduate from a vocational high school, you might start your career as a beginner technician.

You might have simple jobs such as maintaining the condition of your client's computer or fulfilling your client's request to assemble a PC. Do you know how to tell others how to perform simple maintenance to a PC?

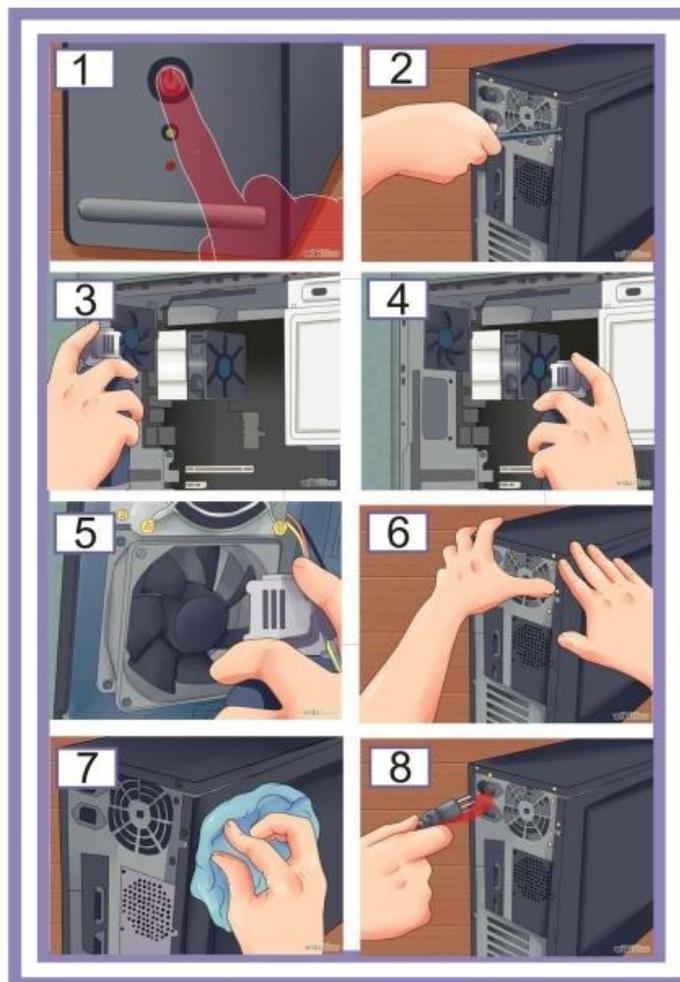
In this unit, you will learn the tips of how to perform maintenance to a PC and also how to assemble a PC.



## A. Warm Up

### Task 01

Study the pictures and answer the questions.



#### Questions

1. Can you guess what the picture is about?
2. Have you ever tried to do the activity in the picture?
3. What tools are needed to do the activity in the picture?

Picture: <http://www.wikihow.com/>

## Task 02

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English word below.

<b>container</b> /kən'teɪ.nə r / <i>noun</i>	:
<b>cooler</b> /'ku:lə r / <i>noun</i>	:
<b>drive</b> /draɪv/ <i>noun</i>	:
<b>socket</b> /'sɒk.ɪt/ <i>noun</i>	:
<b>slot</b> /slɒt/ <i>noun</i>	:
<b>trim</b> /trɪm/ <i>verb</i>	:
<b>crimp</b> /krɪmp/ <i>verb</i>	:
<b>tweezers</b> /'twi:zəz/ <i>noun</i>	:
<b>circuitry</b> /'sɜ:.kɪ.trɪ/ <i>noun</i>	:
<b>built-in</b> /,bɪlt'ɪn/ <i>adjective</i>	:

## B. Let's Read

### OBSERVING

## Task 03

Read the text below about how to clean the inside of a computer. Give a tick (✓) on the items that you want to know. You can also write more items that you want to know if they are not listed.

## How to Clean the Inside of a Computer



**1. Gather the tools you need.** You need compressed air and a screwdriver (only needed if you must use a screwdriver to open the computer case). A small vacuum might clean up the mess you make around the computer, but should never be used inside it.



**2. Shut down and unplug your computer.**



**3. Disconnect the LAN cable and all peripherals, such as monitors, scanners, printers, keyboards, mice and speakers.**



**4. Move to a suitable work area.** If you haven't cleaned your computer in a while, a suitable work area is suggested. While you can clean your computer where it sits, it is not recommended. The job can be very messy and you'll want to work somewhere where you can adequately ventilate dust.



**5. Open your computer.** Once you have a suitable work area, open your computer. This will vary greatly depending on your machine. Most machines have screws holding a side panel down. After removing these, you can then slip the side off your machine.



**6. Prepare to clean.** After opening the computer, use compressed air. Never touch the inside of your computer unless it is absolutely necessary. You may discharge a static shock to vital internal components (such as CPU and RAM) and damage them.



**7. Begin dusting.** Use your compressed air to blow out the inside of your machine. It is usually a good idea to start on the upper region of the computer, then work your way down. In this manner you can sweep out all the dust that settles on lower components in one run.



**8. Be thorough, but do not press on cords or components.** Also keep your air source a moderate distance from the component you're working on.



**9. Make sure the heatsink fan is clean.** The heat sink sits over the processor. If this fan does not function properly, the processor will overheat, resulting in degraded performance or permanent damage.



**10. Look around the entire inside and outside for any dust you may have missed.** Once you are sure it is cleaned thoroughly, carefully replace the sides. Do not try to force them into place.



**11. Close your computer.** After you've finished dusting, replace the side of your machine and any screws. Once the machine is tightly shut, return it to its usual spot and reattach the power cord and other cables.

Adapted from: <http://www.wikihow.com/Clean-the-Inside-of-a-Computer>

No	Items that I want to know	
1.	The Indonesian equivalents of the underlined words	<input type="checkbox"/>
2.	The content of the text	<input type="checkbox"/>
3.	The structure of the text	<input type="checkbox"/>
4.	The grammar used in the text	<input type="checkbox"/>
<b>More things that I want to know</b>		
1.	...	
2.	...	
3.	...	

## QUESTIONING?

### Task 04

Based on the items you want to know in Task 03, formulate relevant questions. Some have been done as examples.

No	Questions
1.	What are the Indonesian equivalents of the underlined words?
2.	What is the text about?
3.	
4.	
<b>Answers</b>	
1.	
2.	
3.	
4.	

COLLECTING  
ANALYZING  
COMMUNICATING



## Task 05

Fill in the table below with suitable answers based on the context of the text that you have read in Task 03. You can use your dictionaries. Do it in pairs.

Words	Phonetic Transcription	Indonesian
1. vacuum	/ˈvæk.ju:m/	mesin pembersih debu
2. unplug		
3. disconnect		
4. ventilate		
5. panel		
6. discharge		
7. dusting		
8. component		

## Task 06

Read the text in Task 03 again and answer the questions below.

1. What is the text about?
2. What should be prepared before cleaning?
3. What is the first step to do?
4. Why do you need to move to a suitable area?
5. How should we start the cleaning process?
6. What should we do after we have finished dusting?

## Task 07

Read the statements below and choose the right statements based on the text you read in Task 03. Report them to your classmates.

No.	Statements
1.	<input type="checkbox"/> The purpose of the text in Task 3 is to tell the reader how to do something.
	<input type="checkbox"/> The purpose of the text in Task 3 is to tell the reader about writer's past experience
2.	<input type="checkbox"/> The purpose of the text in Task 3 is to tell the reader about an expert's opinion.
	<input type="checkbox"/> The purpose of the text in Task 3 is to tell the reader how to do something.

## Task 08

Study the explanation about the structure of a procedure text. Discuss it with your classmates. Ask your teacher if you do not understand the explanation.

### PROCEDURE TEXT

#### The Definition

A procedure text is a text that explains how something works or how to use instruction/operation manual. It is also a text that instructs how to do a particular activity.

#### Generic Structure

1. goal/aim
2. material/equipment (optional)
3. methods/steps

#### Language features

1. using sequencing connectives ( e.g: first, second, third, the last)
2. using commands (imperative sentences) (e.g: open your computer, prepare to clean, etc)

## Task 09

Read the procedure text below and complete the box based on the explanation you read in Task 08. Report your answers to your classmates.

### How to Assemble a Computer

#### What you might need:

- |                   |                 |                                  |
|-------------------|-----------------|----------------------------------|
| • Processor (CPU) | • Motherboard   | • Small flashlight               |
| • Computer Case   | • Processor Fan | • Small container to hold screws |
| • Optical Drive   | • Case Fan      | • Heat sink compound             |
| • Memory (RAM)    | • Hard Drive    |                                  |
| • Power Supply    | • Screwdrivers  |                                  |

#### Instruction:

1. **Read all of the user manuals with the hardware.** These will tell you if you need to move any jumpers on the hardware or install any drivers for them to work properly.
2. **Mount the motherboard into the case.** The case will have holes for stand-offs (where the screws screw into). Make sure you place these stand-offs in the correct position on the case in relation to where the holes are at on the motherboard. A misplaced stand-off can ruin a motherboard if it touches the circuitry.
3. **Plug the CPU into the socket.** You should be careful doing this, since this is pretty much the computer itself.
4. **Mount the cooler/heat sink onto the CPU.** Use thermal paste to evenly distribute the heat onto the cooler/heat sink.
5. **Put in the CMOS battery, it is a necessary part of the computer.** It saves your BIOS settings including your date and time. If you don't have one then you can visit your local computer store and ask for one.
6. **Attach the RAM (memory) modules in the corresponding slots.** Make sure the pins on the RAM cards line up with the pins on the motherboard connector.
7. **Plug in the power to the motherboard.** The colorful cables coming from the ATX power supply are the power cables, find the cables that fit the power slot on the motherboard.
8. **Plug in the graphics card.** The graphics card is one of the extra cards off of the motherboard. This is the only necessary out of the cards unless your motherboard has one built in.
9. **Mount the disk drives.** If you were being cheap you bought IDE drives. Set the IDE pins according to what they are (master/slave drives). If you have a Hard Drive and a CD-ROM, set the Hard Drive to master and CD-ROM to slave. Make sure you flip the cable to the right orientation on **all** drives.
10. **Give the IDE drives power.** Find the corresponding power cables and plug them in to the power slots on the drives.
11. **Hook up your computer.** Plug in the monitor, keyboard, and power cable. Turn on the computer and enter the BIOS. On most computers, you can enter the BIOS by pressing DEL or one of the function keys (F1, F2, etc.).

Adapted from: <http://www.wikihow.com/Build-a-%27Minimalist%27-Computer>

## Task 10

Study the explanation about imperative sentences. Discuss it with your friends. Ask your teacher if you do not understand the explanation.

### IMPERATIVE SENTENCE

- ❖ When you produce a procedure text, you need to use imperative sentences. What is an imperative sentence?
- ❖ It is a type of sentence that gives advice or instructions or that expresses request or command.
- ❖ An imperative sentence typically begins with the Verb 1. The subject "You" is eliminated. Therefore, the formula is:

❖ Example:

<b>Verb</b>	+	<b>Object</b>	+	<b>Adverb</b>
↓		↓		↓
Open		the case		of the computer.

## Task 11

Arrange the jumbled words below into good imperative sentences. Report your answers to your classmates.

1. motherboard-the-processor-its-from-packaging-and-remove

---

2. the-insert-motherboard-the processor-in

---

3. the-thermal-paste-good-to-apply-CPU

---

4. sink-heat-the-attach

---

5. RAM-install-the

---

6. I/O backplate-on-case-of-install-the-back-your-case

---

7. positions-install-the-standoffs-in-correct-the

---

8. case-connectors-the-plug in

---

## Task 12

Study the explanation about sequencing connectives. Discuss it with your friends. Ask your teacher if you don't understand the explanation.

### SEQUENCING CONNECTIVES

In telling a procedure text about tips, sometimes you need sequencing connectives because:

- ❖ They help you to develop the logical sequence of your ideas.
- ❖ They enable you to show chronological order.

The sequencing connectives include *first, second, third, then, after that, before, etc.*

**Example:**

1. First, make sure to turn off the computer.
2. Second, unplug all the cables from it.
3. After that, use the screwdriver to pull out the bolts.

## Task 13

Read and arrange the jumbled paragraph below into a good text by giving a number to the boxes. Then, underline the connectives. Report your answer to your classmates.

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | First thing first, choose the right DVD drive because not all drives are compatible with all computer models.   |
| <input type="checkbox"/> | Then, attach the appropriate cables to your DVD drive. There will be three cables: an interface cable, a power cable and an audio cable. These cables will attach your DVD drive to the motherboard.                      |
| <input type="checkbox"/> | Second, unplug your computer and remove the cover. Make sure to detach all peripheral wires, plugs and power cords and don't forget to mark the connector cables so you know where they all go.                           |
| <input type="checkbox"/> | After that, install the DVD or CD drive into the computer case. Make sure the DVD or CD drive is adequately secured before continuing.  |
| <input type="checkbox"/> | The last step is to restart your computer, replace the cover and reconnect all power cords and peripheral devices. Turn your computer on and then test your DVD drive. Play a DVD or CD in your new DVD drive to test it. |
| <input type="checkbox"/> | Hello everyone, I am Mark and now I will give you tips on how to install your DVD or CD Drive.  |

Adapted from: <http://www.overstock.com/guides/>

## Task 14

Complete the procedure text about applying thermal paste below using the appropriate words in the box. You can use your dictionaries to help you. Do it in pairs.

### Applying Thermal Paste

Application of thermal paste is essential to keep the processor cool and happy. Follow this general guide to reapply thermal paste after removing a heat sink or CPU during a repair.

#### TOOLS:

- Arctic Silver ArctiClean
- Arctic Silver Thermal Paste
- Coffee Filters or a lint-free cloth
- Spudger

#### Step 1



- Before applying a new layer of thermal paste, you must first \_\_\_ any old thermal paste from both the processor surface and the heat sink.

#### Step 2



- Use the flat end of a \_\_\_ to scrape off as much solidified thermal paste from the copper core(s) of the heat sink as possible.

### Step 3



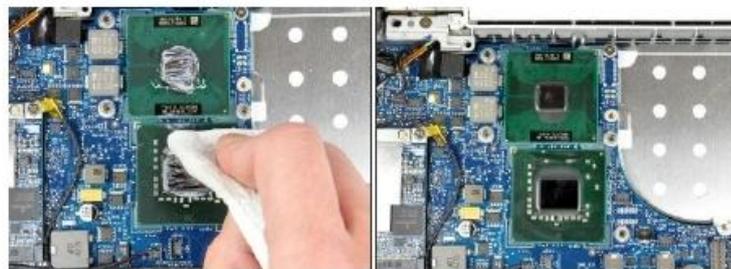
- After scraping off the solidified thermal paste, a \_\_\_ is still present on the copper core(s). Use a coffee filter or a lint-free cloth with a drop of ArctiClean Thermal Material Remover to clean the thermal paste residue.
- Once the surface is clean, use a new coffee filter or cloth to apply a drop of ArctiClean Thermal Surface Purifier to remove any oils and prepare the surface.
- Do not \_\_\_ either the chip or the heatsink, or allow any dust or debris to get on them. Even a fingerprint can be a major \_\_\_ to thermal transfer on a chip.

### Step 4



- Use the flat end of a plastic spudger to remove any solidified thermal paste from the \_\_\_ of the processor(s).

### Step 5



- Again, use a \_\_\_ or lint-free cloth and a drop of ArctiClean Thermal Material Remover to clean any thermal paste residue off the processor surface.
- Use a new coffee filter or cloth to apply a drop of ArctiClean Thermal Surface Purifier to remove any oils and prepare the surface

## Step 6



- Wrap the tip of your \_\_\_ with a piece of plastic (such as a sandwich bag or Saran wrap).
- \_\_\_ a very small amount of thermal paste (pea size) onto the center of the processor.
- Use your finger to gently \_\_\_ the thermal paste over the entire processor core(s).
- The processor(s) is now ready for heat sink installation.

Adapted from: <https://www.ifixit.com/Guide/Applying+Thermal+Paste/>

- |            |           |                 |            |           |
|------------|-----------|-----------------|------------|-----------|
| ▪ obstacle | ▪ spudger | ▪ coffee filter | ▪ dispense | ▪ residue |
| ▪ surface  | ▪ touch   | ▪ index finger  | ▪ remove   | ▪ smear   |

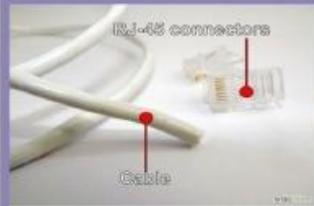
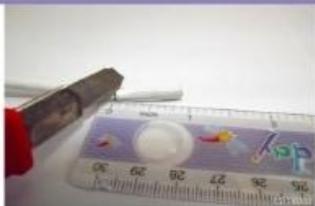
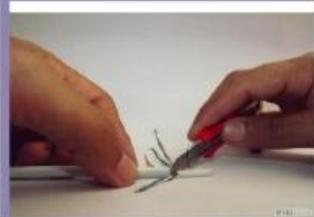
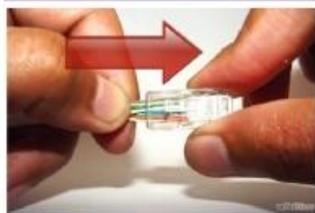
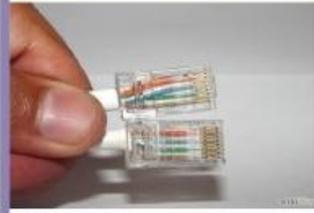
## Task 15

Read again the procedure text in Task 14 and decide whether the following statements are true or false based on what you have read.

