# Fun Learning of Recount Texts: Reading Comprehension for Multimedia Students

**Recount Texts for Vocational High School**

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# ACKNOWLEDGMENTS

# PREFACE

This application of interactive multimedia is developed with the goal for helping the students of SMKN 5 Palembang, especially for the Tenth-grade students of Multimedia program. It is used for the students to achieve their good score in reading in interesting and latest way. It also aims to increase their interest in learning English and the willingness to learn English in the easiest way. They can also interact directly with their learning which is designed in accordance with their vocations in the field of computer technology. It is to be a material supplement for the English teacher there. It is an additional learning tool that can assist them and facilitate them in practicing their reading skill. In this application of CD, the students will learn about reading text that focuses on Recount text. The recount text is a text to tell a story by dealing with a sequence of events in the past that establishes a relationship between a writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell events for the purpose of informing or entertaining. The title of these materials of recount text is about students' major related to their specific learning is Multimedia. Through this evaluation of these materials, the students are given 20 text reading materials with different levels of reading. It starts from level 4 to 8. The students are also given question in each reading material, the types of questions are multiple-choice and some finding synonyms. Audio, layout, pictures, and interactivity points presented in this application brings the English teaching and learning process more effective. This media is easy to use and operate for the students who want to learn and practice more about reading skill.

At last, this book is beneficial for all students of vocational school to read English texts suitable with their major.

# TABLE OF CONTENTS

## CORE COMPETENCE:

KI-1  Living and practicing the teachings of his religion

KI-2  Living and Practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and proactive and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world relations.

KI-3 (KNOWLEDGE)

Understand, apply, analyze, and evaluate about factual, conceptual, procedural and metacognitive knowledge in accordance with the fields and scope of English language studies at the technical, specific, detailed, and complex level, relating to science, technology, art, culture, and humanities in the context of developing potential are as part of family, school, world of work, citizens of national, regional and international communities.

KI-4 (SKILL)

- Carry out specific tasks using tools, information, and work procedures that are commonly done and solve problems in accordance with the field of English studies.
- Showing performance under the guidance with measurable quality and quantity in accordance with work competency standards.
- Demonstrate skills of reasoning, processing, and presenting effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solutions in the abstract domain related to the development of what he has learned in school, and being able to carry out specific tasks under direct supervision.
- Demonstrate the skills of perception, readiness, imitation, familiarization, advanced movement, making a natural motion in the concrete realm related to the development of what he

learned in school, and being able to carry out specific tasks under direct supervision.

## BASIC COMPETENCE:

| 3.7 Analyze social functions, text structure, and linguistic elements of several oral and written recount texts by giving and requesting information related to events / experiences in accordance with the context of their use | 4.7 Compile short and simple oral and written recount texts, related to events /experiences, taking into account social functions, text structure, and linguistic elements, correctly and in context |
|---|---|

## INDICATOR:

3.7.1 To identify social functions, text structures and linguistic elements in recount text according to the context of their use.

3.7.2 To distinguish social functions, text structures and linguistic elements from several recount texts according to the context of their use.

3.7.3 To identify the language feature of recount text.

4.7.1 To identify the various meanings in recount text.

## LEARNING OBJECTIVE:

After following the instruction in the interactive multimedia learning of recount texts that are in accordance with the materials of vocational students. Students are able to determine social functions and identify text structures, language features, and various meanings in recount texts in the form of short and simple stories to get information and to entertain and to conduct functional communication with teachers and friends.

# MATERIALS MENU

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**Please Choose Material:**

## BUILDING KNOWLEDGE

Hello, Friends ....

How are you?

I want to ask you some questions

Have you ever read stories?  **YE**  **NO**

Do you love reading stories?  **YE**  **NO**

Do you feel entertaining when you are reading stories?  **YE**  **NO**



What do you think of the title of the story that you see in the picture above?

○ Going camping ○ Do group homework

Well, we have talked a bit about stories. In English Subject, a story of one's experience is called "Recount Text". Now, let's watch and observe some animations of recount text, some stories are experienced in Multimedia program.

**Direction: Answer and click *Yes/No* for these some questions below!**

TEXT 1:  BEN MADE A VIDEO WITH HIS TEAM

Do you have homework group?

YE          NO

Have you ever made a video or animation?

YE          NO
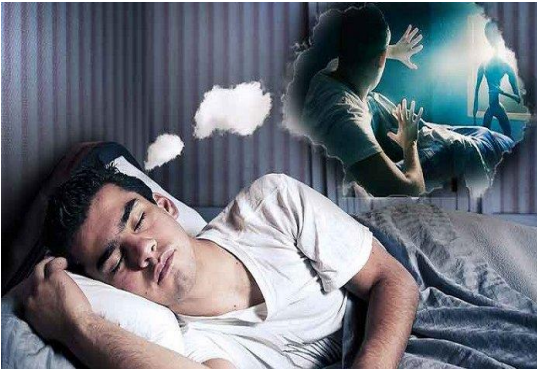
Have you ever dreamed?

( YE )        ( NO )



Do you know Tim Berners Lee?

( YE )        ( NO )



Who is he?

( The inventor of world wide )        ( The inventor Facebook )

( YE )        ( NO )

Have you ever read a book about the inventor of ![WiFi]?
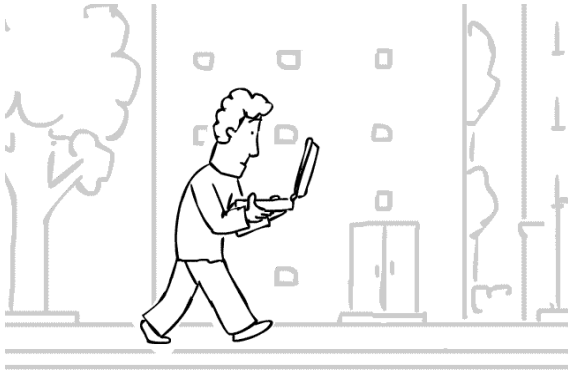
YE    NO

Have you ever used Wifi to connect the internet?    YE    NO

Have you ever struggled alone to create a media application
for Android?

YE          NO



*Source: https://youtu.be/6v0r5yIpRkw*

Have you ever watched an application for android?     YE     NO

Do you know this?

YE    NO



Have you ever used it for taking pictures?

YE    NO

Have you ever used a variety of cameras when you were travelling?

YE    NO

Has your teacher ever taught about website browser in the class?

YE    NO

The battle must rage again.
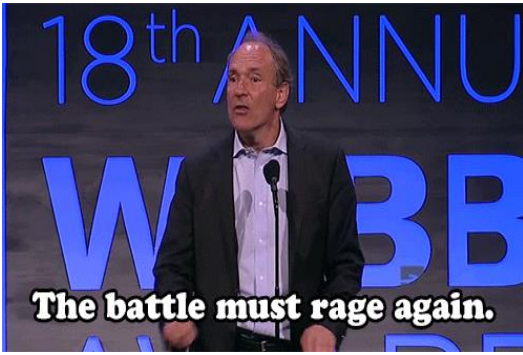
Have you ever dreamed of wanting to be like Berners-Lee, (The creator of the browser)?

YE          NO

**TEXT 7: DREAM OF MEETING WORLD WIDE WEB CREATOR (www)**



Do you want to meet the World Wide Web creator?

YE          NO

Do you know them?

**YE**     **NO**



Larry Page

Born
> March 26, 1973
> East Lansing, Michigan, U.S

Education
> University of Michigan (B.S., 1993)
> Stanford University (M.S., 1995)

Occupation
> Computer Scientist.
> Technology innovator.
> Entrepreneur.

Net Worth
> $23 billion



Google

Sergey Brin- Background

- Born
  - August 21, 1973 (age 36)
  - Moscow, Soviet Union
- Education
  - Univ of Maryland (B.S., 1993)
  - Stanford University (M.S., 1995)
- Occupation
  - Computer scientist, technology innovator, entrepreneur
- Known for
  - Co-founder of Google, Inc.
- Net worth
  - USD $17.5 billion
- Motto
  - knowledge is always good, and certainly always better than ignorance

The Economist magazine referred to Brin as an "Enlightenment Man"

Who are they?

