Developing English Reading Material for the Second Grade of Vocational High School

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Abstract

The purpose of this study is to describe how to develop English reading material for the second grade of Vocational High School, and to explain the advantages and disadvantages of developing English reading material for the second grade of vocational high school.

Using English reading material for developing the students' ability, is one of the ways to make students interested to learn English. In the teaching process of English reading material, this paper applies two phases (planning phase, implementing phase, evaluating phase) and PQRST (Preview, Question, Read, Summarize, Test) method.

The advantages of developing English reading material for the second grade of vocational high school are: It can develop their vocabulary and grammar mastery. It is described that using reading material in developing the students' proficiency in English is very beneficial. The students get the systematic, effective, and efficient learning method, and also they can enjoy the teaching-learning process. It can make students aware to improve their previous knowledge as basic concepts. Moreover, it can motivate the students to act in the learning process. While their disadvantages: It cannot develop the listening skill directly; It may happen that the students did not understand clearly the generic structure and language feature of the text if they just pay attention to the meaning of each word.

The writer hopes that this paper can be used as a reference for the teachers who want to improve their students' ability, especially in reading ability. Furthermore, it can be a reference for the students of the English department who want to write a paper or a thesis.

Keywords: *English Language, Reading, Vocational High School*

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A. Introduction

There are two kinds of secondary education in Indonesia; senior high school (SMA) and vocational high school (SMK). In vocational high school, English is one of the main subjects and the most important subject that should be taught by the teachers to their students.

English, as a primary subject which is becoming purpose in vocational high school. The purposes are four skills: listening, speaking, reading, and writing. So, appropriate reading material is needed to reach four skills.

Developing reading material for Vocational High School students is very important. It can be an alternative way to improve the students' English competence, especially to improve their reading skills. Reading skill is also an important aspect in developing the students' competence in English. It can support students to master other English skills.

There are many kinds of reading material that can be used to teach the students of Vocational High School such as articles, newspapers, conversational texts, poems, etc. The teacher should choose English reading material that can help students easier to master some skills of English. English reading material is very important for the students because they first get the knowledge and information from reading material. Furthermore, besides reading material can develop the students' reading skills, it can support them to develop their speaking ability, grammar mastery, and vocabulary mastery. So, the writer, in this research, will gather and discuss the reading material for the second grade of Vocational High School.

B. Literature Review

1. English Language

English is an international language that used all of the people in the world. English like all languages which are constantly changing. Wyse and Jones (2008:4) say that vocabulary in English is always developing and the English language will be changing. So, it is an important thing for English teachers. The teacher should place too heavy an emphasis on absolute and fixed the rule, they may be teaching linguistic by using appropriate ways. Moreover, modern ways should be used by the teacher to teach language.

Standardization of the language always increases like change. The major role in the standardization of the language is dictionaries. Standard American English is represented by Webster's Third New International Dictionary, but standard English is represented by the Oxford English Dictionary or Cambridge Dictionary for many things.

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The phenomenon is not the process of changing language. During the century The Anglo-Saxons are settled, it is formed by people who bring change to the language become old English (Wyse and Jones, 2008:5). Some text has survived from this period are in four main dialects: West Saxon, Kentish, Mercian, and Northumbrian. The last two are sometimes grouped and called Anglian. West Saxon became the standard dialect at the time but is not the direct ancestor of modern Standard English, which is mainly derived from an Anglian dialect. If we take the modern word 'cold' as an example, the Anglian 'cald' is a stronger influence than the West Saxon version, 'ceald'.

Wyse and Jones (2009:8) state that the term 'English' referred to grammar in the twentieth century. Reading and writing were not unseen as part of 'English'. In the first years of the twentieth century, the emergence of English as a school subject in its own right occurred. The subject was the Newbolt Report on The Teaching of English in England as a major landmark in the development. Moreover, a member of the Newbolt committee had identified the following subjects still being taught in elementary schools across the land: oral composition, written composition, dictation, grammar, reproduction, reading, recitation, literature, spelling, and handwriting.

2. Teaching

a. Definition of Teaching

Teaching is an activity to give someone knowledge, instruct, and train someone. This activity is undertaking a certain ethical task which is to induce learning (Harmer, 2004: 57).

