



APPENDIX A
Questionnaire Sheet

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NEED ANALYSIS QUESTIONNAIRE

Petunjuk pengisian:

- Isilah data sesuai dengan data diri anda.
- Berilah tanda centang (√) sesuai dengan jawaban pilihan anda.

Nama :

Kelas/ Jurusan :

Sekolah :

1. Kapan pertama kali anda mendapatkan pelajaran Bahasa Inggris?
 - a. Tingkat Taman Kanak-kanak (TK)
 - b. Sekolah Dasar (SD)
 - c. Sekolah Menengah Pertama (SMP)
2. Apakah anda pernah mendapat pelajaran tambahan Bahasa Inggris diluar sekolah?
 - a. Ya
 - b. Tidak
3. Apakah tujuan anda dalam belajar Bahasa Inggris?
 - a. Untuk menambah pengetahuan.
 - b. Untuk mendukung karir saya kedepannya.
4. Apakah kemampuan berbahasa Inggris menjadi satu kebutuhan penting bagi anda ?
 - a. Ya
 - b. Tidak
5. Skill (Kemampuan) Bahasa Inggris apa yang anda butuhkan?
 - a. Listening (Mendengarkan)
 - b. Speaking (Berbicara)
 - c. Reading (Membaca)
 - d. Writing (Menulis)
6. Dapatkah kamu membaca atau memahami sebuah teks dengan baik?
 - a. Ya
 - b. Tidak
7. Kesulitan apa yang anda alami dalam memahami teks Bahasa Inggris?
 - a. Teks tersebut tidak terlalu dibutuhin untuk jurusan kami.
 - b. Teks tersebut terlalu susah untuk untuk dipahami, terlebih lagi teks tersebut terlalu menyimpang dengan jurusan kami.
8. Senangkah anda dalam membaca teks Bahasa Inggris?
 - a. Ya
 - b. Tidak

9. Jika senang, kenapa?
 - a. Ceritanya menarik
 - b. Saya paham isi dan jalan cerita dalam teksnya
 - c. Isi teksnya mudah untuk dipahami
 - d. Teks tersebut berhubungan dengan jurusan saya.
10. Belajar Bahasa Inggris yang berhubungan dengan jurusan saya di sekolah sangat penting bagi saya karena itu dapat meningkatkan kemampuan saya dalam Bahasa Inggris dan mendukung karir saya kedepannya.
 - a. Setuju
 - b. Tidak Setuju
11. Input materi yang anda inginkan untuk meningkatkan ketertarikan kamu dalam membaca teks Bahasa Inggris dengan baik?
 - a. Teks dengan gambar nyata
 - b. Hanya teks
 - c. Sebutkan
12. Aktifitas yang anda inginkan untuk meningkatkan kemampuan membaca anda?
 - a. Membaca teks tersebut satu persatu
 - b. Mencari beberapa kata-kata yang sulit
 - c. Membaca ulang teks tersebut
 - d. Sebutkan
13. Jenis aktifitas yang anda inginkan untuk meningkatkan kemampuan pengetahuan membaca anda?
 - a. Menjawab beberapa pertanyaan berdasarkan teks yang ada
 - b. Mengartikan beberapa kata-kata bahasa inggris yang sulit kedalam bahasa indonesia
 - c. Mengisi teks yang kosong dengan kata yang cocok
14. Pada saat mengerjakan tugas-tugas, saya lebih suka secara?
 - a. Individu
 - b. Berpasangan
 - c. Kelompok
15. Dalam pelaksanaan kegiatan pembelajaran, saya lebih suka dilaksanakan di
 - a. Dalam kelas
 - b. Perpustakaan
 - c. Sebutkan

B. Materi Membaca (Reading Material) Bahasa Inggris yang tersedia.

No.	Materi membaca (Reading Material) Bahasa Inggris	Sebagai siswa/I Teknik komputer Jaringan, apakah Anda membutuhkan Materi membaca (Reading Material) Bahasa Inggris tersebut?		Apakah Materi membaca (Reading Material) Bahasa Inggris tersebut berhubungan dengan jurusan Anda, yaitu Teknik komputer jaringan?	
		Butuh	Tidak Butuh	Berhubungan	Tidak Berhubungan
1.	Di Bab 4 “Which One is Your Best Getaway?” (Teksnya berjudul <i>Tanjung Puting National Park</i>).				
2.	Di Bab 4 “Which One is Your Best Getaway?” (Teksnya berjudul <i>Taj Mahal</i>).				
3.	Di Bab 5 “Let’s Visit Niagara Falls” (Teksnya berjudul <i>Visiting Niagara Falls</i>).				

Terimakasih atas kesediaan saudara/i dalam mengisi angket ini, semoga kemampuan Bahasa Inggris siswa/i SMK Swasta YWKA Medan menjadi lebih baik



APPENDIX B

Interview Sheet

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INTERVIEW SHEET

Pertanyaan Untuk Guru Bahasa Inggris Kelas X Smk Swasta Ywka Medan:

1. Sudah berapa lama Ibu mengajar sebagai guru Bahasa Inggris di sekolah ini?
2. Buku apa yang digunakan oleh Siswa/I jurusan TKJ dalam pembelajaran Bahasa Inggris?
3. Menurut anda bagaimana antusias Siswa/I jurusan TKJ dalam mengikuti pelajaran Bahasa Inggris di kelas?
4. Masalah apa yang mereka hadapi dalam mengikuti pelajaran Bahasa Inggris?
5. Menurut Ibu apakah Siswa/I tertarik untuk membaca sebuah teks?
6. Bagaimana cara Ibu untuk membantu mereka dalam meningkatkan kemampuan membaca (reading skill) mereka?
7. Apakah Ibu mengetahui tentang *English for Specific Purpose*?
8. Apakah menurut Ibu penting mengembangkan materi membaca (reading) berdasarkan kebutuhan mereka (jurusan TKJ)?



