

**DEVELOPING READING LEARNING MATERIALS FOR THE GRADE X  
STUDENTS OF COMPUTER ENGINEERING AND NETWORKING  
PROGRAM AT SMKN 1 PUNDONG IN THE ACADEMIC YEAR OF 2014/2015**

**A THESIS**

Presented as partial fulfilment of the requirements for the attainment of the *Sarjana*

*Pendidikan* Degree on the English Education



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**YOGYAKARTA STATE UNIVERSITY**

**2015**

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**A THESIS**



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#### A THESIS

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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.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **MOTTOS**

**Allah never changes the condition of a people unless they strive to change themselves (Holy Quran Surah Ar-Ra'd:11)**

**Where there's life there's hope – J.R.R Tolkien**

**A lesson without pain is meaningless. – Edward Elric**

**We have to break through the limits. It's better than regretting it, isn't it? –  
ViViD, Live your Life**

## **DEDICATIONS**

I dedicate this thesis to my parents and my sister who  
always encourage me to do the best.

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All praises may be sent to Allah swt. the Most Gracious and the Most Merciful. Because of Allah's blessings, finally I could finish my study and thesis. I would like to address my gratitude to the people who have supported me in finishing my thesis.

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Finally, I realize that this thesis is not perfect. Therefore, suggestions and comments for improvement of this thesis are highly approved. I hope this thesis will be useful for teachers at vocational high schools and other materials developers, especially who conduct the similar topic.

Yogyakarta, October 8, 2015

Erna Dwi Jayanti



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By:  
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**ABSTRACT**

The objectives of this research are: (1) to describe the target needs of the grade X students of Computer Engineering and Networking department at SMKN 1 Pundong; (2) to describe the learning needs of the students grade X of Computer Engineering and Networking department grade X of SMKN 1 Pundong; and (3) to develop appropriate reading materials for year X students of Computer Engineering and Networking department of SMKN 1 Pundong.

This study is categorized as Research and Development (R&D) study. The subjects of this research were the students of Computer Engineering and Networking department grade X of SMKN 1 Pundong. This study is 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. Two types of questionnaires were used to collect the data. The first questionnaire was made to obtain the data for the needs analysis which was distributed to the students of Computer Engineering and Networking department grade X-A of SMKN 1 Pundong. The second questionnaire was used to obtain the data about the appropriateness of the materials by distributing to an expert. The data for both questionnaires were analyzed quantitatively through descriptive statistics.

The study found that the target needs of the students of Computer Engineering and Networking department grade X of SMKN 1 Pundong are: (1) learning English to communicate effectively and fluently (2) passing national examination on English subject (3) understanding technical terms related to computer engineering and networking. This study has three developed units which are developed based on School-based Curriculum. Each of the units has different topics related to computer engineering and networking and students' daily life. It also consists of three parts: introduction, main lesson, and reinforcement. Concerning the students' learning needs, the materials contain input in the form of texts, pictures, explanation about grammar and language focus, and glossary. Based on the analysis of the data from the expert judgement, the mean score of the three units is 3.33 which is in the range of  $3.00 < x < 3.49$  and can be categorized as Good.



# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English has become one of the tools to connect people in communicating with each other as it is the international language that covers almost all of aspects in people's life, such as in education and professional working. In education, we could see that any levels of education in Indonesia requires English as one of the subjects taught in school, from elementary to college level and even it becomes one of the subjects examined in national examination. In working field, many people learn English to communicate actively and to fulfil competence demanded by companies or some certain jobs. Learning English is important, especially for those who are going to face the real working field right after graduating from schools, in this case is, vocational high school students.

Computer Engineering and Networking as one of the majors of vocational high schools in Indonesia prepares the students to face this kind of global competition. They are expected to know things related to computer, specifically knowing how to solve computer's problems, how to design computer networking, understanding components of computer and networking, and so on. Once the students graduate, they can continue to the higher education or apply for job. English plays the role to make the students get qualified when they apply for job in Indonesian or overseas companies that require the workers to be good in English. There are actually many ways to make them have good competence in

English in order to support their career, one of them is by providing good materials.

Materials are parts of the English teaching and learning that make the vocational school students become more familiar with English along with the relevant field they study. Reading materials as one of the parts in English learning materials are considered essential since they can help students to get more exposure in English as well as learn something new about their discipline. Through reading, the students can learn English as a language and they can also expand information about the rapid development of technology presented in English. By having a good proficiency in reading skills, they probably can know something new they have never known before and build the curiosity of certain terms or vocabulary related their subject study. They will not see English simply as a subject they must go through during the school, yet they will consider English as something they have to learn in order to support their better career and future. The students are at least expected to know computer engineering and networking terms in English that they will find later on once they face the real working field, such as understanding manuals, knowing instructions in computer and networking domain, being familiar with components of computer and networking, and so on.

However, in the real teaching and learning process vocational school students do not get much exposure in learning English since the provided material does not really fulfil students' needs, especially the reading materials. The reading materials should have relevancy to their expertise so that it will help students

to learn English as well as learn about computer engineering and networking as their field.

## **B. Identification of the Problem**

According to the researcher's observation at Computer Engineering and Networking department at SMKN 1 Pundong, there are several problems that cause English teaching and learning process being ineffective. Students in the schools still lack of Reading skills because they do not have much intention to read English texts although in fact reading is one of the keys to get much exposure that can improve their English ability.

One of the important things that can make English teaching and learning become effective is materials. Appropriate materials refer to the materials that meet the need of students, particularly vocational high school students who have different goals with other regular high school students. Materials will give a direct impact to the teaching and learning process since the students can relate what they learn in English to the real world they are facing. Through the materials, students are also expected to pay more attention to English subject and realize the advantages of reading for their lives.

In reality, the needs of materials for vocational high school are still neglected. Materials for vocational school are not appropriate enough in terms of the content, the vocabulary, the topics, and so on. For example, the books they use in the school do not contain technical terms related to computer engineering and networking and the topics are way to general for them. The materials used are the

same as what are used by regular high school eventough their needs are far different. The existing materials in the markets also do not fulfil their needs since they only learn general English from the books used by the teachers. It causes the students' intention to read the texts on the books low, since they do not find any relevancy on what they learn and what they actually need.

Moreover, the books distributed recently that are based on Curriculum 2013 also do not solve the problem. Instead, it raises anxiety for students, teachers, and school. The new regulation of Education Ministry even gives more impacts that cause hesitation. It is getting complicated since the changing of curriculum from Curriculum 2013 to School-based Curriculum (KTSP) at the schools makes the students and also the teachers feel confused.

Teachers who have already known this situation are expected to design materials that are relevant to the students' needs, but since their limitation of time, energy, and lack of understanding on how to design materials for specific field, it is almost impossible for them to design such materials. It is time-consuming to conduct needs analysis, match the related topics to syllabus, and evaluate the materials, while as we know teachers have so many things to do to carry out their duty as educators. Those become the reasons why the available materials provided by the markets whose contents do not really fit to students' needs are more likely to use.

Designing materials that are appropriate to the major is not an easy matter to do and is not such an instant process. It is true that the goverment has always tried to develop materials from time to time. However, designing such matters

needs a lot of things to consider. The available materials are actually not bad, but they just do not meet students actual needs and it is even hard to find specific English materials to use for Computer Engineering and Networking students.

Based on the stated problems, the researcher tries to carry out a study which is expected to produce Reading materials that can facilitate students majoring Computer Engineering and Networking in learning English. Throughout the reading materials, students are supposed to learn English in an enjoyable way and take reading activities into account that can change their English ability in a good way.

### **C. Limitation of the Problem**

Since it is impossible to overcome all of the problems, the researcher tries to limit the problem into more specific aspect. The focus of this research is to develop appropriate Reading materials that can make students motivated to learn English. The materials will be for Computer Engineering and Networking students grade X semester 2 and will be designed based on the Standard of Competence and the Basic of Competence of English skills from the School-based Curriculum.

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

Based on what the researcher found in the classroom, the researcher only takes several important things to be solved.

1. What are the target needs of the tenth grade students of Computer Engineering and Networking department at SMKN 1 Pundong?
2. What are the learning needs of the tenth grade students of Computer Engineering and Networking department at SMKN 1 Pundong?
3. What are the appropriate reading materials for the tenth grade students of Computer Engineering and Networking department at SMKN 1 Pundong?

#### **E. Objective of the Research**

According to the problems that have been mentioned, the objectives of the research are to find out the target needs and the learning needs of the grade X students at Computer Engineering and Networking program and to design appropriate Reading materials for them.

#### **F. Significance of the Research**

The research is expected to give a meaningful contribution to some parties:

- a. For the English teachers, this research hopefully can give ideas for the ideal reading materials used in the computer engineering and networking program. The teachers also can use this study as one of the sources of teaching and learning process in the classroom.

- b. For the students, it helps them to be more motivated in learning English and get more exposure particularly in reading skills that can help them in understanding English dealing with their major.
- c. For other researchers, this research can be a reference for them who are willing to make materials with the same topic,
- d. For the researcher, she can transfer her knowledge about designing reading materials for vocational school students.

## **CHAPTER II**

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

This chapter focuses the base theory of this study and the conceptual framework. The theories deal with the description of English taught at vocational high school majoring computer engineering and networking, the use of ESP approach to develop materials, the method called CBI, materials development, unit development and task-based language teaching approach. In the end of the chapter, all the theories are put into the conceptual framework as the overview to guide the flow of this research.

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

##### **1. English Teaching and Learning at Vocational High School**

Teaching and learning English at vocational schools cannot be separated from the curriculum as the guide to conduct a subject. Since 2013, the government has been implementing a new curriculum called Curriculum 2013 to change the previous curriculum, School-based Curriculum (KTSP). During the implementation, Curriculum 2013 raised controversion since some parties such as students, teachers, and schools did not really understand what the curriculum means, especially in language teaching and learning. There are some pro and con of the curriculum. Some said it can stimulate students' critical skills, but others said that the approach is not really appropriate for language teaching and learning. Many schools are also not ready enough to use this new curriculum. Considering



the confusion arised in the Indonesia education, the new Education Ministry made a decision that is applied in 2014/2015 academic year. Schools that are considered to be ready to apply Curriculum 2013 are permitted to continue using the curriculum, while schools that are not ready enough can change back to KTSP.

The curriculum of vocational high schools in KTSP and Curriculum 2013 is quiet different. The base of KTSP curriculum is stated in the Governments' Regulation (No.19/2005) by *Badan Standar Nasional Pendidikan* (BSNP) which states the use ofthe Standard of Content in the Governments' Regulation (No.22/2006). In the Standard of Content, vocational school competencies include three levels: novice, elementary, and intermediate, while in Curriculum 2013 all competencies in regular high school and vocational school are simply the same. In this study, the researcher is trying to use KTSP as the guide to develop the materials since SMKN 1 Pundong as the subject of this study employs KTSP. Because the research is conducted for X grade students, the materials are based on the standard of competencies and basic competence at novice level.

The following table presents the school-based Curriculum which is employed to develop materials in this research.

**Table 2.1. Standard of Competence and Basic Competence**

**Standard of Competence Basic Competence**

<b>Standard of Competence</b>	<b>Basic Competence</b>
1. Communicating in English on the level of Novice	<p>1.1 Understanding the basic language functions for the daily social interactions.</p> <p>1.2 Mentioning the names of things, person, characteristics, time, days, months, and years.</p>

	<p>1.3 Describing the name of things, person, characteristics, time, days, months, and years.</p> <p>1.4 Producing a simple speech or communication for the basic function.</p> <p>1.5 Explaining the continuous activity.</p> <p>1.6 Understanding the memo and simple menu, schedule of travelling and traffic lights.</p> <p>1.7 Understanding the foreign words and terms and also simple sentences based on the dictionary.</p> <p>1.8 Writing simple invitations.</p>
2. Communicating in English on the level of Elementary	<p>2.1 Understanding the simple daily conversations in the personal professional context.</p> <p>2.2 Making short notes or simple messages in a direct interaction and using device.</p> <p>2.3 Making the list of duties and education background in the written and spoken forms.</p> <p>2.4 Telling the past and future experience.</p> <p>2.5 Telling many kinds of language functions</p> <p>2.6 Understanding simple instructions.</p> <p>2.7 Understanding short messages, direction and list, words and sentences that are received.</p>
3. Communicating in English on the level of Intermediate	<p>3.1 Understanding the monologue in a certain situation of job.</p> <p>3.2 Understanding the conversations with the foreigners.</p> <p>3.3 Making a report.</p> <p>3.4 Understanding how to use the equipments manually.</p> <p>3.5 Understanding the simple business letters.</p> <p>3.6 Understanding the technical document.</p> <p>3.7 Writing a business letter and a simple report.</p>

English itself in vocational high school is categorized as an adaptive subject matter which has the goal to prepare the students to have a good communication in both written and oral English based on the context, especially the one exists in their discipline. It is important since the students have to be competent in facing the era where technology plays a key role. They are expected to be able to compete globally since computer and networking are getting sophisticated in the modern world. As what is expected from vocational high school students, they have to be more skilful rather than students from regular high school in many ways.

After the students graduate, they have a wide opportunity to work as computer technicians, website administrators, and other professions related to IT industry. Students of computer engineering and networking program also can continue study in the higher education such as in Technology and Informatics major or Computer Science major. They have large prospects and chances to be successful, mainly in computer and networking area that always needs capable people to work in.

## **2. English for Specific Purposes (ESP)**

The preceding description shows that Computer Engineering and Networking students have different purposes in learning English unlike regular high school students. It is in line with the theory stated by Hutchinson & Waters (1987) which claims that what can make ESP different from general English is the awareness of the needs of the students to learn English. As computer and

networking students have different needs in learning English, the English materials also should stick to English for Specific Purposes (ESP). This section illustrates ESP as the relation of designing materials, such as the definition of ESP, need analysis, and materials development.

#### **a. Definition of ESP**

Hutchinson and Waters (1987:19) state that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". ESP has characteristics in which the teaching and learning concern on how students can meet the specific needs they want to learn (Anthony, 1997:1). This is in line with Graves (2000) who proposes that ESP is illustrated as an umbrella of teaching and learning process for specific purpose. Basturkmen (2006:17) also supports the idea in which ESP is about preparing learners to use English within academic, professional, or workplace environment. In language teaching, ESP is important as Nunan (2004:7) in Basturkmen (2006:17) also declares that 'ESP is the subcomponet of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and research'.

#### **b. Needs Analysis**

In order to get the information of what the need of ESP learners are, there is a process of collecting information called needs analysis (Richards, 2001:51).

The purposes of needs analysis are shown as follows.

- a. Finding out what language skills needed by the learners.
- b. Knowing whether the previous course has met the students needs
- c. Knowing the students who are most in need of training a certain language skills.
- d. Identifying direction change that is important according to a particular group
- e. Identifying a gap between what the students are able to do and what they have to be able to do, and
- f. Collecting information about problem of the students (Richards, 2001:52)

To identify what the needs of the ESP learners, Hutchinson & Waters (1987:55) divide two terms called target needs and learning needs. Target needs include necessities, lacks, and wants, while learning needs cover what the learners need to do.

The first analysis should be done is target needs which are described as something will be needed by the learners in the future, especially the use of language (Hutchinson & Waters: 1987). They divide the target needs into three aspects: necessities, lacks, and wants.

a) Necessities

Necessities are the needs of learners to know the knowledge demanded by the target situation where they are involved. In this research, as the learners are majoring Computer Engineering and Networking, they have to know language related to their area, such as reading manuals, knowing

computer terms, understanding computer instruction, and so on. Necessities are closely related to the situation where the learners take place (Hutchinson & Waters, 1987:55).

#### b) Lacks

Every learners must have problems in the English learning such as the lack of proficiency, vocabulary, grammar, and it is also very possible if one student has different problem with others. Lacks are defined as the gap occurs between the difficulties and the necessities (Hutchinson & Waters:1987). When learners cannot achieve the necessities that concern the demanded knowledge, there are lacks that become the reasons. For example, computer and networking students still are not familiar with some words related to computer that make them feel difficult when doing computer instruction.

#### c) Wants

ESP learners also can determine the needs by their own out of the necessities. This refers to Wants in which learners are also given an opportunity to be active in deciding the needs because people can have their own thought that can be different from what the necessities require. The awareness of lacks also make them know in what stage of English learning they are now so they can grasp the achievement they aim by considering the gap between necessities and lacks. However, the needs formulated by learners sometimes meet some difficulties as some parties such as course

designer, teachers, and other factors cannot fulfil what the learners want. Thus, the combination of necessities, lacks, and wants is important for course designer to decide the exact needs that meet the learners.

Besides conducting needs analysis through necessities, lacks, and wants to find out the learners target needs, course designers also have to know what learning needs are. Learning needs refer to what students should do to achieve the target situation. When the learners have already known what their goal of study, the difficulties they have, and other things they want to know, there is also must be a route or road to link them. Through knowing the learning needs, a course designer should consider some other aspects such as the condition of the learning situation, the existing knowledge and skills, and the motivation of learning English. Learning needs also tell which learning methods and learning materials students have to learn in order to achieve the target situation.

### **c. Materials Development in ESP**

Materials are anything used by teachers and learners to achieve the goals of learning (Tomlinson, 1998) and material development is basically dealing with selection, adaptation, and creation of teaching materials (Nunan, 1991). According Richards (2001) teaching materials in the process of teaching and learning functions as the language input for learners, ideas for teachers in planning and teaching lessons. In line with this, Dudley-Evans and St. John (1998) suggest that

for teachers of ESP courses, teaching materials function as a source of language, learning support, for motivation and stimulation, and for reference.

Hutchinson & Waters (1987:107) describe some principles to take into account in ESP materials.

- a) Materials provide a stimulus to learning. Good materials do not teach, but they encourage learners to learn. It should contain interesting text, enjoyable activities and opportunities to use existing knowledge and skills and content which both learners and teacher able to deal with.
- b) Materials help to organise the teaching-learning process, by providing a path through the complex mass of the language to be learnt. In other words, it should provide a clear and coherent unit structure which will guide teachers and learners through various activities. Besides, in order to make materials interesting, it should look different in terms of texts, illustrations, type and number of exercises.
- c) Materials embody a view of the nature of language and learning. It means that materials should reflect what language and learning aspects that it needs to contain. For example, providing texts that will raise interest, giving challenging exercises which engages creative thinking, and reinforcement.
- d) Materials reflect the nature of learning task. Although language learning is such a complex process, materials should try to reflect the complexity of the task, yet makes it suitable for learners.



- e) Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques.
- f) Materials provide models of correct and appropriate language use. However, it is not simple becoming the language use, but it is a vehicle for language learning that can accommodate learners to understand language in discourse level.

In order to make the materials relevant to what the learners need, materials development in ESP should be in line with the approach used in the materials. Content-based instruction (CBI) is considered as the most effective approach to be used since it can associate the materials development with the learners' needs in learning a second language (Richards and Rodgers, 2001:207).

### **3. Content-based Instruction (CBI)**

Content-based instruction (CBI) connects with the ESP in which it aims to prepare learners for real-world demands and fulfil their needs by providing relevant content for the learners. CBI can offer unlimited source to match students' needs with interesting and meaningful content (Richards & Rodgers, 2001:218).

### **a. Definition and Principles of CBI**

CBI is defined as an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus (Richards and Rodgers, 2001:204). Brinton, Snow and Wesche (1989:2) define CBI "as the integration of content with language-teaching aims". Brinton (2003:201) also conveys that CBI is "the teaching of language through exposure to content that is interesting and relevant to learners". Krahnke in Richards and Rodgers (2001) defines the term as follow:

...the content-based instruction (CBI) is the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught... (Krahnke, 1987: 65).

Further, Strevens (1978: 190) adds characteristics of CBI as follows:

- a) The language-use purposes of the learner are paramount.
- b) The content is restricted to fit the learner's purposes, selected according to his/her interests, developed through themes and topics.
- c) Needs and focused to satisfy his/her communicative needs.
- d) The methodology may be any that is appropriate to the learning and teaching situation.

According to what the experts say about CBI, it shows that the approach focuses on how students can obtain language through involving relevant subject matter knowledge as the input.

CBI has benefits that can be perceived instead of any other approaches. These are summarized by Grabe and Stoller (1997) as follows.

1. In content-based classrooms, students are exposed to learn language while learning content. The language learning should be comprehensible and linked to the prior learning and relevant to their needs.
2. CBI supports contextualized learning. The language taught is contextualized within relevant discourse rather than as isolated language elements. The language instruction can be explicit but still integrated with content instruction and relevant with context.
3. The use of developed content sources allows students to call on their prior knowledge to learn language and content material.
4. Students are exposed to experience challenging information and activities which can raise intrinsic motivation.
5. CBI offers strategy instruction and practice. The themes in each of the units require important strategies across varying content and learning tasks.
6. CBI allows greater flexibility and adaptability to be built into the curriculum and activity sequences.
7. CBI allows the class to be student-centered classroom activities. (Grabe and Stoller 1997, 19-20).

The application of CBI according to Richards and Rodgers (2001) is based on two relevant principles. The first principle says that ‘people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself’. It explains that learners will effectively master the language when they know the use of language to access knowledge. In addition, the second principle says that ‘CBI better reflects learners’ needs for learning a second language’. It shows that the materials used should cover learners’ needs and lead them to understand the use of language in the real world.

Brinton (2003) offers some additional principles for CBI that support the ideas offered by Richards and Rodgers (2001). These principles are:

1. Base instructional decisions on content rather than language criteria.
2. CBI allows the content to determine the selection and sequences of the language element, such as vocabulary, grammar, functions, etc.
3. Integrated skills

CBI employs integrated skills approach to language teaching. For example, a regular lesson may begin with any skill or focus such as intonation or any other linguistic feature.

4. Involve students actively in all phases of the learning process

Learner-centered becomes one of the main points in this approach. Students are allowed to be independent and become more active in the CBI classroom. They can do activities with peer such as giving feedback and sharing knowledge.

5. Choose content for its relevance to students' lives, interests, and/or academic goals.

Content is closely related to the students' needs and their background knowledge in schools or environment. For instance, in vocational high school the content can be linked to the subject taught in students' major. However, content is seen in different way since the language is the main focus of language teaching.

6. Select authentic texts and tasks

Authenticity becomes major feature of CBI. Texts and tasks used in CBI are taken from various real sources with some modification if it is needed. It is expected that the use of authentic material can promote the students' interest to learn language.

### **b. Theory of Language**

Richards and Rodgers (2001:207-209) state that there are a number of assumptions about the nature of language underlie CBI. The theory of language in relation to CBI is shown as follows.

- 1) Language is text and discourse-based

CBI is not merely about the order of sentences, but it focuses on how meaning and information are communicated and constructed through texts and discourse.

## 2) Language use draws on integrated skills

CBI views language use as integrating several skills together. The students are involved in activities with integrated skills such as reading-writing or listening-speaking. Grammar is seen as a component of other skills and is presented through content. Therefore, teacher has to include the relevant grammatical and other linguistic focuses in the topic or theme of the activities.

## 3) Language is purposeful

Language is used for specific purposes, it can be for academic, vocational, social, or recreational purposes. Learners only focus on the purpose they manage to obtain so that the exposure of language is also around the content they are learning.

### c. CBI Models

CBI offers various numbers of models as what Brinton, Snow and Wesche (1989: 14-16) propose. There are several different models from one to another: adjunct/linked courses (AL), sheltered subject matter instruction (SSM), and theme-based courses (TB). Each of the models has their own characteristics and has different focus based on the goal of language teaching and learning.

The first model is adjunct/linked courses. This model is usually applied in a regular school and for second language learners. AL instructions integrate language and content in the course but they are not developed from the language

elements alone. In this model, the materials and teaching and learning process use other certain subject matter to be involved in the discussion. The AL model aims to connect a language course which includes a regular academic course. This especially is taught to students who join the regular content course, but lack of the language competence. Content in AL model is used to help them in mastering language. Although the source of language learning comes from a certain discipline, the focus of this instruction is not on the content from academic concept, but it emphasizes the language skills using the academic content as a background for contextualizing the language learning process.

The next model in CBI is sheltered content matter instruction (SSM). “A sheltered content-based course is taught in a second language by a content specialist to a group of learners who have been segregated or ‘sheltered’ from native speakers” (Brinton, Snow and Wesche 1989:15). In sheltered subject-matter instruction, the class is taught by a teacher who is familiar with the content from a certain discipline, not the one who is expert in the language teaching. However, the teacher still has to be familiar to the students’ language needs and abilities, and language acquisition process. The main purpose of SSM courses is content learning rather than language learning. The language aspects are involved in order to facilitate second language students’ performance in the course as well as to help them develop academic language skills.

The third model is theme-based instruction which can be the most common model used in CBI. The description of theme-based instruction will be illustrated on the next section since this model is used in this research.

#### **d. Theme-based Instruction**

As one of the third models offered in CBI, the nature of theme-based instruction comes from communicative language teaching (CLT) (Brinton: 2003). CLT as the root of theme-based offers communicative competence as the goal of teaching and learning process.

The researcher uses theme-based (TB) in this research as the guide to develop materials since the model is the most appropriate approach to be applied for vocational schools that need certain themes in each of the units of the materials. The students will understand better to learn English if they are provided materials which connect to their expertise. The result of teaching and learning also will be different since they will concern more on the language that fits to their major as vocational high school students.

Theme-based instruction itself is an approach to language teaching in which the whole course is structured around certain themes or topics (Brinton, 2001; Brinton, Snow, & Wesche, 2003). Theme-based instruction concerns on language teaching and learning process that can meet students' needs that have special demand. In TB, the language teacher is the one who is responsible for teaching content although probably it contains the knowledge taken from other subject matter (Duenas, 2003). The expert states that themes are the central ideas that organize the units, so that they have to be chosen with some considerations, such as students' interests and needs, content resources, educational aims, and institutional demands. TB course consists of several subunits focusing on different topics which explore more specific aspects of the general theme. Topics then



should be arranged to provide coherence for theme unit, and to generate content and language.

Courses design according to the TB approach usually includes variety of text types and discourse samples such as presentations, videos, written materials such as news articles, essays, informative excerpts, literary passages (Duenas, 2003). She also states that another characteristic of this model is the concept of integrated skills like grammar, vocabulary, language awareness as well as productive skills.

Theme-based is a good tool to integrate language and content that makes course designers and teachers possible to explore language and content in materials. Students will not only look at the language matters but they will also enjoy the content that becomes their expertise.

#### **e. Types of learning and teaching activities**

Actually there is no specific activity according to this approach. Some aspects that should be considered related to activity in CBI classrooms are the activities should be matched with the needs of students and contain interesting, comprehensible, and meaningful content (Brinton:1989).

In line with this, Stiller (1997) on Richards (2001) stated that the students in CBI classrooms should be provided by authentic sources related their study. The learning activities will involve these aspects:

- a) Language skills improvement,
- b) Vocabulary building

- c) Discourse organization
- d) Communicative interaction
- e) Study skills
- f) Synthesis of content materials and grammar.

Therefore, all of the aspects should meet the needs that the students want to fulfil. It should be considered in designing materials so that the content have to contain relevant technical terms and vocabulary, the context or discourse that can engage their English skills.

#### **f. Learners and Teachers Role in CBI**

The roles of learners and teachers in CBI classroom cannot be separated from one to another. Learners are expected to become autonomous and independent in learning languagesince automaticity becomes one of the main goals in CBI classroom (Stryker and Leaver 1997:26) in Richards (2001). In short, the role of students is to take part actively in any kinds of activities to produce the language in effective way. It will impact to the improvement of their proficiency as they will master the target language from the content provided in the materials or activities.

The successful of CBI classroom also lays on teachers' roles. Teachers in CBI classroom have their own role as persons who teach the language as well as have an insight dealing with the content that relates to subject matter. Stryker and Leaver (1997) on Richards (2001) state that teachers in CBI classroom should

experience well to the content and be able to select and adapt materials, to provide scaffolding for students' linguistic content learning, and to create learner-centred classrooms. CBI requires teachers who can teach language as well as the content to the students.

Thus, it is important for teachers and learners to have meaningful interaction in order to reach the goal of learning. Both of teachers and students have to coordinate and create a good circumstance to learn English.

#### **g. Roles of Materials**

The materials used in CBI classroom are typically including subject matter in the content. The sources of the content should be authentic in order to make the learning become meaningful. There are actually two implications of authenticity: the materials are similar with native-language instruction or they relate to the use of products that are not produced for language teaching purpose (Brinton:1989) such as article, newspaper, etc. Richards & Rodgers (2001) suggest some sources such as tourist guidebooks, technical journals, railway time tables, newspaper ads, or TV broadcasts. All the sources thus should be matched to students' needs and discipline in order to reach the effective learning.

#### **4. Reading Theory**

The materials that are going to develop in this study concern on reading skills and as one of the basic four skills in English, reading has its own learning

principles. The following description will discuss reading skills principles proposed by Alyousef (2006).

#### **a. Reading Learning Principles**

Reading learning principles claimed by Alyousef (2006) contain three procedures of reading: pre-, while-, and post- reading stages. If learners want to be competence in the skills, they are required to pass the three phases that can help them to comprehend texts.

##### **1. Pre-Reading**

Zhang says that Pre-reading activity enables learners to get the comprehension in Reading since it provides schemata explicitly (1993:5). Pre-reading can activate the relevant schema or background knowledge the learners have already known before. Unfortunately, teachers tend to neglect the pre-reading procedure claiming that there is not enough time. In fact, pre-reading activities motivate students before the actual reading takes place. For example, teachers can ask students questions that arouse their interest while previewing the text.

##### **2. While-Reading**

While-reading stage (or interactive process) has an aim to develop students' ability in undertaking texts by developing their linguistic and schematic knowledge. Hedge (2003) in Alyousef (2006:210) argues that

many students reach the success because of the usefulness of while-reading activities.

Paran (1996:2) in Alyousef (2006) believes that teachers can design a balanced approach to teaching reading by intergrating both top-down and bottom-up processes and providing the students flexibility in choosing the reading tasks.

### 3. Post-reading

Haller (2000:21-24) in Alyousef (2006) modeled a number of school-based post-reading activities which enhance learning comprehension through the use of matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

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

In accordance to reading learning principles, teachers also should understand the micro- and macro-skills of reading to apply in teaching reading. The aspects can also be used as consideration in developing reading materials and obtain reading objectives in the learning and teaching process.

These are the lists of micro- and macro-skills of reading skills proposed by Brown (2004:187).

#### 1).Micro-skills

- 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 signalling the relationship between and among clauses.

## 2). Macro-skills

- 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
- c. 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.
- d. distinguishing between literal and implied meanings.
- e. detecting culturally specific references and interpret them in a context of appropriate cultural schema, and
- f. developing and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, and guessing.

Those skills are important to use in order to improve students' reading skills. In accordance to develop effective reading materials, there should be a guidance to design good tasks and units in the materials. The next part will discuss the materials development process.

## 4. Materials Development

### a. Definition of Learning Materials

Materials as one of the essential things to consider in order to make students become successful in their learning are defined as anything that can be used to facilitate the learning of a language, including coursebooks, videos,

graded readers, flash cards, games, etc (Tomlinson:2012). In line with Tomlinson, Graves (2000) denotes that materials development is a plan creation, in which the teacher creates and organizes the units and lesson to achieve the goals and objectives of the course (2000:149). In short, learning materials cover many kinds of ways to improve students' ability in learning a subject matter and teachers can explore the materials based on the students' needs and objectives.

The types of materials can be differentiated into five as what Tomlinson theorizes (2012): informative (informing the learner about the target language), instructional (guiding the learner in practising the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language). Richards also divides forms of materials into three: printed materials, non-printed materials, and materials compiled as both printed and non-printed materials.

Further, materials should provide authentic use of language for the input and also cover the activities that can promote students' awareness towards the language elements that they learn (Tomlinson: 2008). Authentic materials can expose the real use of the language to the students. Philips and Shettlesworth (1978); Clarke (1989); Peacock (1997)in Richards (2001) claim that there are several main advantages of using authentic materials:

- They have a positive effect on learner motivation.
- They provide authentic cultural information.
- They provide exposure to real language.

- They relate more closely to learners ' needs.
- They support a more creative approach to teaching.

Besides of containing authentic materials, there are some other criteria to decide whether the materials can be said as the good one. On the following section, there will be a discussion about the criteria of good materials that should be considered in designing materials.

### **b. Criteria of Good Materials**

Developing English learning materials should follow some criteria as a guide. Tomlinson (1998:7) states the criteria of good materials as follows.

- a) Materials should achieve impact
- b) Materials should help learners to feel at ease
- c) Materials should help learners to develop confidence. Relaxed and self confident learners learn faster (Dulay, Burt and Krashen, 1982)
- d) Learners should perceive what is being taught as relevant and useful. In ESP materials it is relatively teaching points which are relevant and useful by relating them to know learners interests and to “real-life” tasks which the learners need or might need to perform in the target language.
- e) Materials should require and facilitate learners” self-investment.
- f) Learners must be ready to acquire the points being taught.
- g) Materials should expose the learners to language in authentic use.
- h) The learner”s attention should be drawn to linguistic features of the input.
- i) Materials should provide the learners with opportunities to use the target language to achieve communicative purpose.
- j) Materials should take into account that the positive effects of instruction are usually delayed.
- k) Materials should take into account that the learners are different in learning styles and affective attitude.
- l) Materials should permit a silent period at the beginning of instruction.



- m) Materials should maximize learning potentials by encouraging intellectual aesthetic, and emotional involvement, which stimulates both right and left brain activities.
- n) Materials should not be relied too much on controlled practice.
- o) Materials should provide opportunities for outcome feedback.

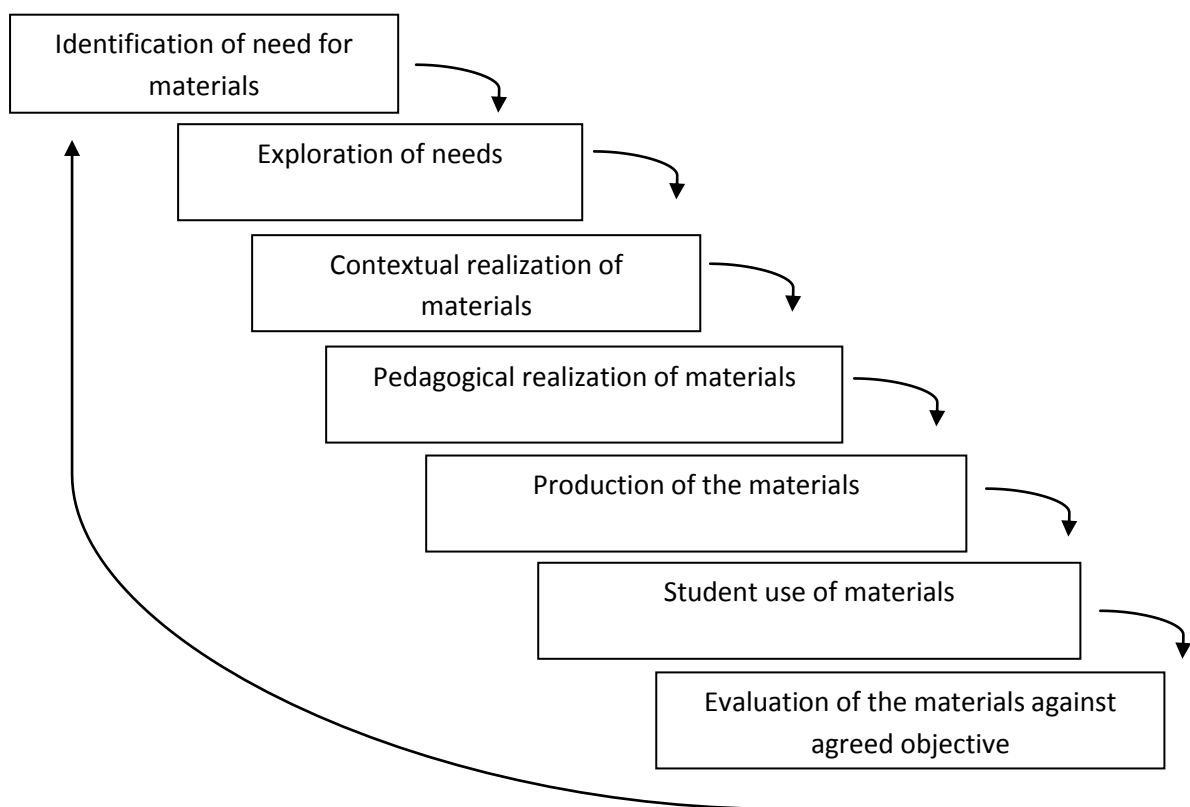
### **c. Definition of Materials Development**

According to Tomlinson (1998:2) materials development refers to any process which is done by writers, teachers, or learners to produce sources or input as the intake to expose the language use in teaching and learning process. Further, Tomlinson mentions some examples of the sources or input that can be categorized as materials development, such as developing textbooks, telling stories, bringing advertisement into classroom, providing samples of language use, or reading a poem aloud. He also explains that materials development concentrates on two vital things, that is, what should be given to the learners and what can be done with it to promote language learning.

In line with Tomlinson, material development is basically dealing with selection, adaptation, and creation of teaching materials (Nunan, 1991). In short, materials development is needed since the available materials should be renewed or replaced depending on the progress or demand related to the subject matter. The materials developer then should develop materials and follow some steps to design materials that suit to the needs of the learner. The following part will explain about the certain model that can be used to develop materials.

#### d. The Model and Materials Design

It is possible for students to reach the goal of language teaching and learning as long as the supporting aspects needed in the course are available. Materials are one of the essential things that can support the students in learning English and any other subject matter. Since the participants of this research come from particular discipline, the materials development should follow certain steps to achieve the well-organized materials. The researcher develops the materials by using the model proposed by Jolly and Bolitho in Tomlinson (1998:98) which is illustrated on the figure below.



**Figure 2.1 Jolly and Bolitho's Material Development Process (1998:98)**

As the diagram describes, the process of materials development consists of seven steps.

1. The identification stage

In this stage, the problems are identified and solved by designing the appropriate materials. The identification of the problems can be gathered by conducting observation and needs analysis.

2. Exploration of need

This stage relates to what skills, functions and meanings that should be included in the materials. A materials developer has to explore various sources to get suitable language elements that the materials should contain.

3. Contextual Realisation of materials

The next stage relates to the appropriate ideas, texts or contexts which are relevant to the topic used in the each of the units.

4. Pedagogical Realisation of materials

A material developer has to obtain appropriate exercises and activities and clear instructions to use in the tasks. The level of language proficiency should be considered in deciding the language used in tasks and instruction.

5. Production of Materials

This stage concerns on the physical aspects such as layout, font colour, type, size, and space that should be appropriate.

#### 6. Students use of materials

After the physical production is completed, the materials are ready to be implemented in the real class. Students can use the materials and do the activities based on the given instructions. In this stage, however, it is not the final process since the materials need to be evaluated by some parties.

#### 7. Evaluation of materials against agreed objectives

It is important to get feedback from expert, teacher, and students to know the quality and effectiveness of the developed materials. The feedbacks will be the base to evaluate the materials to get the better one.

Since this model involves a cyclical process, it shows that the materials development is not a linear process and stop in a certain process. The materials will keep developed in line with students' needs and the changing of demands.

Regarding this research, Reading skill is the focus of the developed materials. The next part will discuss about the specific aspects of the skill to know the process of materials development dealing with the principles of reading.