Then, Brown (2000: 7) defines the word "teaching" means guide and facilitate the learners in learning. Moreover, teaching aims to help someone to learn how to do something correctly. Teaching can provide knowledge, so the learners understand. In this case, teachers may become the facilitators and motivators for the learners.

Brown (2003: 5) also states that teaching can set up the practice games of language learning. It gives the learners opportunities to listen, think, and take the risk. Besides that, teaching can set goals in the feedback process from "the coach" and then recycle through the skills that they are trying to master. The definition above means that teaching can set up games of language learning from the teacher to the learners to listen, think, etc, so teaching included activity of the teacher and the learners can use their skills to become masters in the learning process.

In teaching and learning language, the teacher should understand the language components which determine to a large extent before they teach language. As we know that nonverbal communication is a key to make language learning successful. Then teachers, in the classroom, are like actors because they are always in they are always on the stages. The success of the teaching-learning activity and the development of the students' progress is one of his/her responsible.

In short, English language teaching means that the teacher should give some knowledge based on the rules of English to the learners so that they can use English well. In the English teaching process, four language skills should be mastered by the learner. One of them is reading skills. Although, teaching reading is a difficult task. Teachers must be aware that every student has a different ability, the progress that students are making, and adjust instruction to the changing abilities of students. It is also important to remember that the goal of reading is to understand the texts and to be able to learn from them.

b. **Approach of teaching**

Teaching some knowledge that can develop learner intelligence is not easy. Because it needs some approach to make the learners interest in the teaching-learning process. According to Jacobsen in Sudadi (2008:01), there is two phase approach to teaching. They are as follows:

1) The Planning Phase

Before the teaching process begins, the teacher should make some kinds of planning. The first step is making the establishment of some kind of goal. This goal may be keeping the students quiet for an hour and developing students' mental. The second step is selecting a strategy and gathering the supporting material.

2) The Implementing Phase

Implementing can be used by the teacher in the classroom while the teaching and learning process is being carried out. The teacher can try to implement this phase to get the teaching goal through the selected strategy. The teaching activity in the implementing stage is the actual performance of the strategy the teacher selected. In addition, the teacher should make consideration to apply a teaching strategy to reach a predetermined goal. The teacher must organize and manage their classroom so the learning process can proceed smoothly.

3) The Evaluating Phase

In the last phase, evaluation is needed at the end of teaching. It is an important thing to know if the teaching activity is successful or not. The teacher can use some ways including tests or quizzes. So the teacher knows students' reactions to questions or comments. This method can be used by the teachers in making decisions concerning whether the goal established in the planning phase was reached.

Thereby, teachers can choose appropriate evaluation procedures to know students' abilities. And they can be established goals and selected implementation strategies.

And also, the teachers can use another approach to develop materials for the teaching process. It is to get teaching principles from studies of the practices to become effective teachers. It's involved in identifying effective teachers and studying their teaching practice.

3. Reading

a. Definition of Reading

Reading is a basic skill that will empower everyone who learns it. The readers will be able to advantage from the store of knowledge in printed material. And also, the readers be able to contribute their knowledge. As a good teaching process, it enables students to learn to read and read to learn (Elizabeth, 2003: 21).

Then Anderson (1999:1) states that reading is needed by the reader as an active skill, it is a fluent process that involves the reader. The reading material can build meaning. Meaning doesn't reside on the printed page, nor is it only in the reader.

Based on the theory above, the writer concludes that reading is a basic skill that will empower everyone who learns it. The reading process can make the reader active. it is a fluent process that involves the reader. The reading material can build meaning.

b. Type of Reading

As we know, there are many types of reading. Here the writer quotes some types of reading according to Ueta (2005: 10-11), they are as follows:

1) Skimming

Skimming is a reading technique that can be used by the reader to read text quickly. The reader runs their eyes when read a whole text to get the information.

Besides that, many techniques can be used by the reader. One of them is SQ3R technique (see, for example, Nuttall, 1996; Brown, 2001) starts with skimming the words on text for an overview of the main ideas, and then the readers more focus on reading. It is part of the reading task. By introducing new lessons in the textbook, it is more desirable to start with skimming. The reader can interpret the text word by word, or sentence by sentence to improve reading skills.

2) Scanning

Scanning is also a reading technique that can be used by the reader to get information from text without reading the whole text. The scanning technique is a useful skill especially in daily life, for example in looking for a telephone directory, reading a timetable for getting information quickly.