They are the inside brilliant minds of Google Founders

**Larry Page & Sergey Brin**
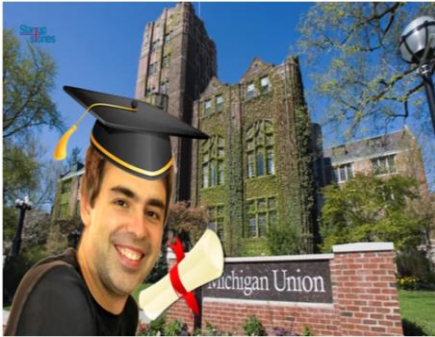
Larry Page Biography | GOOGLE Founder | Success Story | Startup Stories

*Source: https://youtu.be/P7TEqoEWtrc*        *Source:*
*https://youtu.be/_3gP62bwRJU*

**"Now, let's see in Join Construction of Text,  what is recount text?"**

**JOINT CONSTRUCTION OF TEXT**

# JOINT CONSTRUCTION OF

## Definition

## Social Function

## Generic Structure

## Language Feature

### Definiton of Recount Text

> **Recount text** is a text to tell something or experience of the writer that happened in the past and told a series of past event.

### Social Function of Recount Text

> To retell events for the purpose of informing or entertaining the reader.

### Generic Structure of Recount Text

There are three generic structures, they are s follows:

- ➢ **Orientation:** it gives the explanation about who was involved, when was it occur and where did it happen.
- ➢ **Event(s):** tell the series of event details about what happened in a chronological order.
- ➢ **Re-orientation:** optional -closure of events, it states the writer's comment and or evaluation remark.

## Language Feature of Recount Text

There are also dominant Language Features:

- ➢ Using pronouns and nouns or focus on specific participant, e.g. I (the writer).
- ➢ Using adverbial phrases.
- ➢ Using Past Tense, pat continous tense, past perfect tense, and past perfect continous tense.
- ➢ Using adjective.
- ➢ Action verb in the past, e.g. went, stayed.
- ➢ Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- ➢ Using the conjunctions, such as: then, before, after, etc.

# Here are the following example of Recount Text

**Title**

## ANALYZING NETWORK LAYERS

**Orientation (Paragraph 1)**

*One day, I had an assignment from my teacher, Mr. Bambang.* We were told to analyze the network layer on material about basic networks. At that time, I had a little trouble because I didn't really understand how this network layer works on communication networks. My teacher just said that this network layer is the third layer of the OSI standard. At this layer, data in the form of messages will be divided in the form of data packages equipped with certain headers on each data packet. However, I still don't understand how this network layer works.

**Chronological (Paragraph 2)**

I was only **pensive** in front of my laptop hoping that I could get a miracle so I could start what I had to do first on this project. One time, my cellphone bordered and my friend called asking about this assignment, whether I could analyze it. Then I answer, not yet. My friend plans to invite me to his friend's house who is anmaster on computer networks. Then without thinking, I immediately agreed and that afternoon I went with my friend. Arriving at Marley's house. I and my friend immediately told him about our problem. There, we explained the function of the network layer on the communication network. He also showed some of these images. Actually, this network layer functions to retrieve packets from the source and send them to the destination on the communication network. In order to arrive at the destination, many hops need to be made on intermediate routers in the length of the path.

**Chronological (Paragraph 3)**

The function of this layer is very contrast with the function of the data link layer, which has a simpler goal than simply moving the frame from one end of the cable to the other. So this network layer is the lowest layer associated with an end to end transmission. (I also imagined what he explained in analyzing this network layer). I asked, then how does it work? Now you need to know, in carrying out their duties, the network layer must know the communication subnet topology that is the whole router and chooses the suitable path. The choice of this router must be careful so that the communication channel and router are not overloaded, while others are idle. In addition, if the source and destination are on different networks, the Network layer is responsible for overcoming these differences and resolving problems that are a result of these differences. But on this network, are there other supply networks, bro? (Asked my friend, Max). Of course, there are. Take a look at this (while showing a network image). In general, the network layer provides several services including controlling subnet operations, route selection, congestion control and internetworking. "Oh, I see."

**Re-Orientation (the last Paragraph)**

Not felt, the day had begun in the afternoon. My friend and I rushed to say goodbye to go home. With a calm heart that I have a little stock of understanding that I got today at Marley's home. *So, tonight I can analyze it more deeply for the assignments next week I will be ready too.*

"Let's read the texts in unit text

**UNIT TEXT**

# UNIT TEXT

TEXT 1:  BEN MAKES A VIDEO WITH FRIENDS GROUP

TEXT 2:  JODI'S DREAMING TO BE A WEB CREATOR

TEXT 3:  ORIGIN OF FIRST WiFi (Wide Fidelity)

TEXT 4:  THE STORY OF AN APPLICATION DEVELOPER STRUGGLE

TEXT 5: OUR TRAVELLING WITH OUR NEW CAMERAS

TEXT 6: BEGINNING WAS BROWSER

TEXT 7: DREAM OF MEETING WORLD WIDE WEB CREATOR (WWW)

TEXT 8: THE BIOGRAPHY OF GOOGLE CREATOR

# REFLECTION

## Activity 1

## MULTIPLE CHOICE QUESTIONS

Directions: Based on the text below, choose the best answer by clicking a, b, c, d, or e!

**Listen to the text carefully. Then answer the questions!**

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**ANALYZING NETWORK LAYERS**

**Orientation (Paragraph 1)**

*One day, I had an assignment from my teacher, Mr. Bambang*. We were told to analyze the network layer on material about basic networks. At that time, I had a little trouble because I didn't really understand how this network layer works on communication networks. My teacher just said that this network layer is the third layer of the OSI standard. At this layer, data in the form of messages will be divided in the form of data packages equipped with certain headers on each data packet. However, I still don't understand how this network layer works.

**Chronological (Paragraph 2)**

I was only pensive in front of my laptop hoping that I could get a miracle so I could start what I had to do first on this project. One time, my cellphone bordered and my friend called asking about this assignment, whether I could analyze it. Then I answer, not yet. My friend plans to invite me to his friend's house who is anmaster on computer networks. Then without thinking, I immediately agreed and that afternoon I went with my friend. Arriving at Marley's house. I and my friend immediately told him about our problem. There, we explained the function of the network layer on the communication network. He also showed some of these images. Actually, this network layer functions to retrieve packets from the source and send them to the destination on the communication network. In order to arrive at the destination, many hops need to be made on intermediate routers in the length of the path.

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**Chronological (Paragraph 3)**

The function of this layer is very contrast with the function of the data link layer, which has a simpler goal than simply moving the frame from one end of the cable to the other. So this network layer is the lowest layer associated with an end to end transmission. (I also imagined what he explained in analyzing this network layer). I asked, then how does it work? Now you need to know, in carrying out their duties, the network layer must know the communication subnet topology that is the whole router and chooses the suitable path. The choice of this router must be careful so that the communication channel and router are not overloaded, while others are idle. In addition, if the source and destination are on different networks, the Network layer is responsible for overcoming these differences and resolving problems that are a result of these differences. But on this network, are there other supply networks, bro? (Asked my friend, Max). Of course, there are. Take a look at this (while showing a network image). In general, the network layer provides several services including controlling subnet operations, route selection, congestion control and internetworking. "Oh, I see."

**Re-Orientation (the last Paragraph)**

Not felt, the day had begun in the afternoon. My friend and I rushed to say goodbye to go home. With a calm heart that I have a little stock of understanding that I got today at Marley's home. *So, tonight I can analyze it more deeply for the assignments next week I will be ready too.*

## Question for number 1-3

1.  What does the story tell about?
    a.  The author wants to make assignment with Mr. Bambang
    b.  **The author wants to analyze network layers**
    c.  The author wants to visit Marley's house
    d.  The author wants to invite his friend to do a joint assignment
    e.  The author wants to learn to analyze network layers

The answer is **B**

**Explanation:**
- Read the first and the last sentence every paragraph.

- Find the word/words that is repeated frequently (or the use of related words).
- Choose the most general choice from the items provided that is suitable with the content of the text.

2. What is the function of Network Layer?
   a. It's to connet of data link layer
   b. Its' to associate with an end transmission
   c. **It's to retrieve packets from the source and send them to the destination on the communication network**
   d. Itprovides several services including controlling subnet operations
   e. It's to make a new network layer

The answer is: **C**

**Explanation:**
- Read the text every paragraph
- Choose the most general choice from the items provided that is suitable with the content of the text.