### **5. Unit Development**

Materials consist of some units that include sequences of tasks. According to Nunan (2004) there are six steps procedure to develop units that enable learners to do the task well and fit to the their level. However, as this study only focuses to Reading materials, the researcher only take the five steps that relate to the

objective of this study. The five steps are schema building, controlled practice, focus on linguistic elements, provide freer practice, introduce the pedagogical task.

**a. Models of Unit**

1) Schema building

In the beginning, students are asked to do tasks that build a schema that will serve to introduce the topics, set the context for the task and introduce some of the key that the students will need in order to complete the task, such as the vocabulary, language functions, and it also enables students to recall their background knowledge to the topic in the unit.

2) Controlled practice

This step requires students to control the practice in using the target language vocabulary, structures and functions that have been discussed before. This kind of activity is a follow up of the previous step which expands the scaffold learning (2004:32). It means that the students will learn through model done by the teachers.

3) Focus on linguistic elements

The tasks in this stage focus on the linguistic elements, e.g. grammar and vocabulary. This will make the learner understand the relationship between communicative meaning and linguistic forms rather

than if linguistic elements presented out of context like in traditional approaches.

#### 4) Provide freer practice

The four preceding steps involve on practice of producing language from the model of teachers and materials. Students in this stage are expected to have broad area to use the language, for example they can practice the language in pairs so they can create their own language.

#### 5) Introduce the pedagogical task

At this stage, it is the time to introduce the pedagogical tasks, which mean that the activities done involve the students' ability to do the tasks in group. It relates to group work discussion and decision making in order to activate their creativity and language.

## **2. Task continuity**

The term continuity refers to 'the interdependence of tasks, task components and supporting enabling skills within an instructional sequence' (Nunan, 2004:16). The expert introduces such procedure when planning instructional sequences for general English programs with a four-skills focus.

Phases	Steps within phase
<p>A. Processing</p> <p>I</p>	<ol style="list-style-type: none"> <li>1. Read or study a text – no other (comprehension) 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> <li>3. Read or listen to a text and give a non-physical, non-verbal response (e.g. check-off a box or grid every time key words are heard).</li> <li>4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).</li> </ol>
<p>B. Productive</p>	<ol style="list-style-type: none"> <li>5. Listen to cue utterances, or dialogue fragments and repeat them, or repeat a complete version of the cue.</li> <li>6. Listen to a cue and complete a substitution or transformation drill.</li> <li>7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).</li> </ol>
<p>C. Interactive</p>	<ol style="list-style-type: none"> <li>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 members of their family).</li> <li>9. Simulation/discussion (e.g. students in small groups share information about their own families).</li> <li>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.).</li> </ol>

In this ten-step sequence, the complexity of the tasks gradually increases from one phase to the next. It starts from comprehension tasks, then moving to controlled production activities, and finally authentic communicative interaction tasks.

## **6. Tasks Development**

Tasks development is the next step after knowing the theory of the unit development. The following explanation covers definition of tasks, tasks grading and sequencing, tasks components.

### **a. Definition of Tasks**

Nunan (2004:41) says that task is any activity or action that is carried out as the result of processing or understanding language. The tasks done by students should be varied that students will not easily get bored and also be able to achieve the required competences.

### **b. Tasks Grading and Sequencing**

The sequence of tasks based on the level of complexity should be considered in developing tasks in the materials. According to Richards, Platt and Weber (1986) in Nunan (2004) grading in developing tasks is defined as ‘the arrangement of the content of a language course or textbook so that it is presented in a helpful way’. They also argue that any of elements of language such as words, word meanings, tenses, structures, topics, functions, skills also



should be presented in a good order that enable students to understand the materials well. In line with Richards, Nunan (2004) states that a material developer has to decide gradation and sequence of tasks on what to teach first and what should teach later in materials or a program. In short, selected tasks have to be graded and sequenced from easy one to the difficult one or whether it occurs frequently in real communication (Nunan: 2004).

As reading skills need input as the source of learning language, the sequence of input also should be taken into account. Those aspects include grammatical complexity, length of a text, propositional density, the amount of low-frequency vocabulary, the explicitness of the information, the discourse structure and the clarity with which it signalled (Nunan: 2004).

Further, Nunan (2004) also claims that tasks have to be sequenced from less-demanding to the more demanding. Tasks should start from comprehension-based procedures to controlled production activity and finally to the ones requiring the authentic communicative interaction.

### c. Task Components

According to Nunan (2004:41-56), there are six components that should be included in the process of task development.

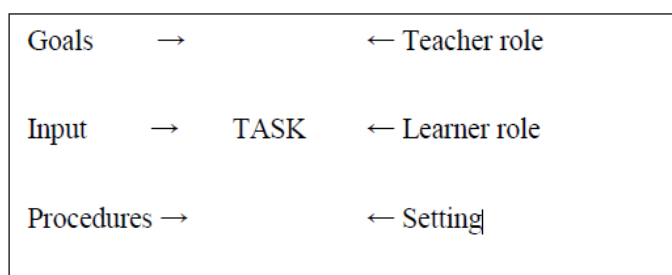


Figure 2.2 Task Components (Nunan: 2004)

### 1. Goals

Goals refer to the general intention of learning tasks in a course. It is broader than the term objective and relates to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behaviour.

### 2. Input

‘Input’ refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or any other source. The more various resources used in tasks used the more students will feel interested. In selecting the resources, the teachers should be aware of the relevancy of the source to students’ needs, the learned topic, students’ proficiency, and interests. There are some examples of sources proposed by Morris and Stewart-Dore (1984:158) that can be used for encouraging literacy skills development: articles from newspapers, magazines, journals, reports, radio and television scripts, etc. Those inputs should be authentic which means that the texts for Reading are produced for learning purpose.

### 3. Procedures

‘Procedures’ are defined as what learners will actually do with the input that forms the goal of learning task. In considering criteria for task selection, some issues arise similar to those as we encountered when considering input.

#### 4. Teacher Role

Teacher role refers to what the teachers are expected to do to make the classroom become success, such as how to carry out learning tasks and build a good communication with the learners. According to Breen and Candlin (1980) in Nunan (2004), the teacher has three main roles: facilitator, participant, observer and learner .

#### 5. Learner Role

Roles means what the learners are expected to do in carrying out learning tasks as well having relationships with peers and teachers. Adapted from Rubin and Thomson (1982) in Nunan (2004), good language learner should be critical, reflective and autonomous.

#### 6. Settings

Settings are defined as how the tasks will be carried which consist of two different types: mode and environment (Nunan: 2004). Learning mode refers to whether the learners do the tasks individually or in a group while environment refers to where the learning actually takes place, such as in a conventional classroom, a workplace setting, etc.

## **7. Materials Evaluation**

Materials evaluation which is usually done in the end of the process of developing materials is needed in case to know whether the developed materials are appropriate for the students or not. The definition of materials evaluation is described by Hutchinson and Waters (1987) as a matter of judging of fitness of something for particular purpose. Tomlinson (1998:15) defines materials evaluation as follow.

Materials 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.

Materials evaluation is useful to get feedback from experts so that the materials designers are able to determine what they are going to do with the materials, whether it is ready enough to use them for the learners or they still need revision. Regarding this research is under Indonesia context, the materials are evaluated by materials evaluators which take the guideline from the government. The aspects that will be scored in each of the units are cover, appropriateness in some aspects such as content, presentation, language and layout.

### **B. Relevant Studies**

There are some related studies about designing English materials for vocational high schools that have been done by several researchers. English materials including four skills of English, Reading, Writing, Listening and Speaking was already made by Reni Nugraheni (2012) for students grade X

majoring Technology and Informatics. The materials is based on CBI and the curriculum used to develop syllabus is School-based curriculum. Although this study also concerns on computer terms, there are some differences between the previous one and this study. Reading materials for grade X are the focuses of this study , while the study done by the previous reseracher deals with the four skills materials.

The research done by Fahmi Dwi Prasetyo (2013) is also relevant with this study as the researcher also takes developing reading and writing materials for vocational high school students as the topic and concentrates on the materials for Pharmacy study program.

### **C. Conceptual Framework**

Students of vocational high school need English not only for academic demanding but also for preparation to face the real working place in the future. Computer Engineering and Networking program as one of the vocational schools programs in Indonesia needs English to support the students to be able to face the invention of technology that has been growing rapidly. However, in reality students of this program meet some difficulties in learning English thoroughly. One of the problems is that the available English materials are not really appropriate to keep up their field and even the changing of curriculum makes everything look complicated.

To solve the problems, the researcher tries to design Reading materials to support the learning materials that will give impact to language teaching and

learning process. The product of this study then is expected to help students at Computer and Networking department become more excited to learn English, especially Reading skills. Reading skill is chosen as the focus of this study since there are not many reading materials that are relevant to the field.

Since Computer and Networking students are different from regular high school in terms of the needs, the main approach used in this study is ESP. ESP is placed in the first part in this research. It is defined as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (Hutchinson and Waters, 1987:19). To see what the actual needs of the students are, a needs analysis is conducted by distributing questionnaires. The result of the needs analysis then becomes the basis to make course grid of the reading materials. The materials are made about Computer and Networking field, such as the reading text, task, and vocabulary.

The implementation of ESP is followed by content-based instruction (CBI) to develop the Reading materials. This approach is considered the best to apply since vocational schools students will understand better the language as well as the content that supports their field.

The materials then concentrate on the content around computer and networking, including the tasks, terms, and vocabulary, which are developed based on the model of materials development proposed by Jolly and Bollitho (Tomlinson, 1998:98) while the tasks are organized by some principles suggested by Nunan (2004).

The materials which are already developed need to be evaluated by experts. Things to be considered in the materials evaluation are based on the standard of materials evaluation (*Instrumen Penilaian Buku Bahasa Inggris SMK*) made by BNSP. After getting feedbacks, the materials are revised to get the final draft of the materials. This will be considered as the appropriate reading materials for the students of Computer Engineering and Networking program grade X.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter deals with the research method used in this research. It covers some aspects related to the method of research such as type of research, setting and subjects of the research, research procedure, data collection techniques and research instruments, and data analysis technique.

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

This research belongs to Research and Development (R&D) since the main objective is to design Reading materials for Computer Engineering and Networking students. According to Borg & Gall (1983) R&D is ‘a process used to develop and validate educational products’. The materials are developed based on Jolly & Bolitho model in Tomlinson (1998).

#### **B. Setting and Subjects of the Research**

The research is conducted at SMKN 1 Pundong, Bantul which is located at Menang, Srihardono, Pundong, Bantul, Yogyakarta. The school is a vocational high school focuses on engineering field, consisting of four program studies: Computer Engineering and Networking, Audio and Video Engineering, Electric Installation Engineering, and Welding Engineering.



The subjects of the research are 31 students of Computer Engineering and Network class X-A.

### C. Procedure of the Research

The procedure used in this research is based on the procedure proposed by Borg&Gall (1983) and combined with material design by Jolly&Bollito in Tomlinson (1998) with several adaption. The procedure of this research is illustrated on the figure and the description below.

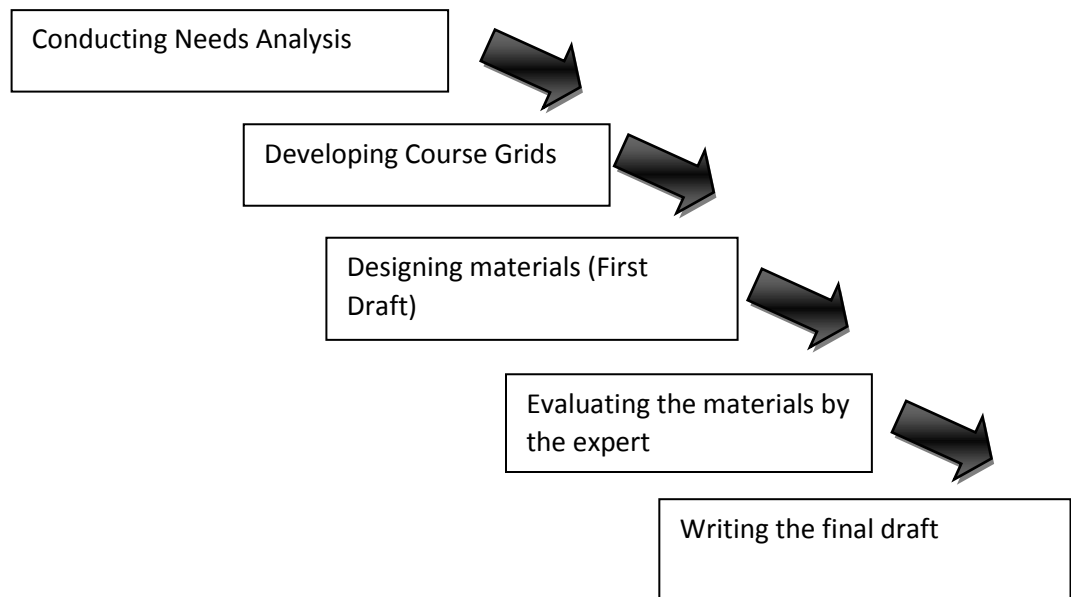


Figure 3.1 Procedure of the Research

1. Conducting needs analysis

The first stage is conducting needs analysis which aims to obtain information about students' identity, needs, and interests in learning English, especially reading skills. The needed information is around what materials they interested in, including input, tasks, relevant topic, the difficulties in comprehending reading texts, and so on. The result of the needs analysis is then used as the base in developing appropriate reading materials that can meet their needs.

2. Developing the course grid

In this stage, the researcher designs a course grid of reading materials which contains units and activities that will be provided in the materials. The included topics are based on the students' discipline, that is, computer and networking field that will raise students' interest.

3. Designing the materials

Writing the first draft is the next step of the study. The draft is developed based on the course grid that has been designed. There are three units developed in the materials which consist of some tasks.

#### 4. Evaluating Materials by Expert

When the first draft is already finished, the materials should be evaluated by experts to get the feedbacks of aspects to evaluate. The evaluation by experts is adapted from BSNP and the items are in the form of questionnaire.

#### 5. Writing the final draft of the materials

After receiving feedbacks from the experts, the researcher should revise the materials based on the revision from the expert. This aims to get more suitable materials in terms of content, language, lay out, and so on. The final result of this step is the final product of reading materials for the tenth grade students of computer engineering and networking.

### **D. Data Collecting Technique and Research Instruments**

The instruments used in this research are questionnaires and there are two forms of questionnaires. The first one is the questionnaire distributed to the students of Computer Engineering and Networking program to find out the target needs and learning needs of the students. There are 23 questions that will be analysed except the personal identity of the students. The organization of the first questionnaire is shown as below.

**Table 3.1 The Organization of First Questionnaire**

<b>No</b>	<b>Aspect</b>	<b>Number of Items</b>	<b>Purpose of the question</b>	<b>References</b>
1	Students Personal Identity	1-4	To find out learners' personal identity	Graves: 103
2	Goal	5	To find out what the students want to reach from the English course	Graves: 104
<b>Target Needs</b>				
3	Necessities	6, 7, 8	To find out what the needs of the learners in the target situation	Hutchinson (1987: 55)
4	Lacks	9, 10	To find out the gap between students' current knowledge and the required level	Hutchinson (1987: 55)
5	Wants	11, 12	To find out what the students' wants that can be included in the materials	Hutchinson (1987: 55)
<b>Learning Needs</b>				
6	Input	13, 14, 15	To find out the appropriate input for the content in the	Graves: 104 Nunan (2004:

			tasks	47)
7	Procedure	16, 17, 18	To find out what the learners should do with the tasks	Nunan (2004: 52)
8	Setting	19, 20, 21	To find out how the tasks carried out by the learners	Nunan (2004: 70)
9	Teacher's Roles	22	To find out the teachers' roles during the teaching and learning process	Nunan (2004: 64)
10	Learner's Roles	23	To find out the learners' roles during the teaching and learning process	Nunan (2004: 67)

The second questionnaire is distributed for experts to get the evaluation of the materials. The questions are adapted from Instrumen Penilaian Buku SMK by BSNP.

The questions of second questionnaire are as follows.

**Table 3.2 The Organization of Second Questionnaire**

No	Components of Evaluation	Aspects	Item number	References
1	Content	Completeness	1,2	BSNP
		Depth	5	BSNP

		Accuracy	3, 4	BSNP
		Elements and Structure of Meaning	9, 10, 11	BSNP
		Life skill development	6, 7, 8	BSNP
2	Presentation	Systematic	12, 17, 19, 20, 21	BSNP
		Balance between the Units	13	BSNP
		Students' center	14, 15	BSNP
		Autonomous	16	BSNP
		Self-Evaluation	18	
3	Language	The appropriateness at Development level of Students	22, 23	BSNP
		Language Accuracy	24, 25, 26	BSNP
		The unity of Ideas	27	BSNP
4	Graphic	Typography	28, 29, 30, 31	BSNP

## A. DataAnalysis Technique

### a. First Questionnaire

The data from needs analysis is analyzed by calculating the percentage of each answer in the questionnaire based on the formula proposed by Suharto (2005). The highest percentage of the result represents students' real condition.

$$P (\%) = \frac{f}{N} \times 100$$

P= Percentage

N = total respondents

F = Frequency

100= fixed number

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

The second questionnaire uses Likert-Scale model. The formula used to calculate the result of second questionnaire is based on the one 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

The interval from the result of the second questionnaire is shown as follow:

$$R = \frac{4 - 2}{4} = 0.5$$

Then, the result of the data is converted to descriptive analysis as proposed by Suharto (2005: 52-53). The means (X) are calculated by using the following data conversion.

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

**Table 3.3 Data Conversion Table (Suharto, 2006: 52-53)**

Scales	Interval	Descriptive Categories
1	$2.00 \leq X \leq 2.49$	Poor
2	$2.50 \leq X \leq 2.99$	Fair
3	$3.00 \leq X \leq 3.49$	Good
4	$3.50 \leq X \leq 4.00$	Very Good



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents the findings and the discussions of this research which are divided into two parts. The first part will discuss the results of the needs analysis, the course grid, the first draft of the materials, and the material evaluation by the expert while the second part explains the discussion of this research

#### **A. Research Findings**

##### **1. The Result of Needs Analysis**

The needs analysis was conducted on May 19, 2015 by distributing questionnaires to 28 students of computer engineering and networking program class X-A of SMKN 1 Pundong. Actually there are 31 students belong to the class, but three students were absent on that day since they joined theatre training. This analysis was conducted in order to get information about the target needs and the learning needs of students in relation to develop appropriate reading materials for them.

##### **a. The Results of the Analysis of the Questionnaire**

The questionnaires were distributed to 28 students of class X-A majoring computer engineering and networking of SMK 1 Pundong. The following table illustrates the result of respondents' identity which includes students' gender and age.

Table 4.1 Description of the Respondents

<b>Students' Characteristics</b>	<b>Gender</b>		<b>Age</b>		
	<b>Male</b>	<b>Female</b>	<b>15</b>	<b>16</b>	<b>17</b>
Number of students	9	19	7	15	6

The next explanation will discuss the result of questionnaire which is divided into two parts. The first part will explain the students' target needs including goals, necessities, lacks, and wants. The second part will describe about learning needs which covers input, procedures, settings, learners' role and teachers' role.

### **1) Students' Target Needs**

#### **a). Goals**

The first item to analyze is students' goals in learning English. Goals are defined as the general intentions behind the learning process. The following table presents the goals of computer engineering and networking program students in learning English.

Based on the table 4.2, there are two highest percentages for two options with the same percentage. There are 25% of total respondents who state that their intention to learn English is to be able to communicate in English effectively and fluently and 25% of them also want to get success in passing English national examination (UN).

Table 4.2 Students' Goals

Aspects	Questions/ Statements	Items to answer	N	F	Percentage
Goals	My main goal in studying English is...	a. to get successfulness in passing English national examination (UN)	80	20	<b>25%</b>
		b. to get equipped qualification in applying job	80	12	15%
		c. to be able to communicate in English effectively and fluently	80	20	<b>25%</b>
		d. to get carrier after graduating from vocational school	80	10	12,5%
		e. to get equipped recent education	80	5	6,25%
		f. to get equipped with sufficient English ability to continue studying in college	80	13	16,25%

### b). Necessities

Necessities refer to what the students need to know in order to be able to do the jobs effectively in the target situation (Hutchinson and Waters: 1987). The table below describes the computer engineering and networking program students' necessities in relation to English and their major.

Table 4.3 Students' Necessities in learning English

Aspects	Questions/ Statements	Items to answer	N	F	Percentage
Necessities	When I graduate from vocational school, I use English in the working field to....	a. communicate in written and oral form actively	58	20	<b>34,5%</b>
		b. read article/books related to the development of computer engineering and networking technology	58	13	22,4%
		c. understand instructions in computer terms	58	23	<b>39,7%</b>
		d. understand manual	58	2	3,5%
	I think the use of texts related to computer engineering and networking in teaching and learning Reading skills is....	a. very important	28	22	<b>78,6%</b>
		b. important	28	6	21,4%
		c. quite important	28	0	0
		d. not important	28	0	0
	Skills and knowledge that I will occasionally use in the working field is/are....	a. listening	68	12	19,4%
		b. speaking	68	22	<b>35,5%</b>
		c. reading	68	16	<b>25,8%</b>
		d. writing	68	12	19,4%
		e. vocabulary	68	3	4,8%
		f. grammar	68	3	4,8%

This table shows that the students need English to understand instructions in computer terms (39,7%) and it is necessary for them to communicate in written and oral form actively (34,5%). 22,4% of the respondents also state that they need English to read reference related to the development of technology as what their major demands. In relation to reading materials as the product of this research, 78,6% respondents thought that the use of texts related to computer engineering and networking in teaching and learning Reading skills is very important. The need of skills in English that they want to master are speaking (35,5%) and reading (25,5%)

### c). Lacks

The gap between what the students have already known and what they need to know is called as Lacks (Hutchinson and Waters, 1987). To find out the lacks of students in computer engineering and networking program, the researcher needs to know in what level their English proficiency is. The result is shown in the table below.

Table 4.4 Students' Proficiency Level

Aspects	Questions/ Statements	Items to answer	N	F	Percentage
Lacks	My current English proficiency is at the level of....	a. beginner	28	20	<b>71.4%</b>
		b. intermediate	28	8	28.6%
		c. advanced	28	0	0

As shown on the table, 71.4% of total respondents consider themselves as beginner while 28.6% of them state that they are in the intermediate level. Based on

the result, it can be concluded that most of the students X-A class of computer engineering and networking is categorized as beginner.

The following item is about the lacks related to reading skills. Regarding students' lacks, there are five options that can be chosen: vocabulary mastery, finding main idea, comprehending texts, understanding technical terms, and finding specific information.

Table 4.5 Students' Lacks in Reading Skills

Aspects	Questions/ Statements	Items to answer	N	F	Percentage
Lacks	In Reading skills, I find difficulties in....	a. understanding vocabulary in a text	43	10	23,3%
		b. finding main idea in a paragraph	43	7	16,3%
		c. comprehending the content of whole text	43	10	23,3%
		d. understanding technical terms	43	20	46,5%
		e. finding specific information in a text	43	6	14

The table illustrates that 46,5% of total respondents say that they have difficulty in understanding technical terms. They also find difficult in comprehending the content of the whole texts (23.3%) and understanding the meaning of vocabulary in texts (23,3%).

#### d). Wants

Wants refer to students' views related to their needs (Hutchinson&Waters, 1987:56). The description of students' general wants in learning English can be seen from the table below.

Table 4.6 Students' Wants in Reading Skills

Aspects	Questions/Statements	Items to answer	N	F	Percentage
<b>Wants</b>	I want the teaching and learning process of Reading that can make me be able to...	a. master vocabulary	64	20	<b>29,9%</b>
		b. comprehend texts	64	22	<b>32,8%</b>
		c. master grammar and structure	64	14	20,9%
		d. find specific information in a text accurately	64	10	14,9%

Based on the result shown in the table, the respondents want reading learning that can make them be able to comprehend texts (32,8%) and to master vocabulary (29,9%).

## 2) Students' Learning Needs

#### a). Input

Input is defined as the spoken, written, and visual sources that the learners should work with in the English learning (Nunan: 2004). Since the materials' in this research focus in reading skills, the input only concerns with reading input.

Table 4.7 Input of Reading materials

Aspects	Questions/Statements	Items to answer	N	F	Percentage
<b>Input</b>	When I learn reading I want to have....	a. simple texts	66	12	18,2%
		b. authentic texts (e.g: brochure, advertisement, schedule, memo, etc)	66	19	<b>28,8%</b>
		d. texts equipped with vocabulary related to the texts.	66	3	4,5%
		e. texts equipped with pictures	66	19	<b>28,8%</b>
		f. texts which are relevant to the needs of computer engineering and networking program students	66	13	<b>19,7%</b>

The table above shows that 28,8% of the total respondents wants authentic texts as the source of reading learning process and in the same percentage they also want texts equipped with pictures. In relation to their major, they also want texts which are relevant to computer engineering and networking program(19,7%).



Table 4.8 Pictures Availability

Aspects	Questions/Statements	Items to answer	N	F	Percentage
Input	I think the availability of pictures in English materials is....	a. very helpful	28	20	<b>71,4%</b>
		b. helpful	28	8	28,6%
		c. not really helpful	28	0	0
		d. not helpful	28	0	0

The next item concerns with pictures availability. The result in table 4.8 illustrates that more than a half of total respondents answer the availability of pictures in the materials is very helpful (71,4%). The relevant pictures are expected to make the students be able to understand the materials better.

Table 4.9 Reading Input

Aspects	Questions/Statements	Items to answer	N	F	Percentage
<b>Input</b>	The topics for the input in teaching and learning English that I want are....	a. topics related to computer	62	18	29%
		a. topics related to networking and internet	62	21	33,9%
		b. topics related to daily life	62	20	32,3%
		c. topics related to school life	62	3	4,8%

The explanation presented in the table above is about the input to be involved in the materials for reading teaching and learning process. First, in terms of topics for reading materials, the highest percentage is 33,9% for the option topics related to networking and internet. 32,3% of them choose the option for topics related to daily life and 29% voted for topics related computer. In short, the three highest percentages show that the students want topics related to their major and relevant to their daily life.

#### 4.10 Length of Texts

Aspects	Questions/Statements	Items to answer	N	F	Percentage
Input	When I learn reading I suppose to have the text with the length of...	a. $\leq 250$ words	28	11	39,3%
		b. 251- 350 words	28	16	<b>57.1%</b>
		c. 351 – 450 words	28	0	0
		d. > 450 kata words	28	1	3.6%

In terms of length of texts, sixteen persons or equals with 57,1% want texts with 250-350 words while the other students state that they want texts  $\leq 250$  words (39.3.7%). Only one student prefers texts with the length of >450 words.

#### b). Procedures

Types of tasks that the students should do in order to complete the goals in the developed materials is called as procedures. The following explanation will discuss the procedures in relation to reading skills, grammar, and vocabulary.

## 4.11 Reading types of activity

Aspects	Questions/Statements	Items to answer	N	F	Percentage
Procedures	When I am learning reading I want to have....	a. Reading aloud with the correct pronunciation and intonation	47	9	14,2%
		b. Reading texts and answering the questions	47	9	14,2%
		c. Reading and sequencing sentences into a full paragraph	47	4	6,3%
		d. Analyzing the meanings of sentences in a text	47	19	<b>30,1%</b>
		e. Discussing the content of texts in pair/group	47	6	9,5%
		f. Analyzing the meaning of particular vocabulary and the use of it based on the context in the text	47	15	<b>23,8%</b>
		g. Etc	47	1	1,5%

Based on the result presented on the table, the two highest percentages in terms of Reading types of activities are analyzing meanings of sentences in a text (30,1%) and analyzing the meaning of particular vocabulary and the use of it based on the context in the text (23,8%).

Table 4.12 Types of activity related to Grammar

Aspects	Questions/Statements	Items to answer	N	F	Percentage
Procedures	Type of activity that I want in learning grammar is....	a. remembering the formula of grammar/structure	50	11	22%
		b. doing tasks about grammar	50	15	30%
		c. identifying sentence structure	50	14	28%
		d. editing wrong sentence structure	50	10	20%

Types of activities that the respondents want in learning grammar are doing tasks about grammar (30%) and identifying sentence structure (28%).

Table 4.13 Types of Activity related to Vocabulary

Aspects	Questions/Statements	Items to answer	N	F	Percentage
Procedures	Type of activity that I want in learning vocabulary is....	a. matching words and its meanings based on the context	46	16	<b>34,8%</b>
		b. translating words	46	9	19,6%
		c. completing sentences or paragraph	46	11	<b>23,9%</b>
		d. identifying part of speech in the texts	46	10	21,7%

The presented table shows that from the total 46 answers, 16 answers or equal with 34,8% state that types of activities that the respondents wants in learning vocabulary are matching words with the meanings in Indonesian. The second highest percentage is learning grammar by completing sentences or paragraph (23,9%).

### c). Settings

The term settings refer to how the tasks in the materials will be carried out in the classroom (Nunan:2010). The data below will illustrate the settings that the students prefer in doing the tasks.

Table 4.14 Settings

Aspects	Questions/Statements	Items to answer	N	F	Percentage
Settings	When I learn reading the tasks given by the teachers are better to do ....	a. individually	28	14	50,0%
		b. in pairs	28	10	35,7%
		c. in a small group	28	3	10,7%
		d. in a big group	28	1	3,6%

Most of students want to accomplish the tasks individually with the percentage of 50%. Students also prefer to complete the tasks in pairs which are represented in the percentage of 35.7%. The other three students choose doing the

tasks in a small group (10.7%) and only one student wants to do tasks in a big group (3.6%).

Table 4.15 Numbers of Tasks

Aspects	Questions/Statements	Items to answer	N	F	Percentage
Settings	I think numbers of effective tasks in a unit are....	a. 10 - 12 ( <i>tasks</i> ).	<b>28</b>	<b>19</b>	<b>67,5%</b>
		12-15	28	5	17,8%
		More than 15	28	0	0
		Etc	28	4	14,2%

Table 4.13 illustrates about the number of effective tasks in a unit. More than a half of total respondents prefer to have range of 10-12 tasks (67.5%). 17.8% of them want 12-15 tasks in each of the units and four students or equal with 14.2% want less than 10 tasks.

Table 4.16 Settings

Aspects	Questions/Statements	Items to answer	N	F	Percentage
Settings	When the teacher gives tasks, I would prefer to do them in the....	a. classroom	30	15	50,0
		b. outside classroom (library, park, etc)	30	7	23,3
		c. house	30	8	26.7

Table 4.16 explains that most of respondents prefer to do the tasks in the classroom (50%). 23,3% of them like to do the tasks outside the classroom such as in library, park, etc, while 26,7% students want to do tasks in the house.

#### d). Teachers' Roles

One of the ways to make teaching learning process success is laid on the teachers' roles. Any roles the teachers carry out during classroom activities are called as teachers' roles. The tendency of teachers' roles regarding the result of the questionnaire is presented on the table below.

Table 4.17 Teachers' Roles

Aspects	Questions/Statements	Items to answer	N	F	Percentage
Teachers' role	When I learn reading, it is better if the teachers....	a. guide the students to comprehend the texts	92	16	<b>17.4%</b>
		b. introduce new vocabulary in the texts	92	14	<b>15.2%</b>
		c. give the students a chance to discuss with friends	92	7	7.6%
		d. motivate the students when doing tasks	92	4	4.3%
		e. give feedbacks to students who make mistakes in doing tasks	92	9	9.8%
		f. give examples or explanation first about how to do the tasks then ask students to do them	<b>92</b>	<b>22</b>	24%
		g. tell directly the answer of difficult tasks or questions	92	4	4.3%
		h. teach the students communicatively	92	9	9.8%
		i. Monitor the students' mastery of English	92	7	7.6%
		j. etc.	92	0	0

It can be seen that the highest percentage for teachers' roles item is giving examples or explanation first about how to do the tasks then the teachers give the students tasks (24%). The other students want the teachers to guide the students to comprehend the texts (17.4%) and also to introduce new vocabulary in the texts (15.2%).

#### e. Learners' Roles

In order to make the teaching and learning process effective, learners should be involved in each of activities. The roles of learners in classroom activities is called learners' roles (Nunan: 2010). The learners' roles regarding reading skills are described as follow.

Table 4.18 Students' Roles

Aspects	Questions/Statements	Items to answer	N	F	Percentage
Students' role	When I learn reading, it is better if the students....	a. actively participate in a classroom discussion and share their opinion with all classmates and the teacher	61	25	<b>41%</b>
		b. listen to the teachers' explanation, then write it on the note book	61	22	<b>36,1%</b>
		c. doing the tasks independently	61	13	21,3%
		d. learning passively	61	1	1,6%



The last item of questionnaire is about students' role in the reading teaching and learning process. From the four options, 41% of the respondents state that students should actively participate in a classroom discussion and share their opinion with all classmates and the teacher. 36,1% of total respondents agree that students should listen to the teachers' explanation, then write it on the note book.

## 2. Course Grids

The course grid is the guideline to develop materials and is designed based on the result of needs analysis. The result is taken from the options that have highest percentage chosen by the respondents. The course grid includes some parts in it, they are: identity, basic competences, number and names of units, topics, indicators, input of texts, language focus, and procedures to do the tasks. All of the parts in the course grid are used to develop the materials entitled Reading Materials for Tenth Grade Students of Computer Engineering and Networking. The parts of the course grid for each of the units are described as in the figure below.

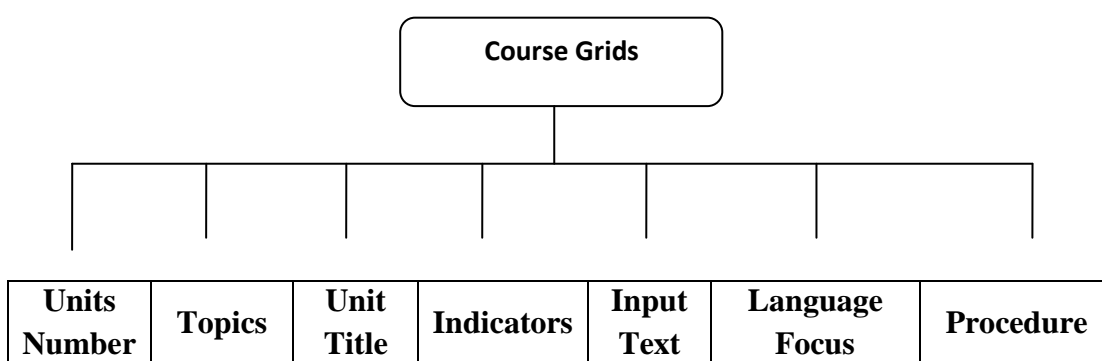


Figure 4.1 Course Grids Design

### 1) Course Grid of Unit 1

The course grid of unit 1 includes standard of competence of 1.3. (Describing things, people, characteristic, time, days, months, year). The topic in the unit 1 is about describing features of computer products and peripherals and their uses. Since the focus is about describing something, the text type that the students learn in unit 1 is descriptive text which is contextualized with the relevant topic. The grammar focuses in this unit are the use of Simple Present Tense and adjectives in series. The vocabulary is around adjectives that are particularly used to describe computer and peripherals.

### 2). Course Grid of Unit 2

The course grid of unit 2 includes standard of competence of 1.6. (Understanding memos and simple menus, itinerary, and traffic signs). The topic in the unit 1 concernswithcomputer and networking services while the text types employed are memos and menus that are usually found in computer engineering and networkingfield. The grammar focuses are the use of imperative verbs and degree of comparison. The vocabulary is around terms in computer and networking services and business in computer shop.

### 3). Course Grid of Unit 3

The course grid of unit 3 is derived from standard of competence of 1.7 (Understanding foreign terms and sentences based on certain formulas.) The topic

in the unit 3 is about web applications which focus on the technical terms related to the topic. In this unit, the students are provided with reading input related to web applications that are presented in report texts. The grammar focus in unit 3 is the use of passive voice.

### 3. The Unit Design

The next step after finishing the course grid is designing the unit design. The unit design of the materials consists of three parts: introduction, main lesson, and reinforcement. The design of the units' development is shown as follow

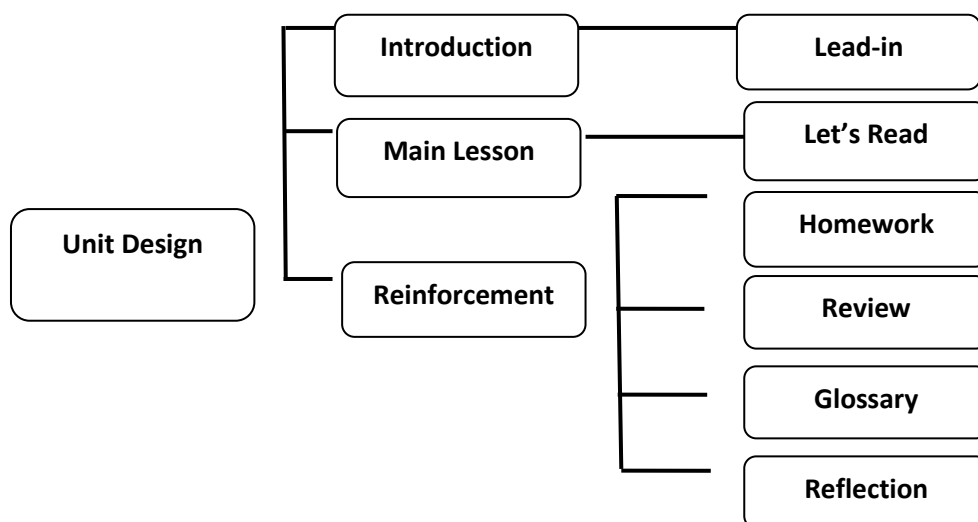


Figure 4.2 The Unit Design of the Materials

The figure shows that each of the units has three main parts. The first part is introduction activity or Lead-in which can be found on task 1. This part aims the students to have schema building or background knowledge related to the topic that

they are going to learn in each of the units. The introduction activity is designed with pictures availability to make the students easy to recall their knowledge which is relevant to the discussed topic. The pictures and the questions on the introduction activity lead the students to have clear picture about the topic they will learn on the unit. This first part of the unit design is the warming up activity before the students get to the main lesson.

The second part is Let's Read which is considered as the main lesson of the developed materials. There are reading texts in certain types of text, such as descriptive texts, menus, memos, and report texts. The follow up tasks related to the reading input focus on the comprehension tasks. There are also vocabulary and grammar tasks that enable students to integrate the context in the reading texts to the relevant vocabulary and grammar.

The last part is reinforcement. This part includes four smaller sections, they are: homework, review, glossary and reflection. Homework aims the students to get a chance to learn outside the classroom and have more practice beyond the tasks they carry out in the main lesson. In summary part, the students are given a chance to have a short explanation about what they have already learned in the unit, especially about grammar focus and text types. While in glossary, there is a list of vocabulary and technical terms along with the Indonesian meanings and the pronunciation. This expects the students to get more vocabulary mastery related to the topic of units. The last part in the reinforcement activity is reflection which gives the students an opportunity to evaluate their own understanding and lacks in relation to the unit materials.

#### 4. The First Draft of Materials

The developed materials consist of three units, in which each of them has number of tasks in the range of 19-21. The first draft is developed by considering the result of the needs analysis, the course grid and the unit design. The detail descriptions about the first draft of materials are presented as follows.