3) Careful reading

According to Urquhart and Weir (1998), by using reading the learners can study. The learners attempt to get detailed information in the whole text. Thus, the reading rate seems to be rather slower than other types of reading. Readers often require rereading and inference to connect information with background knowledge is needed.

4) Browsing

Browsing is the sort of reading where readers do not have any particular goals for reading. Parts of a text may be skipped fairly randomly, there is little need to integrate the information. A lot of us often browse magazines and newspapers just for fun. In the classroom, students have few opportunities to browse English articles. It might be desirable for teachers to store supplementary English material for browsing and provide some opportunities to browse them.

5) Reading for general comprehension

Grabe and Stoller (2002: 14) state that the point out is the most basic purpose of reading though, it is more complex than commonly assumed. Reading for general comprehension is requires rapid and automatic processing of words. It is a strong skill in informing a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

c. **The Importance of Reading in English Language Learning**

Reading is an important thing in learning the English language. The learners should try to develop their reading skills. Educational researchers have found that

there is a strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in pass exams or tests than a student who is a weak reader (www: esl.fis.edu/parents/advice/read.com: 2010).

Language learning depends on reading; it is one way to make progress in English proficiency. The English reading skills are strong, it is noticeable a difference in English ability as a whole. Reading is an easy, fun, and very beneficial way to improve many aspects of learning English. By reading English text, the reader can improve their vocabulary, comprehension, and grammar. It can do by picking up a book or visiting a website. Reading texts in English can help the learner in many aspects of learning, such as learn new words and grammar structures. If the learners repeatedly see that new vocabulary, learners will learn it by heart and then be able to use it when writing or speaking in the English language (www.helping-you-learn-english.com/english-reading-skills: 2010).

4. **Vocational High School**

Vocational schools have the same meaning as a trade school and career school which is providing vocational education. The students choose to learn in vocational school to get some skills needed to perform a particular job (http://en.wikipedia.org/wiki/Vocational_school). Vocational schools have not existed to further education in the sense of liberal arts, but rather to teach only specific job skills. And it has been better considered to be institutions devoted to training, not education.

Vocational education may be classified as teaching procedural knowledge. It can be contrasted with declarative knowledge. Vocational education contains a broader scientific field that might concentrate on theory and abstract conceptual knowledge. It has characteristics of tertiary education. Vocational education can be at the secondary or post-secondary level and can interact with the apprenticeship system.

C. **Research Method**

This research is library research; the research uses English reading material for developing the students' ability of the second grade of vocational high school. It is one of the ways to make the students interested in learning English. In teaching English reading material, this research applies two phases (planning phase, implementing phase, evaluating phase) and PQRST (Preview, Question, Read, Summarize, Test) method.

D. Discussion

1. Developing the English Reading Material for the Second Grade of Vocational High School.

In this case, the writer used some sources of reading material such as textbooks and from the internet. The writer selects it according to several criteria such as suitability of context, exploitability, and readability of context for the students in the second grade of vocational high school.

All teaching activities begin with some kind of planning. A good teacher has to make a plan to support the teaching-learning process to be successful. Moreover, he/she has to determine the approach which will be used as the guidance in making it. In teaching English, a teacher needs to use various methods to make the students not be bored.

Furthermore, the writer should determine the approach or method of the teaching. In this paper, the writer just wants to apply two phases (planning phase, implementing phase, evaluating phase) and PQRST (Preview, Question, Read, Summarize, Test) method. More detail about English reading material is as follows:

Text 1

COMPUTER

Computers are machines that handle information automatically. They can perform calculations and process data. Computers can work with numbers to solve the problem in a few seconds. Computers can remember a great deal of information and make practically no mistakes. That is why computers are widely used in places such as banks, offices, and companies.

Computers work like calculators. But most calculators can do the only thing at a time. We tell them what to do by pressing various buttons. To do the same work, we can give a series of instructions to computers. We call this a computer program. If we set up a program the computer can provide other information, such as a list, numbers, letters, words, or even graphs or pictures. Once, we provide a program, the computers can do all this work automatically without further help or instruction.

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A computer stores and handles numbers. The numbers may be mathematical formulas or columns or figures. The numbers may also be codes that stand or letters of the alphabet, words, or instructions to the computers.