Statement	True	False
1. You can apply a new layer of thermal paste without removing the old thermal paste.	<input type="checkbox"/>	<input type="checkbox"/>
2. A spudger is used to remove a layer of thermal paste from the motherboard.	<input type="checkbox"/>	<input type="checkbox"/>
3. A single fingerprint on the chip or heatsink will not become an obstacle to thermal transfer.	<input type="checkbox"/>	<input type="checkbox"/>
4. You can use the flat end of a plastic spudger to remove any solidified thermal paste on the surface of a processor.	<input type="checkbox"/>	<input type="checkbox"/>
5. You can directly rub the thermal paste to the center of the processor with your bare finger.	<input type="checkbox"/>	<input type="checkbox"/>
6. You should use many amount of thermal paste on the center of the processor.	<input type="checkbox"/>	<input type="checkbox"/>

## Task 16

Fill in the blanks by labeling the pictures with the suitable steps of how to crimp RJ45 below. Do it individually. Report your answer to your classmates.

		
1	2	3
		
4	5	6
		
7	8	9
		
10	11	

### Steps:

- ❖ **Insert the wires into the RJ-45 connector, making sure that they stay aligned and each color goes into its appropriate channel.** Make sure that each wire goes all the way to the top of the RJ-45 connector. If you don't make these checks, you will find that your newly crimped RJ-45 connector is useless.
- ❖ **Purchase your cable and your RJ-45 connectors.** Most ethernet cable is sold on spools of varying lengths, so you might have to measure and cut the amount you need when you get home.
- ❖ **Use a cable tester to assure that your cable is working properly when both ends are crimped.**
- ❖ **Cut off the core and discard.**
- ❖ **Straighten the twisted wires using 2 pair of tweezers.** Grasp a wire beneath a bend with 1 pair of tweezers, and use the other pair to gently straighten the bend. The straighter your wires, the easier your job will be.
- ❖ **Use the crimping tool to crimp the RJ-45 connector to the cable by pressing the jacket and cable into the connector so that the wedge at the bottom of the connector is pressed into the jacket.** Recrimp the cable once more to ensure proper connection.
- ❖ **Arrange the untwisted wires in a row, placing them into the position, running from right to left, in which they will go into the RJ-45 connector.**
- ❖ **Strip 1 to 2 inches (2.5 to 5.1 cm) of the outer skin at the end of the cable wire by making a shallow cut in the skin with a utility knife.** Run the knife around the cable, and the jacket should slide off easily.
- ❖ **Trim the untwisted wires to a suitable length by holding the RJ-45 connector next to the wires.** The insulation on the cable should be just inside the bottom of the RJ-45 connector. The wires should be trimmed so that they line up evenly with the top of the RJ-45 connector.
- ❖ **Fold each pair of wires backwards to expose the core of the cable.**
- ❖ **Follow the instructions above to crimp an RJ-45 connector to the opposite end of the cable.**

Adapted from: <http://www.wikihow.com/Crimp-RJ45>

## C. Evaluation

### Task 17

Choose the best answer to each question. Do it individually.

Read the text below to answer questions 1-5.

#### Text 1

How to Repair Bad Sectors on Windows 7

First, close all of your open programs and files. Windows 7 can't scan or fix a bad sector if that sector is being used by an open program or file. Click **Start**, and then click **Computer**.

Then, choose a hard drive to check for bad sectors. Right-click the hard drive you want to scan, and then click **Properties**. In the Properties window, click the **Tools** tab. In the Error-checking section, click **Check Now**.

After that, check the **Scan for and attempt recovery of bad sectors**. Place a check mark within the box next to "Scan for and attempt recovery of bad sectors." Click **Start**. Windows will start checking your hard drive for bad sectors and will fix any that it finds.

Don't use your computer while Windows attempts to fix errors. If you have any open files or programs at this point, you'll get an error message asking if you'd like to schedule the disk check when you restart your computer. If you click **Yes**, it will restart your computer and perform the disk check.

Last thing to do is to review the check disk report. Click the See details down arrow to see more details about your report. If the check disk process failed to fix the bad sectors, your hard drive may be failing and you may want to backup your drive to a new one.

Adapted from: <http://www.wikihow.com/Repair-Bad-Sectors>

1. What is the first thing you should do to repair bad sectors on Windows 7?
  - a. You should check your harddisk.
  - b. You should turn off the computer.
  - c. You should close all of your programs and files.
  - d. You should review the disk report.
  - e. You should restart your computer first.
  
2. What should you do after the Windows starting to check your hard drive for bad sectors?
  - a. You should check other files on your computer.
  - b. You should browse through your data on the computer.
  - c. You should not use your computer.
  - d. You should play a game with your computer.
  - e. You should restart your computer.

3. What will happen if you have open files when Windows attempts to fix error?
  - a. The computer will freeze.
  - b. The computer will restart.
  - c. The computer will show an error message.
  - d. The computer will continue to fix the error.
  - e. The computer will finish the job.
  
4. What should you do if the check disk process failed to fix the bad sectors?
  - a. Buy a new computer.
  - b. Backup your drive to a new one.
  - c. Retry the process to fix the bad sectors.
  - d. Restart the computer.
  - e. Turn off the computer.
  
5. According to the text, how many steps are there to repair bad sectors on Windows 7?
  - a. 4 steps
  - b. 5 steps
  - c. 6 steps
  - d. 7 steps
  - e. 8 steps

Read the text below to answer questions 6-10.

### Text 2

How to clean a keyboard

To do this effectively, you are going to need:

1. A can of compressed air
2. Cotton swab,
3. Isopropyl alcohol, and
4. Cloth

After preparing all that stuff, you can get ready. First of all Shut down the computer and detach the keyboard connector before any cleaning procedure. Do not remove or connect a keyboard while the computer is running. Doing so may damage the machine if you have a non-USB-based keyboard. For a quick cleaning, turn the keyboard upside down and use a can of compressed air to blow out any foreign matter. Be sure to do this in a location where falling debris can be cleaned up easily.

Next, clean the sides of the keys with a cotton swab dipped in isopropyl alcohol. For a more thorough cleaning, remove all of the keys. Do this by gently prying up each key with a small screwdriver or a similar lever. When the keys have been removed, blow out any debris with compressed air. With a moist (but not wet) cloth, lightly swab all surfaces.

Lastly, clean the individual keys and place them back in the keyboard.

Adapted from: <http://www.wikihow.com/Clean-a-Keyboard>

6. The type of the text 2 is called a....
  - a. recount
  - b. narrative
  - c. descriptive
  - d. procedure
  - e. report
  
7. The purpose of the text is....
  - a. to describe a keyboard
  - b. to explain about a keyboard
  - c. to tell the reader how to clean a keyboard
  - d. to entertain the reader with a keyboard
  - e. to persuade the reader to buy a keyboard
  
8. Who is the text better addressed to?
  - a. An expert computer technician
  - b. A mother at home
  - c. A baby
  - d. Someone who owns a computer
  - e. A boy/girl left by his/her mother
  
9. "Be sure to do this in a location where falling debris can be cleaned up easily."  
The underlined word has a similar meaning to....
  - a. rubble
  - b. ruins
  - c. scraps
  - d. wreckage
  - e. garbage
  
10. "You are going to need...." The expression and what it follows belong to....
  - a. event
  - b. steps
  - c. materials
  - d. purpose
  - e. orientation

## C. Homework

### Task 18

Get access to the internet and find a procedure text about system maintenance. Write down the text, the title, and the source. Separate the parts of the text as you have done in Task 09 (Page 47).

## D. Reflection

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General structure of a procedure text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imperative sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing connectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## E. Summary

### PROCEDURE TEXT

#### The Definition

A procedure text is a text that explains how something works or how to use instruction/operation manual. It is also a text that instructs how to do a particular activity.

#### Generic Structure

1. goal/aim
2. material/equipment (optional)
3. methods/steps

#### Language features

1. using sequencing connectives ( e.g: first, second, third, the last)
2. using commands (imperative sentences) (e.g: open your computer, prepare to clean, etc)

### IMPERATIVE SENTENCE

An imperative sentence is a type of a sentence that gives advice or instruction or that expresses request or command.

An imperative sentence typically begins with the verb 1.

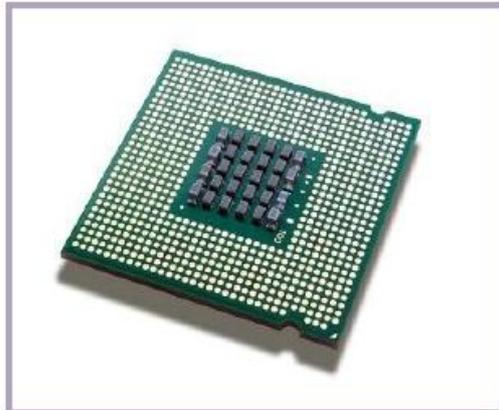
### SEQUENCING CONNECTIVES

In telling a procedure text about tips, sometimes you need sequencing connectives because:

- ❖ They help you to develop the logical sequence of your ideas.
- ❖ They enable you to show chronological order.

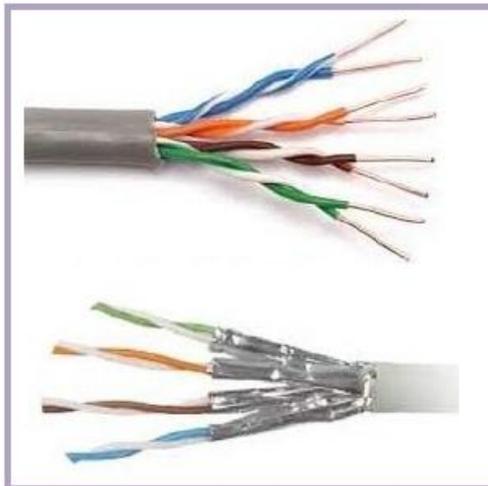
The sequencing connectives include *first, second, third, then, after that, before, etc.*

## G. Some Facts



Picture: <http://andreekawardara.blogspot.com>

Processor number one is the first Intel 4004 microprocessor. This processor is thrown into the market in 1971 for 200 dollar and consists of over 2300 transistors. As a comparison, I7 Processor 45nm technology has 731 million transistors.



Picture: <http://teknodaily.com>

There's lot of jargon associated with home networking, but here's the important ones. First up: UTP and STP.

UTP means Unshielded Twisted Pair, and is the most common. The wires are bundled inside a rubber sleeve with no other protection.

STP is shielded; a layer of foil protects the signals from electrical interference, but needs compatible equipment with grounded ports. STP is more expensive, but the signal doesn't degrade as much over longer distances – it's commonly used in areas with heavy machinery or other interference.

# APPENDIX F

(The expert judgment questionnaire)

**SURAT PERMOHONAN *EXPERT JUDGMENT***

Hal : Permohonan Kesiediaan *Expert Judgment*

Lampiran : 1 bendel

Kepada Yth.

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

Di Yogyakarta

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Wulur Risangsukmo

NIM : 10202241051

Judul Penelitian : *Developing Reading Learning Materials for Year XI Students of Computer Engineering and Networking Department at SMK N 1 Sedayu*

Memohon dengan sangat kesiediaan Bapak untuk memberikan *Expert Judgment* pada produk yang telah saya buat berupa tiga unit materi bahasa Inggris untuk kelas XI jurusan Teknik Komputer dan Jaringan SMK Negeri 1 Sedayu berdasarkan Kurikulum 2013.

Demikian permohonan saya sampaikan, atas bantuan dan kesiediaan Bapak, saya ucapkan banyak terima kasih.

Yogyakarta, 23 April 2015

Pemohon

Wulur Risangsukmo  
NIM. 10202241051

**ANGKET EVALUASI**  
**MATERI PEMBELAJARAN BAHASA INGGRIS**  
**UNTUK SISWA KELAS XI**  
**JURUSAN TEKNIK KOMPUTER DAN JARINGAN**  
 (Disusun berdasarkan Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris  
 SMK)

**A. IDENTITAS RESPONDEN**

Nama

: .....

Jenis Kelamin : L/P (coret yang tidak sesuai)

Pekerjaan

: .....

Pendidikan : ( ) D3 ( ) S1 ( ) S2 ( ) S3

Lama

Bekerja

: .....

**B. EVALUASI MATERI PEMBELAJARAN**

Berilah tanda centang (√) pada salah satu kolom SS/S/TS/STS yang sesuai dengan pendapat Bapak. Bapak juga dapat menuliskan pendapat tambahan pada kolom yang disediakan.

Keterangan:

SS : Sangat Setuju (4)

TS : Tidak Setuju (2)

S : Setuju (3)

STS : Sangat Tidak Setuju (1)

## UNIT 1

### “ENGINEER’S TOOLS”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis struktur teks dan unsure kebahasaan untuk melaksanakan fungsi sosial teks *factual report* dengan menyatakan dan menanyakan tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.
- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tertulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

No.	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1.	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas XI SMK.				
2.	Materi pembelajaran dikembangkan sesuai dengan <i>coursegrid</i> .				
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI SMK jurusan teknik komputer dan jaringan.				

4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI SMK jurusan teknik komputer dan jaringan.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum				
9.	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
11.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
12.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
14.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan				

	keruntutan penyampaian makna.				
15.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
<b>KELAYAKAN PENYAJIAN</b>					
16.	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
17.	Materi pembelajaran sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
18.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
19.	Materi pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
20.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
21.	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
22.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
23.	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
24.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
25.	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				

26.	Dalam tiap unit materi dilengkapi dengan <i>intermezzo</i> yang relevan dengan proses pembelajaran.				
<b>KELAYAKAN GRAFIS</b>					
27.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
28.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
29.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				
30.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
31.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
32.	Penggunaan variasi ( <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i> ) tidak berlebihan.				
33.	Keseluruhan desain visual materi menarik.				

**TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN**

Tuliskan jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

.....  
.....  
.....  
.....

2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

.....  
.....  
.....  
.....

3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

.....  
.....  
.....  
.....

**REKOMENDASI**

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI jurusan teknik komputer dan jaringan UNIT 1 dengan judul “ENGINEER’S TOOLS” dinyatakan:

- Layak tanpa revisi
- Tidak layak
- Layak dengan revisi sebagai berikut

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

\*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Bapak.

Yogyakarta, \_\_\_\_\_

Evaluator Materi,

\_\_\_\_\_  
NIP.

**UNIT 2**  
**“YOUR SUGGESTION IS...”**

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No.	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1.	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas XI SMK.				
2.	Materi pembelajaran dikembangkan sesuai dengan <i>coursegrid</i> .				
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI SMK jurusan teknik komputer dan jaringan.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI SMK jurusan teknik komputer dan jaringan.				

5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum				
9.	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
11.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
12.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
14.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
15.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				

<b>KELAYAKAN PENYAJIAN</b>				
16.	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.			
17.	Materi pembelajaran sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.			
18.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.			
19.	Materi pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.			
20.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.			
21.	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.			
22.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.			
23.	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.			
24.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.			
25.	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.			
26.	Dalam tiap unit materi dilengkapi dengan <i>intermezzo</i> yang relevan dengan proses pembelajaran.			

<b>KELAYAKAN GRAFIS</b>					
27.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
28.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
29.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				
30.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
31.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
32.	Penggunaan variasi ( <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i> ) tidak berlebihan.				
33.	Keseluruhan desain visual materi menarik.				

**TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN**

Tuliskan jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

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2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI jurusan teknik komputer dan jaringan UNIT 2 dengan judul “YOUR SUGGESTION IS...” dinyatakan:

- Layak tanpa revisi
- Tidak layak
- Layak dengan revisi sebagai berikut

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\*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Bapak.

Yogyakarta, \_\_\_\_\_

Evaluatur Materi,

\_\_\_\_\_  
NIP.

**UNIT 3**  
**“STARTING FROM THE BOTTOM”**

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.
- 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No.	Pernyataan	SS	S	TS	STS
<b>KELAYAKAN ISI</b>					
1.	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar Kurikulum 2013 untuk kelas XI SMK.				
2.	Materi pembelajaran dikembangkan sesuai dengan <i>coursegrid</i> .				
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas XI SMK jurusan teknik komputer dan jaringan.				
4.	Teks dalam materi pembelajaran relevan dengan				

	konteks kehidupan siswa kelas XI SMK jurusan teknik komputer dan jaringan.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum				
9.	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum				
10.	Materi pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
11.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
12.	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
14.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				

15.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
<b>KELAYAKAN PENYAJIAN</b>					
16.	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
17.	Materi pembelajaran sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
18.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
19.	Materi pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
20.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
21.	Materi pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
22.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
23.	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
24.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
25.	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
26.	Dalam tiap unit materi dilengkapi dengan <i>intermezzo</i>				

	yang relevan dengan proses pembelajaran.				
<b>KELAYAKAN GRAFIS</b>					
27.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
28.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
29.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat estetis dan fungsional.				
30.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
31.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
32.	Penggunaan variasi ( <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i> ) tidak berlebihan.				
33.	Keseluruhan desain visual materi menarik.				

**TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN**

Tuliskan jawaban Bapak pada tempat yang telah disediakan.

1. Secara umum, bagaimana pendapat Bapak tentang materi yang telah disusun?

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2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI jurusan teknik komputer dan jaringan UNIT 3 dengan judul “STARTING FROM THE BOTTOM” dinyatakan:

- Layak tanpa revisi
- Tidak layak
- Layak dengan revisi sebagai berikut

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\*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Bapak.

Yogyakarta, \_\_\_\_\_

Evaluatur Materi,

\_\_\_\_\_  
NIP.