##### a. Unit 1

The title of unit 1 is ‘Well-Performing and Affordable Notebook’. This unit is designed to encourage the students learning about describing something, especially computer and peripherals by using adjectives and Simple Present Tense. There are 19 tasks in unit 1 in which 1 task belongs to warm-up activity, 17 tasks belong to main lesson and 1 task belongs to homework.

##### b. Unit 2

This unit is designed to encourage the students learning about kinds of text they often find related to their future job: memos and menus in computer engineering and networking services and the terms related to them. The grammar focus is imperative verbs in memos and degrees of comparison in menus. There are 20 tasks in unit 2 which are divided into three parts: 1 warm-up task, 18 main lesson tasks, and 1 homework task.

##### c. Unit 3

Unit 3 leads the students to understand foreign terms related to computer and networking. The grammar focus concerns with passive voice. The reading input is around the topic of web applications. There are 20 tasks

in unit 3 in which 1 task belongs to warm-up activity, 18 tasks belong to main lesson and 1 task belongs to homework.

## **5. Expert Judgement**

The next step after developing the materials is asking an expert to evaluate the first draft of the materials. This step is usually called as expert judgement where the expert gives his evaluation and validates the materials whether they are already appropriate enough or not. The expert judgment was conducted by distributing questionnaires adapted from Standard of Course Book Assessment for Vocational High Schools by BSNP. The questionnaires consist of four aspects related to materials evaluation: content appropriateness, language appropriateness, presentation appropriateness and layout appropriateness. The four aspects are evaluated through Likert-scales with the range of four options: Strongly Agree, Agree, Disagree, Strongly Disagree.

The questionnaire then distributed to an expert who is credible and capable in evaluating materials. The expert is a Doctor and is a permanent lecturer of English Education Department of Yogyakarta State University. Considering the experience of the expert, the result of the materials evaluation is considered reliable and valid.

The result of materials evaluation is presented in descriptive statistics, in which the answers from the expert are characterized into numerically coded questions (Brown, 2001). The following explanations describe the result of expert judgement and the description of revision.

## 1). The Result of Expert Judgement Unit 1

### a. The Content Appropriateness

The first aspect is evaluated was the appropriateness of content.

Table 4.22 shows the analysis of the content appropriateness of Unit 1.

Table 4.19 The Content Appropriateness of Unit 1

No	Items	Score
1	The developed materials are in accordance with Standard of Competence and Basic Competencies of Vocational High School Grade X (1.3. Describing things, people, characteristics, time, days, months, and year)	4
2	The developed materials are relevant to students' daily life	3
3	Materials (text, figures, and tables) are relevant to the topics being discussed.	4
4	The developed materials are in accordance with the needs analysis for students computer and networking program grade X	4
5	The developed materials provide recent technology issue	4
6	The developed materials are in accordance with students' target competence	3
7	The developed materials contain knowledge about life skill	3
8	The developed materials contain appropriate types of texts for students' needs	3
9	The developed materials lead the students to understand the social function of the discussed text	4
10	The developed materials lead the students to understand the generic structure of the discussed text	4
11	The developed materials lead the students to understand the linguistic features of the discussed text	4
	<b>Mean</b>	3.64

It can be seen that the mean of the appropriateness of content is in the range of  $3.50 \leq x \leq 4$  which can be categorized as Very Good. The chosen topic which is around computer products and peripherals is considered relevant to the standard competence and students' daily lives.

### b). The Appropriateness of the Presentation

The second aspect to evaluate is the appropriateness of the presentation of the materials. The following table shows the results of the presentation appropriateness of Unit 1.

Table 4.20 The Appropriateness of the Presentation of Unit 1

No	Items	Score
12	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	3
13	There is good balance among the tasks in a unit with the tasks in the next unit	3
14	The developed tasks encourage students to perform written communication effectively	4
15	The developed tasks encourage the students to be creative	4
16	The developed tasks encourage students to learn independently	3
17	The developed tasks contain guided activities and free guided activities	4
18	The developed materials provide evaluation form for the students to check their understanding	3
19	There are warm up activities, main activities, and closing in the developed materials	3
20	The developed materials contain opening activities, main activities, and closing activities	4
21	The materials contain vocabulary that is related to the topic of the unit	4
<b>Mean</b>		3.5

The presentation appropriateness has a mean 3.5 which in the range of  $3.50 \leq x \leq 4$ . The aspects of presentation such as tasks organization and task grading are considered good by the expert.



### c). The Appropriateness of the Language

The third aspect concerns with the language appropriateness. This covers the language of materials instructions, texts, questions and explanations. The following table will discuss about the result of language appropriateness in unit 1.

Table 4.21 The Appropriateness of the Language

No	Items	Score
22	The language used are relevant to students' cognitive development	3
23	The language of instruction can be easily understood by the students	3
24	The materials are developed in a grammatical English	3
25	The spelling of the language of instruction are in accordance with spelling principle	4
26	The choice of words of the materials are in accordance with words choice principle	4
27	The developed materials in a unit are linked to materials in the next unit	4
	<b>Mean</b>	3.5

In term of language appropriateness, the developed materials need some revisions, especially the instructions of some tasks. Most of the mistakes are grammar errors and misspelling. There are also two tasks which need to be separated since the instructions can make the students confused. The mean of the third aspect is 3.5 which is considered as Very Good since the value is within the range of  $3.50 \leq x \leq 4$ .

### d) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout. Things to evaluate related to the appropriateness of layout includes the fonts used in the

materials, the pictures, and the colours. The table 4.25 will illustrate the result of evaluation related the layout appropriateness in unit 1.

Table 4.22 The Appropriateness of the Layout Unit 1

No	Items	Score
28	The fonts used are not too various	3
29	The fonts used are not too big/too small	3
30	The colours of the materials are not disturbing the readers	3
31	The pictures are provided for aesthetic and functional purposes	3
	<b>Mean</b>	3

The layout appropriateness in unit 1 is considered as Good with the mean of 3. There are several points that need to be revised such as the colours balance in the whole unit, the placement of the picture, the placement of link sources, the clarity of printing, and so on.

## 2). The Review of Unit 1

In general, unit 1 of the developed materials is categorized as Good since the mean of the four aspects is within the interval  $3.00 \leq x \leq 3.49$ . This result is taken from the mean value of 3.41. However, there are still several aspects to revise, mostly about the grammar and the layout.

The expert pointed the lack of grammar in instructions and explanations related to plural and singular form. There are also many mistakes in using articles 'a/an' and 'the' also the prepositions 'in' and 'on'. Two tasks need to revise in which the tasks should be separated to make them easy to understand by readers.

Also, in terms of layout, the placements of some pictures are not appropriate and the colours of the whole unit should not be too various and should be balance to

not disturb the readers. The size of fonts also should be revised in order to make the readers easy to read the texts. The lines on the box also should be straight instead of using dot lines. The expert also said that the use of pictures should be meaningful and has purposes instead of simply putting the pictures randomly.

In terms of language appropriateness, there are some terms that should be replaced, such as the words “meanings” that should be changed to “Indonesian versions” and “language corner” to “grammar focus or language focus”. There are also some misspellings such as in the word ‘color’.

### 3).The Revision of Unit 1

The revision of unit 1 is based on the suggestions by the expert. The feedbacks are used to develop appropriate materials in terms of the content, the presentation, the language and the layout. The points to revise can be seen on the table below.

Table 4.23 The Revision of Unit 1

<b>Parts of the Unit</b>	<b>Points to Revise</b>	<b>Revision</b>
Cover	The title of the developed materials contains grammatical errors. (English Reading Learning Material for Computer Engineering and Networking Study Program at Vocational High School)	The title should be “English Reading Learning Materials for Computer Engineering and Networking Study Program at Vocational High Schools”
	Add the word supervisor on the front cover.	Supervisor: Jamilah, M.Pd.
Title	The title should be correct in term of grammar	Change the title to: Well-performing and Affordable Netbooks

	Well-performed and Affordable Netbooks	
Task 1	Replace the words “one words” to “one word”	Replace the words into the correct grammar. (You can choose more than one word to describe the pictures).
Task 2	Replace the words “one adjectives” to “one adjective”	Replacing the words into the correct grammar. (You may choose more than one adjective).
Task 3	Give a box to the text to make it clear and make change the placement of the picture.	Give a box to the text and change the placement of the picture.
Task 4	No revision	
Task 5	No revision	
Task 6	Replace the word “meanings” to “Indonesian version”	Replace with the correct words (Indonesian version)
Task 7	No revision	
Task 8	Replace the word “meanings” to “Indonesian version”  The instruction is not clear. Find the meaning of the words that you already find on the box, and then categorize them.	Replace with the correct words (Indonesian version)  Change the instruction: Find the meaning of the words that you find on the puzzle in task 7, and then categorize them.
Task 9	Change the terms “language corner” to “grammar focus”  There is a misspelling and incorrect use of articles  Adjective isa word It is part of speech	Change the terms “language corner” to “grammar focus”  Change the misspelling and correct the articles  An adjective is a word It is a part of speech
Task 10	No revision	
Task 11	The source of the text should be placed on the right corner	Place the link source on the right corner
	The placement of the text have to be more clearer	Change the text’s placement
	The pictures is better to be placed in the middle, not on the right side	Place the pictures in the middle
	The instruction should be clearer.	Change the instruction and separate task 11 into two tasks.

	Task 11: Read the following text. In pairs, underline the adjectives that you find in the text. Then, answer the questions that follows	Task 11: Read the following text. In pairs, underline the adjectives that you find in the text.  Task 12: Answer the following questions based on the text above.
Task 12	The placement of the pictures should be clearer to make the readers easy to do the task	Change the placement of the pictures
	There should be an example to do the task	Give an example for number 1
Task 13	Incorrect use of preposition  Match the pictures with the appropriate descriptions provided on the box.	Change the preposition 'on' to 'in'  Match the pictures with the appropriate descriptions provided in the box.
Task 14	There are some incorrect uses of articles.  What is descriptive text? Descriptive text is a kind of text which tells..... What is the generic structure of descriptive text?	Change the articles into the correct ones.  What is a descriptive text? A descriptive text is a kind of text which tells..... What is the generic structure of descriptive texts?
Task 15	Incorrect use of preposition.  Read the following descriptions on the table.	Change the preposition into the correct one.  Read the following descriptions in the table.
Task 16	The placement of the pictures should be clearer to make the readers easy to do the task  The instruction should be clearer. Task 16: Read the following text. In pairs, underline the verbs that indicate Simple Present Tense in the text. Then answer the questions that follow.	Change the placement of the picture in the middle.  Change the instruction and separate task 15 into two tasks.  Task 16: Read the following text. In pairs, underline the verbs that indicate Simple Present Tense in the text.  Task 17: Answer the questions

		based on the text on task 16
Task 17	<p>There are some grammatical errors</p> <p>What feature that supports the use of iPhone, iPad or iPod?</p> <p>How long you should take to print a photo?</p>	<p>Change the sentences into the correct ones.</p> <p>What feature supports the use of iPhone, iPad or iPod?</p> <p>How long does it take to take a print of photo?</p>
Task 18	<p>There should be an example of the descriptive text to help the readers to make a simple descriptive text</p>	<p>Make the instruction clearer.</p> <p>Choose one of the pictures about computer products below. In pairs, make a simple descriptive text about the product. You can use the provided information to help you develop your idea. Look at the example of descriptive text on task 15 to guide the organization of the text.</p>
Task 19	<p>The words provided in the box should be followed by parts of speech (verbs, nouns, or adjectives)</p> <p>The placement of the text should be clearer since the text is separated on different pages.</p>	<p>Completing the instruction: Complete the blank spaces on the text with the correct words provided in the box. The words can be adjectives, verbs, or nouns. Number one has been done for you as an example.</p> <p>Place the text on the same page.</p>
Task 20	No revision	
Reviews	On the example of descriptive text, the link source should be clearer (the printing is not clear)	Change the layout to make the link source readable
Glossary	Replace the words “Indonesian Meanings” to “Indonesian versions”	Replacing the words “Indonesian Meanings” to “Indonesian versions”

## 2). The Result of Expert Judgement Unit 2

### a. The Content Appropriateness

The first aspect in unit 2 that is evaluated was the appropriateness of content. Table 4.24 shows the analysis of the content appropriateness of Unit 2.

Table 4.24 The Content Appropriateness of Unit 2

No	Items	Score
1	The developed materials are in accordance with Standard of Competence and Basic Competencies of Vocational High School Grade X (1.3. Describing things, people, characteristics, time, days, months, and year)	4
2	The developed materials are relevant to students' daily life	3
3	Materials (text, figures, and tables) are relevant to the topics being discussed.	4
4	The developed materials are in accordance with the needs analysis for Computer engineering and networking students Grade X	3
5	The developed materials provide recent technology issue	4
6	The developed materials are in accordance with students' target competence of computer engineering and networking	3
7	The developed materials contain knowledge about life skill	3
8	The developed materials contain appropriate types of texts appropriate for students' needs	4
9	The developed materials lead the students to understand the social function of the discussed text	4
10	The developed materials lead the students to understand the generic structure of the discussed text	3
11	The developed materials lead the students to understand the linguistic features of the discussed text	4
	<b>Mean</b>	3.55

The mean of the content appropriateness is 3.55 which is in the range of  $3.50 \leq x \leq 4$ . The content is considered quite good as the topic of unit 2 is relevant to students' needs and in accordance with Standard of Competence and Basic Competencies of Vocational High School. The topic about memos and menus in

computer and networking services contains technical terms that are useful for the students in computer and networking area.

b). The Appropriateness of the Presentation

The second aspect to evaluate is the appropriateness of the presentation of the materials. The following table shows the results of the presentation appropriateness of Unit 2.

Table 4.25 The Appropriateness of the Presentation of Unit 2

No	Items	Score
12	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	3
13	There is good balance among the tasks in a unit with the tasks in the next unit	4
14	The developed tasks encourage students to perform written communication effectively	3
15	The developed tasks encourage the students to be creative	3
16	The developed tasks encourage students to learn independently	3
17	The developed tasks contain guided activities and free guided activities	4
18	The developed materials provide evaluation form for the students to check their understanding	3
19	There are warm up activities, main activities, and closing in the developed materials	4
20	The developed materials contain opening activities, main activities, and closing activities	3
21	The materials contain vocabulary that is related to the topic of the unit	4
	<b>Mean</b>	<b>3.4</b>

The mean presented in the table shows that in term of presentation appropriateness this unit reaches the score of 3.4. The parts of the unit 2 are clear,



in which the developed materials contain opening activities, main activities, and closing activities.

#### c). The Appropriateness of the Language

The third aspect concerns with the language appropriateness. This covers the language of materials instructions, texts, questions and explanations. The following table will discuss about the result of language appropriateness in unit 2.

Table 4.26 The Appropriateness of the Language of Unit 2

No	Items	Score
22	The language used are relevant to students' cognitive development	3
23	The language of instruction can be easily understood by the students	3
24	The materials are developed in a grammatical English	3
25	The spelling of the language of instruction are in accordance with spelling principle	4
26	The choice of words of the materials are in accordance with words choice principle	3
27	The developed materials in a unit are linked to materials in the next unit	4
<b>Mean</b>		3.4

The mean of language appropriateness is 3.4 which can be categorized as Good. The expert suggested that the grammar in some instructions should be revised to make them clearer and easy to understand.

#### d) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout. Things to evaluate related to the appropriateness of layout includes the fonts used in the materials, the pictures, and the colours. The table 4.27 will illustrate the result of evaluation related the layout appropriateness in unit 1.

Table 4.27 The Appropriateness of the Layout Unit 2

No	Items	Score
28	The fonts used are not too various	3
29	The fonts used are not too big/too small	2
30	The colours of the materials are not disturbing the readers	3
31	The pictures are provided for aesthetic and functional purposes	3
	<b>Mean</b>	<b>2.75</b>

The layout appropriateness has a mean score 2.75 which is considered as Fair. The point that needs to be revised is the fonts used in the input reading. The fonts used should be readable and not too small so the readers will understand the text better.

## 2). The Review of Unit 2

Overall, unit 2 of the developed materials is categorized as Good as the mean of the four aspects is 3.28 which is within the interval  $3.00 \leq x \leq 3.50$ . However, there are still several aspects to revise, mostly about the grammar, the content, and the layout.

The first point that should be revised is about the clarity in instructions. The grammar in the instructions should be correct, especially the use of articles and prepositions. The grammar in the comprehensive questions also needs to revise since there are some inappropriate languages.

Also, in terms of layout, the colours of the whole unit should not too various. In relation to the content, there should provided contexts along with memos since it will help students to comprehend what the memos actually contain.

The font used in the example of the menu also should be readable and the explanation to support the understanding of memos parts should be orderly good.

### 3). The Revision of Unit 2

The revision of unit 2 is based on the evaluation given by the expert. To get the final draft, there should be revision in terms of the content, the presentation, the language and the layout. The points to revise can be seen on the table below.

Table 4.28 The Revision of Unit 2

Parts of the Unit	Points to Revise	Revision
Task 1	The instruction contains a grammar error.  Look at the picture below	Change the instruction to the correct one.  Look at the pictures below
Task 2	The memo should be provided along with the situation, so it will make the readers easy to understand the content of the memo.	Providing the situation about the memo
Task 3	The memo should be provided along with the situation, so it will make the readers easy to understand the content of the memo	Providing the situation about the memo
Task 4	No revision	
Task 5	Change the order of task 5 to task 3	Change the order of the task
Task 6	There is an inappropriate use of preposition.	Change the sentence into the correct one.  I would like to ask

	I would like to ask you to go out with me on computer exhibition.	you to go out with me to a computer exhibition.
Task 7	It is better to add numbering to the explanation of memos' parts (heading, identity, body, signature)	Give numbers to the parts of memo.  1. heading 2. identity 3. body 4. signature
Task 8	No revision	
Task 9	No revision	
Task 10	Change the word "meanings" to "Indonesian versions".  Incorrect use of preposition.	Change the word into the correct ones.  You may check them in your dictionary.
Task 11	No revision	
Task 12	The instruction needs a revision in term of grammar  The networking service just gets a big project...	Change into the correct one.  The networking service has just got a big project...
Task 13	The font of the input text is too small.	Change the font to make the text readable.
Task 14	Change the word "meanings" to "Indonesian versions".	Change the word into the correct ones.
Task 15	No revision	
Task 16	No revision	
Task 17	The task should be added with an example	Give an example on task number 1.
Task 18	No revision	
Task 19	No revision	
Task 20	No revision	

Glossary	Replace the words “Indonesian Meanings” to “Indonesian versions”	Replacing the words “Indonesian Meanings” to “Indonesian versions”
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### 3). The Result of Expert Judgement and Revisions of Unit 3

#### 1. The Result of Expert Judgement

##### a. The Content Appropriateness

The first aspect is evaluated was the appropriateness of content.

Table 4.24 shows the analysis of the content appropriateness of Unit 3.

#### 4.29 The Content Appropriateness of unit 3

No	Items	Means
1	The developed materials are in accordance with Standard of Competence and Basic Competencies of Vocational High School Grade X (1.3. Describing things, people, characteristics, time, days, months, and year)	4
2	The developed materials are relevant to students' daily life	3
3	Materials (text, figures, and tables) are relevant to the topics being discussed.	3
4	The developed materials are in accordance with the needs analysis for Computer engineering and networking students Grade X	4
5	The developed materials provide recent technology issue	4
6	The developed materials are in accordance with students' target competence of computer engineering and networking	4
7	The developed materials contain knowledge about life skill	3
8	The developed materials contain appropriate types of texts appropriate for students' needs	3
9	The developed materials lead the students to understand the social function of the discussed text	4

10	The developed materials lead the students to understand the generic structure of the discussed text	4
11	The developed materials lead the students to understand the linguistic features of the discussed text	4
	Mean	3.64

The mean of the content appropriateness in unit 3 is 3.64 which is in the range of  $3.50 \leq x \leq 4$ . The topic about web applications such as social media, e-commerce and e-learning are considered relevant to students' daily lives.

b). The Appropriateness of the Presentation

The second aspect to evaluate is the appropriateness of the presentation of the materials. The following table shows the results of the presentation appropriateness of Unit 3.

Table 4.30 The Appropriateness of the Presentation of Unit 3

No	Items	Score
12	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	3
13	There is good balance among the tasks in a unit with the tasks in the next unit	3
14	The developed tasks encourage students to perform written communication effectively	3
15	The developed tasks encourage the students to be creative	4
16	The developed tasks encourage students to learn independently	4
17	The developed tasks contain guided activities and free guided activities	4
18	The developed materials provide evaluation form for the students to check their understanding	3
19	There are warm up activities, main activities, and closing in the developed materials	3
20	The developed materials contain opening activities, main activities, and closing activities	4
21	The materials contain vocabulary that is related to the topic of	4

	the unit	
	<b>Mean</b>	<b>3.5</b>

The mean presented in the table shows that in term of presentation appropriateness, unit 3 gets the score of 3.5. It can be categorized as Very Good since it is in the interval of  $3.50 \leq x \leq 4$ . The expert suggested adding an explanation about report texts since there is no explanation about text types yet.

### c). The Appropriateness of the Language

The third aspect concerns with the language appropriateness. This covers the language of materials instructions, texts, questions and explanations. The following table will discuss about the result of language appropriateness in unit 3.

Table 4.31 The Appropriateness of the Language of Unit 3

No	Items	Score
22	The language used are relevant to students' cognitive development	3
23	The language of instruction can be easily understood by the students	3
24	The materials are developed in a grammatical English	4
25	The spelling of the language of instruction are in accordance with spelling principle	4
26	The choice of words of the materials are in accordance with words choice principle	2
27	The developed materials in a unit are linked to materials in the next unit	4
	<b>Mean</b>	<b>3.5</b>

The mean score in term of language appropriateness in unit 3 is 3.5. Although the mean can be considered as Very Good, there are still several mistakes to revise, such as preposition, grammar in instructions, and spelling.

#### d) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout. Things to evaluate related to the appropriateness of layout includes the fonts used in the materials, the pictures, and the colours. Table 4.32 will illustrate the result of evaluation related the layout appropriateness in unit 3.

Table 4.32 The Appropriateness of the Layout Unit 3

No	Items	Score
1	The fonts used are not too various	3
2	The fonts used are not too big/too small	3
3	The colours of the materials are not disturbing the readers	2
4	The pictures are provided for aesthetic and functional purposes	3
	<b>Mean</b>	<b>2.75</b>

The layout appropriateness in unit 3 has a mean score 2.75 which is considered as Fair. The points that need to be revised are the colours used in the boxes and colours combination in the cover which are considered disturbing the readers.

## 2). The Review of Unit 3

It can be seen that unit 3 of the developed materials is categorized as Good as the mean of the four aspects is within the interval  $3.00 \leq x \leq 3.49$ . This result is taken from the mean value of 3.3. Aspects that need to revise are about the grammar, the content, and the layout.



The points that should be revised are quite the same as Unit 1. It is about the lack of grammar in instructions and some misspellings. In terms of layout, the colours combination between pink and blue is considered disturbing the readers, so it is better if the colour is more neutral. The size of fonts also should be considered to make the readers easy to read the texts. In terms of language appropriateness, there are some inappropriate prepositions in the instructions and regarding to the content, the language focus needs an explanation about report text to make the students understand the text type that they learn in unit 3.

### 3). The Revision of Unit 3

The revision of unit 3 is based on the evaluation from the expert. The revision covers four aspects; they are content appropriateness, presentation appropriateness, language appropriateness and layout appropriateness. The points to revise can be seen on the table below.

#### 4.33 The Revision of Unit 3

Parts of the Unit	Points to Revise	Revision
Task 1	No revision	
Task 2	Give a box to the text to make it clear and change the placement of the source link on the right corner of the text.	Give a box to the text and change the placement of the source link
Task 3	No revision	
Task 4	Change the colours of	Change the colours of

	the box since they are considered disturbing the readers.	the box so that they do not disturb the readers.
Task 5	Give a box to the text to make it clear and change the placement of the source link on the right corner of the text.	Give a box to the text and change the placement of the source link
Task 6	Inappropriate use of preposition  Recall the underlined sentences on the text....	Change the instruction into the correct one.  Recall the underlined sentences in the text....
Task 7	Give an example on the task	Give an example on number 1 and change the instruction.
Task 8	There is an incorrect spelling. Edmodo can be applied effectively in the classroom.	Change the spelling into the correct one. Edmodo can be applied effectively in the classroom.
Task 9	No revision	
Task 10	There is a grammatical error on the question number 4.  What kind of videos you can find on YouTube?	Change the sentence into the correct one.  What kind of videos can you find on YouTube?
Task 11	No revision	
Task 12	The word choice in the instruction is not appropriate. The word “within” should be changed to “in”	Change the instruction: Find the meanings of the terms below that you can find in YouTube text (task 9).
Task 13	No revision	
Task 14	The instruction	Make the instruction

	should be clearer  Study the following text and change the active verbs into the passive form.	clearer.  Study the following text and put the verbs in the brackets into the passive form.
Task 15	No revision	
Task 16	The word choice in the instruction is not appropriate. The word “within” should be changed to “in”	Change the instruction: Find the meanings of the terms below that you can find in the text entitled PayPal
Task 17	No revision	
Task 18	No revision	
Task 19	The text is should be based on the report texts instead of descriptive texts.  There should be an explanation about report text	Change the instruction of task 19  Give explanation about report texts
Task 20	No revision	
Glossary	Replace the words “Indonesian Meanings” to “Indonesian versions”	Replacing the words “Indonesian Meanings” to “Indonesian versions”

## B. Discussions

The materials in this research are in line with the theory of English for Specific Purposes (ESP) proposed by Hutchinson & Waters (1987). Based on the concept of ESP, the first step in developing materials is conducting needs analysis to find out students’ target needs and learning needs. The needs analysis was conducted by distributing questionnaires to 28 respondents on May 19th. The respondents are the students of Computer Engineering and Networking at SMKN 1 Pundong class X-A. Since the materials rely on ESP concept, the coverage of the

materials concerns with the specific topics related to the needs of students' study program. The decided topics are also in line with the result of needs analysis in which most of the students want English Reading materials that are contextualized to computer engineering and networking.

The developed materials consist of three units and each of them follows the standard competence on KTSP curriculum. Unit 1 was derived from standard of competence of 1.3. (Describing things, people, characteristic, time, days, months, year) which focuses on describing computer and peripheral products and their uses. The text type on unit 1 was descriptive text and the language focus is Simple Present Tense and the order of adjectives. Unit 2 was derived from standard of competence of 1.6. (Understanding memos and simple menus, itinerary, and traffic signs) which concerns with memos about computer shop and service centre and menus on computer maintenance and service. The grammar focus is about imperative verbs on memos and degrees of comparison on menus. Unit 3 was derived from standard of competence of 1.7 (Understanding foreign terms and sentences based on certain formulas). It focuses on web applications and the technical terms related to computer engineering and networking.

The unit organization is adapted from Nunan (2004) which covers sequencing, grading, and integrating units and tasks. The theory states that the easier topics should come first. It can be seen that since the target needs are students on grade X, the topics should be simple since they are still beginners so the topics also should be in line with their level of cognitive related to their major. The first topic is simply about describing about features of computer products and

peripherals that they are already familiar with then on the second topic it focuses on the memos and menus related to computer services, and the last unit concerns with the technical terms that they usually found in their study program. Each of the units consists of three parts: introduction (warm-up), main lesson (let's read) and reinforcement (let's review). Those parts are relevant with the steps proposed by Nunan (2004).

When the first draft of the materials is already finished, it was evaluated by the expert to know the quality of the materials. The evaluation is employed by distributing 31 questions based on BSNP. The questionnaire consists of four aspects to evaluate; they are content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. The expert gave feedbacks to the first draft that need to revise before getting the final draft of materials. The final score of the four aspects in the first draft is 3.33 which is in the range of  $3.00 \leq x \leq 3.49$ . It means that the developed materials entitled English Reading Materials for X year students of Computer Engineering and Networking Study Program is considered as appropriate with the predicate of "Good".

### **C. Limitation of the Products**

The product of this study has a limitation in which the developed materials only can be used in the schools which employ School-based Curriculum (KTSP) and cannot be implemented in the Curriculum 2013. The basic competence and the standard competence used are based on School-based Curriculum which are quite different from the standard competence used in Curriculum 2013.

The product is also limited in terms of the target needs. It is only effective to use for computer engineering and networking program grade X whose students are mostly at the beginner level. The input of the materials contains basic skills of English so it is only appropriate for the students with limited mastery of English and cannot be used for those with higher level of proficiency.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

The goals of this research study are to identify the target needs and the learning needs of the students grade X of Computer Engineering and Networking department at SMKN 1 Pundong and to develop appropriate English Reading learning materials for the students of the department. In this chapter, the conclusion of the research and the suggestions are presented.

#### **A. Conclusions**

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

Based on the research findings, the conclusions of the target needs can be drawn as follows.

- a. The main goal of the tenth grade students of Computer Engineering and Networking at SMKN 1 Pundong in learning English is to be able to communicate actively and fluently in English as well as to get success in the National Examination for English subject.
- b. Most of the students consider themselves at the level of beginner in terms of English proficiency. It means that their English is still limited and the language they can communicate is quite simple.
- c. Most of the students want to work after graduating from vocational high schools. The capability of communicating in English, especially speaking and reading, are believed can support their career in the working field.

## **2. Learning Needs**

The learning needs of the students can be grouped into some components. The first one is the input used in the developed materials. The students think that the effective length of the texts is no more than 350 words. They also state that they need vocabulary related to the discussed topics in each of the units. In terms of types of activities, most of students agree that they prefer to do the tasks by doing comprehensive tasks based on the provided texts. The students also want to get exposure in terms of grammar by doing grammar exercises and they want to do the tasks individually and in pairs. Regarding to learners' roles, the students prefer to be involved and become active participants in the learning and teaching process while in terms of teachers' role, the learners prefer the teacher to give explanation first about the materials before asking them to do the tasks. Teachers are also expected to guide the students to comprehend the texts and to introduce new vocabulary.

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

Based on the expert judgement, the materials developed in this study are considered to be appropriate. The final draft of the materials consists of three units which contain tasks in the range of 21-22. Unit 1 and unit 3 have 22 tasks while unit 2 consists of 21 tasks. The topics are around computer engineering and networking and students' daily life. The materials are considered appropriate by the expert with some of characteristics. The following explanation describes the



characteristics of reading learning materials for the students of Computer Engineering and Networking.

Firstly, the unit title of the materials should cover the idea of the topic being discussed. The fonts and the colours used in the unit title should be clear and be able to attract the readers. The unit title then should be followed by a short and brief explanation that can give the students a view about the topic and what they are going to do in the unit.

The following part after the unit title is the warm-up tasks which aims the students to recall their knowledge related to the topic in the unit. It is better to provide this part with the availability of pictures and vocabulary to stimulate students' interest.

The next section is the main lesson which focuses on the reading activities. This covers the reading part called Let's Read where the students can find several texts to read as the input of reading. There is also grammar focus in which the students can get clear description about grammar and texts structure related to the reading input. The comprehensive tasks, grammar tasks and vocabulary tasks are also included to support the students' understanding in relation to reading skills. After the students get sufficient reading inputs as the receptive skills, they are challenged to do productive skills by writing their own texts. To help them in producing the texts, some pictures and guides are provided before they produce the texts freely.

The last phase in the designed unit is reinforcement which deals with some parts: homework, review, glossary and reflection. Homework offers the students to

have more exposure related to the content of the unit by doing it at home. Review gives the students a summary of the unit, especially the grammar focus and the text types they learn in the unit. Then on the glossary part, the students can find a list of vocabulary that can enhance their vocabulary mastery particularly related to computer engineering and networking terms. The last part of the unit is reflection. This part is as important as the other parts since the students need to check their own comprehension of the whole materials they learn in the unit. The students simply need to answer the provided items with by giving ticks for one of the four options: strongly agree, agree, disagree, or strongly disagree.

## **B. Suggestions**

This research's product aims to design English learning materials for grade ten students of Computer Engineering and Networking program at SMKN 1 Pundong. In addition, there are some suggestions for some parties in relation to the English materials.

### **1. Vocational Schools Students**

The tenth grade students of Computer Engineering and Networking program should create communicative circumstance in the English classroom by being involved actively in the English activities. The designed materials will not work well if the students do not participate actively in the teaching and learning process. They also need to do the tasks earnestly to improve their own English skills.

### **2. English Teachers at Vocational High Schools**

English teachers are one of the important points to make the teaching and learning process become successful. To achieve the goal of study, the teachers should understand well the students' needs in learning English. The researcher suggests the teachers to add more sources related to the students' major if the English materials they use are not appropriate enough. It is even possible for the teachers to develop the appropriate materials by conducting observation and needs analysis. The teachers can coordinate with other teachers to create their own products and the results can be implemented to the students to know whether the materials can improve students' skills or not. If the materials can support students' needs, they can make further development of the materials.

### 3. Other Materials Developers

To other materials developers, they can develop English materials for computer engineering and networking program for other skills, such as writing, speaking, listening or materials with integrated four skills. It is also suggested for other developers to emphasize the needs of the learners since the essential point in developing materials for vocational high school students is laid to the relevant content to their study. It is important to understand the needs of the students and consider the real context of their field so that the products will be useful for their future carrier.

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Instrumen Penilaian Buku SMK. (PUSBUK)

Standar Isi Permendiknas, 2006.

# APPENDIX A

## The Needs Analysis Instrument



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

---

Kepada:

Yth. Siswa-siswi Kelas X-A Jurusan Teknik Komputer dan Jaringan

SMKN 1 Pundong

Di tempat

Saya adalah Erna Dwi Jayanti, mahasiswa program sarjana jurusan Pendidikan Bahasa Inggris UNY yang sedang mengadakan penelitian untuk menyelesaikan tugas akhir skripsi. Penelitian saya berkaitan dengan pengembangan materi ajar Bahasa Inggris untuk SMK jurusan TKJ kelas X.

Sehubungan dengan hal tersebut, saya mohon pada Anda untuk meluangkan waktu mengisi angket yang saya sebarkan sesuai dengan kenyataan yang sebenarnya. Jawaban yang Anda berikan akan dijamin kerahasiaannya dan tidak akan mempengaruhi nilai mata pelajaran Bahasa Inggris Anda.

Atas kesediaan dan bantuan Anda untuk mengisi angket ini, saya mengucapkan terima kasih.

Peneliti,

Erna Dwi Jayanti

NIM. 11202241058

## ANGKET DATA PENELITIAN

Pilihlah jawaban dengan member tanda silang (X) pada jawaban yang adik-adik pilih. Apabila adik-adik memiliki jawaban yang tidak terdapat dari pilihan yang telah disediakan, adik-adik diperkenankan untuk menulis jawaban sendiri pada titik-titik yang disediakan.

### a. Data Pribadi Siswa

Isilah data diri adik-adik sesuai dengan format berikut ini.

Nama : .....  
 Umur : .....tahun  
 JenisKelamin : .....  
 Alamat : .....

### b. Kebutuhan Belajar Siswa

1. Tujuan saya belajar Bahasa Inggris adalah agar..... (*Boleh menjawab lebih dari satu*)
  - a. sukses menempuh ujian nasional.
  - b. dapat menunjang kualifikasi saat melamar pekerjaan.
  - c. mampu berkomunikasi dalam bahasa inggris dengan efektif dan lancar.
  - d. dapat menunjang karir setelah lulus dari smk.
  - e. dapat menunjang pendidikan saat ini.
  - f. memiliki bekal bahasa inggris untuk melanjutkan studi ke perguruan tinggi.
  - g. lainnya (tuliskan)....
2. Saat lulus nanti, saya menggunakan Bahasa Inggris dalam dunia kerja untuk... (*Boleh menjawab lebih dari satu*)
  - a. berkomunikasi aktif secara lisan dan tertulis.
  - b. membaca artikel/buku tentang perkembangan teknologi komputer dan jaringan.
  - c. memahami instruksi dalam istilah komputer.
  - d. memahami manual.
  - e. lainnya.....
3. Menurut saya, pembelajaran *Reading* (membaca) menggunakan teks yang berhubungan dengan jurusan Teknik Komputer dan Jaringan....
  - a. sangat penting.
  - b. penting.
  - c. kurang penting.
  - d. tidak penting.



4. Jenis *skills* (keterampilan) dan pengetahuan Bahasa Inggris yang akan sering saya gunakan saat bekerja nanti adalah.... (*Boleh menjawab lebih dari satu*)
  - a. *Listening* (mendengarkan).
  - b. *Speaking* (berbicara).
  - c. *Reading* (membaca).
  - d. *Writing* (menulis).
  - e. *Vocabulary* (kosa kata).
  - f. *Grammar* (tatabahasa).
5. Kemampuan Bahasa Inggris saya saat ini berada pada level....
  - a. pemula (*beginner*): menggunakan Bahasa Inggris sehari-hari dengan sangat sederhana.
  - b. pertengahan (*intermediate*): menggunakan Bahasa Inggris sesuai dengan situasi yang ada walau belum terlalu lancar.
  - c. mahir (*advanced*): mampu menggunakan Bahasa Inggris dengan lancar dan akurat dalam situasi apapun.
6. Dalam pembelajaran *Reading* (membaca) saya merasa kesulitan jika.... (*Boleh menjawab lebih dari satu*)
  - a. memahami kosa kata dalam teks.
  - b. menemukan ide pokok suatu paragraf.
  - c. memahami keseluruhan isi teks.
  - d. memahami istilah khusus.
  - e. menemukan informasi khusus dalam teks.
  - f. lainnya (tuliskan)....
7. Topik input pembelajaran Bahasa Inggris yang saya inginkan adalah.... (*Boleh menjawab lebih dari satu*)
  - a. topik yang berkaitan dengan komputer.
  - b. topik yang berhubungan dengan jaringan dan internet.
  - c. topik yang berkaitan dengan keseharian.
  - d. topik yang berhubungan dengan lingkungan sekolah.
  - e. lainnya ....
8. Saya menginginkan pembelajaran *Reading* yang dapat membuat saya....(*Boleh menjawab lebih dari satu*)
  - a. menambah kosa kata baru.
  - b. meningkatkan kemampuan memahami sebuah teks.
  - c. menguasai *grammar* dan *structure* (struktur dan tatabahasa) dengan baik.
  - d. menemukan informasi tertentu dengan cepat.
  - e. lainnya (tuliskan)....

9. Dalam pembelajaran Bahasa Inggris sebaiknya panjang teks yang digunakan dalam aktifitas *Reading* (membaca) adalah....
  - a. <250 kata (1/4 halaman).
  - b. 251- 350 kata (1/2 halaman).
  - c. 351 – 450 kata (3/4 halaman).
  - d. > 450 kata (satu halaman).
  
10. Input *Reading* yang saya sukai adalah ....(*Boleh menjawab lebih dari satu*)
  - a. teks bacaan sederhana
  - b. teks yang bersifat otentik, yang dengan mudah dapat dijumpai dalam keseharian (misalnya: brosur, iklan, jadwal, memo, dll)
  - c. teks bacaan yang disertai kosakata yang berkaitan dengan teks yang akan disimak
  - d. teks yang dilengkapi dengan gambar
  - e. teks yang menggambarkan konteks kehidupan sehari-hari yang disesuaikan dengan kebutuhan siswa program keahlian Teknik Komputer dan Jaringan
  - f. lainnya.....
  
11. Menurut saya, gambar yang disediakan dalam materi Bahasa Inggris.....
  - a. sangat membantu.
  - b. membantu.
  - c. kurang membantu.
  - d. tidak membantu.
  