From the material above, the activities of English teaching-learning which uses the two phases of teaching approaches can be described as follows:

a. The Planning Phase

1) Firstly, in this phase, an English teacher should establish the learning goal, for example, the goal is to give information about the function of the computer to students and to develop the students' vocabulary mastery of some words related to the topic.

2) The second step is selecting a strategy in teaching.

3) Then, the teacher prepares the supporting material related to the topic such as some pictures of the computer's screen, the computer's machine or CPU, etc.

b. The Implementing Phase

Implementing can be used by the teacher in the teaching-learning process in the classroom., while the teaching-learning process is being carried out. For example:

1) The teacher introduces the topic.

2) The teacher gives students the text.

3) The teacher asks the students to read and understand the content of the text.

In this case, students can read it silently or loudly. Then they can ask the questions to teacher if they find the difficult world.

4) The teacher instructs the student to analyze the whole text. It can be the purpose or language features of the text. For example:

Purpose:

- To tell the readers about "computer"

Language features:

- using the verb "to be": (Computers are machines that can handle information automatically)

- using the simple present tense: (Computers can solve the problem a view time)

- using noun phrase: (Computers can work with numbers to solve the problem in a view seconds)

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- using adjective: (The numbers may be mathematical formulas, columns, or figures)
- using adverb: (Computers can remember a great deal in information and make practically no mistakes)

c. The Evaluating Phase

In this phase, the teacher can evaluate the teaching process. The teacher attempts to gather the information that can be used to determine if his teaching has been successful or not. This can be used by the teacher as ways including quizzes, by noting students' reactions to questions or comments or tests. For example:

1) What do we call a machine that handles information automatically?
   a. A typewriter
   b. A calculator
   c. A television
   d. A computer

2) The computer can … problems in a few seconds and remember a great deal of information.
   a. solve
   b. made
   c. press
   d. give

3) what is the main idea of paragraph one?
   a. Using computer
   b. the definition of computer
   c. the part of computer
   d. the function of computer

4) If the user is setting a program in the computer that can provide other information, such as a list, numbers, letters, words, or even graphs or pictures. "set up" in the sentence above mean…
   a. make
   b. handle
   c. hold
   d. solve

5) Why do the banks need computers?
   a. They have to use the efficient time

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b. They have a lot of money

c. They have a lot of officers

d. They have a big building

Key answer:

1. D

2. A

3. B

4. A

5. A

Text 2

Why do People Create Computer Viruses?

As a computer technician, my clients frequently ask me "Why do people create computer viruses?" especially after I have been called out to remove a virus from their computer. This is what I tell them.

There are hundreds of thousands of viruses out there (if not millions) and they are often designed for different objectives. Most of them fall under the following categories:

a) *To take control of a computer and use it for specific tasks*

b) *To generate money*

c) *To steal sensitive information (credit card numbers, passwords, personal details, data, etc.)*

d) *To prove a point, to prove it can be done, to prove one's skill or for revenge purposes*

e) *To cripple a computer or network*

To Take Control of a Computer and Use It for Specific Tasks

This is the most common type of virus, which is better classified as a trojan. These types of viruses are usually downloaded unknowingly by the computer user thinking that the file is something else, such as a file sent from an instant messenger friend or email attachment.

Once the host computer has been infected (known as a zombie computer), the trojan joins a private chat channel and awaits orders from its "Zombie Master". This Zombie Master who is often the virus creator, will gather thousands of infected machines called a botnet and use them to mount attacks on web servers. The Zombie Master can command each of these infected computers will send a tiny bit of information to a web server – because there are potentially thousands of computers doing this at once, it often overloads the server.

The Zombie Master may want to do this to another website because it is a rival website, a figurehead website (such as whitehouse.gov) or it may be part of an extortion plan. "Send me $5000 or your Toy selling website will be offline over the Christmas holidays".

The Zombie Master can also use these infected computers to send spam while the zombie master remains anonymous and the blame goes to the infected computers.

To Generate Money

These types of infections often masquerade as free spyware or virus removal tools (known as rogue ware). Once ran, these fake applications will "scan" your computer and say it found has some viruses (even if there aren't any) and to remove them, you must pay for the full version of the application. A good example of such an infection is called Myzor. fk which we have written about in the past.

