

**A NEED ANALYSIS LEADING TO SYLLABUS AND  
PROTOTYPE COURSE MATERIALS FOR PREPARATION  
PROGRAM OF PKN-STAN ENTRANCE TEST**

***ANALISIS KEBUTUHAN DALAM MENDESAIN SILABUS  
DAN PROTOTIPE BAHAN AJAR UNTUK PROGRAM  
PERSIAPAN UJIAN MASUK PKN-STAN***

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THESIS  
**A NEED ANALYSIS LEADING TO SYLLABUS AND  
PROTOTYPE COURSE MATERIALS FOR PREPARATION  
PROGRAM OF PKN-STAN ENTRANCE TEST**

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As a partial fulfillment to achieve Magister Degree

Program

English Language Studies

Written and submitted by

MUH. HASAN BASRI

To

**POSTGRADUATE PROGRAM  
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## **A STATEMENT OF THESIS AUTHENTICITY**

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Stated truthfully that this thesis was the result of my own work. If it is proven later that some parts or entire parts of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, August 2019

Muh. Hasan Basri

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## ABSTRACT

**MUH. HASAN BASRI.** *A Need Analysis Leading to Syllabus and Prototype Course Materials for Preparation Program of PKN-STAN Entrance Test.* (Supervised by Abdul Hakim Yassi and Ria Rosdiana Jubhari)

The aim of this study was to analyze the need for syllabus design and prototype course materials based on the actual students' needs.

This research was a descriptive research in which questionnaires were distributed to prospective students and on-going students of PKN-STAN while interviews were administered to graduates of PKN-STAN, English teachers of senior high school and English lecture. To obtain more accurate information on prospective students' needs. The data were analyzed in quantitative and qualitative methods.

The findings of this study revealed the needs for setting up the preparation program for PKN-STAN entrance test. The proposed syllabus provided a set of topics/ materials on structure and written expressions and reading comprehension. The syllabus was implemented to prototype course materials completed with exercises. The syllabus was an integration of aims, objectives, and activities to bridge the gap on the prospective students' present knowledge and the required knowledge for PKN-STAN entrance test.

*Keywords: Need Analysis, Prospective Students, Preparation Program.*

## ABSTRAK

**MUH. HASAN BASRI.** *Analisis Kebutuhan Dalam Mendesain Silabus dan Prototipe Bahan Ajar untuk Program Persiapan Ujian Masuk PKN-STAN.* (Dibimbing oleh Abdul Hakim Yassi dan Ria Rosdiana Jubhari)

Penelitian ini bertujuan untuk menganalisa kebutuhan untuk merancang silabus dan prototipe materi ajar berdasar pada kebutuhan calon siswa.

Penelitian ini merupakan jenis penelitian deskriptif di mana kuesioner diberikan kepada calon siswa dan siswa PKN-STAN serta wawancara kepada alumni PKN-STAN, dosen, dan guru bahasa Inggris untuk memperoleh informasi yang lebih akurat mengenai kebutuhan calon siswa. Data dianalisa menggunakan metode kuantitatif dan kualitatif.

Hasil penelitian ini menunjukkan kebutuhan calon siswa dalam merancang sebuah silabus dan prototipe materi ajar program persiapan ujian masuk PKN-STAN. Silabus yang ditawarkan menyajikan aspek materi ajar tentang *structure & written expression* dan *reading comprehension*. Silabus diterapkan dalam merancang prototipe materi ajar yang dilengkapi dengan latihan-latihan. Demikian pula, silabus dirancang dengan memperhatikan aspek tujuan dan aktifitas pembelajaran yang variatif yang mampu menjembatani kesenjangan antara pengetahuan awal siswa dengan pengetahuan yang dibutuhkan untuk tujuan ujian masuk PKN-STAN.

*Kata kunci: Analisa Kebutuhan, Calon Siswa, Program Persiapan*



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## **CHAPTER I**

### **INTRODUCTION**

This chapter shows what the researcher has done in the research. It explains the reasons why the research was conducted. It also shows some problems that were identified as well as limits the issues that were investigated. Finally, this chapter covers the objective and the products that were produced in this research.

#### **A. Background**

Syllabus design can be seen as a kind of writing activity so that it can be studied as a process (Nation & Macalister, 2010). That process should take into account elements in syllabus design such as present knowledge, lacks, time, available resources, skills of the teachers and so forth in order to provide a good program. A successful course normally depends on the process that precedes it.

Dick (2005) provides some steps to identify before designing syllabus. 1) Syllabus designer needs to decide on what basis he/she is going to choose the items to be included in the syllabus and how those items will be organized. 2) The designer should be aware of available resources, potential problems, and external factors that might bother the implementation of the syllabus. 3) Syllabus designer should identify students' ability, learning preferences, and needs in order to stipulate course adjective.

In English language teaching, syllabus design can be viewed in two particular types or version: syllabus design for English for Specific Purpose (ESP) and syllabus design for curriculum development. In Indonesia, English is the only language studied in formal school from elementary to secondary school, even in tertiary level of education. The development of English that is in line with the development of the world of education and technology making the need for English is no longer limited to General English but also the ability to use English specifically, commonly known as English for Specific Purposes (ESP). So, it is essential to design good syllabus for an effective English language program.

ESP was not a planned movement, but it was rather as a phenomenon that grew to cover a number of trends (Hutchinson and Waters, 1987). The expansion of ESP is to fulfill the particular needs or demands of people in the fields of technology, science, economic, medical, and so forth, including education. Those who are studying English have a difference purposes based on their own goal. Medical practitioners study English for the purpose of expanding their knowledge by reading English textbook, some scientists learn English to deal with the new trends in their field, some people study English in order that they can go abroad for studying or working, some others do it for the necessity of passing examination to enter universities or institutions.

English has become the needs for most of the people in Indonesia. Some companies or factories require English as a skill to master for their employee. From government sectors, they also test the English their candidates of workers. Besides, students of secondary schools will face English test before entering universities as well as official schools.

*Politeknik Keuangan Negara – Sekolah Tinggi Akuntansi Negara (PKN-STAN)* is one of higher educations (official schools) under the control of Ministry of Empowerment of State Apparatus and Beaurocracy Reform of Indonesia. The others are *Sekolah Tinggi Meteorologi Klimatologi dan Geofisika, Institut Pemerintahan Dalam Negeri, Politeknik Statistika - Sekolah Tinggi Ilmu Statistika, Akademi Teknik dan Keselamatan Penerbangan, Politeknik Imigrasi, Sekolah Tinggi Intelijen Negara, and Sekolah Tinggi Sandi Negara.*

Among them, *Politeknik Keuangan Negara – Sekolah Tinggi Akuntansi Negara (PKN-STAN)* is the most favorite for secondary school students. It is stated in [tribunnews.com](http://tribunnews.com) (May 3<sup>rd</sup>, 2018) that there were 323.669 candidates enrolling those official schools in 2018 and 147.702 of them was enrolled as PKN-STAN candidates competing for only 7.301 available seats.

Mentoring Program, commonly known as *Bimbingan Belajar (Bimbel)*, is a private institution in which students who want to enroll PKN-STAN can get additional subject. There are some mentoring programs in Makassar and they are present as an institution for students who want to



take additional subject. In general, the curriculum on the mentoring program refers to the curriculum used the schools, because the presence of the mentoring program is an additional learning place for students to support and assist their learning in school. Mentoring program exists to fulfill the needs of the students for various types of test or examination such as class-raising exams, national final exams, and universities entrance examination. This includes PKN-STAN entrance examination. From the observation of the researcher, however, it is found that teaching English for the purpose of PKN-STAN entrance examination in mentoring program is not yet sufficient. It is characterized by the teaching process that is so target-oriented, where the students are only taught tricks how to answer PKN-STAN entrance examination questions without deep-understanding about the concept of topic or material they are studying. This makes students difficult, if in the future, they get the same material with different forms of questions. This is the reason for the researcher to conduct need analysis as an effort to improve the quality of teaching process of English for PKN-STAN entrance examination preparation.

The preliminary study indicated that 18 out of 35 students of Senior High School would like to continue their school in PKN-STAN. Their main reason is that the students get guarantees to become civil servant based on their major after graduating from that institution. However, some problems then emerged; 1) Textbook that they use in their school is not representative to PKN-STAN entrance examination. There are only 8

topics that existed in the textbook out of 32 topics tested in PKN-STAN entrance examination. 2) Syllabus applied in the secondary schools did not match with the material tested in PKN-STAN entrance examination. While senior high school syllabus is mostly focused on communication competence, PKN-STAN entrance examination is evaluating students' reading comprehension and structure & written expression. 3) The students are not familiar with the topics or materials assessed in the PKN-STAN entrance examination.

The above facts strongly indicate that it is necessary to take a real action to suit the students' needs in this issue. The researcher offered a design of syllabus as additional syllabus from the school English syllabus which the students can use as their references in learning English for the purpose of PKN-STAN entrance examination. Moreover, developing course materials based on the students' needs and the examination requirement is also very crucial. If not, learning process will not focus on the goals and also students will be more difficult to learn because of the method as well as procedure of learning that is not completing their needs. Nevertheless, before designing the syllabus and developing course material, it is important for the researcher to find out the information of what the students need by conducting need analysis.

## **B. Research Questions**

1. What are the students' needs in learning English for PKN-STAN entrance test preparation program?
2. How should syllabus and course material be designed based on the students' needs in learning English for PKN-STAN entrance test preparation program?

## **C. Objectives of the Research**

1. To identify the needs of the students in learning English for PKN-STAN entrance test preparation program.
2. To design syllabus and prototype course materials for PKN-STAN entrance test preparation program.

## **D. Significances of the Research**

The researcher is expected to give a valuable contribution to the following parties:

1. Theoretically it will give a better concept to English teaching and learning situation about how to design ESP syllabus and develop course material based on the needs of PKN-STAN prospective students.
2. Practically this will give English teachers and learners a reference in teaching or learning English for the purpose of PKN-STAN entrance test.

### **E. Scope of the Research**

The study is focused on recognizing the needs of students of secondary school who want to enroll PKN-STAN and design a syllabus as well as prototype course materials.

### **F. Organization of the Research**

This research consists of five chapters. Chapter one consists of background, research question, objective of research, significance of research, scope of research, and organization of research. Chapter two is composed with previous related studies and theoretical background. Chapter three is made up by type of the research, research setting, population and sample, source of data, instrument of collecting data, pilot instrument, procedure of collecting data, and the method of analyzing data. Chapter four includes finding, discussion and syllabus design. The last, chapter five presents conclusion and suggestion.

### **G. Research Terms**

Some technical terms related to this study are as follow:

1. ESP is the approach of English language teaching for specific purposes
2. Need analysis is the process of gathering information of students' needs from the population targeted
3. Mentoring program or *Bimbel* is an institution in which students can get additional study

4. Preparation Program is a program designed for the students of 12<sup>th</sup> grade of senior high school who want to enroll PKN-STAN
5. Syllabus design is an English syllabus proposed by researcher based on needs analysis
6. Course material is material developed and created by the researcher to the students
7. Prospective student is the one who want to enroll PKN-STAN
8. On-going student is the one who are now studying in PKN-STAN

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter provides previous related studies, theoretical background, and conceptual framework.

#### **A. Previous Related Studies**

Several related studies in the area of need analysis have been conducted relevant to this current research. Past studies of need analysis in designing syllabus (Barathayomi & Rachmawati, 2016; Irshad & Anwar, 2018; Sundari et al, 2018; Alqunayeer & Zamir, 2016; Rahmawati et al, 2017; Su, 2009; Ngan, 2011; Hasan, 2017) showed that interview and questionnaire are the most-used data-collection instruments to apply. They found out the needs of the participants (present needs: participants' current English proficiency and target needs: what should the participants have) by administering those instruments. Nevertheless, Barathayomi & Rachmawati (2016) only used questionnaire and administered to students and the result showed that the only needs they found was participants' present needs. It is important to design questionnaire which will reflect the data we need for the purpose of designing syllabus.

By the end of the need analysis procedure, product such as a prototype syllabus (proposed syllabus) was produced. The product as an implementation of the need analysis process which is also the aim of research on syllabus design. Barathayoumi & Rachmawati (2016), Hasan (2017), and Irshad and Anwar (2018) presented prototype syllabus in their

research while others only showed and described the process of conducting need analysis.

Unfortunately, all the above researches are limited to need analysis process and prototype syllabus design. One important thing is how to implement the proposed syllabus into course materials. Hasan (2017) presented prototype course material in his study, but he did not put a systematic procedure on how to design course materials based on the syllabus offered.

Finally, Su (2009) and Ngan (2011) compared the current syllabus to their proposed syllabus and did trials. As a result, participants using the proposed syllabus which was designed based on participants' need showed significant improvement than those who applied current syllabus in their institution.

Having reviewed all the studies above, the researcher recognized three differences related to this research. The first, there is no systematic structure in developing course materials from proposed syllabus. Secondly, the instrument is limited to interview and questionnaire, hence, this study will involve more instruments in order to find a better result of need analysis. The third is this research will include a number of different participants such as candidates of PKN-STAN student, student of PKN-STAN, graduate of PKN-STAN, English lecturer of PKN-STAN, and English teachers of senior high school. Briefly speaking, the researcher will show a systematic structure in the process of collecting data to design

syllabus and develop course materials. Moreover, the product of the syllabus designed in this research is to develop a prototype of course materials with systematic structure and completed with materials, exercises, and tricks to master every single topic given.

The researcher justifies theories and procedure of need analysis suggested by Hutchinson and Waters (1987), Brown (1995), Dudley-Evans and St. John (1998) and Richard (2001) in conceptualizing the systematic roadmap of need analysis to design syllabus and develop course materials. The researcher begins by defining the needs according to the above scholars.

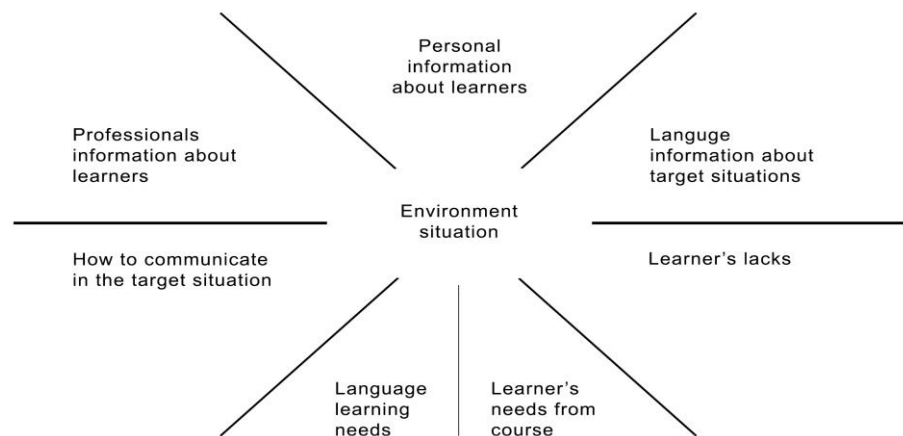
Hutchinson and Waters (1987) define the needs into two categories: target needs and learning needs. *Target needs* refers to what to learn or what the learners need to do in the target situation. It can be identified by three divisions; 1) Necessities; needs determined by the demands of the target situation, that is, what the learners have to know in order to perform effectively in the target situation. For example, a sales manager needs to understand business letters, to communicate effectively with costumers or colleagues, and so on. 2) Lacks; It is important to understand what the learners already knew in order to decide which of the necessities the learners lack. One necessity might be how to do a good presentation in a meeting. It depends on how well the learners can do it to decide whether or not they need instruction in doing it. 3) Wants; It cannot be ignored that motivation of the learners should be taken into account in



order to provide learning materials. The two above (necessities and lacks) are objective view of needs, so that including this subjective view is also important. For example, a staff of a company works with some foreigners of English speakers. As he is non-native speaker and his works is mostly via email/ letters, the company in which she works requires him only to have a good writing in English. However, he feels need to improve his speaking ability to be more confident when he someday will meet with his native-speaker colleagues in a conference or meeting. On the other hand, *learning needs* refers to how the learners learn. It is to explain how the learners go from the starting point (lacks) to their destination (necessities). It covers learners' interest, methodologies along with techniques appalling to learn, time and places to study, and so forth.

However, Brown (1995) explains needs only from what to learn instead of how to learn. It is quite similar to Hutchinson and Waters' *target need*. There are four philosophies underlying Brown's needs. 1) Discrepancy; it is a difference between the desired performance of the learners and what they are actually doing. 2) Democratic; it is defined as what the majority of the group chosen in a need analysis process desire to learn. 3) Analytic; that is what the learners will learn naturally based on what is known about them. In language development, one who already knew about something needs to learn another something next. 4) Diagnostic; it refers to anything that will be risk if it is missed. For example, immigrants need language skills to survive in their adopted places.

In line with Hutchinson and Waters, Dudley-Evans and St. John (1998) propose their concept of needs, that is, explaining what (Necessities and Lacks) and how (Wants). Nevertheless, Dudley-Evans and St. John divide his theory into eight elements as seen in the following framework.



Yassi and Kaharuddin (2015: 35)

The above figure illustrates needs which is focused on 1) Learners' professional information; refers to which tasks or activities learners will be using for target situation. 2) Learners' personal information; is background factors which may affect the way learners study such as learning experience, expectations, attitudes, and so on. 3) Learners' language information; refers to learners' present situation to determine their strengths and weaknesses in language skills. 4) Learners' lacks; is the gap between learners' present situation and their target situation 5) Learners' needs from course; is what the learners want to achieve from

the course. 6) Language learning needs; refers to the effective ways in learning language and skills. 7) Communication situation in target situation; is an understanding of how language and skills are used in the target situation. 8) Environmental information; refers to information about the environment where the course will take place.

Finally, Richard (2001) argues needs in general view which is what refers to wants, desires, demands, expectations, motivation, lacks, constraints, and requirements. It is the term to describe the difference between what learners can do and what they should do. According to him, needs depends on the judgment of one's interest or value. In one case, teachers, students, parents, and others may have difference view.

Consequently, the researcher deals with Hutchinson and Waters' (1987) theory of needs. It has a detailed explanation about needs. Whereas, Brown (1995) suggested only a concept of what to teach (target needs) and excluded how to teach (learning needs), Hutchinson and Waters present both competence and the way to grasp that competence. In fact, Dudley-Evans and St. John (1998) define needs similar to Hutchinson and Waters. However, Dudley-Evans and St. John describe unclearly which items go to target need (what to learn) and which others belong to learning need (what to learn). Lastly, Richard (2001) proposes needs in too general form.

However, Brown (1995) presents a systematic procedure in conducting need analysis. He proposed three basic systematic steps as follows.

1. Making basic decisions about the need analysis

This stage is to decide who will involve in this need analysis, what type of information need to be collected, which points of view should be applied.

2. Gathering information

Identifying problems, priorities, abilities, attitudes, and solutions and designing instruments are the core of this stage.

3. Using the information

Generating much valuable information to be applied in the curriculum or syllabus as well as in developing course material.

By the end of this stage, the instruments offered by Richard (2001) will be applied. The category of the instruments are questionnaire, self-rating, interviews, meetings, observations, collecting learners language samples, task analysis, case studies, and analysis of available information. The conclusion of this theoretical analysis will support the researcher in conceptualizing need analysis in this study.

## **B. Theoretical background**

This part discusses about history of ESP, characteristic of ESP, characteristic of syllabus, type of syllabus, and the process of syllabus design, course material design as well as need analysis.

### **1. History of ESP**

English is very popular and important language all over the world. As cited in Wello and Nur (1990), English can be described as first language of over 45 percent of population in 10 countries: the United Kingdom, Ireland, Australia, New Zealand, Barbados, Jamaica, Trinidad, the United States, Canada, and Guayana. English is also an official or second language for the countries such as Camerron, Fiji, Ghana, India, Singapore, South Africa, Tanzania, and so forth (Richard, 1993). English still has significant roles in countries where English is not an official language or as foreign language. It may be important for people who learn English as their main subject in schools or universities. Besides, English is needed for those who work in tourism, business, and other sectors (Richard, 1993).

The expanding of English as a tool of communication rapidly grew following the Second World War where people need to learn English in order to follow the development of technology and commerce (Wello and Nur, 1999). This era where generation of English learners understood specifically why they wanted to learn English became the emergence of English for Specific Purposes.

Businessmen need English to sell their products, engineers need it to read manual book, scientists use English to deal with new findings in their field, and so on.

Developments in educational psychology also contributed to the development of ESP. Learners have their different needs and interest that will influence their motivation to learn as well as their effectiveness in learning (Wello and Nur, 1999). Briefly speaking, Hutchinson and Waters (1987) identify three main reasons of the emergence of ESP: the expansion of English demands, development in the field of linguistics, and development in educational psychology.