12. Aktivitas yang saya inginkan agar dapat membantu dalam belajar *Reading* adalah...(Boleh menjawab lebih dari satu)
  - a. membaca nyaring dengan pengucapan dan intonasi yang benar.
  - b. membaca teks kemudian menjawab pertanyaan.
  - c. membaca dan mengurutkan kalimat menjadi paragraf utuh atau paragraf menjadi teks utuh.
  - d. mengartikan setiap kalimat dalam bacaan ke dalam Bahasa Indonesia.
  - e. berdiskusi tentang isi teks secara berpasangan/kelompok.
  - f. menganalisis arti kosa kata tertentu dan penggunaannya berdasarkan konteks yang dibaca.
  - g. lainnya ...
  
13. Jenis kegiatan pembelajaran tata bahasa (*grammar/structure*) yang saya inginkan...(Boleh menjawab lebih dari satu)
  - a. menghafalkan rumus/ formula tatabahasa.
  - b. mengerjakan latihan soal tentang tatabahasa.
  - c. mengidentifikasi struktur kalimat.
  - d. memperbaiki struktur kalimat yang salah.
  - e. lainnya (tuliskan)...

14. Aktivitas yang saya inginkan agar dapat membantu saya dalam belajar kosa kata adalah....(*Boleh menjawab lebih dari satu*)
- menjodohkan kata-kata Bahasa Inggris yang berkaitan dengan program keahlian dengan artinya.
  - mengartikan kata-kata Bahasa Inggris yang ada didalam teks tanpa disediakan maknanya.
  - melengkapi kalimat atau paragraf dengan kata-kata sendiri berdasarkan pengetahuan yang telah dimiliki.
  - mengidentifikasi kelompok kata dalam teks.
  - lainnya (tuliskan)....
15. Dalam proses pembelajaran *Reading* (membaca), sebaiknya tugas yang diberikan dikerjakan secara....
- individu.
  - berpasangan (2 orang).
  - grup kecil.
  - grup besar.
16. Jumlah *tasks* (tugas) yang efektif menurut saya dalam satu unit materi adalah....
- 10 - 12 tugas (*tasks*).
  - 12 – 15.
  - lebih dari 15.
  - lainnya ....
17. Pada saat diberikan *tasks* (tugas), saya lebih suka mengerjakannya di ...
- ruang kelas.
  - luar kelas (perpustakaan, taman, dll).
  - rumah.
  - lainnya ....
18. Saat pembelajaran *Reading* (membaca) guru sebaiknya.... (*Boleh menjawab lebih dari satu*)
- menuntun siswa dalam memahami isi teks.
  - memperkenalkan kosa kata baru dalam teks.
  - member kesempatan siswa untuk berdiskusi
  - memotivasi siswa pada saat mengerjakan *tasks*.
  - memberi saran/masukan pada siswa yang membuat kesalahan dalam mengerjakan *tasks*.
  - memberi contoh/penjelasan terlebih dahulu tentang cara mengerjakan *tasks*, kemudian meminta siswa mengerjakannya.
  - memberi tahu jawaban dengan spontan untuk pertanyaan/tugas yang sulit.
  - mengajar dengan komunikatif.
  - memonitor perkembangan penguasaan bahasa inggris siswa.
  - lainnya ....

19. Saat pembelajaran *Reading*, siswa sebaiknya...(Boleh menjawab lebih dari satu)
- a. berpartisipasi secara aktif dalam berinteraksi dengan guru maupun teman.
  - b. mendengarkan penjelasan dan menulis catatan di buku.
  - c. mengerjakan soal secara mandiri.
  - d. berpartisipasi secara pasif (siswa kurang memberi respon kepada penjelasan guru).
  - e. lainnya ....

# APPENDIX B

## The Needs Analysis Data

### NEEDS ANALYSIS DATA

Aspects	Questions/ Statements	Items to answer	N	F	Percentage
Goal	My main goal in studying English is...	a. to get successfulness in passing English national examination (UN)	80	20	25%
		b. to get equipped qualification in applying job	80	12	15%
		c. to be able to communicate in English effectively and fluently	80	20	25%
		d. to get carrier after graduating from vocational school	80	10	12,5%
		e. to get equipped with recent education	80	5	6,25%
		f. to get equipped with sufficient English ability to continue studying in college	80	13	16,25%
		g. etc.	0	0	0%
Target Needs					
Necessities	When I graduate from vocational school, I use English in the working field to....	a. communicate in written and oral form actively	58	20	34,5%
		b. read article/books related to the development of computer and	58	13	22,4%

		networking technology			
		c. understand instructions and computer terms	<b>58</b>	<b>23</b>	<b>39,7%</b>
		d. understand manual	58	2	3,5%
	I think the use of texts related to computer and networking in teaching and learning Reading skills is....	a. very important	<b>28</b>	<b>22</b>	<b>78,6%</b>
		b. important	28	6	21,4%
		c. quite important	28	0	0
		d. not important	28	0	0
	Skills and knowledge that I will occasionally use in the working field is/are....	a. listening	68	12	19,4%
		b. speaking	68	<b>22</b>	<b>35,5 %</b>
		c. reading	68	<b>16</b>	<b>25,8%</b>
		d. writing	68	12	19,4
		e. vocabulary	68	3	4,8
		f. grammar	68	3	4,8
<b>Lacks</b>	My current English proficiency is at....	a. beginner	<b>29</b>	<b>20</b>	<b>69%</b>
		b. intermediate	29	9	31%
		c. advanced			
	In Reading skills, I find difficulties in....	a. understanding vocabulary in a text	<b>43</b>	<b>10</b>	<b>23,3%</b>
		b. finding main idea in a paragraph	43	7	16,3%
		c. comprehending the content of whole text	<b>43</b>	<b>10</b>	<b>23,3%</b>

		d. understanding technical terms	<b>43</b>	<b>20</b>	<b>46,5%</b>
		e. finding specific information in a text	43	6	14%
<b>Wants</b>	The topics for the input in English teaching and learning that I want is....	a. topics related to computer	<b>62</b>	<b>18</b>	<b>29%</b>
		b. topics related to networking and internet	<b>62</b>	<b>21</b>	<b>33,9%</b>
		c. topics related to daily life	<b>62</b>	<b>20</b>	<b>32,3%</b>
		d. topics related to school life	62	3	4,8%
	I want the teaching and learning process of Reading that can make me be able to...	a. Mastering vocabulary	<b>67</b>	<b>20</b>	<b>29,9%</b>
		b. comprehend texts	<b>67</b>	<b>22</b>	<b>32,8%</b>
		c. mastering grammar and structure	67	14	20,9%
		d. finding specific information in a text accurately	67	10	14,9%
		e. etc	67	1	1,4%



<b>Learning Needs</b>					
<b>Input</b>	When I learn reading I suppose to have the text with the length of...	a. <250 words	27	11	40,7%
		b. 251- 350 words	<b>27</b>	<b>15</b>	<b>55,6%</b>
		c. 351 – 450 words	27	0	0
		d. > 450 kata words	27	1	3,7%
	When I learn reading I want to have....	a. simple texts	66	12	18,2%
		b. authentic texts (e.g: brochure, schedule, memo, menu, etc)	<b>66</b>	<b>19</b>	<b>28,8%</b>
		d. texts equipped with vocabulary related to the texts.	66	3	4,5%
		e. texts equipped with pictures	<b>66</b>	<b>19</b>	<b>28,8%</b>
		f. texts which are relevant to the needs of computer and networking program students	66	13	19,7%
	I think pictures which are provided in English materials is....	a. very helpful	28	<b>20</b>	<b>71,4%</b>
		b. helpful	28	8	28,6%

		c. not really helpful	28	0	0
		d. not helpful	28	0	0
<b>Procedures</b>	When I am learning reading I want to have....	a. Reading aloud with the correct pronunciation and intonation	63	9	14,2%
		b. Reading texts and answering the questions	63	9	14,2%
		c. Reading and sequencing sentences into a full paragraph	63	4	6,3%
		d. Analyzing meanings of sentences in a text into Indonesian	63	<b>19</b>	<b>30,1%</b>
		e. Discussing the content of texts in pair/group	63	6	9,5%
		f. Analyzing the meaning of particular vocabulary and the use of it based on the context in the text	63	15	23,8%
		g. Etc	63	1	1,5%
	Type of activity that I want in learning grammar is....	a. remembering the formula of grammar/structure	50	11	22%
		b. doing tasks about grammar	50	<b>15</b>	<b>30%</b>

		c. identifying sentence structure	50	14	28%
		d. editing wrong sentence structure	50	10	20%
	Type of activity that I want in learning vocabulary is....	a. matching words and its context	46	<b>16</b>	<b>34,8%</b>
		b. translating words	46	9	19,6%
		c. completing sentences or paragraph with provided words	46	11	23,9%
		d. identifying part of speech in the texts	46	10	21,7%
<b>Settings</b>	When I learn reading, the tasks given by the teachers are better to do ....	a. individually	28	<b>14</b>	<b>50,0</b>
		b. in pairs	28	<b>10</b>	<b>35,7</b>
		c. in a small group	28	3	10,7
		d. in a big group	28	1	3,6
	I think numbers of efective tasks in a unit are....	a. 10 - 12 ( <i>tasks</i> ).	28	<b>19</b>	<b>67,5%</b>
		b. 12-15	28	5	17,8%
		c. More than 15	28	0	0
		d. etc	28	4	14,2%
	When the teacher gives tasks, I would	a. classroom	30	<b>15</b>	<b>50,0</b>
		b. outside classroom (library, park, etc)	30	7	23,3

	prefer to do them in the....				
		c. house	30	8	26.7%
<b>Teachers' role</b>	When I learn reading, it is better if the teachers....	a. guide the students to comprehend the texts	<b>92</b>	<b>16</b>	<b>17.4%</b>
		b. introduce new vocabulary in the texts	<b>92</b>	<b>14</b>	<b>15.2%</b>
		c. give the students a chance to discuss with friends	92	7	7.6%
		d. motivate the students when doing tasks	92	4	4.3%
		e. give feedbacks to students who make mistakes in doing tasks	92	9	9.8%
		f. give examples or explanation first about how to do the tasks then ask students to do them	<b>92</b>	<b>22</b>	24%
		g. tell directly the answer of difficult tasks or questions	92	4	4.3%
		h. teach the students communicatively	92	9	9.8%
		i. Monitor the students' mastery of English	92	7	7.6%
		j. etc.	92	0	0
<b>Students' role</b>	When I learn reading, it is better if the students....	a. actively participate in a classroom discussion and share their opinion with all classmates and the teacher	61	<b>25</b>	<b>41%</b>
		b. listen to the teachers' explanation,	61	22	36,1%

		then write it on the note book			
		c. doing the tasks independently	61	13	21,3%
		d. learning passively	61	1	1,6%

# APPENDIX C

## Course Grid

## COURSE GRID

School : SMK N 1 Pundong

Subject: English

Grade : X

Study Program: Computer Engineering and Networking

Standard of Competence:

Communicating in English at Novice Level

Basic Competence:

1.3 Describing things, people, characteristics, time, days, months, and year.

1.6. Understanding memos and simple menus, itinerary, and traffic signs.

1.7 Understanding foreign terms and sentences based on certain formulas.

Units	Topics	Unit Title	Indicators	Input Text	Language Focus		Procedure
					Grammar	Vocabulary	
<b>Unit 1</b>	Describing features and characteristics of products	Well-performed and affordable netbooks	By the end of the lesson, students will be able to: - Identify adjectives - Comprehend descriptive texts (related to computer and networking) - master vocabulary related to computer and networking - Describe something in	Reading -text about computer specification (laptop)  -text about specification in networking (modem)  -pictures	-Simple present tense -adjectives (quality, size, shape, colour)  - adjectives in series	Adjectives which are commonly used to describe products e.g -thin -expensive -powerful -white, black -fast	Lead in -Build context through pictures and questions  Let's Read -Identify appropriate adjectives based on the provided picture  -Read a text, identify adjectives in the text, and find the meaning of the adjectives  -Grammar focus  -Read a text, do the comprehension task.

			written form				<ul style="list-style-type: none"> <li>-Match pictures with appropriate words</li> <li>-Do grammar focus tasks</li> <li>-Explanation about descriptive texts</li> <li>-Identify structure of descriptive texts</li> <li>-Write a simple descriptive text based on the provided pictures</li> <li>-Homework</li> </ul>
<b>Unit 2</b>	Memo and menu	To: Purchasing Manager Elsa Computer	By the end of the lesson, students will be able to: -identify memos -identify menu related to computing -write a simple memo based on the given	Reading Texts -informal dan formal memo -menu in computing	- Comparison of degree - Imperative verbs	Imperative verbs: -make -update -prepare  Vocabulary related to menu in computing: -data backup -virus	Lead in -discuss provided pictures about memos  Let's Read -Read an informal memo and do comprehension task  -read a formal memo and do



			situation			removal -repair	<p>comprehension task</p> <ul style="list-style-type: none"> <li>-compare formal and informal memos</li> <li>- read a text and do True False task</li> <li>-explanation about memos</li> <li>-grammar focus</li> <li>-read a memo and find the imperative verbs</li> <li>-find the meaning of the imperative verbs</li> <li>-completing a simple memo based on the provided situation</li> <li>-read a menu in computer service</li> <li>-do comprehension task</li> <li>-find the meaning of vocabulary</li> </ul>
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							-grammar focus (degree of comparison)  -grammar focus task (degree of comparison)  - Homework
<b>Unit 3</b>	Foreign terms	Web application is a website concerning to users interaction	By the end of the lesson, students will be able to: -knowing terms related to computer and networking -understanding passive voice pattern	Reading texts about web applications -amazon -edmodo -youtube -paypal	Grammar focus: -active and passive voice	Technical terms related to computer and networking -user -e-learning -social network -update	Lead in -match pictures related to applications  Let's Read -read a text, and do comprehension exercise  -Do True/False task  -find the meaning of the words  -read a text, and do comprehension exercise  -find the meaning of the words

							<ul style="list-style-type: none"><li>-fill the blanks with appropriate wrds</li><li>-grammar focus (passive voice)</li><li>-read a text and do comprehension task</li><li>- find passive voice pattern in sentences</li><li>-break down passive sentences</li><li>-change active sentences into passive sentences</li><li>-completing sentences with provided words</li><li>-arrange jumbled sentences which contain passive voice in it</li><li>-make a simple paragraph containing</li></ul>
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							passive voice based on the pictures  -homework
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# APPENDIX D

The Description of the Tasks

## The Description of the Tasks

**Table 4.19 Tasks Description of Unit 1**

<b>Unit 1</b> <b>Well-performed and affordable notebooks</b>  <b>Description</b> This unit is designed to encourage the students learning about describing something, especially computer and peripherals by using adjectives and Simple Present Tense. The topic is chosen since it will be useful for the computer engineering and networking students to understand how to describe something by using technical terms to describe specification of different computer and peripherals. The topic also aims the students to get reinforcement about the knowledge about their major.	
<b>A. Lead-in</b>	
Task 1	<b>Instruction:</b> Study the pictures below. Match the pictures with appropriate words provided on the box. You can choose more than one words to describe the pictures.  <b>Description:</b> Task 1 leads the students to recall their prior background knowledge related to adjectives. By matching pictures with the correct words, they are expected to have a clear idea about what they are going to learn in the unit 1.
<b>B. Main Lesson</b>	
Task 2	<b>Instruction:</b> Study the picture below. Individually, circle the adjectives that describe the iMac computer below. You may choose more than one adjectives.  <b>Description:</b> This task aims the students to have clearer concept about describing computer in terms of the appearance and the performance. The provided picture gives clues about the proper adjectives that could describe the product.
Task 3	<b>Instruction:</b> Read the following text. In pairs, underline the adjectives that you find in the text.  <b>Description:</b> In this task, the students will read a text about a computer

	<p>peripheral that they are familiar with (broadband modem). This text is the example of descriptive text. They are encouraged to underline the adjectives in the text and to understand how to describe something about computer and peripherals.</p>
Task 4	<p><b>Instruction:</b> Write down the adjectives that you found in the text and find the meaning of the new words. You may open your dictionary.</p> <p><b>Description:</b> By doing this task, the students could master some new words and the version in Indonesian based on the words they already found on the previous task. They are allowed to open dictionary to find the Indonesian meanings.</p>
Task 5	<p><b>Instruction:</b> Read again the text E5372 Huawei Mobile Broadband. In pairs, answer the comprehension questions below.</p> <p><b>Description:</b> This task allows the students to comprehend the text on the task 3 by answering some questions.</p>
Task 6	<p><b>Instruction:</b> Study the following words. These are categories of adjectives that you will learn in this chapter.</p> <p><b>Description:</b> In this task, the students learn about some kinds of adjectives that will appear frequently in the unit 1. This will give them a clear idea that adjectives can be categorized into different kinds and they also will learn the examples for each of the categories.</p>
Task 7	<p><b>Instruction:</b> Find ten adjectives in the puzzle below. The words may go vertically or horizontally.</p> <p><b>Description:</b> In this task, the students are challenged to find adjectives in the puzzle. They are expected to be familiar with the new vocabulary.</p>
Task 8	<p><b>Instruction:</b> Find the meaning of the words that you already find on the box, and then categorize them.</p> <p><b>Description:</b> After finding the adjectives in the puzzle, the students are encouraged to categorize them based on the categories they have learned before.</p>
Task 9	<p><b>Instruction:</b></p>

	<p>Read the explanation below carefully</p> <p><b>Description:</b> In this part, the students learn about how to construct proper adjectives in series along with the examples.</p>
Task 10	<p><b>Instruction:</b> Study these following words to help you understand the next passage.</p> <p><b>Description:</b> This task allows the students to enrich new vocabulary that they will find on the next passage.</p>
Task 11	<p><b>Instruction:</b> Read the following text. In pairs, underline the adjectives that you find in the text then answer the questions that follow.</p> <p><b>Description:</b> To make the understanding about adjectives keep in students' mind, this task allows the students to find adjectives in the text. This task encourages the students to check their comprehension about the text they read.</p>
Task 12	<p><b>Instruction:</b> Study the pictures below. Match the pictures with appropriate descriptions provided on the box.</p> <p><b>Description:</b> By providing pictures, students are expected to get reinforcement about the pattern of adjectives in series and good structure of sentences</p>
Task 13	<p><b>Instruction:</b> Read the explanation below carefully.</p> <p><b>Description:</b> In this part, students will learn about the explanation of descriptive text, including the definition, the social function and the structure.</p>
Task 14	<p><b>Instruction:</b> Read the following descriptions on the table. In pairs, determine the identification and the description part of the descriptive text. Number one has been done for you as an example.</p> <p><b>Description:</b> In this task, the students are asked to determine the structure of descriptive text, whether the paragraph includes in general description or identification. It is the follow up task after the</p>



	students learn about the theory about descriptive text.
Task 15	<p><b>Instruction:</b> Read the following text. Individually, underline verbs that indicate Simple Present Tense in the text. Then answer the questions that follow.</p> <p><b>Description:</b> After learning about the concept of descriptive text, the students learn about Simple Present Tense along with the explanation about the use, the pattern, and the examples. This expects the students to get a concept how to use Simple Present Tense in a descriptive text.</p>
Task 16	<p><b>Instruction:</b> Read the following sentences on the table and decide whether the sentences are grammatically true or false by writing T for True and F for False. If the sentences are false, make the correction on the table.</p> <p><b>Description:</b> This task is the follow up task after the students learn Simple Present Tense. The students are encouraged find the grammatical errors of the provided sentences.</p>
Task 17	<p><b>Instruction:</b> Complete the blank spaces on the text with the correct words provided in the box.</p> <p><b>Description:</b> In this task, the students are given a chance to complete a text with the provided words. The words include Simple present tense verbs, adjectives, and nouns related to computer and networking.</p>
Task 18	<p><b>Instruction:</b> Choose one of the pictures below. In pairs, make a simple descriptive text about the product. You can use the provided information to help you develop your idea.</p> <p><b>Description:</b> Students are asked to produce a simple descriptive text based on the provided pictures and information. The use of pictures and information is to develop their ideas and help them in writing the text.</p>
Task 19	<p><b>Instruction:</b> Pick one of the computer products or peripherals around you. It can be laptop, notebook, PC, printer, tablet, wi-fi modem, etc. Make a descriptive text about the product.</p> <p><b>Description:</b></p>

	Students are given homework to write a simple descriptive text about things around them. This task is given to enable students to use proper adjectives and employ Simple Present Tense in the descriptive text that they learn through unit 1.
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Table 4.20 Tasks Description of Unit 2

<b>Unit 1</b> <b>To: Purchasing Manager of Elsa Computer</b>  <b>Description</b> This unit is designed to encourage the students learning about kinds of text they often find related to their future job: memos and menus in computer engineering and networking field and the terms related to them. The grammar focus is imperative verbs in memos and degrees of comparison in menus. The topic is chosen since it will be useful for the students to understand memos and menus focus on computer engineering and networking field that are quite different from the general ones.	
<b>A. Lead-in</b>	
Task 1	<b>Instruction:</b> Look at the picture below and answer the questions  <b>Description:</b> In this task, the students are asked to answer questions related to their experience related to memos, whether they have ever sent or received memos. This task aims the students to have an image about what they are going to learn in unit 2.
<b>A. Main Lesson</b>	
Task 2	<b>Instruction:</b> Study the following memo and answer the questions that follow.  <b>Description:</b> In this task, the students will read a simple memo related to daily life as computer engineering and networking students. This memo is the example of informal memo.
Task 3	<b>Instruction:</b> Study the memo below and compare to the previous memo.  <b>Description:</b> In this task, the students will read a simple memo related to computer and engineering in the working field. This memo is the example of formal memo.

Task 4	<p><b>Instruction:</b> Write down your answers about the differences between memo 1 and memo 2 on the table below.</p> <p><b>Description:</b> After reading two examples of memos, the students are asked to compare the differences between the two memos. This expects the students to differentiate two different kinds of memos that they often find in the real life.</p>
Task 5	<p><b>Instruction:</b> Read memo 2 written by Mr.Santosa again. Individually, answer the comprehension task below.</p> <p><b>Description:</b> The students are asked to reread the memo on task 3 and answer the questions to check their understanding about the content of the memo.</p>
Task 6	<p><b>Instruction:</b> Read the following memo. Then, determine whether the statements are True or False.</p> <p><b>Description:</b> The students study a memo and they have to determine whether the statements are true or false based on the memo they have read. This task encourages the students to comprehend the content of a memo.</p>
Task 7	<p><b>Instruction:</b> Read the explanation below carefully.</p> <p><b>Description:</b> In this task, the students will be given a clear explanation about memos. It includes the definition, the social function, and the organization of memos.</p>
Task 8	<p><b>Instruction:</b> Read the explanation carefully.</p> <p><b>Description:</b> In this task, the students will learn grammar focus about imperative verbs since this kind of verbs is usually found in memos. The explanation includes the use of imperative verbs and the formula to form imperative verbs in sentences.</p>
Task 9	<p><b>Instruction:</b> Rearrange the following sentences into a correct order and determine the imperative verbs. Number one has been done for you as the example.</p> <p><b>Description:</b></p>

	<p>This task is the following up after the students learn imperative verbs. There are jumbled words and the students should rearrange them into a correct order that contain imperative verbs.</p>
<b>Task 10</b>	<p><b>Instruction:</b> Write down the imperative verbs that you have already found on the previous task (Task 9) and find the meaning of the verbs. You may check on your dictionary. Number 1 has been done for you as an example.</p> <p><b>Description:</b> After completing the previous task, the students then are asked to write down the imperative verbs that they found and find the meanings in Indonesian. The students are allowed to check the dictionary to check the Indonesian version.</p>
<b>Task 11</b>	<p><b>Instruction:</b> Study the memo below. In pairs, fill in the blank based on the provided sentences.</p> <p><b>Description:</b> The students are asked to complete with the provided sentences. This task aims the students to have a better understanding about memos' parts organization.</p>
<b>Task 12</b>	<p><b>Instruction:</b> Individually, make a simple memo based on the provided situation.</p> <p><b>Description:</b> In this task, the students are encouraged to produce a simple memos based on the situation that will guide them in making the memo.</p>
<b>Task 13</b>	<p><b>Instruction:</b> Read the following menu you can find on computer service website. Then answer the questions that follow.</p> <p><b>Description:</b> In this task, the students will find an example of menus related to computer engineering and networkingservice. The terms used in the menu is contextualized with computer engineering and networkingprogram.</p>
<b>Task 14</b>	<p><b>Instruction:</b> Study the following vocabulary and find the meanings on your dictionary</p> <p><b>Description:</b> The students are asked to find the meanings of some vocabulary related to the previous task. This task aims the students to get more vocabulary related to their major.</p>

<b>Task 15</b>	<p><b>Instruction:</b> Read the explanation below carefully.</p> <p><b>Description:</b> The students will read the explanation about menus, such as the definition and the use.</p>
<b>Task 16</b>	<p><b>Instruction:</b> Read the explanation below carefully</p> <p><b>Description:</b> This task is the grammar focus in unit 2 that discusses degrees of comparison. In this task, there is an explanation about degrees of comparison that can be used to compare the options available in menus.</p>
<b>Task 17</b>	<p><b>Instruction:</b> Complete the table with appropriate comparison of degree</p> <p><b>Description:</b> After learning about degrees of comparison, the students are asked to find comparative and superlative forms of some certain words.</p>
<b>Task 18</b>	<p><b>Instruction:</b> Study the following menu. Then answer the questions about degree of comparison based on the provided information on the menu.</p> <p><b>Description:</b> The students are provided with an example of menu. They have to study the menu first before answering the questions about degrees of comparison. This task aims the students to get a clearer concept about the use of degree comparison in understanding menus.</p>
<b>Task 19</b>	<p><b>Instruction:</b> Read the menu again and answer the comprehension task below by determining True or False.</p> <p><b>Description:</b> The students are asked to reread the previous menu on task 18 and they have to answer the true false task based on the information in the menu.</p>
<b>Task 20</b>	<p><b>Instruction:</b> Find a memo you may get from internet. Identify the structure of the memo (heading, identity, body) Find a menu about computing you may get from internet. Then make a list of the words that you do not know the meaning.</p> <p><b>Description:</b> The task requires the students to find an example of memo in</p>

	<p>internet and they have to find the structure of the memo.</p> <p>The students are asked to find an example of menus in internet and they have to make a list of words that they think are difficult.</p>
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#### 4.21 Tasks Description of Unit 3

<b>Unit 3</b> <b>Web Applications are Websites Concerning with Users Interaction</b>	
<p>Unit 3 leads the students to understand foreign terms related to computer and networking. Web application is chosen as the topic since the development of networking recently has been growing rapidly and the students need to know the recent issues in the internet. The grammar focus concerns with passive voice.</p>	
Task 1	<p><b>Instruction:</b> Look at the pictures below and match with the appropriate words.</p> <p><b>Description:</b> There are some provided pictures and the students are asked to match the pictures with provided terms related to web applications. This warming up task expects the students will have a rough description about what they are going to learn in unit 3.</p>
Task 2	<p><b>Instruction:</b> Read the following passage. In pairs, answer the following questions.</p> <p><b>Description:</b> In this task, the students will find a text about web application, amazon.com. This text will lead the students to comprehend the content of the text.</p>
Task 3	<p><b>Instruction:</b> Read the text above again. Determine whether the statements are True or False by writing T or F on the column. If the statements are false, make correction on them. Number 1 has been done for you.</p> <p><b>Descriptive:</b> The students' comprehension of the previous text is checked</p>

	in this unit. The students are asked to determine the statements related to the text on the task 2 by writing T for True or F for False.
Task 4	<p><b>Instruction:</b> Find the meanings of the terms that you can find in the text above.</p> <p><b>Descriptive:</b> The students are asked to find the meanings of technical terms about computer engineering and networking that exist on the task 2. They are allowed to check on dictionary.</p>
Task 5	<p><b>Instruction:</b> Read the following passage. In pairs, discuss the meaning of the underlined sentences.</p> <p><b>Descriptive:</b> In this task, the students are asked to study a text and they have to discuss the sentence form of the underlined sentence. This task will lead the students to understand passive form.</p>
Task 6	<p><b>Instruction:</b> In pairs, answer the following comprehension questions based on the text entitled Edmodo.com.</p> <p><b>Descriptive:</b> After reading the text on task 5, the students are encouraged to answer the comprehension questions to check their understanding about the information in the text.</p>
Task 7	<p><b>Instruction:</b> Learn the meaning of words on Task 6. Then, complete the sentences with the suitable words. Compare your answers with your partner's.</p> <p><b>Descriptive:</b> To reinforce the understanding of terms on task 6, the students are asked to complete sentences with the suitable terms they have learned before so that they can make use the words in the real sentences.</p>
Task 8	<p><b>Instruction:</b> Study the explanation below about passive voice.</p> <p><b>Descriptive:</b> In this task, the students will learn about passive voice, such as the use, the pattern, and the comparison between active and passive voice.</p>
Task 9	<b>Instruction:</b>

	<p>Read the text below and underline the verbs that indicate passive forms.</p> <p><b>Descriptive:</b> After learning the theory about passive voice, the students are asked to identify passive voice sentences in a text. Through this text, they also can comprehend the information in the text related to web applications.</p>
Task 10	<p><b>Instruction:</b> In pairs, answer the following comprehension questions.</p> <p><b>Descriptive:</b> This task will check the students' understanding related to the text on task 9.</p>
Task 11	<p><b>Instruction:</b> In pairs, break down the sentences based on the passive forms that you have found within the text entitled YouTube (task 9). Number one has been done for you.</p> <p><b>Descriptive:</b> The students are encouraged to get a better understanding about the structure of passive voice. This task requires the students to break down the sentences into the smaller unit, subjects and verbs.</p>
Task 12	<p><b>Instruction:</b> Find the meanings of the terms that you can find within YouTube text (task 9).</p> <p><b>Descriptive:</b> The students are asked to find the meanings of technical terms about computer engineering and networking that exist on the task 9. They are allowed to check on dictionary.</p>
Task 13	<p><b>Instruction:</b> Change the active sentences below into passive voice. Underline the verbs that indicate passive voice. Number one has been done for you as an example.</p> <p><b>Descriptive:</b> This task is a follow up activity of the grammar focus. The students are asked to change the active sentences into passive voice. This aims the students to get better understanding about passive voice.</p>
Task 14	<p><b>Instruction:</b> Study the following text and change the active verbs into the passive form. Number one has been done for you as an example.</p> <p><b>Description:</b> The students are asked to change the active verbs in the text to the passive voice. This task aims the students to understand</p>



	passive voice based on context in the text.
Task 15	<p><b>Instruction:</b> After completing the text above, answer the comprehension questions below. Do it in pairs.</p> <p><b>Description:</b> After getting the complete text on task 14, the students are asked to do the comprehension task to check their understanding related to the content of the text.</p>
Task 16	<p><b>Instruction:</b> Find the meanings of the terms below that you can find within the text entitled PayPal.</p> <p><b>Descriptive:</b> The students are asked to find the meanings of technical terms about computer engineering and networking that exist on the task 15. They are allowed to check on dictionary.</p>
Task 17	<p><b>Instruction:</b> Rearrange the jumbled sentences below into a correct order of a paragraph. Refer to the organization of descriptive text that you have learned on Unit 1.</p> <p><b>Descriptive:</b> In this task, there are six jumbled sentences and the students' task is to rearrange them into a correct order. The organization of the text is according to the organization on descriptive text that has already explained on unit 1.</p>
Task 18	<p><b>Instruction:</b> Study the following pictures and information about web applications. In pairs, choose one picture and write a simple paragraph (6-7 sentences) including passive voice. Look at the organization of descriptive text on Unit 1.</p> <p><b>Description:</b> The students are provided with several pictures and information about them. They have to choose only one picture related to web applications. After that, they are asked to write a simple text (6-7 sentences) about by looking at the example of descriptive text.</p>
Task 19	<p><b>Instruction:</b> Find other example of website that you know such as Gmail, Wikipedia, Facebook, Microsoft Office Live, or Yahoo. Find out what the uses of the website. Write a simple paragraph about the website you choose and include passive voice sentences in it. Write at about 50 words.</p>

**Description:**

In this task, the students need to choose an example of web application and they have to write down a simple descriptive text which includes passive voice sentences. They are required to write 50 words in length.

# APPENDIX E

The First Draft of the Materials



# UNIT 1

## Well-performed and affordable netbooks.



When you work in a computer shop, you will be required to read texts about the features of products such as different series of computers, notebooks, and peripherals. You have to be able to describe the characteristics of the products and their uses so that the customers will feel satisfied with the products they want to get.

In this unit, you are going to learn about how to describe characteristics of some products in computer shops and their uses.



### Lead-in



### Task 1

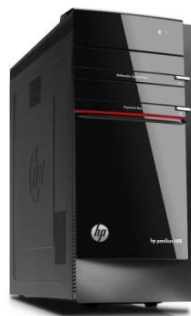
Study the pictures below. Match the pictures with appropriate words provided on the box. You can choose more than one words to describe the pictures.



Picture 1.1



Picture 1.2



Picture 1.3



Picture 1.4

**thin**  
/θɪn/

**red**  
/red/

**heavy**  
/'hev.i/

**big**  
/bɪg/

**white**  
/waɪt/

**portable**  
/'pɔ:r.təbl/



## Let's Read

### Task 2

Study the picture below. Individually, circle the adjectives that describe the iMac computer below. You may choose more than one adjectives.



Picture 1.5

elegant

powerless

bad

heavy

thin

slow

thick

expensive

white



### Task 3

Read the following text. In pairs, underline the adjectives that you find in the text.

#### E5372 Huawei Mobile Broadband

E5372 Huawei is a smart and portable mobile broadband. It easily manages your mobile Wi-Fi experience from your smartphone, laptop, or tablet in a simple way.

The dimension of E5372 is only 99 mm x 62.2 mm x 14.4 mm. It is small and very light so it can fit in your hand. The simple and cool design makes it look more stylish. You can enjoy a fast wireless experience with download rates up to 150 Mbps. It gives you more speed and more flexibility. With external dual antenna support, the E5372 can receive signals everywhere. The wi-fi connection can be shared up to 10 users/devices. It can also be used as a mobile power source for other devices so you can enjoy wireless internet no matter where you are.



Picture 1.6

Adapted from: <http://consumer.huawei.com/en/mobile-broadband/mobile-wifi/features/e5372-en.html>



### Task 4

Write down the adjectives that you found in the text and find the meaning of the new words. You may open your dictionary.

No	Adjectives	Meaning
1	Smart	Cerdas, pintar
2		
3		
4		
5		
6		
7		
8		



### Task 5

Read again the text E5372 Huawei Mobile Broadband. In pairs, answer the comprehension questions below.

1. What is the text about?
2. How does E5372 Huawei look like?
3. How many users E5372 Huawei can share?
4. How much are the download rates of E5372 Huawei?
5. What is the benefit of E5372 Huawei for other devices?



### Task 6

Study the following words. These are categories of adjectives that you will learn in this chapter.

Categories	Phonetics Transcription	Meanings	Example
Opinion	/ə'pɪn.jən/	Pendapat	Great, nice
Size	/saɪz/	Ukuran	Small, 10 inch
Shape	/ʃeɪp/	Bentuk	Oval
Color	/'kʌl.ər/	Warna	White, blue
Material	/mə'tɪə.ri.əl/	Bahan	Metal, aluminium



## Task 7

Find ten adjectives in the puzzle below. The words may go vertically or horizontally.

S	H	I	N	I	V	S	I	M	P	L	E	S	W	L
B	E	S	T	R	E	N	O	R	I	P	S	L	Q	A
R	E	D	C	X	L	O	P	C	B	K	S	V	K	R
K	S	A	I	C	R	I	O	W	L	V	Y	C	R	G
P	R	S	P	O	W	E	R	F	U	L	J	U	D	E
O	G	L	T	M	H	P	O	I	X	M	T	R	N	C
B	R	B	R	F	E	C	A	J	U	W	K	N	M	J
U	A	R	E	O	A	I	S	T	R	C	L	J	S	V
Z	L	E	L	R	K	O	K	I	Y	Z	K	R	K	E
N	Y	H	N	T	J	G	D	K	N	G	R	A	Y	M



## Task 8

Find the meaning of the words that you already find on the box, and then categorize them.

No.	Adjectives	Category	Meanings
1	Simple	Opinion	Sederhana
2			
3			
4			
5			
6			
7			
8			



## Task 9

Read the explanation below carefully



Do you know what “**adjective**” is? Do you want to know how to use adjective in a sentence?

#Language Corner



## ADJECTIVES

**Adjective** is a word that explains a noun. It is part of speech that appears before a noun and after a determiner. Here you can see some examples of the use of adjectives.

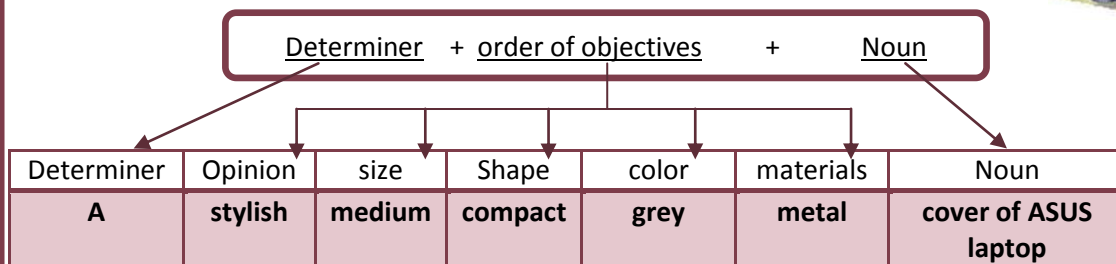
**Example:**

- E5372Huawei is a smart and portable mobile broadband. : *smart* and *portable* explain "broadband"
- Simple and cool design : *simple* and *cool* explain "design".

Adjectives also can be used in series so that you can use more than one adjectives in a sentence.



When you mention several adjectives, there is a specific order you have to follow.



**Example:**

1. An awesome 10 inch white Samsung galaxy tab 4 → opinion, size, color
2. A medium compact black Canon Printer → size, shape, color



### Task 8

Study these following words to help you understand the next passage.

provide : menyediakan

processor : prosesor

graphic : grafis

accurate : akurat

screen : layar

display : tampilan

multitasking : banyak pekerjaan

produce : menghasilkan

exclusive : istimewa

brightness : kecerahan





## Task 11

Read the following text. In pairs, underline the adjectives that you find in the text and answer the questions that follow.

### ASUS N551JB, the Best Laptop for Multimedia

ASUS N Series laptops are made to provide the best multimedia experience. Powerful processors, beautiful screens and exclusive audio are used to do multitasking and gaming with high graphics.

Simple and elegant design is about N Series notebooks. The grey cover adds to the luxury feel. The comfortable keyboard allows accurate typing and also looks great. The laptop is just 27 mm, stylish but easy to use. All N Series laptops use Full HD (1920 x 1080) IPS displays with high brightness. ASUS technology has the maximum image quality in all applications, such as movies, photos, and games. The SonicMaster can produce higher volumes and deliver clear sound. This laptop is also incredible and instant in response. Using the latest 4th-generation Intel® Core™ processors, N Series laptops have all the multitasking power you need.



Picture 1.7

Adapted from: [https://www.asus.com/Notebooks\\_Ultrabooks/N551JB/](https://www.asus.com/Notebooks_Ultrabooks/N551JB/)

1. What does the text mainly tell about?
2. How does the writer describe the design of the product?
3. How does the writer describe the performance of the product?
4. Why does the laptop have a great sound?
5. Give example of applications that have the maximum image quality!