3. Why did the writer have a little trouble in his assignment?
   a. **He didn't really understand how this network layer works on communication networks**
   b. He didn't do his assignment
   c. He did the wrong assignment from his teacher
   d. He did not analyze the project perfectly
   e. He couldn't present his assignemnt

The answer is: **A**

**Explanation:**
- Read the first paragraph. It is an orientation part: It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened..
- Find the point of the author's initial story information.

## Activity 2

**TRUE FALSE ITEMS**

**Directions:** Based on the text above, decide whether each statement below is True (T) or False (F)!

4. One day, I had an assignment from <u>my friend</u>, Mr. Bambang.  (T)   (F)
The answer is: False (F)

**Explanation:** (In paragraph 1) One day, I had an assignment from <u>my teacher</u>, Mr. Bambang. (the author get an assignment from his teacher <u>not</u> his friends)

5. Tonight,  I can analyze it more deeply for the assignments next week (T) (F)
    I will be ready too.

The answer is: True (T)

**Explanation:** Based on the text above in the last paragraph. The author has already understood how to analyze network layer because he got a clear explanation from Marley.

## Activity 3

**MATCHING ITEMS**

**Directions:** Match each word in Column A to its meaning in Column B by choosing your answers into the provided spaces!

| No. | A | B |
|---|---|---|
| 6. | Analyze: <u>b</u> <br> ↳Verb(Kata Kerja bentuk kedua) | a.  engaged in, involving, or reflecting deep or serious thought. <br> (terlibat dalam, melibatkan, atau mencerminkan pemikiran yang mendalam atau serius) |
| 7. | Assignment: <u>c</u> <br> ↳Noun (Kata Benda) | b.  examine methodically and in detail the constitution or structure of (something, especially information), typically for purposes of explanation and |

|  |  |  | interpretation.<br>(memeriksa secara sistematis dan rinci konstitusi atau struktur (sesuatu, terutama informasi), biasanya untuk tujuan penjelasan dan interpretasi) |
|  | Pensive: a<br>➤Adjective (Kata Sifat) | c. | task or piece of work assigned to someone as part of a job or course of study.<br>(tugas atau pekerjaan yang ditugaskan kepada seseorang sebagai bagian dari pekerjaan atau program studi) |

## VOCABULARY KNOWLEDGE

| | |
|---|---|
| Analyze | : menganalisis |
| Assignment | : tugas |
| Deeply | : dalam |
| Destination | : tujuan |
| Equipped | : lengkap |
| Function | : fungsi |
| Invite | : mengundang |
| Layer | : lapisan |
| Material | : bahan |
| Miracle | : keajabiban |
| Network | : jaringan |

| | |
|---|---|
| Overloaded | : kelebihanbeban |
| Pensive | : termenung |
| Plan | : rencana |
| Problem | : masalah |
| Explained | : menjelaskan |
| Provides | : menyediakan |
| Calm | : tenang |
| Showed | : menunjukkan |
| Told | : memberiahu |
| Trouble | : kesulitan |
| Understand | : mengerti |

*Direction:* Read the following text carefully. Then answer the question 1 to 10

# MY LESSON ABOUT DIGITAL SIMULATION AT SCHOOL

In the second week, I was school at Vocational High School number 5 Palembang in the Multimedia class. This time the material was almost the same as last week, namely, we were still discussing learning Communication in the Network with Mrs. Dessy. But this time, Mrs. Dessy will explore more about the learning that is about *Digital Simulation*. I was also a little excited to understand *Digital Simulation* learning because later it would be useful for me if I had graduated from the Multimedia department that I chose.

*Mrs. Dessy also explained the Digital Simulation learning*, and all things related to the learning. I also did not want to miss the slightest discussion of the lesson this time.

"Okay, do you ever have communication in the network or in other words *Daring (online)*?" asked Mrs. Dessy.

Then there are some students who answer ever. But at that time, there was one student who raised his hand.

She said, "what kind of *daring Online,* Mrs?, I have never heard or tried *Daring Online*."

All students in the class laughed loudly laughing at him. At that time, I did not know the names of my new friends in my new class, but I also chuckled to see the humor made by the male students. Then, Mrs. Dessy calmed us all to shut up.

"You haven't explained in detail what *Daring Online* is like, and have you never done *Daring Online* at all, kid?" asked Mrs. Dessy.

"Not yet ma'am," (shy laugh) the boy answered.

All right students, online communication is the term communication in the network refers to reading, writing, and communicating through using computer networks. Communication in the network is communication which is the way to deliver and receive messages with internet networks. As you can see an example of online communication on the screen in front of this.

"Oh ... I see ... mom," again the student speaks (laughed all students).

Mrs. Dessy also continued on communication in the network, *Communication in the network first began in 1960*. At a University in Hawaii which had a large area and wanted to connect computers - computers spread across the campus. Then, the University of Hawaii developed Ethernet technology (communication devices on computers) under the name "ALOHA".

Inside the Ethernet is planted software in which there is a protocol which at that time was called by the name ARPANET, which was launched in 1969. ARPANET has now developed into an internet name originating from the interconnected network. The use of communication in the network in the world of education for the first time in the 1980s was marked by the introduction of computers as an educational medium and the mid-1990s with the advent of the web. One example is hardware, software, and user devices. (Brainware). Parts of hardware used, such as; computers, headsets, microphones, webcams, internet connection support devices, for example, modems, wifi and so on. Parts of the Software used such as Browsers, Skype, Yahoo! Messenger, while the User device (Brainware) is a user who is involved in the use and arrangement of communication in the network.

*(Song breaks)* "Shortly afterward the break bell rang, indicating the time when Dessy's learning had ended."

"All right students, all the while learning *Digital Simulation* today."

"Next week, we will practice learning *Digital Simulation* with communication in the network."

The experience of the knowledge that I got today about learning *Digital Simulation* became an impressive experience for me because of the complete explanation of learning from my teacher and also my funny classmates during Mrs. Dessy's lesson.

## A. MULTIPLE CHOICE QUESTIONS

Directions: Based on the text above, choose the best answer by clicking a, b, c, d, or e!

1. What is the main idea of the text?
   a. The explanation of communication daring online
   b. **The writer learns about digital simulation**
   c. Mrs. Dessy teaches about web design
   d. The story of web design
   e. Discuss about computers

The answer is **B**

**Explanation:**
- Read the first and the last sentence every paragraph.
- Find the word/words that is repeated frequently (or the use of related words).

- Choose the most general choice from the items provided that is suitable with the content of the text.

2. What the lessons are discussed in the text above?
   a. Analyzing Network
   b. Internet Networking
   **c. Digital Simulation**
   d. Animation design
   e. Google website

The answer is **C**

**Explanation:**
- Read the first paragraph. It is the orientation part (the opening information)
- Find the lesson that focus on discussing on the text. Choose the most general choice from the items provided that is suitable with the content of the text.

3. Why did the writer feel little excited about digital simulation?
   **a. Because she likes Digital Simulation lessons that will benefit for her if she graduates later**
   b. Because she got high score in digital simulation learning
   c. Because she cannot answer the question from her teacher
   d. Because she can explain about digital simulation
   e. Because her teacher was absent in digital simulation class

The answer is **A**

**Explanation:**
- Read the first paragraph. It is the orientation part (the opening information)
- Question number 3 is Cause/ Effect. It needs a reason.
- Find the word "excited". Choose the most general choice from the items provided that is suitable with the content of the text.

4. According to the text, which of the following statement is not true about the story?

a. The writer was school at VHS number 5 Palembang in the Multimedia class.
b. Mrs. Dessy explained about digital simulation learning
c. ARPANET has now developed into an internet name originating from the interconnected network.
d. Communication in the network first began in 1960, at a University in Hawaii
**e. The writer designed the computer at school**

The answer is **E**

**Explanation:**
- Read the question carefully. The question needs the answer that is not related to the story of the text.
- The word "not true" in a question means (yang tidak benar) .
- Choose the answer that is not discussed on the text.