Since ESP is understood as preparing learners to use English within academic, professionals, and workplace environment, it is essential to design syllabus and develop material based on an analysis of the needs (Basturkmen, 2008). The English teachers who work in this field must have a good understanding about how to analyze needs, design a proper syllabus, and develop course material. Learners who later work in the field of health need to be prepared with health content of material and health context of learning environment.

In this study, the researcher will include students of secondary school who want to continue their study in PKN-STAN. To prepare themselves facing the test, the learners will be included in the study as the main object, as ESP is focused on learners. The above theories and procedures in conducting needs analysis should be implemented

to produce a proper syllabus. It is important for the teachers to recognize what the learners need in order to pass PKN-STAN examination. The product of this study will then be as a reference for teachers in developing materials for PKN-STAN entrance examination.

## **2. Characteristic of ESP**

Strevens (1988) claims that ESP has two distinguished characteristics: Absolute characteristics which ESP course must have and variable characteristics that the course can have but may vary in different situations. ESP designed to meet specific needs of the learners, related in content to particular discipline, occupation, and activity, centered on the language appropriate to those activities in syntax, discourse, semantics, and analysis is absolute characteristics, while variable characteristics may be but not restricted to the language skills to be learned, for example: speaking only, and not taught according to any specific methodology.

Similarly, Robinson (1991) formulates ESP characteristics as 1) goal oriented, that is, students need English for their work or study purposes not because of their interest in learning. 2) needs based, it aims to specify as closely as possible to what exactly the students have to do through the medium of English. 3) ESP learners are likely adults rather than children, most of the ESP learners are those who need English in their field of works. 4) ESP course may be written, the leaners in a group of ESP may be identical one another.

Furthermore, Dudley-Evans and St. John (1998) modify Strevens' ESP characteristics. They completed absolute characteristics into: designed to meet specific needs of learners, designed based on the methodology and activities of a discipline, centered on language (grammar, lexis, register), skills, and discourse, and variable characteristics may be designed for specific discipline, used in a specific teaching situation, and specialized to adult learners. ESP is generally designed for intermediate and advance group of learners.

To conclude all the definitions, ESP is an approach in language learning which focus on the learners. ESP provides specific material to specific group of learners. ESP answers the learners needs based on their own goal. ESP consists of method and content based on the reason of learners in studying (Hutchinson and Waters, 1987).

English course for PKN-STAN entrance examination obviously deals with the characteristic of ESP, especially Strevens' variable characteristics. In preparation for that text, the learners should master specific skill of linguistic features of English. They are reading comprehension and structure & written expression. The gap between what the learners are studying in their school and what are being tested in PKN-STAN entrance examination leads the applying ESP.



### **3. Characteristics of Syllabus**

When it comes to education, the two concepts that arise in our mind are syllabus and curriculum. Those two things are usually misinterpreted. Take a look a clear explanation of curriculum and syllabus.

Print (1988) states that syllabus is typically a list of content areas which are to be assessed. Sometimes the list is extended to include a number of objectives and learning activities. By comparison, curriculum includes not only content and a detailed statement of curriculum intent (aims, goal, and objectives) but the other elements of curriculum such as detailed learning activities and evaluation procedures.

Rodgers (1989) as cited in Richard (2001) defines syllabus as the content to be covered by a given course from only a small part of the total school program, while curriculum is a broader concept. It refers to all the activities where the learners engaged under the control of the school including what the learners learn, how they learn it, how teacher help them learn, as well as what materials, styles and method of assessment.

Johnson (1989) says that syllabus is a product of curriculum while curriculum itself is a broader concept including all the relevant decision making process that generally exist in some concrete form and can be observed and described for example policy documents,

syllabuses, teacher-training programs, teaching materials and resources, and teaching and learning acts.

Hutchinson and Waters (1987) explain that syllabus is what is to be learnt or what should be learnt. It has to take into account all the aspects of the teaching process such as materials, methodologies, evaluations, and so on. A syllabus can also be seen as a summary of the content to which learners will be exposed.

In other world, the syllabus is defined as the documents that consist of topics or portion covered in a particular subject. It is considered as a guide to the in charge as well as to the students. It helps the learners to know about the subject in detail, why it is a part of their course of study, what are the expectations from learners, consequences of failure, and so forth. It contains general rules, policies, instructions, topics covered, assignments, projects, test dates, and so on. A syllabus is the content or subject matter of an individual subject (White, 1988). A curriculum, however, is defined as the guideline of the chapters and academic content covered by an educational system while undergoing a particular course or program. In a theoretical sense, curriculum refers to what is offered by the school or college. However, practically it has a wider scope which covers the knowledge, attitude, behavior, manner, performance and skills that are imparted or inculcated in a learner. The curriculum is well planned, guided and designed by the government or the

educational institution. It is aimed at both physical and mental development of a student. It is the overall learning experience that the learners go through during the particular course of study. It is the totality of the content to be taught within a school or educational system (White, 1988).

In relation to the present situation which involves secondary school students, the syllabus which will be proposed as a product of this research is designed to meet the needs of the students for the PKN-STAN entrance examination. It will explore their present needs to their target needs. Offering materials and the methodology in learning ESP is also included in this syllabus. Moreover, it is expected to the syllabus to play an important role as a reference or guide for the students as well as for the teachers in preparing their selves for PKN-STAN entrance examination. Finally, the syllabus can be use as external syllabus in every secondary school in Indonesia to be applied in the English class.

All the characteristics of the syllabus above will be used in designing syllabus for ESP class in the field of PKN-STAN entrance examination through the process of need analysis. The next phase is to determine the type of syllabus the researcher will propose in the end of the study which will be as reference in developing course material.

#### **4. Type of Syllabus**

A syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content (Richards, 2001). There are several factors that influence syllabus design for a course such as knowledge and beliefs about the subject area, research and theory of language, common practice based on experience in developing language program, and reflection of national as well as international trends.

The development of language teaching approaches and methods have given contribution to syllabus framework. There are many difference syllabuses claims to be versions of communicative syllabus: for instances, competency-based, text-based, and task-based. Richard (2001) stated that there are 10 different syllabuses according to their characteristic, strength, weakness, and differences of each type of syllabus. They are grammatical (or structural) syllabus, lexical syllabus, functional syllabus, situational syllabus, topical (or content-based) syllabus, competency-based syllabus, skill-based syllabus, task-based syllabus, text-based syllabus, and integrated syllabus.

Grammar (or structural) syllabus has been used as the basis for planning general courses, particularly for beginning-level learners. In order to develop this syllabus, planner needs to pay attention to: select sufficient patterns to support the amount of teaching time available, arrange items into a sequence that facilitate learning, and identify a

productive range of grammatical items that will allow for the development of basic communicative skills. However, this syllabus has been criticized as it: represent only partial dimension of language proficiency, focus on form rather than meaning, and do not address communicative skills.

Lexical syllabus identifies a target vocabulary to be taught normally based on the level such as 1000 words for elementary level, 1500 words for low intermediate level, 2000 words for intermediate level, 2500 words for upper intermediate level, and 3000 for advanced level.

Functional syllabus is developed around language communicative functions such as requesting, complaining, suggesting, agreeing, disagreeing, and so forth. Functional syllabus addresses communicative competence rather than linguistic competence.

Situational syllabus is organized based on the need of language for different situations such as in the market or in the market. Richard (2001) defines that this type of syllabus identifies the situations in which the learners will use the language and the typical communicative acts and language used in that setting.

Topical or content-based syllabus is designed around themes, topics, or other units of content. With this type, content is taken into account rather than grammar, functions, or situations in the starting point of the syllabus design. Mohan (1986) as cited in Richard (2001)

claims that topical syllabus have advantages as it: facilitate comprehension, address students' need, motivate learners, allow integration of four skills, and allow the use of authentic materials.

Competency-based syllabus is designed based on the competence that is expected to master by the learners in specific situations and activities. For example, receptionists of a hotel who are needed to have English competence on answering phone dial, greeting guests, speaking to someone, and so on.

Skills syllabus is designed around the different underlying abilities that are involved in using a language for the purposes such as reading, writing, listening, and speaking. This is because some micro-skills as an activity to support the four skills. For example, reading skill supported by activities such as *creating for gist, guessing words from context, and reading and making inferences* or writing skill supported by activities such as *creating a topic sentence, distinguishing main & supporting ideas, and sentence and self-editing*

Task-based syllabus is organized around the tasks that students will complete in the target language. The task is evaluated based on the result. In this context, task refers to an activity which is carried out using the principles such as *activity* drives the second language acquisition process, *grammar teaching* is not central with this approach as learners will acquire grammar as a product of carrying

out task, and *task* is motivating for learners and engages them in meaningful communication.

Text-based syllabus is designed based on texts and samples of extended discourse. In this case, text refers to a specific context which has been identified by students such as in workplace or university.

An integrated syllabus combines element of different type of syllabus. For example, this syllabus might be organized grammatically for the first level then the grammar functions as a product in the next level.

As this is a syllabus design for that has not existed before and considering the problems that emerge in the previous chapter, the researcher will design a syllabus based on the learning objectives to be achieved by candidates of PKN-STAN students. At the end, the syllabus design will be a reference in designing and developing teaching material to support students' readiness to face PKN-STAN entrance examination.

After considering several components in the various types of syllabus described by Richard (2001), researcher considers integrating elements in various syllabuses into the form of integrated syllabus. All syllabuses ultimately mix up several elements that are mutually integrated (Krahnke, 1987) as cited in Richard (2001). So that the syllabus can be a combination of grammar, language functions, topics, situations, different language skills and so forth.

## 5. Syllabus Design

In designing a well-designed syllabus, it depends on the planning that precedes it. A well-planned and structured course is often recognized as a product of a well-designed syllabus (Kaharuddin and Yassi, 2015). Syllabus design can be seen as a formalized course of study taught by the teachers in their classrooms as they and their students interact one another with the intended and available materials. In addition, Munby (1978) defines syllabus design as a matter of specifying the content that needs to be taught and then organizing it into a teaching syllabus of appropriate learning units. Before syllabus designing begins, several important aspects or steps, as general guidelines in producing syllabus, need to be taken into account.

Munby (1978) introduces his syllabus design model which consist of three components: participant, communicative needs processor, and profile of needs. He said that designing syllabus can only take place after a preliminary work on the needs of the learners. The information gathered from the learners is then processed in communicative needs processor (CNP). It will result profile needs in the form of description of what the learners will do to achieve target needs.

Bell (1981) proposes several activities related to language teaching syllabus design. 1) analyzing needs and specifying skills: this



is a process of recognizing participant from age, prior knowledge, ability, aims and purposes, and so forth to determine skills, what the learners need to improve. 2) analyzing errors and specifying level: this to determine students' present situation to be selected into groups to determine which level of English the learners are. 3) designing teaching materials, selecting teaching materials, evaluating: it is necessary for the teacher or researcher to design appropriate teaching material then choose what is proper for the participants and then finally conducting the evaluation in order to assess the learning outcomes.

Brown (1995) proposes a series of steps in designing syllabus. 1) Carrying out need analysis. Need analysis is carried out to identify the language form that the learners need to use in target situation. By this, teacher will be able to determine and prioritize the part of language the students need specifically for their course or career. 2) Formulating aims and objectives. Aim is what must be accomplished in order to attain the students' need. On the other hand, objective is about what content and skill the learners must master in order to attain particular goal. 3) Developing language testing. Test is one procedure to evaluate whether or not the learning process runs well. There are three kinds of test: placement, diagnostic, and achievement. 4) Developing materials. Material can be developed after the preliminary study of need analysis. Materials here are anything which can be used

in the leaning process. 5) Language teaching. Teachers should give a freedom to the students for the materials they want to achieve. Of course, both teachers and students should be aware of what objective for a given course and how the testing will be given in the end. 6) Evaluation. This means the systematic collection of instrument and relevant information to promote the improvement of the curriculum.

Another language curriculum design model which is also can be used in syllabus design procedures is proposed by Richard (2001). The steps are: 1) Need analysis. Needs is a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do. 2) Situational analysis. This is an analysis of factors in the context of planned or present curriculum project that is made in order to assess their potential impact in the project. 3) Planning goals and learning outcomes. This is what makes people motivated to pursue specific aims. It is to improve the effectiveness of learning and teaching. 4) Course planning and syllabus design. Syllabus design in a language teaching used to be considered as the starting point in planning a language program. It must be based on aims and objectives that have previously been formulated in need analysis. 5) Providing for effective teaching. Richard (2001) states that quality teaching is achieved not only as consequence of how well teachers teach but also through creating context as well as environment that can facilitate good

teaching. 6) Evaluation. In the end, evaluation is fundamental. It is to recognize how well the program works.

Those models of syllabus design above provide a clear procedure in determining which types of syllabus proper to students of secondary schools for PKN-STAN entrance examination. All of the procedures are combined and then selected which parts can be included or taken into account into the type syllabus later.

Another important part of syllabus design after understanding model or procedure in syllabus design is selecting syllabus content. Need analysis and consultation with teachers about list of content need to be conducted (Richard, 2001). It is based on reviewing available literature, published materials, similar course, test and exams, analyzing students' problem, and consulting to teachers familiar with the topics as well as those who are specialist in the area.

Moreover, the researcher needs to review all of the questions such as are all the suggested topics necessary? Is there any important topic being missed? Is there any sufficient time covering it? Have the priority been put in the most important area? and so forth. Richard (2001) introduces the sequence of course content in selecting the topics and determining the order of topics to be presented in the classroom. They are: 1) Simple to complex. Content presented earlier is thought to be simpler than later items. For example in structure and written expression of PKN-STAN examination topics, it is better to

teach concord earlier then come to adjective clause. 2) Chronology. Content may be sequenced according to the order in which events occur in the real world. For instance, skills normally occur from listening, speaking, reading and finally writing. 3) Need. Content may be sequenced according to when learners are most likely to need it outside of the classroom. 4) Perquisite learning. Content may reflected what is necessary at one point as a foundation for the next steps of the items. For example, we need to teach a set of grammar items before coming to teach paragraph in writing. 4) Whole to part or part to whole. Materials at the beginning of a course may focus on the over all structure or organization of a topic before considering the individual components that makes it up. On the other hand, students might focus on practicing the part before the whole. 6) Spiral sequencing. This part involves the recycling of items to make sure that learners have time to repeat in learning those topics.

## **6. Course Material Design**

Course material is one important element in teaching and learning process. In designing material, it is essential to present it in a form that will help learning. The presentation involves the use of suitable teaching technique and procedures, and these items need to be put together in lessons (Notion and Macalister, 2010).

Material refers to any kind of something that can facilitate students in learning. Tomlinson (1998) defines materials as anything

that can add students' knowledge not only book but also learning resources such as video, photograph, food packages and so on. The material must be capable to contribute in achieving the aims of leaning. Good teaching materials will help greatly to reinforce the students' initial desire to learn and to sustain their enthusiasm throughout the course.

The selection of materials involves matching the given material against the context in which they are going to be used and the needs and interest of the teacher and the learners who work within it (Tomlinson, 2014). It is necessary to select material, as material given will stimulate any activities done in the classroom. Besides, we need to pay attention to materials we develop, as it will link to special aid in delivering those materials.

Hutchinson and Waters (1987) points out principles which will guide us in the actual writing of materials: 1) materials should provide a stimulus to learn. 2) material should help to organize the teaching-learning process, that is, by providing a clear and coherent unit structure which will guide teachers and learners through various activities. 3) materials need to actualize the nature of language and learning. It must reflect what the creator think and feel about the learning process. 4) materials should reflect the nature of the task. It should be balanced between the complexities of a task and clearly manageable. 5) materials should have a very useful function in

broadening the basis of teacher training in order to introduce teachers to new technique. 6) materials must provide models of correct and appropriate language use.

In the present situation of students in secondary schools, they are usually taught materials from the textbook. The materials in the textbook are as a guide for teachers and students to achieve learning goals. However, the problem emerges as the material in the textbook only fulfill the need of the students for general English, which is most of them focus on cumulative competence. Whereas, the students who want to enroll or continue their study in PKN-STAN are not provided by the proper material as they need. This condition should encourage both the students and the teachers to find out suitable materials to meet their need in facing PKN-STAN entrance examination.

With the understanding of material design, teacher can develop their own materials for the students which is suitable from the perspective of level, needs and the demand of target situation. Tomlinson (1998) said that teacher is also a material course creator or designer. In addition, the procedure of designing materials begins with the process of gathering information through need analysis as a preliminary phase.

In conclusion, Kaharuddin and Yassi (2015) suggest a procedure of designing course materials, that is, the first, mapping out the course in terms of sections and instructional block. It is represents the

instructional focus which may be very specific in a single lesson or more general in a unit of work consisting of several lessons. Writing a lesson plan as a roadmap of one class session can initially make the representation of the instructional block. The second is composing the instructional materials or textbook for the course based on the decided lesson plans. The last is to design prototype of the instructional materials and get experts of ELT to review it.

## **7. Need Analysis**

Curriculum development and syllabus design is based on the assumption that a program must be based on learners' needs. The procedures used to collect information about learners' needs are known as need analysis (Richard, 2010).

Need analysis was first introduced into language teaching through ESP movement. In the 1960s, the demand for specialized English program grew and applied linguists increasingly began to employ need analysis procedures in language teaching and expanded in many parts of the world in 1980s as philosophy of language teaching, especially in the field of ESP (Richard, 2010). The development of ESP has proved that need analysis is the core of ESP program as the learners will learn about their specific field of needs for the particular aims such as English for engineering, English for marketing, English for medical science, and so forth.

Since all decisions as to content and method in ESP should be based on the learners' reason for learning (Hutchinson and Water, 1987), an ESP teacher or course designer should gain the information about the condition of the learners by conducting need analysis. Brown (1995) states that need analysis is the process of gathering information and act as the basis for designing curriculum which can lead to goals and objectives, developing tests, materials, teaching activities, and evaluation strategies. Need analysis will reveal the target need (what the learner needs to do in the target situation) and learning need (what the learner needs to do in order to learn).

Need analysis is a kind of process so it can be evaluated by considering its reliability, validity, and practicality (Notion and Macalister, 2010). Need analysis can be conducted before the program begins. It can only be run in the ongoing course. Moreover, need analysis can be done in the end of a course if it is repeated for the purpose of evaluation. A good need analysis covers a range of needs using a range of data-collecting tools. Since needs are not always clear and are always changing, thus it is important for those who conduct need analysis to pay attention to difference perspective of the needs. The perspective can vary according to the type of needs (lacks, necessities, wants), the source of information (present learners, past learners, present tasks and materials, teachers), the data-collecting tools (questionnaire, interviews, observations, tests),



and the type of information (learning goals, preferred styles in learning) we want to find out.

In relation to this research, the procedure of need analysis taken is specifically described in the CHAPTER III.

### **C. Conceptual Framework**

As discussed in the beginning of this chapter, the researcher will apply Brown's (1995) systematic procedures in conducting need analysis. It starts with making decision in need analysis, gathering information, and the last is to use the information in the process of syllabus design and material development. This procedure will be completed with Hutchinson and Waters' (1987) type of needs, that is, target needs and learning needs. However, there will be a modification in the area of gathering information since it will be adjusted to the needs and information researcher needs from the participant of this research. The detailed explanation about the procedure of this study will be clearly described as follows:

#### **1. Making basic decision about the need analysis**

This phase presents who will involve in this need analysis and what type of information that must be collected: target needs and leaning needs. The target population will be the target group (candidates of PKN-STAN students), the audience (teachers and lecturers), and the resource group (students and graduates of PKN-STAN). The information that researcher needs in this need analysis are target

needs (necessities, lack, want) and learning needs which refers to interest, methodologies along with techniques appealing to learn, time and places to study, and so forth.

## 2. Gathering information

Gathering information in the field area of need analysis. The main data-collecting tool used in this need analysis is questionnaire for the target population. To complete the information, the researcher will conduct interview, test, and studying existing information. The details about these supportive data-collecting tools will be described in the next chapter on Report of Pilot Study.