# APPENDIX G

(The expert judgment data)

## THE EXPERT JUDGMENT DATA

### The Result of the Expert Judgment of Unit 1

#### The data of the appropriateness of content of Unit 1

No.	Items	Score
1.	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools.	4
2.	The developed materials are in accordance with coursegrid.	4
3.	The developed materials have relevance with students of computer engineering and networking study program's life.	4
4.	The materials cover texts that are relevant with daily life and the field of computer engineering and networking.	4
5.	The materials cover the explanation of generic structure of texts.	4
6.	The materials cover the explanation of social function of texts.	3
7.	The materials cover the explanation of linguistics feature of texts.	4
8.	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
9.	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	3
10.	The materials cover learning activities that guide the students to develop their communicative competence in written language.	4

#### The data of the appropriateness of language of Unit 1

No.	Items	Score
11.	The language used in the instruction is appropriate with the students' cognitive development.	4
12.	The language used in the materials is clear and can be understood by the students.	3
13.	The language used in the materials is appropriate with the rule of English.	4
14.	The materials represent cohesiveness and coherence in every unit, paragraph, and sentences.	3
15.	The materials use a language variation consistently.	4

**The data of the appropriateness of presentation of Unit 1**

No.	Items	Score
16.	The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013.	4
17.	The developed materials are in accordance with the steps of communicative English learning activities.	4
18.	The learning activities in the developed materials are systematically presented from guided activities to autonomous activities.	4
19.	The learning activities in the developed materials are focused on language features and communicative activities.	4
20.	The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment.	3
21.	The developed materials encourage the students to be responsible in their learning process.	3
22.	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
23.	The developed materials are completed with the learning objectives.	3
24.	The developed materials are completed with the summary.	4
25.	The developed materials are completed with homework.	4
26.	The developed materials are completed with intermezzo relevant with topic of studies.	3

**The data of the appropriateness of layout of Unit 1**

No.	Items	Score
27.	The developed materials are printed with standard ISO size (A4, A5, B5).	4
28.	The placement of title, texts, illustrations, picture captions, and page number are consistent.	3
29.	The pictures in the developed materials are aesthetic and functional.	3
30.	The illustrations in the developed materials can help to clarify the presentation of the material.	4
31.	The developed materials use proportional font type.	4
32.	The use of language variation (bold, italic, underline, capitalization) is proportional.	4
33.	The overall design of the developed materials is interesting.	4

### The Result of the Expert Judgment of Unit 2

#### The data of the appropriateness of content of Unit 2

No.	Items	Score
1.	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools.	4
2.	The developed materials are in accordance with coursegrid.	4
3.	The developed materials have relevance with students of computer engineering and networking study program's life.	4
4.	The materials cover texts that are relevant with daily life and the field of computer engineering and networking.	4
5.	The materials cover the explanation of generic structure of texts.	2
6.	The materials cover the explanation of social function of texts.	3
7.	The materials cover the explanation of linguistics feature of texts.	4
8.	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
9.	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	3
10.	The materials cover learning activities that guide the students to develop their communicative competence in written language.	3

#### The data of the appropriateness of language of Unit 2

No.	Items	Score
11.	The language used in the instruction is appropriate with the students' cognitive development.	4
12.	The language used in the materials is clear and can be understood by the students.	4
13.	The language used in the materials is appropriate with the rule of English.	3
14.	The materials represent cohesiveness and coherence in every unit, paragraph, and sentences.	4
15.	The materials use a language variation consistently.	4

**The data of the appropriateness of presentation of Unit 2**

No.	Items	Score
16.	The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013.	4
17.	The developed materials are in accordance with the steps of communicative English learning activities.	4
18.	The learning activities in the developed materials are systematically presented from guided activities to autonomous activities.	3
19.	The learning activities in the developed materials are focused on language features and communicative activities.	4
20.	The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment.	3
21.	The developed materials encourage the students to be responsible in their learning process.	4
22.	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
23.	The developed materials are completed with the learning objectives.	3
24.	The developed materials are completed with the summary.	4
25.	The developed materials are completed with homework.	4
26.	The developed materials are completed with intermezzo relevant with topic of studies.	3

**The data of the appropriateness of layout of Unit 2**

No.	Items	Score
27.	The developed materials are printed with standard ISO size (A4, A5, B5).	4
28.	The placement of title, texts, illustrations, picture captions, and page number are consistent.	4
29.	The pictures in the developed materials are aesthetic and functional.	4
30.	The illustrations in the developed materials can help to clarify the presentation of the material.	4
31.	The developed materials use proportional font type.	4
32.	The use of language variation (bold, italic, underline, capitalization) is proportional.	4
33.	The overall design of the developed materials is interesting.	4

### The Result of the Expert Judgment of Unit 3

#### The data of the appropriateness of content of Unit 3

No.	Items	Score
1.	The developed materials are in accordance with the core and basic competence for Grade XI of vocational high schools.	4
2.	The developed materials are in accordance with coursegrid.	4
3.	The developed materials have relevance with students of computer engineering and networking study program's life.	4
4.	The materials cover texts that are relevant with daily life and the field of computer engineering and networking.	4
5.	The materials cover the explanation of generic structure of texts.	4
6.	The materials cover the explanation of social function of texts.	4
7.	The materials cover the explanation of linguistics feature of texts.	4
8.	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
9.	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	3
10.	The materials cover learning activities that guide the students to develop their communicative competence in written language.	3

#### The data of the appropriateness of language of Unit 3

No.	Items	Score
11.	The language used in the instruction is appropriate with the students' cognitive development.	4
12.	The language used in the materials is clear and can be understood by the students.	4
13.	The language used in the materials is appropriate with the rule of English.	4
14.	The materials represent cohesiveness and coherence in every unit, paragraph, and sentences.	4
15.	The materials use a language variation consistently.	4

### The data of the appropriateness of presentation of Unit 3

No.	Items	Score
16.	The developed materials are in accordance with the steps of scientific approach as required by curriculum 2013.	4
17.	The developed materials are in accordance with the steps of communicative English learning activities.	4
18.	The learning activities in the developed materials are systematically presented from guided activities to autonomous activities.	3
19.	The learning activities in the developed materials are focused on language features and communicative activities.	4
20.	The learning activities in the developed materials encourage students to have interaction with other students, teacher, and bigger environment.	4
21.	The developed materials encourage the students to be responsible in their learning process.	4
22.	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
23.	The developed materials are completed with the learning objectives.	3
24.	The developed materials are completed with the summary.	4
25.	The developed materials are completed with homework.	4
26.	The developed materials are completed with intermezzo relevant with topic of studies.	3

### The data of the appropriateness of layout of Unit 3

No.	Items	Score
27.	The developed materials are printed with standard ISO size (A4, A5, B5).	4
28.	The placement of title, texts, illustrations, picture captions, and page number are consistent.	4
29.	The pictures in the developed materials are aesthetic and functional.	4
30.	The illustrations in the developed materials can help to clarify the presentation of the material.	4
31.	The developed materials use proportional font type.	4
32.	The use of language variation (bold, italic, underline, capitalization) is proportional.	4
33.	The overall design of the developed materials is interesting.	4

# APPENDIX H

(Revisions of the units)

## REVISIONS OF THE UNITS

### REVISIONS OF UNIT 1

Parts of the Unit	Points to revise	Revisions
Front Page	- The font isn't clear to read	- Change the type of the font used
Whole Unit	- Inconsistent font type - Inconsistent font size - Inconsistent line spacing	- Change the font type to Arial - Change the font size to 12 - Change the line spacing to 1.2
Task 1	No Revision	No Revision
Task 2	- In the instruction, add "s" on the "question" to make it plural - In the question number 3, change "to carry apps" with "to store applications"	- Referring to the pictures in Task 01, answer the following <b>questions</b> based on your knowledge. - Which tools do you use <b>to store applications</b> and software updates?
Task 3	- In the instruction, add "s" on the "word" to make it plural	- The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English <b>words</b> below.
Task 4	No Revision	No Revision
Task 5	- In the instruction, remove the "ed" from the "formulated".	- Based on the items you want to know in Task 04, formulate relevant questions. Some have been done as examples. Provide answers for questions you <b>formulate</b> based on your knowledge.
Task 6	- In the instruction, change "fill in" with "complete" and "dictionaries" with "dictionary" - Add the location of the words	- <b>Complete</b> the table below with suitable translations based on the context of the text that you have read in Task 04. You can use your <b>dictionary</b> . Do it in pairs. - Add the location of the word such as actuate (line 08) shaft (line 09)

		<p>etc</p> <ul style="list-style-type: none"> <li>- Reduce the number of words to translate by 1 to accommodate space.</li> </ul>
Task 7	<ul style="list-style-type: none"> <li>- Need to add the location of the report text screwdrivers in the instruction</li> </ul>	<ul style="list-style-type: none"> <li>- In pairs, read again the text about screwdrivers in <b>Task04</b> and decide whether the statements below are true or false.</li> </ul>
Task 8	<ul style="list-style-type: none"> <li>- In the instruction, add “it” after “discuss”</li> </ul>	<ul style="list-style-type: none"> <li>- Study the explanation about report text below. Discuss <b>it</b> with your friends and ask your teacher if you do not understand the explanation.</li> </ul>
Task 9	No Revision	No Revision
Task 10	No Revision	No Revision
Task 11	<ul style="list-style-type: none"> <li>- In the instruction, add the punctuation “,” after “then”</li> </ul>	<ul style="list-style-type: none"> <li>- Read again the report text entitled “Screwdrivers” in Task 04 (Page 3) and identify the parts of the report text by completing the mind map below. Use the example in Task 10 as your guide. <b>Then</b>, report your answers to your classmates.</li> </ul>
Task 12	No Revision	No Revision
Task 13	<ul style="list-style-type: none"> <li>- In the instruction, remove the words “of the words”</li> <li>- Move the box containing the words to under the instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the text below using the appropriate form of words in the box. See the explanation in Task 12 to guide you.</li> <li>- Moving the box to under the instruction</li> </ul>
Task 14	<ul style="list-style-type: none"> <li>- In the instruction, add “about” after “explanation</li> <li>- In the explanation, change “passive sentences” into “passive voice sentences”</li> </ul>	<ul style="list-style-type: none"> <li>- Study the explanation <b>about</b> passive voice below. Discuss it with your classmates and ask your teacher if you do not understand the explanation.</li> <li>- These <b>passive voice sentences</b> make the text more formal and impersonal.</li> </ul> <p>Etc</p>

Task 15	<ul style="list-style-type: none"> <li>- In the instruction , remove “the” from “the Task 13”</li> </ul>	<ul style="list-style-type: none"> <li>- Work in pairs. Find 8 sentences that contain the passive form from the text in <b>Task 13</b>. Use the explanation in Task 14 to help you.</li> </ul>
Task 16	<ul style="list-style-type: none"> <li>- In the title of the text “Flash disks” should have capital “d”</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Flash Disks</b></li> </ul>
Task 17	<ul style="list-style-type: none"> <li>- In the question number 1, remove “type of the” from the question</li> <li>- In the question number 7, the word “not” should be in capital form</li> </ul>	<ul style="list-style-type: none"> <li>- The text in Text 1 is called a ....</li> <li>- Which one is <b>NOT</b> true?</li> </ul>
Task 18	<ul style="list-style-type: none"> <li>- In the instruction, add article “a” before “certain tool”, change “have found” with “find”</li> </ul>	<ul style="list-style-type: none"> <li>- Get access to the internet to find some report texts about <b>a certain tool</b> that is helpful for a computer technician. Identify and separate the general information and bundles of specific information from the text that you <b>find</b>.</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>- Change “general” into “generic”</li> <li>- Add a reading related question in reflection</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Generic</b> structure of a report text</li> <li>- Add Finding information in a text</li> </ul>
Summary	<ul style="list-style-type: none"> <li>- In the instruction, the “U” in “Unit” should not be in capital form</li> <li>- In the explanation of passive voice, change the “passive sentences” words into “passive voice sentences”</li> </ul>	<ul style="list-style-type: none"> <li>- In this <b>unit</b>, you learn:</li> <li>- These <b>passive voice sentences</b> make the text more formal and impersonal.</li> </ul>
Some Facts	<ul style="list-style-type: none"> <li>- Remove the unnecessary part from the picture in flash disk trivia</li> </ul>	<ul style="list-style-type: none"> <li>- Change the picture into one that doesn’t have unnecessary part</li> </ul>

## REVISIONS OF UNIT 2

Parts of the unit	Points to revise	Revisions
Front cover	<ul style="list-style-type: none"> <li>- Remove the word “sometimes”, add the word “for” after “asked”, add “s” on “suggestions” to make it plural</li> <li>- The font isn’t clear to read</li> </ul>	<ul style="list-style-type: none"> <li>- In your career as a technician, you will find various computer problems that cannot be solved by yourself. What will you do to overcome your problem? Have you ever <b>asked for</b> someone’s <b>suggestions</b> to help you solve your problem? Have you ever given <b>suggestions</b> to others? How do you do that in English? In this unit, you will learn how to ask for and give <b>suggestions</b>.</li> <li>- Change the type of the font</li> </ul>
Whole Unit	<ul style="list-style-type: none"> <li>- Inconsistent font type</li> <li>- Inconsistent font size</li> <li>- Inconsistent line spacing</li> </ul>	<ul style="list-style-type: none"> <li>- Change the font type to Arial</li> <li>- Change the font size to 12</li> <li>- Change the line spacing to 1.2</li> </ul>
Task 1	<ul style="list-style-type: none"> <li>- In the question number 2, change “the same situation” into “similar”</li> </ul>	<ul style="list-style-type: none"> <li>- Have you ever been in a <b>similar</b> situation?</li> </ul>
Task 2	<ul style="list-style-type: none"> <li>- In the instruction, add “s” on the “word” to make it plural</li> </ul>	<ul style="list-style-type: none"> <li>- The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English <b>words</b> below.</li> </ul>
Task 3	<ul style="list-style-type: none"> <li>- In the instruction, remove “taken from certain forum”, add “who discuss” after “between users”</li> </ul>	<ul style="list-style-type: none"> <li>- Read the consultation column between users <b>who discuss</b> computer troubleshooting below. Give a tick (√) on the items that you want to know. You can also write more items that you want to know if they are not listed.</li> </ul>

Task 4	<ul style="list-style-type: none"> <li>- In the instruction, remove the “ed” from the “formulated”.</li> </ul>	<ul style="list-style-type: none"> <li>- Based on the items you want to know in Task 04, formulate relevant questions. Some have been done as examples. Provide answers for questions you <b>formulate</b> based on your knowledge.</li> </ul>
Task 5	<ul style="list-style-type: none"> <li>- In the instruction, change “fill in” with “complete” and “dictionaries” with “dictionary”</li> <li>- Add the location of the words</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Complete</b> the table below with suitable translations based on the context of the text that you have read in Task 04. You can use your <b>dictionary</b>. Do it in pairs.</li> <li>- Add the location of the word such as forum (column 1 line 1) freeze (column 1 line 3) etc</li> <li>- Reduce the number of words to translate by 1 to accommodate space.</li> </ul>
Task 6	<ul style="list-style-type: none"> <li>- In the question number 2, change “kind of thing had” into “has”</li> <li>- In the question number 4, change “did” into “does”</li> </ul>	<ul style="list-style-type: none"> <li>- What <b>has</b> ascherit done to solve the problem?</li> <li>- What suggestion <b>does</b> archer give to ascherit?</li> </ul>
Task 7	<ul style="list-style-type: none"> <li>- Add new task about the explanation of generic structure of the texts used in Unit 2</li> </ul>	<ul style="list-style-type: none"> <li>- Add new task (Task 7) about generic structure of short message text</li> </ul>
Task 8	<p>(previously task 7 in first draft)</p> <ul style="list-style-type: none"> <li>- In the instruction, add “it” after discuss</li> </ul>	<ul style="list-style-type: none"> <li>- Study the explanation below to help you understand the expressions of asking for and giving suggestions. Discuss <b>it</b> with your partner. Ask your teacher if you do not understand the explanation.</li> </ul>
Task 9	<p>(previously task 8 in first draft)</p> <ul style="list-style-type: none"> <li>- In the instruction, removing article</li> </ul>	<ul style="list-style-type: none"> <li>- Read the consultation column below about a user who wants <b>advice</b> for overclocking his</li> </ul>