5. What can be inferred from the last paragraph?
   **a. The writer got the knowledge about learning Digital Simulation**
   b. The writer didn't like her teacher
   c. The writer bored with her teacher's lesson
   d. The writer got the funny experience in Multimedia class
   e. The writer present about digital simulation

The answer is **A**

**Explanation:**
- Read the question carefully.
- Read the story in the last paragraph (paragraph terakhir)
- The word "inferred" in a question means (kesimpulan).
- Choose the answer that can conclude all the story of the writer in the last paragraph

**B. TRUE FALSE ITEMS**

**Directions:** Based on the text above, decide whether each statement below is True (T) or False (F)!

6. Mrs. Dessy also explained the *Internet Network* learning.

   (T)    (F)

The answer is: False (F)

**Explanation**: (In paragraph 2) Mrs. Dessy also explained the *Digital Simulation* learning not Internet Networking.

7. Communication in the network first began in 1960.    (T)    (F)

The answer is: True (T)

**Explanation:** Based on the third paragraph, in line 5. Communication in network began in **1960**

## C. MATCHING ITEMS

**Directions:** Match each word in Column A to its meaning in Column B by choosing your answers into the provided spaces!

| NO. | A | B |
|---|---|---|
| 8. | Excited: C ➡Adjective (Kata Sifat) | a. The imparting or exchanging of information or news. (Pemberian atau pertukaran informasi atau berita). |
| 9. | Explained: B ➡ Verb$_2$ (Kata Kerja bentuk kedua) | b. Make (an idea, situation, or problem) clear to someone by describing it in more detail or revealing relevant facts or ideas. (memperjelas ide, situasi, atau masalah) kepada seseorang dengan menjelaskannya secara lebih terperinci atau mengungkapkan fakta atau gagasan yang relevan). |
| 10. | Communication: A ➡ Noun (Kata Benda) | c. Very enthusiastic and eager. (Very enthusiastic and eager).. |

# VOCABULARY KNOWLEDGE

About : tentang
Learning : pembelajaran
Lesson : mata pelajaran
Loudly : lebih keras
Network : jaringan
Raised : mengangkat
Reading : membaca
Receive : menerima
Shut up : diam
Slightest: sedikit pun
Understand : mengerti
Useful : berguna
VHS (VOCATIONAL HIGH SCHOOL): SMK
Week : minggu
Writing : menulis

Chuckled : tertawa kecil
Classmate : teman sekelas
Communication : komunikasi
Deliver : mengirim
Discussing : mendiskusikan
Excited : gembira
Experience : pengalaman
Explained : menjelaskan
Explore : menyelidiki
Graduated : lulusan
Impressive : berkesan
Involved : terlibat
Knowledge : pengetahuan
Laughed : tertawa
Learning : pembelajaran

# READING TEXT
# FOR MULTIMEDIA
# VOCATIONAL STUDENTS

## LEVEL 4-8

# SECTION 1:

## PRACTICE

**Activity 1**

## MULTIPLE CHOICE QUESTIONS

Directions: Based on the text below, choose the best answer by clicking a, b, c, d, or e!

**TEXT 1**

---

**BEN MADE A VIDEO WITH HIS TEAM**

When Ben got home from school, Ben and his friends worked on their group homework. They were asked to make an animated video. They learned the steps on how to make it on Youtube.

Then they made it. The way to make animated videos was easy at that time. The step that they had to work on was to prepare images and videos that would be displayed in a video. Then they chose concepts like storyboards or other stories. They inputted it in a video maker application. They could edit it too. Before it, they chose the theme for their video.

Finally, after three hours of making a video, it was finished too. Even though there was a debate in making videos with group friends, but they could handle it and respected every opinion.

---

*Read the text above to answer questions number 1 to 3.*

1. What did the story tell about?
   a. Ben wanted to meet his team.
   b. Ben and his friends worked on group homework
   c. Ben wanted to make media application
   d. The story was about Ben's difficulty in making homework
   e. Ben watched video on Youtube
2. How long did Ben make a video?
   a. 1 hour
   b. 2 hours
   c. 3 hours

d. 4 hours

e. 6 hours

3. Which one is the correct arrangement of steps in making a video?

    a. Edit video, input the video in a video maker application, choose concept.

    b. Prepare the theme of video, input a video, choose concept and edit the video.

    c. Choose a concept of video and theme, input the video in application, and edit it

    d. Prepare images and videos that will be displayed in a video, choose concepts like storyboards or other stories, and we input it in a video maker application.

    e. We input it in a video maker application and we edit it.

## Activity 2

**TRUE FALSE ITEMS**

**Directions:** Based on the text above, decide whether each statement below is True (T) or False (F)!

4. Ben and his brother worked on their group homework.    (T)  (F)

5. Finally, after 3 hours of making a video, it was finished too.    (T)  (F)

## Activity 3

**MATCHING ITEMS**

**Directions:** Match each word in Column A to its meaning in Column B by choosing your answers into the provided spaces!

| No. | A | B |
|---|---|---|
| 6. | Work(ed): ... | d. Achieved without great effort; presenting few difficulties. |
| 7. | School: ... | e. Be engaged in physical or mental activity in order to achieve a purpose or result, especially in one's job; do work. |
| 8. | Easy:.. | f. An institution for educating children. |

# VOCABULARY KNOWLEDGE

Achieved (v2)      : mencapai
Application (n)    : aplikasi
Choose (v)         : memilih
Concepts (n)       : konsep
Debate(v)          : perdebatan
Difficult (adj)    : sulit
Displayed (v2)     : tampilan
Easy (adj)         : mudah
Learn (v)          : mempelajari
Make (v)           : membuat
Opinion (n)        : pendapat
Prepare (v)        : mempersiapkan
Respect (v)        : menghormati

Step (v)           : langkah
Storyboard (n)     : papan cerita
Way (n)            : cara
Worked (v2         : bekerja
Effort(n)          : usaha
Finished (v2)      : menyelesaikan
Group (n)          : kelompok
Handle (v)         : menangani
Homework (n)       : pekerjaan rumah
Hour (n)           : jam
Image (n)          : gambar
Input (v)          : memasukan
Job (n)            : pekerjaan

## Activity 4

## MULTIPLE CHOICE QUESTIONS

Directions: Based on the text below, choose the best answer by clicking a, b, c, d, or e!

*Read the following text to answer questions number 9 to 11.*

**TEXT 2**
**MULTIPLE CHOICE QUESTIONS**
*DIRECTIONS*: Read and comprehend the following texts carefully, choose the best answer by clicking a, b, c, d, or e for each question!

*Text 1*

*Read the following text to answer questions number 4 to 6.*

---

**JODI'S DREAMING TO BE A WEB CREATOR**

Jodi is a <u>former</u> student of Multimedia Vocational School. When he was still in school, he had big dreams. He wanted to be a well-known web creator like Sir Berners-Lee. He wanted to create something new in a web browser name. Being a web creator is the dream of many people.

Every time at school and at home, he always learnt and learnt the basics of creating a web browser. He asked his teacher, he wanted to create a web browser.

"What should I do first," said Jodi.

His teacher said, "You must master Hypertext Markup Language (HTML). Then Cascading Style Sheets (CSS), and JavaScript."

Then he asked his teacher again, "What is all that for, Ma'am? and what is that use ?" Jodi asked.

"All you have to know HTML is the core of all web pages. It is impossible to create a website without having a basic <u>knowledge</u> of HTML. If you have mastered HTML (minimum HTML basics), you can choose between CSS or PHP. If interested in web design, please continue to learn CSS. If you want to create a web application such as form processing, save the data to the database."

"Jodi personally prefers to go to CSS. Thus, it will have the right foundation and can understand how to make a website look and beautify the design of web pages," said Jodi.

"Since CSS is a standard used to manage the appearance of an HTML page. Just like HTML, CSS also doesn't need any knowledge regarding programming. Both CSS and HTML are not really 'programming languages'. Both are structural languages that consist of simple commands (although CSS may be 'a little' more complicated than HTML). The last material that needs to be mastered is JavaScript. Just like PHP, JavaScript is a pure programming language. JavaScript is needed to create interactive web pages, such as what happens when a button is clicked, displaying an error message if it fills out the form, creates animations to web-based online games."

"Well ma'am, I understand your first suggestions. Hopefully, I will later become a famous web creator," said Jodi. (Both of them smiled).