Steal sensitive information

These types of viruses can sniff the traffic going in or out of a computer for interesting information such as passwords or credit card numbers and send it back to the virus creator. These types of viruses often use keylogging as a method of stealing information where it maintains a record of everything that is typed into the computer such as emails, passwords, home banking data, instant messenger chats, etc.

The above-mentioned methods also allow an attacker to gather an incredible amount of data about a person which can be used for identity theft purposes.

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To Prove a Point, To Prove it Can Be Done, To Prove One's Skill or For Revenge Purposes

A perfect example of this type of virus was the famous MS. Blaster virus (aka Lovesan) infected hundreds of thousands of computers back in August 2003.

This virus would cause the system to restart after 60 seconds and had two hidden messages written in its code: One was "I just want to say LOVE YOU SAN!!" which is why the virus is sometimes called Lovesan, and the other message was "billy gates why do you make this possible? Stop Making money and fix your software!!" It is believed that the purpose of this virus was to prove how easily exploitable a Windows system is.

To Cripple a Computer or Network

Few viruses nowadays are intended to disable a computer because it stops a virus's ability to spread to other computers. Computer crippling viruses still exist, but are nowhere near as common as the viruses mentioned above. The worst type of computer crippling viruses was back in the days of the 486 computers where the virus would overwrite the Master Boot Record (MBR) of the computer which would often prevent the computer from starting up at all.

Unlike computer crippling viruses, network crippling viruses are all too common nowadays. Most viruses that are designed to launch a Denial of Service attack will cause a significant load on a computer network, often bringing it down completely.

If the text above will be taught by PQRST (Preview, Question, Read, Summarize, and Test) method, the steps are as follows:

1. Preview

The objective of this step is to get the general idea/concept of the article. This survey is done by skimming. The more detail is as follows:

1) After the text is distributed to the students, the teacher instructs them to read the headings and to see the main topics on their organization.

   1) The title: Why do People Create Computer Viruses?
   2) The main topic: Computer viruses
   3) Section title:

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- Take control of a computer and use it for specific tasks
- Generate money
- Steal sensitive information (credit card numbers, passwords, personal details, data, etc.)
- Prove a point, to prove it can be done, to prove one's skill or for revenge purposes
- Cripple a computer or network

4) The students should understand the topics and subtopics in the text.

5) The students can use the skim technique to understand the first and last sentences under each subtopic.

2. Question

In this step, the teacher gives students some questions before they read all the subjects/chapters in the article. The questions are based on the material that is read by them in the first step (skimming), for example by changing the title of each paragraph to be the complete questions (just in the mind). The questions will get up/ come up their curiosity, and also it will help them to read to find the important answers (relevant), and finally, it will improving their comprehension and advancing their mastery of all content in the article. The more detail is as follows:

a. Turn the heading and subheading on each chapter into questions. *(e.g.: Do you know computer viruses? Why do people create computer viruses?)*

b. To make up 2 questions per page, asking what we hope to find out from this reading (maximum 10 questions). *(e.g.: What are the causes of people do create computer viruses? what is the effect of viruses on computers?)*

*Note:

If other parts of the reading raised our curiosity during our Preview, make up a question about this, too. Keep flexible when forming questions. The number we generate will depend on the length of the assignment and the amount of detail we want to learn. We may also want to add or change questions as we read if we notice important points that our original questions did not address.

3. Read

In this step, the students do the reading activities to find the answers to the questions which has arranged in the previous step. There are some ways to read. When students are reading, they should read faster because it is better than reading slow. Reading slowly does not mean students will remember or understand what they read. More will be remembered if they read faster.

To increase the students' rate of reading, they must become conscious of the enemies of reading. The greatest of reading are Vocalization, faulty eye movement, Poor concentration, and poor comprehension.

If the students read less than 200 words per minute, they probably vocalize (word-by-word). This type of reading and poor understanding usually go together. Most of the material in any selection is for the explanation of the main points. If they look for these main points, they will increase their reading speed. For example:

"This is the most common type of virus, which is better classified as a trojan. These types of viruses are usually downloaded unknowingly by the computer user thinking that the file is something else, such as a file sent from an instant messenger friend or email attachment.