## Task 12

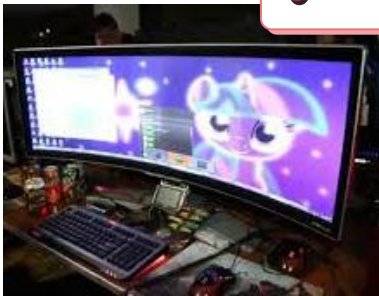
Study the pictures below. Match the pictures with appropriate descriptions provided on the box.



Picture 1.8



Picture 1.10



Picture 1.12



Picture 1.9



Picture 1.11



Picture 1.13

The small, rectangular, white wi-fi modem.

The stylish, small, purple ASUS laptop.

The elegant, thin, black Samsung Galaxy Tab.

The modern and large monitor is used for gamers.

The Core 2 Duo intel processor is tiny but powerful.

The black Cisco router offers fast connection.



## Task 13

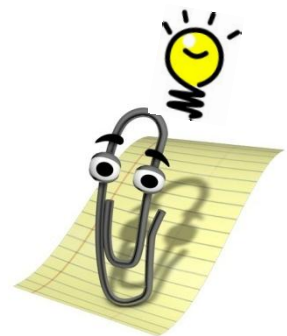
Read the explanation below carefully.



Have you ever heard about “**descriptive text**”?  
Do you want to know how to describe something?



#Language Corner



## Descriptive Text

- **What is descriptive text?**

Descriptive text is a kind of text which tells or describes a particular person, place, or thing. The description can be the physical appearance and features/characteristics of something.

- **What is the generic structure of descriptive text?**

1. Identification : the general description about the thing
2. Description : the specific information about something

- **The Language Features of Descriptive Text**

- The use of Simple Present Tense  
example:
  - N Series laptops have all the multitasking power.
- The use of adjectives and compound adjectives.  
example:
  - Simple and elegant design is about N Series notebooks

- **Example of descriptivetext**

### ASUS N551JB, the Best Laptop for Multimedia

ASUS N Series laptops are made to provide the best multimedia experience. Powerful processors, beautiful screens and exclusive audio are used to do multitasking and gaming with high graphics.

Description

Simple and elegant design is about N Series notebooks. The grey cover adds to the luxury feel. The comfortable keyboard allows accurate typing and also looks great. The laptop is just 27 mm, stylish but easy to use. All N Series laptops use Full HD (1920 x 1080) IPS displays with high brightness. ASUS technology has the maximum image quality in all applications, such as movies, photos, and games. The SonicMaster can produce higher volumes and deliver clear sound. This laptop is also incredible and instant in response. Using the latest 4th-generation Intel® Core™ processors, N Series laptops have all the multitasking power you need.

Identification

Adapted from: [https://www.asus.com/Notebooks\\_Ultrabooks/N551JB/](https://www.asus.com/Notebooks_Ultrabooks/N551JB/)



## Task 14

Read the following descriptions on the table. In pairs, determine the identification and the description part of the descriptive text. Number one has been done for you as an example.

No	Parts	Answers
1	The affordable, compact EPSON XP-200 has quality in printing, copying and scanning. This powerful small-in-one printer enables everyone to share with easy wireless printing. EPSON also offers mobile printing from smartphones, tablets and more.	<u>description</u>
	EPSON Expression Home XP-200 offers simple design and great features. You get all the tools you need for all everyday projects.	_____
2	The Lenovo Z41 is the multimedia entertainment netbook. Featuring complete features, users can enjoy entertainment anywhere, anytime.	_____
	Powerful performance, clear sound, and a slim, attractive design are all about Lenovo Z41. This new Z Series is available in 14 inch monitor with battery life up to 4 hours. Its Full-HD display and great sound enable the users to enjoy a vivid viewing experience.	_____
3	The storage space of Sea Gate external hard disk is up to 5 TB. With USB 3.0 connectivity you can have fast data transfer. This external hard drive also installs easily and you can start saving your files to this hard drive within seconds. The hard drive is automatically recognized by Windows operating system so you don't need any software to install and nothing to configure.	_____
	The Seagate STEB5000100 external hard drive is the easy solution when you need to add data storage to your computer.	_____



## Task 15

Read the following text. Individually, underline verbs that indicate Simple Present Tense in the text. Then answer the questions that follow.

### Canon PIXMA MG3250

The Canon PIXMA MG3250 Wireless All-in-One Inkjet Printer offers high quality printing, scanning and copying with professional-looking results. This series is very ideal for home or office.

This all-in-one printer has a simple and compact design. It will not take much space in your home. Canon PIXMA MG3250 has Wi-Fi connection, so you can connect your laptop, tablet or mobile device to the PIXMA MG-3250 wirelessly from anywhere around your home. This feature is effective to avoid the need for cables. The PIXMA supports Apple AirPrint, so you can print emails, photos and other documents straight from your iPhone, iPad or iPod touch. It will not take long to print your documents, because this printer can produce a photo in 50 seconds. Using the flatbed printer, the PIXMA-MG3250 lets you scan your documents with ease and speed. The printer can produce high quality copies of your documents in seconds. This series is quite affordable. With only Rp. 850.000 you can get this item.



Picture 1.14

Adapted from: <http://www.currys.co.uk/gbuk/computing-accessories/printers-ink/printers-scanners/all-in-one-printers/canon-pixma-mg3250-wireless-all-in-one-inkjet-printer-18046146-pdt.html>

1. What does the text tell us about?
2. How does the writer describe the physical appearance of the product?
3. Mention three features that the product offers!
4. What feature that supports the use of iPhone, iPad or iPod?
5. What is the use of Wi-Fi connection on this product?
6. How long you should take to print a photo?



## Task 15



#Language Corner

### Simple Present Tense

When you want to describe something, you have to use simple present tense.

Simple present tense is also used to express habits, general truths, repeated actions or unchanging situations.

- I operate computer 3-5 hours everyday (habit);
- He works as a computer technician. (unchanging situation);
- Bill Gates is the president of Microsoft (general truth)

#### How do we construct Simple Present tense in a sentence?

The pattern of Simple Present Tense:

**Subject + Verb 1 + Object/complement/**

They

We

I

You

Verb 1 +  
Object

She

he

it

Verb 1+s/es  
+ object

Example:

They **perform** very good.

She **designs** a new program.

We **serve** many customer everyday.

It **offers** great features.

I **work** in Hewlet Packard office.

Subject		Linking Verb	Adjective/Noun
I	→ +	am	a computer technician
You	+ }	are	clever
They			diligent
We			vocational high school students
She	+ }	is	my friend
He			tall
It			amazing



### Task 16

Read the following sentences on the table and decide whether the sentences are grammatically true or false by writing T for True and F for False. If the sentences are false, make the correction on the table.

No	Sentences	T/F	Correction
1	The stock of ASUS A42J in the market are limited.	F	The stock of ASUS A42J in the market <u>is</u> limited.
2	Rita work as an manager of computer shop.		
3	The speed of Toshiba USB is slower than other USB brands.		
4	The available colors of Acer netbook is green, purple, blue, white, and black.		
5	The memory storage of Sea Gate hard disk is 1 TR.		
6.	iMac are one of the top selling PC in the world.		



### Task 17

Complete the blank spaces on the text with the correct words provided in the box.

#### Samsung Galaxy Tab 4

Samsung Galaxy Tab4 \_\_\_\_ various entertainment options. The brilliant display and \_\_\_\_ weight design make this tablet easy to use.

Samsung Galaxy Tab 4 allows you to watch movies and play games on the 10.1 inch \_\_\_\_\_. You can also \_\_\_\_ online, read a book and easily stream videos to your TV to share with family.

Two variant of colours, white or \_\_\_\_ are available. The \_\_\_\_ design adds elegance to the Galaxy Tab 4, while making it \_\_\_\_ to hold and comfortable.



Picture 1.14



Picture 1.15

Multi Window \_\_\_\_\_ it even easier to operate. Now you can take more of your music, photos, movies and games using a microSD card that lets you expand the up to \_\_\_\_\_ 64GB. Processor 1.2 GHz Quad-Core also makes a \_\_\_\_\_ performance on this tablet.

light	browse	black	fresh	memory
easy	makes	great	offers	display



**Choose one of the pictures below. In pairs, make a simple descriptive text about the product. You can use the provided information to help you develop your idea.**

- Name : iPad Air 2  
 Company : Apple  
 Thick : 6.1 mm  
 Weight : 0.98 pound (444 g)  
 Battery life : 10 hours  
 Operating System : iOS 8  
 Price : Rp. 8.200.000 (capacity: 16GB)  
 Material : aluminum  
 Special feature : Fingerprint identity sensor build



Picture 1.16

- Name : BOLT! Mobile WiFi SLIM  
 Connectivity : 4G  
 Download rates: up to 72 mbps  
 Dimension : 99 x 62 x 15.5mm  
 Battery life : 5.5 hours  
 Users : shared up to 10 devices  
 Special features:
 
  - 10x faster than any other providers
  - Instant download and upload
  - No buffering



Picture 1.17



3. Name : LENOVO Flex 10  
Operating system : Windows 8  
Weight : 1.2 kg  
Thick : 17.3 mm  
Screen : 10.1 inch  
Battery life : 6 hours  
Special features:  
- Touch screen  
- Flips 300 degrees to stand mode



Picture 1.18



Picture 1.19

**Write down your draft based on the guideline.**

Title
_____
<b>Identification:</b>
_____
_____
_____
<b>Description:</b>
_____
_____
_____
_____
_____

## Homework



### Task 19

1. Pick one of the computer products or peripherals around you. It can be laptop, notebook, PC, printer, tablet, wi-fi modem, etc. Make a descriptive text about the product.
2. Write at about 100-200 words.
3. Put appropriate adjectives to describe the text and use Simple Present Tense.
4. Write down the information about the product.

Name :  
Size :  
Color :  
Use :  
Features : (battery life, sound, graphic, processor, etc)

5. Develop your draft based on the guideline below

Title
_____
<b>Identification:</b>
_____
_____
_____
<b>Description:</b>
_____
_____
_____
_____



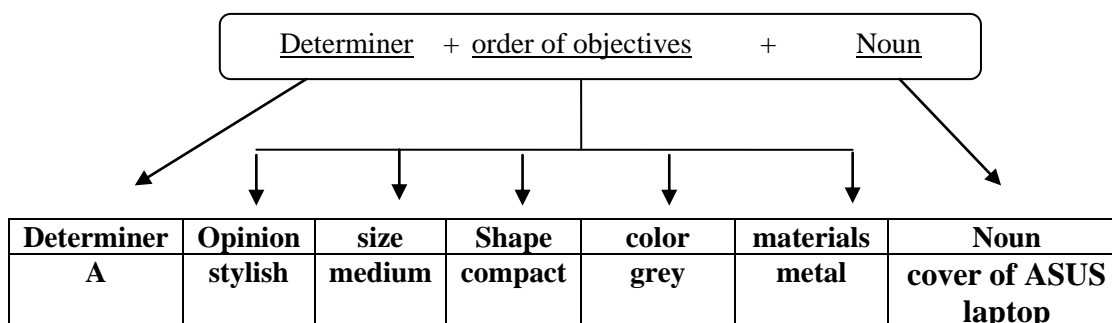
## ✓ Let's Review



Hello. What have you learned from this unit?

Do you still remember? Let's recall them.

### 1. Order of adjectives



**Example:**

1. An awesome 10 inch white Samsung galaxy tab 4  $\Rightarrow$  opinion size color
2. A medium compact black Canon Printer  $\Rightarrow$  size, shape, color

### 2. How to describe something

- Descriptive text: text which tells or describes a particular person, place, or thing. The description can be the physical appearance and features/characteristics of something.
- Generic structure of descriptive text?
  - Identification : the general description about the thing
  - Description : the specific information or additional information related to the thing we want to describe.

- The Language Features of Descriptive Text
  - a. The use of Simple Present Tense  
Example. :  
- N Series laptops have all the multitasking power.
  - b. The use of adjectives and compound adjectives.  
example:  
- Simple, elegant design is about N Series notebooks
- Example of descriptive text

#### **ASUS N551JB, the Best Laptop for Multimedia**

ASUS N Series laptops are made to provide the best multimedia experience. Powerful processors, beautiful screens and exclusive audio are used to do multitasking and gaming with high graphics.

Description

Simple and elegant design is about N Series notebooks. The grey cover adds to the luxury feel. The comfortable keyboard allows accurate typing and also looks great. The laptop is just 27 mm, stylish but easy to use. All N Series laptops use Full HD (1920 x 1080) IPS displays with high brightness. ASUS technology has the maximum image quality in all applications, such as movies, photos, and games. The SonicMaster can produce higher volumes and deliver clear sound. This laptop is also incredible and instant in response. Using the latest 4th-generation Intel® Core™ processors, N Series laptops have all the multitasking power you need.

Identification

Adapted from: <https://www.asus.com/Notebooks/Ultrabooks/N551JB/>

### **How to use Simple Present Tense**

Simple present tense is used to express habits, general truths, repeated actions or unchanging situations.

#### **Example:**

- I operate computer 3-5 hours everyday (habit);
- He works as a computer technician. (unchanging situation);
- Bill Gates is the president of Microsoft (general truth)

The form of Simple Present tense is:

**Subject + Verb 1 + Object/complement/**

Subject : They, we, I, you, she, he, it  
 Verb 1 : Simple Present Tense verb  
 Object : It can be object, adjective, noun, adverb

## GLOSSARY

Words	Pronunciation	Indonesian Meanings
thin	/θɪn/	tipis
red	/red/	merah
heavy	/'hev.i/	berat
big	/bɪg/	besar
white	/waɪt/	putih
portable	/'pɔːr.tə-/	dapatdibawa
powerful	/'paʊə.fəl/	kuat/bertenaga
thick	/θɪk/	tebal
smart	/smɑːrt/	pintar
opinion	/ə'pɪn.jən/	opini
size	/saɪz/	ukuran
shape	/ʃeɪp/	bentuk
material	/mə'tɪə.ri.əl/	bahan
provide	/prə'vaɪd/	menyediakan
offer	/'ɒf.ər/	menawarkan
graphic	/'græf.ɪk/	grafis
screen	/skriːn/	layar
accurate	/'æk.jʊ.rət/	akurat
produce	/prə'djuːs/	menghasilkan
brightness	/'braɪt.nəs/	kecerahan
colour	/'kʌl.ər/	warna



## REFLECTION

Let's check what you have learned in this unit. Have you mastered the materials? Give a thick (v) to the statements that reflect your understanding related to Unit 1.

1 = Strongly Dissagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statements	Scale					Note
		1	2	3	4	5	
1	I can understand various kinds of adjectives (colour, opinion, size, etc)						
2	I can understand the meaning of adjectives in Indonesian						
3	I can understand the use of adjective properly						
4	I can identify descriptive text and the generic structure						
5	I can comprehend descriptive text						
6	I can produce a simple descriptive text						

## UNIT

# 2

## To: Purchasing Manager of Elsa Computer



Once you work in an office, you will find memos related to your job.  
You have to understand what the memos intend.

In this unit, you will learn about how to understand memos related to computer and networking and how to write it. You are also going to learn about menus that you often find in the computer terms.

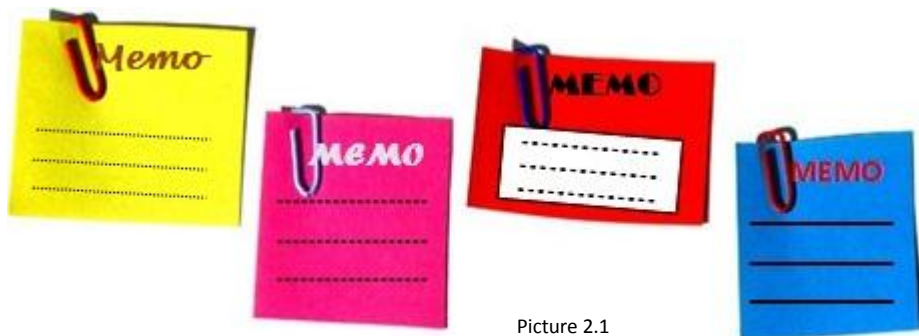


### Lead-in



### Task 1

Look at the picture below and answer the questions



Picture 2.1

1. Do you know what a memo is?
2. Have you ever sent a memo to someone?
3. Have you ever received a memo from someone?



## Let's Read



### Task 2

Study the following situation and the example of memo.

Yoga is a vocational high school student who belongs to computer engineering and networking department. He wants to inform something to his friend, Reno, who did not come to school yesterday. He writes a memo to his friend about some important announcement from school when his friend was absent.

Hi, Reno

There was an important announcement when you were absent yesterday. There will be an English test on 7<sup>th</sup> March. Do not forget to bring my notebook that you borrow. I need my book to learn before taking the test. Also, do not forget to bring your tools kit since there will be a practicum of assembling computer tomorrow on.

Your friend,  
Yoga

#### Answer the following questions

1. What is the memo about?
2. Who writes the memo?
3. To who is the memo addressed?
4. Why should Reno bring Yoga's notebook?
5. What should Reno bring on the practicum?
6. Have you ever found such memo? Where do you find it?





### Task 3

Study the provided situation and the example of memo below.

Mr. Santosa is the general manager of Elsa Computer and networking services. He is going to go to Surabaya for business and he wants to give an important message to his internal institution. He addressed the memo to sub division managers about purchasing report.

#### ELSA COMPUTER Jalan C. Simanjutak no. 50



#### MEMO

Monday, June 15, 2015

To : Sub division manager  
From : Mr. Santosa (General Manager)  
Subject : Reporting of purchasing on June.

I am in Surabaya from 18-21 June for business. The usual date for monthly meeting that is held on June 20 will be delayed to June 22. Please prepare the monthly report of purchasing when I come back. Also, make a presentation about the graphic of purchasing for 6 months.  
Thank you.

Mr. Santosa



### Task 5

Read memo 2 written by Mr. Santosa again. Individually, answer the comprehension task below.

1. What is the memo about?
2. Who writes the memo?
3. To who is the memo addressed?
4. Why is the meeting delayed?
5. Have you ever found such memo? Where do you find it?



### Task 4

Read memo 1 on task 3 and memo 2 on task 3 again. Compare the content and write down your answers about the differences between memo 1 and memo 2 on the table below.

No	Memo 1	Memo 2
1		
2		
3		
4		
5		

Have you found the difference between memo 1 and memo 2?  
The first memo is an informal memo while the second memo is a formal memo. An informal memo uses informal language and a formal memo uses formal language.

Can you find any other differences?





## Task 6

Read the following memo. Then, determine whether the statements are True or False.

### MEMO

To : Mita

Hi, Mita. Are you free this weekend? I would like to ask you to go out with me on computer exhibition next Sunday at JEC. I want to buy a tablet for my daughter, but I haven't decided yet what series I will buy. I expect to get discount on the exhibition. Please help me to choose the best item since you know well about gadget and computer.

Your friend

Seno

No.	Statements	T/F	Correction
1	Mita sends Seno the memo		
2	Seno wants to buy gadget for himself		
3	The gadget that the writer wants should be affordable		
4	The receiver does not know computer stuffs well		
5	The memo is about asking for going out on the electronic exhibition		



## Task 7

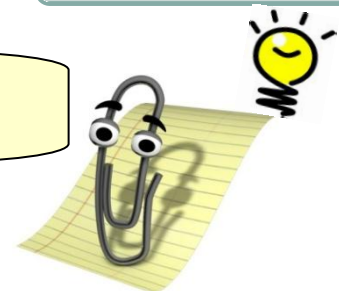
Read the explanation below carefully.



Have you got the clear idea about “memo”? Read the explanation about memo on the next page.



#Language Corner



## MEMOS

### ✓ Definition of Memos

The word “**memo**” is short for memorandum.

**Memos** are short messages sent from one person to another in the same organization.

### ✓ The Use of Memos

Memos are typically used by company for internal communication.

Memos also can be written in informal form. It is usually used between friends or family.

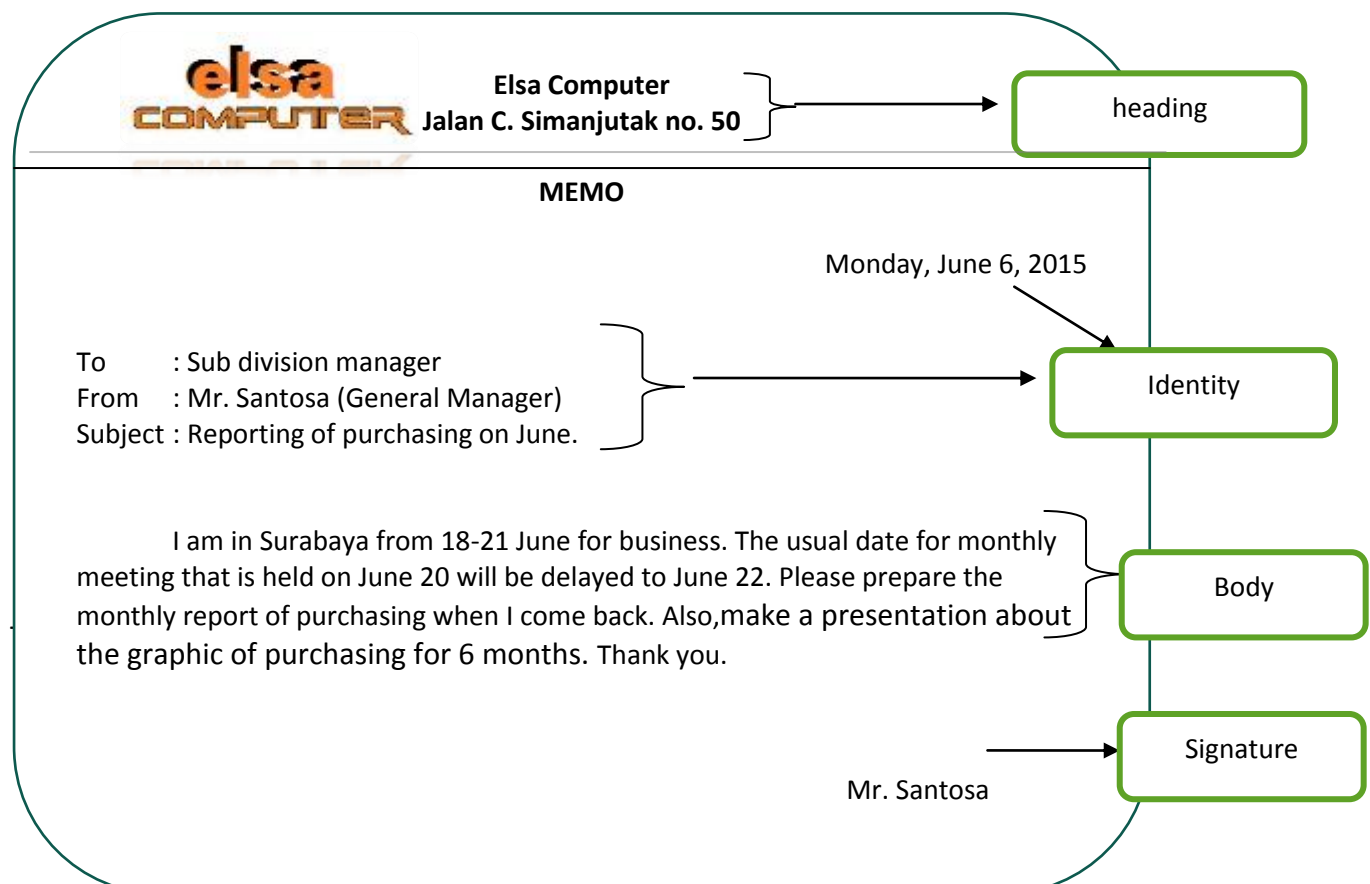
The difference between formal and informal memos is the language that is used. Informal memos can be found at home between family and friends. Formal memos usually can be found at formal institution such as at office between head of office and staff.

### ✓ The Structure of Memos

Memos consist of three parts:

1. **heading**: it consists of the identity the institution
2. **identity** : it contains of the receiver, the sender, the subject, and the date of memo
3. **body** : it contains the message that the sender wants to deliver

In the end of the memos, you need to put the **signature**.



Memo usually uses **imperative verbs** to make a request or instruction to someone. The following explanation will discuss imperative verbs used in memos.



### Task 8

Read the explanation carefully.

## Imperative Verbs

In the example of memo above, you can find the sentences:

- **Prepare** the report of purchasing this month when I come back. =prepare (V1)
- **Make** presentation about the graphic of purchasing for 6 months. = make (V1)

Imperative verbs are used in the beginning of the sentences. The function is **to ask or order someone to do something**.



### Task 9

Rearrange the following sentences into a correct order and determine the imperative verbs. Number one has been done for you as the example.

1. a- make - the- laptop - series - Lenovo - list - of - stock - of

Answer : **Make a list of the stock of laptop Lenovo series.**

Imperative verb: **Make**

2. The – company's – of – website – update – profile

Answer : .....

Imperative text: .....

3. Check – network – of – the- office – connectivity

Answer : .....

Imperative text: .....

4. The – error – three – in – the – fix – laboratory – computers

Answer : .....

Imperative text: .....

5. The – tools kit – put – on – shelf –the

Answer : .....

Imperative text: .....



Write down the imperative verbs that you have already found on the previous task (Task 9) and find the meaning of the verbs. You may check on your dictionary. Number 1 has been done for you as an example.

No	Imperative Verbs	Meanings
1	Make	buat
2		
3		
4		
5		



### Task 11

Study the memo below. In pairs, fill in the blank based on the provided sentences.

#### MEMO

Dear, Nico

I could not attend to the programming workshop tomorrow. \_\_\_\_\_

---

---

---

- Next week, I want to borrow your note about the workshop.

- I have to go to visit my grandmother since she's hospitalized.

-If there's any important announcement, please inform me.

-Please tell our teacher that I couldn't come.



### Task 12

Individually, make a simple memo based on the provided situation.

Mr. Rizal is the head manager of computer networking service at Computa computer shop. The networking service just gets a big project to install internet networking at Larasanti hotel and apartment. The manager asks the head division to make a list of technician' names that would be included in the project and he wants to know when they are available to hold an internal meeting to discuss about the project.

#### COMPUTA SERVICE CENTRE MEMO

To : .....

From : .....

Subject : .....

---

---

---

---



Besides learning about memos, you will find another kind of short functional text at your work place. One of them is 'menu'. Let's study about menu!



### Task 13

Read the following menu you can find on computer service website. Then answer the questions that follow.



## Computer & Repair Services



**We take care of your technology needs — so you don't have to**

#### Consultation

Get a professional, in-home assessment of your computer needs.

In-Home Computing Consultation: \$99.99

#### Protection

Rest easy with product protection plans, including an advanced option that covers drops and spills.

Product Protection Plans: Price Varies

Product Replacement Plans: Price Varies

#### Installation and Setup

Our Agents will get your new computing system running, plus install software and hardware.

Computer Setup: \$49.99 and Up

✓ Printer Setup: \$49.99

Wireless Home Networking: \$99.99

✓ Software Installation: \$49.99

✓ Select Hardware Installation: \$49.99–\$149.99

Data Transfer: \$199.99–\$269.99

#### Tune-Up and Backup

Make sure your computer is working its best and that your data is secure.

✓ Computer Tune-Up: \$49.99

Computer Backup: \$69.99–\$299.99

Computer Training: \$149.99

#### Computer Repair

From viruses to hard drive crashes, we can fix major PC, computer or laptop issues.

Computer Diagnostic: Price Varies

Hardware Repair: Price Varies

✓ Virus and Spyware Removal: \$149.99–\$199.99

Data Recovery: Diagnostic Fee \$49.99

✓ E-mail or Software Troubleshooting: \$69.99

✓ Printer Troubleshooting: \$69.99

Find a Replacement Part

#### Trade-In and Recycling

Get paid when you trade in select products. You can also recycle in a responsible way.

Product Trade-In

Product Recycling

Taken from <http://www.bestbuy.com/site/geek-squad/computer-setup-services/pcmcat138100050019.c?id=pcmcat138100050019>

1. What is the menu about?
2. How many options offered on the menu?
3. In computer repair, which service is the cheapest?
4. What can the service do in trade-in and recycling?
5. How much is the price for wireless home networking?
6. If you want to consult about your laptop problem, how much you should pay?





### Task 14

Study the following vocabulary and find the meanings on your dictionary

No	Words	Meanings
1	Wireless	
2	Backup	
3	Recycle	
4	Secure	
5	Troubleshooting	
6	Protection	
7	Repair	
8	Consultation	
9	Setup	



### Task 15

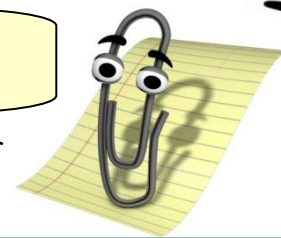


#Language Corner

Read the explanation below carefully.



Do you know what is meant by “menu”?



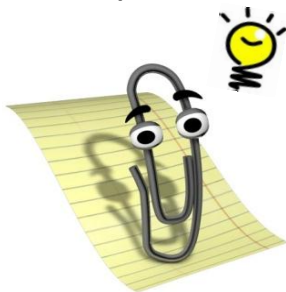
## MENUS

- Menus are lists of things that you can choose from.
- In computers, menus also can be defined as lists shown on the display of a computer from which a user can select the operation the computer is to perform



## Task 16

Read the explanation below carefully.



When you read a menu, there will be different things to compare. Below, you will learn about “**Degree of Comparison**”.

### DEGREE OF COMPARISON

Degrees of comparison refer to adjectives written in different forms to compare words describing persons, places and things.

Example:

- Printer trouble shooting repair is cheaper than home computing consultation.
- Computer setup costs as cheap as printer setup.
- Computer backup is the most expensive service.

From the examples above, we can divide degree of comparison into three: positive, comparative, and superlative

Positive	Comparative	Superlative
Cheap	Cheaper	The cheapest
Expensive	More expensive	The most expensive
Big	Bigger	The biggest

You have to follow some rules in using comparative and superlative degree of comparison.

#### 1. For one syllable words

- adding -er to form comparative forms

Example:

Cheap : cheaper : cheapest  
Big : bigger : biggest

- adding -est to form superlative form

Example:

Cheap : the cheapest  
Big : the biggest

\*If the adjective in the positive form ends in y, the y is changed to i and the endings er or est are added in the comparative and superlative.

Example: easy – easier – easiest

\*Adjectives such as big, the final -g is doubled in the comparative and superlative forms before the er and est are added.

Example: big – bigger – biggest

2. For more than two syllables words, adding the word “more” or “less” in front of the adjective ( -er is not added).
3. If the adjective has three or more syllables, the word “most” or “least” is placed in front of the positive form of the adjective.

There are some irregular degrees of comparison.

Positive	Comparative	Superlative
Bad	worse	worst
Good	better	best
Little	less	least
Far	further	furthest
many/much	more	most



### Task 17

Complete the table with appropriate comparison of degree

No	Positive	Comparative	Superlative
1	Beautiful		
2	Bad		
3	Slow		
4	Far		
5	Smart		
6	Heavy		
7	Elegant		
8	Diligent		



## Task 18

Study the following menu. Then answer the questions about degree of comparison based on the provided information on the menu.

### UHC COMPUTER REPAIR

#### Services:

First Diagnosis (on-site diagnoses only)	FREE
Subsequent Diagnoses (on-site only)	\$35.00
Data Backup	\$60.00
Physical Maintenance	\$20.00
Operating System Setup / Installation	\$50.00
Operating System Recovery	\$75.00
Custom Built Computer*	variable
System Tune-Up / Virus Elimination	\$45.00
Security Setup	\$45.00
Network Monitoring	variable
Server Installation	variable
Remote Computer Assistance**	\$18 / half hour
Installation of Memory Ram / Other Components	\$30.00
Driver Installation / Configuration / Updates	\$28.00
Installation of Software / Applications	\$28.00
House Calls	\$60.00 / hour

Taken from <http://www.uhccomputerrepair.com/services-english/>

1. Data backup is \_\_\_\_\_ than physical maintenance.
2. Installation of software costs \_\_\_\_\_ driver installation.
3. \_\_\_\_\_ is the most expensive service.
4. \_\_\_\_\_ is the cheapest service.
5. Installation of components is \_\_\_\_\_ house calls service.



## Task 19

Read the menu again and answer the comprehension task below by determining True or False.

No.	Statements	T/F	Correction
1	It tells us about food menu		
2	First diagnosis is a free service		
3	If you need remote computer assistance for 1 hour, you have to pay \$18		
4	Installation of software is more expensive than driver installation		
5	If you want to eliminate virus, you have to pay \$45		

## Homework



## Task 20

1. Find a memo you may get from internet. Identify the structure of the memo (heading, identity, body)
2. Find a menu about computing you may get from internet. Then make a list of the words that you do not know the meaning.



## ✓ Let's Review



Hi. What have you learned from this unit?

Do you still remember? Let's recall them.

### 1. Memos

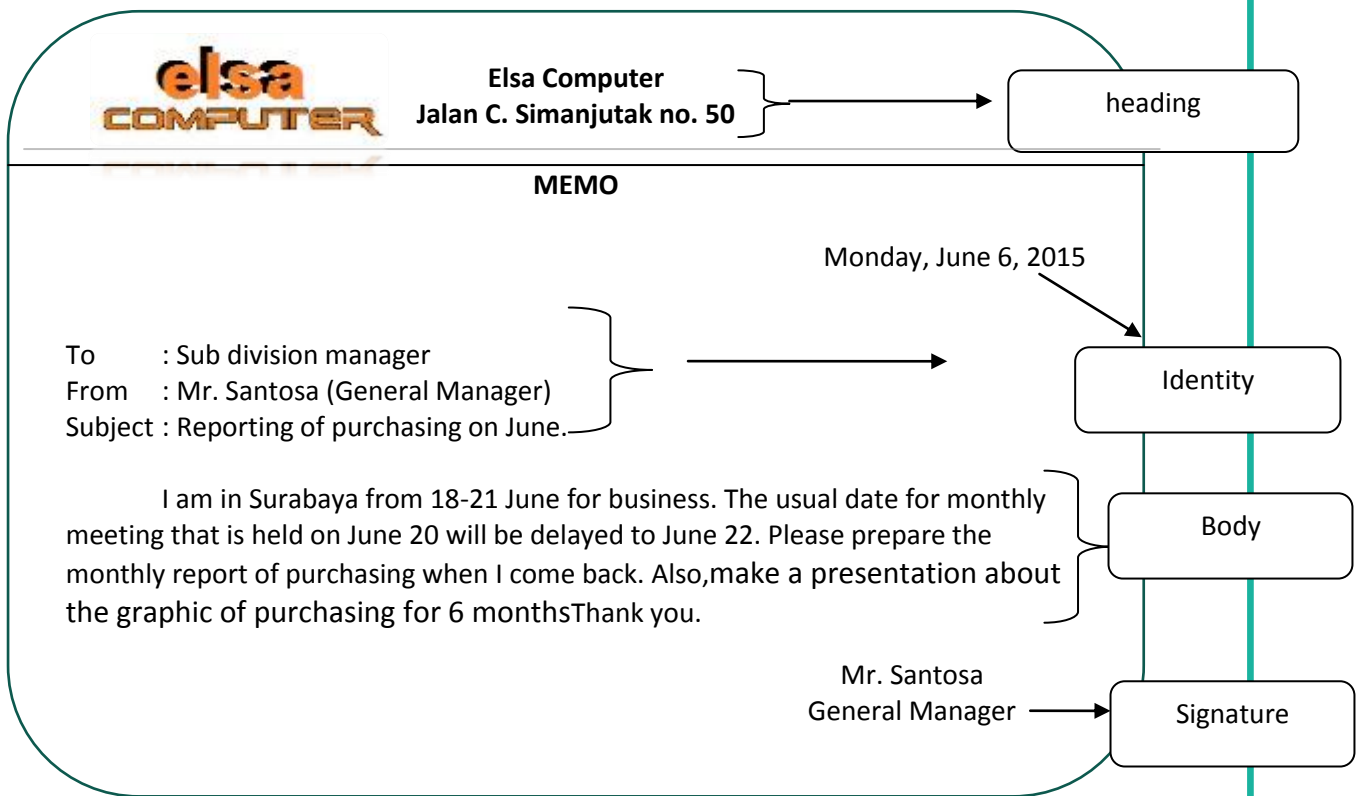
The word “**memo**” is short for memorandum. **Memos** are short messages sent from one person to another in the same organization.

#### ✓ The Use of Memos

Memos are typically used by company for internal communication between head of office and staff. Those memos are called by **formal memos**.

Memos also can be written in **informal** form used between friends or family. The difference between formal and informal memos is the language that is used.

#### ✓ The Structure of Memos



## 2. The Use of Imperative Verbs

Imperative verbs are commonly used in the memos, for example:

Prepare the monthly report of purchasing when I come back.

Sentences initiated by the use of verb 1 have a function as a request to someone. The verbs used as a request is called imperative verbs.

Prepare the monthly report of purchasing when I come back.

Verb 1 is used as the imperative verb

## 3. Degree of Comparison

Degrees of comparison refer to adjectives written in different forms to compare words describing persons, places and things.

Example:

- Printer trouble shooting repair is cheaper than home computing consultation.
- Computer setup cost is as cheap as printer setup.

Types of degree of comparison: positive, comparative, and superlative

Positive	Comparative	Superlative
Cheap	Cheaper	The cheapest
Expensive	More expensive	The most expensive
Big	Bigger	The biggest

You have to follow some rules in using comparative and superlative degree of comparison.

### For one syllable words

- adding -er to form comparative forms (example: **cheap – cheaper – cheapest**)
- adding -est to form superlative form (example: **the cheapest**)
- If the adjective in the positive form ends in y, the y is changed to i and the endings -er or -est are added in the comparative and superlative. (example: **easy – easier – easiest**)

- Adjectives such as big, the final -g is doubled in the comparative and superlative
- forms before the er and est are added. (Example: **big – bigger – biggest**)
- For more than two syllables words, adding the word “more” or “less” in front of the adjective ( -er is not added).
- If the adjective has three or more syllables, the word “most” or “least” is placed in front of the positive form of the adjective.

### Example of irregular degrees of comparison

Positive	Comparative	Superlative
Bad	worse	worst
Good	better	best
Little	less	least
Far	further	furthest
many/much	more	most



## GLOSSARY

Words	Pronunciation	Indonesian Meanings
Toolkit	/ˈtuːl.kɪt/	peralatan
Assemble	/əˈsem.blɪ/	merakit
Delay	/dɪˈleɪ/	menunda
Purchase	/ˈpɜː.tʃəs/	membeli
Report	/rɪˈpɔːt/	laporan
Exhibition	/ˌek.sɪˈbɪʃ.ən/	pameran
Decide	/dɪˈsaɪd/	memutuskan
Expect	/ɪkˈspekt/	berharap
Prepare	/prɪˈpeər/	menyiapkan
Wireless	/ˈwaɪə.ləs/	tanpakabel
Backup	/ˈbæk.ʌp/	membuatcadangan
Recycle	/ˌrɪˈsaɪ.klɪ/	mendaurulang
Secure	/sɪˈkjʊər/	aman
Troubleshoot	/ˈtrʌb.l̩.ʃuː.tɪŋ/	kerusakan
Protection	/prəˈtek.ʃən/	perlindungan
Repair	/rɪˈpeər/	memperbaiki
Consultation	/ˌkɒn.səlˈteɪ.ʃən/	konsultasi
Setup	/ˈsetʌp/	susunan



## REFLECTION

Let's check what you have learned in this unit. Have you mastered the materials? Give a thick (v) to the statements that reflect your understanding related to Unit 2.