---

9.  What is the main idea of the text?
 a.  Jodi learns about the basics of creating a web browser
 b.  Jodi is a web creator
 c.  Jodi needs to be mastered a JavaScript program
 d.  Jodi wanted to become a famous web creator like Sir Berners-Lee
 e.  Jodi wanted to create something new

10. What should Jodi do to create a web browser?
 a.  He must master Hypertext Markup Language (HTML) first
 b.  He must learn to become a well-known web creator
 c.  He must understand first his teacher's suggestions
 d.  He must need to creat interactive web pages
 e.  He must learns on youtube

11. Why does Jodi want to be a well-known web developer?
 a.  He dreamed of wanting to be like Berners Lee
 b.  He wanted to be known by many people
 c.  He wants to show off with his friends if he is famous
 d.  He wants to rival the famous web creator
 e.  He wants to be praised

## Activity 5

### TRUE FALSE ITEMS
**Directions:** Based on the text above, decide whether each statement below is True (T) or False (F)!

12. He wanted to be a well-known web creator like Sir
   Berners-Lee.                                                (T)    (F)
13. HTML is the core of all web pages.                         (T)    (F)

## Activity 6

**MATCHING ITEMS**

**Directions:** Match each word in Column A to its meaning in Column B by choosing your answers into the provided spaces!

| No. | A | B |
|-----|---|---|
| 14. | Former: … | a. Facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject. |
| 15. | Knowledge: … | b. Having previously filled a particular role or been a particular thing. |

## VOCABULARY KNOWLEDGE

Former       : mantan/bekas
Dream        : mimpi
Well known   : dikenal
Create       : menciptakan
Master       : menguasai
Teacher      : guru
Understand   : mengerti

Core         : inti
Knowledge    : pengetahuan
Impossible   : mustahil
Website      : situs web
Appearance   : penampilan
Manage       : mengatur
Suggestions  : saran

# Activity 7

## MULTIPLE CHOICE QUESTIONS

Directions: Based on the text below, choose the best answer by clicking a, b, c, d, or e!

### *Read the following text to answer questions number 16 to 19.*

## TEXT 3

**ORIGIN OF FIRST WiFi (Wide Fidelity)**

When I was in the cafeteria, I was sitting while reading a book about the history of WiFi. Suddenly, my friend came to surprise me from behind.

She asked, "hi Sonia, you were very serious!. What are you reading?"

"Hey Keren," replied Sonia. "This book was about the history of WiFi last Sunday I bought in a bookstore. I saw the contents so interesting and I bought them."

"You were very <u>enthusiastic</u> about the basic <u>network</u> lesson that discussed the internet network, right?"

"Yeah, since I just want to know more about why there can be an internet connection network such as WiFi that can connect all devices such as laptops, computers, cell phones."

"Okay, how about the contents you've read? tell a little to your friends" (small laugh).

"OK!" said Sonia.

"You have to know, Keren. We often use the internet every day. There are those who use modem cards, some also connect the internet via WiFi at home or office. Well, when in the office, there must be many who use the internet network with WiFi. We can access the internet via WiFi on our laptop. We can do online work with the WiFi. "What a great thing if there is Wifi around us!" she exclaimed, "we can access the internet easily if there is a wireless network. However, we don't just use it. It would be better if we could understand its history."

Actually, "what is WiFi?, how the origin of WiFi can be created."

"Wi-Fi stands for Wide Fidelity. Wide means wide and fidelity means accuracy or sophistication. However, once combined into Wi-Fi, the term means not broad accuracy. Later, there were also those who extended Wi-Fi as wireless fidelity. Well, the short way to understand is to connect wirelessly like that. WiFi is more efficient than cable networks."

"We deserve to thank the inventor of this WiFi because until now WiFi has been used by many users to work, play games and others. The development of Wi-Fi began with the discovery of the use of radio waves illegally in America in 1985 by the Federal Communications Commission. Then in 1991, an expert named Vic Hayes from a company called Lucent & Agere System (previously called NCR Corporation / AT & T) developed this radio wave for the payment system at the cashier in the Netherlands, the Netherlands."

"Well, that's a short story from me about the history of WiFi, Mrs. Keren" (laughing jokingly).

"Oh, the interesting story too," said Keren

"Actually, there is still a lot of history but that is just short. Later we cannot go home from school (laughed). Let's go to class!"

16. In paragraph 1 the story says, *"You are very **enthusiastic** about the basic network lesson"* What does **"enthusiastic"** mean?
    a. Indifferent
    b. Neglectful
    c. Passionate
    d. Lazy
    e. Fool

17. According to the text above, which of the following statement is true about the origin of first WIFI?
    a. WIFI is a network lesson
    b. WIFI is a internet connection tool
    c. Wi-Fi stands for Wide Fidelity. Wide means wide and fidelity means accuracy or sophistication.
    d. WIFI is a device tool like a laptop, computer, and cell phone
    e. WIFI is created by Keren

18. What can be concluded in the last paragraph?
    a. Sonia told Keren about the history of the origin of fist WIFI
    b. Sonia asked Keren to go home together
    c. Sonia told Karen about the first time she used a WIFI
    d. Sonia read about the story of WIFI
    e. Sonia lent Karen a book about the history of WIFI

19. When did the development of WIFI begin?
    a. It began WiFi has been used by many users to work, play games and others
    b. It began when the inventor of WIFI created it
    c. The development of Wi-Fi began with the discovery of the use of radio waves illegally in America in 1985 by the Federal Communications Commission.
    d. It starts when people can connect WIFI to the internet network
    e. It began in 1991, Vic Hayes from a company called Lucent &Agere System developed this radio wave of WIFI

## Activity 8

### TRUE FALSE ITEMS
**Directions:** Based on the text above, decide whether each statement below is True (T) or False (F)!

20. Wi-Fi stands for Wide Fidelity. Wide means wide and fidelity means accuracy or sophistication                (T)          (F)

21. Wi-Fi began with the discovery of the use of radio waves illegally in Canada in 1988                (T)          (F)

## Activity 9

**MATCHING ITEMS**

**Directions:** Match each word in Column A to its meaning in Column B by choosing your answers into the provided spaces!

| No. | A | B |
|-----|---|---|
| 22. | Network: … | a. The action or process of discovering or being discovered |
| 23. | Discovery: … | b. A group or system of interconnected people or things. |

## VOCABULARY KNOWLEDGE

Access            : mengakses
Bought            : membeli
Discovery         : penemuan
Efficient         : efisien
History           : sejarah
Interesting       : menarik
Inventor          : penemu
Network           : jaringan
Sophistication    : kecanggihan
Surprise          : menarik

## Activity 10

## MULTIPLE CHOICE QUESTIONS

Directions: Based on the text below, choose the best answer by clicking a, b, c, d, or e!

*Read the following text to answer questions number 24 to 27*

**TEXT 4**

**THE STORY OF AN APPLICATION DEVELOPER STRUGGLE**

At that time, I wanted to make an Android application project that would later be useful for people and could be used properly. But this time, I wanted to share the experience of my grief in making applications from zero till the application created.

My feeling was very sad because I made this application alone. I feel very quiet. It's as if the application that I created is just for me to use myself. "Why did I say it was really quiet at that time?" Indeed, I felt it because I had no friends to exchange ideas and to review the designs that I made. "Was the logo good or bad?" when I need someone to review my program code, nobody said my program code is less efficient. When I need someone to give advice about application features, I can only asked myself, "if I become a customer, what did I want from this application? no one cares what I did". Only the users of my application can I chat with. That's why I really appreciate them. Since only those who can physically and mentally provide feedback to build (some don't build, hmm). Only those who are willing to take the time just to write things like "crash, uninstall" (this example doesn't build) after tens of hours I built this application.

In the last month of 2016, my application returned to a stagnant position. Maybe since the initial user started uninstalling the app. It's been a year, it's impossible for all users to survive, so I understand that. At least the number of installs per day remains the same. At that time I also worked, I did not have much time to take care of the application. Finally, I intended to sell my application portfolio through the trading site application portfolio. My application managed to get the highest offer of 3900USD, but I refused to sell at that price at the last moment for personal reasons, because I thought I was not willing to sell the hard work for more than a year, and it was not easy to make this application.

It turns out that if you think about it it doesn't feel four years have passed, and now my application already has a total download of more than 50MB and starts approaching the next check point (100MB) in the PlayStore. Yeah.. even though, my revenue app wasn't much per month. Finally, I can observe the results of my labors and make enough money to increase my allowance for a month. Hopefully, I can create my latest project again.