	<p>“an” from “an advice”</p> <ul style="list-style-type: none"> <li>- In the question number 2 change “said” into “says”</li> <li>- In the question number 4, removing article “an” from “an advice”</li> <li>- In the question number 6 change “said” into “says”</li> </ul>	<p>PC. Then, decide whether the statements following the text are true or false based on what you have read.</p> <ul style="list-style-type: none"> <li>- Pantz<b>says</b> that there are 3 ways to achieve overclocking.</li> <li>- Mellon Head gives <b>advice</b> to change the cooling system first before doing the overclocking.</li> <li>- Essenbe<b>says</b> if you can’t afford to replace it, you should try to overclock it.</li> </ul>
Task 10	<p>(previously task 9 in first draft)</p> <p>No Revision</p>	No Revision
Task 11	<p>(previously task 10 in first draft)</p> <ul style="list-style-type: none"> <li>- In the instruction, change the preposition “in” into “on”</li> </ul>	<ul style="list-style-type: none"> <li>- The texts below were taken from a forum that discusses various troubleshooting on computers and laptops. Work in pairs and match the expression <b>on</b> the left side with the suitable response <b>on</b> the right side. Then, report your answers to your classmates.</li> <li>- Decrease the number of items by 1 to accommodate space</li> </ul>
Task 12	<p>(previously task 11 in first draft)</p> <ul style="list-style-type: none"> <li>- Add “s” on “expression” and “suggestion” to make it plural</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the <b>expressions</b> of asking for and giving <b>suggestions</b> in Task 10. Write down the expressions in the column below. Report your answers to your classmates.</li> </ul>
Task 13	<p>(previously task 12 in first draft)</p> <ul style="list-style-type: none"> <li>- In the instruction, remove the word “about”</li> <li>- Add “for” in the “ask suggestion”</li> </ul>	<ul style="list-style-type: none"> <li>- Your friend has a problem with his old computer. Recently, when he uses his computer for about an hour, his computer would suddenly shut down by itself. He wants your help to post this problem in a forum because he is inexperienced</li> </ul>

		with it. Help him to post the problem of his computer. Phrases in the brackets give you clues of what you have to write. - (ask <b>for</b> suggestion)
Task 14	(previously task 13 in first draft) No Revision	No Revision
Task 15	(previously task 14 in first draft) - In the instruction, change “opinion” into “suggestions”	- Read the consultation column below about a user who wants suggestions about his PC. List all expressions that you can find whether asking for and giving <b>suggestions</b> or accepting and rejecting it.
Task 16	(previously task 15 in first draft) - In the question number 6, add “s” on “give” and “suggestion”	- If you are one of the people who <b>givesuggestions</b> to Gaz 1701, what will you suggest him to do?
Task 17	(previously task 16 in first draft) - In the question number 9, remove “the” from “in the text 2”	- <b>In text 2</b> , each of the following is used as the expression of giving suggestion <b>EXCEPT</b>
Task 18	(previously task 17 in first draft) No Revision	No Revision
Reflection	- Add a reading related question in reflection	- Add Finding information in a text
Summary	- Add “s” on “suggestion” to make it plural	- Expressions of asking for and giving <b>suggestions</b> Asking for <b>Suggestions</b> Giving <b>Suggestions</b> Expressions of accepting and rejecting <b>suggestions</b>

### REVISION OF UNIT 3

Parts of the unit	Points to revise	Revisions
Front Cover	- The font isn't clear to read	- Change the type of the font
Whole Unit	- Inconsistent font type - Inconsistent font size - Inconsistent line spacing	- Change the font type to Arial - Change the font size to 12 - Change the line spacing to 1.2
Task 1	No Revision	No Revision
Task 2	- In the instruction, add "s" on the "word" to make it plural	- The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English <b>words</b> below.
Task 3	No Revision	No Revision
Task 4	- In the instruction, remove the "ed" from the "formulated".	- Based on the items you want to know in Task 04, formulate relevant questions. Some have been done as examples. Provide answers for questions you <b>formulate</b> based on your knowledge.
Task 5	- In the instruction, change "fill in" with "complete" and "dictionaries" with "dictionary" - Add the location of the words	- <b>Complete</b> the table below with suitable translations based on the context of the text that you have read in Task 04. You can use your <b>dictionary</b> . Do it in pairs. - Add the location of the word such as vacuum (step 1 line 4) unplug (step 2 line 1) etc - Reduce the number of words to translate by 1 to accommodate space.
Task 6	- In the question number 2, add the place of the cleaning process	- What should be prepared before cleaning <b>the inside of a computer?</b>

Task 7	No Revision	No Revision
Task 8	No Revision	No Revision
Task 9	- In the text, add “s” to the “instruction” to make it plural	- <b>Instructions:</b> - Simplify the text so it would be enough with only 1 page
Task 10	No Revision	No Revision
Task 11	No Revision	No Revision
Task 12	No Revision	No Revision
Task 13	- In the instruction, add “s” to “paragraph” to make it plural, change “giving a number to” into “numbering”	- Read and arrange the jumbled <b>paragraphs</b> below into a good text by <b>numbering</b> the boxes and then underline the connectives. Report your answer to your classmates.
Task 14	- In the instruction, change “dictionaries” into “dictionary” - Move the box containing the words to under the instruction	- Complete the procedure text about applying thermal paste below using the appropriate words in the box. You can use your <b>dictionary</b> to help you. Do it in pairs. - Moving the box to under the instruction
Task 15	No Revision	No Revision
Task 16	No Revision	No Revision
Task 17	- In the question number 6, remove “The text of the” from the question	- Text 2 is called a ... text.
Task 18	No Revision	No Revision
Reflection	- Add a reading related question in reflection	- Finding information in a text

# APPENDIX I

(The final draft of the materials)

Kurikulum  
2013

# Fast Forward

English Reading Learning Materials  
for Vocational High School Students Year XI



Computer Engineering  
and Networking  
Study program



Wulur Risangukmo  
English Education Study Program  
Yogyakarta State University



# Unit 1

## Engineer's Tools

**In the future you might become a technician and work with many tools and programs to repair a PC. The knowledge about tools that you use is important. In this unit, you will learn how to understand report texts about tools used by common technicians. Therefore, your knowledge about tools will be improved.**



## A. Warm Up

### Task 01

Study the pictures of the tools below and label them with their names provided in the box.

1.



2.



3.



4.



5.



6.



7.



flash drive

screwdrivers

crimp/cut/strip tool

external hard drive

network cable tester

RJ45 connector

LED pen flashlight

Pictures 1-7:  
<http://www.thetechmentor.com>

## Task 02

Referring to the pictures in Task 01, answer the following questions based on your knowledge.

1. Which tools do you use when you need to connect one computer to another?
2. Which tools do you use when you need to repair inside a CPU case?
3. Which tools do you use to store applications and software updates?

## Task 03

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below.

<b>technician</b> /tek'nɪʃ. ə n/ <i>noun</i>	:
<b>application</b> /,æp.li'keɪ.ʃ ə n/ <i>noun</i>	:
<b>storage</b> /'stɔːr.ɪdʒ/ <i>noun</i>	:
<b>recovery</b> /rɪ'kʌv. ə r.i/ <i>noun</i>	:
<b>extensive</b> /ɪk'sten t.sɪv/ <i>adjective</i>	:
<b>file</b> /faɪl/ <i>noun</i>	:
<b>registry</b> /'redʒ.ɪ.stri/ <i>noun</i>	:
<b>partition</b> /pɑ:'tɪʃ. ə n/ <i>noun</i>	:
<b>performance</b> /pə'fɔː.mən t s/ <i>noun</i>	:
<b>damage</b> /'dæm.ɪdʒ/ <i>noun</i>	:

## B. Let's Read

### OBSERVING

#### Task 04

Read the text about screwdrivers below. Give a tick (√) on the items that you want to know. You can also write more items that you want to know if they are not listed.

#### Screwdrivers



Screwdrivers are one of the tools both electronic technicians and mechanic engineers use to aid them in their job of repairing things.

Screwdrivers have various shapes and sizes. There are long ones and short ones. There are also some that need an electric actuator to actually actuate it. A screwdriver usually consists of two parts, the shaft and the handle. The shaft of a screwdriver is made from metal and some of its tips are magnetic so that the screw remains attached to the screwdriver without the need of external power. The handle on a screwdriver is usually made of plastic so that the technician will not be electrocuted when repairing electronic devices. It can also be made of a rubber to give a better grip.

Technicians usually use Phillips screwdrivers and flathead screwdrivers among many kind of screwdrivers. A Philips screwdriver is a screwdriver which has a shape of (+) on its tip and a flathead screwdriver has (-) shape on its tip.

From its size, we can determine the usage of the screwdrivers. The smallest one is usually used to repair small things such as wristwatches and handphones. The bigger one is used to repair common electronic devices such as radios, monitors, and computers. A screwdriver is generally used to tighten and loosen the bolts on vehicles, electronic devices, and other things. A flathead screwdriver can sometimes serve double duty to pry and chisel things.

Adapted from: <http://agusmunir.mywapblog.com/>

No	Items that I want to know	
1.	The Indonesian equivalents of the underlined words	<input type="checkbox"/>
2.	The content of the text	<input type="checkbox"/>
3.	The structure of the text	<input type="checkbox"/>
4.	The grammar used in the text	<input type="checkbox"/>
<b>More things that I want to know</b>		
1.	...	
2.	...	
3.	...	

## QUESTIONING?

### Task 05

Based on the items you want to know in Task 04, formulate relevant questions. Some have been done as examples. Provide answers for questions you formulate based on your knowledge.

No	Questions
1.	What are the Indonesian equivalents of the underlined words?
2.	What is the text about?
3.	
4.	
<b>Answers</b>	
1.	
2.	
3.	
4.	



## Task 06

Complete the table below with suitable translations based on the context of the text that you have read in Task 04. You can use your dictionary. Do it in pairs.

English	Phonetic Transcription	Indonesian
1. <b>actuate</b> (line 08)	/ 'æk.tʃu.ert/	menggerakkan
2. <b>shaft</b> (line 09)		
3. <b>external</b> (line 12)		
4. <b>electrocuted</b> (line 13)		
5. <b>device</b> (line 14)		
6. <b>grip</b> (line 15)		
7. <b>bolts</b> (line 22)		

## Task 07

In pairs, read again the text about screwdrivers in Task 04 and decide whether the statements below are true or false.

Statement	True	False
1. The first paragraph tells us about general information about screwdrivers.		
2. The second paragraph tells us about parts of a screwdriver.		
3. The third paragraph tells us about common screwdrivers used by technicians.		
4. The information in the last paragraph is about many sizes of screwdrivers.		
5. The text entitled screwdrivers above gives information about a specific screwdriver.		
6. The text entitled screwdrivers tells someone's opinion about screwdrivers.		



## Task 08

Study the explanation about report text below. Discuss it with your friends and ask your teacher if you do not understand the explanation.

### REPORT TEXT

#### The Definition

A report is a text which presents information about something, as it is. It is as a result of systematic observations and analyses.

#### Generic Structure

1. General classification: Statements that describe the common subject of the report or common description.
2. Bundles of specific information: tells about the thing that is discussed in detail.

#### Language Features:

1. using the simple present tense
2. using general nouns
3. using relating verbs (to be: is am are; present) to describe features
4. using the timeless present tense (often usually, always) to indicate usualness
5. using descriptive language that is factual rather than imaginative

## Task 09

Read the following report text entitled **Hiren's BootCD**. Complete the box based on the explanation you read in Task 08. Then, report your answers.

### Hiren's BootCD

Hiren's BootCD (also known as HBCD) is a bootable software CD containing a number of diagnostic programs for fixing various computer problems.

It is a completely free bootable CD that contains a load of useful tools you can use in a variety of situations like analyzing, recovering and fixing your computer even if the primary operating system cannot be booted. This is because In Hiren's, there is a mini Windows XP which can be used to boot Windows even though the Windows that exist on PC experience hang or error.

Hiren's bootCD also contains useful software for a computer technician. With some simple knowledge about what is contained on the CD, a technician can use it to repair many problems on a computer such as hard drive failure, virus infections, partitioning, password recovery and data recovery.

Hiren's BootCD has an extensive list of software. Utilities with similar functionality on the CD are grouped together and seem redundant; however, they present choices through UI differences and options in what they can do. The content of a Hiren's BootCD is ranging from software to make a partition, backup or restore the operating system, edit the Windows registry, delete the password in the Windows when you log in, and even software to repair a damaged harddrive. The software in Hiren's bootCD is freeware or shareware in nature. There are many version of Hiren's Boot. The difference in each version is simply the addition or reduction of the number of software in it. Up until now, Hiren's BootCD has reached version 15.1.

}

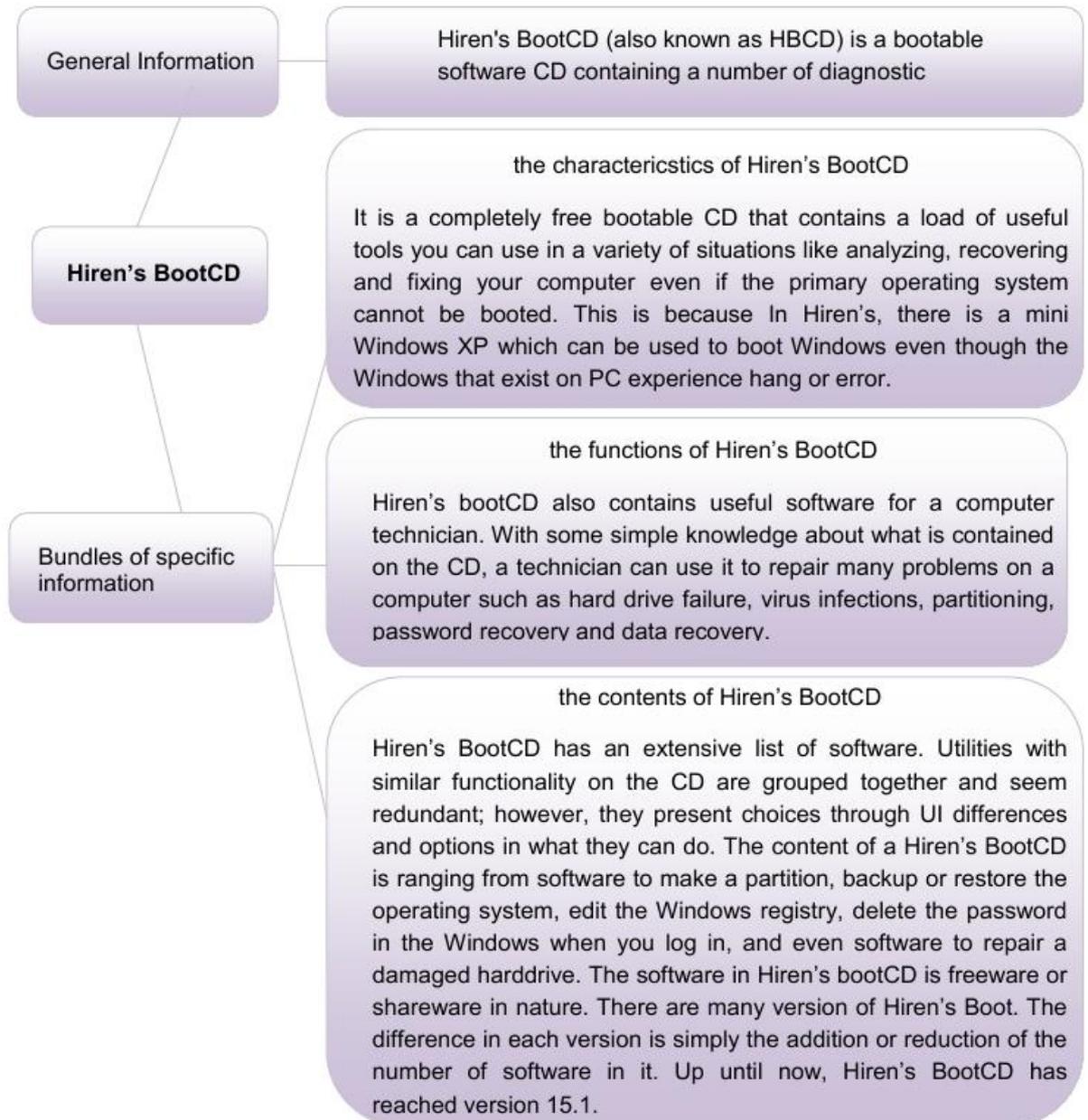
}

- characteristics
- ...
- ...

Adapted from: <http://belajar-bersama-popz.blogspot.com/>

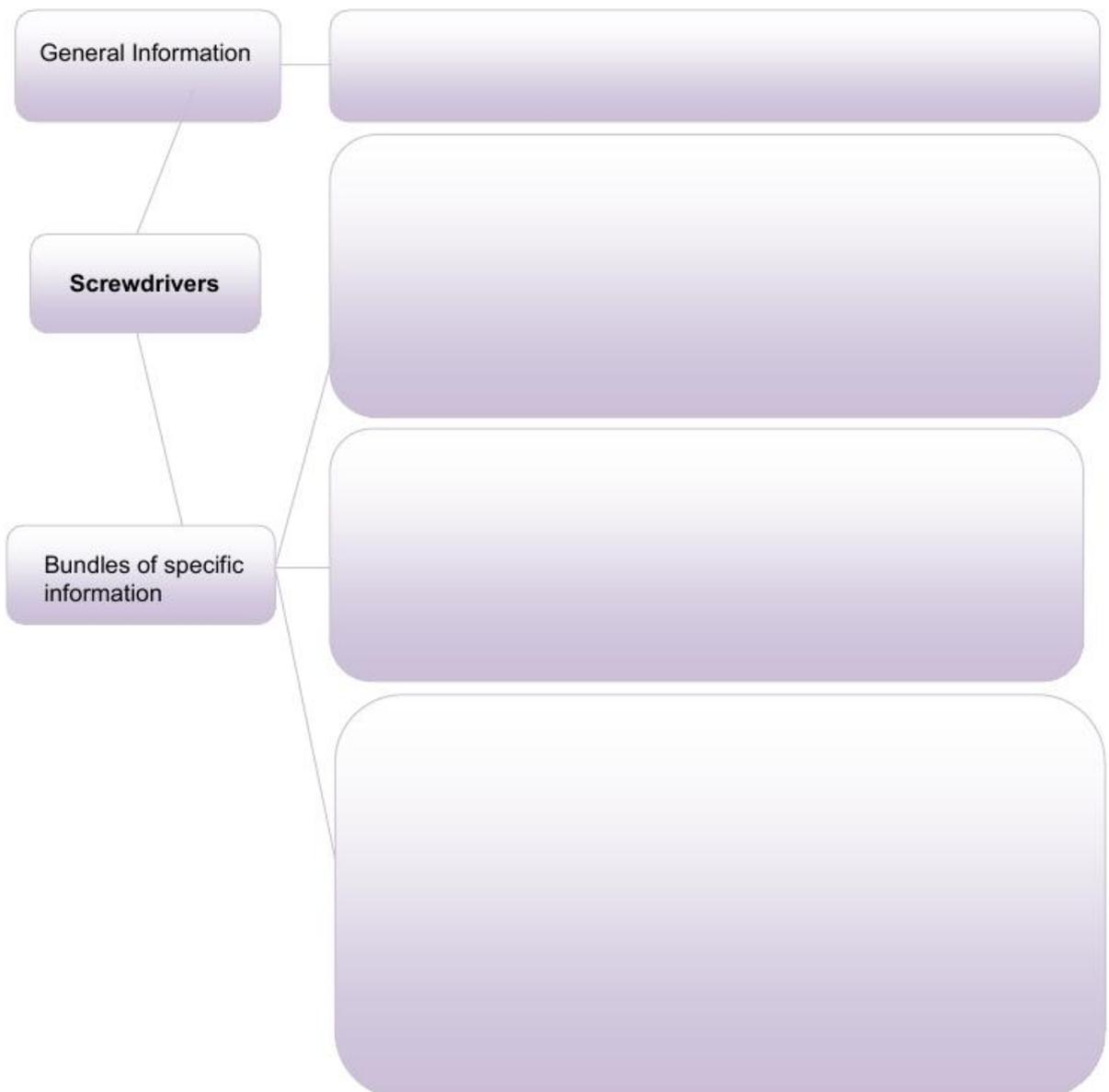
## Task 10

Look at the mind map about the parts of a report text entitled **Hiren's BootCD**. A mind map helps you visually organize information.