APPENDIX C

Questionnaire Analysis

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A. QUESTIONNAIRE ANALYSIS

No.	Questions	Items	N	F	P
1	What did you learn English for the first time ?	Kindergarten	25	5	22.7%
		Elementary School	25	20	80%
		Junior High School	25	0	0%
2.	Have you ever got another English course outside the school ?	Yes, I have	25	8	32%
		No, I have not	25	17	68%
3.	What is your goal to learn English ?	To get new knowledge	25	7	28%
		To support my carrier in the future	25	18	72%
4.	What English lesson as a necessity for you	Yes	25	18	72%
		No	25	7	28%
5.	What kind of skill do you really need	Listening	25	4	16%
		Speaking	25	8	32%
		Reading	25	10	40%
		Writing	25	3	12%
6.	Can you read or comprehend a text well	Yes, I can	25	5	20%
		No, I can't	25	20	80%
		The text is not needed enough for our major	25	2	8%
7.	What is your obstacle in comprehending an English reading text	The text is hard to understand, moreover the text is deviated for our major	25	23	92%
8.	Do you like reading an English text?	Yes, I do	25	13	52%
		No, I don't	25	12	48%
		The story is interesting	25	7	28%
9.	If yes, why?	I understand the text	25	4	16%
		The text is easy to comprehend	25	4	16%
		The text is related with my major	25	11	44%

	Studying English which related to my major in the school is important for me	Agree	25	25	100%
10.	because it can help me to improve my skill in English and support my future carrier	Do not agree	25	0	0%
11.	What kind of input do you like to increase your interest to read the English text well?	Text by authentic picture	25	25	100%
		Just text	25	0	0%
		Explain		0	0%
12.	The activities that you want to improve your Reading skill?	Read the text one by one	25	13	52%
		Find some difficult words	25	12	48%
		Retell the text	25	0	0%
		Other ...	25	0	0%
13.	Kinds of activities that you want to improve your reading knowledge	Answering some question based on the text	25	7	28%
		Translating some difficult English words to Indonesia	25	18	72%
		Filling blank texts with vocabulary or phrase	25	0	0%
14.	When doing the task I like to carry out in!	Individual	25	5	20%
		Pair	25	8	32%
		Group	25	12	48%
15.	The place that I like to do the tasks is ...	In the class	25	21	100%
		Library	25	2	0%
		Other	25	0	0%

B. STUDENTS' RESPONSES TO THE EXISTING ENGLISH READING MATERIALS

No.	Materi membaca (Reading Material) Bahasa Inggris	Sebagai siswa/I Teknik komputer Jaringan, apakah Anda membutuhkan Materi membaca (Reading Material) Bahasa Inggris tersebut?		Apakah Materi membaca (Reading Material) Bahasa Inggris tersebut berhubungan dengan jurusan Anda, yaitu Teknik komputer jaringan?	
		Butuh	Tidak Butuh	Berhubungan	Tidak Berhubungan
1.	Di Bab 4 “Which One is Your Best Getaway?” (Teksnya berjudul <i>Tanjung Puting National Park</i>).	-	25	-	25
2.	Di Bab 4 “Which One is Your Best Getaway?” (Teksnya berjudul <i>Taj Mahal</i>).	-	25	-	25
3.	Di Bab 5 “Let’s Visit Niagara Falls” (Teksnya berjudul <i>Visiting Niagara Falls</i>).	-	25	-	25



APPENDIX D

▣ Interview Analysis ▣

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No.	Questions	Answers
1.	Sudah berapa lama Ibu mengajar sebagai guru Bahasa Inggris di sekolah ini?	Saya sudah 9 tahun mengajar di sini.
2.	Buku apa yang digunakan oleh Siswa/I jurusan TKJ dalam pembelajaran Bahasa Inggris?	Mereka menggunakan buku Bahasa Inggris dari Kementrian Pendidikan dan Kebudayaan “Bahasa Inggris SMA/ MA/ SMK/ MAK kelas X semester I, Kurikulum 2013”.
3.	Menurut anda bagaimana antusias Siswa/I jurusan TKJ dalam mengikuti pelajaran Bahasa Inggris di kelas?	Beberapa dari mereka tertarik belajar Bahasa Inggris tapi sebagian lagi tidak.
4.	Masalah apa yang mereka hadapi dalam mengikuti pelajaran Bahasa Inggris?	Masalahnya adalah tentang kurangnya Siswa/I dalam memahami beberapa teks, hal ini karena teksnya memiliki beberapa kata-kata yang sulit, dan teksnya kurang memberikan manfaat untuk jurusan mereka. Terlebih lagi, penguasaan kosakata mereka masih lemah.
5.	Menurut Ibu apakah Siswa/I tertarik untuk membaca sebuah teks?	Beberapa dari mereka tertarik belajar Bahasa Inggris tapi sebagian lagi tidak.
6.	Bagaimana cara Ibu untuk membantu mereka dalam meningkatkan kemampuan membaca (reading skill) mereka?	Ketika saya masuk kedalam kelas untuk mengajar saya selalu menanyakan kepada mereka untuk membaca teksnya satu persatu, setelah itu mencari beberapa kosakata yang sulit dan mengartikannya. Itulah cara untuk membantu mereka dalam memahami teks tersebut.
7.	Apakah Ibu mengetahui tentang <i>English for Specific Purpose</i> ?	Iya, saya mengetahuinya. Hal itu membahas tentang penggunaan Bahasa Inggris yang lebih spesifik sesuai dengan suatu bidang ilmu. Misalnya, pembahasan Bahasa Inggris sesuai dengan jurusan mereka.
8.	Apakah menurut Ibu penting mengembangkan materi membaca (reading) berdasarkan kebutuhan mereka (jurusan TKJ)?	Ya, hal itu sangat dibutuhkan. Hal ini dapat membantu mereka menambah informasi dan pengetahuan baru, serta meningkatkan ketertarikan mereka dalam memahami pelajaran tersebut berdasarkan kebutuhan mereka.



APPENDIX E

Existing Materials

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READING

Task 1:

Now, read text 1 carefully. What do you think about the place described below?

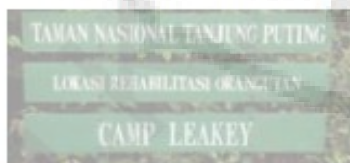
Text 1

TANJUNG PUTING NATIONAL PARK

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kalimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orangutans.

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

To see orangutans, we should go to Camp Leakey, which is located in the heart of Tanjung Puting National Park. Camp Leakey is a rehabilitation place for ex-captive orangutans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.



Source: <http://orangutanexplore.com>
Picture 4.2

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The traveling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The

monkeys anxiously await **klotok** arrivals. A **troop** of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Puting National Park. What about you?

Text sources: (1) <https://www.lonelyplanet.com/indonesia/tanjung-puting-national-park/sights/natural-parks-forests/tanjung-puting-national-park> (2) www.Indonesian.travel.com; (3) www.Exploguide.com

Task 2:

Answer the following questions briefly.