24. What does the text tell us about?
    a. The writer wanted to sell his application
    b. The story of an application developer struggle
    c. The story about the writer's experience in making application
    d. The writer's experience to promote his new application
    e. It tells about his application returned to a stagnant position

25. Why did the writer refuse to sell the application for 3900 USD?
    a. The writer thought he was not willing to sell the hard work for more than a year, and it was not easy to make this application
    b. He didn't trade the application
    c. He didn't need money at that price
    d. The application price was not high enough
    e. The application made was not perfect for sale

26. The sentence, *"I feel very quiet"*(In paragraph 2) is the closest to...
    a. The writer had no friends to exchange ideas and to review the designs that he made
    b. He did not have a brother to help him make the application
    c. He lived alone
    d. He needed advice on making the application
    e. He didn't have any friends who could give him comments about the application

27. What did the writer want to make?
    a. The writer wanted to make a logo image
    b. The writer wanted to design a computer
    c. The writer wanted to make a playstore
    d. The writer wanted to make a short films
    e. The writer wanted to make an Android application project

## Activity 11

### TRUE FALSE ITEMS

**Directions:** Based on the text above, decide whether each statement below is True (T) or False (F)!

28. I wanted to make an video animation project  (T)  (F)

29. My application managed to get the highest
offer of 3900USD  (T)  (F)

## Activity 12

### MATCHING ITEMS

**Directions:** Match each word in Column A to its meaning in Column B by choosing your answers into the provided spaces!

| No. | A | B |
|-----|---|---|
| 30. | Advice: … | a. Practical contact with and observation of facts or events. |
| 31. | Experience: … | b. Guidance or recommendations concerning prudent future action |

## VOCABULARY KNOWLEDGE

Alone : sendiri
Exchange : bertukar
Experience : pengalaman
Grief : duka cita
Hard work : kerja keras
Intend : berniat
Appreciate : menghargai

Project : rancangan
Remains : sisa
Returned : dikembalikan
Someone : seseorang
Survive : bertahan hidup
Useful : berguna
Advice : nasihat

# Activity 13



## MULTIPLE CHOICE QUESTIONS

Directions: Based on the text below, choose the best answer by clicking a, b, c, d, or e!

***Read the following text to answer questions number 32 to 34.***

**TEXT 5**

---

### OUR TRAVELLING WITH OUR NEW CAMERAS

We take most of my pictures when traveling. We usually take along at least three cameras: the S40, the DSLR (formerly 7i, now 10D), and AE-1. A crucial <u>discovery</u> happened on our recent trip to Lebanon. We had taken the AE-1 along as backup. The reason was that we simply enjoyed using the AE-1 more; I especially loved the control over depth of field and the responsiveness. This experience was a major reason why we decided to dump the 7i for the 10D. We get around on foot a lot. When we're actually on the road, my wife usually carries the S40 and shoots her pictures with that. We carry the big camera either the film one or the digital one. Especially with the real SLR's, this produces a nice synergy, as we generally only carry one lens. If we just can't get the shot at that focal length, the 35-105 zoom on the S40 comes in very handy.

---

32. How many kinds of cameras that the writers used in the story above?
    a. Ten cameras
    b. Seven cameras
    c. Five cameras
    d. Three cameras

e.  Two cameras

33.  The word ***"discovery"*** closest meaning to..
    a.  Invention
    b.  Creation
    c.  Extermination
    d.  Imitate
    e.  Find

34. Why did the writer using the AE-1 camera?
    a.  AE-1 camera is a crucial camera
    b.  The writer enjoys using AE-1 and can control the depth of field and responsiveness
    c.  AE-1 cameras are more simple to carry
    d.  AE-1 camera gift from her husband
    e.  AE-1 camera is her husband's favorite camera

## Activity 14



**TRUE FALSE ITEMS**

**Directions:** Based on the text above, decide whether each statement below is True (T) or False (F)!

35. We usually take along at least two cameras.                (T)    (F)

36. When we're actually on the road, my wife usually carries the S40 and shoots her pictures with that.                (T)    (F)

## Activity 15



## MATCHING ITEMS

**Directions:** Match each word in Column A to its meaning in Column B by choosing your answers into the provided spaces!

| No. | A | B |
|-----|---|---|
| 37. | Camera: … | a. Make a journey, typically of some length or abroad.. |
| 38. | Travelling: … | b. a device for recording visual images in the form of photographs, film, or video signals. |

## VOCABULARY KNOWLEDGE

| | | | | |
|---|---|---|---|---|
| Around | : sekitar | | Produce | : menghasilkan |
| Camera | : kamera | | Reason | : alasan |
| Enjoyed | : menikmati | | Travelling | : jalan-jalan |
| Handy | : mudah terpakai | | Trip | : perjalanan |
| Picture | : gambar | | | |

# Activity 16

## MULTIPLE CHOICE QUESTIONS

Directions: Based on the text below, choose the best answer by clicking a, b, c, d, or e!

*Read the following text to answer questions number 39 to 42.*

**TEXT 6**

### BEGINNING WAS BROWSER

In the morning at school, I like to learn more about web programming. When did the web programming lessons begin, I remembered my dream last Sunday afternoon. My teacher explained what a browser was and how a Browser created. When I heard an explanation from my teacher, I fell asleep until I imagined that my teacher was Mr. Berners-Lee who was in front of the class.

In front of the class, Mr. Berners-Lee explained how the browser was created. The browser is created by designing a website. I was so focused on Mr. Berners-Lee as well as my friends. Mr. Berners-Lee explained that a website is a series of web pages that have the same and interconnected themes that contain a collection of information provided by individuals, groups, or organizations. Websites are usually placed on a web server that can be accessed through networks such as the Internet, or local area networks (LANs) through Internet addresses that are identified as URLs (Uniform Resources Locators). The combination of all sites that can be accessed publicly on the Internet is referred to as the World Wide Web or better known as the www abbreviation. Although websites are generally accessible to the public freely, in practice not all sites provide freedom for the public to access them. Some websites require visitors to register as members, or even request payment to become members in order to access content such as sites that feature pornography, news sites, e-mail services, and others. These restrictions are generally carried out for security reasons, respect for privacy, or for certain commercial purposes.

The container wraps all the page components. The logo contains the identity of the site owner. Navigation or menu contains a number of links to move pages. The most page information is placed in the content area which is the largest and most important part of the page. White space or Indonesian clean areas are important elements of page layout. This element acts as a divider between page components. It was useful for giving breathing space for layout 25. The page does not look crowded, also as a stop room for users when viewing the page. Footers contain brief information about site owners and copyrights and a number of links.

> "I didn't feel like listening to the voice of my teacher is called my name." Then, I was shocked and said, "Yes ... Mr. Berners-Lee" (all my friends laugh) and I turned out, and saw my teacher was by my side.
>
> I was surprised. My teacher asked, "What's wrong with you Josh?"
>
> I just looked down and said, "No ma'am" (while scratching my head).
>
> That's my story today at school that makes me a little embarrassed because I always imagine too far. Hopefully, to be a famous application creator (laughed).

39. What is the abbreviation of www?
    a. Web wide world
    b. World Wide Web
    c. Wide web world
    d. World web wide
    e. Wide wide world

40. "Mr. Berners-Lee explained how the browser was created". Who is Mr. Berners-Lee in the story?
    a. Josh's friend
    b. Josh's teacher
    c. Josh's advisor
    d. Mr. Berners-Lee is Josh's favorite application creator
    e. Josh's brother

41. Why did the writer feel embarrassed?
    a. He cannot answer his teacher's question
    b. He was caught chatting with his friend when the teacher explained
    c. He arrived late when the teacher had entered class
    d. He was caught sleeping when his teacher explained her lesson and was awakened by his teacher
    e. He was ridiculed by his friends

42. According to the text, which of the following statement is not correct about the website?
    a. A website is an internet cable network connection

b. The combination of all sites that can be accessed publicly on the Internet is referred to as the World Wide Web or better known as the WWW abbreviation.
c. Websites are generally accessible to the public freely, in practice not all sites provide freedom for the public to access them.
d. Websites are usually placed on a web server that can be accessed through networks such as the Internet, or local area networks (LANs)
e. Website is a series of web pages that have the same and interconnected themes that contain a collection of information provided by individuals, groups, or organizations.