The questionnaire for the target population contains several categories of the questions as follow:

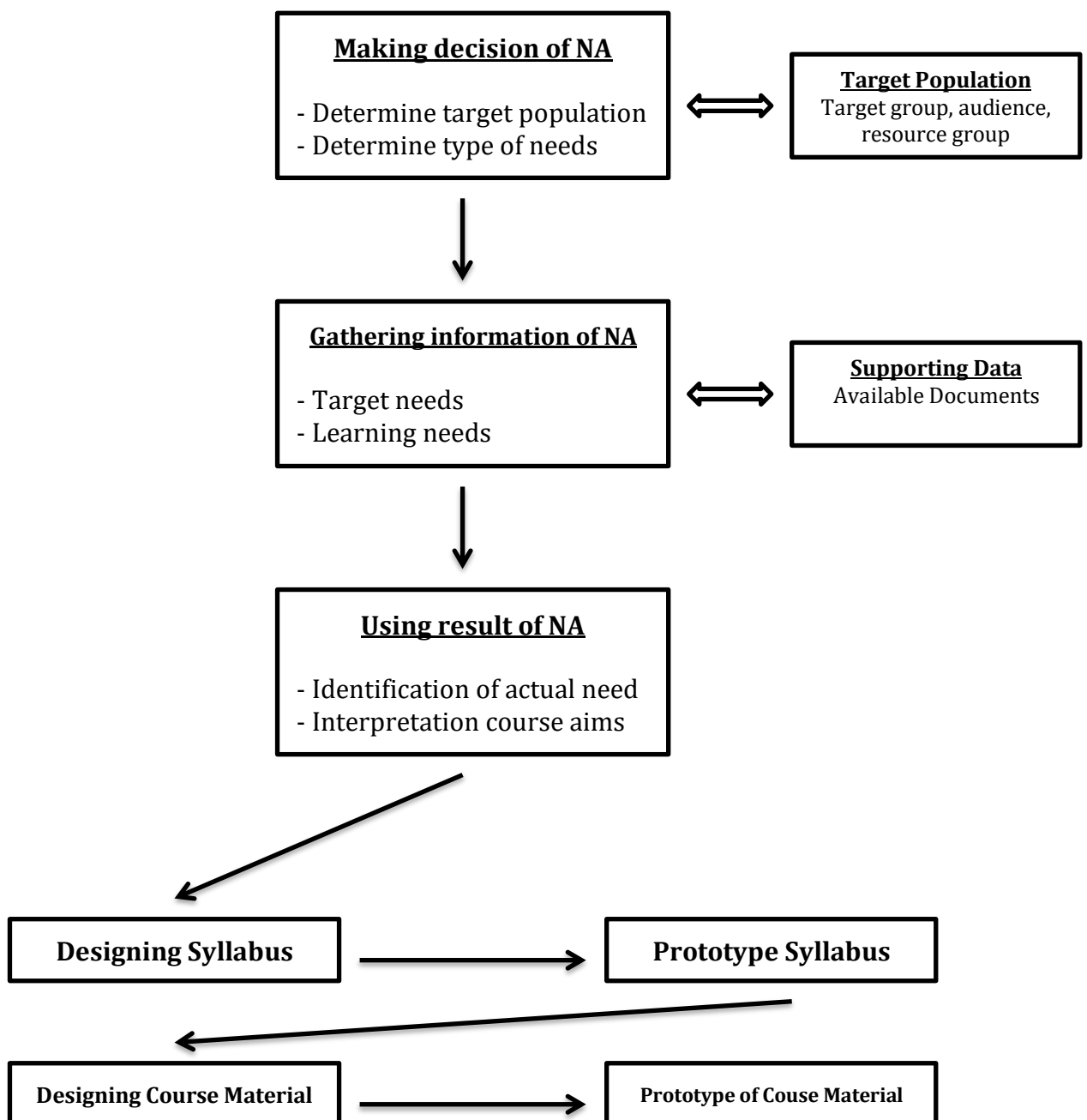
- a. Introduction: personal information and students' present needs
- b. Linguistic needs/ Target needs: students' learning ability (reading comprehension and structure & written expression) and students' learning priority (genre of text in reading comprehension)
- c. Learning needs: students' learning problems (background knowledge) and students' learning preferences (methodology, learning styles, procedure, strategies)

## 3. Using the information

The information collected from all the participants in the study will be using as a reference for designing syllabus and course materials. The syllabus will be as external syllabus that can be used in all

secondary schools and for all teachers whose students want to enroll in PKN-STAN.

In conclusion, all of the information gathered from this need analysis is only be used for the purpose of syllabus design and course material design for PKN-STAN preparation. The whole procedure of this research will be described in the following conceptual framework.



## **CHAPTER III**

### **METHODOLOGY**

This chapter describes the main procedure to perform in this research. It provides illustration on type of the research, research setting, population and sample, source of data, instrument in collecting data, report of pilot study, and procedure of collecting data.

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

Descriptive research is applied in this study. As Cohen et al, (2007) stated that descriptive methods organize to interpret data as it is. The research employed both qualitative and quantitative method. The responses of the participants were quantitatively analyzed by using frequency and percentage analysis while the result of the test, documents analysis, and interview are analyzed qualitatively.

This method describes the needs of the secondary schools students who wants to enroll to PKN-STAN which include target needs and learning needs as suggested by Hutchinson and Waters (1987) and those needs then are divided into the steps of Brown's (1995) theory of need analysis. The result were analyzed and put as reference in designing syllabus design and developing course material for candidates of PKN-STAN students.

## **B. Research Setting**

This research was conducted in several branches of *Bimbingan Belajar Four J Operation* in Makassar. *Bimbingan Belajar (Bimbel)* or mentoring program is a private institution for students who need additional study or some selected school courses. The research setting must have a class for 12<sup>th</sup> grade students who are the participants of this research. There are two reasons why the research focuses on mentoring program. The first, in *Bimbel*, there are students from various senior high schools, so that this study can be assumed to represent different backgrounds of English learning situation as this study compares between English material taught in senior high schools and materials tested in PKN-STAN entrance examination. Secondly, those students who take additional study in mentoring program reflect the English course setting, methodology, textbooks, materials, as well as strategies from different schools.

## **C. Population and Sample**

The population of this research was the 12<sup>th</sup> grade students of secondary schools in Makassar who want to enroll to PKN-STAN and they take additional course in *Bimbingan Belajar Four J Operation*. Referring to this population, this study employs random sampling which were selected from students in several branches of *Bimbingan Belajar Four J Operation*. The result of random sampling is 30 students of senior high school from different schools. To support the data from the students, this research also

involves other participants: 2 lecturers of PKN-STAN, 2 English teachers of secondary school, 5 graduates of PKN-STAN, 5 students of PKN-STAN, and a textbook as document analysis.

#### **D. Source of Data**

Questionnaire from prospective students of PKN-STAN provides information on senior high school students' present needs and their target needs. The questionnaire also gives information about students' and graduates' experience in preparing themselves for PKN-STAN entrance examination. It is about their learning style, preference, and methodology. (See Appendix 3 & 4)

Interview session with lecturer of PKN-STAN shares information on target situation based on their perspective in teaching English in PKN-STAN which includes students' background knowledge about English which helps them later in the target situation. The interview from English teachers of senior high school also gives contribution to needed information about current syllabus applied in their school and English materials as well as textbooks they are using in teaching English. (See Appendix 5)

Another source of data is from test for prospective students of PKN-STAN. Result of the test proved that there is a specific gap between what students have studied in the class and what they should know about PKN-STAN test (See Appendix 6), while document analysis informs what the

students studied in the school and what they did not study in the purpose of PKN-STAN entrance examination. (See Appendix 7 & 8)

### **E. Instrument of Collecting Data**

In order to obtain information and data needed in conducting this research, the instruments offered by Richard (2001) is applied in this study. The categories of the instruments are questionnaire, self-rating, interviews, meetings, observations, collecting learners language samples, task analysis, case studies, and document. However, the researcher only works with four out of nine instrument above. This research applies the following instrument:

#### **1. Questionnaire**

The questionnaire was administered to the main participant in this study, that is, those who want to enroll to PKN-STAN. The questionnaire consists of there section: personal information, target needs, and leaning needs. Personal information covers participants' phone number, sex, age, and their institution. Target needs provide about students' learning ability and their leaning priority. Learning needs include students' leaning problems and their learning preference. However, the questionnaire for graduates and on-going students of PKN-STAN covers their personal information and their experience in studying English for preparation of PKN-STAN entrance examination in their past.

#### **2. Interview Checklist**

English lecturers of STAN and English teachers in senior high school were interviewed to obtain data from the lecturers about how important English is in students' daily activity and classroom setting. Whereas, from the teachers, the researchers explore about what materials to teach and what textbook they use in teaching process.

### 3. Task analysis (Test)

There is a test for those who include in this research to present information about how suitable the materials they achieve in the school with the materials tested in PKN-STAN entrance examination. The test is taken from the exercise of PKN-STAN entrance test 2017. It includes 10 questions consisting of 8 questions of structure & written expression (5 grammar & 3 error recognition) and 2 questions of reading comprehension. In the part of structure and written expressions, the questions taken are the first few numbers of each section (grammar & error recognition) while in the part of reading comprehension, the questions is taken by considering which topics are mostly occur in the exercise (see appendix 9 and 10).

### 4. Document

Documents that are analyzed in this study are textbook used by senior high schools students. At the end, the researcher selected a representative book to be examined their content and be compared to what to be tested PKN-STAN entrance examination.



Five of those instrument are excluded with some reasons: 1) *self-rating* only provides impressionistic or subjective information, 2) *meetings* are similar with interview however, the information obtained in meetings reflect a subjective perspective of outspoken members, 3) *observation* need special training on what to observe, besides, this research do not need the information about the whole English knowledge of the students, 4) *collecting learners language sample* mostly deals with communication performance evaluation while this research has only work with reading comprehension and structure & written expression, 5) *case study* is hard to apply in this research as the sample are coming from another different schools.

#### **F. Report of Pilot Study**

Pilot study had been conducted to test the instruments of this research. The items of questionnaire had been reviewed and adapted to meet the demands of the theory and reality. Besides, pilot study aims to ensure the instruments represent the sample of this research.

Some issues were encountered in pilot study. First, rephrasing the wording in the questionnaire, especially the addition of “others” which allows participants add their preferences which are not written in the questionnaire.

Another change is related to the wording in the instrument (questionnaire and test) which is rephrased in such a way so the participants feel unthreatened. Moreover, the issue on students’ difficulty

in understanding some terms and meaning of words, as questionnaire written in English, has been solved by providing questionnaire in *Bahasa Indonesia*.

Reliability test of instrument intended to find out whether or not the questionnaire' responses is consistent when it is administered for the second time. The issues found in administering instruments in this pilot study are:

1. Existing Information

There was one textbook examined in this pilot study. That textbook was considered as the most widely used textbook in various schools in Makassar. For the real study, it will be included more textbooks.

2. Questionnaire

Questionnaires in this pilot study were adapted by Kaharuddin and Yassi (2015) which consist of Introduction, Students' Linguistic Needs, and Students' Learning Needs. Since the main object of this research is those who want to enroll to PKN-STAN, the major aspects of questionnaire were included in the candidates of STAN students' questionnaire. Supporting questionnaire from students as well as graduates of STAN is to complete Students' Learning Needs.

Four candidate students, 2 students, and 2 graduates of PKN-STAN were included in the pilot study. The result is some of the sample were difficult to understand some words as the questionnaire was written in English. However, the researcher could help them translate the words

while they are following the questionnaire. One issue was found in the questionnaire of graduates that the researcher did not find a different view of perspective than those got from the students. Consequently, the researcher decided to change questionnaire to interview later in the real study so that the researcher can explore more about supporting data given. Expected information on how graduates prepared themselves for PKN-STAN entrance test and how they used their English in PKN-STAN was not found.

### 3. Test

Two students of *Bimbingan Belajar Four J Operation* took part in this test. The researcher involved them not only as they want to enroll in STAN but also as they have a better level of English performance in the class than others. The purpose of this test is to find out whether they can complete well the English test of STAN or not. It took 10 of 60 questions from *Soal Penerimaan Mahasiswa Baru Program Diploma I, Diploma III, dan Diploma IV PKN-STAN 2017*. In the real test, 60 questions must be completed in 50 minutes. So I gave them 12 minutes to finish those 10 questions which consist of 5 structure and written expression, 3 error recognition, 2 reading comprehension.

### 4. Interview

A problem faced by the researcher in administering interview session as the participant was working in a project at the time. It essential that the researcher meet her in person later in the real study.

## **G. Procedure of Collecting Data**

In collecting the information, the researcher first administered the questionnaire to the candidates of PKN-STAN student. The questionnaire is to find out target needs and leaning needs of the participants. The participants were 30 students. Administering questionnaire took four to five times as the participants are from several branches of *Bimbingan Belajar Four J Operation*. So it cannot be administered in one time. Besides, data retrieval for questionnaire adjusts to participants' schedule of English class. In the end of this data-collection activity, the test was given to some students to see how far their English can meet the needs of PKN-STAN exercises. The result of the questionnaire is as the main data of this study.

Secondly, while administering questionnaire to the prospective students of PKN-STAN, the researcher conducted data-collection for supporting data needed. Questionnaire for on-going students of PKN-STAN was administered via email as they are studying in Bintaro - Jakarta where campus of PKN-STAN takes place. 5 students of PKN-STAN includes in this study.

The next procedure of data-collection is interview. The first interview was conducted for graduates of PKN-STAN who are now working at *Kantor Pelayanan Pajak Madya Makassar* under the control of Directorate General of Taxes, Ministry of Finance. This procedure is to find out participants' learning needs that refers to interest, methodologies, techniques, strategies, and so fort and also to explore participants'

experiences when studying for PKN-STAN entrance examination. The researcher came to their office for conducting this data-collection.

The next interview was for English lecturer of PKN-STAN. a lecturer of PKN-STAN was interview about students' performance in English class as well as to what extent students' background study of English influencing their performance in the class. Having conducted the interview for lecturers of PKN-STAN, the researcher conducted another interview for English teacher in senior high schools. This is to identify teaching materials and kind of textbooks the teacher use in teaching English. There are two English teachers involved in this interview.

The last procedure of data-collection is document analysis. Document in this study is English textbooks for senior high school. Document analysis is to find out the gap between English taught in schools from the textbook and English tested in PKN-STAN entrance examination.

Having collected the data, the researcher will analyze and formulate the students' needs. The result was used as a reference to design syllabus of PKN-STAN examination preparation. The syllabus was also used to arrange course materials based on the context and the purpose of learning.

## **H. Method of Analyzing Data**

### **1. Questionnaire**

The participants' responses to the questionnaire was analyzed into: 1) data obtained from the sample for example, 1, 3, 5, 6 and so on was analyzed based on the percentage in which the higher percentage indicates the higher needs, on the other hand, the lower one indicated the lower needs. In the end, the higher percentage of needs is the priority in designing syllabus and course materials.

$$P = \frac{F}{N} \times 100\%$$

P : Percentage

F : Cumulative frequency

N : Total respondent

2) data was analyzed using a Likert Scale which is commonly consist of five scales of rating where neutral or undecided is in the middle. However, this study will apply four scale by considering the most part of this research was decision making towards the students' needs. It is advisable not to include a neutral response when it is existed in the scale in cases where a decision should be applied based on the data then attention must be made (Marguerite, 2006). Finally, the researcher employed the data scale from 1 (not important to 4 (very important) by adapting the interval for score interpretation formula to obtain a clear interval of each scale. Interval of score interpretation is as follows:

$$I = 100 / \text{Max Score (Likert)}$$

$$= 100 / 4 = 25$$

25 is as the interval of interpretation from the lowest 0% to the highest 100% (adapted from Riduwan and Achmad, 2011).

Data from questionnaire concerning on the English needs will be displayed, described, and interpreted based on the following scale table:

	<b>Scale</b>	<b>Importance Level</b>	<b>Frequency Level</b>	<b>Proficiency Level</b>
1	0% - 25%	Not important	Never	Poor
2	26% - 50%	Less important	Seldom	Fair
3	51% - 75%	Important	Often	Good
4	76% - 100%	Very important	Always	Excellent

## 2. Interview

Data from interview was analyzed with three steps. 1) Data reduction: data was selected, limited, simplified and transformed by summarizing or paraphrasing the interview transcript. 2) Data displayed, data from transcript was displayed in the form of narrative. 3) Drawing conclusion: the conclusion of the data was used to support the information on students' learning needs.

## 3. Test

The result of the test was scored into 0 to 100 as the test consisted of ten item of test. From the test, it was displayed into the narrative form to draw a conclusion about how far is the present needs of the students and to the target needs.

## 4. Document Analysis

Document analysis is to list topics of the materials existing in the textbook and to compare to the materials in the PKN-STAN test. The result was then described into table and discussed with narrative form. This data was used to support students' target needs.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents and analyzes the data collected from sample population. The main data are collected from prospective students of PKN-STAN (prospective students are those who would like to enroll PKN-STAN) and the supporting data are collected from on going students as well as graduates of PKN-STAN, English teachers, and English lecture. As stated earlier, the researcher uses the need analysis questionnaire containing questions. The questions are initiated by introductory questions and adapted questions from Yassi & Kaharuddin (2018) types of questions i.e. linguistic and learning needs used for assessing the whole needs of the participants. This chapter is divided into two parts in which the first part presents the analysis of participants' responses to the questionnaires and interviews and the second part presents the suggested syllabus and prototype course materials.

The analysis of target needs and learning needs suggested by Hutchinson and Waters (1987) are now broken down into three parts as present situation analysis (PSA), target situation analysis (TSA), and learning situation analysis (LSA). Those parts are specifically discussed into students' present needs, learning ability,

learning priority, learning problems, and learning preferences. (Rosset, 1982) as cited in Brown (1995).

Furthermore, the first parts examined the result of questionnaires and interviews. The questionnaire data were collected from prospective students and on-going students of PKN-STAN while interview data were collected from graduates of PKN-STAN, English teachers and English lecturer. In the part of PSA, personal information (gender and age) of the participant are presented along with the present needs of the prospective students. Target situation analysis (TSA) discusses about prospective students' learning ability and priority: how far the prospective students understand the component of the materials and topics tested in PKN-STAN entrance test as well as what kind of materials and topics the prospective students prefer to. Learning situation analysis (LSA) presents the analysis of prospective students' learning problems and preferences, including their strengths and weaknesses, their strategies in learning, the teaching method they like, and the procedures of learning they prefer to.

The second part of this chapter is to interpret the data collected in the previous need analysis. All the data collected is included in the needs inventory as the preference data in designing syllabus and developing need analysis. After collecting data into needs inventory, the researcher starts to design syllabus based on

the need of the participants. Moreover, the proposed syllabus is then interpreted into prototype course materials for PKN-STAN entrance test.

The researcher presented the participants' responses to the questionnaire in tabular form with symbol "F" as frequency representing the number of respondents who answered the questionnaire and "%" as percentage representing the percentage of the amount of respondents who answered the questionnaires. This research was also analyzed by using three levels of categories: the importance level, the frequency level, and the proficiency level. The importance score, the frequency score, and the proficiency score of present needs, learning ability, learning priority, learning problems, and learning preferences are derived by giving each category scores from one to four as indicated below:

<b>Score</b>	<b>Importance Level</b>	<b>Frequency Level</b>	<b>Proficiency Level</b>
1	Not Important	Hardly Ever	Poor
2	Less Important	Seldom	Fair
3	Important	Often	Good
4	Very Important	Always	Excellent

Source: Yassi and Kaharuddin (2018)

The mean score of the respondents' perceptions and expectations toward the questionnaire of PKN-STAN entrance test were described by using the following scale:

1. Refers to 0 – 1.50
2. Refers to 1.51 – 2.50

3. Refers to 2.51 – 3.50

4. Refers to 3.51 – 4.00

The over all data are then analyzed to recognize the needs of the participants as the basis in formulating aims and objective in designing syllabus and prototype course materials.

### **A. Findings**

This part describes systematic data found in this study. The description about findings presented in table and narrative explanation.

#### **1. Present Situation Analysis**

This part discusses personal information and the present needs of the participants. There are 6 questions analyzed in this part. Those are the question of gender, age, importance of English, frequency of learning grammar, frequency of learning reading comprehension, and frequency of learning in candidates' free time.

##### **a. Personal Information**

The main reason to ask these questions is to find out the background of the participants. There are 3 questions in the part of personal information in the questionnaire. However, only two questions are described in this part, as the other one is question of phone number that the

researcher needs if there is unclear answer from the participants in the questionnaire.

**Table 1. Distribution of the participants by gender**

No	Respondents	Male		Female		Total
		F	%	F	%	
1	Prospective Students	7	23.3	23	76.6	30
2	On-Going Students	3	60	2	40	5
3	Graduates	1	50	1	50	2
4	English Teacher	1	50	1	50	2
5	English Lecturer	0	0	1	100	1

Table 1 above specifically shows that the prospective student participants (N= 30) were composed of 7 males and 23 females. On the other hand, among the on-going student participants (N= 5) 3 of them are females and 2 are males. The graduate participants and the English teacher participants have the same percentage: 1 (50%) male and 1 (50%) female. In addition, the only lecture participant is female. In sum, the number of female participants is larger than male participants. Among them are 28 of 40 females and 12 of 40 are males.