1 = Strongly Dissagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statements	Scale					Note
		1	2	3	4	5	
1	I can identify memos.						
2	I can identify the differences between formal and informal memos.						
3	I can comprehend the information within memos.						
4	I can write a simple memo based on the given situation.						
5	I can understand the use of imperative verbs in memos						
6	I can identify menus.						
7	I can understand the use of comparison degree in menus						



UNIT

3

## Web application is a Website Concerning with User Interaction



To keep up with the latest technology about computer and networking, you need to understand technical terms related to your major. In this unit, you will be introduced by some terms on computer and networking, especially those related to web applications. Let's get ready!



Lead-in



Task 1

Look at the pictures below and match with the appropriate words.



picture 3.1



picture 3.2



picture 3.3



picture 3.4

applications

/ˌæp.li'keɪ.ʃən/

social media

/'səʊ.ʃəl'mi:di.ə/

web browsers

/web 'braʊ.zər/

user

/'ju:.zər/



## Let's Read



### Task 2

Read the following passage. Discuss with your partner about type of the text below.

### Amazon.com

Amazon.com is an e-commerce that sells many kinds of products. Amazon is the largest of its kind.

Amazon was incorporated in 1994 by Bezos in Washington. The company began as an online bookstore. Now, Amazon sells various products such as books, music CDs, DVDs, software, video games, furniture, electronics, musical instruments, toys, and many more.

Amazon has a service that allows customers to sell secondhand books, CDs, DVDs, and other products alongside new items. Customers also could order grocery and it will be delivered to their homes by using Amazon Fresh service. This site lets users to submit reviews to the web page of each product and often gives discount on certain terms and conditions.



Picture 3.5



Picture 3.6

Adapted from: <https://en.wikipedia.org/wiki/Amazon.com>



### Task 3

In pairs, answer the following questions based on the text above.

1. What is the text about?
2. What products are sold by Amazon?
3. What is the service that allows customer to order groceries?
4. Have you ever bought or sold products from Amazon?
5. Could you mention another online store website that is similar to Amazon?



### Task 3

Read the text above again. Determine whether the statements are True or False by writing T or F on the column. If the statements are false, make correction on them. Number 1 has been done for you.

No	Statements	T/F	Correction
1	Amazon only sells books.	F	Amazon sells books, music CDs, DVDs, software, video games, furniture, electronics, etc.
2	Customers cannot sell second hand items on Amazon.		
3	Amazon allows users to submit reviews of each product.		
4	Amazon was established in 1994, in New York.		
5	Customers can get discounts from Amazon in certain terms and conditions.		



### Task 4

Find the meanings of the terms that you can find in the text above.

No	Words	Pronunciation	Meanings
1	e-commerce		
2	user		
3	review		
4	service		
5	submit		



Read the following passage. In pairs, discuss the sentences form of the underlined sentences.

### Edmodo.com

Edmodo is an educational website that takes the ideas of a social network and makes it appropriate for e-learning. Using Edmodo, students and teachers can connect one to another.

Edmodo is very simple to set up and use.

Edmodo can be applied effectively in the classroom both for students and teachers. Students and teachers can share knowledge, ideas, problems, and helpful tips by using Edmodo. Teachers can give grade on Edmodo and use webinar feature with other professionals. On the other side, students can get help from other students and can submit assignment on Edmodo. Every posting can be seen by the teachers. Also parents can join the class to bring transparency. It allows teachers to improve methods of communication with students outside of class. The site is updated constantly to make the site more powerful and easier to use. This web application is all free.



Picture 3.7



Picture 3.8

Adapted from:

[http://webcache.googleusercontent.com/search?q=cache:siSbBRjw\\_q4J:ictbyteachers.weebly.com/uploads/1/1/3/0/11303946/edmodo\\_guide.pdf+&cd=2&hl=en&ct=clnk&gl=id](http://webcache.googleusercontent.com/search?q=cache:siSbBRjw_q4J:ictbyteachers.weebly.com/uploads/1/1/3/0/11303946/edmodo_guide.pdf+&cd=2&hl=en&ct=clnk&gl=id)



In pairs, answer the following comprehension questions based on the text entitled Edmodo.com.

1. What is the text about?
2. What can students do through edmodo?
3. What can teachers do through edmodo?
4. Could you mention the benefits of edmodo comparing to other social networks?

Recall the underlined sentences on the text entitled Edmodo.com. Have you ever heard what “**passive voice**” is?

**Passive voice** is a form of a sentence in which the object of the sentence is placed as the subject.



### Task 6

Read the text entitled Edmodo again and match the terms to the meanings.

e-learning

social network

connect

update

share

apply



- jejaring sosial



-terhubung



-memperbarui



-website edukasi



-menerapkan



-berbagi



### Task 7

Learn the meaning of words on Task 6. Then, complete the sentences with the suitable words. Compare your answers with your partner's.

1. Facebook is one of the \_\_\_\_\_ that has more than 2 million users.
2. Computer users should \_\_\_\_\_ antivirus to get a better protection.
3. Students are using \_\_\_\_\_ to get connected with teachers outside the classroom.
4. You have to \_\_\_\_\_ to the internet to access edmodo.com.
5. Students need to \_\_\_\_\_ the knowledge they get from the class.
6. Technology enables you to \_\_\_\_\_ any kinds of files to other person in the world.





## Task 8

Study the explanation below about passive voice.



#Grammar Focus



Let's study the explanation about "Passive Voice"!

### Passive Voice

In the text entitled edmodo.com you can find the underlined words:

- Edmodo can be applied effectively in the classroom.
- Every posting can be seen by the teachers.
- The site is updated constantly to make the site more powerful.

Those expressions are the examples of **passive voice**.

Sentences can be in the form of active or passive. Passive voice is the passive form of a sentence.



You can compare the example between active and passive sentences below:

- Teachers can see every posting : **active form**
- Every posting can be seen by the teachers.: **passive form**

The use of passive form is to emphasize the object of the sentence. The object of the sentence becomes the subject that is placed in the beginning of a sentence. However, there is no change in meaning between active





Active Form	Passive Form
Teachers can see every posting.	Every posting can be seen by the teachers.
	
The emphasis is on the subject( <b>Teachers</b> ).	The emphasis is the object which is positioned as the subject of the sentence ( <b>Every posting</b> ).

### Passive voice form

S + to be + V3 + O

#### A. Present Passive

S + to be (*is/am/are*) + V3 + O

Example: The site **is updated** constantly

#### B. Past Passive

S + to be (*was/were*) + V3 + O

Example: Amazon **was incorporated** in 1994 by Bezos in Washington

#### C. Modal Passive

S + modal (*can/will/may*) + be + V3 + O

Example: Edmodo **can be applied** effectively in the classroom.

#### D. Continuous Passive

S + to be (*is/am/are*) + being + V3 + O

Example: The computer **is being fixed** by the technician.



## Task 9

Read the text below and underline the verbs that indicate passive forms.

### Youtube

YouTube is a free video sharing website that makes it easy to watch online videos. It was created on 2005 and now it becomes one of the most popular websites.



Picture 3.9

All kinds of videos can be found on YouTube, such as music video, comedy, cute animals, cooking demos, movie trailer, learning video, and many more. On average, 100 hours of video are uploaded to YouTube every minute so people will always something new to find. People also can create their own channel and upload their videos to share with others. You can download videos on YouTube and some videos also can be watched offline. Subscribe feature allows you to follow channels that you like. You also can share your work such as playing musical instrument or singing, so that your works can be watched by people around the world. Some artists get their popularity from Youtube, such as Justin Bieber, Raisa, and Raditya Dika. YouTube also becomes the effective medium to advertise products by company. People usually can watch video advertisement that appears before the actual videos played. With so much content on YouTube, it is important to note that not all YouTube videos are appropriate for everyone, especially children. However, Safety Mode tool can be used to restrict the types of videos you can view.



Picture

Adapted from: <https://en.wikipedia.org/wiki/YouTube>



## Task 10

In pairs, answer the following comprehension questions.

1. What is the text about?
2. What can users do through YouTube?
3. How can you do to restrict the types of videos on YouTube?
4. What kind of videos you can find on YouTube?
5. Could you mention the benefits of YouTube for advertising?



### Task 11

In pairs, break down the sentences based on the passive forms that you have found within the text entitled Youtube (task 9). Number one has been done for you.

No	Sentences	Subject	Passive Verbs
1	<u>It was created</u> on 2005	It	was created
2			
3			
4			
5			



### Task 12

Find the meanings of the terms that you can find within YouTube text (task 9).

No	Words	Pronunciation	Meanings
1	Upload		
2	Download		
3	Create		
4	Subscribe		
5	Channel		
6	Follow		



### Task 13

Change the active sentences below into passive voice. Underline the verbs that indicate passive voice. Number one has been done for you as an example.

1. More than 6 million people watch YouTube videos every month.

**Passive voice:** Youtube videos are watched by more than 6 million people every month.

2. Students can submit assignments on edmodo.

**Passive voice:**.....

3. Bezos created YouTube on 1994.

**Passive voice:** .....

4. Indonesian people can sell their used things on internet such as via olx.com or berniaga.com

**Passive voice:** .....

5. Popular artists often post their favourite pictures on their Instagram accounts.

**Passive voice:** .....



### Task 14

Study the following text and change the active verbs into the passive form. Number one has been done for you as an example.

## Paypal

PayPal is the trusted online payments. This website allows customers to make financial transactions in 26 currencies worldwide via online. PayPal has over 100 million member accounts in 190 countries and regions.

Paypal (accept) **is accepted** by merchants everywhere. You only need to have a credit card to create account on Paypal. If you want to buy items online especially outside your country, you could send money by using paypal. It also enables businesses to receive money online. Your credit card information (will protect) \_\_\_\_\_ with industry-leading security and prevention systems. If you use PayPal, your financial information (will never share) \_\_\_\_\_ with the merchant. Your information (will save) \_\_\_\_\_ by PayPal while you can shop and pay conveniently. PayPal (can use) on millions online businesses worldwide and (recommend) \_\_\_\_\_ as the payment method on eBay.

Adapted from: <https://en.wikipedia.org/wiki/PayPal>

# PayPal™

Picture



Picture



### Task 15

After completing the text above, answer the comprehension questions below. Do it in pairs.

1. What is the text about?
2. What can people do if they have PayPal accounts?
3. How can PayPal protect your credit card information?
4. What do you need to create PayPal account?
5. What is online business that recommends PayPal as the payment method?



### Task 16

Find the meanings of the terms below that you can find within the text entitled PayPal.

No	Words	Pronunciation	Meanings
1	Trusted		
2	Payment		
3	Accept		
4	Purchase		
5	Merchant		



## Task 17

Rearrange the jumbled sentences below into a correct order of a paragraph. Refer to the organization of descriptive text that you have learned on Unit 1.

1. Twitter Inc. is based in San Francisco and has more than 25 offices around the world.
2. The short format of the message allows quick information.
3. Twitter is an online social networking service that enables users to send a short 140-character message.
4. For business, Twitter can be used to broadcast company's latest news and interact with customers.
5. Twitter has many uses for both personal and business use.
6. For personal use, users can keep in touch with friends and quickly post information about where they do or where they are.

Rewrite your answer here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



Study the following pictures and information about web applications. In pairs, choose one picture and write a simple paragraph (6-7 sentences) including passive voice. Look at the organization of descriptive text on Unit 1.

goodreads

Picture

goodreads.com

### 1. Goodreads

- adding books to personal bookshelves
- rating and reviewing books
- participating in group discussion on a variety of topics
- getting suggestions for future reading choices



Picture

Blogger.com

### 2. Blogspot

- creating blogs with free domain
- earning money by using AdSense
- marketing or advertising your business
- integrating with Google account



## 2. eBay

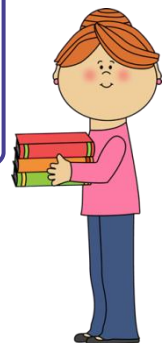
- buying and selling a variety of items and services
- providing auction and bidding items
- allowing sellers to donate their auction to a charity
- giving feedback for item and transaction

### Homework



### Task 19

Find other example of website that you know such as Gmail, Wikipedia, Facebook, Micosoft Office Live, or Yahoo. Find out what the uses of the website. Write a simple paragraph about the website you choose and include passive voice sentences in it. Write at about 50 words.





## ✓ Let's Review



Hello. Have you got some new technical terms related to your major? Do you still remember what you have learned in this unit? Let's recall them!

### Passive Voice

- Passive voice is the passive form of a sentence.
- The use of passive form is to emphasize the object of the sentence. However, there is no change in meaning between active or passive form.

You can compare the example between active and passive sentences below:

- Teachers can see every posting : **active form**
- Every posting **can be seen** by the teachers. : **passive form**

Active Form	Passive Form
Teachers can see every posting.	Every posting can be seen by the teachers.
The emphasis is on the subject( <b>Teachers</b> ).	The emphasis is the object which is positioned as the subject of the sentence ( <b>Every posting</b> ).

#### Passive voice form

**S + to be + V3 + O**

#### • A. Present Passive

**S + to be (is/am/are) + V3 + O**

Example: The site **is updated** constantly

- **b. Past Passive**

S + to be (*was/were*) + V3 + O

- Example: Amazon **was incorporated** in 1994 by Bezos in Washington.

- **c. Modal Passive**

S + modal (*can/will/may*) + be + V3 + O

- Example: Edmodo **can be applied** effectively in the classroom.

- **d. Continuous Passive**

S + to be (*is/am/are*) + being + V3 + O

Example: The computer **is being fixed** by the technician.

## GLOSSARY

Words	Pronunciation	Indonesian Meanings
e-commerce	/ˈiː.kɒmə:s/	penjualan online
e-learning	/ˈiː.lɜːnɪŋ/	pembelajaran online
user	/ˈjuːzər/	pengguna
review	/rɪˈvjuː/	mengulas
service	/ˈsɜːvɪs/	layanan
submit	/səbˈmɪt/	menyerahkan
channel	/ˈtʃænəl/	saluran
follow	/ˈfɒləʊ/	mengikuti
upload	/ʌpˈləʊd/	mengunggah
create	/kriˈeɪt/	membuat
subscribe	/səbˈskraɪb/	berlangganan
download	/ˈdaʊn.ləʊd/	mengunduh
trusted	/trʌstɪd/	terpercaya
payment	/ˈpeɪmənt/	pembayaran
accept	/əkˈsept/	menerima
purchase	/ˈpɜːtʃəs/	membeli
merchant	/ˈmɜːtʃənt/	penjual
connect	/kəˈnekt/	terhubung
update	/ʌpˈdeɪt/	memperbarui
share	/ʃeər/	berbagi
apply	/əˈplai/	menerapkan



## REFLECTION

Let's check what you have learned in this unit. Have you mastered the materials? Give a thick (v) to the statements that reflect your understanding related to Unit 3.

1 = Strongly Dissagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statements	Scale					Note
		1	2	3	4	5	
1	I can understand new technical terms about computer and networking and the meanings in Indonesian						
2	I can use the new technical terms in my daily life as a computer engineering and networking student						
2	I can understand the use of passive voice in sentences						
3	I can produce passive sentences						

## **Picture References**

- Picture 1.1      <http://thegeekybeng.com/2014/02/25/3-reasons-for-you-to-upgrade-your-xperia-tablet-z-to-tablet-z2/>
- Picture 1.2      <http://www.maxnepal.net/laptop.php>
- Picture 1.3      <http://www.tecnologias.in/novos-pcs-desktop-hp-pavilion-da-hp/>
- Picture 1.4      [http://ottawa.canadianlisted.com/computers-and-parts/5-dell-computer-desktop-pentium-3-100-ottawa\\_3070906.html](http://ottawa.canadianlisted.com/computers-and-parts/5-dell-computer-desktop-pentium-3-100-ottawa_3070906.html)
- Picture 1.5      <http://macvn.com/forums/showthread.php?t=75006>
- Picture 1.6      <http://consumer.huawei.com/en/mobile-broadband/mobile-wifi/features/e5372-en.html>
- Picture 1.7      [http://www.asus.com/Notebooks\\_Ultrabooks/N551JB](http://www.asus.com/Notebooks_Ultrabooks/N551JB)
- Picture 1.8      <http://consumer.huawei.com/en/mobile-broadband/mobile-wifi/features/e5372-en.html>
- Picture 1.9      <http://www.ldlc.com/fiche/PB00110359.html>
- Picture 1.10     <http://www.tek.no/bruktmarked/annonse/13395>
- Picture 1.11     [http://articulo.mercadolibre.com.ar/MLA-570475536-tablet-samsung-galaxy-tab-4-101-pulgadas-android-quad-core-\\_JM](http://articulo.mercadolibre.com.ar/MLA-570475536-tablet-samsung-galaxy-tab-4-101-pulgadas-android-quad-core-_JM)
- Picture 1.12     <http://m.forocoches.com/foro/showthread.php?t=4224533>
- Picture 1.13     <http://id.aliexpress.com/item/Genuine-wifi-antenna-DIR615-whoes-sales-D-link-router-N300-wireless-with-WIFI/461244303.html>
- Picture 1.14     <http://www.currys.co.uk/gbuk/computing-accessories/printers-ink/printers-scanners/all-in-one-printers/canon-pixma-mg3250-wireless-all-in-one-inkjet-printer-18046146-pdt.html>
- Picture 1.15     <http://www.samsung.com/us/mobile/galaxy-tab/SM-T530NZWAXAR>
- Picture 1.16     <http://www.gatortec.com/ipad-air-2-and-ipad-mini-3/>
- Picture 1.17     <http://www.boltsuper4g.com/pascabayar.html>
- Picture 1.18     <http://shop.lenovo.com/ie/en/laptops/lenovo/flex/flex-10/>
- Picture 1.19     <http://shop.lenovo.com/ie/en/laptops/lenovo/flex/flex-10>

## **Picture References**

Picture 2.1 <http://jeanlouis.gastoldi.free.fr/00000198670089109/index.php>

## **Picture References**

- Picture 3.1      [http://software.tuttogratis.it/download/elenco/browser\\_C525.html](http://software.tuttogratis.it/download/elenco/browser_C525.html)
- Picture 3.2      [http://academiatrespuntocero.es/?page\\_id=59](http://academiatrespuntocero.es/?page_id=59)
- Picture 3.3      <http://www.gograph.com/stock-illustration/computer.html>
- Picture 3.4      <https://questforpublishment.wordpress.com/2014/01/22/social-media-for-writers/>
- Picture 3.5      <https://en.wikipedia.org/wiki/Amazon.com>
- Picture 3.6      <http://www.europapress.es/portaltic/internet/noticia-amazon-dejara-permitir-flash-anuncios-partir-septiembre-20150821155421.html>
- Picture 3.7      <http://martinnunezblog.blogspot.com/>
- Picture 3.8      [http://webcache.googleusercontent.com/search?q=cache:siSbBRjw\\_q4J:ictbyteachers.weebly.com/uploads/1/1/3/0/11303946/edmodo\\_guide.pdf+&cd=2&hl=en&ct=clnk&gl=id](http://webcache.googleusercontent.com/search?q=cache:siSbBRjw_q4J:ictbyteachers.weebly.com/uploads/1/1/3/0/11303946/edmodo_guide.pdf+&cd=2&hl=en&ct=clnk&gl=id)
- Picture 3.9      <http://www.youtube.com/yt/brand/downloads.html>
- Picture 3.10      [www.youtube.com/watch?v=HECa3bAFAYk](http://www.youtube.com/watch?v=HECa3bAFAYk)
- Picture 3.11      <http://www.casinouk.com/top-banking-options/safety-and-security>
- Picture 3.12      [http://www.projectbear.com/paypal\\_example.jpg](http://www.projectbear.com/paypal_example.jpg)
- Picture 3.13      [goodreads.com](http://goodreads.com)
- Picture 3.14      [blogger.com](http://blogger.com)
- Picture 3.15      [ebay.com](http://ebay.com)





# APPENDIX F

The Expert Judgement Questionnaire

## ANGKET EVALUASI MATERI PEMBELAJARAN (EXPERT JUDGEMENT)

*Disusun berdasarkan Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMK*

### A. IDENTITAS RESPONDEN

Nama : \_\_\_\_\_

Jenis Kelamin : L / P (*lingkari yang sesuai*)

Pekerjaan : \_\_\_\_\_

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

Lama bekerja : \_\_\_\_\_

### B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (✓) pada salah satu kolom skor pada masing-masing pernyataan sesuai dengan pendapat Bapak/Ibu mengenai materi yang telah disusun.

Keterangan:

STS : Sangat Tidak Setuju

TS : Tidak Setuju

S : Setuju

SS : Sangat Setuju

## EVALUASI MATERI PEMBELAJARAN UNIT 1

### WELL-PERFORMED AND AFFORDABLE NETBOOKS

No	Statements	STS	TS	S	SS
<b>Kelayakan Isi</b>					
1	Materi yang disusun sesuai dengan SK KD SMK kelas X ( <i>1.3. Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan dan tahun</i> )				
2	Materi yang disusun sesuai dengan kehidupan sehari-hari siswa				
3	Materi (teks, gambar, dan table) relevan dengan topik yang dibahas				
4	Materi yang disusun sesuai dengan analisa kebutuhan bagi siswa Teknik Komputer dan Jaringan (TKJ)				
5	Materi yang disusun mengangkat isu-isu teknologi terbaru				
6	Materi yang disusun sesuai dengan kecakapan vokasional yang akan dihadapi para siswa di dunia kerja komputer dan jaringan				
7	Materi mengandung pengetahuan serta sikap yang mengandung kecakapan hidup				
8	Materi yang disusun memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa				
9	Materi yang disusun mengarahkan siswa untuk memahami fungsi sosial dari teks yang dibahas				

10	Materi yang disusun mengarahkan siswa untuk memahami unsur dan struktur teks yang dibahas				
11	Materi yang disusun mengarahkan siswa untuk memahami fitur linguistik dari teks yang dibahas				

Lain-lain:

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.....

.....

No	Statements	STS	TS	S	SS
<b>Kelayakan Penyajian</b>					
12	Kegiatan pembelajaran ( <i>task</i> ) disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit				
13	Kegiatan pembelajaran ( <i>task</i> ) yang disusun memiliki keseimbangan antar bab				
14	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendukung siswa untuk berkomunikasi secara tertulis				
15	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mengarahkan siswa untuk berpikir dan bertindak secara kreatif				
16	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendorong siswa untuk belajar mandiri				
17	Kegiatan pembelajaran ( <i>task</i> ) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				

18	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun				
19	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas				
21	Materi yang disusun dilengkapi dengan istilah-istilah asing yang sesuai dengan materi yang dibahas				

Lain-lain:

.....

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No	Statements	STS	TS	S	SS
<b>Kelayakan Bahasa</b>					
22	Bahasa yang digunakan sesuai dengan perkembangan kognitif peserta didik				
23	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa				
24	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar				
25	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar ( <i>spelling</i> )				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata ( <i>word choice</i> )				

27	Materi yang disajikan memiliki keterkaitan dengan materi selanjutnya				
----	--	--	--	--	--

Lain-lain:

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No	Statements	STS	TS	S	SS
<b>Kelayakan Kegrafikan</b>					
28	Penggunaan font dalam penyajian materi tidak berlebihan				
29	Pemilihan ukuran font dalam penyajian materi tidak terlalu besar/terlalu kecil				
30	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi				
31	Penyajian gambar bersifat aestetik dan fungsional				

Lain-lain:

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1. Apakah tanggapan Bapak/Ibu secara umum mengenai materi pada Unit 1 yang saya kembangkan ini?

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2. Menurut Bapak/Ibu, apakah kekurangan dari materi Unit 1 yang saya kembangkan ini?

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3. Menurut Bapak/Ibu, apakah saran Bapak/Ibu bagi materi pada Unit 1 ini?

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## REKOMENDASI

Mengacu kepada hasil penilaian diatas, maka dengan ini Unit 1 dinyatakan:

☐ Layak tanpa revisi

☐ Tidak Layak

☐ Layak dengan revisi sebagai berikut:

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Yogyakarta, September 2015

Evaluator Materi,

(\_\_\_\_\_)  
NIP.



## EVALUASI MATERI PEMBELAJARAN UNIT 2

### TO: PURCHASING MANAGER OF ELSA COMPUTER

No	Statements	STS	TS	S	SS
<b>Kelayakan Isi</b>					
1	Materi yang disusun sesuai dengan SK KD SMK kelas X (1.6. Memahami Memo dan Menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas)				
2	Materi yang disusun sesuai dengan kehidupan sehari-hari siswa, berkaitan dengan pemahaman terhadap memo dan menu sederhana				
3	Materi yang disusun diambil dari sumber yang relevan				
4	Materi yang disusun sesuai dengan analisa kebutuhan bagi siswa Teknik Komputer dan Jaringan (TKJ) kelas X				
5	Materi yang disusun mengangkat isu-isu terbaru				
6	Materi yang disusun sesuai dengan kecakapan vokasional yang akan dihadapi para siswa di dunia kerja komputer dan jaringan				
7	Materi mengandung pengetahuan serta sikap yang mengandung kecakapan hidup				
8	Materi yang disusun memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa				
9	Materi yang disusun mengarahkan siswa untuk memahami fungsi sosial dari teks yang dibahas				

10	Materi yang disusun mengarahkan siswa untuk memahami unsur dan struktur teks yang dibahas				
11	Materi yang disusun mengarahkan siswa untuk memahami fitur linguistik dari teks yang dibahas				

Lain-lain:

.....

.....

.....

No	Statements	STS	TS	S	SS
<b>Kelayakan Penyajian</b>					
12	Kegiatan pembelajaran ( <i>task</i> ) disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit				
13	Kegiatan pembelajaran ( <i>task</i> ) yang disusun memiliki keseimbangan antar bab				
14	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendukung siswa untuk berkomunikasi secara tertulis				
15	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mengarahkan siswa untuk berpikir dan bertindak secara kreatif				
16	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendorong siswa untuk belajar mandiri				
17	Kegiatan pembelajaran ( <i>task</i> ) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				

18	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun				
19	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas				
21	Materi yang disusun dilengkapi dengan istilah-istilah asing yang sesuai dengan materi yang dibahas				

Lain-lain:

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No	Statements	STS	TS	S	SS
<b>Kelayakan Bahasa</b>					
22	Bahasa yang digunakan sesuai dengan perkembangan kognitif peserta didik				
23	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa				
24	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar				
25	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar ( <i>spelling</i> )				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata ( <i>word choice</i> )				

27	Materi yang disajikan memiliki keterkaitan dengan materi selanjutnya				
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Lain-lain:

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No	Statements	STS	TS	S	SS
<b>Kelayakan Kegrafikan</b>					
28	Penggunaan font dalam penyajian materi tidak berlebihan				
29	Pemilihan ukuran font dalam penyajian materi tidak terlalu besar/terlalu kecil				
30	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi				
31	Penyajian gambar bersifat aestetik dan fungsional				

Lain-lain:

.....

.....

.....

1. Apakah tanggapan Bapak/Ibu secara umum mengenai materi pada Unit 2 yang saya kembangkan ini?

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2. Menurut Bapak/Ibu, apakah kekurangan dari materi Unit 2 yang saya kembangkan ini?

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3. Menurut Bapak/Ibu, apakah saran Bapak/Ibu bagi materi pada Unit 2 ini?

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## REKOMENDASI

Mengacu kepada hasil penilaian diatas, maka dengan ini Unit 2 dinyatakan:

☐ Layak tanpa revisi

☐ Tidak Layak

☐ Layak dengan revisi sebagai berikut:

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Yogyakarta, September 2015

Evaluator Materi,

(\_\_\_\_\_)  
NIP.

## EVALUASI MATERI PEMBELAJARAN UNIT 3

### WEB APPLICATION IS A WEBSITE CONCERNING WITH USER INTERACTION

No	Statements	STS	TS	S	SS
<b>Kelayakan Isi</b>					
1	Materi yang disusun sesuai dengan SK KD SMK kelas X ( <i>1.7. Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus</i> )				
2	Materi yang disusun sesuai dengan kehidupan sehari-hari siswa, berkaitan dengan istilah-istilah teknis dunia komputer dan jaringan				
3	Materi yang disusun diambil dari sumber yang relevan				
4	Materi yang disusun sesuai dengan analisa kebutuhan bagi siswa Teknik Komputer dan Jaringan (TKJ) kelas X				
5	Materi yang disusun mengangkat isu-isu terbaru				
6	Materi yang disusun sesuai dengan kecakapan vokasional yang akan dihadapi para siswa di dunia kerja komputer dan jaringan				
7	Materi mengandung pengetahuan serta sikap yang mengandung kecakapan hidup				
8	Materi yang disusun memuat berbagai macam jenis teks yang sesuai dengan kebutuhan belajar siswa				
9	Materi yang disusun mengarahkan siswa untuk memahami fungsi sosial dari teks				

	yang dibahas				
10	Materi yang disusun mengarahkan siswa untuk memahami unsur dan struktur teks yang dibahas				
11	Materi yang disusun mengarahkan siswa untuk memahami fitur linguistik dari teks yang dibahas				

Lain-lain:

.....

.....

.....

No	Statements	STS	TS	S	SS
<b>Kelayakan Penyajian</b>					
12	Kegiatan pembelajaran ( <i>task</i> ) disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit				
13	Kegiatan pembelajaran ( <i>task</i> ) yang disusun memiliki keseimbangan antar bab				
14	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendukung siswa untuk berkomunikasi secara tertulis				
15	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mengarahkan siswa untuk berpikir dan bertindak secara kreatif				
16	Kegiatan pembelajaran ( <i>task</i> ) yang disusun mendorong siswa untuk belajar mandiri				
17	Kegiatan pembelajaran ( <i>task</i> ) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided</i>				



	<i>activities.</i>				
18	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun				
19	Terdapat bagian pendahuluan, materi inti dan penutup pada materi yang disusun				
20	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas				
21	Materi yang disusun dilengkapi dengan istilah-istilah asing yang sesuai dengan materi yang dibahas				

Lain-lain:

.....

.....

.....

No	Statements	STS	TS	S	SS
<b>Kelayakan Bahasa</b>					
22	Bahasa yang digunakan sesuai dengan perkembangan kognitif peserta didik				
23	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh siswa				
24	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar				
25	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar ( <i>spelling</i> )				
26	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata ( <i>word</i>				

	<i>choice)</i>				
27	Materi yang disajikan memiliki keterkaitan dengan materi selanjutnya				

Lain-lain:

.....

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.....

No	Statements	STS	TS	S	SS
<b>Kelayakan Kefrafikan</b>					
28	Penggunaan font dalam penyajian materi tidak berlebihan				
29	Pemilihan ukuran font dalam penyajian materi tidak terlalu besar/terlalu kecil				
30	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi				
31	Penyajian gambar bersifat estetis dan fungsional				

Lain-lain:

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.....

.....

1. Apakah tanggapan Bapak/Ibu secara umum mengenai materi pada Unit 3 yang saya kembangkan ini?

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2. Menurut Bapak/Ibu, apakah kekurangan dari materi Unit 3 yang saya kembangkan ini?

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3. Menurut Bapak/Ibu, apakah saran Bapak/Ibu bagi materi pada Unit 3 ini?

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## REKOMENDASI

Mengacu kepada hasil penilaian diatas, maka dengan ini Unit 2 dinyatakan:

☐ Layak tanpa revisi

☐ Tidak Layak

☐ Layak dengan revisi sebagai berikut:

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Yogyakarta, September 2015

Evaluator Materi,

(\_\_\_\_\_)  
NIP.

# APPENDIX G

The Expert Judgement Data

## The Expert Judgement Data

### 1. The Expert Judgement Data of Unit 1

Table 4.1 9 The Content Appropriateness of Unit 1

No	Items	Score
1	The developed materials are in accordance with Standard of Competence and Basic Competencies of Vocational High School Grade X (1.3. Describing things, people, characteristics, time, days, months, and year)	4
2	The developed materials are relevant to students' daily life	3
3	Materials (text, figures, and tables) are relevant to the topics being discussed.	4
4	The developed materials are in accordance with the needs analysis for students computer and networking program grade X	4
5	The developed materials provide recent technology issue	4
6	The developed materials are in accordance with students' target competence	3
7	The developed materials contain knowledge about life skill	3
8	The developed materials contain appropriate types of texts for students' needs	3
9	The developed materials lead the students to understand the social function of the discussed text	4
10	The developed materials lead the students to understand the generic structure of the discussed text	4
11	The developed materials lead the students to understand the linguistic features of the discussed text	4
	<b>Mean</b>	3.64

Table 4.20 The Appropriateness of the Presentation of Unit 1

No	Items	Score
12	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	3
13	There is good balance among the tasks in a unit with the tasks in the next unit	3
14	The developed tasks encourage students to perform written communication effectively	4
15	The developed tasks encourage the students to be creative	4
16	The developed tasks encourage students to learn independently	3
17	The developed tasks contain guided activities and free guided	4

	activities	
18	The developed materials provide evaluation form for the students to check their understanding	3
19	There are warm up activities, main activities, and closing in the developed materials	3
20	The developed materials contain opening activities, main activities, and closing activities	4
21	The materials contain vocabulary that is related to the topic of the unit	4
	<b>Mean</b>	3.5

#### 4.21 The Appropriateness of the Language

No	Items	Score
22	The language used are relevant to students' cognitive development	3
23	The language of instruction can be easily understood by the students	3
24	The materials are developed in a grammatical English	3
25	The spelling of the language of instruction are in accordance with spelling principle	4
26	The choice of words of the materials are in accordance with words choice principle	4
27	The developed materials in a unit are linked to materials in the next unit	4
	<b>Mean</b>	3.5

Table 4.22The Appropriateness of the Layout Unit 1

No	Items	Score
1	The fonts used are not too various	3
2	The fonts used are not too big/too small	3
3	The colours of the materials are not disturbing the readers	3
4	The pictures are provided for aesthetic and functional purposes	3
	<b>Mean</b>	3

## 2. The Expert Judgement Data of Unit 2

Table 4.24 The Content Appropriateness of Unit 2

No	Items	Score
1	The developed materials are in accordance with Standard of Competence and Basic Competencies of Vocational High School Grade X (1.3. Describing things, people, characteristics, time, days, months, and year)	4
2	The developed materials are relevant to students' daily life	3
3	Materials (text, figures, and tables) are relevant to the topics being discussed.	4
4	The developed materials are in accordance with the needs analysis for Computer engineering and networking students Grade X	3
5	The developed materials provide recent technology issue	4
6	The developed materials are in accordance with students' target competence of computer engineering and networking	3
7	The developed materials contain knowledge about life skill	3
8	The developed materials contain appropriate types of texts appropriate for students' needs	4
9	The developed materials lead the students to understand the social function of the discussed text	4
10	The developed materials lead the students to understand the generic structure of the discussed text	3
11	The developed materials lead the students to understand the linguistic features of the discussed text	4
	<b>Mean</b>	3.55

Table 4.25 The Appropriateness of the Presentation of Unit 2

No	Items	Score
12	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	3
13	There is good balance among the tasks in a unit with the tasks in the next unit	4
14	The developed tasks encourage students to perform written communication effectively	3
15	The developed tasks encourage the students to be creative	3
16	The developed tasks encourage students to learn independently	3
17	The developed tasks contain guided activities and free guided activities	4
18	The developed materials provide evaluation form for the students to check their understanding	3
19	There are warm up activities, main activities, and closing in	4



	the developed materials	
20	The developed materials contain opening activities, main activities, and closing activities	3
21	The materials contain vocabulary that is related to the topic of the unit	4
	<b>Mean</b>	<b>3.4</b>

#### 4.26 The Appropriateness of the Language of Unit 2

No	Items	Score
22	The language used are relevant to students' cognitive development	3
23	The language of instruction can be easily understood by the students	3
24	The materials are developed in a grammatical English	3
25	The spelling of the language of instruction are in accordance with spelling principle	4
26	The choice of words of the materials are in accordance with words choice principle	3
27	The developed materials in a unit are linked to materials in the next unit	4
	<b>Mean</b>	<b>3.4</b>

Table 4.27: The Appropriateness of the Layout Unit 2

No	Items	Score
28	The fonts used are not too various	3
29	The fonts used are not too big/too small	2
30	The colours of the materials are not disturbing the readers	3
31	The pictures are provided for aesthetic and functional purposes	3
	<b>Mean</b>	<b>2.75</b>

### 3. The Expert Judgement Data of Unit 3

#### 4.29 The Content Appropriateness of unit 3

No	Items	Score
1	The developed materials are in accordance with Standard of Competence and Basic Competencies of Vocational High School Grade X (1.3. Describing things, people, characteristics, time, days, months, and year)	4

2	The developed materials are relevant to students' daily life	3
3	Materials (text, figures, and tables) are relevant to the topics being discussed.	3
4	The developed materials are in accordance with the needs analysis for Computer engineering and networking students Grade X	4
5	The developed materials provide recent technology issue	4
6	The developed materials are in accordance with students' target competence of computer engineering and networking	4
7	The developed materials contain knowledge about life skill	3
8	The developed materials contain appropriate types of texts appropriate for students' needs	3
9	The developed materials lead the students to understand the social function of the discussed text	4
10	The developed materials lead the students to understand the generic structure of the discussed text	4
11	The developed materials lead the students to understand the linguistic features of the discussed text	4
	Mean	3.64

Table 4.30 The Appropriateness of the Presentation of Unit 3

No	Items	Score
12	The developed tasks are well organized, systematically graded, grading from the easiest task up to the most difficult task.	3
13	There is good balance among the tasks in a unit with the tasks in the next unit	3
14	The developed tasks encourage students to perform written communication effectively	3
15	The developed tasks encourage the students to be creative	4
16	The developed tasks encourage students to learn independently	4
17	The developed tasks contain guided activities and free guided activities	4
18	The developed materials provide evaluation form for the students to check their understanding	3
19	There are warm up activities, main activities, and closing in the developed materials	3
20	The developed materials contain opening activities, main activities, and closing activities	4
21	The materials contain vocabulary that is related to the topic of the unit	4
	Mean	3.5

Table 4.31 The Appropriateness of the Language of Unit 3

No	Items	Score
22	The language used are relevant to students' cognitive development	3
23	The language of instruction can be easily understood by the students	3
24	The materials are developed in a grammatical English	4
25	The spelling of the language of instruction are in accordance with spelling principle	4
26	The choice of words of the materials are in accordance with words choice principle	2
27	The developed materials in a unit are linked to materials in the next unit	4
	<b>Mean</b>	<b>3.5</b>

Table 4.32The Appropriateness of the Layout Unit 3

No	Items	Score
28	The fonts used are not too various	3
29	The fonts used are not too big/too small	3
30	The colours of the materials are not disturbing the readers	2
31	The pictures are provided for aesthetic and functional purposes	3
	<b>Mean</b>	<b>2.75</b>