Once the host computer has been infected (known as a zombie computer), the trojan joins a private chat channel and awaits orders from its "Zombie Master". This Zombie Master, who is often the virus creator, will gather thousands of infected machines called a botnet and use them to mount attacks on web servers. The Zombie Master can command each of these infected computers will send a tiny bit of information to a web server – because there are potentially thousands of computers doing this at once, it often overloads the server."

*Note: In the reading paragraph above, students must be able to read the paragraph in less than one minute.

As students are reading this and the above paragraph, the teacher instructs students to check themselves for faulty eye movements. Faulty eye movement means that the students stop the movement of their eyes too many times in each line they read. The technical term for this is eye-fixation.

The students' poor comprehension is sometimes caused by a poor vocabulary. This is especially true when they are reading books of technical nature. It often happens that the one word in the sentence that they do not understand is the keyword in the sentence. If the students didn't know the meaning of a technical term in the word, the teacher instructs them to look it up in the dictionary. This will improve their understanding of the information.

Their preview and questions have prepared them to read carefully and actively. Some steps that must be done by the students are as follows:

1) Remember the features that students noticed during the last two steps: headings, subheadings, special terms, pictures, and summaries.

2) Remember also that each paragraph contains the main idea, and supporting ideas that elaborate on this. Look for these, and underline or highlight them.

3) Read for ideas rather than single words: train our eyes to look at the cluster of related words rather than at each word. Use our pen as our guide, by highlighting or underlining phrases or clusters of related words.

4) This "cluster reading" will (a) increase the students' reading speed, by reducing the number of times our eyes stop, and (b) increase our comprehension, since they are training themselves to look at whole ideas at once. Also, if we only underline main idea phrases, this prevents you from underlining too much.

5) Following these guidelines will ensure that we are answering our questions as we read. Also, stay alert to terms or ideas our questions did not address.

6) After each section (or about every 10 minutes, whichever makes sense), ask ourselves, "Do I understand this? Am I learning what I wanted to?" This will lead us to the next step.

4. Summarize

On the last steps, after the students read the article, they practice stating it in their own words. Either say it to themselves or write it down. If practical, they say it aloud. In the process of stating what they read, they are reviewing, organizing, and repeating information. This process will help them to remember it.

The teacher asks students to make a summary of the text, for example:

Why Do People Create Viruses

There are many kinds of viruses and they are often designed for different objectives. The categories of viruses are: to take control of a computer and use it for specific tasks; to generate money; to steal sensitive information (credit card numbers, passwords, personal details, data, etc.); to prove a point, to prove it can be done, to prove ones skill or for revenge purposes; to cripple a computer or network. To take control of a computer and use it for specific tasks is the most common type of virus, which is better classified as a Trojan. Those types of viruses are usually downloaded unknowingly by the computer user.

Specifically, the students summarize for themselves what they just read. This allows them to check their understanding of the material and will aid retention of it.

a. How to do it: Without looking at the article, recite the main headings and the main idea under each. Then - still without looking - tell ourselves in a sentence or two what we read. Finally, scan over the section quickly to pick up any essential points we may have missed.

b. Usually, it is helpful to stop and recite after each major section of a chapter/an article, especially if the chapters are long.

c. Students can recite in their head or aloud, but many students find it most effective if they jot down what they recite. This, of course, also makes it much easier to review later.

d. Many students also find Self-Reciting helpful because it requires monitoring their attention carefully, and improving it! If they are having difficulty Self-Reciting, this may mean they are not concentrating fully on the reading - but can also provide an incentive for improving their concentration.

e. If students are studying subjects in which the pieces of information are not very meaningful by themselves (such as another language, or formulas, rules, and laws in math and science courses), they will spend a lot of their study time - often 90% or more - reciting. If they are studying a subject that involves well-connected narrative or descriptive material, such as history, sociology, philosophy, or literature, they will probably spend 30% or less of their study time reciting.

Here, after the four steps above have finished, the teacher can give the test to the students, for example:

Instruction: Read carefully, answer the questions and fill the blank by choosing a, b, c, or d!