1. Based on the text, can you guess what ecotourism is? Give some examples of other ecotourism destinations.
2. As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?
3. How is the park different from the parks in cities?
4. How is Camp Leakey related to Tanjung Puting National Park?
5. What does the word *ex-captive* tell you about the orangutans in Camp Leakey, which is a rehabilitation site for orangutans?
6. How can people reach Camp Leakey?
7. What is special about the means of transportation to Camp Leakey?
8. What can tourists enjoy during their trip to Camp Leakey?
9. What do you think is the most interesting scene in Tanjung Puting National Park?
10. How important is the research by Dr. Birute Galdikas?
11. What is the author's purpose in writing this text?
12. How is each paragraph related to each other?
13. What is the most dominant tense used in this text?

Task 3 :

Tourists probably bring food and snacks in paper or plastic packages when they visit Tanjung Puting National Park. What should they do with the wastes? If you were also a tourist, what would you do?

Task 4:

Rearrange the place of the main ideas in the right column to match it with the purpose of each paragraph.



READING

Task 1:

Read the following text carefully. While reading, think about the similarity or difference between the following text with the previous one about Tanjung Puting National Park.

Text 2



Taken from: <http://www.santabanta.com/photos/tajmahal/9012035.htm>
Picture 4.3

Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a

height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the the Seven Wonders of the World.

Sources:
<http://www.history.com/topics/taj-mahal>
<http://www.tushky.com/blog/taj-mahal-in-agra/>

Task 2

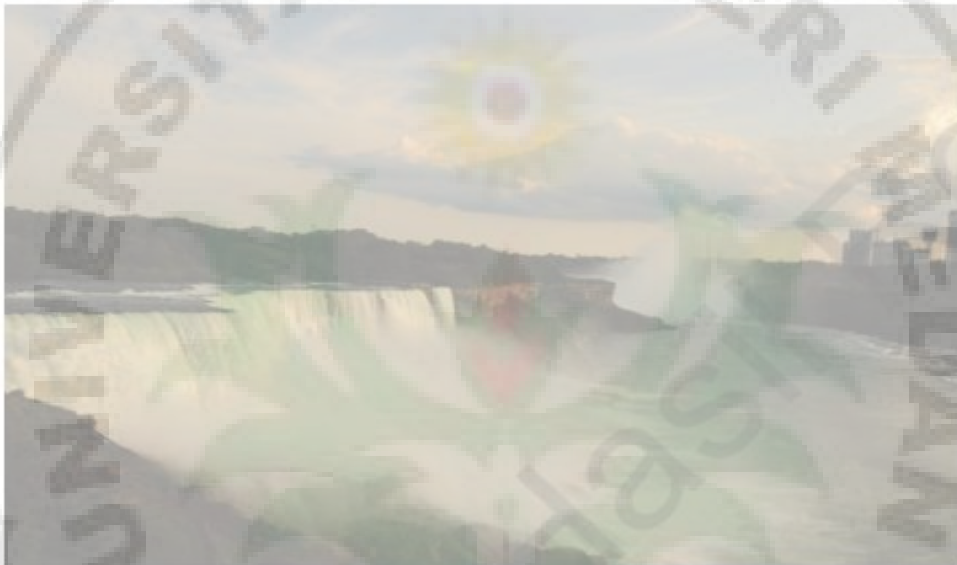
Answer the following questions briefly.

1. What is Taj Mahal actually?
2. What impression do you get when you read the word *majestically*?
3. Why did the king construct Taj Mahal?
4. What does the phrase 'the crown of the palace' imply?
5. Read the third line of paragraph two. What impression did you get after reading the description?
6. How are the materials and architectural design of Taj Mahal?
7. What do all the materials and the architecture indicate?
8. Where was the queen actually buried?
9. When do you think is the best time to see Taj Mahal? Why do think so?
10. What do you think about the inclusion of Taj Mahal as one of the Seven Wonders of the World?
11. What is the writer's purpose in writing the essay?
12. How does the writer organize his idea?
13. What reaction from readers does the writer expect?
14. Read text 1 again. Find out the similarities between text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal).



READING

VISITING NIAGARA FALLS



Source: Dokumen Kemdikbud
Picture 5.3

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is ***Cave of the Winds***. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is ***Maid of the Mist Boat Tour***. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is ***Niagara Adventure Theater***. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is ***Niagara's Wax Museum of History***. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy ***Rainbow Air Helicopter Tours*** above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational, commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

(Adapted from: http://en.wikipedia.org/wiki/Niagara_Falls and <http://www.niagara-usa.com/things-do/attractions/falls-region>)

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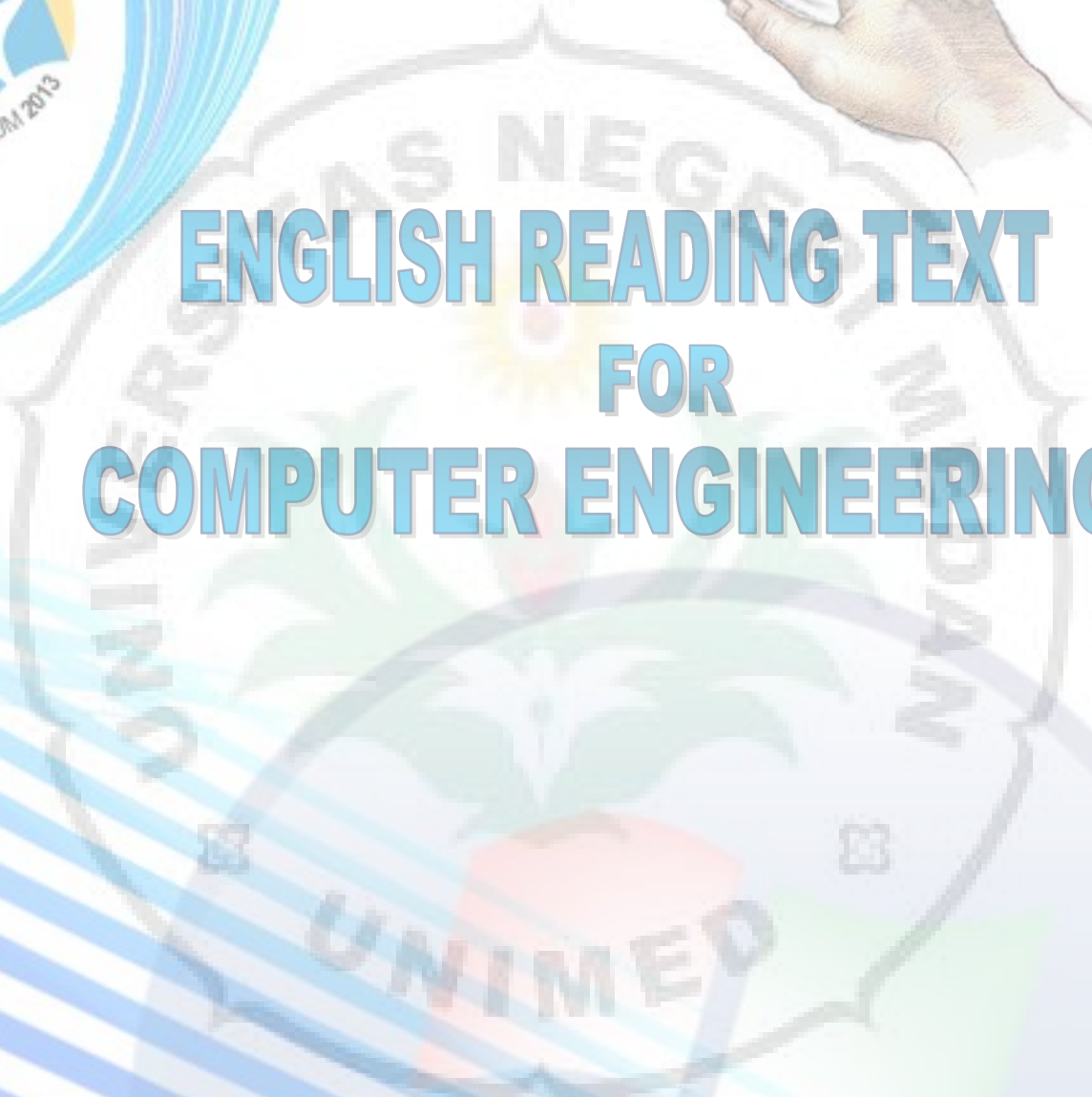
APPENDIX F