## Task II

Read again the report text entitled "Screwdrivers" in Task 04 (Page 3) and identify the parts of the report text by completing the mind map below. Use the example in Task 10 as your guide. Then, report your answers to your classmates.



## Task 12

Study the explanation about simple present tense below. Discuss it with your classmates and ask your teacher if you do not understand the explanation.

### SIMPLE PRESENT TENSE

The simple present tense is used to describe regular actions, facts, habits, and general truth. If you write a report text, you should use the simple present tense since you write about facts. Below are the formulas of the simple present tense.

#### 1. Positive statements

Subject	Verb 1/ Verb 1+ s/es	Complement	Object	Adverb
Technicians	use	-	screwdrivers	-
A technician	keeps	-	his tools	in a box
Its functions	are	various	-	-

#### 2. Negative statements

Subject	Don't/doesn't Isn't/aren't	Verb 1	Complement	Object	Adverb
Technicians	don't	share	-	their tools	-
Hiren's BootCD	isn't	-	omnipotent	-	-
A technician	doesn't	work	-	-	in a wide open area.

#### 3. Interrogative statements

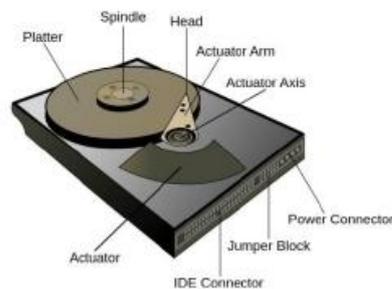
Auxiliary verb	Subject	Verb 1	Object	Adverb
Do	screwdrivers	have	many functions?	-
Can	Hiren's BootCD	work	-	in a laptop?
Does	a technician	live	-	In luxury?

## Task 13

Complete the text below using the appropriate form of words in the box. See the explanation in Task 12 to guide you.

is	is	make	consume
have	contain	have	

### Hard Disk Drive



Picture: <http://en.wikipedia.org/wiki/>

A hard disk drive (HDD), hard disk, hard drive or fixed disk \_\_\_\_\_ a data storage device used for storing and retrieving digital information using one or more rigid ("hard") rapidly rotating disks (platters) coated with magnetic material.

A typical HDD \_\_\_\_\_ two electric motors; a spindle motor that spins the disks and an actuator (motor) that positions the read/write head assembly across the spinning disks. The disk motor \_\_\_\_\_ an external rotor attached to the disks; the stator windings are fixed in place. Opposite the actuator at the end of the head support arm is the read-write head; thin printed-circuit cables connect the read-write heads to amplifier electronics mounted at the pivot of the actuator. The head support arm is very light, but also stiff. The actuator is a permanent magnet and moving coil motor that swings the heads to the desired position.

Hard drives \_\_\_\_\_ designed to store large amounts of digital information. This is accomplished by writing the binary data to a series of rotating magnetic platters. When the platters containing data are spun, the magnetic profile is read and the data

can be detected and reconstructed by the computer. A computer's hard drive also \_\_\_\_\_ its operating system. In cases where multiple hard drives are accessed by the same computer, or when a single hard drive is partitioned into multiple sectors, the portion that contains the operating system is known as the startup disk. This is the hard drive that the computer will access when it is turned on, booting the operating system and eventually displaying the user's familiar desktop interface. In recent years small, portable hard drives known as "mobile HDDs" become common. These \_\_\_\_\_ the transfer of large amounts of data possible by allowing users to simply transport the hard drive from one computer to another where it can be copied to the computer's internal hard drive or accessed from the portable hard drive itself. Some portable hard drives \_\_\_\_\_ a small enough level of power to allow them to be powered through their USB connection, which is also their means of connecting to the computer.

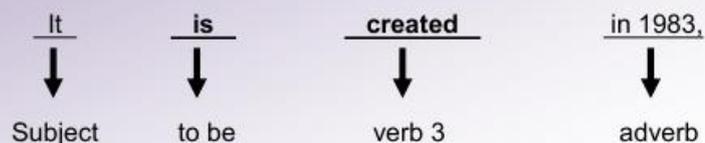
Adapted from: [http://en.wikipedia.org/wiki/Hard\\_disk\\_drive](http://en.wikipedia.org/wiki/Hard_disk_drive)

## Task 14

**Study the explanation about passive voice below. Discuss it with your classmates and ask your teacher if you do not understand the explanation.**

### PASSIVE VOICE

- ❖ When you write a report text, you will need to use a lot of present passive voice sentences.
- ❖ These passive voice sentences make the text more formal and impersonal.
- ❖ The pattern of the simple present passive voice:  
Subject + to be (is/are) + past participle/Verb 3



## Task 15

Work in pairs. Find 8 sentences that contain the passive form from the text in Task 13. Use the explanation in Task 14 to help you.

1.	5.
2.	6.
3.	7.
4.	8.

## Task 16

Read the report text below and answer the questions that follow. Report your answers to your classmates.

### Flash Disks



Picture: [www.cyber4rd.biz](http://www.cyber4rd.biz)

Flash disks or often be referred to as a USB drive, pendrive, or microdisk is a tool that can save files in the form of NAND. In a flash disk, there is a storage memory controller which has non-volatile properties that can guarantee any files saved in it will not lost even if it is not connected to a computer.

Flash disks have small size and simple shape so it cannot hold as many files as a regular hard drive on a computer. Because of the focus of a flash disk is to store data, flash disk doesn't have the disc or other parts that mechanically work like a hard drive in a computer.

Most people only know the function of these small objects to store and move files, but the actual function of a flash disk is more than that. In addition to storing data, it can run a portable application directly. It means that you do not need to install

the application on your computer to run it. It can also be used as a replacement operating system boot CD. If you forgot your Windows login password, you can also use a flash disk to unlock it with password reset disk. You can also improve the performance of your computer by utilizing the space on the flash disk as an additional cache with the ready boost technology. You can also protect your important folders and files with password by taking advantage of rohos mini drive to create a partition on the flash disk and equip it with a password. By doing so, each file which is stored in this partition will be safe.

Adapted from: <http://ekokusnur.com/>

### Questions

1. What is a flash disk?
2. What does it mean for a storage memory controller to have a non-volatile properties?
3. Mention the differences between a flash disk and a hard drive.
4. Why can't a flash disk hold as many files as a regular hard drive?
5. What is the common function of a flash disk?
6. Based on the text above, what are the functions of a flash disk?
7. How do you increase the performance of your computer by using a flash disk?
8. Explain how to protect your important files and data by using rohos mini drive.

## C. Evaluation

### Task 17

**Choose the best answer to each question. Do it individually.**

Read the text below to answer questions 1-5.

#### Text 1

##### Needle-nose pliers

Needle-nose pliers (also known as pointy-nose pliers, long-nose pliers, pinch-nose pliers or snipe-nose pliers) are both cutting and holding pliers used by artisans, jewelry designers, electricians, network engineers and other tradesmen to bend, re-position and cut wire.

Pliers are useful tools that are commonly found in home tool boxes; needle-nose pliers have distinct characteristics that set them apart from the other kinds of pliers. They're long and narrow, with pointy, curved or angled tips that have a strong grip. Needle-nose pliers are made of steel, with insulated plastic or rubber-coated grip handles that are easy to grasp and, if specifically noted as such, also provide protection from electric shock. They have sharp, thin blades, and they come in various sizes. They're designed to fit into the tightest and most cramped spaces, which can't be reached otherwise. Some models have a cutting tool at the tip, especially for cutting wires and electrical work.

Although they're commonly used to cut and bend small wires and electrical wiring, needle-nose pliers have other uses, as well. They can bend, cut and grip where fingers and other tools are too big or clumsy. Needle-nose pliers are good for reaching into tight spots where regular pliers are unwieldy. They can grip multiple wires and even pick up small screws with a strong secure grip. Hobbyists use needle-nose pliers for elaborate projects with small objects, and for jewelry-making tasks such as picking up and stringing beads, setting stones and attaching small clasps. Needle-nose pliers should be gripped tightly yet apply gentle force. They are not sturdy enough to cut large, hardened wires, and they are not to be used on live electrical wires.

Adapted from: [http://en.wikipedia.org/wiki/Needle-nose\\_pliers](http://en.wikipedia.org/wiki/Needle-nose_pliers)

1. The text in Text 1 is called a....
  - a. report text
  - b. descriptive text
  - c. narrative text
  - d. spoof
  - e. news item
  
2. The text above tells us about ....
  - a. useful tools
  - b. pliers
  - c. snipe-nose pliers
  - d. the usage of pliers
  - e. how to use pliers
  
3. What is the unique characteristic of needle-nose pliers?
  - a. They have rubber-coated grip handles.
  - b. They have long and narrow, with pointy, curved or angled tips.
  - c. They are made of steel.
  - d. They have cutting tool at the tip.
  - e. They have sharp, thin blades.
  
4. The second paragraph mainly focuses on discussing ....
  - a. needle-nose pliers' usage
  - b. needle-nose pliers' characteristic
  - c. needle-nose pliers' design
  - d. needle-nose pliers' advantage
  - e. needle-nose pliers' origin
  
5. The word "they" in the third paragraph refers to ....
  - a. regular pliers
  - b. wires
  - c. screws
  - d. needle-nose pliers
  - e. hobbyist

Read the text below to answer questions 6-10.

### Text 2

Network cable testers are tools that are used to tell if an Ethernet cable is capable of carrying a signal. When connected to an Ethernet cable, a network cable tester tells if the cable is capable of carrying an Ethernet signal.

Network cable testers vary in complexity and price, but a basic tester consists of a source of electrical current, a measuring device that shows if the cable is good, and a connection between the two, usually the cable itself. A network cable tester can identify if the wires are paired correctly. It can also show if there is a break in the

insulation, a situation which allows crosstalk between two wires that should not be connected. The tester can also tell whether the cable has the proper level of resistance.

A network cable tester can be a simple apparatus that merely identifies whether current flows through the cable, or it may be a professional-level, complex device that gives additional information that helps identify the problem. Basic network cable testers can test for simple connectivity issues but may not identify other problems that cause the cable to malfunction. Cabling may not work when it is near a source of interference or if the cable is too long. Intermittent faults may develop that do not show up when the cable is tested. Sometimes the problem is not sustained long enough to show up on the tester. Professional-level network cable testers may not only tell if an open circuit exists, but may identify where the break is located. Some also identify the gauge of wire used and can generate their own signal to test for interference.

Adapted from: <http://www.wisegeek.com/what-is-a-network-cable-tester>

6. What is the best title for Text 2?
  - a. How the network cable tester works
  - b. The invention of network cable tester
  - c. Network cable testers
  - d. Kinds of network cable testers
  - e. Differences of professional and basic network cable tester
  
7. Which one is **NOT** true?
  - a. A network cable tester can identify if the wires are paired correctly.
  - b. Basic network cable testers may identify where the break is located.
  - c. A network cable tester tells if the cable is capable of carrying an Ethernet signal.
  - d. The tester can also tell whether the cable has the proper level of resistance.
  - e. Cabling may not work when it is near a source of interference or if the cable is too long.
  
8. A network cable tester can be a simple apparatus that merely... (Paragraph 3)  
The underlined word close in meaning to ....
  - a. material
  - b. subject
  - c. equipment
  - d. substance
  - e. stuff

9. What is the purpose of the text above?
- a. To inform about network cable testers
  - b. To describe about network cable testers
  - c. To explain how network cable testers work
  - d. To describe about basic network cable testers
  - e. To entertain the reader
10. What is the main idea of the third paragraph?
- a. Network cable testers can vary in complexity and price
  - b. There are two kinds of network cable testers
  - c. The basic content of a network cable tester consists of three things
  - d. Basic network cable testers can test for simple connectivity issues
  - e. Network cable testers have many functions

## D. Homework

### Task 18

Get access to the internet to find some report texts about a certain tool that is helpful for a computer technician. Identify and separate the general information and bundles of specific information from the text that you find.

## E. Reflection

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic structure of a report text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Passive voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple present tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding information in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## F. Summary

In this unit, you learn:

### Report Text

#### The definition

A report is a text which presents information about something, as it is. It is as a result of systematic observations and analyses.

#### Generic Structure

1. General classification: statements that describe the common subject of the report or a common description.
2. Bundles of specific information: tells about the thing that is discussed in detail.

### SIMPLE PRESENT TENSE

The simple present tense is used to describe regular actions, facts, habits, and general truth. Below are the formulas of the simple present tense.

1. Positive statements

**Subject + Verb 1/  
Verb 1+s/es + Complement/Object/Adverb**

2. Negative statements

**Subject + Don't/doesn't  
Isn't/aren't + Verb 1 + Complement/Object/Adverb**

3. Interrogative statements

**Auxiliary verb + Subject + Verb 1 + Object/Adverb**

### PASSIVE VOICE

- ❖ When you write a report text, you will need to use a lot of present passive voice sentences.
- ❖ These passive voice sentences make the text more formal and impersonal.
- ❖ The pattern of the simple present passive voice:

**Subject + to be (is/are) + past participle/Verb 3**

## G. Some Facts



The first hard disk drive, like so many innovations in computing, came from IBM. It was called the IBM Model 350 Disk File and was a huge device. It had **50 24-inch disks** contained inside a cabinet that was as large as a cupboard and anything but lightweight. This hulk of a storage unit could store a whopping 5 MB of data.

Picture:  
<http://royal.pingdom.com>

The first USB flash drives were invented by Amir Ban, Dov Moran, and Oron Ogdan, all of the Israeli company M-Systems, who filed US patent 6148354 in April 1999.

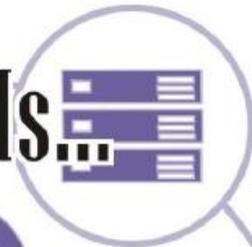
Picture:  
<http://en.wikipedia.org>



# Unit 2

## Your Suggestion Is...

**In your career as a technician, you will find various computer problems that cannot be solved by yourself. What will you do to overcome your problem? Have you ever asked for someone's suggestions to help you solve your problem? Have you ever given suggestions to others? How do you do that in English? In this unit, you will learn how to ask for and give suggestions.**



## A. Warm Up

### Task 01

Study the picture and answer the questions that follow.



Picture: [www.dreamstime.com](http://www.dreamstime.com)

1. In your opinion, what does the man feel in the picture?
2. Have you ever been in a similar situation?
3. What did you do to solve your problem?

### Task 02

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below.

<b>forum</b> /'fɔ:r.əm/ <i>noun</i>	:
<b>state</b> /steɪt/ <i>noun</i>	:
<b>download</b> /,daʊn'ləʊd/ <i>verb</i>	:
<b>lag</b> /læɡ/ <i>verb</i>	:
<b>boot</b> /bu:t/ <i>verb</i>	:
<b>process</b> /'prəʊ.ses/ <i>noun</i>	:
<b>fix</b> /fɪks/ <i>verb</i>	:
<b>driver</b> /'draɪ.və r / <i>noun</i>	:
<b>virus</b> /'vaɪ ə .rəs/ <i>noun</i>	:
<b>keyboard</b> /'ki:.bɔ:d/ <i>noun</i>	:

## B. Let's Read

### OBSERVING

#### Task 03

Read the consultation column between users who discuss computer troubleshooting below. Give a tick (✓) on the items that you want to know. You can also write more items that you want to know if they are not listed.