## Activity 17



### TRUE FALSE ITEMS

**Directions:** Based on the text above, decide whether each statement below is True (T) or False (F)!

43. I fell asleep until I imagined my teacher in front was Mr. Berners-Lee.    (T)

44. World Wide Web or better known as the *www* abbreviation.    (T)    (

## Activity 18



### MATCHING ITEMS

**Directions:** Match each word in Column A to its meaning in Column B by choosing your answers into the provided spaces!

| No. | A | B |
|---|---|---|
| 45. | Asleep: … | a.  A shortened form of a word or phrase. |
| 46. | Abbreviation: … | b.  In or into a state of sleep. |

Abbreviation : singkatan
Asleep : tidur
Combination : kombinasi
Contain : mengandung
Explained : menjelaskan
Freedom : kebebasan
Purpose : tujuan
Remembered : mengingat
Restriction : pembatasan
Wraps : membungkus

*Read the following text to answer questions number 47 to 48.*

## Activity 19

**MULTIPLE CHOICE QUESTIONS**

Directions: Based on the text below, choose the best answer by clicking a, b, c, d, or e!

**TEXT 7**

### DREAM OF MEETING WORLD WIDE WEB CREATOR (WWW)

One day, at noon after school, I immediately rushed to change my clothes and washed my face and then enter the room. In the room, I always start my activities as usual: I turn on the laptop and start doing things related to my department at school.

Until almost 2 hours I was in front of my laptop, I began to feel tired and just fell asleep in front of my laptop. In my sleep, I felt like I was entering a world of other dimensions as if I was in a crowd, but I don't know where I was at that time. I only saw many people there. Until I saw the figure of a stranger to me like an outsider, but like I saw him on a laptop. Then I approached him, it turned out he was someone I admired.

I immediately shouted, "OMG... My Timothy John Berners-Lee or better known as Tim Berners-Lee."

He was responsible for creating the *World Wide Web (www)*. I was very happy and did not deny me like dreaming (in my heart). Sir Berners Lee immediately looked at me and smiled. I did not waste time anymore, I wanted to take pictures, and asked for autographs and I wanted to learn many things from him.

Surprisingly for me, Sir Berners-Lee invited me to the University of Southampton's World Wide Web Consortium Plessey ITM, where he worked now. He also told the story how to create a world wide web where he designed and built the first browser (called World Wide Web and developed on NeXTSTEP) and the first web server called httpd. I was very enthusiastic to understand what he was teaching.

Until I heard the sound of the call of prayer then I woke up and found out there was no Sir Berners Lee beside me. I realized that I had only dreamed in broad daylight (laughing amused myself). However, he was undeniable that this great and <u>intelligent</u> man was a person who remains humble and did not wish to gain popular status. Many still didn't know the power of this man's work, the World Wide Web.

One of Sir Berners's Lee's biggest contributions in advancing the World Wide Web was not patenting it, so that it can still be used freely.

47. Who did the writer meet in his dream?
    a. Mark Zuckerberg
    b. Jan Koum
    c. JokoWidodo

d. Timothy John Berners-Lee

e. Christiano Ronaldo

48. Where did Mr. Berners-Lee design and built his first browser?

a. University of Southampton's World Wide Web ConsortiumPlessey ITM

b. Cambridge University

c. Indonesia University

d. University of Michigan

e. At Berners-Lee's house

## VOCABULARY KNOWLEDGE

Activities : aktifitas
Admired : mengagumi
Approached : menghampiri
Change : merubah
Clothes : pakaian
Crowd : keramaian
Daylight : di siang hari
Deny : menyangkal
Department : jurusan
Enthusiastic : antusias
Realized : menyadari
World : dunia

Felt : merasakan
Freely : dengan bebas
Humble : rendah hati
Immediately : segera
Intelligent : rajin
Invited : mengundang
Noon : tengah hari
Prayer : berdoa
Responsible :bertanggung jawab
Stranger : aneh
Undeniable :tidak bisa disangkal
Wash : mencuci

# Activity 20



## MULTIPLE CHOICE QUESTIONS

Directions: Based on the text below, choose the best answer by clicking a, b, c, d, or e!

***Read the following text to answer questions number 49 to 50.***

### TEXT 8

**THE BIOGRAPHY OF GOOGLE CREATOR**

Everyone must be familiar with the fastest, easiest and most practical machine search engine on the internet. The tool is called "Google". Tools that are a source of information for their use. However, you must also know who the inventor and creator of "Google" is. Theye are Larry Page and Sergey Brin.

Google is an internet engine giant founded by Larry Page and Sergey Brin when they were still a Ph.D. at Stanford University.

Lawrence Edward or known as "Larry Page" was born on March 26, 1973 in Lansing, Michigan, from the parents of Carl Vincent Page and his mother named Gloria Page was a graduate of East Lansing High School. Page obtained a Bachelor of Science degree in computer engineering from the University of Michigan with honors and a Master's degree from Stanford University. He was also a professor of computer science at the University of Michigan and Gloria Page, who was a teacher of computer programming at the University of Michigan. He is one of the founders of Google and is currently the President of Google Inc. Products. On April 4, 2011, he served as Chief Executive Officer / CEO at Google Inc was replacing Eric Schmidt.

The second person is Page's friend. He is Sergey Mikhailovich Brin. He was born in Moscow, Soviet Union, August 21, 1973. He is a son from an old man named Mikhail and his mother Evgenia Brin. He is 42 years old now. In September 1990, after graduating from Eleanor Roosevelt High School, Brin was accepted at the University of Maryland, College Park. He majored in computer science and mathematics, and managed to get a Bachelor of Science degree in 1993. Then, Brin continued his Computer Science Education at Stanford University through a scholarship from the National Science Foundation. He received his master's degree in August 1995. Brin also has an MBA from IE Business School. Brin is an American businessman. Born in Russia, Brin studied computer science and mathematics before founding Google with Larry Page. Brin is the Technology President at Google and has a net worth estimate of $ 18.7 billion, which makes him the number 26 richest person in the world.

> The two people behind the screen were the highlight of the world and the most influential towards the advancement of the world of technology and the sophistication of the search engine tools found by Larry Page and Sergey Brin.

49. What is the topic about?
    a. The family of Larry Page and Sergey Brin
    b. A brief biography of Larry page and Sergey Brin
    c. The career of Larry Page and Sergey Brin
    d. A sprit of Larry Page in creating Google
    e. Sergey Brin's job

50. What can we infer from the monologue?
    a. The background of Larry Page and Sergey Brin, a creator of Google who has the most influence on the advancement of the technology world
    b. Page's father name was Carl Vincent Page
    c. Brin was born on August 21, 1973
    d. Sergey and Larry page were the founders of Google
    e. Brin is an American businessman

# VOCABULARY KNOWLEDGE

Accepted       : diterima
Advancement : kemajuan
Behind         : dibelakang
Born           : lahir
Businessman  : orang pebisnis
Education      : pendidikan
Engine         : mesin
Estimate       : mempekirakan
Everyone       : setiap orang
Familiar       : yang dikenal
Founders       : pendiri
Giant          : raksasa
Graduate       : lulusan

Highlight         : menyoroti
Honors            : kehormatan
Influential       : berpengaruh
Known             : dikenal
Machine           : mesin
Major             : jurusan
Obtained          : memperoleh
Parents           : kedua orang tua
Person            : orang
Received          : diterima
Richest           : paling kaya
Scholarship       : beasiswa
Sophistication : canggih
Tool              : alat

**~GOOD LUCK ☺☺~**

# EVALUATION

**MY EXPERIENCE IN LEARNING WEB PROGRAMMING**

I am a student majoring in multimedia or usually called the MM department, I am a new student in my school at Vocational High School. When I graduated from junior high school I decided to choose the MM major because I liked information technology-based learning. Multimedia learning is challenging for me because I can learn a lot about multimedia-based learning. When the first time, I learned about website programming (web), I am curious about what web programming is like and how. When the class began, the teacher introduces the material that we will study was about web programming.