Develop English Reading Materials

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ENGLISH READING TEXT FOR COMPUTER ENGINEERING



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GRADE

X

**Vocational
High
School**



Tujuan Pembelajaran:

Setelah mempelajari bab ini, siswa diharapkan mampu:

1. Mengidentifikasi makna, fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang benda sesuai dengan penggunaan.
2. Memahami makna, fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif tentang benda sesuai dengan penggunaan.

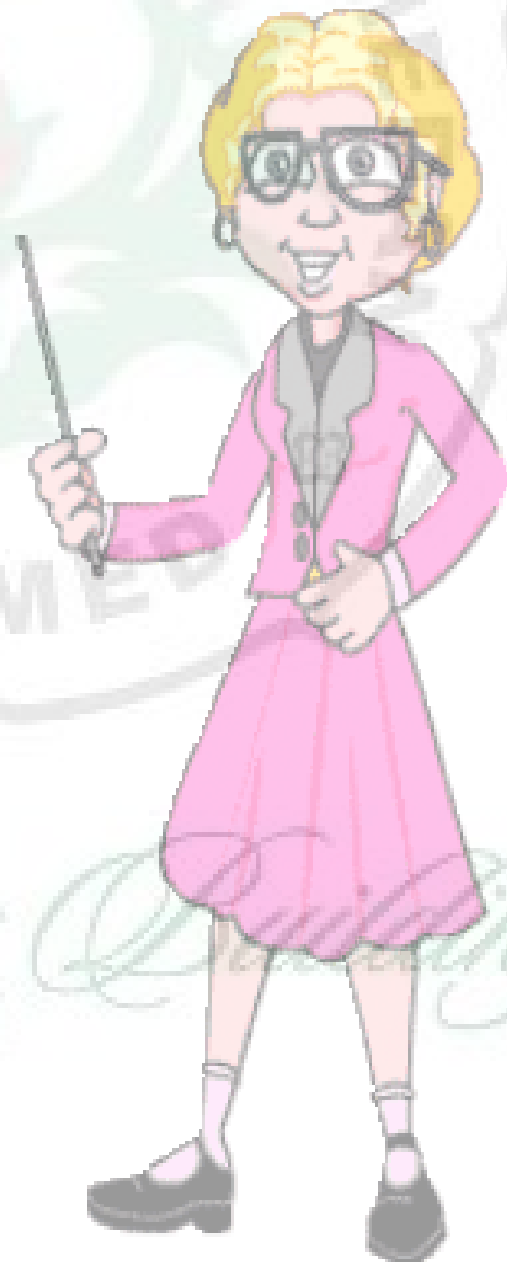


WARMER

LET'S GUESS

Your teacher will divide you into 4 groups and show you **how to play let's guess.** Listen to your teacher's explanation and do the activity as quickly as possible.

Try to be the winner.



DEFINE THE PROBLEM


Hello, Let's Read!

Text 1

My Laptop



Everyone has a favorite thing. Of course they have some reasons why they like their favorite thing. I myself also have favorite thing too. That is my laptop. Why do I like it? For me, laptop is useful and has many functions. Here, I want to describe my laptop. The size of my laptop is 14 inches and the brand is Asus. It has Grey color. I am a student of computer engineering study program, I need laptop to do my tasks, almost all of the tasks of my course need laptop. For example, I often do my tasks through Microsoft word, Microsoft excel, and Microsoft power point. So, it means that my laptop is very useful and can help me to do my tasks. When I feel tired after I do finish my tasks, I often change it with playing games, watching CD/DVD and sometimes I also listen to music through my laptop for relaxing. Another benefit this laptop is it can use for communicating through internet.

In this modern era, we need internet to communicate with each other without meeting directly. Luckily, I can do it by communicating by internet, such as using Skype or we called it "Video call", instagram, mail or email, and the last is by using Facebook and twitter. It make me lucky and fun. I think that's all about the description of my favorite thing, that's my laptop. Thank you.

ANALYZE THE PROBLEM

Summarize the descriptive text above by the generic structure and identify the language features.



Generic Structure

Language Features

DRAW A SYSTEMATIC INVENTORY OF THE EXPLANATIONS

Don't miss any information!

Find the information by using what, who, where, when, and why

Read the text 1 and write some questions!



<p>What</p>	<p>1. What is the genre of the text? 2. _____ 3. _____</p>
<p>Who</p>	<p>1. _____ 2. _____ 3. _____</p>
<p>Where</p>	<p>1. _____ 2. _____ 3. _____</p>
<p>When</p>	<p>1. _____ 2. _____ 3. _____</p>
<p>Why</p>	<p>1. _____ 2. _____ 3. _____</p>

DRAW A SYSTEMATIC INVENTORY OF THE EXPLANATIONS

Fill in the table below with suitable answer based on the context of the text that you have read in text 1. You can use your dictionary.