<p><b>ascheritt17</b></p> <hr/> <p>windows 7 ultimate x32</p> <hr/> <p>1 posts</p>	<p style="text-align: right;"><b>1</b></p> <p><b>Computer suddenly Freezes/hangs/slows down</b></p> <hr/> <p>Hello sir, this is my first time to be in this forum. I created this account so that you can help me with my problem. My computer suddenly <u>freezes</u> or if not, hangs/slows down. I also did a system restore to a previous state but nothing happens. I also scan and clean <u>malwares/viruses</u> but nothing also happens. I also downloaded pc cleaner pro and scan my computer but it also has no effect. So before I go out to my last resort (reformat), can you please help me with my problem? Thanks in advance.</p>
<p><b>archer</b></p> <hr/> <p>Windows 7 ultimate x64</p> <hr/> <p>5,118 posts</p> <hr/> <p>India</p>	<p style="text-align: right;"><b>2</b></p> <p>Hi, Welcome to Sevenforums. RAM issues are among those potentially causing random <u>lockups</u>. What should you do is click the Windows 'start' button (used to be a start button anyhow) and type "memory" in the run/search box and run the Windows Memory Diagnostic tool. Choose 'Restart now...' or 'Check for problems...' as appropriate and let it run the check against your memory.</p> <p>It will display the results when Windows next load. Keep a track of CPU temps with CPU Z. Is your hardware getting enough air supply? Also, check the power supply. Is it providing proper power to the motherboard or not. Perform a chkdsk to check for bad sectors on hard disk.</p> <p style="text-align: right;">Adapted from: <a href="http://www.sevenforums.com/">http://www.sevenforums.com/</a></p>

No	Items that I want to know	
1.	The Indonesian equivalents of the underlined words	<input type="checkbox"/>
2.	The content of the text	<input type="checkbox"/>
3.	The expression of asking suggestion	<input type="checkbox"/>
4.	The expression of giving suggestion	<input type="checkbox"/>
<b>More things that I want to know</b>		
1.	...	
2.	...	
3.	...	

## QUESTIONING?

### Task 04

Based on the items you want to know in Task 03, formulate relevant questions. Some have been done as examples. Provide answers for questions you formulate based on your knowledge.

No	Questions
1.	What are the Indonesian equivalents of the underlined words?
2.	What is the text about?
3.	
4.	
<b>Answers</b>	
1.	
2.	
3.	
4.	

COLLECTING  
ANALYZING  
COMMUNICATING



## Task 05

Complete the table below with suitable translations based on the context of the text that you have read in Task 03. You can use your dictionary. Do it in pairs.

Words	Phonetic Transcription	Indonesian
1. <b>forum</b> (Column 1 Line 1)	/ˈfɔːrəm/	tempat bertukar pikiran
2. <b>freeze</b> (Column 1 Line 3)		
3. <b>hang</b> (Column 1 Line 4)		
4. <b>scan</b> (Column 1 Line 7)		
5. <b>reformat</b> (Column 1 Line 9)		
6. <b>lockup</b> (Column 2 Line 2)		
7. <b>check</b> (Column 2 Line 7)		

## Task 06

Read again the text in Task 03 and answer the questions. Work in pairs. Report your answers to your classmates.

1. What's wrong with ascherit's computer?  
\_\_\_\_\_
2. What has ascherit done to solve the problem?  
\_\_\_\_\_
3. According to archer, what might be the cause of ascherit's computer problem?  
\_\_\_\_\_
4. What suggestion does archer give to ascherit?  
\_\_\_\_\_

## Task 07

**Study the explanation about the structure of a short message text. Discuss it with your classmates. Ask your teacher if you do not understand the explanation.**

### Short Message Text

#### The Definition

A short message text is a message that is made briefly to convey something to others. This short message is usually used because we cannot meet the people we will give the message face to face.

#### Generic Structure

1. introduction (optional)
2. content of the message

#### Characteristics

1. the message is brief and clear
2. the message usually points straight to the problem

#### Example of the structure of a short message text

Hello sir, this is my first time to be in this forum. I created this account so that you can help me with my problem.

Introduction

My computer suddenly freezes or if not, hangs/slows down. I also did a system restore to a previous state but nothing happens. I also scan and clean malwares/viruses but nothing also happens. I also downloaded pc cleaner pro and scan my computer but it also has no effect. So before I go out to my last resort (reformat), can you please help me with my problem? Thanks in advance.

Content

## Task 08

Study the explanation below to help you understand the expressions of asking for and giving suggestions. Discuss it with your partner. Ask your teacher if you do not understand the explanation.

### EXPRESSIONS OF ASKING FOR AND GIVING SUGGESTIONS

When you want to ask for and give suggestions to others, you need to use a specific expression to indicate your purpose. Below are some sentences that can be used to ask for and give suggestions.

Asking for Suggestions	Giving Suggestions
Do you have any ideas? Do you have any suggestions for me? Do you have any advice for me? Would you mind giving me your suggestion? Can you tell me what I should do? What should I do?	You should+V1 You had better+V1 You ought to+V1 I advise you to+V1 I suggest that you+V1 I recommend you+V1

### Examples

Asking for Suggestions	Giving Suggestions
<ul style="list-style-type: none"> <li>My PC keeps shutting down when I play a game. Do you have any ideas as to how resolve this problem?</li> </ul>	<ul style="list-style-type: none"> <li>You PC might experience overheating. <u>I recommend you to</u> at least clean your CPU fan and change the pasta on your processor if possible.</li> </ul>
<ul style="list-style-type: none"> <li>What should I do when I keep getting disconnected every 10 seconds from the internet?</li> </ul>	<ul style="list-style-type: none"> <li><u>You should</u> flush your DNS and then restart your internet. I have similar problem yesterday and that solution worked for me.</li> </ul>

## Task 09

Read the consultation column below about a user who wants advice for overclocking his PC. Then, decide whether the statements following the text are true or false based on what you have read.

<div data-bbox="486 750 694 1064"> <p><b>Pantz</b></p> <hr/> <p>Genuine windows 7X64</p> <hr/> <p>321 posts</p> </div>	<h3>Average Overclocking</h3> <hr/> <p>Hello Everyone, I have OC Before but it's been a while since I have done it, I have read that I can OC via Either the Multiplier or HT/FSB? I am currently sitting at Default Setting with my Asus Sabertooth R2 and my FX 8320.</p> <p>I have seen people really push their OC I have no intention on Pushing my OC. I would probably like to go to 3.8 safely without upping the VID too much. What would be the best way to achieve this? Via multiplexer or HT/FSB?</p> <p>Thanks in advance.</p>
<div data-bbox="486 1187 694 1422"> <p><b>Mellon Head</b></p> <hr/> <p>Win 7 Pro x64/Win 8 Pro x64 dual boot</p> <hr/> <p>1,533 posts</p> <hr/> <p>Canada</p> </div>	<p>What kind of cooling do you have on the 8320? I would definitely not do any overclocking on that CPU using the stock AMD cooler. The FX 83XX series chips run too hot to use anything but an aftermarket cooler, or preferably water cooling if you want to OC.</p>
<div data-bbox="494 1478 694 1803"> <p><b>essenbe</b></p> <hr/>  <hr/> <p>Windows 7 Enterprise X64</p> <hr/> <p>15,486 posts</p> <hr/> <p>NW Florida</p> </div>	<p>Things to consider about overclocking is do you have the hardware for it? As Mellon Head stated, I would not consider it with the stock heatsink supplied with the CPU. I have a drawer full of them, never used. They are that bad. Are the rest of your components up to the job? Do you have a quality brand PSU, is your air flow quite good. Overclocking will stress everything in your computer, so be ready. The best advice I ever received on overclocking is, if you can't afford to replace it, don't overclock it.</p> <p>Adapted from: <a href="http://www.sevenforums.com/">http://www.sevenforums.com/</a></p>

Statement	True	False
1. This is the first time for Pantz to do an overclocking.		
2. Pantz says that there are 3 ways to achieve overclocking.		
3. Mellon Head agrees to do the overclocking with the stock AMD cooler.		
4. Mellon Head gives advice to change the cooling system first before doing the overclocking.		
5. Essenbe agrees with Mellon Head advise about changing the cooling system first before doing the overclocking.		
6. Essenbe says if you can't afford to replace it, you should try to overclock it.		

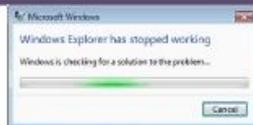
## Task 10

Read the text again and see your work on Task 08. Write the supporting sentences based on your answer to prove that it is correct.

1.
2.
3.
4.
5.
6.

## Task II

The texts below were taken from a forum that discusses various troubleshooting on computers and laptops. Work in pairs and match the expression on the left side with the suitable response on the right side. Then, report your answers to your classmates.



Picture: [www.theWindowsclub.com](http://www.theWindowsclub.com)

My internet explorer seems to randomly freeze making all the processes super slow. I can still work inside the open applications, but saving any of the open files takes forever. What should I do to resolve this problem?



Picture: [www.comp-techworks.com](http://www.comp-techworks.com)

I have a Samsung NP300 Windows 7 64bit. Well, all of a sudden my keyboard got messed up. Only a few keys work correctly. Will I have to replace the keyboard or is there a possible solution?



Picture: [www.ytmig.com](http://www.ytmig.com)

my gaming pc keeps getting sudden lag spike when I'm in or out of game the video and audio starts jumping and then after a while stops. Do you have any ideas to fix this?

Have you got an install dvd? If you have boot from that then choose cmd prompt. Do the keys work then? Failing that you can try any live cd from The LiveCD List. What we are trying to do is testing the keyboard when it's not on Windows to see if this is a Windows fault or a keyboard fault.

First thing I'd suggest is running a full scan with your anti-virus of choice. Malware likes to hook itself into Explorer. Even if your full scan comes back clean, I'd suggest running some additional free scans because no anti-malware product will be 100% effective.

Sometimes if you get viruses they will cause lag in your computer. You should make sure your Antivirus software is working properly and run a scan. If you don't have virus software, Windows Defender will do a scan for you (it's in the control panel).

Adapted from: <http://www.pchelpforum.com/>

## Task 12

Identify the expressions of asking for and giving suggestions in Task 10. Write down the expressions in the column below. Report your answers to your classmates.

Asking for Suggestions	Giving Suggestions
1.	
2.	
3.	

## Task 13

Your friend has a problem with his old computer. Recently, when he uses his computer for about an hour, his computer would suddenly shut down by itself. He wants your help to post this problem in a forum because he is inexperienced with it. Help him to post the problem of his computer. Phrases in the brackets give you clues of what you have to write.

<b>USER</b>	<p>Hello. My friend's computer is having a problem. When he uses it, it suddenly shuts down by itself. It always happens after an hour or so.</p> <p>_____ (play a game)</p> <p>_____ (work with MS Office)</p> <p>_____ (his work isn't saved)</p> <p>_____ (ask for suggestion)</p> <p>Thanks.</p>
-------------	--

## Task 14

Study the explanation about expressions of asking for and giving suggestions in Task 08 and then study the explanation about accepting and rejecting suggestion below. Discuss them with your classmates and ask your teacher if you do not understand the explanation.

### EXPRESSIONS OF ACCEPTING AND REJECTING SUGGESTIONS

When someone give you good suggestions, you may get along with it and end up agreeing with his/her suggestion but it is not rare that before asking suggestions, you also have your own idea and end up rejecting someone's suggestions. To accept or reject a suggestion, you need to use a specific expression to indicate your purpose. Below are some sentences that can be used to accept or reject suggestions.

Accepting Suggestions	Rejecting Suggestions
That's a good/nice/wonderful idea/suggestion. Thank you/Thanks. I'll do/try that. Why didn't I think of that? I think you're right.	I tried that, but... Thanks, but that won't work/help because... I don't want to/can't do that because... That's a good idea, but...

#### Examples:

Accepting Suggestions	Rejecting Suggestions
<ul style="list-style-type: none"> <li>• <u>That's a good idea!</u> I never thought that I can use my spare PSU like that.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>I tried that, but it is still not working.</u> The screen is still blank and I can't move my mouse as well.</li> </ul>
<ul style="list-style-type: none"> <li>• So, you can just unplug the cable and clean it then plug in again to make it work? <u>I'll try that.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Thanks for the suggestion, but that won't work</u> because I have no spare RAM here. Do you have other solution?</li> </ul>

## Task 15

Read the consultation column below about a user who wants suggestions about his PC. List all expressions that you can find whether asking for and giving suggestions or accepting and rejecting it.

<p><b>Gaz1701</b></p> <p>Windows 7 Home Premium 64-bit (6.1, Build 7601)</p> <p>65 posts</p>	<p><b>Your opinions please: buy more RAM, or time for a new PC?</b></p>
<p>whs</p> <p>Microsoft Most Valuable Professional</p>	<p>Hi guys, I'm in a bit of a quandry and I'm not sure what to do next. I've had my desktop PC since 2007, and over the years I've increased by RAM from 2GB to 4GB, and got a new [for its time] graphics card (the one I'm using in my specs now) - and I got Windows 7 [64-bit] when it came out. But now my computer is still going quite sluggish at times, and I was wondering if getting extra RAM would help matters; I know you'll probably say "yes!" to this, but - not knowing much about the CPU - I don't know if my aging CPU [being only dual-core which was OK back in the day] can also affect a computer's performance.</p> <p>I do enjoy playing games, but I'm not sure if my motherboard and CPU [and I doubt my HDD has enough space for any more games] would be able to cope with any more. I guess getting extra RAM would be a good bet, but would it be best to start again and buy a new computer, or can I manage for now? I'm on a tight budget, so I don't know if buying a new PC outweighs the pros of buying more RAM for the sake of keeping the old girl going. Any suggestions would be of great help to me.</p>
	<p>RAM is the last thing I would upgrade. 4GB is plenty. You can get a faster CPU for the AM2 socket - e.g. a 5800+ but the best investment would be a SSD for the OS. This morning they sold a 128GB SSD for \$49 at Newegg. But they are all sold out. Newegg has sales like that more often. So be on the lookout.</p>

<p><b>Gaz1701</b></p> <p>Windows 7 Home Premium 64-bit (6.1, Build 7601)</p> <p>65 posts</p>	<p>A 128GB SSD would be no-where near enough room to fit all my stuff [games mainly] on! I've got a 400GB HDD and I've only got 84 GB space left! Would my motherboard be able to handle a faster CPU? I wouldn't want to try and put a new CPU on myself, I'd need professional help to do that, but don't know what to do about it.</p>
<p><b>whs</b></p> <p> Microsoft Most Valuable Professional</p>	<p>The SSD is only for the OS. You still keep the HDD for all the other stuff.</p>
<p><b>Gaz1701</b></p> <p>Windows 7 Home Premium 64-bit (6.1, Build 7601)</p> <p>65 posts</p>	<p>Hmm, I've been wondering about that recently actually... how does that work with the two working together? I mean like when it comes to something like Steam, which has the games in the Program Files folder? I thought everything had to be installed on the same drive as the OS for them to work...?</p>
<p><b>Layback Bear</b></p> <p>Windows 7 Pro. 64/SP-1</p> <p>18,093 posts</p> <p>Northern Ohio</p>	<p>Millions of people use a SSD and a Hard drive in combination. It does work well. Steam has more to do with internet speed if I'm thinking correctly.</p> <p>Because the price of SSD's have went down drastically I know of no good reason not to have one or more SSD's.</p>
<p><b>Gaz1701</b></p> <p>Windows 7 Home Premium 64-bit (6.1, Build 7601)</p> <p>65 posts</p>	<p>That's sounding like a good idea the more I think about it, thanks a lot! I guess I'll need to reinstall Windows to be able to get it to work? Do I uninstall Windows on my HDD first, or do I install another copy of Windows on my SSD - and then uninstall it from my HDD? I'm a little confused still (sorry!)</p>
<p><b>whs</b></p> <p> Microsoft Most Valuable Professional</p>	<p>A clean install would be the best option. But it is also possible to transfer you current OS to the SSD. That, however, would require a bit of work to make it fit - but it is not impossible. That solution is a bit finagle though.</p>
	<p>Adapted from: <a href="http://www.sevenforums.com/">http://www.sevenforums.com/</a></p>

Now write all expressions of asking for and giving suggestions or accepting and rejecting suggestions that you can find in the box below. Write it in the form of sentences as you have read.

1.	
2.	
3.	
4.	
5.	

## Task 16

Read again the text in Task 14 and answer the questions below. Work in pairs. Report your answers to your classmates.

1. Why does Gaz1701 want suggestions for his PC?

2. What are the suggestions given by whs?

3. Does Gaz1071 agree with whs' suggestions? Why?

4. Why Layback Bear say that it is good to own one or more SSD's?

5. What is the best option for reinstalling Windows on Gaz1701's PC based on whs' suggestion?

6. If you are one of the people who gives suggestions to Gaz 1701, what will you suggest him to do?

## C. Evaluation

### Task 17

**Choose the best answer to each question. Do it individually.**

Read the text below to answer questions 1-5.

#### Text 1

Hello everyone, my name is Dreath, and as the title says, my computer crashed and won't start again. I was just talking with some friends on skype and then the computer froze like when it's going to give you a BSOD but instead of that it just froze, so I turned it off and now the computer won't even show BIOS menu. RAMs are fine, they were tested by the retailers for 48 hours with memtest and tested by me for 24 hours (when the computer used to work).

So to give you a clearly idea of what's happening, I press the power on button, there's a beep and the computer starts, right? My pc powers up but it never beeps, the CD/DVD reader works, the processor starts up, but it's just stuck there. It won't go to POST, computer starts and I just see the "no signal" on the screen. Can you tell me what should I do? I checked on the motherboard's user guide and it doesn't say anything about "not beeping".

Adapted from: <http://www.sevenforums.com/>

1. What is wrong with Dreath's computer?
  - a. His computer doesn't produce beep sound.
  - b. He has blue screen after restarting the computer.
  - c. His computer crashed and won't start.
  - d. His computer's processor is not working.
  - e. He can't push the power button.
  