# APPENDIX H

## Revisions of the Units

## Revisions of the Units

### 1. The Revision of Unit 1

Table 4.23 The Revision of Unit 1

Parts of the Unit	Points to Revise	Revision
Cover	The title of the developed materials contains grammatical errors. (English Reading Learning Material for Computer Engineering and Networking Study Program at Vocational High School)	The title should be “English Reading Learning Materials for Computer Engineering and Networking Study Program at Vocational High Schools”
	Add the word supervisor on the front cover.	Supervisor: Jamilah, M.Pd.
Title	The title should be correct in term of grammar  Well-performed and Affordable Netbooks	Change the title to: Well-performing and Affordable Netbooks
Task 1	Replace the words “one words” to “one word”	Replace the words into the correct grammar. You can choose more than one word to describe the pictures.
Task 2	Replace the words “one adjectives” to “one adjective”	Replacing the words into the correct grammar.  You may choose more than one adjective.
Task 3	Give a box to the text to make it clear and make change the placement of the picture.	Give a box to the text and change the placement of the picture.
Task 4	No revision	
Task 5	No revision	
Task 6	Replace the word “meanings” to “Indonesian version”	Replace with the correct words (Indonesian version)
Task 7	No revision	
Task 8	Replace the word “meanings” to “Indonesian version”	Replace with the correct words (Indonesian version)

	<p>The instruction is not clear and contains incorrect preposition.</p> <p>Find the meaning of the words that you already find on the box, and then categorize them.</p>	<p>Change the instruction:</p> <p>Find the meaning of the words that you find in the puzzle on task 7, and then categorize them.</p>
Task 9	<p>Change the terms “language corner” to “grammar focus”</p> <p>There is a misspelling and incorrect use of articles</p> <p>Adjective isa word It is part of speech</p>	<p>Change the terms “language corner” to “grammar focus”</p> <p>Change the misspelling and correct the articles</p> <p>An adjective is a word It is a part of speech</p>
Task 10	No revision	
Task 11	The source of the text should be placed on the right corner	Place the link source on the right corner
	The placement of the text have to be more clearer	Change the text’s placement
	The pictures is better to be placed in the middle, not on the right side	Place the pictures in the middle
	<p>The instruction should be clearer.</p> <p>Task 11: Read the following text. In pairs, underline the adjectives that you find in the text. Then, answer the questions that follows</p>	<p>Change the instruction and separate task 11 into two tasks.</p> <p>Task 11: Read the following text. In pairs, underline the adjectives that you find in the text.</p> <p>Task 12: Answer the following questions based on the text above.</p>
Task 12	The placement of the pictures should be clearer to make the readers easy to do the task	Change the placement of the pictures
	There should be an example to do the task	Give an example for number 1
Task 13	<p>Incorrect use of preposition</p> <p>Match the pictures with the appropriate descriptions provided on the box.</p>	<p>Change the preposition ‘on’ to ‘in’</p> <p>Match the pictures with the appropriate descriptions provided in the box.</p>
Task 14	There are some incorrect uses	Change the articles into the

	<p>of articles.</p> <p>What is descriptive text? Descriptive text is a kind of text which tells..... What is the generic structure of descriptive text?</p>	<p>correct ones.</p> <p>What is a descriptive text? A descriptive text is a kind of text which tells..... What is the generic structure of descriptive texts?</p>
Task 15	<p>Incorrect use of preposition.</p> <p>Read the following descriptions on the table.</p>	<p>Change the preposition into the correct one.</p> <p>Read the following descriptions in the table.</p>
Task 16	<p>The placement of the pictures should be clearer to make the readers easy to do the task</p> <p>The instruction should be clearer.</p> <p>Task 16: Read the following text. In pairs, underline the verbs that indicate Simple Present Tense in the text. Then answer the questions that follow.</p>	<p>Change the placement of the picture in the middle.</p> <p>Change the instruction and separate task 15 into two tasks.</p> <p>Task 16: Read the following text. In pairs, underline the verbs that indicate Simple Present Tense in the text.</p> <p>Task 17: Answer the questions based on the text on task 16</p>
Task 17	<p>There are some grammatical errors</p> <p>What feature that supports the use of iPhone, iPad or iPod?</p> <p>How long you should take to print a photo?</p>	<p>Change the sentences into the correct ones.</p> <p>What feature supports the use of iPhone, iPad or iPod?</p> <p>How long does it take to take a print of photo?</p>
Task 18	<p>There should be an example of the descriptive text to help the readers to make a simple descriptive text</p>	<p>Make the instruction clearer.</p> <p>Choose one of the pictures about computer products below. In pairs, make a simple descriptive text about the product. You can use the provided information to help you develop your idea. Look at the example of descriptive text on task 15 to guide the</p>

		organization of the text.
Task 19	<p>The words provided in the box should be followed by parts of speech (verbs, nouns, or adjectives)</p> <p>The placement of the text should be clearer since the text is separated on different pages.</p>	<p>Complete the instruction: Complete the blank spaces on the text with the correct words provided in the box. The words can be adjectives, verbs, or nouns. Number one has been done for you as an example.</p> <p>Place the text on the same page.</p>
Task 20	No revision	
Reviews	On the example of descriptive text, the link source should be clearer (the printing is not clear)	Change the layout to make the link source readable
Glossary	Replace the words “Indonesian Meanings” to “Indonesian versions”	Replacing the words “Indonesian Meanings” to “Indonesian versions”

## 2. The Revision of Unit 2

Table 4.28 The Revision of Unit 2

Parts of the Unit	Points to Revise	Revision
Task 1	<p>The instruction contains a grammar error.</p> <p>Look at the picture below</p>	<p>Change the instruction to the correct one.</p> <p>Look at the pictures below</p>
Task 2	The memo should be provided along with the situation, so it will make the readers easy to understand the content of the memo.	Providing the situation about the memo
Task 3	The memo should be provided along with the situation, so it will make the readers easy to understand the content of the memo	Providing the situation about the memo
Task 4	No revision	



Task 5	Change the order of task 5 to task 3	Change the order of the task
Task 6	There is an inappropriate use of preposition.  I would like to ask you to go out with me on computer exhibition.	Change the sentence into the correct one.  I would like to ask you to go out with me to a computer exhibition.
Task 7	It is better to add numbering to the explanation of memos' parts (heading, identity, body, signature)	Give numbers to the parts of memo.  1. heading 2. identity 3. body 4. signature  1.
Task 8	No revision	
Task 9	No revision	
Task 10	Change the word "meanings" to "Indonesian versions".  Incorrect use of preposition.	Change the word into the correct ones.  You may check them in your dictionary.
Task 11	No revision	
Task 12	The instruction needs a revision in term of grammar  The networking service just gets a big project...	Change into the correct one.  The networking service has just got a big project...
Task 13	The font of the input text is too small.	Change the font to make the text readable.
Task 14	Change the word "meanings" to "Indonesian versions".	Change the word into the correct ones.
Task 15	No revision	
Task 16	No revision	
Task 17	The task should be added with an example	Give an example on task number 1.
Task 18	No revision	
Task 19	No revision	
Task 20	No revision	
Glossary	Replace the words "Indonesian Meanings" to "Indonesian versions"	Replacing the words "Indonesian Meanings" to "Indonesian versions"

### 3. The Revision of Unit 3

#### 4.33 The Revision of Unit 3

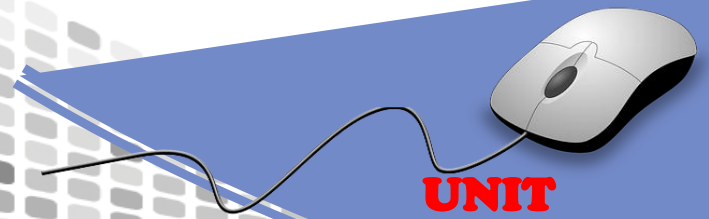
Parts of the Unit	Points to Revise	Revision
Task 1	No revision	
Task 2	Give a box to the text to make it clear and change the placement of the source link on the right corner of the text.	Give a box to the text and change the placement of the source link
Task 3	No revision	
Task 4	Change the colours of the box since they are considered disturbing the readers.	Change the colours of the box so that they do not disturb the readers.
Task 5	Give a box to the text to make it clear and change the placement of the source link on the right corner of the text.	Give a box to the text and change the placement of the source link
Task 6	Inappropriate use of preposition  Recall the underlined sentences on the text....	Change the instruction into the correct one. Recall the underlined sentences in the text....
Task 7	Give an example on the task	Give an example on number 1 and change the instruction.
Task 8	There is an incorrect spelling. Edmodo can be applied effectively in the classroom.	Change the spelling into the correct one. Edmodo can be applied effectively in the classroom.
Task 9	No revision	
Task 10	There is a	Change the sentence

	<p>grammatical error on the question number 4.</p> <p>What kind of videos you can find on YouTube?</p>	<p>into the correct one.</p> <p>What kind of videos can you find on YouTube?</p>
Task 11	No revision	
Task 12	<p>The word choice in the instruction is not appropriate. The word “within” should be changed to “in”</p>	<p>Change the instruction:</p> <p>Find the meanings of the terms below that you can find in YouTube text (task 9).</p>
Task 13	No revision	
Task 14	<p>The instruction should be clearer</p> <p>Study the following text and change the active verbs into the passive form.</p>	<p>Make the instruction clearer.</p> <p>Study the following text and put the verbs in the brackets into the passive form.</p>
Task 15	No revision	
Task 16	<p>The word choice in the instruction is not appropriate. The word “within” should be changed to “in”</p>	<p>Change the instruction:</p> <p>Find the meanings of the terms below that you can find in the text entitled PayPal</p>
Task 17	No revision	
Task 18	No revision	
Task 19	<p>The text is should be based on the report texts instead of descriptive texts.</p> <p>There should be an explanation about report text</p>	<p>Change the instruction of task 19</p> <p>Give explanation about report texts</p>
Task 20	No revision	
Glossary	<p>Replace the words “Indonesian Meanings” to “Indonesian versions”</p>	<p>Replacing the words “Indonesian Meanings” to “Indonesian versions”</p>



# APPENDIX I

The Final Draft of the Materials



# UNIT 1

## Well-performing and Affordable Netbooks



When you work in a computer shop, you will be required to read texts about the features of products such as different series of computers, notebooks, and peripherals. You have to be able to describe the characteristics of the products and their uses so that the customers will feel satisfied with the products they want to get.

In this unit, you are going to learn about how to describe characteristics of some products in computer shops and their uses.



### Lead-in



### Task 1

Study the pictures below. Match the pictures with appropriate words provided on the box. You can choose more than one adjective to describe the pictures.



Picture 1.1



Picture 1.2



Picture 1.3



Picture 1.4

<b>thin</b>	<b>red</b>	<b>heavy</b>	<b>big</b>	<b>white</b>	<b>portable</b>
/θɪn/	/red/	/ˈhev.i/	/bɪg/	/waɪt/	/ˈpɔːr.təbl/



## Let's Read

### Task 2

Study the picture below. Individually, circle the adjectives that describe the iMac computer below. You may choose more than one adjective.



Picture 1.5

elegant

powerless

bad

heavy

thin

slow

thick

expensive

white



### Task 3

Read the following text. In pairs, underline the adjectives that you find in the text.

#### E5372 Huawei Mobile Broadband

E5372 Huawei is a smart and portable mobile broadband. It easily manages your mobile Wi-Fi experience from your smartphone, laptop, or tablet in a simple way.

The dimension of E5372 is only 99 mm x 62.2 mm x 14.4 mm. It is small and very light so it can fit in your hand. The simple and cool design makes it look more stylish. You can enjoy a fast wireless experience with download rates up to 150 Mbps. It gives you more speed and more flexibility. With external dual antenna support, the E5372 can receive signals everywhere. The wi-fi connection can be shared up to 10 users/devices. It can also be used as a mobile power source for other devices so you can enjoy wireless internet no matter where you are.



Picture 1.6

Adapted from: <http://consumer.huawei.com/en/mobile-broadband/mobile-wifi/features/e5372-en.html>



### Task 4

Write down the adjectives that you found in the text and find the meanings of the new words. You may open your dictionary.

No	Adjectives	Indonesian Versions
1	smart	cerdas, pintar
2		
3		
4		
5		
6		
7		
8		



### Task 5

Read again the text E5372 Huawei Mobile Broadband. In pairs, answer the comprehension questions below.

1. What is the text about?
2. How does E5372 Huawei look like?
3. How many users E5372 Huawei can share?
4. How much are the download rates of E5372 Huawei?
5. What is the benefit of E5372 Huawei for other devices?



### Task 6

Study the following words. These are the categories of adjectives that you will learn in this chapter.

Categories	Phonetics Transcription	Indonesian Versions	Example
opinion	/ə'pɪn.jən/	pendapat	great, nice
size	/saɪz/	ukuran	small, 10 inch
shape	/ʃeɪp/	bentuk	oval
colour	/'kʌl.ər/	warna	white, blue
material	/mə'tɪə.ri.əl/	bahan	metal, aluminium





## Task 7

Find eight adjectives in the puzzle below. The words may go vertically or horizontally. Number one has been done for you as an example.

S	H	I	N	I	V	S	I	M	P	L	E	S	W	L
B	E	S	T	R	E	N	O	R	I	P	S	L	Q	A
R	E	D	C	X	L	O	P	C	B	K	S	V	K	R
K	A	C	I	C	R	I	O	W	L	V	Y	C	R	G
P	S	Z	P	O	W	E	R	F	U	L	J	U	D	E
O	Y	L	T	M	H	P	O	I	X	M	T	R	N	C
B	R	B	R	F	E	C	A	J	U	W	K	N	M	J
U	A	R	E	O	X	I	S	T	R	C	L	J	S	V
Z	L	E	L	R	K	O	K	I	Y	Z	K	R	K	E
N	Y	H	N	T	J	G	D	K	N	G	R	A	Y	M



## Task 8

Find the meaning of the words that you find in the puzzle on task 7 then categorize them.

No.	Adjectives	Category	Indonesian Versions
1	simple	opinion	seederhana
2			
3			
4			
5			
6			
7			
8			



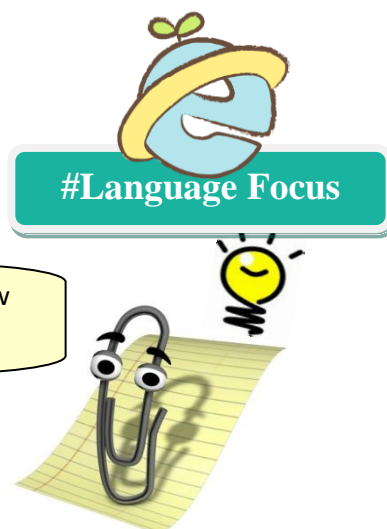
## Task 9

Read the explanation below carefully.



Do you know what “**adjective**” is? Do you want to know how to use adjective in a sentence?

#Language Focus



## ADJECTIVES

**Adjective** is a word that explains a noun. It is a part of speech that appears before a noun and after a determiner. Here you can see some examples of the use of adjectives.

**Example:**

- E5372Huawei is a smart and portable mobile broadband: *smart* and *portable* explain "broadband"
- Simple and cool design : *simple* and *cool* explain "design".

Adjectives also can be used in series so that you can use more than one adjective in a sentence.



When you mention several adjectives, there is a specific order you have to follow.



determiner + order of objectives + noun

Determiner	Opinion	size	Shape	color	materials	Noun
<b>A</b>	<b>stylish</b>	<b>medium</b>	<b>compact</b>	<b>grey</b>	<b>metal</b>	<b>cover of ASUS laptop</b>

**Example:**

1. An awesome 10 inch white Samsung galaxy tab 4 → opinion, size, colour
2. A medium compact black Canon Printer → size, shape, colour



### Task 10

Study these following words to help you understand the next passage.

provide : menyediakan

processor : prosesor

graphic : grafis

accurate : akurat

screen : layar

display : tampilan

multitasking : banyakpekerjaan

produce : menghasilkan

exclusive : istimewa

brightness : kecerahan



## Task 11

Read the following text. In pairs, underline the adjectives that you find in the text.

### ASUS N551JB, the Best Laptop for Multimedia



Picture 1.7

ASUS N Series laptops are made to provide the best multimedia experience. Powerful processors, beautiful screens and exclusive audio are used to do multitasking and gaming with high graphics.

Simple and elegant design is about N Series notebooks. The grey cover adds to the luxury feel. The comfortable keyboard allows accurate typing and also looks great. The laptop is just 27 mm, stylish but easy to use. All N Series laptops use Full HD (1920 x 1080) IPS displays with high brightness. ASUS technology has the maximum image quality in all applications, such as movies, photos, and games. The SonicMaster can produce higher volumes and deliver clear sound. This laptop is also incredible and instant in response. Using the latest 4th-generation Intel® Core™ processors, N Series laptops have all the multitasking power you need.

Adapted from: [https://www.asus.com/Notebooks\\_Ultrabooks/N551JB/](https://www.asus.com/Notebooks_Ultrabooks/N551JB/)



## Task 12

Answer the following questions based on the text above.

1. What does the text mainly tell about?
2. How does the writer describe the design of the product?
3. How does the writer describe the performance of the product?
4. Why does the laptop have a great sound?
5. Give examples of applications that have the maximum image quality.



### Task 13

Study the pictures below. Match the pictures with the appropriate descriptions provided in the box.



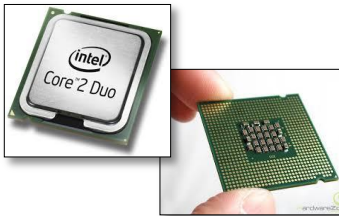
Picture 1.8

The small, rectangular, white wi-fi modem.

The stylish, small, purple ASUS laptop.



Picture 1.9



Picture 1.10

The elegant, thin, black Samsung Galaxy Tab.

The modern and large monitor is used for gamers.



Picture 1.11

The Core 2 Duo intel processor is tiny but powerful.

The black Cisco router offers fast connection.



Picture 1.12



Picture 1.13



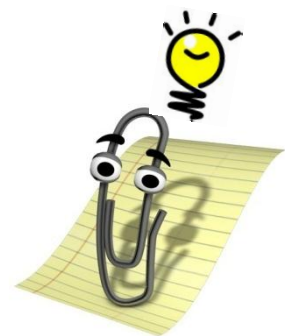
### Task 14

Read the explanation below carefully.



Have you ever heard about “**descriptive text**”?  
Do you want to know how to describe something?

#Language Focus



## Descriptive Text

- **What is a descriptive text?**

A descriptive text is a kind of text which tells or describes a particular person, place, or thing. The description can be the physical appearance and features/characteristics of something.

- **What is the generic structure of descriptive texts?**

1. Identification : the general description about the thing
2. Description : the specific information about something

- **The Language Features of Descriptive Text**

- The use of Simple Present Tense  
example:
  - N Series laptops have all the multitasking power.
- The use of adjectives and compound adjectives.  
example:
  - Simple and elegant design is about N Series notebooks

- **An example of descriptive text**

### ASUS N551JB, the Best Laptop for Multimedia

ASUS N Series laptops are made to provide the best multimedia experience. Powerful processors, beautiful screens and exclusive audio are used to do multitasking and gaming with high graphics.

Simple and elegant design is about N Series notebooks. The grey cover adds to the luxury feel. The comfortable keyboard allows accurate typing and also looks great. The laptop is just 27 mm, stylish but easy to use. All N Series laptops use Full HD (1920 x 1080) IPS displays with high brightness. ASUS technology has the maximum image quality in all applications, such as movies, photos, and games. The SonicMaster can produce higher volumes and deliver clear sound. This laptop is also incredible and instant in response. Using the latest 4th-generation Intel® Core™ processors, N Series laptops have all the multitasking power you need.

Adapted from: [https://www.asus.com/Notebooks\\_Ultrabooks/N551JB/](https://www.asus.com/Notebooks_Ultrabooks/N551JB/)

Description

Identification



## Task 15

Read the following descriptions in the table. In pairs, determine the identification and the description part of the descriptive text. Number one has been done for you as an example.

No	Parts	Answers
1	The affordable, compact EPSON XP-200 has quality in printing, copying and scanning. This powerful small-in-one printer enables everyone to share with easy wireless printing. EPSON also offers mobile printing from smartphones, tablets and more.	a. <u>description</u>
	EPSON Expression Home XP-200 offers simple design and great features. You get all the tools you need for all everyday projects.	b. _____
2	The Lenovo Z41 is the multimedia entertainment netbook. Featuring complete features, users can enjoy entertainment anywhere, anytime.	a. _____
	Powerful performance, clear sound, and a slim, attractive design are all about Lenovo Z41. This new Z Series is available in 14 inch monitor with battery life up to 4 hours. Its Full-HD display and great sound enable the users to enjoy a vivid viewing experience.	b. _____
3	The storage space of Sea Gate external hard disk is up to 5 TB. With USB 3.0 connectivity you can have fast data transfer. This external hard drive also installs easily and you can start saving your files to this hard drive within seconds. The hard drive is automatically recognized by Windows operating system so you don't need any software to install and nothing to configure.	a. _____
	The Seagate STEB5000100 external hard drive is the easy solution when you need to add data storage to your computer.	b. _____



## Task 16

Read the following text. Individually, underline the verbs that indicate Simple Present Tense in the text.

### Canon PIXMA MG3250



Picture 1.14

The Canon PIXMA MG3250 Wireless All-in-One Inkjet Printer offers high quality printing, scanning and copying with professional-looking results. This series is very ideal for home or office.

This all-in-one printer has a simple and compact design. It will not take much space in your home. Canon PIXMA MG3250 has Wi-Fi connection, so you can connect your laptop, tablet or mobile device to the PIXMA MG-3250 wirelessly from anywhere around your home. This feature is effective to avoid the need for cables. The PIXMA supports Apple AirPrint, so you can print emails, photos and other documents straight from your iPhone, iPad or iPod touch. It will not take long to print your documents, because this printer can produce a photo in 50 seconds. Using the flatbed printer, the PIXMA-MG3250 lets you scan your documents with ease and speed. The printer can produce high quality copies of your documents in seconds. This series is quite affordable. With only Rp. 850.000 you can get this item.

Adapted from: <http://www.currys.co.uk/gbuk/computing-accessories/printers-ink/printers-scanners/all-in-one-printers/canon-pixma-mg3250-wireless-all-in-one-inkjet-printer-18046146-pdt.html>



## Task 17

Answer the questions below based on the text on task 16.

1. What does the text tell us about?
2. How does the writer describe the physical appearance of the product?
3. Mention three features that the product offers!
4. What feature supports the use of iPhone, iPad or iPod?
5. What is the use of Wi-Fi connection on this product?
6. How long does it take to print a photo?



## Task 18

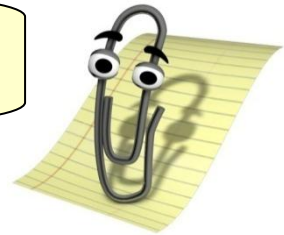


#Grammar Focus

Read the following explanation carefully.



Do you know what **Simple Present Tense** is? When you want to describe something, you have to use Simple Present Tense.



## Simple Present Tense

Simple Present Tense is used to describe something in descriptive texts.

Simple present tense is also used to express habits, general truths, repeated actions or unchanging situations.

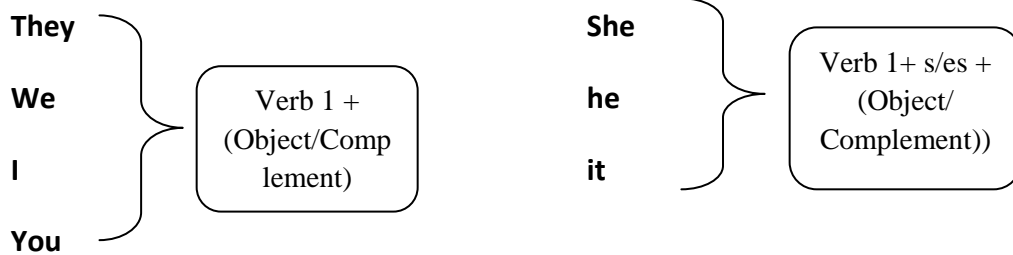
- I operate computer 3-5 hours everyday (habit);
- He works as a computer technician. (unchanging situation);
- Bill Gates is the president of Microsoft (general truth)



## How do we construct Simple Present tense in a sentence?

The pattern of Simple Present Tense:

**Subject + Verb 1 + Object/complement/**



Example:

They **perform** very good.

She **designs** a new program.

We **serve** many customers everyday.

It **offers** great features.

I **work** in Hewlet Packard office.

Subject		Linking Verb	Adjective/Noun
I	→ +	am	a computer technician
You	+ }	are	clever
They			diligent
We			vocational high school students
She	+ }	is	my friend
He			tall
It			amazing



### Task 19

Read the following sentences on the table and decide whether the sentences are grammatically true or false by writing T for True and F for False. If the sentences are false, make the correction on the table.

No	Sentences	T/F	Correction
1	The stock of ASUS A42J in the market are limited.	<b>F</b>	The stock of ASUS A42J in the market <u>is</u> limited.
2	Rita work as an manager of a computer shop.		
3	The speed of Toshiba USB is slower than other USB brands.		
4	The available colors of Acer netbook is green, purple, blue, white, and black.		
5	The memory storage of Sea Gate hard disk is 1 TR.		
6.	iMac are one of the top selling PC in the world.		



## Task 20

Complete the blank spaces on the text with the correct words provided in the box. The words can be adjectives, verbs, or nouns. Number one has been done for you as an example.

### Samsung Galaxy Tab 4

Samsung Galaxy Tab4 offers various entertainment options. The brilliant display and \_\_\_\_ weight design make this tablet easy to use.

Samsung Galaxy Tab 4 allows you to watch movies and play games on the 10.1 inch \_\_\_\_\_. You can also \_\_\_\_ online, read a book and easily stream videos to your TV to share with family.



Picture 1.14

Two variant of colours, white or \_\_\_\_ are available. The \_\_\_\_ design adds elegance to the Galaxy Tab 4, while making it \_\_\_\_ to hold and comfortable. Multi Window \_\_\_\_ it even easier to operate. Now you can take more of your music, photos, movies and games using a microSD card that lets you expand the up to \_\_\_\_\_ 64GB. Processor 1.2 GHz Quad-Core also makes a \_\_\_\_\_ performance on this tablet.

light	browse	black	fresh	memory
easy	makes	great	offers	display



## Task 21

Choose one of the pictures about computer products below. In pairs, make a simple descriptive text about the product. You can use the provided information to help you develop your idea. Look at the example of descriptive text on task 16 to guide the organization of the text.

1. Name : iPad Air 2  
 Company : Apple  
 Thick : 6.1 mm  
 Weight : 0.98 pound (444 g)  
 Battery life : 10 hours  
 Operating System : iOS 8  
 Price : Rp. 8.200.000 (capacity: 16GB)  
 Material : aluminum  
 Special feature : Fingerprint identity sensor build



Picture 1.16

2. Name : BOLT! Mobile WiFi SLIM  
 Connectivity : 4G  
 Download rates: up to 72 mbps  
 Dimension : 99 x 62 x 15.5mm  
 Battery life : 5.5 hours  
 Users : shared up to 10 devices  
 Special features:
  - 10x faster than any other providers
  - Instant download and upload
  - No buffering



Picture 1.17

3. Name : LENOVO Flex 10  
Operating system : Windows 8  
Weight : 1.2 kg  
Thick : 17.3 mm  
Screen : 10.1 inch  
Battery life : 6 hours  
Special features:  
- Touch screen  
- Flips 300 degrees to stand mode



Picture 1.18



Picture 1.19

**Write down your draft based on the guideline.**

Title
_____
<b>Identification:</b>
_____
_____
_____
<b>Description:</b>
_____
_____
_____
_____
_____

## Homework



### Task 22

1. Pick one of the computer products or peripherals around you. It can be a laptop, notebook, PC, printer, tablet, wi-fi modem, etc. Individually, make a descriptive text about the product.
2. Write at about 100-200 words.
3. Put appropriate adjectives to describe the text and use Simple Present Tense.
4. Write down the information about the product.

Name :  
Size :  
Color :  
Use :  
Features : (battery life, sound, graphic, processor, etc)

5. Develop your draft based on the guideline below

Title
_____
<b>Identification:</b>
_____
_____
_____
<b>Description:</b>
_____
_____
_____
_____

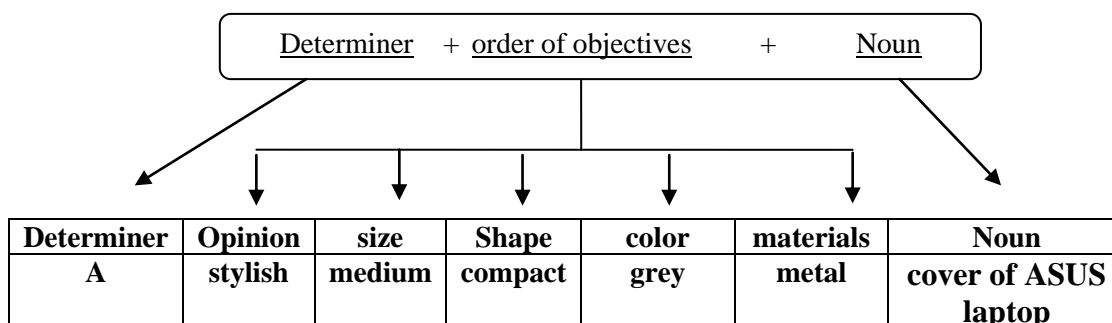
## ✓ Let's Review



Hello. What have you learned from this unit?

Do you still remember? Let's recall them.

### 1. Order of adjectives



**Example:**

1. An awesome 10 inch white Samsung galaxy tab 4  $\Rightarrow$  opinion size color
2. A medium compact black Canon Printer  $\Rightarrow$  size, shape, color

### 2. How to describe something

- Descriptive text: text which tells or describes a particular person, place, or thing. The description can be the physical appearance and features/characteristics of something.
- Generic structure of descriptive text?
  - Identification : the general description about the thing
  - Description : the specific information or additional information related to the thing we want to describe.

- The Language Features of Descriptive Text
  - a. The use of Simple Present Tense  
Example. :  
- N Series laptops have all the multitasking power.
  - b. The use of adjectives and compound adjectives.  
example:  
- Simple, elegant design is about N Series notebooks
- Example of descriptive text

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Adapted from: [https://www.asus.com/Notebooks\\_Ultrabooks/N551JB/](https://www.asus.com/Notebooks_Ultrabooks/N551JB/)

**Description**

**Identification**

### **How to use Simple Present Tense**

Simple present tense is used to express habits, general truths, repeated actions or unchanging situations.

#### **Example:**

- I operate computer 3-5 hours everyday (habit);
- He works as a computer technician. (unchanging situation);
- Bill Gates is the president of Microsoft (general truth)



The form of Simple Present tense is:

**Subject + Verb 1 + Object/complement/**

Subject : They, we, I, you, she, he, it

Verb 1 : Simple Present Tense verb

Object/Complement : It can be object, adjective, noun, adverb or complement

## GLOSSARY

Words	Pronunciation	Indonesian Versions
thin	/θɪn/	tipis
red	/red/	merah
heavy	/'hev.i/	berat
big	/bɪg/	besar
white	/waɪt/	putih
portable	/'pɔ:r.təbl/	dapatdibawa
powerful	/'paʊə.fəl/	kuat/bertenaga
thick	/θɪk/	tebal
smart	/smɑ:rt/	pintar
opinion	/ə'pɪn.jən/	opini
size	/saɪz/	ukuran
shape	/ʃeɪp/	bentuk
material	/mə'tɪə.ri.əl/	bahan
provide	/prə'vaɪd/	menyediakan
offer	/'ɒf.ər/	menawarkan
graphic	/'græf.ɪk/	grafis
screen	/skri:n/	layar
accurate	/'æk.jʊ.rət/	akurat
produce	/prə'dju:s/	menghasilkan
brightness	/'braɪt.nəs/	kecerahan
colour	/'kʌl.ər/	warna



## REFLECTION

Let's check what you have learned in this unit. Have you mastered the materials? Give a thick (v) to the statements that reflect your understanding related to Unit 1.

1 = Strongly Dissagree

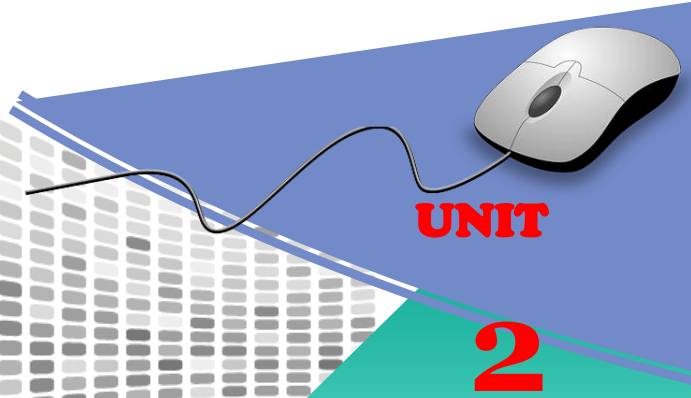
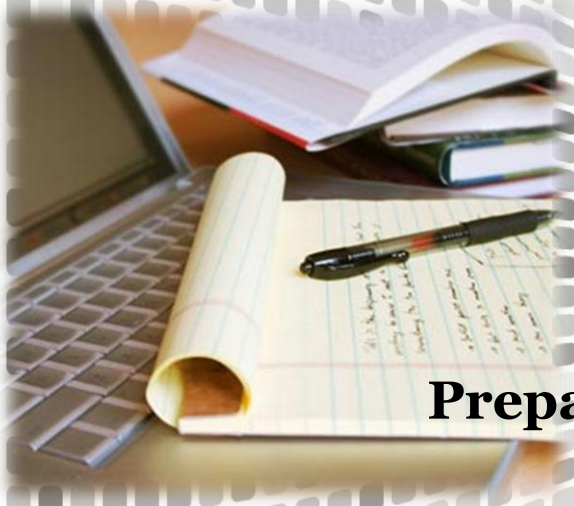
2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statements	Scale					Note
		1	2	3	4	5	
1	I can understand various kinds of adjectives (colour, opinion, size, etc)						
2	I can understand the meaning of adjectives in Indonesian						
3	I can understand the use of adjective properly						
4	I can identify descriptive text and the generic structure						
5	I can comprehend descriptive text						
6	I can produce a simple descriptive text						



**UNIT**

**2**

## Prepare the Monthly Reports of Computer Services



Once you work in an office, you will find memos related to your job. You have to understand what the memos intend.

In this unit, you will learn about how to understand memos related to computer and networking and how to write it. You are also going to learn about menus that you often find in the computer terms.

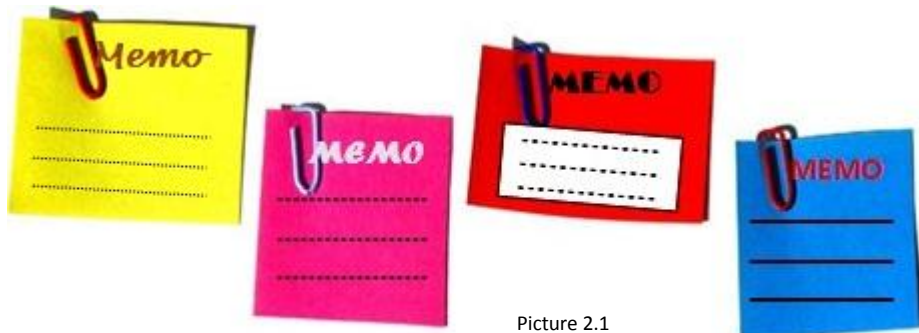


**Lead-in**



**Task 1**

Look at the pictures below and answer the questions



Picture 2.1

1. Do you know what a memo is?
2. Have you ever sent a memo to someone?
3. Have you ever received a memo from someone?



## Let's Read



### Task 2

Study the following situation and an example of memo. Then, answer the questions that follow.

Yoga is a vocational high school student who belongs to computer engineering and networking department. He wants to inform something to his friend, Reno, who did not come to school yesterday. He leaves a memo when Reno is not at home.

Hi, Reno

There was an important announcement when you were absent yesterday. There will be an English test on 7<sup>th</sup> March. Do not forget to bring my notebook that you borrow. I need my book to learn before taking the test. Also, do not forget to bring your tools kit since there will be a practicum of assembling computer tomorrow on.

Your friend,  
Yoga

1. What is the memo about?
2. Who writes the memo?
3. To whom is the memo addressed?
4. Why should Reno bring Yoga's notebook?
5. What should Reno bring on the practicum?
6. Have you ever found such a memo? Where did you find it?



### Task 3

Study the provided situation and an example of a memo below. Then, answer the questions that follow.

Mr. Santosa is the general manager of Elsa Computer and networking services. He is going to go to Surabaya for business and he wants to give an important message to his internal institution. He addressed the memo to the sub division manager about purchasing report.



**ELSA COMPUTER**  
Jalan C. Simanjutak no. 50

#### MEMO

Monday, June 15, 2015

To : Sub division manager  
From : Mr. Santosa (General Manager)  
Subject : Reporting of purchasing on June.

I am in Surabaya from 18-21 June for business. The usual date for monthly meeting that is held on June 20 will be delayed to June 22. Please prepare the monthly report of purchasing on June when I come back. Also, make a presentation about the graphic of purchasing for 6 months. Thank you.

Mr. Santosa  
General Manager

1. What is the memo about?
2. Who writes the memo?
3. To whom is the memo addressed?
4. Why is the meeting delayed?
5. Have you ever found such a memo? Where did you find it?



### Task 4

Read memo 1 on task 2 and memo 2 on task 3 again. Compare the memos and write down your answers about the differences between memo 1 and memo 2 on the table below.

No	Memo 1	Memo 2
1		
2		
3		
4		
5		

Have you found the difference between memo 1 and memo 2?

The first memo is an informal memo while the second one is a formal memo. An informal memo uses informal language and a formal memo uses formal language.

Can you find any other differences?





## Task 6

Read the following memo. Then, determine whether the statements are True or False.

### MEMO

To : Mita

Hi, Mita. Are you free this weekend? I would like to ask you to go out with me to a computer exhibition next Sunday at JEC. I want to buy a tablet for my daughter, but I haven't decided yet what series I will buy. I expect to get discount on the exhibition. Please help me to choose the best item since you know well about gadget and computer.

Your friend

Seno

No.	Statements	T/F	Correction
1	Mita sends Seno the memo		
2	Seno wants to buy a gadget for himself		
3	The gadget that the writer wants should be affordable		
4	The receiver does not know computer stuffs well		
5	The memo is about asking for going out on the electronic exhibition		



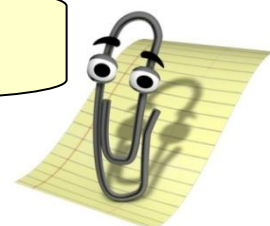
## Task 7

Read the explanation below carefully.

#Language Focus



Have you got a clear idea about “**memos**”? Read the explanation about memos on the next page.



## MEMOS

### ✓ Definition of Memos

The word “**memo**” is short for memorandum.

**Memos** are short messages sent from one person to another in the same organization.

### ✓ The Use of Memos

Memos are typically used by company for internal communication.

Memos also can be written in informal form. It is usually used between friends or family.