No	Words	Indonesian
1	Size	
2	Usual	
3	The Brand	
4	Course	
5	Benefit	
6	Communicating	
7	Directly	
8	Luckily	
9	Included	
10	Very Useful	

FORMULATE LEARNING OBJECTIVES

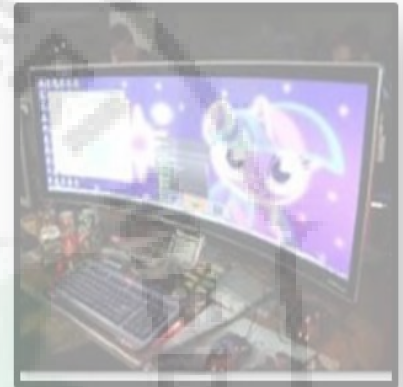
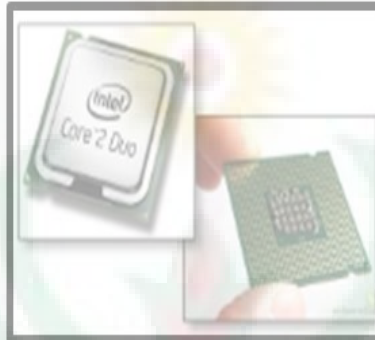
Fill the coloumn below based on the text 1.

No	Sentence	True / False
1	The laptop is 12 inch	
2	The writer is a student	
3	The laptop has so much benefit	
4	The laptop black color	
5	The laptop can't be connected to internet	

FORMULATE LEARNING OBJECTIVES



Study the pictures below. Match the pictures with the appropriate descriptions



a. The Stylish, Small, Purple ASUS Laptop

b. The Black Cisco Router Offers Fast Connection.

c. The elegant, thin, black Samsung Galaxy Tab.

d. The Small, Rectangular, White Wi-Fi Modem.

e. The Core 2 Duo Intel Processor Is Tiny But Powerful.

f. The Modern And Large Monitor Is Used For Gamers.

PRODUCT PERFORMANCE

EXERCISE

After you read text 1, please, rewrite it in your own words.



A large dashed-line box containing a background watermark of the UNIMED logo. The logo features a sun, a green plant, and the text "UNIVERSITAS NEGARAH MEDAN" and "UNIMED". Below the logo, the text "THE Character Building UNIVERSITY" is written in a cursive font. The box contains several horizontal lines for writing.

Show your work and read your text in front of the class.



DEFINE THE PROBLEM

Read the explanation below carefully.



Have you ever heard about “Descriptive Text”?

Do you want to know how to describe something?



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.*

DEFINE THE PROBLEM

LOOK AT THE TEXT

→ Pay attention to the text below and read it!

Text 2

Screwdrivers



Picture: www.maximumpc.com

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

Screwdrivers have various shapes and sizes. There are long ones and short ones. There are also some that need an electric actuator to actually actuate it. A screwdriver usually consists of two parts, the shaft and the handle. The shaft of a

screwdriver is made from metal and some of its tips are magnetic so that the screw remains attached to the screwdriver without the need of external power. The handle on a screwdriver is usually made of plastic so that the technician will not be electrocuted when repairing electronic devices. It can also be made of a rubber to give a better grip.

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

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

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

ANALYZE THE PROBLEM

Summarize the text above by the generic structure and identify the language features.



<p>Generic Structure</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Language Features</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

DRAW A SYSTEMATIC INVENTORY OF THE EXPLANATIONS

Read the text 2, please answer the questions below correctly!

1. What is the main idea of the text?
2. How many various shapes of screwdrivers are there?
3. How many parts are there in screwdrivers?
4. What is the synonym of “repair” and “Shape” in third and fourth paragraph?
5. What is the antonym of “generally” and “external” in fourth paragraph?
6. What is the generic structure of the text 2?
7. Pay attention to paragraph one in text 2 “Screwdrivers are one of the tools both electronic technicians and mechanic engineers use to aid them in their job of repairing thing”. According to you, if you are being an electronic technicians or mechanic engineers, are screwdrivers just important tools for repairing things? if not, please tell another tools are needed for you! And give the function!



FORMULATE LEARNING OBJECTIVES

Stay on the text II. Match the things to the shape.



No	Things	Answer	Shapes
1	The Shaft		a. Plastic
2	The Handle		b. (-) on its tip
3	The Philip Screwdriver		c. Metal
4	The Flathead Screwdriver		b. (+) on its tip



GLOSSARY

Words	Pronunciation	Indonesian Versions
e-commerce	/iːˌkɒməːs/	penjualan online
e-learning	/iːləːnɪŋ/	pembelajaran online
user	/'juːzər/	pengguna
review	/riˈvjuː/	mengulas
service	/'sɜːvɪs/	layanan
submit	/səb'mɪt/	menyerahkan
channel	/'tʃænəl/	saluran
follow	/'fɒləʊ/	mengikuti
upload	/ʌp'ləʊd/	mengunggah
create	/'kriːeɪt/	membuat
subscribe	/səb'skraɪb/	berlangganan
download	/'daʊn.ləʊd/	mengunduh
trusted	/'trʌstɪd/	terpercaya
payment	/'peɪmənt/	pembayaran
accept	/ək'sept/	menerima
purchase	/'pɜːtʃəs/	membeli
merchant	/'mɜːtʃənt/	penjual
connect	/'kəˌnekt/	terhubung
update	/'ʌp deɪt/	memperbarui
share	/'ʃeər/	berbagi
apply	/'æplai/	menerapkan

DEFINE THE PROBLEM

Hi guys! Do you know what I'm doing now! Let's read it together.



Text 3

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>

ANALYZE THE PROBLEM

Summarize the text above by the generic structure and identify the language features.



Generic Structure	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Language Features	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

DRAW A SYSTEMATIC INVENTORY OF THE EXPLANATIONS

Have you finished reading the text? Let's answer all of the questions below.

1. What does the text tell us about?
2. Mention three features that the product offers!
3. What are the advantages and disadvantages of Canon Pixma-MG3250?
4. What is the main idea of the text?
5. Can you operate the printer? How do you operate the printer? Describe it!
6. What is the generic structure of the text 3?
7. What is the language features of the text 3?
8. After you finished reading the text 3, do you feel interest to buy the printer? Give the reason!

FORMULATE LEARNING OBJECTIVES

LET'S FIND THE WORDS!