2. In the text above, Dreath ....
  - a. asks for a suggestion
  - b. agrees with someone's suggestion
  - c. gives a suggestion
  - d. disagrees with someone's suggestion
  - e. asks about his laptop

3. In the text above, someone needs to ....
  - a. ask Dreath for a suggestion
  - b. agree with Dreath's suggestion
  - c. give Dreath a suggestion
  - d. disagree with Dreath's suggestion
  - e. help Dreath to reinstall the OS
  
4. What does motherboard's user guide say about not beeping?
  - a. It means that the computer is fine.
  - b. It means that there is a problem with the RAM.
  - c. It means that the PSU is not working well.
  - d. It means that the VGA is not placed correctly.
  - e. Nothing.
  
5. Which of the following is suitable to ask for a suggestion?
  - a. What should I do?
  - b. I think you shouldn't do that.
  - c. I don't think so.
  - d. I think you should ask for a suggestion.
  - e. Let's take his advice.

Read the text below to answer questions 6-10.

### Text 2

Hello Dreath, I am DustSailor,

Has your computer been running hot? If it cannot POST, then more than likely it is a hardware component in your computer. The reality is it could be anything from the CPU to the motherboard. You should remove the graphics card, network card, all other cards. Does the problem still happen? At this point, you might check the cpu and check to see if it looks fried, but that might not even be clear. You can try to change the PSU first. You may need some hardware parts to swap out to test, or you might need to take the computer into a repair shop so that they can test it. Good luck with whatever you decide to do!

Adapted from: <http://www.sevenforums.com/>

6. Based on DustSailor's opinion, what might be the cause of the problem of Dreath's computer?
  - a. A hardware component in the computer.
  - b. The monitor.
  - c. The unstable electricity.
  - d. The cable connecting the CPU.
  - e. The transistor.

7. What is the first suggestion given by DustSailor?
- To see the inside of the CPU.
  - To change the cable into a better one.
  - To change the PSU.
  - To remove the graphics card, network card, and all other cards.
  - To change the monitor.
8. If the problem persists, according to DustSailor, Dreath should **NOT** ....
- check the CPU to see if there are some parts that look fried
  - swap some hardware parts to test
  - take the computer to a repair shop so they can test it
  - turn it off then turn it on again
  - change the PSU
9. In text 2, each of the following is used as the expression of giving suggestion **EXCEPT**
- You should...
  - You may need...
  - You might need to...
  - You can try...
  - You had better...
10. "You may need some hardware parts to swap out to test..."  
The underlined word is close in meaning with ....
- shift
  - correct
  - exchange
  - replace
  - change over

## D. Homework

### Task 18

Find out a consultation rubric in a forum on the internet. List the expression of asking for and giving suggestion that you find. Print out and attach the consultation rubric when you submit the homework. Do not forget to write down the source.

## E. Reflection

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressions of asking for and giving suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressions of accepting and rejecting suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding information in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## F. Summary

### Expressions of asking for and giving suggestions

Asking for Suggestions	Giving Suggestions
Do you have any ideas?	You should+V1
Do you have any suggestions for me?	You had better+V1
Do you have any advice for me?	You ought to+V1
Would you mind giving me your suggestion?	I advise you to+V1
Can you tell me what I should do?	I suggest that you+V1
What should I do?	I recommend you+V1

### Expressions of accepting and rejecting suggestions

Accepting Suggestions	Rejecting Suggestions
That's a good/nice/wonderful idea/suggestion.	I tried that, but...
Thank you/Thanks.	Thanks, but that won't work/help because...
I'll do/try that.	I don't want to/can't do that because...
Why didn't I think of that?	That's a good idea, but...
I think you're right.	

## G. Some Facts



Overclocking is dangerous and will make your computer explode! Speeding up the operation frequency of a hardware component will increase its thermal output in a linear fashion, while boosting voltages will cause the generated heat to sky rocket. If improperly managed, these increases in temperature can cause permanent physical damage to the component or even "heat death".

Picture:  
<http://techhive.com>

The most common cause of the Blue Screen is a recent change in your computer's settings or hardware. This is often related to new drivers getting installed or updated. Drivers are software that allow your hardware to communicate with Windows.

Picture:  
<http://pcstats.com>

```

***STOP: 0x000000D1 (0x00000000, 0xF3120AE, 0xC0000008, 0xC0000000)

A problem has been detected and Windows has been shut down to prevent damage
to your computer.

DRIVER_IRQL_NOT_LESS_OR_EQUAL

If this is the first time you've seen this Stop error screen, restart your
computer. If this screen appears again, follow these steps:

Check to make sure any new hardware or software is properly installed. If this is a
new installation, ask your hardware or software manufacturer for any Windows updates
you might need.

If problems continue, disable or remove any newly installed hardware or software.
Disable BIOS memory options such as caching or shadowing. If you need to use Safe
Mode to remove or disable components, restart your computer, press F8 to select
Advanced Startup Options, and then select Safe Mode.

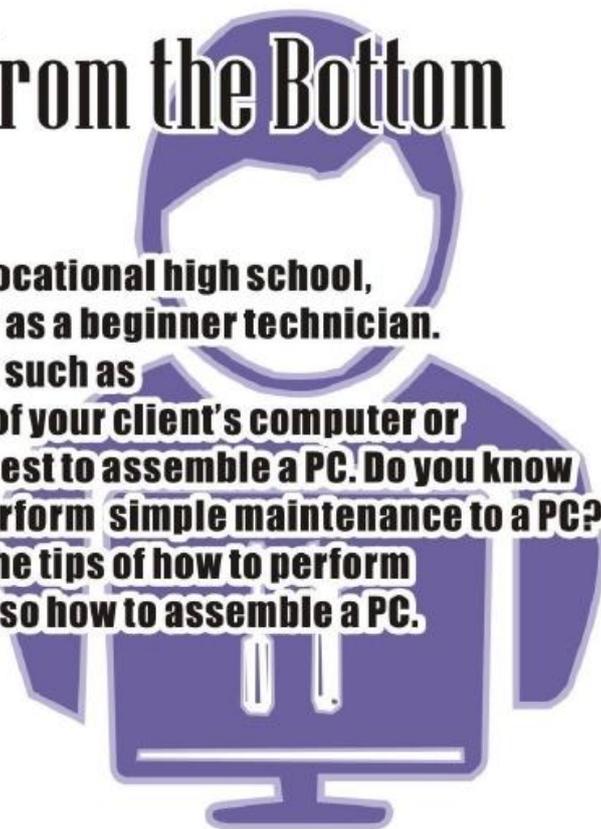
*** WXYZ.YYS - Address F3120AE base at C0000000, DateStamp 30b072a3

Kernel Debugger Using: COM2 (Port: 0x2F8, Baud Rate 19200)
Beginning dump of physical memory
Physical memory dump complete. Contact your system administrator or
technical support group.
  
```

# Unit 3

## Starting from the Bottom

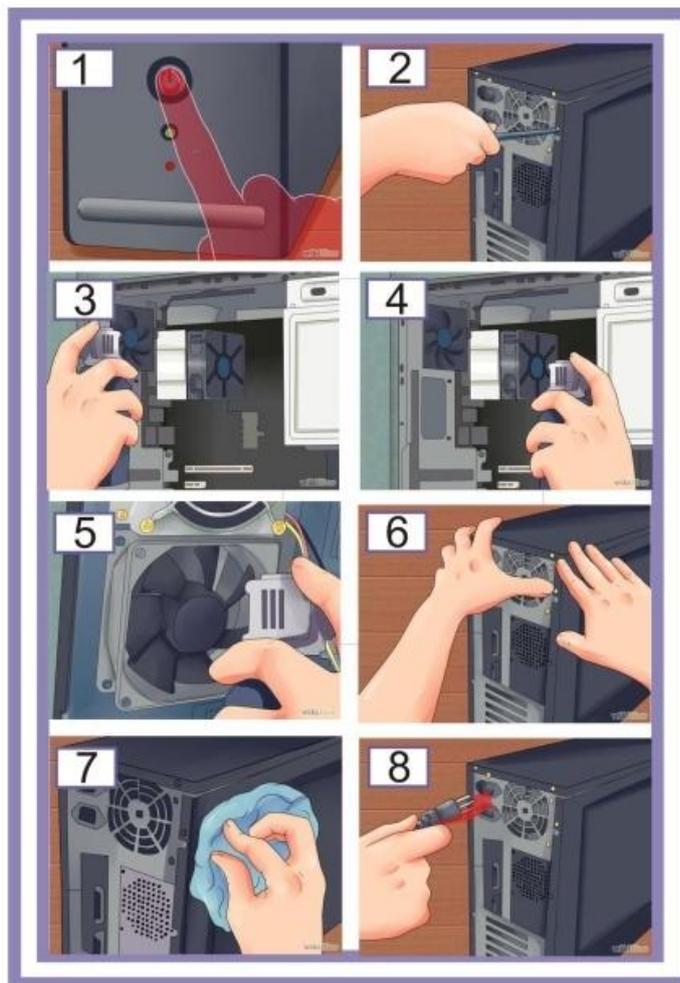
**After you graduate from a vocational high school, you might start your career as a beginner technician. You might have simple jobs such as maintaining the condition of your client's computer or fulfilling your client's request to assemble a PC. Do you know how to tell others how to perform simple maintenance to a PC? In this unit, you will learn the tips of how to perform maintenance to a PC and also how to assemble a PC.**



## A. Warm Up

### Task 01

Study the pictures and answer the questions.



#### Questions

1. Can you guess what the picture is about?
2. Have you ever tried to do the activity in the picture?
3. What tools are needed to do the activity in the picture?

Picture:  
<http://www.wikihow.com/>

## Task 02

The words in the box will help you understand the texts in this unit. Work in pairs and find the Indonesian of the English words below.

<b>container</b> /kən'teɪ.nə r / <i>noun</i>	:
<b>cooler</b> /'ku:lə r / <i>noun</i>	:
<b>drive</b> /draɪv/ <i>noun</i>	:
<b>socket</b> /'sɒk.ɪt/ <i>noun</i>	:
<b>slot</b> /slɒt/ <i>noun</i>	:
<b>trim</b> /trɪm/ <i>verb</i>	:
<b>crimp</b> /krɪmp/ <i>verb</i>	:
<b>tweezers</b> /'twi:zəz/ <i>noun</i>	:
<b>circuitry</b> /'sɜ:.kɪ.trɪ/ <i>noun</i>	:
<b>built-in</b> /,bɪlt'ɪn/ <i>adjective</i>	:

## B. Let's Read

### OBSERVING

## Task 03

Read the text below about how to clean the inside of a computer. Give a tick (√) on the items that you want to know. You can also write more items that you want to know if they are not listed.

## How to Clean the Inside of a Computer



**1. Gather the tools you need.** You need compressed air and a screwdriver (only needed if you must use a screwdriver to open the computer case). A small vacuum might clean up the mess you make around the computer, but should never be used



**2. Shut down and unplug your computer.**



**3. Disconnect the LAN cable and all peripherals, such as monitors, scanners, printers, keyboards, mice and speakers.**



**4. Move to a suitable work area.** If you haven't cleaned your computer in a while, a suitable work area is suggested. The job can be very messy and you'll want to work somewhere where you can adequately ventilate dust.



**5. Open your computer.** This will vary greatly depending on your machine. Most machines have screws holding a side panel down. After removing these, you can then slip the side off your machine.



**6. Prepare to clean.** After opening the computer, use compressed air. Never touch the inside of your computer unless it is absolutely necessary. You may discharge a static shock to vital internal components (such as CPU and RAM) and damage them.



**7. Begin dusting.** Use your compressed air to blow out the inside of your machine. It is usually a good idea to start on the upper region of the computer, then work your way down. In this manner you can sweep out all the dust that settles on lower components in one run.



**8. Be thorough, but do not press on cords or components.** Also keep your air source a moderate distance from the component you're working on.



**9. Make sure the heatsink fan is clean.** The heat sink sits over the processor. If this fan does not function properly, the processor will overheat, resulting in degraded performance or permanent damage.



**10. Look around the entire inside and outside for any dust you may have missed.** Once you are sure it is cleaned thoroughly, carefully replace the sides. Do not try to force them into place.



**11. Close your computer.** After you've finished dusting, replace the side of your machine and any screws. Once the machine is tightly shut, return it to its usual spot and reattach the power cord and other cables.

Adapted from: <http://www.wikihow.com/Clean-the-Inside-of-a-Computer>

No	Items that I want to know	
1.	The Indonesian equivalents of the underlined words	<input type="checkbox"/>
2.	The content of the text	<input type="checkbox"/>
3.	The structure of the text	<input type="checkbox"/>
4.	The grammar used in the text	<input type="checkbox"/>
<b>More things that I want to know</b>		
1.	...	
2.	...	
3.	...	

## QUESTIONING?

### Task 04

Based on the items you want to know in Task 03, formulate relevant questions. Some have been done as examples. Provide answers for questions you formulate based on your knowledge.

No	Questions
1.	What are the Indonesian equivalents of the underlined words?
2.	What is the text about?
3.	
4.	
<b>Answers</b>	
1.	
2.	
3.	
4.	



## Task 05

Complete the table below with suitable translations based on the context of the text that you have read in Task 03. You can use your dictionary. Do it in pairs.

Words	Phonetic Transcription	Indonesian
1. <b>vacuum</b> (Step 1 line 4)	/ˈvæk.ju:m/	mesin pembersih debu
2. <b>unplug</b> (Step 2 line 1)		
3. <b>disconnect</b> (Step 3 line 1)		
4. <b>ventilate</b> (Step 4 line 6)		
5. <b>panel</b> (Step 5 line 3)		
6. <b>discharge</b> (Step 6 line 4)		
7. <b>dusting</b> (Step 7 line 1)		

## Task 06

Read the text in Task 03 again and answer the questions below.

1. What is the text about?
2. What should be prepared before cleaning the inside of a computer?
3. What is the first step to do?
4. Why do you need to move to a suitable area?
5. How should we start the cleaning process?
6. What should we do after we have finished dusting?

## Task 07

Read the statements below and choose the right statements based on the text you read in Task 03. Report them to your classmates.

No.	Statements
1.	<input type="checkbox"/> The purpose of the text in Task 3 is to tell the reader how to do something.
	<input type="checkbox"/> The purpose of the text in Task 3 is to tell the reader about writer's past experience
2.	<input type="checkbox"/> The purpose of the text in Task 3 is to tell the reader about an expert's opinion.
	<input type="checkbox"/> The purpose of the text in Task 3 is to tell the reader how to do something.

## Task 08

Study the explanation about the structure of a procedure text. Discuss it with your classmates. Ask your teacher if you do not understand the explanation.

### PROCEDURE TEXT

#### The Definition

A procedure text is a text that explains how something works or how to use instruction/operation manual. It is also a text that instructs how to do a particular activity.

#### Generic Structure

3. goal/aim
4. material/equipment (optional)
5. methods/steps

#### Language features

1. using sequencing connectives ( e.g: first, second, third, the last)
2. using commands (imperative sentences) (e.g: open your computer, prepare to clean, etc)

## Task 09

Read the procedure text below and complete the box based on the explanation you read in Task 08. Report your answers to your classmates.

**How to Assemble a Computer**

**What you might need:**

• Processor (CPU)	• Motherboard	• Small flashlight
• Computer Case	• Processor Fan	• Small container to hold screws
• Optical Drive	• Case Fan	• Heat sink compound
• Memory (RAM)	• Hard Drive	
• Power Supply	• Screwdrivers	

**Instructions:**

1. **Read all of the user manuals with the hardware.** These will tell you if you need to move any jumpers on the hardware or install any drivers for them to work properly.
2. **Mount the motherboard into the case.**
3. **Plug the CPU into the socket.**
4. **Mount the cooler/heat sink onto the CPU.** Use thermal paste to evenly distribute the heat onto the cooler/heat sink.
5. **Put in the CMOS battery, it is a necessary part of the computer.** It saves your BIOS settings including your date and time.
6. **Attach the RAM (memory) modules in the corresponding slots.**
7. **Plug in the power to the motherboard.** The colorful cables coming from the ATX power supply are the power cables, find the cables that fit the power slot on the motherboard.
8. **Plug in the graphics card.** This is the only necessary out of the cards unless your motherboard has one built in.
9. **Mount the disk drives.** Set the IDE pins according to what they are (master/slave drives). If you have a Hard Drive and a CD-ROM, set the Hard Drive to master and CD-ROM to slave.
10. **Give the IDE drives power.** Find the corresponding power cables and plug them in to the power slots on the drives.
11. **Hook up your computer.** Plug in the monitor, keyboard, and power cable. Turn on the computer and enter the BIOS.

Adapted from: <http://www.wikihow.com/Build-a-%27Minimalist%27-Computer>

## Task 10

Study the explanation about imperative sentences. Discuss it with your friends. Ask your teacher if you do not understand the explanation.

### IMPERATIVE SENTENCE

- ❖ When you produce a procedure text, you need to use imperative sentences. What is an imperative sentence?
- ❖ It is a type of sentence that gives advice or instructions or that expresses request or command.
- ❖ An imperative sentence typically begins with the Verb 1. The subject "You" is eliminated. Therefore, the formula is:

	<b>Verb</b>	+	<b>Object</b>	+	<b>Adverb</b>
	↓		↓		↓
❖ Example:	Open		the case		of the computer.

## Task 11

Arrange the jumbled words below into good imperative sentences. Report your answers to your classmates.

1. motherboard-the-processor-its-from-packaging-and-remove

---

2. the-insert-motherboard-the processor-in

---

3. the-thermal-paste-good-to-apply-CPU

---

4. sink-heat-the-attach

---

5. RAM-install-the

---

6. I/O backplate-on-case-of-install-the-back-your-case

---

7. positions-install-the-standoffs-in-correct-the

---

## Task 12

Study the explanation about sequencing connectives. Discuss it with your friends. Ask your teacher if you do not understand the explanation.