1. *What is the writer's job?*
    a. *a computer technician*
    b. *a merchant*
    c. *a mechanic*
    d. *an English teacher*

2. *What is the most common type of viruses?*
    a. *To take control of a computer and use it for a specific task*
    b. *To generate money*
    c. *To steal sensitive information (credit card numbers, passwords, personal details, data, etc.)*

    d. *To cripple a computer or network*

3. *To take Control of a Computer and Use It for Specific Tasks is classified as a……*

    a. *Spyware*

    b. *Zombie*

    c. *Trojan*

    d. *Software*

4. *What did we call the computer which has been infected by Trojan?*

    a. *A zombie computer*

    b. *A zombie master*

    c. *A modern computer*

    d. *An old computer*

5. *The Zombie Master can also use the infected computers to send …*

    a. *spam*

    b. *spyware*

    c. *masquerade*

    d. *messages*

6. *To Generate Money, these types of infections often masquerade as…..*

    a. *Free viruses*

    b. *Free scan*

    c. *Free spyware*

    d. *Free Trojan*

7. *Steal sensitive information is one of the virus types that often use keylogging as a method of……*

    a. *Infecting other computers*

    b. *Managing other computers*

    c. *stealing information*

    d. *receiving information*

8. *MS.Blaster virus which infected hundreds of thousands of computers back in August 2003 is a virus type of…*

    a. *To take control of a computer and use it for the specific task*

    b. *To generate money*

    c. *To steal sensitive information (credit card numbers, passwords, personal details, data, etc.)*

    d. *To Prove a Point, To Prove it Can Be Done, To Prove One's Skill or For Revenge Purposes*

9. *"I just want to say LOVE YOU SAN!!" is a message sent by….virus.*

    a. *Lovesan*

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b. *Loveson*

c. *Software*

d. *Spyware*

10. *The worst types of computer crippling viruses were back in the days of the 486 computers where the virus would overwrite the Master Boot Record (MBR) of the computer which would often prevent the computer from…*

a. *stand by*

b. *shut down*

c. *starting up at all*

d. *ending up at all*

Key answer:

1. A   6. C

2. A   7. C

3. C   8. D

4. A   9. A

5. A   10. C

In this final step, the teacher makes certain that students know and remember what they read. For example, the teachers talk to students as in the following list:

1) We should first test ourselves within 24 hours of reading the material - without this, we are likely to forget most of it.

2) Start by recalling as much as you can without looking at the article or our recitation notes. If we have difficulty, look at the questions we wrote to jog our memory, but don't look at our answers or other notes until we have given our memory a chance to work!

3) Now, look back over our recitation notes to make sure we remembered all the important points and main ideas. If we still think we missed something, look over the reading assignment, too.

4) After this initial Test session, do at least one more before we will be tested on the material. Again, the more we test ourselves, the more firmly the information will be planted in our long-term memory.

Therefore, the teacher should make sure that students have retained what they have been studied, test themselves at a later time. They can test their selves by outlining what they

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remember. Then compare their outline to the text. This will show them what they have forgotten.

2. **The Advantages and Disadvantages of Developing Reading Materials for the Second Grade of Vocational High School.**

   1. Advantages

   a) By using texts of teaching, it can develop the students' interest in reading and improve their reading ability.

   b) It can develop their vocabulary and grammar mastery.

   c) It is described that using reading material in developing the students' proficiency in English is very beneficial.

   d) Developing reading material for teaching English for the second grade of vocational high school by using PQRST method, can improve a student's understanding, and his/her ability to recall information. In other words, the student is more likely to learn and to learn more, of the material he/she is reading. If students use this method, reading won't be a waste of their time.

   e) The students get the systematic, effective, and efficient learning method, and also they can enjoy the teaching-learning process.

   f) Encourage the student to improve their previous background knowledge of fundamental concepts.

   g) Motivate the Students to actively reflect upon the material being studied before its presentation in class and to search for explanations or solutions on their own.

   2. **Disadvantages**

   a) It cannot develop the listening skill directly

   b) It may happen that the students did not understand clearly the generic structure and language feature of the text if they just pay attention to the meaning of each word or sentence.

E. **Conclusion**

Based on the discussion above, the writer can conclude that: (a). It is described that using reading material in developing the students' proficiency in English is very beneficial. It can improve their reading skill directly if the teacher uses the appropriate method in teaching. It can develop and improve their vocabulary and grammar mastery. And also it can support them to master their

speaking ability, (b). The advantages of developing reading material for the second-grade students of vocational high school are making their reading and speaking ability improved and their vocabulary and grammar mastery improved, too.

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