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

KEYWORDS

1. Computer Engineering
2. Submit
3. Toolkit
4. Troubleshoot
5. Network
6. Screwdrivers
7. Technicians
8. Mechanic
9. Descriptive Text
10. Router
11. Processor
12. Hardware
13. Software
14. Assemble
15. Wireless
16. Ipad
17. Laptop
18. Wifi
19. Pry
20. Chisel

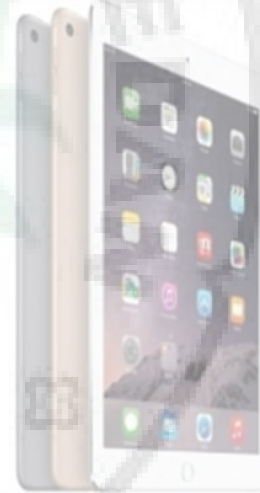
PRODUCT PERFORMANCE

It's time to work together

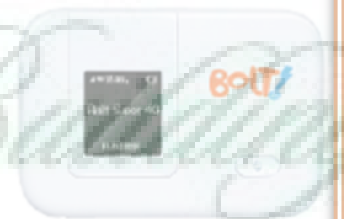


Let's work in groups! Choose one of the pictures below. In group, write a simple descriptive text about the product. You can use the provided information to help you develop your idea.

- | | |
|------------------|-------------------------------------|
| 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 |



- | | |
|-------------------|---------------------------------------|
| 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 |



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/	membuat cadangan
Recycle	/ˌrɪːˈsaɪ.kl/	mendaaur ulang
Secure	/sɪˈkjʊər/	aman
Troubleshoot	/ˈtrʌb.l̩.juː.tɪŋ/	kerusakan
Protection	/prəˈtekt.fən/	perlindungan
Repair	/rɪˈpeər/	memperbaiki
Consultation	/ˌkɒn.səlˈteɪ.ʃən/	konsultasi
Setup	/ˈsetʌp/	susunan



ASSESSMENT

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.

- 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 Descriptive Text And The Generic Sturcture.						
2.	I Can Comprehend Descriptive Texts.						
3.	I Can Produce A Simple Descriptive Text.						

References

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

<http://www.curry.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>

<https://adelinafransiska79.wordpress.com/2014/05/01/my-laptop-descriptive-paragraph/>

https://www.google.com/search?q=asus+laptop&client=firefoxbab&source=lnms&tbm=isch&sa=X&ved=0ahUKEwi6zcWRuenYAhVHtY8KHcvsC0oQ_AUICigB&biw=1600&bih=788#imgrc=yoDACQUdotesXM

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APPENDIX G
English Lecturer's
Validation score

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INSTRUMEN PENILAIAN KELAYAKAN BAHAN AJAR

Uji Kelayakan Bahan Ajar Pengembangan Materi Reading Untuk Siswa Kelas X Teknik Komputer Jaringan

I. IDENTITAS AHLI

Nama : Dra. Masitowarni Siregar, M.Ed.
 Pekerjaan : Dosen
 Jenis Keahlian : Pembelajaran Bahasa Inggris

II. PENGANTAR

Angket ini digunakan untuk mengumpulkan data dan informasi mengenai kelayakan bahan ajar pengembangan materi bacaan bagi siswa jurusan Teknik Komputer Jaringan SMK Swasta YWKA Medan.

III. PETUNJUK

1. Mohon Ibu membaca angket ini dengan cermat dan seksama.
2. Isilah identitas Ibu dengan benar sebelum mengisi angket ini.
3. Bacalah dengan seksama setiap pernyataan/ pertanyaan angket sebelum Ibu menjawab.
4. Berikut ini adalah kriteria tingkat kelayakan bahan ajar pengembangan materi bacaan bagi siswa jurusan Teknik Komputer Jaringan SMA Swasta YWKA Medan. Berilah tanda centang pada salah satu angka pada kolom yang menyatakan tingkat kriteria kelayakan bahan ajar dengan skor 5,4,3,2,1.
 - Nilai 5 = sangat baik/ relevan/ sesuai
 - Nilai 4 = baik/ relevan/ sesuai
 - Nilai 3 = cukup
 - Nilai 2 = kurang
 - Nilai 1 = sangat kurang baik

Dalam mengisi angket ini, kami mohon Ibu mengisi angket ini dengan sebenar-benarnya untuk perbaikan dan penyempurnaan bahan ajar pengembangan materi bacaan bagi siswa jurusan Teknik Komputer Jaringan SMA Swasta YWKA Medan.

5. Mohon Ibu hanya memilih satu jawaban yang tersedia. Bila Ibu mengganti pilihan yang lain dengan mencoret pilihan sebelumnya.
6. Bila ada keterangan/ informasi tambahan untuk setiap item angket, saya mohon Ibu menuliskan dibawah pada kolom yang tersedia.

IV. MATERI EVALUASI

Dimensi Linguistik						
No.	Kriteria	Nilai				
		5	4	3	2	1
1.	Standarisasi penggunaan tata bahasa secara umum		✓			
2.	Standarisasi panjang kalimat yang ada secara umum		✓			
3.	Ketepatan dan kesesuaian penggunaan pilihan kosa kata secara umum		✓			
4.	Ketepatan dan kesesuaian penggunaan pilihan kosa kata untuk jurusan Teknik Komputer dan Jaringan		✓			
5.	Ketepatan dan kesesuaian penggunaan tanda baca	✓				
6.	Ketepatan dan kesesuaian penggunaan huruf kapital dalam paragraf	✓				
7.	Kejelasan dan kelugasan makna	✓				
Proses						
No.	Kriteria	Nilai				
		5	4	3	2	1
1.	Bahan ajar membaca memotivasi siswa untuk belajar		✓			
2.	Bahan ajar membaca memungkinkan dan memberikan siswa ruang dan waktu untuk belajar secara mandiri		✓			
3.	Bahan ajar membaca memberikan kesempatan kepada siswa untuk menggunakan berbagai fungsi bahasa yang lebih luas	✓				
4.	Bahan ajar membaca mendorong siswa untuk berdiskusi	✓				
5.	Bahan ajar membaca mampu menciptakan suasana dan lingkungan belajar yang rileks dan menyenangkan		✓			
6.	Bahan ajar membaca memungkinkan siswa dapat menerapkan strategi belajar yang efisien dan efektif	✓				