**Table 2. Distribution of the participants by age**

No	Respondents	17-20		21-30		31-40		> 40		Total
		F	%	F	%	F	%	F	%	
1	Prospective Students	30	100	0	0	0	0	0	0	30
2	On-Going Students	5	100	0	0	0	0	0	0	5
3	Graduates	0	0	2	100	0	0	0	0	2
4	English	0	0	1	50	1	50	0	0	2

	Teacher									
5	English Lecturer	0	0	0	0	1	100	0	0	1
		35	87.5	3	7.5	2	5	0	0	40

Data in table 2 reveal that the majority of the respondents in this study were ranged from 17 to 20 in their age (87.5%). All of them are prospective students and on-going students of PKN-STAN. Engin (2009: 11035) said that those aged 17 to 20 were slightly keen and quite eager to learn foreign language. There are also 7.5 whose age are 21 to 30. They are graduates and the English teacher. The rest 5% (31 to 40) are an English teacher and English lecture.

b. Present Needs

Questions 1 to 4 in the questionnaire is to find out the present needs of the prospective students. The needs here are about their perspective on learning English and how often they study English, especially for the purpose of PKN-STAN entrance test.

**Table 3. Level of the importance of English**

Respondents	Level of Importance				N	Total
	NI	LS	I	VI		
Prospective Students	0	0	2	28	30	3.9
On-Going Students	0	0	0	5	5	4

Information on the importance of English presented in Table 3 shows that most of the respondents (30 prospective students, 5 on-going students) selected “very important” to

describe the importance of English with the total average score is 3.9 for prospective students and 4 for on-going students which describes that English is very important subject.

**Table 4. Level of the frequency of learning Structure & Written Expression**

Respondents	Level of Frequency				N	Total
	HE	S	O	A		
Prospective Students	6	24	0	0	30	1.8

Majority of the questions in PKN-STAN entrance test is question of structure & written expression. It is shown in the exercises of PKN-STAN entrance test from 2013 to 2017 (see appendix 8). 40 of 60 questions in PKN-STAN entrance test are structure & written expression. Table 4 above indicates that the total average score is 1.8 which means that the frequency level of the prospective students in studying structure & written expression is “seldom”. 24 candidates selected “seldom”, even 6 candidates selected “hardly ever”.

**Table 5. Level of the frequency of learning Reading Comprehension**

Respondents	Level of Frequency				N	Total
	HE	S	O	A		
Prospective Students	5	5	15	5	30	2.6

On the contrary, the response of the prospective students to the question of frequency level in learning reading comprehension is quite often. It can be seen in the table 5 that 50% of the total prospective students selected “often”. The total average score also shows us 2.6 which means that the frequency level the prospective students learning about reading comprehension is “often”.

In sum, with the 2 models of the questions in PKN-STAN entrance test (structure & written expression and reading comprehension), it can be concluded that prospective students in their school study about reading comprehension more often than structure & written expression. In fact, more structure & written expression are tested than reading comprehension. The data from the table 3, 4 and 5 above is also supported by the result of the interview from two English teachers below.

*“Jika melihat pada kurikulum dan juga materi ujian akhir nasional, pelajaran bahasa inggris di sekolah kebanyakan membaca serta bercakap. Seperti yang kita tahu bahwa soal ujian nasional yang ada 50 itu, 15 adalah soal listening dengan mendengarkan orang bercakap dan 35 soal lain adalah reading baik text pendek, panjang, maupun functional text”* (English teacher 1)

“If we take a look at the curriculum as well as the topics tested in national final examination, English materials in schools are mostly about reading and conversation. As we know that there are 50 items of national exam exercises: 15 are question of listening and 35 are question of reading comprehension which includes short reading passage, long



reading passage, and functional text” (Interview May 21, 2019)

*“Biasanya saya tidak hanya bergantung dari materi yang ada di buku, kadang juga saya mengajarkan materi yang menurut saya penting untuk siswa ketahui meskipun tidak ada dalam buku teks yang dipakai. Bahasa Inggris tidak jauh dari reading dan conversation. Untuk grammar sendiri sangat sedikit dipelajari mungkin karena tidak muncul juga di soal ujian.”* (English teacher 2)

“I not only took material from the textbook, But I also took from another sources I think it is important to teach to the students even thought those materials are not in the textbook that we used. English material in school is not far from reading and speaking. From grammar itself, it is just a few, it may be because of grammar does not appear in the examination” (Interview May 21, 2019)

**Table 6. Level of the frequency of the prospective students studying English (both structure & written expression and reading comprehension) in their free time.**

Respondent	Level of Frequency				N	Total
	HE	S	O	A		
Prospective Students	19	10	1	0	30	1.1

Table 6 above indicates that most of the prospective students “hardly ever” study about what are tested in PKN-STAN entrance test. 19 of 30 selected “hardly ever” and 10 of the prospective students responded with “seldom”. Only 1 prospective student chose “often”. That is why the total average score is only 1.1 which means that the frequency level of the prospective students studying in their free time about what to test in PKN-STAN entrance test is “hardly ever”. On the contrary, the data taken from the question 10

of on-going student's questionnaire show that they spent more than 7 hours a week to learn about materials in PKN-STAN entrance test.

From the three tables above it can be concluded that the prospective students still has a very low ability and understanding on what are tested in PKN-STAN entrance test. The data above is also supported from the result of the test (see appendix 6). The test consisted on 10 numbers of questions taken from the PKN-STAN entrance test 2017 (question 121, 122, 123, 124, 125, 151, 152, 153, 161, and 167). The data resulted as follows:

Student	Number	Correct	Incorrect	Empty	Score
1	10	3, 5, 7	1, 2, 4, 6, 8, 9, 10	0	31.8
2	10	1, 4, 5, 9	2, 3, 6, 7, 8, 10	0	23.6
3	10	2, 3, 4, 5, 9	1, 7, 8, 10	6	23.6
4	10	5, 7, 9	1, 2, 3, 4, 6, 8, 10	0	19.9
5	10	2, 3, 5, 7	1, 4, 6, 8, 9, 10	0	19.8
6	10	5, 9, 10	1, 2, 3, 4, 6, 7, 8	0	19.6
7	10	9	1, 2, 3, 4, 5, 6, 7, 8, 10	0	19.5
8	10	3, 10	1, 2, 4, 5, 6, 7, 8, 9	0	15.4
9	10	3, 4	1, 2, 5, 6, 7, 8, 9, 10	0	15.4
10	10	1, 3, 4, 5, 9, 10	2, 6, 7, 8	0	15.4
11	10	1, 3, 4, 9	2, 5, 6, 7, 8, 10	0	15.4
12	10	1, 3, 4, 7,	2, 5, 6, 8, 9	0	11.6

		10			
13	10	1, 3, 4, 9	2, 5, 6, 7, 8, 10	0	11.6
14	10	1, 3, 5	2, 4, 9, 10	6, 7, 8	11.6
15	10	1, 3, 4, 5, 8	2	6, 7, 9, 10	11.5
16	10	2, 3, 8	1, 4, 6, 7	5, 9, 10	11.3
17	10	1, 2, 3, 4, 5, 7, 9, 10	6, 8	0	11.3
18	10	2, 4	1, 3, 5, 6, 7, 9, 10	8	11.3
19	10	2, 4, 5	1, 6, 7, 9, 10	3, 8	11.3
20	10	5, 8	1, 2, 3, 4, 6, 7, 9, 10	0	7.3
21	10	1, 3, 4, 6, 8, 9	2, 5, 7, 10	0	7.2
22	10	1, 3, 9	2, 4, 5, 6, 7, 8, 10	0	7.2
23	10	1, 2, 3, 4, 10	8, 9	5, 6, 7	7.2
24	10	2, 5	1, 3, 4, 6, 7, 8, 9, 10	0	7.2
25	10	2, 8	1, 3, 4, 5, 6, 7, 9, 10	0	7.2
26	10	4, 5	1, 2, 3, 6, 7, 8, 9, 10	0	7.2
27	10	1, 2	3, 4, 5, 6, 7, 8, 9, 10	0	7.2
28	10	3, 7	1, 2, 4, 5, 6, 8, 9, 10	0	7.2
29	10	2	1, 8, 9, 10	3, 4, 5, 6, 7	3.6
30	10	2, 4, 8	3, 5, 6, 7,	1, 9, 10	3.1

PKN-STAN entrance test consists of 60 questions (40 structure & written expression and 20 reading comprehension). The prospective students must have 60% correct answer to be selected to the next test. So, from the

data above we can see that only three of 30 prospective students are successfully selected.

## 2. Target Situation Analysis

The purpose of this part is to present about target situation analysis which are what the learners want to achieve and what should be targeted. As the PKN-STAN entrance test is to test prospective students' competence on structure & written expression as well as reading comprehension, the questions in the questionnaire are about the material tested in PKN-STAN entrance test. It is to evaluate which material or topic prospective students have understood well and which one has not. There are two parts on this target situation analysis: learning ability and learning priority.

### a. Learning ability

This part includes four questions in the questionnaire.

The questions are about the component both in the structure & written expression and in reading comprehension.

**Table 7. Level of the proficiency of the prospective students on components of structure & written expression.**

Component	Level of Proficiency				N	Total
	Poor	Fair	Good	Excellent		
Punctuation	23	7	0	0	30	1.2
Vocabulary	3	11	16	0	30	2.4

Word Order	22	7	1	0	30	1.3
Phrase	26	3	1	0	30	1.1
Part of Speech	7	7	10	6	30	2.5
Clause	26	4	0	0	30	1.1

The above table shows the element of grammar. The data indicates that majority of the prospective students lack about those components. Part of speech is the component reaching the highest percentage score that is 2.5 meaning that it is categorized as “fair”. In addition, vocabulary follows by its score 2.4 that is also “fair”. Word order, punctuation, phrase and clause reached the average score 1.3, 1.2, 1.1, and 1.1 in a row. From the data above, it can be concluded that the prospective students still have a problem on component of grammar or structure and written expression.

As a result, it is very important for the researcher to include those elements of grammar in the syllabus design as well as prototype course material development as the basis understanding for the candidates before studying another topics in grammar.

**Table 8. Level of the proficiency of the prospective students on component of reading comprehension.**

Component	Level of Proficiency				N	Total
	Poor	Fair	Good	Excellent		
Vocabulary	2	11	17	0	30	2.5
Grammar	15	12	3	0	30	1.6
Phonemic	15	10	4	1	30	1.7
Fluency	7	15	8	0	30	2.1

Table 8 presented above shows the proficiency of the prospective students on component of reading. The lowest percentage score is grammar that is only 1.6. 15 of 30 prospective students selected “poor”, 12 of 30 prospective students selected “fair”, and only 3 of 30 selected “good” on grammar component of reading comprehension. The highest score is vocabulary that reached 2.5. Over all, the proficiency of the prospective students on reading component is categorized “fair”.

Based on the data, it can be seen that the competent of the prospective students on both structure & written expression and reading comprehension are still lacking. Since the ability of the prospective students in reading comprehension is slightly better than in structure & written expression, the percentage of grammar on the syllabus will be much more than reading.

**Table 9. Level of proficiency of the prospective students on types of question in reading comprehension session.**

Component	Level of Proficiency				N	Total
	Poor	Fair	Good	Excellent		
Identifying Main Idea	2	15	13	0	30	2.4
Unstated Detailed	15	13	2	0	30	1.5
Stated Detailed	9	9	7	5	30	2.2
Implied Detailed	11	17	1	1	30	1.7
Pronoun Reference	6	11	11	2	30	2.3
Structural Clues	11	13	5	1	30	1.8

It can be seen from the table 9 above that there are six components of reading comprehension exercises. Those components are taken from exercises of PKN-STAN entrance test from 2013 to 2017 (see appendix 8). The data above illustrates that majority of the prospective students still lack on the types of exercise on reading comprehension session on PKN-STAN entrance test. It could then be listed into order to the level of proficiency as follows:

- 1) Identifying main idea (2.4 = fair)
- 2) Pronoun reference (2.3 = fair)
- 3) Stated detailed (2.2 = fair)
- 4) Structural clues (1.8 = fair)
- 5) Implied detailed (1.7 = fair)
- 6) Unstated detailed (1.5 = poor)

In designing syllabus and developing course materials, all the above components should be included since they are considered important for prospective students. Moreover, the total score of the prospective students which only reached 2.4 (fair) as highest score indicates the higher need of those materials.

**Table 10. Level of proficiency of the prospective on topics in structure and written expressions.**

No	Component	Level of	N	Total
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		Proficiency					
		P	F	G	E		
1	Inversion	30	0	0	0	30	0
2	Participles	28	2	0	0	30	1
3	Concord	29	1	0	0	30	1
4	Gerund and Infinitive	28	2	0	0	30	1
5	Causative	28	2	0	0	30	1
6	Redundancy	28	2	0	0	30	1
7	Phrasal Verb	29	1	0	0	30	1
8	Clauses	27	3	0	0	30	1,1
9	Appositive	25	5	0	0	30	1,1
10	Derivation	26	3	1	0	30	1,1
11	The Use of Such and Other	27	3	0	0	30	1,1
12	Relative Pronoun	24	5	1	0	30	1,2
13	Elliptical Sentence	25	3	2	0	30	1,2
14	Subjunctive	24	5	1	0	30	1,2
15	Preferences	19	11	0	0	30	1,3
16	Word Order	19	9	2	0	30	1,4
17	Modals	16	10	4	0	30	1,6
18	Question Tag	8	22	0	0	30	1,7
19	Direct/ Indirect Speech	14	11	5	0	30	1,7
20	Degree of Comparison	11	13	6	0	30	1,8
21	Conjunction and Preposition	8	18	4	0	30	1,8
22	Passive Voice	6	18	6	0	30	2
23	Conditional Sentences	6	17	7	0	30	2
24	Tenses	2	15	12	1	30	2,2
25	Nouns	1	15	13	1	30	2,4

Table 10 is listed based on the lowest score to the higher score. The lower the score is, the higher needs are indicated. Table 10 above contains the materials or topics tested in the structure & written expression session in PKN-STAN entrance test. The data was taken from exercises of PKN-STAN entrance test from 2013 to 2017 (see appendix



8). From 25 questions above, 9 questions are categorized as “fair” and the rests are categorized as “poor”. It can be said that most of the materials or topics has not been mastered by the prospective students. The data should be taken into consideration as the PKN-STAN entrance test covers all the above topics. So, all should be included in designing syllabus and developing prototype materials. The smaller total average score indicates the more important the topic.

b. Learning priority

The materials or topics in PKN-STAN only contain reading comprehension and structure & written expression. In this part, the researcher designed question number 11 with the components of topics in reading text. The component of topics in structure and written expression was not included, as the prospective students could not choose which materials they prefer. They need to understand the whole topics given in the test.

**Table 11. Level of the importance of topics in reading passages**

Components	Level of Importance				N	Total
	NI	LS	I	VI		
Health (Disease)	2	7	14	7	30	2.8
Language & Culture	0	8	20	2	30	2.8
Animals	0	7	20	3	30	2.8
Energy Resource	1	16	9	4	30	2.5

Technology	0	6	18	6	30	3
Economics	1	14	10	5	30	2.6
History	2	5	10	13	30	3.1
Scientific Findings	0	10	14	6	30	2.8

Based on the data in table 11 above, it can be concluded that all the components of the reading passage topic are in the important level, except “energy resources” (2.5) which means “less important”. So, the topics above will be prioritized in the course materials for PKN-STAN entrance test preparation.

### **3. Learning Situation Analysis**

To design the syllabus, it is important to find out the learning needs that refer to prospective students’ learning situation that intends to unveil how the learners learn. There are two points highlighted in this part: learning problems and learning preferences. Learning problems can be viewed as the difficulties that arise from learning English especially what are tested in PKN-STAN entrance test. The purpose is to identify prospective students’ learning needs based on their problems in learning and to make necessary adjustment in designing syllabus and prototype course material. The other one is learning preferences. Learning preferences of the candidates are explored by presenting the participants’ perceptions on how they should learn. Briefly speaking, this part includes what problems

candidates encounter in learning, which strategies prospective students use in learning as well as what was used by the students, what methodology appeal to them, and which procedure of learning they prefer to.

a. Learning problems

In the part of learning problems, there are 5 reading problems highlighted in the question 10 of the questionnaire. The purpose is to find out prospective students' difficulties and later it becomes an address to design syllabus and to choose appropriate course material.

**Table 12. Level of frequency of the prospective students in encountering reading problems.**

Components	Level of Frequency				N	Total
	HE	S	O	A		
Background Knowledge	1	14	12	3	30	2.5
Vocabulary	0	9	14	7	30	2.9
Decoding	1	13	14	2	30	2.5
Identifying Main Idea	0	14	13	3	30	2.6
Comparing Texts	0	13	14	3	30	2.6

The result of the table 12 shows that the main problem that the prospective students encounter in reading comprehension is vocabulary with the average score 2.9 which means "often". There are also two components of problems in reading comprehension achieve "often" level: identifying main idea and comparing text, while background

knowledge and decoding reach “seldom”. The table above indicates the importance of the syllabus and course material designer to help the prospective students reduce the effect of those problems and improve prospective students’ learning ability by selecting appropriate strategies and methodologies in learning for PKN-STAN entrance test.

b. Learning preferences

There are three questions in the part of learning preferences. They are about strategies in learning, methodologies, and procedure of the study. Besides the data from the prospective students, there are also data taken from on-going students. That data is to find out what strategies the students use when they were preparing themselves facing PKN-STAN entrance test. The data from the students was taken from semi-structure interview point in the questionnaire (question 9) shows that 3 of 5 students were taking a course for PKN-STAN entrance test, 1 of 5 was studying alone by himself at home and the other one gave a comment as follows:

“Biasa saya belajar sendiri dari buku-buku latihan, kalau bisa dari soal-soal tahun sebelumnya juga dipelajari. Terus, kalau mau lebih banyak kosa kata (untuk reading comprehension) saya mencari novel bahasa inggris di internet terus sering juga menonton pakai subtitle bahasa inggris”

“I used to study from exercise books, If possible, I studied the previous questions from the last years. Then, to have

more vocabularies, I found out English novels in the internet and also I watched English subtitle movies” (Interview: May 22, 2019)

**Table 13. Level of the importance of the learning strategies**

Components	Level of Importance				N	Total
	NI	LS	I	VI		
Skimming	0	0	12	18	30	3
Scanning	2	4	14	10	30	3
Using Dictionary	0	1	22	7	30	3.2
Predicting & Guessing Meaning	0	5	19	6	30	3
Using Prior Knowledge	0	2	19	9	30	3.2
Identifying Main Idea and Summarizing	0	3	14	13	30	3.3
Making Inferences	0	1	12	17	30	3.5
Visualizing	0	2	21	7	30	3.1

All of the activities in table 13 receive positive responses from the prospective students. The whole total average score is 3.16 which means that all the strategies are “important” to apply by the prospective students in their learning process. Hutchinson and Waters (1987) suggested to apply a wide range of techniques to trigger students’ motivation in learning.

**Table 14. Level of the importance of the learning methodologies. (respondent: prospective students)**

Components	Level of Importance				N	Total
	NI	LS	I	VI		
Games	0	2	18	10	30	3.2
Picture and Video	0	1	16	13	30	3.4
Pairing with Friend	0	3	21	6	30	3.1
Role Play	3	14	10	3	30	2.4

Studying Alone	1	4	17	8	30	3
Doing tasks	0	4	8	18	30	3.4
Small Group	0	2	14	14	30	3.4
Large Group	2	0	9	19	30	3.5

From the data above, it can be seen that there eight methods in learning English for the purpose of PKN-STAN entrance test given to the respondents in order to provide their perceptions which among of the eight is the most preferred ways for the prospective students. The table indicates that all the methods suggested are categorized as “important”. There is only one that is “less important”. That is “role play” which achieves 2.4 average score. So, the researcher include all the methods in the process of learning when designing syllabus and prototype course materials except the “role play”.

**Table 15. Level of the importance of the learning methodologies. (respondent: on-going students)**

Components	Level of Importance				N	Total
	NI	LS	I	VI		
Games	1	4	0	0	5	1.8
Picture and Video	0	3	2	0	5	2.4
Pairing with Friend	0	2	1	2	5	3
Role Play	2	2	1	0	5	1.8
Studying Alone	0	0	2	3	5	3.6
Doing tasks	0	0	0	5	5	4
Small Group	0	0	3	2	5	3.4
Large Group	0	2	2	1	5	2.8

From the perspective of the students of PKN-STAN when they were preparing themselves for the purpose of

PKN-STAN entrance test, it is shown from table 15 above that “doing tasks” achieved the highest score (4) which means “very important”. In addition, “studying alone” also reached the very important level with the average score (3.6). In the level of “important, there are three activities which achieved that level: small group (3.4), pairing with friend (3), and large group (2.8). The result should be considered by the teachers in learning process as well as by the researcher in designing syllabus and develop prototype course materials.