At that time, the teacher provided basic material that we must have understand when we wanted to learn web programming. Our learning was about concepts or basic code from HTML. HTML is an initial introduction before I learn high-level web programming languages such as PHP and so on. I know a lot of new things from this learning from a variety of technologies (such as SS, JavaScript, Flash, AJAX, JSON) can be used to define elements of a web page. However, at the lowest level, a web page is defined using HTML (HyperText Markup Language). Without HTML, there will be no webpage. One of the basic codes that I got from web learning at the school was <html>, <head>, <title> Title </ title>, <body>, <p> Hello this is my first HTML code </ p>, </ body>, </ head>, </ html>.  It turns out that what needs to be known in this basic HTML code in writing is that I have to write another HTML code like this example <p> Hello this is my first HTML code </ p>, this code is for creating tables and so on. It was very funny when I was studying I didn't write other additional code and the teacher rebuked me at that time because there was no title in my new HTML. Making from the basic HTML code above, the teacher told me to divide into three main topics, namely the discussion of Tags, Elements and Attributes. I tried to use the TAG base code in HTML. I write tags on average HTML written in pairs. It turns out, in writing tags in HTML not all tags are always written in pairs. Then on the teacher's monitor screen in front of me I see the HTML Tag always starts with the opening Tag <> and ends with the closing Tag </>. I also followed the method according to the teacher's direction.

So much of my learning today in the class made me gain a lot of new knowledge and understanding from the basics of learning material majoring in MM. In the lesson, the teacher said that it was not only there, that we still had much to know from this web programming. Web programming makes me more interested to learn about learning the basics of these technologies.

## Activity 1

## A. UNDERLINE MULTIPLE CHOICE QUESTIONS

Directions: Based on the text above, choose the best answer by clicking a, b, c, d, or e!

1. What is the text tell about?
   a. The experience in learning web programming
   b. A student of Multimedia department
   c. The way of web programming
   d. The writer's experience at new school
   e. Her favorite lesson about website

2. What is HTML?
   a. HTML is the name of website
   b. HTML is the name of school subject
   c. HTML is (HyperText Markup Language) an initial introduction before we learn high-level web programming languages such as PHP and so on
   d. HTML is a web page
   e. HTML is javascript code

3. How to use the TAG base code in HTML?
   a. Write Tags, write the opening Tag and closing Tags
   b. Write the opening Tags <> and closing Tags in pairs </>
   c. Write the Tag code first and write title on html
   d. Write the Tags code on HTML then write the opening Tags <>

e. Write Tags on average HTML in pairs,and it turns out, in wiriting tag s not all tags always written in pairs, then starts with the opening Tag <> and ends with the closing Tag </>.

4. What does HTML stand for?
   a. HyperText Markup Language
   b. Markuphyper Language
   c. Hyper Language Text Markup
   d. Hyper Markup Text
   e. Hyper Text Language Markup Text

5. Why did the writer decide to choose Multimedia Major?
   a. Because she asked by her mother to choose Multimedia major
   b. Because she liked information technology-based learning
   c. Because he followed his friend's advice
   d. Because he just joined his friend
   e. Because he was just curious about Multimedia

## Activity 2

## B.  TRUE FALSE ITEMS

**Directions:** Based on the text above, decide whether each statement below is True (T) or False (F)!

6.  I am a student majoring in marketing department      (T)      (F)
7.  HTML (HyperText Markup Language).                    (T)      (F)

## Activity 3

## C.  MATCHING ITEMS

**Directions:** Match each word in Column A to its meaning in Column B by choosing your answers into the provided spaces!

| NO. | A | B |
|-----|---|---|
| 8. | Graduated: ... | a. Eager to know or learn something. |
| 9. | Curious: ... | b. The application of scientific knowledge for practical purposes, especially in industry. |
| 10. | Technology: ... | c. Successfully complete an academic degree, course of training, or high school. |

## VOCABULARY KNOWLEDGE

Challenging : menantang
Choose : memilih
Code : kode
Concepts : konsep
Curious : ingin tahu
Began : dimulai
Decided : memutuskan
Graduated : lulusan
Introduces : memperkenalkan
Learning : mempelajari
Material : bahan
Provided : menyediakan
Usually : biasanya

Define : mendefinisikan
Divided : dibagi
Funny : lucu
Initial : inisial
Interested : menarik
Knowledge : pengetahuan
Language : bahasa
Majoring : jurusan
Monitor : mengamati
Page : halaman
Rebuked : menegur
Screen : layar
Technology : teknologi

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Novita Sari, M.Pd. was born in Palembang on November 29th, 1993. She completed her elementary school education up to the undergraduate level (S2) in Palembang. She graduated from SMAN 11 in Palembang. Then, she continued her S1 degree at the Faculty of Teacher Training and Education (FKIP) in the Program of English Education Departement at PGRI University. Then subsequent degree, (M.Pd). She completed her undergraduate degree at Magister Degree Program of Language Education at Sriwijaya University. The writer is an English teacher in one of the English Language Institutions in Palembang. The writer's first book is a book about the development of English reading material along with a discussion of questions for Multimedia Vocational students with an interesting and up-to-date method in the 21st century. The writer also created interactive multimedia based on an application development media about English reading material. The development of interactive multimedia application media and English reading material is devoted only to Multimedia vocational students and as a product of the writer's scientific work.

Dr. Rita Inderawati, M.Pd., an English lecturer of English at the English Education both in the Undergraduate and Master's Degree Programs FKIP Sriwijaya University graduated her undergraduate degree in TEFL at Sriwijaya Universty in 1990, Master's degree in FELN at UPI Bandung in 2000, and in 2005 she accomplished her Doctor degree at the same university but in Bahasa majoring, is interested in the teaching of literature, academic writing, and textbook development for her research. She has been teaching at the university since 1990. She did her investigations since 2006 up to now and presented them both in Indonesia and abroad such as Thailand, Cambodia Singapore, Malaysia, India, Japan, Korea, Germany, Italy, America (Harvard University), and Australia (Brisbane, Adelaide, Melbourne, Sydney). Three of them were International Colaborative Research with QUT, Brisbane, Deakin University Melbourne, and Flinders University, Adelaide where she became the Principal Investigator in the team. In 2020, another international collaboration research is conducted with Utah State University, USA. She became speaker of research writing for lecturers of Sriwijaya University and other universities in South Sumatera. She became the keynote speakers in Menado, Palembang, Bali (Singaraja and Denpasar) for National and International Seminars. Besides, she was invited as the speaker for academic writing workshop by Universitas Muhammadiyah Jakarta, UIN Curup and STKIP Getsempena, Banda Aceh. She also became the research reviewer of Dikti and Unsri in 2009-2014. Some academic journals in Indonesia employ her as reviewers. Her achievements are: The Best Lecturer of Sriwijaya University, 2010; The Best Education Researcher, 2011; The Best Lecturer of Sriwijaya University, 2013, and The Best Researcher of Competency Research of Indonesian Higher Education (Dikti), 2013. Her positions were as the Vice-Director of Pascasarjana PGRI University in 2007-2009, the Head of JPBS FKIP in 2010-2015, and the Head of Magister Program of Language Education in 2015-2019, FKIP Sriwijaya University. In 2016, President Joko Widodo bestowed her a Tanda Kehormatan Satyalancana Karya Satya 20 tahun.

Soni Mirizon, M.A., Ed.D. is a lecturer of English at the English Education both in the Undergraduate and Master's Degree Programs, Faculty of Teacher Training and Education, Sriwijaya University. He completed his undergraduate degree majoring in Teaching English as a Foreign Language (TEFL) at Sriwijaya University in 1991. He got his Master's Degree (M.A.) in Applied Linguistics from University of Essex, United Kingdom in 1999 and his subsequent degree, Doctor of Education (Ed.D.) in English Learning and Instruction from Flinders University, Australia in 2015. He has been teaching at the university since 1991. Since the last few years he has been active in teaching and doing public services. He has also been active in conducting research in Indonesia and overseas. His research interestsare in Material Evaluation and Development, Assessment in Education, English Medium Instruction, and Applied Linguistics. He involves in some research schemes such as the National Collaborative Research with universities in Indonesia and the International Collaborative Research with Cairo University, Egypt and Omdurman Islamic University, Sudan.He disseminated his research findings as a speaker in different conferences held in some different places in Indonesia and overseas such as in Jakarta, Jogyakarta, Makassar, Medan, Malaysia, Singapore, Thailand, Cambodia, Japan, and Australia. Since 2019 he serves as the Head of the Master's Program in Language Education, Faculty of Teacher Training and Education, Sriwijaya University

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