Dimensi produk dan isi						
No.	Kriteria	Nilai				
		5	4	3	2	1
1.	Bahan ajar pengembangan materi membaca dirancang sesuai dengan kebutuhan siswa	✓				
2.	Bahan ajar (teks) dikembangkan dengan membuat topik yang sesuai standar kompetensi untuk siswa di jurusan Teknik Komputer Jaringan	✓				
3.	Jenis kosa kata yang digunakan mengacu kepada ilmu sesuai dengan jurusan Teknik Komputer Jaringan	✓				
4.	Kosa kata yang masih belum dikenal diartikan dengan baik	✓				
5.	Terminologi khusus yang berkaitan dengan teknik komputer jaringan diartikan dengan benar		✓			
6.	Materi yang diberikan cenderung mengarahkan siswa untuk meningkatkan kompetensi secara efektif	✓				
7.	Penilaian atau evaluasi dirancang untuk setiap topik secara komprehensif		✓			
8.	Bagian – bagian bahan ajar pengembangan materi reading dikembangkan dengan optimal dan relevan dengan esensi dari bagian – bagian tersebut		✓			
9.	Penulisan materi bahan ajar sesuai dengan generic structure jenis teks	✓				

Dimensi perwajahan/layout						
No.	Kriteria	Nilai				
		5	4	3	2	1
1.	Secara umum bahan ajar pengembangan materi membaca untuk siswa SMK Swasta YWKA Medan dikembangkan dengan relevan		✓			
2.	Penyajian gambar sesuai dengan topik bahan bacaan		✓			
3.	Tata letak gambar dikembangkan secara optimal dan menarik	✓				
4.	Ukuran spasi pengembangan materi dirancang optimal dan memadai		✓			
5.	Penggunaan jenis dan ukuran font bahan ajar ideal dan proporsional	✓				
6.	Visualisasi atau keindahan huruf bahan ajar ideal dan proporsional		✓			
7.	Kualitas cetakan bahan ajar dirancang dengan baik	✓				

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V. KOMENTAR/ KRITIK/ SARAN

Mohon Ibu menuliskan komentar, kritik, koreksi dan rekomendasi atau saran terhadap bahan ajar pengembangan yang Ibu nilai demi kesempurnaan bahan ajar tersebut.

Dimensi Linguistik

Recheck the grammar.

Proses

Dimensi Produk dan Isi

Check the social function, text structure, and the language feature in syllabus.

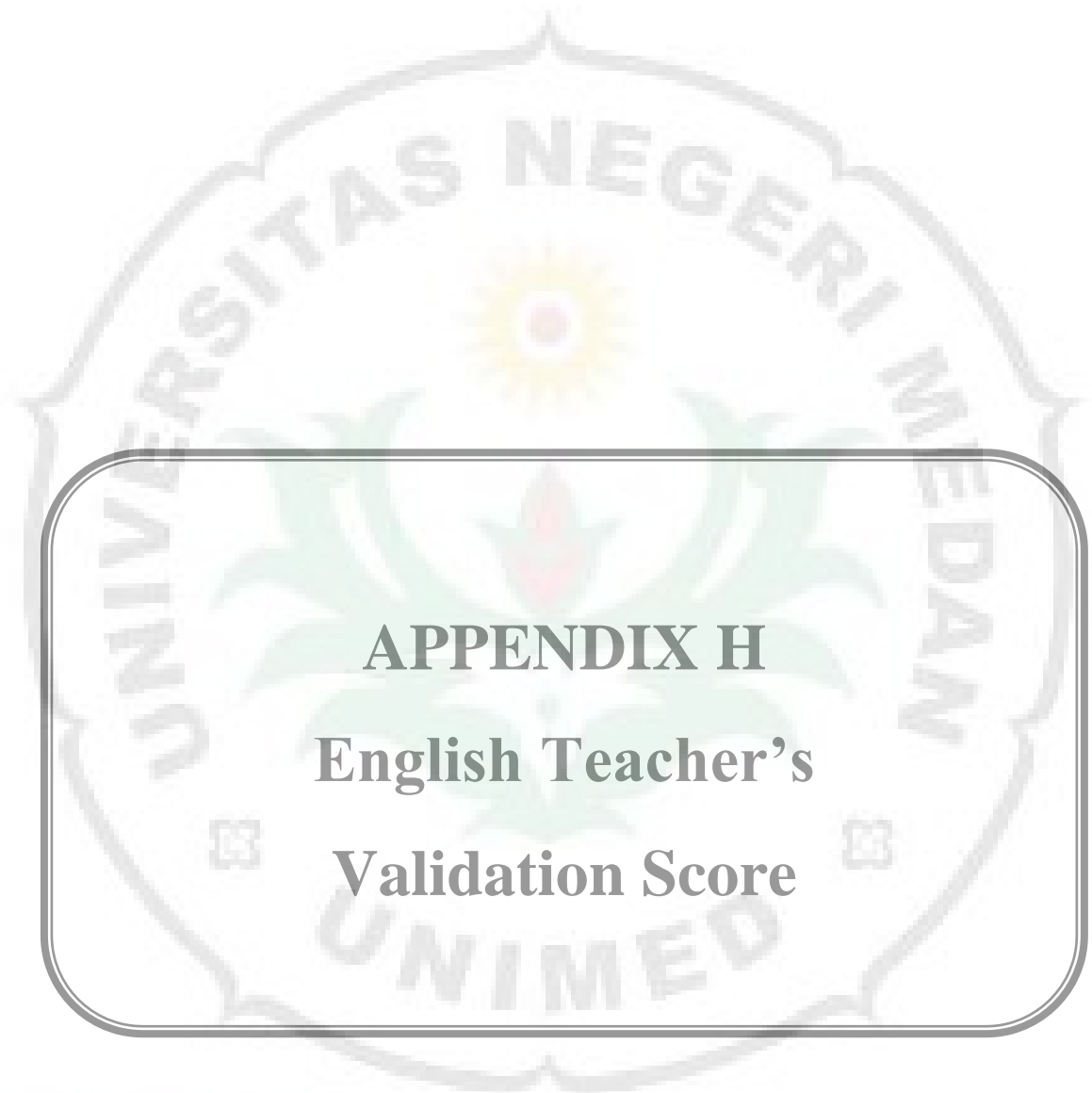
Dimensi Perwajahan/Layout

Terimakasih atas kesediaan Ibu untuk menjadi validator dalam uji kelayakan bahan ajar pengembangan untuk siswa/i kelas X Jurusan Teknik Komputer Jaringan SMK Swasta YWKA Medan.