**Table 16. Level of the importance of the procedure in learning process.**

Procedure	Respondents			
	Prospective Students	%	On-Going Students	%
Pretest - Intervention - Post Test	5	16.6	1	20
Exercise - Intervention - Correction	5	16.6	0	0
Intervention - Exercise - Correction	18	60	3	60
Exercise - Correction - Intervention	2	6.6	1	20
<b>Total</b>	<b>30</b>		<b>5</b>	

The above data in table 16 presents the information on how the prospective students and the on-going students prefer to in learning procedure. The terms of the learning procedure above is described as follows:

- 1) Pre-test: A preliminary test administered to determine a prospective students' baseline knowledge.
- 2) Post-test: A test given to the prospective students after completion of instructional program or segment.
- 3) Intervention: The process of giving learning material by the teacher to the students as well as a full explanation of a certain topic.
- 4) Exercise: A process of working on the exercises about learning material that has already been taught.
- 5) Correction: A process of examining the exercises and correction for the answer.

As described earlier, this process of need analysis is to design a syllabus and prototype course materials for PKN-STAN entrance test. So, the procedure in learning process focuses in studying the topic and working the exercises.

The data above indicates that majority of the participants selected "Intervention – Exercise – Correction" as the learning procedure. It can be seen that 60% (18) of the prospective students and 60% (3) of the on-going



students responded it. The total of participants selected “Intervention – Exercise – Correction” is 21 out of 35. In sum, the data resulted from this question should be taken into account by the teacher in providing learning procedure in the class.

To conclude the whole part of need analysis, the information on prospective students’ present needs (see table 3, 4, 5, and 6) is a stepping-stone in designing syllabus and developing course materials. It is very important to ensure the language input is properly available for the students neither too easy nor too difficult as Krashen (2009) said that learners acquire by understanding language a that contains structure a bit beyond their current level of competence ( $i + 1$ ).

Information about prospective students’ learning abilities (see table 7, 8, 9, and 10) become a basis consideration in designing syllabus and developing course materials as understanding candidates’ knowledge or ability to the topics or materials tested in PKN-STAN entrance test as well as components in the two skills (reading comprehension and structure & written expressions) help the researcher determine which topics/ materials need to be prioritized. In the part of learning priority (see table 11), there are several topics on reading passages suggested to be taught to the prospective students, those topics were taken from the exercise of

PKN-STAN entrance test from 2013 to 2017. The purpose of the question is to provide prospective students with background topics on reading passages that they enjoy but the topics are still that often appearing on the exam, so that prospective students are expected to be more enjoyable in learning with the topics they enjoy.

In the part of learning needs, the information on learning problems' (table 12) will works for the teachers in the class. By understanding those problems about components in structure & written expression, they understand which to teach before coming to topics in structure & written expressions.

Finally, information on candidates' preferences in table 13, 14, 15, and 16 (strategies, methods, and learning procedures) is important to find out solution to the prospective students' difficulties in learning and provide both attractive and enjoyable activities in the class. Moreover, how the teachers manage the class depends on which strategies and methodologies preferences of the candidates.

## **B. Discussion of Findings**

This part describes the discussion about findings in this study. The discussion findings are presented into need inventory, procedure of syllabus design and procedure of course material development.

### **1. Needs Inventory**

This part is to review all the needs in the previous need analysis. Identifying linguistics needs is carried out by analyzing the students' learning ability and learning priorities. The results of this analysis are used for prioritizing the components of reading comprehension as well as structure & written expressions and selecting appropriate teaching materials which are required to design the syllabus for the purpose of PKN-STAN entrance test. Moreover, identifying prospective students' learning needs by analyzing their learning problems and preferences is to find out perceptions on the obstacles and provide solution in learning process. The words written in bold indicates that those aspects are important and should be taken into consideration to be included in proposed syllabus and prototype course materials.

a. Present situation analysis (prospective students' personal information and present needs).

By analyzing prospective students' present needs, it can be said that majority of prospective students and on-going students saying that English is very important as English becomes a test that is required to enter PKN-STAN.

- **Prospective Students = 3.9 (Very Important)**
- **On-going Students = 4 (Very Important)**

Unfortunately, when coming to the point of the frequency level of skills that are tested in PKN-STAN entrance test (structure & written expressions and reading comprehension), the total score shows apprehension.

- **Structure & Written Expression = 1.8 (Seldom)**

It becomes a concern since the prospective students' learning ratio is inversely proportional to the number of questions on structure & written expression in PKN-STAN entrance test. It is shown in the PKN-STAN entrance test from 2013 to 2017 that the number of questions on structure and written expression are 40 of 60 questions. Even in 2018, all the questions are structure & written expressions. On the contrary, the data on reading comprehension shows a better result that the prospective students in average score selected "often".

- **Reading comprehension = 2.6 (Often)**

The last question in the present need analysis is the prospective students' level of frequency in learning English for the purpose of PKN-STAN entrance test in their free time. The result is "hardly ever".

- **Learning English in free time = 1.1 (Hardly ever)**

So, in designing syllabus and developing prototype course materials, it is important to prioritize more on structure &

written expression than on reading comprehension with two reasons: the low frequency level of prospective students in learning it and the number of the questions on structure & written expressions tested in PKN-STAN entrance test.

b. Target situation analysis (prospective students' learning ability and learning priority)

Determining learning ability in designing syllabus for the purpose of PKN-STAN entrance test is carried out to measure prospective students' proficiency level in the area of reading comprehension components, structure and written expression components, reading comprehension types of questions, and structure & written expression topics. The data shown from the component of structure & written expression in table 7 indicates that 4 of 6 components are categorized as "poor" and the rests are "fair".

- **Phrase** = 1.1 (poor)
- **Clause** = 1.1 (poor)
- **Punctuation** = 12 (poor)
- **Word order** = 1.3 (poor)
- Vocabulary = 2.4 (fair)
- Part of speech = 2.5 (fair)

The components categorized as poor will be prioritized to be improved for the prospective students before learning structure & written expression materials.

From the components of reading comprehension, it is shown that all the components recognized as “fair”

- Grammar = 1.6 (fair)
- Phonemic = 1.7 (fair)
- Fluency = 2.1 (fair)
- Vocabulary = 2.5 (fair)

Grammar component of reading comprehension that resulted the lowest score meaning that it should be prioritized to learn will be studied in the part of structure & written expression.

The finding in the data of prospective students’ proficiency level on reading comprehension type of questions shows that only one component which is categorized as poor that is “unstated detailed”. Another five questions are categorized as “fair”. It can be seen as follows:

- **Unstated detailed** = 1.5 (poor)
- **Implied detailed** = 1.7 (fair)
- **Structural clues** = 1.8 (fair)
- **Stated detailed** = 2.2 (fair)
- Pronoun reference = 2.3 (fair)
- **Identifying main idea** = 2.4 (fair)

In designing syllabus for the purpose of PKN-STAN entrance test, the research include 5 components based on the level of proficiency and considering time allocation for not being included all the components even though they are all important by seeing the result of the questionnaire. "Identifying main idea" which resulted the highest score of all is considered to be included since that type of question appears most in the reading comprehension in PKN-STAN entrance test.

The last information of prospective students' learning ability is the data of the proficiency level of structure & written expression topics or materials. From 25 components, nine components are recognized as "fair" and most of the components are categorized as "poor" (16 of 25). It is not surprising anymore as it was shown before in table 10 that the candidates are considered "hardly ever" learning structure & written expression. The component of the topics are listed in order as follows:

- **Inversion** **0 = Poor**
- **Participle** **1 = Poor**
- **Concord** **1 = Poor**
- **Gerund & Infinitive** **1 = Poor**
- **Causative** **1 = Poor**

-	<b>Redundancy</b>	<b>1 = Poor</b>
-	Phrasal Verb	1 = Poor
-	<b>Clause</b>	<b>1.1 = Poor</b>
-	<b>Appositive</b>	<b>1.1 = Poor</b>
-	<b>Derivation</b>	<b>1.1 = Poor</b>
-	<b>The use of Such &amp; Others</b>	<b>1.1 = Poor</b>
-	Relative Pronoun	1.2 = Poor
-	<b>Elliptical Sentence</b>	<b>1.2 = Poor</b>
-	<b>Subjective</b>	<b>1.2 = Poor</b>
-	<b>Preferences</b>	<b>1.3 = Poor</b>
-	<b>Word Order</b>	<b>1.4 = Poor</b>
-	<b>Modals</b>	<b>1.6 = Fair</b>
-	<b>Question Tag</b>	<b>1.7 = Fair</b>
-	<b>Direct/ Indirect Speech</b>	<b>1.7 = Fair</b>
-	Degree of Comparison	1.8 = Fair
-	Conjunction & Preposition	1.8 = Fair
-	<b>Passive Voice</b>	<b>2 = Fair</b>
-	<b>Conditional Sentence</b>	<b>2 = Fair</b>
-	<b>Tenses</b>	<b>2.2 = Fair</b>
-	Nouns	2.4 = Fair

This syllabus is designed for there-month program of preparation for PKN-STAN entrance test. There will be 2 meetings in a week with total 24 meetings. Considering time



allocations and meetings, not all of the topics on structure & written expressions above are the researcher included in the proposed syllabus. The lower the score of a topic indicates the higher needs. The important level of the topics, as they appear most in the test, is the reason to include tenses, conditional sentence, and passive voice. Relative pronoun and phrasal verbs are excluded because relative pronoun is explained in the topic of clause and phrasal verb is the topic more dealing with vocabulary than structure.

In the part of learning priority, there is a question about topics on reading passages. The background topics are taken from the topics occurring in PKN-STAN entrance test from 2013 to 2017. The results are most of the suggested topics for reading passage categorized as “important”. Only is one topic categorized as “less important”. So, all the important topics based on the data will be included in designing syllabus and prototype course materials except the one that is categorized as “less important”.

- c. Learning situation analysis (prospective students’ learning problems and preferences)

This part identifies prospective students’ learning needs by analyzing learning problems and learning

preferences. Learning problems were recognized based on the analysis of the participants' perception (prospective on-going students and students) on the obstacles they encounter in learning, while to explain participants' preferences, the researcher analyzed strategies, methodologies and procedure in learning process. There are five components of problem in reading comprehension and the data shows the frequency as follows:

- Vocabulary = 2.9 (often)
- Identifying main idea = 2.6 (often)
- Comparing text = 2.6 (often)
- Decoding = 2.5 (seldom)
- Background knowledge = 2.5 (seldom)

It can be said that the higher the level of frequency is, the more important the components are. By acknowledging the problems, the teacher can start to choose the most appropriate teaching methods to help students in their preparation for the purpose of PKN-STAN entrance test.

In the part of prospective students' learning preference, there are 3 aspects that have been analyzed. Firstly, the data taken from table 13 shows that all the strategies in learning reading comprehension are

categorized as “important” for the candidates to apply in their learning process. It can be seen as follows:

- Making inferences = 3.5 (important)
- Identifying main idea = 3.3 (important)
- Using prior knowledge = 3.2 (important)
- Using dictionary = 3.2 (important)
- Visualizing = 3.1 (important)
- Predicting meaning = 3 (important)
- Scanning = 3 (important)
- Skimming = 3 (important)

The listed strategies above should be taken into account to be selected in teaching reading comprehension for PKN-STAN entrance test.

Secondly, the data from candidates’ learning methods as describe as follows:

- Large group = 3.5 (important)
- Picture & video = 3.4 (important)
- Doing tasks = 3.4 (important)
- Small group = 3.4 (important)
- Games = 3.2 (important)
- Pairing with friends = 3.1 (important)
- Studying alone = 3 (important)
- Role play = 2.4 (less important)

The result of the data indicates that the prospective students need a number of different strategies in learning for the purpose of PKN-STAN entrance test. Those categories are then drawn up by matching them with activities in learning process. The data from the prospective students is supported with the data from the on-going students as follows:

- Doing task = 4 (very important)
- Studying alone = 3.6 (very important)
- Small group = 3.4 (important)
- Pairing with friend = 3 (important)
- Picture and video = 2.4 (less important)
- Games = 1.8 (less important)
- Role play = 1.8 (less important)

Considering the data from the on-going students as the ones who have passed PKN-STAN entrance test, the strategies are used the most in the activities on proposed syllabus is “doing tasks” with the supporting of the other strategies categorized as “important”.

The last information in this needs inventory is the procedure of learning process. The procedure is described by the experience of the researcher in teaching for the purpose of entrance test in which more activities agree with

the exercise. The data taken from this questions works as the preference for the teacher in running their class. The result is listed as below:

- Intervention-Exercise-Correction = 21 (60%)
- Pretest-Intervention-Posttest = 6 (17.1%)
- Exercise-Intervention-Correction = 5 (14.2%)
- Exercise-Correction-Intervention = 3 (8.5%)

So, the result above can be used by the teachers in the learning process, especially for the preparation of PKN-STAN entrance test.

## **2. Designing Syllabus Procedure**

Having gathered the data from the questionnaire as well as interview and put that data into tables, the researcher has shown that the need analysis conducted for the purpose of PKN-STAN entrance test has identified prospective students' present needs, learning ability, language components mostly required to learn as priority, obstacles or problems in learning, and learning preferences.

Another crucial element of syllabus design is to determine the aims and the objectives of language program. Richard (2001) suggests that aims have four main purposes: 1) to provide a reason for the program, 2) to provide guidelines for

teachers and learners, 3) to provide a focus for learning, and 4) to describe important and realizable changes in learning.

Moreover, objectives are more specific than aims. Objective is a specific explanation about goals of the program. Richard (2001) states that objective generally have the following characteristics:

- Describing what the aims seek to achieve in terms of smaller units of learning
- Providing a basis for the organization of teaching activities
- Describing learning in terms of observable behavior of performance
- Facilitating planning: once objective have been agreed on, course planning, materials preparation, textbook selection, and related process can begin
- Providing measurable outcomes: the success or failure of a program to teach the objective can be measured
- Being prescriptive: they describe how planning should proceed and do away with subjective interpretations and personal opinions.

Regarding to the theoretical point of view about aims and objective, this research formulates the course aims and objectives based on needs inventory from the students in Bimbingan Belajar Four J Operation. The aims and objectives

are also influenced by the data taken from the questionnaire of the on-going students of PKN-STAN presented below:

**Table 17. Level of the importance of on-going students' background knowledge of English in helping them study in PKN-STAN**

Respondents	Level of Importance				N	Total
	NI	LS	I	VI		
Students	0	0	4	1	5	3.2

The data in table 17 indicates that on-going students' English background help them much when studying in PKN-STAN. It can be said that besides preparing prospective students for PKN-STAN entrance test, the English is also important when later they are studying in PKN-STAN. So that it can be one of the aims of this syllabus.

**Table 18. Level of the frequency of on-going students' background knowledge of English in helping them study in PKN-STAN**

Components	Level of Frequency				N	Total
	HE	S	O	A		
Understanding literature written in English	0	0	2	3	5	3.6
Doing English task	0	0	2	3	5	3.6
Presentation in English	1	0	3	1	5	2.8
Preparing for the next study	0	1	2	2	5	3.2

The data in table 18 above shows that "understanding literature written in English" and "doing English tasks" are two

effects of on-going students' English background knowledge which got the highest score (3.6 = always). It means that on-going students' background knowledge is very important for the prospective students. Preparing for the next study got 3.2 (often) meaning that it also important. The graduates of PKN-STAN who are now working in Tax Office have a chance to continue their study after working for 2 years. And the test tested is the same as what are tested in PKN-STAN entrance test. The 3 of those elements are included in the objectives of this syllabus.

These syllabus and course materials are specifically designed to meet the needs of the students who prepare themselves for PKN-STAN entrance test. The aims and objective were formulated as follows:

**The course aims**

1. To help prospective students of PKN-STAN students be successful in PKN-STAN entrance
2. To prepare prospective students of PKN-STAN students a good basic foundation about structure & written expression and reading comprehension for the purpose of PKN-STAN entrance test
3. To prepare prospective students to perform well when studying in PKN-STAN

**The course objectives**

1. Prospective students are able to understand basic concept of topics in structure & written expressions of PKN-STAN entrance test
2. Prospective students are able to understand basic concept of topics in reading comprehension of PKN-STAN entrance test
3. Prospective students are able to answer questions about structure & written expression in PKN-STAN entrance



test

4. Prospective students are able to answer questions about reading comprehension in PKN-STAN entrance test
5. Prospective students are able to understand literature written in English
6. Prospective students are able to do English tasks
7. Prospective students are able to prepare themselves for the next study

The next stage is to map the logical sequence of course structure into a syllabus design as a fundamental instrument for teaching effectively. Design, according to Kaharuddin & Arafah (2017), in the perspective of material development, is the realization of the needs inventory into actual productions in the form of syllabus, lesson plans, and prototype course materials. The idea of designing syllabus of a course or a program can be started by selecting syllabus frameworks. Referring to the result of the need analysis in learning English for the purpose of PKN-STAN entrance test as well as the data gathered in needs inventory, this research works with integrated syllabus or mixed syllabus as a framework. The framework contains three different type of syllabus: task-based syllabus, grammar (structural) syllabus, and text-based syllabus. It is expected that the syllabus frameworks can be comprehensive and effective in learning and teaching process. Krahnke (1987) states that the combination of some types of syllabus needed to address the goal of the program.

A task-based syllabus organized around different tasks and activities that the learners would carry out in English. It can provide activities that drive the second language acquisition process. A task is activity or goal that is carried out using language such as reading a set of instruction, reading a map, or giving direction. Success in tasks is evaluated in terms of achievement of an outcome. PKN-STAN entrance test is a unit of test contains questions on structure & written expressions. For that reason, this syllabus framework is used for this research as by carrying out a variety of the tasks, learners are hoped to receive input about materials naturally.

Traditionally, grammar (structural) syllabus has been used as the basis for planning general courses although it is seen as one stream of integrated syllabus rather than as one unit of a syllabus. Grammar items are mapped out along with the potential lessons content in the form of topics, skills, and activities. The reason to include this kind of syllabus is that the materials learnt in preparation for PKN-STAN entrance test are mostly about structure & written expressions.

Text-based syllabus is designed based on texts and samples of extended discourse. In this case, text refers to a specific context which has been identified by students such as in workplace or university. So, in this syllabus design, text-based

syllabus will be included as the materials in reading comprehension dealing with reading passage.

### **3. Developing Prototype Course Material Procedure**

Another important thing to do in this research is something dealing with materials. Having designed proposed syllabus for PKN-STAN entrance test, the researcher developed several prototype course materials and explain the steps in making them. Following the procedure of developing course materials, Yassi & Kaharuddin (2018) suggests three main steps: 1) Mapping out the course in terms of sections or instructional blocks. Instructional block represents the instructional focus of the course which may be very specific in a single lesson or more general in a unit of work consisting of several lessons. The representation of the instructional block can be initially made by making a lesson plan as a road map for a class session. A lesson plan in a language program functions to identify the learning destination (objective of a lesson) and to mark out the route (activities for each stage of the lesson). It is an aid for the teachers to plan his teaching strategies effectively.

Therefore, a well-prepared teacher should write down the detail of each activity in a form of lesson plans. Brown (2001) proposes six essential elements of a lesson plan: Goals,

Objectives, Materials & equipment, Procedures, Evaluation, and Extra-class work. The proposed syllabus produced earlier is then used as a guideline to write lesson plans for PKN-STAN entrance test. The prototype lesson plan for preparation program of PKN-STAN entrance test is illustrated as follows:

<b>Lesson Plan</b>	
<b>I. Subject</b>	English for PKN-STAN entrance test
<b>II. Unit</b>	Structure & Written Expression
<b>III. Topic</b>	Subjunctive
<b>IV. Time</b>	2 x 60 minutes
<b>V. Course Description</b>	The course prepares candidates to have a basic understanding about subjunctive and expression of subjunctive
<b>VI. Course Objectives</b>	After completing the course, the students are able to recognize the questions of subjunctive and expression of subjective and are able to answer those questions correctly
<b>VII. Materials &amp; equipment</b>	<ul style="list-style-type: none"> <li>- Handout</li> <li>- LCD/ Projector</li> <li>- Papers</li> </ul>
<b>VIII. Procedure/ activities (Intervention) – 70 Minutes</b>	
<ol style="list-style-type: none"> <li>1. The teacher introduces the topic which is going to be the focus that is “subjunctive” and explain the use of subjunctive. (5 Minutes)</li> <li>2. The teacher explains subjunctive “wish”: types, forms, signal, and examples. (20 minutes)</li> <li>3. After the candidates have listened to the explanation, the teacher has them make a subjunctive sentence. (5 minutes)</li> <li>4. The teacher introduces the subjunctive “wish” questions in PKN-STAN entrance test. (5 minutes)</li> <li>5. The teacher explains expression of subjunctive: certain subjunctive verbs, certain noun derived from subjunctive verbs, impersonal expression of subjunctive, and the examples of each. (20 minutes)</li> <li>6. The teacher introduces the expression of subjunctive questions in PKN-STAN entrance test. (5 minutes)</li> <li>7. The teacher reviews concludes the topics (10 minutes)</li> </ol>	
<b>IX. Evaluation (Doing tasks) – 30 Minutes</b>	
To determine whether the objective of the course have been completely understood by the candidates, evaluation with questions of subjunctive and expressions of subjunctive is given to the candidates (15 multiple-choice questions from the handout).	