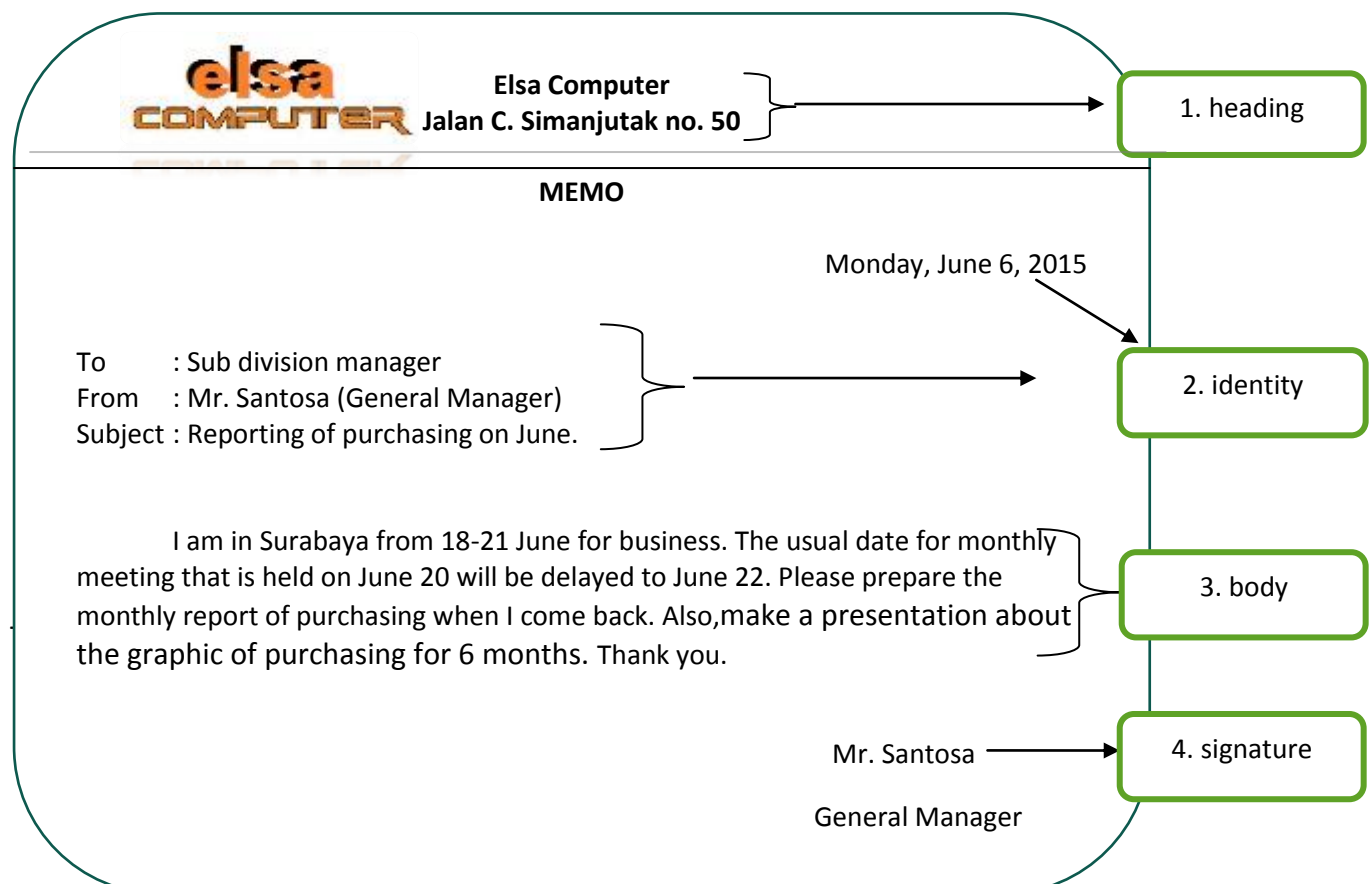
The difference between formal and informal memos is the language that is used. Informal memos can be found at home between family and friends. Formal memos usually can be found at formal institution such as at office between head of office and staff.

### ✓ The Structure of Memos

Memos consist of three parts:

1. **heading**: it consists of the identity the institution
2. **identity** : it contains of the receiver, the sender, the subject, and the date of memo
3. **body** : it contains the message that the sender wants to deliver

In the end of the memos, you need to put a **signature**.







A memo usually uses **imperative verbs** to make a request or instruction to someone. The following explanation will discuss imperative verbs used in memos.



### Task 8

Read the explanation carefully.



#Grammar Focus

## Imperative Verbs

In the example of memo above, you can find the sentences:

- **Prepare** the report of purchasing this month when I come back. =prepare (V1)
- **Make** presentation about the graphic of purchasing for 6 months. = make (V1)

Imperative verbs are used in the beginning of the sentences. The function is **to ask or order someone to do something**.



### Task 9

Rearrange the following sentences into a correct order and determine the imperative verbs. Number one has been done for you as the example.

1. a- make - the- laptop - series - Lenovo - list - of - stock - of

Answer : **Make a list of the stock of laptop Lenovo series.**

Imperative verb: **Make**

2. The – company's – of – website – update – profile  
 Answer : .....  
 Imperative text: .....
  
3. Check – network – of – the- office – connectivity  
 Answer : .....  
 Imperative text: .....
  
4. The – error – three – in – the – fix – laboratory – computers  
 Answer : .....  
 Imperative text: .....
  
5. The – tools kit – put – on – shelf –the  
 Answer : .....  
 Imperative text: .....



Write down the imperative verbs that you find on the previous task (Task 9) and find the meanings of the verbs. You may check them in your dictionary. Number 1 has been done for you as an example.

No	Imperative Verbs	Indonesian Versions
1	make	buat
2		
3		
4		
5		



## Task 11

Study the memo below. In pairs, complete the memo based on the provided sentences.

### MEMO

Dear, Nico

I could not attend to the programming workshop tomorrow. \_\_\_\_\_

---



---



---

- Next week, I want to borrow your note about the workshop.

- I have to go to visit my grandmother since she's hospitalized.

-If there's any important announcement, please inform me.

-Don't forget to give my permit letter and tell our teacher that I couldn't come.



## Task 12

Individually, make a simple memo based on the provided situation.

Mr. Rizal is the head manager of networking service at Computa computer shop and services. The networking service has just got a big project to install internet networking at Larasanti hotel and apartment. The manager asks the head division to make a list of technician' names that would be included in the project. He also wants to know when they are available to hold an internal meeting to discuss the project.

### COMPUTA SERVICE CENTRE MEMO

To : .....

From : .....

Subject : .....

---



---



---



---



Besides learning about memos, you will find another kind of short functional text at your work place. One of them is 'menu'. Let's study about menus!



### Task 13

Read the following menu you can find on computer service website.



## Computer & Repair Services



We take care of your technology needs — so you don't have to

### Consultation

Get a professional in-home assessment of your computer needs.

In-Home Computing Consultation: \$99.99

### Tune-Up and Backup

Make sure your computer is working its best and that your data is secure.

Computer Tune-Up: \$49.99

Computer Backup : \$69.99-\$299.99

Computer Training : \$149.99

### Protection

Rest easy with product protection plans, including an advanced option that covers drops and spills.

Product Protection Plans: Price Varies

Product Replacement Plans : Price Varies

### Computer Repair

From viruses to hard drive crashes, we can fix major PC, computer or laptop issues.

Computer Diagnostic: Price Varies

Hardware Repair: Price Varies

Virus and Spyware Removal: \$149.99-199.99

E-mail or Software Troubleshooting: \$69.99

Printer Troubleshooting: \$69.99

### Installation and Setup

Our Agents will get your new computing system running plus install software and hardware.

Computer Setup : \$49.99 and Up

Printer Setup: \$49.99

Wireless Home Networking: \$99.99

Software Installation: \$49.99

Select Hardware Installation: \$49.99-\$149.99

### Trade-In and Recycling

Get paid when you trade in select products. You can also recycle in a responsible way.

Product Trade-In

Product Recycling

Adapted from <http://www.bestbuy.com/site/geek-squad/computer-setup-services/pcmcat138100050019.c?id=pcmcat138100050019>



### Task 14

Answer the questions based on the menu on task 13

1. What is the menu about?
2. How many options are offered on the menu?
3. In computer repair, which service is the cheapest?
4. What can the service do in trade-in and recycling?
5. How much is the price for wireless home networking?
6. If you want to consult about your laptop problem, how much should you pay?



### Task 15

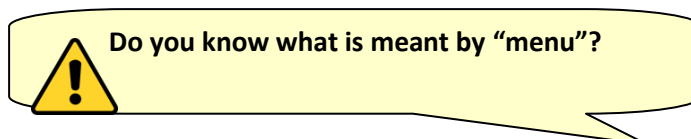
Study the following vocabulary and find the meanings in your dictionary.

No	Words	Indonesian Versions
1	wireless	
2	backup	
3	recycle	
4	secure	
5	troubleshooting	
6	protection	
7	repair	
8	consultation	
9	setup	

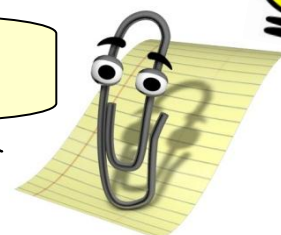


### Task 15

Read the explanation below carefully.



#Language Focus



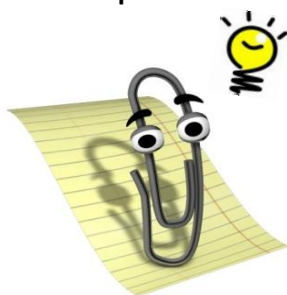
## MENUS

- Menus are lists of things that you can choose from.
- In computers, menus can also be defined as lists shown on the display of a computer from which a user can select the operation the computer is to perform



### Task 16

Read the explanation below carefully. You can discuss it with your friends and teachers.



When you read a menu, there will be different things to compare. Below, you will learn about “**Degree of Comparison**”.

## DEGREE OF COMPARISON

Degrees of comparison refer to adjectives written in different forms to compare words describing persons, places and things.

Example:

- Printer trouble shooting repair is cheaper than home computing consultation.
- Computer setup cost is as cheap as printer setup.
- Computer backup is the most expensive service.

From the examples above, we can divide degree of comparison into three: positive, comparative, and superlative

Positive	Comparative	Superlative
Cheap	Cheaper	The cheapest
Expensive	More expensive	The most expensive
Big	Bigger	The biggest

You have to follow some rules in using comparative and superlative degree of comparison.

### 1. For one syllable words

- adding -er to form comparative forms

Example:

Cheap : cheaper : cheapest

Big : bigger : biggest

- adding -est to form superlative form

Example:

Cheap : the cheapest

Big : the biggest

\*If the adjective in the positive form ends in y, the y is changed to i and the endings er or est are added in the comparative and superlative.

Example: easy – easier – easiest

\*Adjectives such as big, the final -g is doubled in the comparative and superlative forms before the er and est are added.

Example: big – bigger – biggest

2. For more than two syllables words, adding the word “more” or “less” in front of the adjective ( -er is not added).
3. If the adjective has three or more syllables, the word “most” or “least” is placed in front of the positive form of the adjective.

There are some irregular degrees of comparison.

Positive	Comparative	Superlative
bad	worse	worst
good	better	best
little	less	least
far	further	furthest
many/much	more	most



### Task 17

Complete the table with the appropriate degrees of comparison. Number one has been done for you as an example.

No	Positive	Comparative	Superlative
1	beautiful	more beautiful	the most beautiful
2	bad		
3	slow		
4	far		
5	smart		
6	heavy		
7	elegant		
8	diligent		





## Task 18

Study the following menu and discuss it with your friends.

### UHC COMPUTER REPAIR

#### Services:

First Diagnosis (on-site diagnoses only)	FREE
Subsequent Diagnoses (on-site only)	\$35.00
Data Backup	\$60.00
Physical Maintenance	\$20.00
Operating System Setup / Installation	\$50.00
Operating System Recovery	\$75.00
Custom Built Computer*	variable
System Tune-Up / Virus Elimination	\$45.00
Security Setup	\$45.00
Network Monitoring	variable
Server Installation	variable
Remote Computer Assistance**	\$18 / half hour
Installation of Memory Ram / Other Components	\$30.00
Driver Installation / Configuration / Updates	\$28.00
Installation of Software / Applications	\$28.00
House Calls	\$60.00 / hour

Taken from <http://www.uhccomputerrepair.com/services-english/>



## Task 19

Answer the following questions about degree of comparison based on the menu above.

1. Data backup is \_\_\_\_\_ than physical maintenance.
2. Installation of software costs \_\_\_\_\_ driver installation.
3. \_\_\_\_\_ is the most expensive service.
4. \_\_\_\_\_ is the cheapest service.
5. Installation of components is \_\_\_\_\_ house calls service.



## Task 20

Read the menu again and answer the comprehension task below by determining True or False.

No.	Statements	T/F	Correction
1	It tells us about food menu		
2	First diagnosis is a free service		
3	If you need remote computer assistance for 1 hour, you have to pay \$18		
4	Installation of software is more expensive than driver installation		
5	If you want to eliminate virus, you have to pay \$45		

## Homework



## Task 21

1. Find a memo you may get from internet. Identify the structure of the memo (heading, identity, body)
2. Find a menu about computing you may get from internet. Then make a list of the words that you do not know the meanings.



## ✓ Let's Review



Hi. What have you learned from this unit?

Do you still remember? Let's recall them.

### 1. Memos

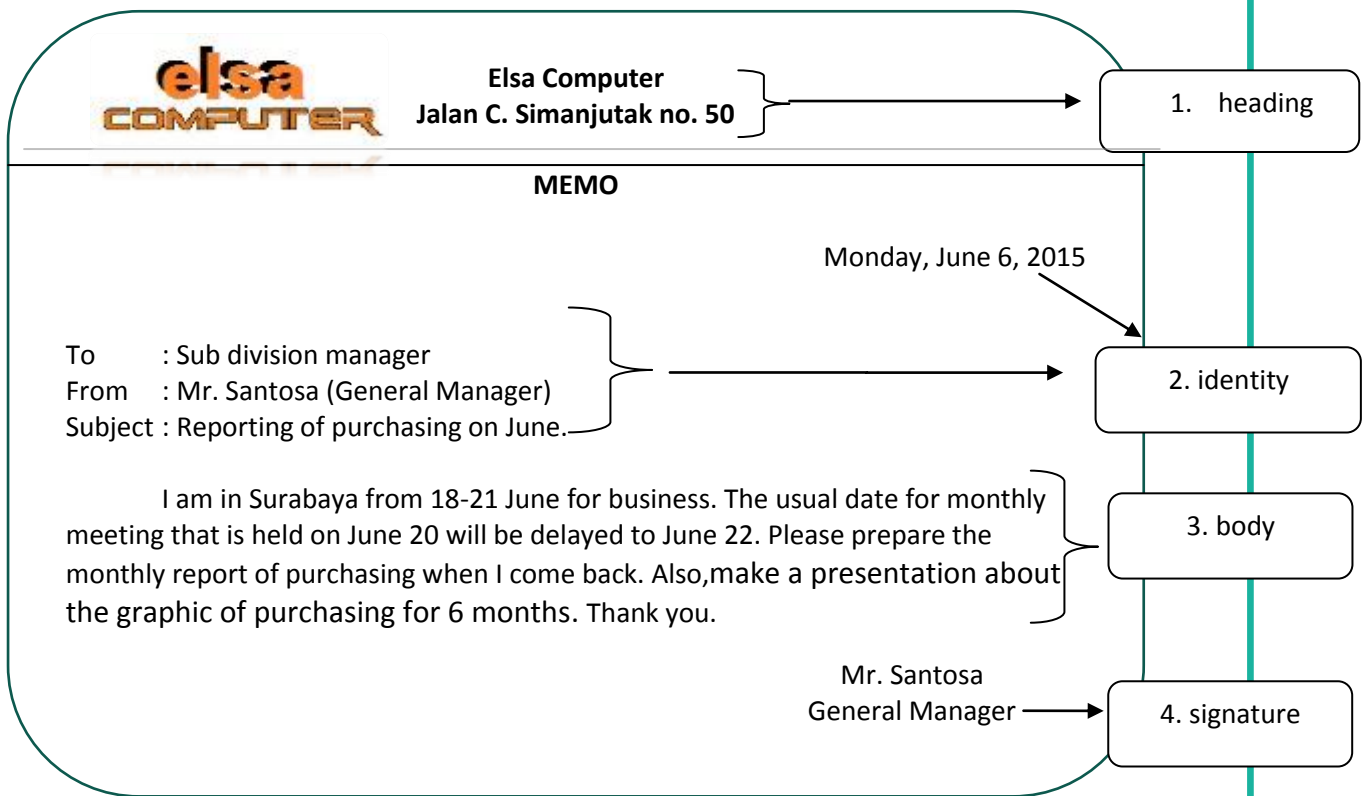
The word “**memo**” is short for memorandum. **Memos** are short messages sent from one person to another in the same organization.

#### ✓ The Use of Memos

Memos are typically used by company for internal communication between head of office and staff. Those memos are called by **formal memos**.

Memos also can be written in **informal** form used between friends or family. The difference between formal and informal memos is the language that is used.

#### ✓ The Structure of Memos



## 2. The Use of Imperative Verbs

Imperative verbs are commonly used in the memos, for example:

Prepare the monthly report of purchasing when I come back.

Sentences initiated by the use of verb 1 have a function as a request to someone. The verbs used as a request is called imperative verbs.

Prepare the monthly report of purchasing when I come back.

Verb 1 is used as the imperative verb

## 3. Degree of Comparison

Degrees of comparison refer to adjectives written in different forms to compare words describing persons, places and things.

Example:

- Printer trouble shooting repair is cheaper than home computing consultation.
- Computer setup cost is as cheap as printer setup.

Types of degree of comparison: positive, comparative, and superlative

Positive	Comparative	Superlative
Cheap	Cheaper	The cheapest
Expensive	More expensive	The most expensive
Big	Bigger	The biggest

You have to follow some rules in using comparative and superlative degree of comparison.

### For one syllable words

- adding -er to form comparative forms (example: **cheap – cheaper**)
- adding -est to form superlative form (example: **the cheapest**)
- If the adjective in the positive form ends in y, the y is changed to i and the endings -er or -est are added in the comparative and superlative. (example: **easy – easier – easiest**)

- Adjectives such as big, the final -g is doubled in the comparative and superlative
- forms before the er and est are added. (Example: **big – bigger – biggest**)
- For more than two syllables words, adding the word “more” or “less” in front of the adjective ( -er is not added).
- If the adjective has three or more syllables, the word “most” or “least” is placed in front of the positive form of the adjective.

### Example of irregular degrees of comparison

Positive	Comparative	Superlative
Bad	worse	worst
Good	better	best
Little	less	least
Far	further	furthest
many/much	more	most

## GLOSSARY

Words	Pronunciation	Indonesian Versions
toolkit	/ˈtuːl.kɪt/	peralatan
assemble	/əˈsem.blɪ/	merakit
delay	/dɪˈleɪ/	menunda
purchase	/ˈpɜː.tʃəs/	membeli
report	/rɪˈpɔːt/	laporan
exhibition	/ˌek.sɪˈbɪʃ.ən/	pameran
decide	/dɪˈsaɪd/	memutuskan
expect	/ɪkˈspekt/	berharap
prepare	/prɪˈpeər/	menyiapkan
wireless	/ˈwaɪə.ləs/	tanpakabel
backup	/ˈbæk.ʌp/	membuatcadangan
recycle	/ˌrɪˈsaɪ.klɪ/	mendaurulang
secure	/sɪˈkjʊər/	aman
troubleshoot	/ˈtrʌb.l̩.ʃuː.tɪŋ/	kerusakan
protection	/prəˈtek.ʃən/	perlindungan
repair	/rɪˈpeər/	memperbaiki
consultation	/ˌkɒn.səlˈteɪ.ʃən/	konsultasi
setup	/ˈsetʌp/	susunan



## REFLECTION

Let's check what you have learned in this unit. Have you mastered the materials? Give a thick (v) to the statements that reflect your understanding related to Unit 2.

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statements	Scale					Note
		1	2	3	4	5	
1	I can identify memos.						
2	I can identify the differences between formal and informal memos.						
3	I can comprehend the information within memos.						
4	I can write a simple memo based on the given situation.						
5	I can understand the use of imperative verbs in memos						
6	I can identify menus.						
7	I can understand the use of degrees of comparison in menus						



**UNIT**

**3**

## Web application is a Website Concerning with User Interaction



To keep up with the latest technology about computer and networking, you need to understand technical terms related to your major. In this unit, you will be introduced by some terms on computer and networking, especially those related to web applications. Let's get ready!



**Lead-in**



**Task 1**

Look at the pictures below and match with the appropriate words.



picture 3.1



picture 3.2



picture 3.3



picture 3.4

**applications**

/ˌæp.lɪ'keɪ.ʃən/

**social media**

/ˈsəʊ.ʃəl'mi:di.ə/

**web browsers**

/web 'braʊ.zər/

**user**

/ˈju:.zər/





## Let's Read



### Task 2

Read the following passage. Discuss with your partner about type of the text below.

### Amazon.com

Amazon.com is an e-commerce that sells many kinds of products. Amazon is the largest of its kind.

Amazon was incorporated in 1994 by Bezos in Washington. The company began as an online bookstore. Now, Amazon sells various products such as books, music CDs, DVDs, software, video games, furniture, electronics, musical instruments, toys, and many more.

Amazon has a service that allows customers to sell secondhand books, CDs, DVDs, and other products alongside new items. Customers also could order grocery and it will be delivered to their homes by using Amazon Fresh service. This site lets users to submit reviews to the web page of each product and often gives discount on certain terms and conditions.



Picture 3.5



Picture 3.6

Adapted from: <https://en.wikipedia.org/wiki/Amazon.com>



### Task 3

In pairs, answer the following questions based on the text above.

1. What is the text about?
2. What products are sold by Amazon?
3. What is the service that allows customer to order groceries?
4. Have you ever bought or sold products from Amazon?
5. Could you mention another online store website that is similar to Amazon?



### Task 4

Read the text entitled Amazon.com again. Determine whether the statements are True or False by writing T or F on the column. If the statements are false, make correction on them. Number 1 has been done for you.

No	Statements	T/F	Correction
1	Amazon only sells books.	F	Amazon sells books, music CDs, DVDs, software, video games, furniture, electronics, etc.
2	Customers cannot sell second hand items on Amazon.		
3	Amazon allows users to submit reviews of each product.		
4	Amazon was established in 1994, in New York.		
5	Customers can get discounts from Amazon in certain terms and conditions.		



### Task 5

Find the meanings of the terms that you can find in the text above.

No	Words	Pronunciation	Indonesian Versions
1	e-commerce		
2	user		
3	review		
4	service		
5	submit		

After reading the text on task 2, have you known what kind of text it is? The text on task 2 entitled Amazon.com is categorized as a **report text**. Below is the explanation about report texts.



## Task 6

Study the explanation about report texts below. Discuss it with your friends and your teachers.

### REPORT TEXTS

**Definition:** A report text is a text which presents information about something in general. It usually a result of systematic observations and contains facts.

#### Generic Structure

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

#### Language Features

1. Using the simple present tense
2. Using general nouns
3. Using descriptive language that is factual

#### Example:

### Amazon.com

Amazon.com is an e-commerce that sells many kinds of products. Amazon is the largest of its kind.

Amazon was incorporated in 1994 by Bezos in Washington. The company began as an online bookstore. Now, Amazon sells various products such as books, music CDs, DVDs, software, video games, furniture, electronics, musical instruments, toys, and many more.

Amazon has a service that allows customers to sell secondhand books, CDs, DVDs, and other products alongside new items. Customers also could order grocery and it will be delivered to their homes by using Amazon Fresh service. This site lets users to submit reviews to the web page of each product and often gives discount on certain terms and conditions.

Adapted from: <https://en.wikipedia.org/wiki/Amazon.com>

General  
Classification

Specific  
Information



Are you familiar with the term “web applications”?

Web application is a website that does something other than display content. It is not simply displaying information to users but it is intended for user interaction and transactions or performing business functions.



## Task 7

Read the following passage. In pairs, discuss the meanings of the underlined sentences.

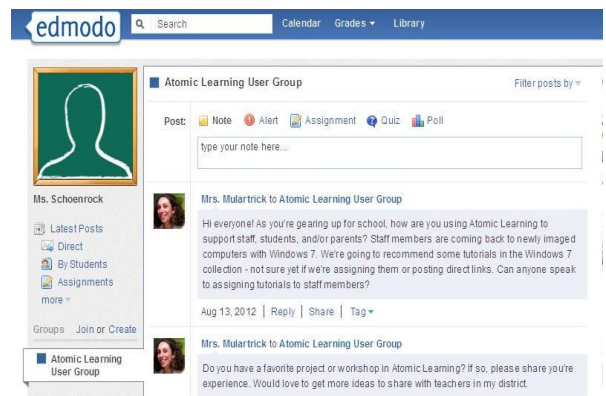
### Edmodo.com

Edmodo is an educational website that takes the ideas of a social network and makes it appropriate for e-learning. Using Edmodo, students and teachers can connect one to another.

Edmodo is very simple to set up and use. Edmodo can be applied effectively in the classroom both for students and teachers. Students and teachers can share knowledge, ideas, problems, and helpful tips by using Edmodo. Teachers can give grade on Edmodo and use webinar feature with other professionals. On the other side, students can get help from other students and can submit assignment on Edmodo. Every posting can be seen by the teachers. Also parents can join the class to bring transparency. It allows teachers to improve methods of communication with students outside of class. The site is updated constantly to make the site more powerful and easier to use. This web application is all free.



Picture 3.7



Picture 3.8

Adapted from:  
[http://webcache.googleusercontent.com/search?q=cache:siSbBRjw\\_q4J:ictbyteachers.weebly.com/uploads/1/1/3/0/11303946/edmodo\\_guide.pdf+&cd=2&hl=en&ct=clnk&gl=id](http://webcache.googleusercontent.com/search?q=cache:siSbBRjw_q4J:ictbyteachers.weebly.com/uploads/1/1/3/0/11303946/edmodo_guide.pdf+&cd=2&hl=en&ct=clnk&gl=id)



## Task 8

In pairs, answer the following comprehension questions based on the text entitled Edmodo.com.

1. What is the text about?
2. What can students do through edmodo?
3. What can teachers do through edmodo?
4. Could you mention the benefits of edmodo comparing to other social networks?

Recall the underlined sentences in the text entitled Edmodo.com. Have you ever heard what “**passive voice**” is?

**Passive voice** is a form of a sentence in which the object of the sentence is placed as the subject. Can you explain more about **passive voice**?



## Task 9

Read the text entitled Edmodo again and match the terms to the meanings.

e-learning

social network

connect

update

share

apply

- jejaring sosial

- terhubung

- memperbarui

- website edukasi

- menerapkan

- berbagi



## Task 10

Learn the meaning of words on Task 6. Then, complete the sentences with the suitable words. Compare your answers with your partner's.

1. Facebook is one of the \_\_\_\_\_ that has more than 2 million users.
2. Computer users should \_\_\_\_\_ antivirus to get a better protection.
3. Students are using \_\_\_\_\_ to get connected with teachers outside the classroom.
4. You have to \_\_\_\_\_ to the internet to access edmodo.com.
5. Students need to \_\_\_\_\_ the knowledge they get from the class.
6. Technology enables you to \_\_\_\_\_ any kinds of files to other person in the world.



## Task 11

Study the explanation below about passive voice.



#Grammar Focus



Let's study the explanation about "Passive Voice"!

### Passive Voice

In the text entitled edmodo.com you can find the underlined words:

- Edmodo can be applied effectively in the classroom.
- Every posting can be seen by the teachers.
- The site is updated constantly to make the site more powerful.

Those expressions are the examples of **passive voice**.

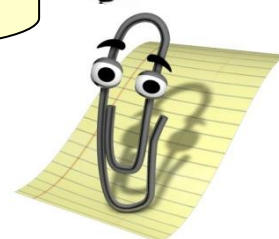
Sentences can be in the form of active or passive. Passive voice is the passive form of a sentence.

You can compare the example between active and passive sentences below:

- Teachers can see every posting : **active form**
- Every posting **can be seen** by the teachers. : **passive form**



The use of passive form is to emphasize the object of the sentence. The object of the sentence becomes the subject that is placed in the beginning of a sentence. However, there is no change in meaning between active or passive form.



Active Form	Passive Form
Teachers can see every posting.	Every posting can be seen by the teachers.
↓	↓
The emphasis is on the subject( <b>Teachers</b> ).	The emphasis is the object which is positioned as the subject of the sentence( <b>Every posting</b> ).

## PASSIVE VOICE FORM

S + to be + V3 + O

### A. Present Passive

S + to be (*is/am/are*) + V3 + O

Example: The site **is updated** constantly.

### B. Past Passive

S + to be (*was/were*) + V3 + O

Example: Amazon **was incorporated** in 1994 by Bezos in Washington.

### C. Modal Passive

S + modal (*can/will/may*) + be + V3 + O

Example: Edmodo can be applied effectively in the classroom.

### D. Continuous Passive

S + to be (*is/am/are*) + being + V3 + O

Example: The computer is being fixed by the technician.



## Task 12

Read the text below and underline the verbs that indicate passive forms. Number 1 has been done for you as an example.

### Youtube

YouTube is a free video sharing website that makes it easy to watch online videos. It was created on 2005 and now it becomes one of the most popular websites.



Picture 3.9

All kinds of videos can be found on YouTube, such as music video, comedy, cute animals, cooking demos, movie trailer, learning video, and many more. On average, 100 hours of video are uploaded to YouTube every minute so people will always find something new to find. People also can create their own channels and upload their videos to share with others. You can download videos on YouTube and some videos also can be watched offline. Subscribe feature allows you to follow channels that you like. You also can share your work such as playing musical instrument or singing, so that



Picture 3.10

your works can be watched by people around the world. Some artists get their popularity from Youtube, such as Justin Bieber, Raisa, and Raditya Dika. YouTube also becomes the effective medium to advertise products by company. People usually can watch video advertisement that appears before the actual videos played. With so much content on YouTube, it is important to note that not all YouTube videos are appropriate for everyone, especially children. However, Safety Mode tool can be used to restrict the types of videos you can view.

Adapted from: <https://en.wikipedia.org/wiki/YouTube>





### Task 13

In pairs, answer the following questions based on the text entitled YouTube.

1. What is the text about?
2. What can users do through YouTube?
3. How can you do to restrict the types of videos on YouTube?
4. What kind of videos can you find on YouTube?
5. Could you mention the benefits of YouTube for advertising?



### Task 14

In pairs, break down the sentences based on the passive forms that you have found in the text entitled Youtube (task 12). Number one has been done for you.

No	Sentences	Subject	Passive Verbs
1	<u>It was created</u> on 2005	It	was created
2			
3			
4			
5			



### Task 15

Find the meanings of the terms that you can find in YouTube text (task 12).

No	Words	Pronunciation	Indonesian Versions
1	upload		
2	download		
3	create		
4	subscribe		
5	channel		
6	follow		



## Task 16

Change the active sentences below into passive voice. Underline the verbs that indicate passive voice. Number one has been done for you as an example.

1. More than 6 million people watch YouTube videos every month.

**Passive voice:** Youtube videos are watched by more than 6 million people every month.

2. Students can submit assignments on edmodo.

**Passive voice:** .....

3. Bezos created YouTube on 1994.

**Passive voice:** .....

4. Indonesian people can sell their used things on internet such as via olx.com or berniaga.com

**Passive voice:** .....

5. Popular artists often post their favourite pictures on their Instagram accounts.

**Passive voice:** .....



## Task 17

Study the following text and put the verbs in brackets into the passive form. Number one has been done for you as an example.

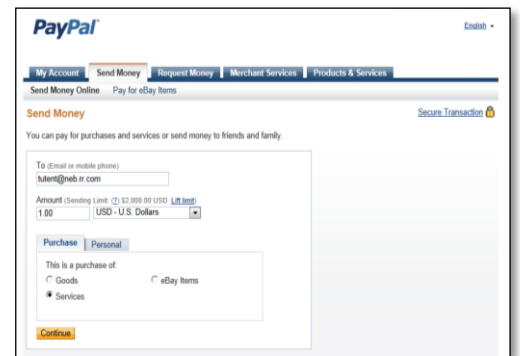
### Paypal

PayPal is the trusted online payments. This website allows customers to make financial transactions in 26 currencies worldwide via online. PayPal has over 100 million member accounts in 190 countries and regions.



Picture 3.11

Paypal (**accept**) is accepted by merchants everywhere. You only need to have a credit card to create account on Paypal. If you want to buy items online especially outside your country, you could send money by using Paypal. It also enables businesses to receive money online. Your credit card information (will protect) \_\_\_\_\_ with industry-leading security and prevention systems. If you use PayPal, your financial information (will never share) \_\_\_\_\_ with the merchant. Your information (will save) \_\_\_\_\_ by PayPal while you can shop and pay conveniently. PayPal (can use) on millions \_\_\_\_\_ online businesses worldwide and (recommend) \_\_\_\_\_ as the payment method on eBay.



Picture 3.12

Adapted from: <https://en.wikipedia.org/wiki/PayPal>



## Task 18

After completing the text above, answer the comprehension questions below. Do it in pairs.

1. What is the text about?
2. What can people do if they have a PayPal accounts?
3. How can PayPal protect your credit card information?
4. What do you need to create a PayPal account?
5. What online business recommends PayPal as the payment method?



## Task 19

Find the meanings of the terms that you find in the text entitled PayPal.

No	Words	Pronunciation	Meanings
1	trusted		
2	payment		
3	accept		
4	purchase		
5	merchant		



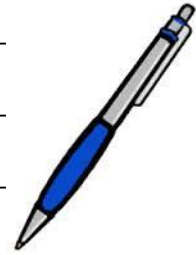
## Task 20

Rearrange the jumbled sentences below into a correct order of a paragraph. Refer to the organization of report texts that you can find on task 5.

1. Twitter Inc. is based in San Francisco and has more than 25 offices around the world.
2. The short format of the message allows quick information.
3. Twitter is an online social networking service that enables users to send a short 140-character message.
4. For business, Twitter can be used to broadcast company's latest news and interact with customers.
5. Twitter has many uses for both personal and business use.
6. For personal use, users can keep in touch with friends and quickly post information about where they do or where they are.

Rewrite your answer here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## Task 21

Study the following pictures and information about web applications. In pairs, choose one picture and write a simple paragraph (6-7 sentences) including passive voice. Look at the organization of report texts on task 5.

goodreads

Picture 3.13

goodreads.com

### 1. Goodreads

- adding books to personal bookshelves
- rating and reviewing books
- participating in group discussion on a variety of topics
- getting suggestions for future reading choices



Picture 3.14

**Blogger.com**

## 2. Blogspot

- creating blogs with free domain
- earning money by using AdSense
- marketing or advertising your business
- integrating with Google account



Picture 3.15

**e-bay.com**

## 2. eBay

- buying and selling a variety of items and services
- providing auction and bidding items
- allowing sellers to donate their auction to a charity
- giving feedback for items and transactions

## Homework



## Task 22

Find an other example of website that you know such as Gmail, Wikipedia, Facebook, Micosoft Office Live, or Yahoo. Find out the uses of the website. Write a simple paragraph about the website you choose and include passive voice sentences in it. Write in about 50 words.



## ✓ Let's Review



Hello. Have you got some new technical terms related to your major? Do you still remember what you have learned in this unit? Let's recall them!

### Passive Voice

- Passive voice is the passive form of a sentence.
- The use of passive form is to emphasize the object of the sentence. However, there is no change in meaning between active or passive form.

You can compare the example between active and passive sentences below:

- Teachers can see every posting : **active form**
- Every posting **can be seen** by the teachers. : **passive form**

Active Form	Passive Form
Teachers can see every posting.	Every posting can be seen by the teachers.
↓	↓
The emphasis is on the subject ( <b>Teachers</b> ).	The emphasis is the object which is positioned as the subject of the sentence ( <b>Every posting</b> ).

### PASSIVE VOICE FORM

S + to be + V3 + O

#### A. Present Passive

S + to be (*is/am/are*) + V3 + O

Example: The site **is updated** constantly

- **b. Past Passive**

S + to be (*was/were*) + V3 + O

Example: Amazon **was incorporated** in 1994 by Bezos in Washington.

- **c. Modal Passive**

S + modal (*can/will/may*) + be + V3 + O

- Example: Edmodo **can be applied** effectively in the classroom.

- **d. Continuous Passive**

S + to be (*is/am/are*) + being + V3 + O

Example: The computer **is being fixed** by the technician.



## GLOSSARY

Words	Pronunciation	Indonesian Versions
e-commerce	/ˈiː.kəmɜːs/	penjualan online
e-learning	/ˈiː.lɜːnɪŋ/	pembelajaran online
user	/ˈjuːzər/	pengguna
review	/rɪˈvjuː/	mengulas
service	/ˈsɜːvɪs/	layanan
submit	/səbˈmɪt/	menyerahkan
channel	/ˈtʃænəl/	saluran
follow	/ˈfɒləʊ/	mengikuti
upload	/ʌpˈləʊd/	mengunggah
create	/kriˈeɪt/	membuat
subscribe	/səbˈskraɪb/	berlangganan
download	/ˈdaʊn.ləʊd/	mengunduh
trusted	/trʌstɪd/	terpercaya
payment	/ˈpeɪmənt/	pembayaran
accept	/əkˈsept/	menerima
purchase	/ˈpɜːtʃəs/	membeli
merchant	/ˈmɜːtʃənt/	penjual
connect	/kəˈnekt/	terhubung
update	/ʌpˈdeɪt/	memperbarui
share	/ʃeər/	berbagi
apply	/əˈplai/	menerapkan



## REFLECTION

Let's check what you have learned in this unit. Have you mastered the materials? Give a thick (v) to the statements that reflect your understanding related to Unit 3.

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statements	Scale					Note
		1	2	3	4	5	
1	I can understand new technical terms about computer and networking and the meanings in Indonesian						
2	I can use the new technical terms in my daily life as a computer engineering and networking student						
2	I can understand the use of passive voice in sentences						
3	I can produce passive sentences						
4	I can understand about report texts						

# APPENDIX J

## The Permit Letter



PEMERINTAH KABUPATEN BANTUL  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( B A P P E D A )

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796  
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

**SURAT KETERANGAN/IZIN**

**Nomor : 070 / Reg / 2256/ S1 / 2015**

**Menunjuk Surat** : Dari : Sekretariat Daerah DIY Nomor : 486K/UN.34.12/DTN/2015  
Tanggal : 18 Mei 2015 Perihal : Ijin penelitian/riset

**Mengingat** : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;  
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;  
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

**Diizinkan kepada**  
Nama : ERNA DWI JAYANTI  
P. T / Alamat : Fakultas Bahasa dan Seni UNY  
Karangmalang  
NIP/NIM/No. KTP : 3402166408930005  
Nomor Telp./HP : 087838357397  
Tema/Judul : DEVELOPING READING MATERIALS FOR THE TENTH GRADE STUDENTS OF COMPUTER AND NETWORKING PROGRAM AT SMK 1 PUNDONG IN THE ACADEMIC YEAR 2014/2015  
Kegiatan :  
Lokasi : SMK 1 Pundong  
Waktu : 18 Mei 2015 s/d 18 Juli 2015

**Dengan ketentuan sebagai berikut :**

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang Izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah,

Dikeluarkan di : Bantul  
Pada tanggal : 18 Mei 2015

A.n. Kepala,  
Kepala Bidang Data Penelitian dan  
Pengembangan P. b. Kasubbid.

Henry Endrawati / S.P., M.P.  
NIP: 197106081998032004

**Tembusan disampaikan kepada Yth.**

1. Bupati Kab. Bantul (sebagai laporan)
2. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Menengah dan Non Formal Kab. Bantul
4. Ka. SMK Negeri 1 Pundong
5. Dekan Fakultas Bahasa dan Seni UNY
6. Yang Bersangkutan (Pemohon)