Divalidasi oleh,

Dra. Masitowarni Siregar, M. Ed
196711 021993 032001

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APPENDIX H
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INSTRUMEN PENILAIAN KELAYAKAN BAHAN AJAR

Uji Kelayakan Bahan Ajar Pengembangan Materi Reading Untuk Siswa Kelas X Teknik Komputer Jaringan

I. IDENTITAS AHLI

Nama : Nani Yuningsih, S.Pd.
Pekerjaan : Guru
Jenis Keahlian : Pembelajaran Bahasa Inggris

II. PENGANTAR

Angket ini digunakan untuk mengumpulkan data dan informasi mengenai kelayakan bahan ajar pengembangan materi bacaan bagi siswa jurusan Teknik Komputer Jaringan SMK Swasta YWKA Medan.

III. PETUNJUK

1. Mohon Ibu membaca angket ini dengan cermat dan seksama.
2. Isilah identitas Ibu dengan benar sebelum mengisi angket ini.
3. Bacalah dengan seksama setiap pernyataan/ pertanyaan angket sebelum Ibu menjawab.
4. Berikut ini adalah kriteria tingkat kelayakan bahan ajar pengembangan materi bacaan bagi siswa jurusan Teknik Komputer Jaringan SMA Swasta YWKA Medan. Berilah tanda centang pada salah satu angka pada kolom yang menyatakan tingkat kriteria kelayakan bahan ajar dengan skor 5,4,3,2,1.
 - Nilai 5 = sangat baik/ relevan/ sesuai
 - Nilai 4 = baik/ relevan/ sesuai
 - Nilai 3 = cukup
 - Nilai 2 = kurang
 - Nilai 1 = sangat kurang baik

Dalam mengisi angket ini, kami mohon Ibu mengisi angket ini dengan sebenarnya untuk perbaikan dan penyempurnaan bahan ajar pengembangan materi bacaan bagi siswa jurusan Teknik Komputer Jaringan SMA Swasta YWKA Medan.
5. Mohon Ibu hanya memilih satu jawaban yang tersedia. Bila Ibu mengganti pilihan yang lain dengan mencoret pilihan sebelumnya.
6. Bila ada keterangan/ informasi tambahan untuk setiap item angket, saya mohon Ibu menuliskan dibawah pada kolom yang tersedia.

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IV. MATERI EVALUASI

Dimensi Linguistik						
No.	Kriteria	Nilai				
		5	4	3	2	1
1.	Standarisasi penggunaan tata bahasa secara umum		✓			
2.	Standarisasi panjang kalimat yang ada secara umum		✓			
3.	Ketepatan dan kesesuaian penggunaan pilihan kosa kata secara umum		✓			
4.	Ketepatan dan kesesuaian penggunaan pilihan kosa kata untuk jurusan Teknik Komputer dan Jaringan		✓			
5.	Ketepatan dan kesesuaian penggunaan tanda baca	✓				
6.	Ketepatan dan kesesuaian penggunaan huruf kapital dalam paragraf	✓				
7.	Kejelasan dan kelugasan makna	✓				
Proses						
No.	Kriteria	Nilai				
		5	4	3	2	1
1.	Bahan ajar membaca memotivasi siswa untuk belajar		✓			
2.	Bahan ajar membaca memungkinkan dan memberikan siswa ruang dan waktu untuk belajar secara mandiri		✓			
3.	Bahan ajar membaca memberikan kesempatan kepada siswa untuk menggunakan berbagai fungsi bahasa yang lebih luas	✓				
4.	Bahan ajar membaca mendorong siswa untuk berdiskusi	✓				
5.	Bahan ajar membaca mampu menciptakan suasana dan lingkungan belajar yang rileks dan menyenangkan		✓			
6.	Bahan ajar membaca memungkinkan siswa dapat menerapkan strategi belajar yang efisien dan efektif	✓				

Dimensi produk dan isi						
No.	Kriteria	Nilai				
		5	4	3	2	1
1.	Bahan ajar pengembangan materi membaca dirancang sesuai dengan kebutuhan siswa	✓				
2.	Bahan ajar (teks) dikembangkan dengan membuat topik yang sesuai standar kompetensi untuk siswa jurusan Teknik Komputer Jaringan	✓				
3.	Jenis kosa kata yang digunakan mengacu kepada ilmu sesuai dengan jurusan Teknik Komputer Jaringan			✓		
4.	Kosa kata yang masih belum dikenal diartikan dengan baik	✓				
5.	Terminologi khusus yang berkaitan dengan teknik komputer jaringan diartikan dengan benar			✓		
6.	Materi yang diberikan cenderung mengarahkan siswa untuk meningkatkan kompetensi secara efektif	✓				
7.	Penilaian atau evaluasi dirancang untuk setiap topik secara komprehensif	✓				
8.	Bagian – bagian bahan ajar pengembangan materi reading dikembangkan dengan optimal dan relevan dengan esensi dari bagian – bagian tersebut	✓				
9.	Penulisan materi bahan ajar sesuai dengan generic structure jenis teks	✓				

Dimensi perwajahan/layout						
No.	Kriteria	Nilai				
		5	4	3	2	1
1.	Secara umum bahan ajar pengembangan materi membaca untuk siswa SMK Swasta YWKA Medan dikembangkan dengan relevan		✓			
2.	Penyajian gambar sesuai dengan topik bahan bacaan	✓				
3.	Tata letak gambar dikembangkan secara optimal dan menarik			✓		
4.	Ukuran spasi pengembangan materi dirancang optimal dan memadai			✓		
5.	Penggunaan jenis dan ukuran font bahan ajar ideal dan proporsional	✓				
6.	Visualisasi atau keindahan huruf bahan ajar ideal dan proporsional	✓				
7.	Kualitas cetakan bahan ajar dirancang dengan baik	✓				

V. KOMENTAR/ KRITIK/ SARAN

Mohon Ibu menuliskan komentar, kritik, koreksi dan rekomendasi atau saran terhadap bahan ajar pengembangan yang Ibu nilai demi kesempurnaan bahan ajar tersebut.

Dimensi Linguistik

Tambahkem lagi berbagai macam kata-kata Pengetahuan yg menjurru ke jurusan mereka

Proses

Perbanyak lagi latihannya

Dimensi Produk dan Isi

Dimensi Perwajahan/ Layout

Terimakasih atas kesediaan Ibu untuk menjadi validator dalam uji kelayakan bahan ajar pengembangan untuk siswa/i kelas X Jurusan Teknik Komputer Jaringan SMK Swasta YWKA Medan.

Divalidasi oleh,



Nani Yuningsih, S.Pd



APPENDIX I

Syllabus

THE
Character Building
UNIVERSITY