**X. Extra-class work (Correction) – 20 minutes**

After doing the exercise, the teacher describes the exercise one by one and gives the explanation about the correct answer. The candidates may ask for what they do not understand.

Adapted from Yassi & Kaharuddin (2018)

2). Composing the instructional materials or a textbook for the course based on stipulated lesson plans. Materials refer to anything which can be used to facilitate the learning of a language (linguistic, visual, and auditory). The instructional materials are the part developed based on the result of needs analysis which have previously been transformed into syllabus and lesson plans. The organizational structures of the instructional materials for this study are planned by units in which each unit represents a topic consist of three steps.

a. Structure & written expressions

- Intervention

Intervention is aimed at preparing the prospective students with basic understanding about the topics.

The teacher teaches from the very basic form of the topics. After that, the prospective students take a part in practice session.

- Doing task

Having got the explanation of a topic, the prospective students are given a task as evaluation of their understanding on topic already described. It is aimed

to make prospective students have more understanding the topic and recognizing the type of question in PKN-STAN entrance test.

- Correction

Correction is aimed at correcting the evaluation or the tasks that the prospective students have already done.

This is also to identify which part of the topic the prospective students have not understood well.

- b. Reading comprehension

- Vocabulary development

- This part is to provide the prospective students with vocabularies related to the topic of reading passage which will be studied. At the end, it is hoped that the prospective students have much vocabularies that they will use for reading comprehension part in PKN-STAN entrance test.

- Vocabulary drills

- Vocabulary drill is the part in which the prospective students will recognize vocabularies based on vocabularies' place or order in a sentence. By understanding whether those vocabularies are adjective, verb, adverb, or noun, it can be helpful for

the candidates in understanding the meaning of a passages.

- Reading trick
- This part is to present reading tricks that the prospective students may use in conducting questions of PKN-STAN entrance test. The trick make the prospective students easier to find the answer of multiple-choice questions by eliminating any possible incorrect answer and so on.

3) Having experts of English Language Teaching (ELT) to review prototype of the developed instructional materials. It is essential for the teachers to have experts review the materials before implementing in the classroom. The review is carried out to make sure that the teaching materials have been well developed according to the experts' judgment. In order to review the prototype course materials of this program, a lecture of PKN-STAN and an English teacher are selected as experts.

In conclusion, the process of developing course materials was not just simply compiling them from available sources. The course material was arranged by considering the prospective students of PKN-STAN' actual needs as the result of PSA, TSA, and LSA gathered both from questionnaire and interview from all the participants. Therefore, the purpose of the course materials is

as learning tools to facilitate the prospective students in preparing themselves for the PKN-STAN entrance test. Finally, the proposed syllabus and prototype course materials are the final products of the need analysis conducted in *Bimbingan Belajar Plus Four J Operation Makassar*.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This study found that prospective students encounter problems in answering the items of English section of PKN-STAN entrance test. It is shown in the data collected from the simulation test that only three of 30 prospective students pass the minimum score (see table 7). The finding happens for some reasons. Firstly, the prospective students are not familiar with the items tested in PKN-STAN as majority of the items is not taught in their schools. Secondly, textbook that the prospective students use in their school is not representative to the entrance test. Lastly, syllabus applied in senior high school did not match with materials tested in PKN-STAN entrance examination. While senior high school syllabus is mostly focused on communication competence, PKN-STAN entrance examination is evaluating students' reading comprehension and structure & written expression. Based on the result of this study, prospective students need course materials for the entrance test, especially for the section of structure and written expression as those materials are limited in their schools.

This study also found that syllabus and course materials should be based on prospective students' needs. The data resulted from this study shows that prospective students have problem in answering the items of English section of PKN-STAN entrance test. So in designing syllabus and course materials, it is important to be aware of students' learning problem and preferences. From this study, it can be seen that, for instance, prospective students encounter problem about vocabulary in the section of reading comprehension and they prefer leaning in a large group with more exercises. Consequently, the researcher should include them in terms of designing syllabus and prototype course materials in this research.

The novelty of this study is that it provides a systematic procedure in conducting need analysis and shows how to implement those needs into syllabus as well as course materials. So that, this study can lead English teachers to conduct similar process of syllabus design and prototype course materials in another courses or programs. In addition, this research also distributes products: proposed syllabus and prototype course materials for PKN-STAN entrance test.

There are pedagogical implications of this study. First, identification of students' needs is very important to determine the teaching materials and the teaching activities in the process of

learning. Second, the teacher should be aware that students have different needs in terms of learning preferences and learning problems. It is important to regularly do need analysis to understand and recognize students' ability.

Further studies on similar topic of this research should explore more on the procedure of evaluation both to procedure a better syllabus and to develop effective teaching materials. This study is limited to produce syllabus and prototype course material and it does not examine the effectiveness of proposed syllabus and prototype course materials.

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## **APPENDICES**

This part covers the following appendices:

1. Proposed Syllabus for Preparation Program of PKN-STAN Entrance Test
2. Prototype Course Materials for PKN-STAN Entrance Test
3. Questionnaire for prospective students of PKN-STAN (the 12<sup>th</sup> grade students of senior high school)
4. Questionnaire for on-going students of PKN-STAN
5. Interview checklist of lecturer of PKN-STAN and English teachers of senior high school
6. Test for prospective students of PKN-STAN
7. Topic included in the PKN-STAN entrance test from 2013 to 2017 and topic included in the PKN-STAN test from textbook used in senior high schools
8. Items in English section of PKN-STAN entrance test from 2013 to 2016
9. Items in English section of PKN-STAN entrance test 2017
10. Distribution of topics on the items in English section of PKN-STAN entrance test (2013-2017)



**APPENDIX 1 - Proposed Syllabus Design for Preparation Program of PKN-STAN Entrance Test**

The topics of this proposed syllabus are listed based on the component of grammar (word, phrase, clause, and grammar expression) for structure and written expression while the reading comprehension are listed based on the number of questions occurring in PKN-STAN entrance test (See appendix 10). In some units, there are 2 topics in a meeting, it is based on the time the meeting needs in discussing such topics.

<b>Week</b>	<b>Units</b>	<b>Topics</b>	<b>Competences' Description</b>	<b>Activities</b>
1.1	Structure & Written Expression	<ul style="list-style-type: none"> <li>- <b>Concord*</b></li> <li>- Appositive</li> </ul>	<ul style="list-style-type: none"> <li>- Subject-Verb Agreement</li> <li>- Pronoun-Antecedent Agreement</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention: Describing about concord &amp; appositive</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing the answer</li> </ul>
1.2	Structure & Written Expression	<ul style="list-style-type: none"> <li>- Word Order</li> <li>- Preferences</li> </ul>	<ul style="list-style-type: none"> <li>- Words</li> <li>- Phrases</li> <li>- Part of Speech</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention: Describing about word order and preferences</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing the answer</li> </ul>
2.1	Structure & Written Expression	Tenses	<ul style="list-style-type: none"> <li>- One Clause</li> <li>- More than one clause</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention: Describing about tenses</li> <li>- Doing Tasks:</li> </ul>

				Answering 15 questions - Correction: reviewing the answer
2.2	Structure & Written Expression	Clauses	<ul style="list-style-type: none"> <li>- Noun Clause</li> <li>- Adjective Clause</li> <li>- Adverbial Clause</li> <li>- Reduced Clause</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention: Describing about clauses</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing the answer</li> </ul>
3.1	Reading Comprehension	<b>Stated/ unstated detailed question*</b>		<ul style="list-style-type: none"> <li>- Vocabulary Development: Learning vocabulary about health (disease)</li> <li>- Vocabulary Drills: Verbs</li> <li>- Reading Trick: How to answers stated/ unstated detailed questions</li> </ul>
3.2	Evaluation I	-	-	-
4.1	Structure & Written Expression	<b>Participle*</b>	<ul style="list-style-type: none"> <li>- Past Participle</li> <li>- Present Participle</li> <li>- Modifier of Sentence</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention: Describing about participle</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing</li> </ul>

				the answer
4.2	Structure & Written Expression	<b>Inversion*</b>	<ul style="list-style-type: none"> <li>- Inverted with WH Words</li> <li>- Inverted with Negative Expression</li> <li>- Inverted with Place Expressions</li> <li>- Inverted with Conditional</li> <li>- Inverted with Comparison</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention: Describing about inversion</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing the answer</li> </ul>
5.1	Structure & Written Expression	<b>Causative*</b>	<ul style="list-style-type: none"> <li>- Active causative</li> <li>- Passive causative</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention: Describing about causative</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing the answer</li> </ul>
5.2	Structure & Written Expression	Conditional Sentence	<ul style="list-style-type: none"> <li>- Conditional "IF"</li> <li>- Mixed Conditional</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention: Describing about conditional sentence</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing the answer</li> </ul>
6.1	Structure & Written Expression	Subjunctive	<ul style="list-style-type: none"> <li>- Subjunctive "Wish"</li> <li>- Expressions of</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention: Describing about concord &amp;</li> </ul>

			Subjunctive	<ul style="list-style-type: none"> <li>appositive</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing the answer</li> </ul>
6.2	Evaluation II			
7.1	Reading Comprehension	Structural Clue	<ul style="list-style-type: none"> <li>- Antonym</li> <li>- Synonym</li> <li>- Definition</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary Development: Learning vocabulary about Technology</li> <li>- Vocabulary Drills: Noun as subject and object</li> <li>- Reading Trick: How to answer structural clue questions</li> </ul>
7.2	Structure & Written Expression	Modals	<ul style="list-style-type: none"> <li>- Modals' functions</li> <li>- Modals in perfect forms</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention: Describing about modals</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing the answer</li> </ul>
8.1	Structure & Written Expression	Passive Voice		<ul style="list-style-type: none"> <li>- Intervention: Describing about passive voice</li> <li>- Doing Tasks: Answering 15 questions</li> </ul>

				<ul style="list-style-type: none"> <li>- Correction: reviewing the answer</li> </ul>
8.2	Structure & Written Expression	Direct/ Indirect Speech		<ul style="list-style-type: none"> <li>- Intervention: Describing about direct/ indirect speech</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing the answer</li> </ul>
9.1	Structure & Written Expression	<ul style="list-style-type: none"> <li>- Elliptical Sentence</li> <li>- Question Tag</li> </ul>	<ul style="list-style-type: none"> <li>- So and Too</li> <li>- Either &amp; Neither</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention: Describing about elliptical sentence &amp; question tag</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing the answer</li> </ul>
9.2	Evaluation III			
10.1	Reading Comprehension	Implied Detailed Questions		<ul style="list-style-type: none"> <li>- Vocabulary Development: Learning vocabulary about History</li> <li>- Vocabulary Drills: Adjectives</li> <li>- Reading Tricks: How to answer implied details</li> </ul>

				questions
10.2	Structure & Written Expression	<ul style="list-style-type: none"> <li>- The Use of Such &amp; Others</li> <li>- Redundancy</li> </ul>		<ul style="list-style-type: none"> <li>- Intervention: Describing about the use of such and redundancy</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing the answer</li> </ul>
11.1	Structure & Written Expression	Gerund & Infinitive		<ul style="list-style-type: none"> <li>- Intervention: Describing about gerund &amp; infinitive</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing the answer</li> </ul>
11.2	Structure & Written Expression	Derivation	<ul style="list-style-type: none"> <li>- Forming adjective</li> <li>- Forming noun</li> <li>- Forming adverb</li> <li>- Forming verb</li> </ul>	<ul style="list-style-type: none"> <li>- Intervention: Describing about derivation</li> <li>- Doing Tasks: Answering 15 questions</li> <li>- Correction: reviewing the answer</li> </ul>
12.1	Reading Comprehension	Main idea questions		<ul style="list-style-type: none"> <li>- Vocabulary Development: Learning vocabularies about scientific findings</li> </ul>

				<ul style="list-style-type: none"> <li>- Vocabulary Drills: Adverb</li> <li>- Reading Trick: How to answer Main idea questions</li> </ul>
12.2	Evaluation IV			

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\* *designed as prototype course materials*

## ***APPENDIX 2 - Prototype Course Materials***

The prototype course materials are selected based on the result of questionnaire in table 10 about proficiency of prospective students on topics in structure & written expression. There are 4 topics are selected from that table by considering the needs of prospective students (Inversion, Participle, Concord, and Causative), see table 10. From the reading comprehension, there is one course material selected as prototype: stated detailed question. It is based on the number of questions appearing in PKN-STAN entrance test (see appendix 10).

The procedure of presenting materials is based on Brown's (2001) essential elements in course material which is formulated into activities in proposed syllabus (see appendix 1). There are 3 activities of both structure & written expression and reading comprehension. The structure & written expressions apply intervention, doing task, and correction while reading comprehension applies vocabulary development, vocabulary drills, and reading tricks.

1. Inversion	Page 114
2. Participle	Page 120
3. Concord	Page 127
4. Causative	Page 132
5. Stated detailed question	Page 139



# Inversion

## A. Material building (Intervention)

Subjects and verbs are inverted in a variety of situations in English. Inverted subjects and verbs occur most often in the formation of a question. To form a question with a helping verb (be, have, can, could, will, would, etc.), the subject and helping verb are inverted.

He <u>can</u> go to the movies	<u>Can</u> he go to the movies?
You <u>would</u> tell me the truth	<u>Would</u> you tell me the truth?
She <u>was</u> sick yesterday	<u>Was</u> she sick yesterday?

There are many other situations in English when subjects and verbs are inverted: question words, after place expression, after negative expressions, and, some comparison.

### 1. Inverted subject and verb with questions words

Inverted	Not inverted
What is the homework?	I didn't remember what the homework is
When can I leave?	When I can leave, I will take the first train

When the question word introduces a question, subject and verb are inverted. However, when the question word connects two clause, the subject and verb that follow are not inverted.

Question Words	Who, What, When, Where, Why, How
----------------	----------------------------------

### 2. Inverted subject and verb with place expressions

Inverted	Not inverted
Around the corner is Sam's house	In the forest I walked for many hours
Here is the book that you lent me	In the class my friend & I are practicing for competition

Subject and verb are inverted after place expression at the beginning of a sentence only when the place expression is necessary to complete the sentence.

3. Inverted subject and verb with negative

When negative expressions such as no, not, never or the expression of negative (never, seldom, etc.) occur at the beginning of the sentence, the subject and verb that follow are inverted.

- Not once did I miss a question.
- Hardly ever did they come late
- The secretary is not attending the meeting, not is the boss.

Negative Expression	No, barely, not, hardly, never, only, neither, rarely, nor, scarcely, seldom, barely, no sooner, etc.
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*Taken from Phillips (2001). Longman Complete Course for The TOEFL Test*

**B. Exercise (Doing Tasks)**

Choose the best answer from the following questions!

1. Hardly ever ... the same word twice alike.
  - A. The little boy spelled
  - B. Did spell the little boy
  - C. Did the little boy spell
  - D. Spelled the little boy
2. Not only ... the best student in his school, but he also receives a scholarship.
  - A. Royan becomes
  - B. Did Royan become
  - C. Does Royan become
  - D. Royan becoming
3. Not only ... a good thing he did the right thing.
  - A. Sam did
  - B. Sam do
  - C. Did Sam do

- D. Will Sam do
4. Not until a monkey is several years old ... to exhibit signs of independence from its mother.
- A. It begins
  - B. Does it begin
  - C. And begins
  - D. Beginning
5. Only after has been dried and canned ...
- A. That it should be stored for later consumption.
  - B. Should be stored for later consumption.
  - C. Should it be stored for later consumption.
  - D. It should be stored for later consumption.
6. Of the three dresses she has just bought, the dark blue one is ...
- A. More expensive
  - B. The more expensive
  - C. Most expensive
  - D. The most expensive
7. The biggest mistake people can make with their dogs is to treat them alike humans.
- A. Their
  - B. Is
  - C. Them
  - D. Alike
8. The blueberry muffins made by your mother are as delicious with what the chef made.
- A. Made by
  - B. As
  - C. Delicious with
  - D. Made
9. Our first tour destination in Asia is ... our next destination.
- A. Farther than
  - B. The farther than
  - C. Farthest than
  - D. The farthest than

10. The Sony camcorder demo was fun and Impressive, but it is not as better as Microsoft's.
- A. was fun
  - B. but
  - C. as better as
  - D. Microsoft's
11. The more I think about philosophy, ....
- A. The less I understand it
  - B. I like it less
  - C. Better I like it
  - D. It likes better
12. The art of singing is ... humanity.
- A. As old
  - B. Old as
  - C. As old as
  - D. As old
13. The view from your house is ... from mine.
- A. Better
  - B. The better
  - C. Better than
  - D. The best
14. Of the two cars, my father bought ...
- A. The most expensive
  - B. The least expensive
  - C. The less expensive
  - D. The one most expensive
15. The results of the third experiment are even better as the results of the second one.
- A. Results
  - B. Third
  - C. Better
  - D. As

*Taken from Basri (2018) Handbook Kelas 12 Bimbel Plus Four J Operation*

### C. Review (Correction)

Inversion is that the verb is coming before the subject. The verbs here is helping verb verbs such as am, is, are, was, were, have, has, had, do, did, does, and modals.

Extra-work exercises:

1. No sooner ... with my computer, that the electricity went out.

- A. I had worked
- B. I worked
- C. had I worked
- D. did I work

(PKN-STAN entrance test 2013 no. 140)

2. Next to the hospital ... which is confiscated by the state court.

- A. dark house
- B. a dark house is
- C. is a dark house
- D. it is a dark house

(PKN-STAN entrance test 2014 no. 136)

3. Across the hospital ... which belongs to mobile provider.

- A. Where communication tower stands
- B. Stands communication tower
- C. Communication tower stands
- D. Communication tower does stand

(PKN-STAN entrance test 2015 no. 2)

4. In the Mahalangur mountain range in Nepal and Tibet ... which its peak is 8, 848 meter above sea level

- A. Mount Everest lies
- B. Lies Mount Everest
- C. Mount Everest lying
- D. lying Mount Everest

(PKN-STAN entrance test 2016 no. 126)

5. No sooner ... the train station, than she changed her mind to go by bus.

- A. She had reached
- B. She reached
- C. Did she reach
- D. Had she reached

(PKN-STAN entrance test 2017 no. 135)

# Participle

## A. Material building (intervention)

There are two participle; present participle and past participle

*Function*

A. As main verb, if the present participle stands with be or the past participle stands with be and have, it is the main verb.