### SEQUENCING CONNECTIVES

In telling a procedure text about tips, sometimes you need sequencing connectives because:

- ❖ They help you to develop the logical sequence of your ideas.
- ❖ They enable you to show chronological order.

The sequencing connectives include *first, second, third, then, after that, before, etc.*

#### Example:

1. First, make sure to turn off the computer.
2. Second, unplug all the cables from it.
3. After that, use the screwdriver to pull out the bolts.

## Task 13

Read and arrange the jumbled paragraphs below into a good text by numbering the boxes and then underline the connectives. Report your answer to your classmates.

First thing first, choose the right DVD drive because not all drives are compatible with all computer models.

Then, attach the appropriate cables to your DVD drive. There will be three cables: an interface cable, a power cable and an audio cable.

Second, unplug your computer and remove the cover. Make sure to detach all peripheral wires, plugs and power cords.

After that, install the DVD or CD drive into the computer case. Make sure the DVD or CD drive is adequately secured before continuing.

The last step is to restart your computer, replace the cover and reconnect all power cords and peripheral devices. Turn your computer on and then test your DVD drive.

Hello everyone, I am Mark and now I will give you tips on how to install your DVD or CD Drive.

Adapted from: <http://www.overstock.com/guides/>

## Task 14

Complete the procedure text about applying thermal paste below using the appropriate words in the box. You can use your dictionary to help you. Do it in pairs.

- |            |           |                 |            |           |
|------------|-----------|-----------------|------------|-----------|
| ▪ obstacle | ▪ spudger | ▪ coffee filter | ▪ dispense | ▪ residue |
| ▪ surface  | ▪ touch   | ▪ index finger  | ▪ remove   | ▪ smear   |

### Applying Thermal Paste

Application of thermal paste is essential to keep the processor cool and happy. Follow this general guide to reapply thermal paste after removing a heat sink or CPU during a repair.

#### TOOLS:

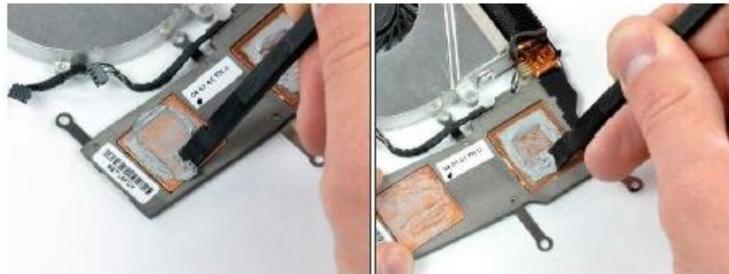
- Arctic Silver ArctiClean
- Arctic Silver Thermal Paste
- Coffee Filters or a lint-free cloth
- Spudger

#### Step 1



- Before applying a new layer of thermal paste, you must first \_\_\_ any old thermal paste from both the processor surface and the heat sink.

### Step 2



- Use the flat end of a \_\_\_ to scrape off as much solidified thermal paste from the copper core(s) of the heat sink as possible.

### Step 3



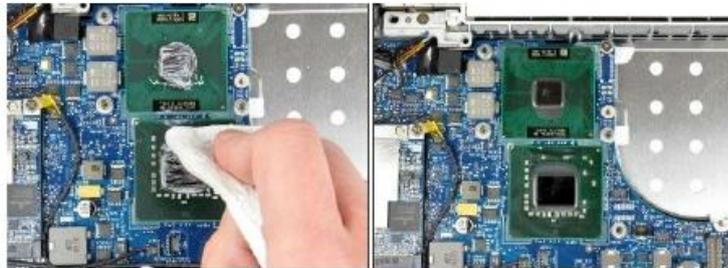
- After scraping off the solidified thermal paste, a \_\_\_ is still present on the copper core(s). Use a coffee filter or a lint-free cloth with a drop of ArctiClean Thermal Material Remover to clean the thermal paste residue.
- Once the surface is clean, use a new coffee filter or cloth to apply a drop of ArctiClean Thermal Surface Purifier to remove any oils and prepare the surface.
- Do not \_\_\_ either the chip or the heatsink, or allow any dust or debris to get on them. Even a fingerprint can be a major \_\_\_ to thermal transfer on a chip.

### Step 4



- Use the flat end of a plastic spudger to remove any solidified thermal paste from the \_\_\_ of the processor(s).

### Step 5



- Again, use a \_\_\_ or lint-free cloth and a drop of ArctiClean Thermal Material Remover to clean any thermal paste residue off the processor surface.
- Use a new coffee filter or cloth to apply a drop of ArctiClean Thermal Surface Purifier to remove any oils and prepare the surface

### Step 6



- Wrap the tip of your \_\_\_ with a piece of plastic (such as a sandwich bag or Saran wrap).
- \_\_\_ a very small amount of thermal paste (pea size) onto the center of the processor.
- Use your finger to gently \_\_\_ the thermal paste over the entire processor core(s).
- The processor(s) is now ready for heat sink installation.

Adapted from: <https://www.ifixit.com/Guide/Applying+Thermal+Paste/>

## Task 15

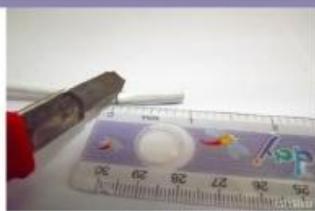
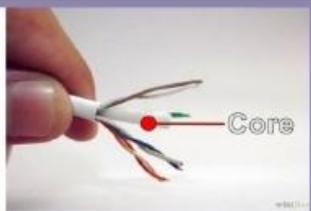
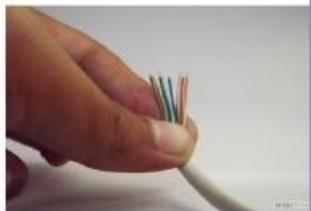
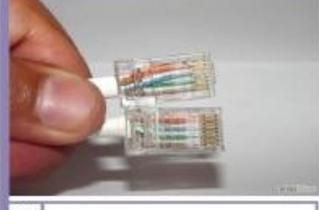
Read again the procedure text in Task 14. Decide whether the following statements are true or false based on what you have read and write the supporting sentences based on your answer to prove that it is correct.

Statement	True	False
1. You can apply a new layer of thermal paste without removing the old thermal paste.		
2. A spudger is used to remove a layer of thermal paste from the motherboard.		
3. A single fingerprint on the chip or heatsink will not become an obstacle to thermal transfer.		
4. You can use the flat end of a plastic spudger to remove any solidified thermal paste on the surface of a processor.		
5. You can directly rub the thermal paste to the center of the processor with your bare finger.		
6. You should use many amount of thermal paste on the center of the processor.		

1.
2.
3.
4.
5.
6.

## Task 16

Fill in the blanks by labeling the pictures with the suitable steps of how to crimp RJ45 below. Do it individually. Report your answer to your classmates.

		
1	2	3
		
4	5	6
		
7	8	9
		
10	11	

**Steps:**

- ❖ **Insert the wires into the RJ-45 connector, making sure that they stay aligned and each color goes into its appropriate channel.** Make sure that each wire goes all the way to the top of the RJ-45 connector. If you don't make these checks, you will find that your newly crimped RJ-45 connector is useless.
- ❖ **Purchase your cable and your RJ-45 connectors.** Most ethernet cable is sold on spools of varying lengths, so you might have to measure and cut the amount you need when you get home.
- ❖ **Use a cable tester to assure that your cable is working properly when both ends are crimped.**
- ❖ **Cut off the core and discard.**
- ❖ **Straighten the twisted wires using 2 pair of tweezers.** Grasp a wire beneath a bend with 1 pair of tweezers, and use the other pair to gently straighten the bend. The straighter your wires, the easier your job will be.
- ❖ **Use the crimping tool to crimp the RJ-45 connector to the cable by pressing the jacket and cable into the connector so that the wedge at the bottom of the connector is pressed into the jacket.** Recrimp the cable once more to ensure proper connection.
- ❖ **Arrange the untwisted wires in a row, placing them into the position, running from right to left, in which they will go into the RJ-45 connector.**
- ❖ **Strip 1 to 2 inches (2.5 to 5.1 cm) of the outer skin at the end of the cable wire by making a shallow cut in the skin with a utility knife.** Run the knife around the cable, and the jacket should slide off easily.
- ❖ **Trim the untwisted wires to a suitable length by holding the RJ-45 connector next to the wires.** The insulation on the cable should be just inside the bottom of the RJ-45 connector. The wires should be trimmed so that they line up evenly with the top of the RJ-45 connector.
- ❖ **Fold each pair of wires backwards to expose the core of the cable.**
- ❖ **Follow the instructions above to crimp an RJ-45 connector to the opposite end of the cable.**

Adapted from: <http://www.wikihow.com/Crimp-Rj45>

## C. Evaluation

### Task 17

Choose the best answer to each question. Do it individually.

Read the text below to answer questions 1-5.

#### Text 1

How to Repair Bad Sectors on Windows 7

First, close all of your open programs and files. Windows 7 can't scan or fix a bad sector if that sector is being used by an open program or file. Click **Start**, and then click **Computer**.

Then, choose a hard drive to check for bad sectors. Right-click the hard drive you want to scan, and then click **Properties**. In the Properties window, click the **Tools** tab. In the Error-checking section, click **Check Now**.

After that, check the **Scan for and attempt recovery of bad sectors**. Place a check mark within the box next to "Scan for and attempt recovery of bad sectors." Click **Start**. Windows will start checking your hard drive for bad sectors and will fix any that it finds.

Don't use your computer while Windows attempts to fix errors. If you have any open files or programs at this point, you'll get an error message asking if you'd like to schedule the disk check when you restart your computer. If you click **Yes**, it will restart your computer and perform the disk check.

Last thing to do is to review the check disk report. Click the See details down arrow to see more details about your report. If the check disk process failed to fix the bad sectors, your hard drive may be failing and you may want to backup your drive to a new one.

Adapted from: <http://www.wikihow.com/Repair-Bad-Sectors>

1. What is the first thing you should do to repair bad sectors on Windows 7?
  - a. You should check your harddisk.
  - b. You should turn off the computer.
  - c. You should close all of your programs and files.
  - d. You should review the disk report.
  - e. You should restart your computer first.
  
2. What should you do after the Windows starting to check your hard drive for bad sectors?
  - a. You should check other files on your computer.
  - b. You should browse through your data on the computer.
  - c. You should not use your computer.
  - d. You should play a game with your computer.
  - e. You should restart your computer.
  
3. What will happen if you have open files when Windows attempts to fix error?
  - a. The computer will freeze.
  - b. The computer will restart.
  - c. The computer will show an error message.
  - d. The computer will continue to fix the error.
  - e. The computer will finish the job.
  
4. What should you do if the check disk process failed to fix the bad sectors?
  - a. Buy a new computer.
  - b. Backup your drive to a new one.
  - c. Retry the process to fix the bad sectors.
  - d. Restart the computer.
  - e. Turn off the computer.
  
5. According to the text, how many steps are there to repair bad sectors on Windows 7?
  - a. 4 steps
  - b. 5 steps
  - c. 6 steps
  - d. 7 steps
  - e. 8 steps

Read the text below to answer questions 6-10.

### Text 2

How to clean a keyboard

To do this effectively, you are going to need:

1. A can of compressed air
2. Cotton swab,
3. Isopropyl alcohol, and
4. Cloth

After preparing all that stuff, you can get ready. First of all Shut down the computer and detach the keyboard connector before any cleaning procedure. Do not remove or connect a keyboard while the computer is running. Doing so may damage the machine if you have a non-USB-based keyboard. For a quick cleaning, turn the keyboard upside down and use a can of compressed air to blow out any foreign matter. Be sure to do this in a location where falling debris can be cleaned up easily.

Next, clean the sides of the keys with a cotton swab dipped in isopropyl alcohol. For a more thorough cleaning, remove all of the keys. Do this by gently prying up each key with a small screwdriver or a similar lever. When the keys have been removed, blow out any debris with compressed air. With a moist (but not wet) cloth, lightly swab all surfaces.

Lastly, clean the individual keys and place them back in the keyboard.

Adapted from: <http://www.wikihow.com/Clean-a-Keyboard>

6. Text 2 is called a ... text.
  - a. recount
  - b. narrative
  - c. descriptive
  - d. procedure
  - e. report
  
7. The purpose of the text is ....
  - a. to describe a keyboard
  - b. to explain about a keyboard
  - c. to tell the reader how to clean a keyboard
  - d. to entertain the reader with a keyboard
  - e. to persuade the reader to buy a keyboard

8. Who is the text better addressed to?
- An expert computer technician
  - A mother at home
  - A baby
  - Someone who owns a computer
  - A boy/girl left by his/her mother
9. "Be sure to do this in a location where falling debris can be cleaned up easily."  
The underlined word has a similar meaning to ....
- rubble
  - ruins
  - scraps
  - wreckage
  - garbage
10. "You are going to need...." The expression and what it follows belong to ....
- event
  - steps
  - materials
  - purpose
  - orientation

## C. Homework

### Task 18

Get access to the internet and find a procedure text about system maintenance. Write down the text, the title, and the source. Separate the parts of the text as you have done in Task 09 (Page 49).

## D. Reflection

How much do you learn from this unit? Put a tick (✓) in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General structure of a procedure text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imperative sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing connectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding information in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## E. Summary

### PROCEDURE TEXT

#### The Definition

A procedure text is a text that explains how something works or how to use instruction/operation manual. It is also a text that instructs how to do a particular activity.

#### Generic Structure

1. goal/aim
2. material/equipment (optional)
3. methods/steps

#### Language features

1. using sequencing connectives ( e.g: first, second, third, the last)
2. using commands (imperative sentences) (e.g: open your computer, prepare to clean, etc)

### IMPERATIVE SENTENCE

An imperative sentence is a type of a sentence that gives advice or instruction or that expresses request or command.

An imperative sentence typically begins with the verb 1.

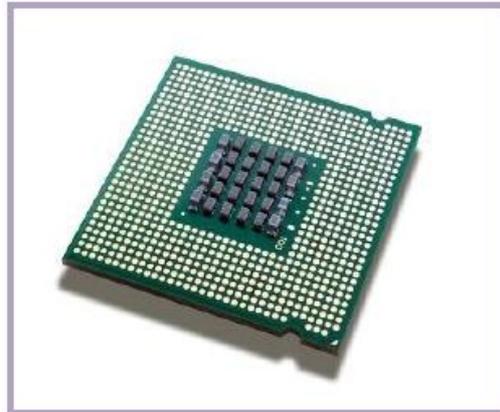
### SEQUENCING CONNECTIVES

In telling a procedure text about tips, sometimes you need sequencing connectives because:

- ❖ They help you to develop the logical sequence of your ideas.
- ❖ They enable you to show chronological order.

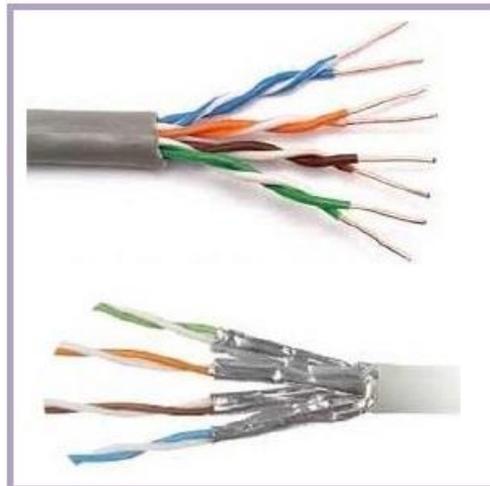
The sequencing connectives include *first, second, third, then, after that, before, etc.*

## G. Some Facts



Picture:  
<http://andreekawardara.blogspot.com>

Processor number one is the first Intel 4004 microprocessor. This processor is thrown into the market in 1971 for 200 dollar and consists of over 2300 transistors. As a comparison, I7 Processor 45nm technology has 731 million transistors.



Picture:  
<http://teknodaily.com>

There's lot of jargon associated with home networking, but here's the important ones. First up: UTP and STP.

UTP means Unshielded Twisted Pair, and is the most common. The wires are bundled inside a rubber sleeve with no other protection.

STP is shielded; a layer of foil protects the signals from electrical interference, but needs compatible equipment with grounded ports. STP is more expensive, but the signal doesn't degrade as much over longer distances – it's commonly used in areas with heavy machinery or other interference.

# APPENDIX J

(The permit letter)



PEMERINTAH KABUPATEN BANTUL  
DINAS PENDIDIKAN MENENGAH DAN NON FORMAL  
**SMK 1 SEDAYU**



Alamat : Argomulyo, Pos Kemusuk, Yogyakarta. Telp./ Fax. (0274) 798084 Kode Pos 55753  
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**SURAT KETERANGAN**

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Telah Melaksanakan penelitian dengan kegiatan sebagai berikut :

Waktu : 05 Januari s.d 06 Januari 2015

Lokasi : SMK.1 Sedayu, Bantul, Yogyakarta

Tujuan : Penelitian Skripsi

Judul Skripsi : **Developing Reading Learning Materials For Year XI Students Of Computer Engineering And Networking Departement At SMK N 1 Sedayu.**

Demikian surat keterangan ini dibuat semoga dapat dipergunakan seperlunya.

Sedayu, 06 Januari 2015  
Kepala SMK 1 Sedayu  
SMK 1 SEDAYU  
ANDI PRIMERIANANTO, M.Pd  
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