- The boy is playing basketball in the street
- The car was found by FBI
- The president has discussed about the mudik issues

B. As modifier of a noun, if the present participle and past participle stand alone without be and have

- The boy playing basketball in the street is my brother
- The stolen car was found by FBI
- The food being cooked by the chef smells so good

C. As modifier of sentence (1)

<b>V3/ V-ing, Subject + Verb</b>
Accepted in two prestigious universities, Ami treated us
Waiting for a bus, I saw a traffic accident

We can also express the above sentences by;

<b>When</b>	
<b>While</b>	
<b>As</b>	<b>+ Subject + Verb, Subject + Verb</b>
<b>Because</b>	
<b>Since</b>	
Because she was accepted in two prestigious universities, Ami treated us	
While I was waiting for a bus, I saw a traffic accident	

<b>Having + V3, Subject + Verb</b>
Having had my dinner, I went sleeping
<b>Having + Been + V3, Subject + Verb</b>
Having been turned off by me, the light turned on again

We can also express the above sentences by;

<b>After + S + Had + V3/ Been, S + Verb</b>
After I had had my dinner, I went sleeping
<b>After + S + Had + Been + V-3, S + Verb</b>
After the light had been turned off by me, it turned on again

## B. Exercise (doing tasks)

1. *Having survived the impact of the international financial crisis*, the insurance industry expects a steady growth in 2011. The italic phrase means \_\_\_\_ the insurance industry has survived the impact of the international financial crisis.
  - A. Although
  - B. While
  - C. Because
  - D. In order that
  - E. Whenever
2. Performed in Senayan Indoor Stadium during the school holiday \_\_\_\_
  - A. Many children were attracted by the puppet show from Spain
  - B. Spain presented its puppet show to attract many children
  - C. It was brought Spain a puppet show to attract many children
  - D. The puppet show from Spain attracted s many children
  - E. The puppeteers attracted many children to the show



3. Corporation, companies, \_\_\_ by many stockholders rather than by single proprietor, began to play an important economic role in the late nineteenth century.
- A. Own
  - B. Owned
  - C. Owning
  - D. To be owned
  - E. To be owning
4. Malnutrition among children \_\_\_ not only in low-income families but also among high-income earners is caused by economic factors as well as the habits and lifestyle of parents.
- A. Occur
  - B. Occurred
  - C. They occur
  - D. Occurring
  - E. To occur
5. Tchaikovsky's music, \_\_\_ with immense technical skill and marked by emotional warmth, lyrical melody, and colorful orchestration, has long had wide appeal for the general public.
- A. Was written
  - B. Whose written
  - C. Which it was written
  - D. Written
  - E. It was written
6. Having seized some of the people related to the bombing of the J.W. Marriot and Ritz-Carlton hotels, \_\_\_
- A. Police investigation was continued to destroy the network of the terrorists
  - B. The terrorists network would be destroyed by the police
  - C. The police were determined to destroy the network of the terrorists

- D. A continued investigation was conducted to destroy the terrorists network
- E. Destroying the tourists network was the police's main objective
7. I've just received an email from the bookstore \_\_\_ that the newest Harry Potter novel will be available next week.
- A. To say
- B. Saying
- C. Which said
- D. To be saying
- E. Said
8. Last summer, he visited Nassau, a small but vibrant city, with a great range of designer outlets \_\_\_ luxury goods at tax-free prices.
- A. The sell
- B. sold
- C. They sold
- D. Selling
- E. To sell
9. \_\_\_ as Het achterhuis in 1947, Anne Frank's journal was successfully dramatized by Frances Goodrich and Albert Hackett and presented in New York as The Diary of Anne Frank in 1956.
- A. Originally published in Dutch
- B. Having originally published in Dutch
- C. Having had originally published in Dutch
- D. It was originally published in Dutch
- E. It was published originally in Dutch
10. Being manufactured domestically, \_\_\_
- A. A foreign brand should not be given to the product
- B. The product should not be given a foreign brand
- C. The company should not give the product a foreign brand
- D. The product's brand should not be a foreign brand
- E. We should not give the product a foreign brand

11. I've just received a fax from the bookstore \_\_\_ that the latest version of the accounting book written by Kelso will be available tomorrow.
- A. To notify
  - B. Notifying
  - C. To be notified
  - D. Notified
  - E. Notifies
12. "It's very unfortunate that some companies have closed their plants in Indonesia."  
"Well, this is just an example of the economic problem \_\_\_ by the country."
- A. Face
  - B. Facing
  - C. To face
  - D. Faced
  - E. Were faced
13. Entering the classroom, I saw my students \_\_\_ for the speech they had to make.
- A. Practicing
  - B. Were practicing
  - C. Practiced
  - D. Had practice
  - E. To practice
14. "What did the police find in the investigation?"  
"The weapon \_\_\_ in the murder."
- A. Uses
  - B. Used
  - C. That uses
  - D. That used
  - E. Using
15. "I met Dr. Sitorus last week."  
"You mean the man \_\_\_ you the letter of recommendation for your scholarship?"

- A. Give
- B. To give
- C. Giving
- D. Given
- E. To be giving

*Taken from Basri (2018) Handbook Kelas 12 Bimbel Plus Four J Operation*

### **C. Review (Correction)**

Participle can cause confusion, as it can be either a part of subject or an adjective. It is also used to modify a sentence.

Extra-class work:

1. The latest satellite ... the image of the outer planets is administered by NASA.

- A. That relayed
- B. Which relaying
- C. Relays
- D. Relaying

(PKN-STAN entrance test 2013 no. 127)

2. . . . a pleasant news about her father's arrival in Indonesia, Rose rushed to the airport to pick him up.

- A. Having
- B. As she has
- C. Having been
- D. Had

(PKN-STAN entrance test 2013 no. 145)

3. The Coca Cola Company ... in 1886, is still very successful worldwide.

- A. Which established
- B. Establishing
- C. Established
- D. Was established

(PKN-STAN entrance test 2015 no. 10)

4. ... between Limpopo and Luvuvhu Rivers, Kruger National Park is the ancestral home of the Makulele people.

- A. Situating
- B. Situated
- C. To situate
- D. Having been

(PKN-STAN entrance test 2017 no. 143)

5. All people ... in the event are given notebook souvenir.

- A. That participated
- B. Which participating
- C. Participating
- D. Participate

(PKN-STAN entrance test 2017 no. 147)

# Concord

## A. Material building (intervention)

Subject/verb agreement is simple: if the subject of a sentence is singular, then the verb must be singular; if the subject of the sentence is plural, then the verb must be plural. An s on a verb usually indicates that a verb is singular, while an s on a noun usually indicates that the noun is plural. (Do not forget irregular plurals of nouns, such as women, children, and people.)

### 1. Each of...

One of...

Neither of...

Either of...

Every...

The above subjects agree with singular verb

Example: *One of our students **wins** the English Debate*

### 2. Both...

Both of...

Both ... and...

... and ...

The above subjects agree with plural verb

Example: *Both Milan and Roma **are** cities in Italy*

### 3. Time

Distance

Money

Volume

The above subjects agree with singular verb

Example: *30 dollars **are** very expensive for this stuff*

### 4. Gerund

To Infinitive

The above subjects agree with singular verb

Example: *Writing some articles **was** my previous activity*

### 5. Neither ... nor ...

Either ... or ...

Not only ... but also ...

... or ...

The first subject to determine the verb

Example: *Either **my teacher** or my classmates **is** coming to my party*

6. ... as well as ...

... along with ...

... accompanied by ...

... together with ...

The second subject to determine the verb

Example: *My teacher as well as **my classmates are** coming to my party*

7. The number of ...

The above subject agrees with singular verb

Example: The number of cars was arrested

8. A number of ...

The above subject agrees with plural verb

Example: A number of cars were arrested

9. Everyone, Somebody, etc.

The above subject agrees with singular verb

Example: everyone is coming

## **B. Exercise (doing tasks)**

1. My company \_\_\_\_\_ opening a new factory.

A. is

B. are

C. were

D. have been

2. In the next poetry-reading contest, each of the contestants \_\_\_\_\_ expected to be more critical and more accurate in pronunciation.

A. Is

B. Are

C. to be

- D. being
3. The number of illiterate people in our country \_\_\_\_\_ drastically.
- A. to decrease
  - B. decrease
  - C. has decreased
  - D. they decrease
4. Different interpretations on the same event by various newspapers \_\_\_\_\_ readers confused and angry.
- A. to make
  - B. make
  - C. it makes
  - D. makes
5. The people \_\_\_\_\_ excited about the news.
- A. is
  - B. was
  - C. were
  - D. was not
6. The increase in the sales of the new cars \_\_\_\_\_ expected to make traffic jams worse.
- A. is
  - B. are
  - C. be
  - D. being
7. The police \_\_\_\_\_ those who concern the keeping of public order.
- A. Is
  - B. Was
  - C. Were
  - D. Are
8. One of the problems faced by foreign businessmen \_\_\_\_\_ the frequent changing of regulations.
- A. are
  - B. is being
  - C. be



- D. is
9. The number of people attending the concert \_\_\_\_\_ not as had been expected.
- A. was
  - B. be
  - C. being
  - D. were
10. The name of a river passing through some big towns \_\_\_\_\_ the title of a very popular Indonesian song.
- A. it has become
  - B. has become
  - C. to have become
  - D. have become
11. Forty miles on that road \_\_\_\_\_
- A. seems like two hundred
  - B. seem like two hundred
  - C. like two hundred
  - D. likes two hundred
12. It was a miracle that neither the passengers nor the driver \_\_\_\_\_ injured in the accident
- A. they were
  - B. was
  - C. to be
  - D. were
13. Those two suspected smugglers from South Africa accompanied by a lawyer \_\_\_\_\_ in the court today.
- A. had appeared
  - B. appears
  - C. appear
  - D. will appear
  - E. has appear
14. The public \_\_\_\_\_ requested not to leave dither in these woods.
- A. Is
  - B. has been

C. are

D. was

15. \_\_\_\_\_ are disease carrier.

A. Mice

B. Mices

C. Mouse

D. Mouses

*Taken from Basri (2018) Handbook Kelas 12 Bimbel Plus Four J Operation*

### **C. Review (correction)**

It is important to recognize a singular and plural of both subject and verb.

1. Mariah Carey, accompanied by other judges ... deliberating to decide the winner of American Idol now.

A. Are

B. Is

C. Were

D. Was

(PKN-STAN entrance test 2013 no. 123)

2. Neither of those(A) people understand(B) the importance(C) and the risk(D) of this project.

(PKN-STAN entrance test 2013 no. 156)

3. Daniel, accompanied by her parents, ... going to attend his college graduation ceremony.

A. are

B. is

C. were

D. was

(PKN-STAN entrance test 2017 no. 129)

4. Neither of those (A) migrants have (B) the permit needed (C) to live (D) in this city.

(PKN-STAN entrance test 2017 no. 158)

# Causative

## A. Material building (intervention)

We use a causative verb when we want to talk about something that someone else did for us or for another person. It means that the subject caused the action to happen, but didn't do it themselves. Maybe they paid, or asked, or persuaded the other person to do it. For example, we can say;

- I cleaned my house. (This means I cleaned it myself).

*If I paid someone to clean it, of course I can say:*

- A cleaner cleaned my house.

*But, another way is to use a causative construction. So I can also say:*

- I had someone clean my house

### 1. Active causative

Active causative means having someone do something or getting someone to do something

<b>S + Have/Let/Make + Object + V-1</b>
<b>S + Get/ Help + O + To + V-1</b>

Example:

- He has the mechanic fix his car
- The professor makes us understand the course
- I get my assistant to sell my house
- Puput got me to bring her bag

### 2. Passive Causative

Passive Causative means having/ getting something done.

<b>S + Have + Get + Object + V-3</b>
--------------------------------------

Example:

- I had someone washed my clothes
- Fani will get his new room painted

<p>The students get their essays ____</p> <p>A. Check</p> <p>B. To check</p> <p>C. Checked</p> <p>D. Checking</p> <p>E. Checks</p>	<p>We can only use V-1/ To-V1/ V3 in causative construction, so the D and the E answer are incorrect. The best answer is C if you recognizing the meaning.</p>
--	--

**B. Exercise (doing tasks)**

1. "Where's the report, Ben ? You told me it would be ready by now. I need it for the board meeting this afternoon."  
 "don't worry, Jim \_\_\_\_ before the board meeting."  
 A. I have it finished  
 B. I have had it finished  
 C. I will have it finished  
 D. The report will finish  
 E. The report has finished
2. "Your hair looks great."  
 "Thanks. I \_\_\_\_ at the new hairdresser's."  
 A. Cut my hair  
 B. Have cut my hair  
 C. Had my hair cut  
 D. Had to cut my hair  
 E. Was cutting my hair
3. "How do you like your new bedroom?"  
 "well, it is too dark. I need \_\_\_\_ a brighter color."  
 A. To have it painted  
 B. To be painted  
 C. Painting it  
 D. To have it paint  
 E. It to be painted
4. This old house is a mess. The owner should \_\_\_\_  
 A. Fixing the ceiling

- B. Have the ceiling fixed
  - C. Have fixed the ceiling
  - D. Get the ceiling fixing
  - E. Be fixing the ceiling
5. "I love the skirt very much but it is too short for me."  
"You can \_\_\_\_"
- A. Have lengthened it
  - B. To lengthen it
  - C. Have it lengthened
  - D. Have to lengthen
  - E. Be lengthened it
6. "I'd like to remind you of the staff meeting that will be conducted at 1 o'clock tomorrow."  
"Please \_\_\_\_ because a very important business associate is coming to see me."
- A. It has cancelled
  - B. Has it been cancelled
  - C. Have it cancelled
  - D. You have cancelled
  - E. It has been cancelled
7. The ex-president passed away before having the chance \_\_\_\_ on trial.
- A. Put
  - B. To put
  - C. Be put
  - D. To be put
  - E. Being put
8. Prof. Bahren was not satisfied with the data that I collected; therefore, \_\_\_\_ to support my arguments.
- A. He had me collect more data
  - B. I had him collect more data
  - C. He had more collect more data
  - D. I had collected more data
  - E. He had to collect more data

9. As I found out that not all the workshop participants knew about today's schedule, I got my secretary \_\_\_\_ it right away.
- A. Distributing
  - B. Distributed
  - C. She distributes
  - D. To distribute
  - E. In distributing
10. "I fixed the light in the bathroom yesterday, but it went out again today."
- "why don't you have an electrician \_\_\_\_ it ?"
- A. Checking
  - B. Checked
  - C. To check
  - D. Check
  - E. Checks
11. It is impossible for us to translate the whole book within 2 weeks.
- So we \_\_\_\_
- A. Have to translate it all by ourselves
  - B. Have some assistants help us
  - C. Have translated the whole book
  - D. Have been asked to translate it
  - E. Have given all the translation to the assistants
12. The school master had the students \_\_\_\_ their lessons before the exam.
- A. To review
  - B. Reviewing
  - C. Review
  - D. Reviewed
  - E. They review
13. "what are the workmen doing in your garden?"
- "Oh, I \_\_\_\_"
- A. Am having a gazebo built
  - B. Am building a gazebo

- C. Have build a gazebo
- D. Have to build a gazebo
- E. Have been building a gazebo

14. Because she is ill, she wants \_\_\_\_ into her room.

- A. To have her breakfast brought
- B. To have brought her breakfast
- C. She bring her breakfast
- D. She has brought her breakfast
- E. Having her breakfast brough

15. "The farmer had his fields ploughed."

It's means \_\_\_\_

- A. The farmer ploughed his fields himself
- B. The farmer wanted to plough his field
- C. The farmer has finished ploughing his field
- D. The farmer let others plough his fields
- E. The farmer had to plough his fields

16. "Mother has an interior decorator design the living-room." Means that \_\_\_\_

- A. Mother has to design the living-room
- B. The living room has already been designed by an interior decorator
- C. Mother asks an interior asked mother whether he could design the living room
- D. The interior decorator asked mother whether he could design the living room
- E. Mother has designed the living room as the interior decorated requested

17. We have our neighbors check our house whenever we go on vacation.

This means: that every time we go on vacation.

- A. We first check the house with our neighbour
- B. We don't let our neighbour check our houses
- C. Our neighbour comes to check our house
- D. We have checked our neighbour's house

E. We ask someone to check our neighbour's house

18. "Tono is a lazy boy."

"Yes, he always wants \_\_\_\_\_ for him."

- A. Everything has done
- B. Having done everything
- C. To have done everything
- D. Everything having been done
- E. To have everything done

19. "What can we do about it?"

What we can do is to have the material which we need

- A. Photocopied
- B. Photocopies
- C. Photocopy
- D. To photocopy
- E. To be photocopied

20. "Aren't you going to make hotel reservation?"

"No, I'll have the travel agent \_\_\_\_\_"

- A. To do it
- B. In doing it
- C. Doing it
- D. Do it
- E. He does it

*Taken from Basri (2018) Handbook Kelas 12 Bimbel Plus Four J Operation*

### **C. Review (correction)**

Causative verb are have and get. It has active form and passive form.

Extra-class work:

1. The professor got. the students . . . notes the materials that she taught.
  - A. To take
  - B. Take
  - C. Taking
  - D. Taken



(PKN-STAN entrance test 2013 no. 130)

2. My teacher made me ... the history project in a week.
- A. To do
  - B. Do
  - C. Done
  - D. Doing

(PKN-STAN entrance test 2014 no. 131)

3. The government of China let the Greenpeace ... their research about the air pollution in the country.
- A. Publish
  - B. Is publishing
  - C. Published
  - D. To publish

(PKN-STAN entrance test 2016 no. 128)

4. The trainer got his trainee ... what he ... or learns from three days workshop.
- A. To practice
  - B. Practice
  - C. Practiced
  - D. Practicing

(PKN-STAN entrance test 2017 no. 131)

# Stated Detailed Questions

## A. Vocabulary development (health/ disease)

Illnesses	
Ache	Earache
Headache	Stomach ache
Toothache	Cancer
Cold	Cough
Flu	Heart Attack
Heart Disease	Infection
Infectious disease	Pain
Virus	

Minor Injuries	
Bruise	Cut
Graze	Wound

Medical Treatment	
Bandage	Check-up
Dose (of medicine)	Drugs
Injection	Medicine
Operation	Pain-killer
Pill	Tablet
Tranquilizer	

People in Healthcare	
Dentist	Doctor
General Practitioner	Midwife
Nurse	Patient
Specialist	Surgeon

Place in Healthcare	
Hospital	Operating room
Waiting room	Ward

Health-related Verbs	
Catch	Cure
Heal	Hurt
Injure	Operate on
Prescribe	Treat

*Taken from BBC Learning English (bbc.co.uk)*

## **B. Vocabulary Drills (Verb Derivation)**

To form a verb, it can be done by adding affixes: prefix and suffix to verb root so the new vocabularies are formed.

Verb - Verb	
re-	repaint
dis-	disbelieve
un-	untie
de-	decompose
-ed	played
-ing	kicking

Adjective - Verb	
en-	enlarge
-ate	activate
-en	widen

Noun - Verb	
be-	befriend
de-	deforest
-ize	summarize
-ate	locate
-ve	believe
-en	frigten
-er	shiver
-ify	beautify
-ize	criticize

### C. Reading Trick

A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to these questions are generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage. This means that the correct answer often expresses the same idea as what is written in the passage, but the words are not exactly the same. The questions that test stated details are generally multiple-choice questions.

Williamsburg is a historic city in Virginia that was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown. In the beginning, the colony at Williamsburg was named Middle Plantation because of its location in the middle of a peninsula between two rivers, the York and the James. The site for Williamsburg had been selected by the colonists because the soil drainage was better there than at the Jamestown location, and there were fewer mosquitoes.

The passage *indicates* that Jamestown

- A. was settled in 1633
- B. was settled twenty-six years after Williamsburg
- C. was the first permanent English colony in America
- D. was originally named Middle Plantation

This question asks what the passage *indicates* about *Jamestown*, so you know that the answer to this question will be directly stated in the passage. You should skim through the passage to find the part of the passage that discusses *Jamestown*. The answer to this question is found in the statement that *Williamsburg was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown*. Answer (A) is incorrect because it was Williamsburg that was settled in 1633. Answer (B) is incorrect because Jamestown was settled *before* rather than *after* Williamsburg. Answer (D) is incorrect because the name *Middle Plantation* referred to Williamsburg. The best answer to this question is answer (C) because the passage directly states that Jamestown *was the first permanent English colony in America*.

<p><b>How To Identify The Question</b></p>	<ul style="list-style-type: none"> <li>- <b>According</b> to the passage,...</li> <li>- It is <b>stated</b> in the passage...</li> <li>- The passage <b>indicates</b> that...</li> <li>- Which of the following is <b>true</b>...?</li> </ul>
<p><b>Where To Find The Answer</b></p>	<p>The answers to these questions are found in order in the passage</p>
<p><b>How To Answer The Question</b></p>	<p>1. Choose a key word in the question. 2. Skim in the appropriate part of the passage for the key word or idea. 3. Read the sentence that contains the key word or idea carefully. 4. Eliminate the definitely wrong answers and choose the best answer from the remaining choices.</p>

**Exercise**

Text 1

Ice ages, those periods when ice covered extensive areas of the Earth, are known to have occurred at least six times. Past ice ages

can be recognized from rock strata that show evidence of foreign materials deposited by moving walls of ice or melting glaciers. Ice ages can also be recognized from land formations that have been produced from moving walls of ice, such as U- shaped valleys, sculptured landscapes, and polished rock faces.

1. According to the passage, what happens during an ice age?
  - A. Rock strata are recognized by geologists.
  - B. Evidence of foreign materials is found.
  - C. Ice covers a large portion of the Earth's surface.
  - D. Ice melts six times.
2. The passage covers how many different methods of recognizing past ice ages?
  - A. One
  - B. Two
  - C. Three
  - D. Four
3. According to the passage, what in the rock strata is a clue to geologists of a past ice age?
  - A. Ice
  - B. Melting glaciers
  - C. U-shaped valley
  - D. Substances from other areas

## Text 2

The human heart is divided into four chambers, each of which serves its own function in the cycle of pumping blood. The atria are the thin-walled upper chambers that gather blood as it flows from the veins between heartbeats. The ventricles are the thick-walled lower chambers that receive blood from the atria and push it into the arteries with each contraction of the heart. The left atrium and ventricle work separately from those on the right. The role of the chambers on the right side of the heart is to receive oxygen-depleted blood from the body tissues and send it on to the lungs; the chambers on the left side of the heart then receive the oxygen-

enriched blood from the lungs and send it back out to the body tissues.

4. The passage indicates that the ventricles
  - A. have relatively thin walls
  - B. send blood to the atria
  - C. are above the atria
  - D. force blood into the arteries
5. According to the passage, when is blood pushed into the arteries from the ventricles?
  - A. As the heart beats
  - B. Between heartbeats
  - C. Before each contraction of the heart
  - D. Before it is received by the atria

### Text 3

The Golden Age of Railroads refers to the period from the end of the Civil War to the beginning of World War I when railroads flourished and, in fact, maintained a near monopoly in mass transportation in the United States. One of the significant developments during the period was the notable increase in uniformity, particularly through the standardization of track gauge and time.

At the end of the Civil War, only about half of the nation's railroad track was laid at what is now the standard gauge of 1.4 meters; much of the rest, particularly in the southern states, had a 1.5-meter gauge. During the postwar years, tracks were converted to the 1.4-meter gauge, and by

June 1, 1886, the standardization of tracks was completed, resulting in increased efficiency and economy in the rail system.

A further boon to railroad efficiency was the implementation of standard time in 1883. With the adoption of standard time, four time zones were established across the country, thus simplifying railroad scheduling and improving the efficiency of railroad service.

6. According to the passage, the Golden Age of Railroads \_\_\_\_
- A. was a result of World War I
  - B. was a period when most of U.S. mass transportation was controlled by the railroads
  - C. resulted in a decrease in uniformity of track gauge
  - D. resulted in standardization of train stations
7. The passage mentions that which of the following occurred as a result of uniformity of track gauge?
- A. The Civil War
  - B. Improved economy in the transportation system
  - C. Standardization of time zones
  - D. Railroad schedules
8. The passage indicates that standard time was implemented \_\_\_\_
- A. before the Civil War
  - B. on June 1, 1886
  - C. after World War I
  - D. before standardized track gauge was established throughout the United States

*Taken from Phillips (2001). Longman Complete Course for The TOEFL Test*

**APPENDIX 3 - Questionnaire for prospective students of PKN-STAN (the 12<sup>th</sup> grade students of senior high school)**

**INTRODUCTION**

This questionnaire is part of a research which aims to design a syllabus for PKN-STAN entrance test and prototype course materials. I appreciate very much if you can spend your time (about 10 minutes) responding the following questions. Your identity will be kept confidential and will only be used for this research.

**Part I: Personal Information**

Please provide some information about yourself!

- 1. Participant Phone Number :
- 2. Sex/ Age :
- 3. Institution :

**Part II: The overview of the present need**

1. In your opinion, how important is learning English?

1	2	3	4
Not Important	Less Important	Important	Very Important

2. How often do you learn *structure and written expression* in your English class?



1	2	3	4
Hardly Ever	Seldom	Often	Always

3. How often do you learn *reading comprehension* in your English class?

1	2	3	4
Hardly Ever	Seldom	Often	Always

4. How often do you learning English, especially structure & written expression and reading comprehension, in your free time?

1	2	3	4
Hardly Ever	Seldom	Often	Always

## STUDENTS' LINGUISTIC NEEDS

### Part I: The overview of the students' learning ability

5. In relation to your current *structure and written expression* skill, evaluate your abilities and knowledge of the following areas.

Grammar Component	1	2	3	4
	Poor	Fair	Good	Excellent
Punctuation				
Vocabulary				
Word Order				
Phrase				
Part of Speech				
Clause				

6. In relation to your current *structure and written expression* skill, evaluate your abilities and knowledge of the following areas.

Reading Component	1	2	3	4
	Poor	Fair	Good	Excellent
Vocabulary				
Grammar				
Phonemic				
Fluency				

7. Evaluate your ability in the following areas!

Reading Exercises	1	2	3	4
	Poor	Fair	Good	Excellent
Identifying Main Idea				
Unstated Detailed				
Stated Detailed				
Implied Detailed				
Pronoun Reference				
Structural Clues				

8. Evaluate your ability in the following areas!

Structure & Written Expression Exercises	1	2	3	4
	Poor	Fair	Good	Excellent

Modals				
Participles				
Concord				
Clauses				
Relative Pronoun				
Question Tag				
Inversion				
Degree of Comparison				
Passive Voice				
Word Order				
Gerund and Infinitive				
Causative				
Elliptical Sentence				
Tenses				
Preferences				
Conditional Sentences				
Subjunctive				
Appositive				
Redundancy				
Conjunction and Preposition				
Derivation				
The Use of Such and Other				
Phrasal Verb				
Direct/ Indirect Speech				
Nouns				

**Part II: The overview of the students' learning priority**

9. Please give your opinion of the following topics for developing your reading skill!

Topics of Text	1	2	3	4
	Not Important	Less Important	Important	Very Important
Health (Disease)				
Language & Culture				
Animals				
Energy Resource				
Technology				
Economics				
History				
Scientific Findings				
<b>Other Topics (if any)</b>				
.....				
.....				

**STUDENTS' LEARNING NEEDS**

**Part I: The overview of the students' learning problems.**

10. In your opinion, do you experience the following problems in reading?

Reading Problems	1	2	3	4
	Hardly Ever	Seldom	Often	Always
Background Knowledge				
Vocabulary				
Decoding				
Identifying Main Idea				
Comparing Texts				

**Part II: The overview of the students' learning preferences**

11. Please give your opinion about how important the following strategies on your reading comprehension experience

Reading Strategies	1	2	3	4
	Not Important	Less Important	Important	Very Important
Skimming				
Scanning				
Using Dictionary				
Predicting & Guessing Meaning				
Using Prior Knowledge				
Identifying Main Idea and Summarizing				
Making Inferences				
Visualizing				
<b>Other (if any)</b>				
.....				
.....				

12. Please give your opinion about the following teaching method as your preferences!

Teaching Method	1	2	3	4
	Not Important	Less Important	Important	Very Important
Games				
Picture and Video				
Pairing with Friend				
Role Play				
Studying Alone				
Doing tasks				
Small Group				
Large Group				
<b>Other (if any)</b>				
.....				
.....				

13. Please give your opinion about learning procedures as your preferences!

1	2	3	4
- Pre-test	- Doing Exercises	- Intervention	- Doing Exercises
- Intervention	- Intervention	- Doing Exercises	- Correction
- Post-test	- Correction	- Correction	- Intervention

## APPENDIX 4 - Questionnaire for on-going students of PKN-STAN

This questionnaire is part of a research which aims to design a syllabus for PKN-STAN entrance test and prototype course materials. I appreciate very much if you can spend your time (about 10 minutes) responding the following questions. Your identity will be kept confidential and will only be used for this research.

Please provide some information about yourself!

1. Respondent Phone Number :
2. Sex/ Age :
3. Institution :

4. In your opinion, how important is learning English?

1	2	3	4
Not Important	Less Important	Important	Very Important

5. In your opinion, how important is your background knowledge of English in helping you study in PKN-STAN?

1	2	3	4
Not Important	Less Important	Important	Very Important

6. Please give your opinion about learning procedures as your preferences when studying English!

1	2	3	4
- Pre-test - Intervention - Post-test	- Doing Exercises - Intervention - Correction	- Intervention - Doing Exercises - Correction	- Doing Exercises - Correction - Intervention

7. Please give your opinion about the following areas in which your background knowledge of English is very useful, especially reading and structure & written expression?

Situation	1	2	3	4
	Hardly Ever	Seldom	Often	Always
Understanding literature written in English				
Doing English task				
Presentation in English				
Preparing for the next study				
<b>Others (If any)</b>				
.....				
.....				

8. Please give your opinion about the following teaching method as your preferences when studying English

Teaching Method	1	2	3	4
	Not Important	Less Important	Important	Very Important
Games				
Picture and Video				
Pairing with Friend				
Role Play				
Studying Alone				
Doing tasks				
Small Group				
Large Group				
<b>Others (if any)</b>				
.....				
.....				

9. Did you ever take English Course for preparation before studying at PKN-STAN?

Yes	
No	

- If "yes", where did you study? \_\_\_\_\_
  - If "no", how did you prefer yourself? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

10. How many hours did you spend in a week to study English for preparation of PKN-STAN?

1 Hours	
3 Hours	
5 Hours	
7 Hours	
10 Hours	
More than 10 Hours	

11. Did your school textbook help you enough with material for PKN-STAN exam preparation?

Yes	
No	

Your comment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. Did your English subject in your school help you enough for PKN-STAN exam preparation?

1	2	3	4
Disagree	Slightly Disagree	Agree	Strongly Disagree

Your comment \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX 5 - Interview Checklist of Lecturers of PKN-STAN, English Teachers of Senior High Schools, and Graduates of PKN-STAN**

*Lecturers*

The researcher will ask question and explore more on:

1. To what extent the students' knowledge of reading comprehension and structure & written expression, which are the materials tested in admission test of PKN-STAN, influence their learning process later in PKN-STAN?
2. Your opinion on how students of PKN-STAN have a good understanding of PKN-STAN course material, especially your students!

*Teachers*

The researcher will ask question and explore more on:

1. Teaching materials to teach for students in senior high school.
2. The Textbook teachers use in teaching English in senior high school.

*Graduates*

The researcher will ask question and explore more on:

1. How they prepare for PKN-STAN entrance examination. Including strategies, methodologies, and leaning preferences.
2. How they use their English background studying in PKN-STAN

## APPENDIX 6 - Test for Prospective Students of PKN-STAN

I appreciate very much if you can spend your time (about 12 minutes) answering the following 10 questions. Details about your identity will be kept confidential and will only be used for this research.

Please provide some information about yourself!

- Phone Number : \_\_\_\_\_
- Sex/ Age : \_\_\_\_\_
- Institution : \_\_\_\_\_

### Structure and Written Expression

1. Susan was self-reliant and hardly ever ... any assistance from other.
  - A. She accepted
  - B. Did she accept
  - C. Did she accepted
  - D. She did accept
2. The parent should not risk ... the children in the without surveillance.
  - A. Leave
  - B. To leave
  - C. Leaving
  - D. For leaving
3. We were grateful for and proud of ... taking on the responsibility for the charity event.
  - A. Her
  - B. She
  - C. Hers
  - D. She's
4. The chairman urged that any objection during the meeting ... politely by the members.
  - A. To be stated
  - B. Be stated
  - C. Has stated
  - D. Is stated
5. Sarcophagus, ... ,was often decorated with biblical scenes in early Christian times.
  - A. It was coffin placed above ground
  - B. That was coffin placed above ground
  - C. A coffin placed above ground
  - D. Which of coffin placed above ground

### Error Recognition

6. On behalf of (A) the committee, he thanked (B) the supporters for the great (C) and loyalty given (D) to the football team
7. Trustworthy (A) legislators must be accountability (B) for (C) the promises they made to their (D) voters.
8. On (A) March, the public was shocked (B) by a video of female students mixing (C) prayer movements (D) with dancing.

## Reading Comprehension

The following text is for question 9 and 10

At the Grammys' annual charity gala on Friday, Bob Dylan stole the show without singing a single note. In a wide-ranging 35-minute speech that had the 3,000 or so music executives and stars in the audience hanging on his every word, Mr. Dylan touched on the roots of his songwriting, the musicians who inspired him, and the naysaying of critics.

It was an extremely rare and revealing speech from Mr. Dylan, 73, but in his usual fashion it was anything but straightforward. Reading from a thick cache of papers, he spoke in what at times was a kind of rhapsodic, canny prose-poetry, like one of his lyrics or an outtake from his 2004 memoir, "Chronicles, Volume One." These songs of mine, "he said, "they're like mystery plays, the kind Shakespeare saw when he was growing up. I think you could trace what I do back that far. They were on the fringes then, and I think they're on the fringes now."

Mr. Dylan was accepting the person of the year award from MusiCares a charity affiliated with the Grammys that support musicians in financial need or in health crises. Since Musicares began in 1989, it has distributed nearly \$40 million in aid, according to the group, and the event on Friday, at the Los Angeles Convention Center, raised a record \$7 million through sales of tickets and memorabilia.

The night was packed with performances of Mr. Dylan's songs by the of Bruce Springsteen; Neil Young; Norah Jones; Sheryl Crow; Willie Nelson; Jack White; Tom Jones; and Crosby, Stills and Nash. The award to Mr. Dylan was presented by former President Jimmy Carter, who mentioned that Mr. Dylan's words on peace and human rights are much more incisive, much more powerful and much more permanent than those of any US president.

Mr. Dylan began with thanks to people who helped his career early on, like John Hammond, the storied talent scout who signed him to Columbia Records, and Peter, Paul and Mary, whose version of "Blowin' in the Wind" gave Mr. Dylan his first big hit, in 1963. He paid tribute to Joan Baez, Jimi Hendrix and Johnny Cash, and also thanked the Byrds, the Turtles and Sonny and Cher, whose covers brought him more pop hits, even if, he said, he wanted to be pop songwriter.

9. Why was Mr. Dylan giving a speech at the Grammy's gala?
  - A. He won the Grammy
  - B. He was accepting an award from MusiCares
  - C. He did a lot of charities
  - D. Former president Jimmy Carter was asked him to give a speech
  
10. What is the main idea of the first paragraph?
  - A. Bob Dylan's great speech
  - B. Music conference at the Grammy
  - C. Bob Dylan won the Grammy
  - D. The song of Bob Dylan

The above question were selected from *Naskah Soal Ujian Saringan Masuk Program Studi Diploma I dan Diploma III Tahun 2017*. The total number in the real test is 60.



**APPENDIX 7 - Topic included in the PKN-STAN test from 2013 to 2017**

<b>Structure and Written Expression</b>	<b>Reading Comprehension</b>
Modals	Identifying Main Idea
Participles	Unstated Detailed
Concord	Stated Detailed
Clauses	Implied Detailed
Relative Pronoun	Pronoun Reference
Question Tag	Structural Clues
Inversion	
Degree of Comparison	
Passive Voice	
Word Order	
Gerund and Infinitive	
Causative	
Elliptical Sentence	
Tenses	
Preferences	
Conditional Sentences	
Subjunctive	
Appositive	
Redundancy	
Order of Adjective	
Conjunction and Preposition	
Derivation	
The Use of Such and Other	
Phrasal Verb	
Direct/ Indirect Speech	
Nouns	

**Topic included in textbook of senior high school**  
 (Sudarwati and Grace, 2015. *Pathway to English*. Erlangga Publisher.  
 Jakarta.)

<b>Structure and Written Expression</b>	<b>Reading Comprehension</b>
Modals	Identifying Main Idea
Clauses	Detailed Question
Tenses	Structural Clue
Conjunction	
Adjective	

**APPENDIX 8 - Exercises of PKN-STAN entrance test from 2013 to 2016**

**2  
0  
1  
3**



**KEMENTERIAN KEUANGAN REPUBLIK INDONESIA  
BADAN PENDIDIKAN DAN PELATIHAN KEUANGAN  
POLITEKNIK KEUANGAN NEGARA  
STAN**

**NASKAH SOAL**

**UJIAN SARINGAN MASUK  
PROGRAM STUDI DIPLOMA I DAN DIPLOMA III  
TAHUN 2013**

---

**Bagian II : Tes Bahasa Inggris  
Jumlah : 60 buah  
Waktu : 50 menit**

---

**Nomor Seri Soal :**

**- - -**

**(Tuliskan Nomor Seri Soal ini pada lembar jawaban Anda.  
Tanpa pencatuman nomor ini, lembar jawaban Anda tidak dapat diproses.)**

**BAGIAN KEDUA**  
**TES BAHASA INGGRIS**  
**(NOMOR 121 s.d. 180)**

**STRUCTURE AND WRITEN EXPRESSION**

Select the correct answer from the four choices given!

121. We had better ... the manual to get more explanation about this product.  
A. Read  
B. Reading  
C. to read  
D. to reading
122. The factory management received many letters from the ... customers complimenting them on their new product.  
A. Satisfies  
B. Satisfying  
C. Satisfied  
D. satisfyingly
123. Mariah Carey, accompanied by other judges ... deliberating to decide the winner of American Idol now.  
A. Are  
B. Is  
C. Were  
D. Was
124. In 2050, airplanes may experience more frequent turbulence over the North Atlantic Ocean, ... as a result of global warming.  
A. since it is the world's busiest corridors  
B. which the world's busiest flight corridors  
C. one of the world's busiest flight corridors  
D. it is the world's busiest flight corridors
125. The building seems ... since the owner left it a few years ago.  
A. Abandoned  
B. Abandon  
C. Relays  
D. Relays  
E. Relaying
126. The man donated a large amount of money as though he ... a millionaire.  
A. Were  
B. Had been  
C. Was  
D. Has been
127. The latest satellite ... the image of the outer planets is administered by NASA.  
A. that relayed  
B. which relaying  
C. relays  
D. relaying
128. Although he wrote her for several times, h'e has never met his daughter, ... ?  
A. did he  
B. is he  
C. does he  
D. has he
129. After ... the assignment, she continues helping her mother cooking' for dinner.  
A. Finish  
B. Finishing  
C. Finishes  
D. Finished
130. The professor got the students ... notes the materials that she taught.  
A. to take  
B. take  
C. taking  
D. taken
131. Even though the next g'eneration phone is thin, the program is ... the last one.  
A. as twice complicated as  
B. twice more complicated than  
C. twice as complicated as  
D. more complicated than twice
132. ... its remote location, the western outpost of Bethel, Alaska has its share of big-city problems.  
A. Instead  
B. Although  
C. Because  
D. Despite
133. The committee suspected him ... bribery aitjar some amount of money had been found in His account.  
A. For  
B. Of  
C. About  
D. On
134. Before we checked out of the hotel, the sales manager told us that the bill ...  
A. have already been paid  
B. has already been paid  
C. was already paid  
D. had already been paid
135. ... there is a form of life in other planets or not is, still debatable.  
A. That  
B. Which  
C. Whether  
D. if
136. Since the burglar managed to break into her house, Martha wishes that she ... the alarm system earlier.  
A. must have installed  
B. had installed  
C. should install  
D. was installing
137. The student ... from the school if he were proven to use narcotics.  
A. would be expelled  
B. was expelled  
C. were expelled  
D. had been expelled
138. John asked, "Billy, where did you go last night?" John asked Billy ....  
A. where he had gone last night

- B. where he went the night before  
C. where he went last night  
D. where he had gone the night before
139. One of my sisters lives in Jakarta and ... lives in Canberra continuing her study.  
A. the other  
B. another  
C. other  
D. the others
140. No sooner ... with my computer, that the electricity went out.  
A. I had worked  
B. I worked  
C. had I worked  
D. did I work
141. The mechanic is examining the machine of the yacht so that it ... smoothly on its first voyage  
A. could sail  
B. sailed  
C. has sailed  
D. will sail
142. Crocodile has ... a strong jaw that it can crush and rip its prey easily.  
A. Very  
B. Such  
C. So  
D. As
143. The hotel manager insisted that the car park ... locked at night.  
A. is  
B. Be  
C. Should  
D. Might
144. The movie *The King's Speech* is awarded Oscar for its screenplay as well as ...  
A. awarded for its cast member  
B. for its cast member  
C. cast member  
D. it is for cast member
145. ... a pleasant news about her father's arrival in Indonesia, Rose rushed to the airport to pick him up.  
A. Having  
B. As she has  
C. Having been  
D. Had
146. The man decided to resign from his job ... his proposal of increasing the salary was rejected.  
A. Thus  
B. As  
C. Hence  
D. because of
147. When he lived in the suburban area, Mike ... the subway to go to his office every day.  
A. would take  
B. might take  
C. could take  
D. will take
148. The government considered ... a new bridge to link between the two islands.  
A. Constructs  
B. to construct  
C. constructing  
D. construction
149. If the team ... a better striker, they would have won the game.  
A. Has  
B. Had  
C. Had had  
D. Has had
150. The graphic shows that the sales in March is slightly ... than sales in February.  
A. low  
B. lower  
C. lowest  
D. the lower

#### ERROR RECOGNITION

Choose the one word or phrase which would not be appropriate in standard written English!

151. The report **cites(A)** that the number of employees **in(B)** the private sector **have(C)** doubled between 2007 **and(D)** 2010.
152. People **who(A) achieve(B)** success do **many(C)** different things before, like studying, working, and **to attend(D)** classes in universities.
153. Scientists **had(A)** yet to **reveal(B) another(C)** tiny piece of the mystery of our **origins(D)**.
154. A number of visitors of the zoo are **warned(A) not feeding(B)** the animals for **several(C) health reasons(D)**.
155. The victims **of(A) the eviction(B)** approved **to(C)** the compensation **given(D)** by the company.
156. Neither of **those(A)** people **understand(B)** the **importance(C)** and the **risk(D)** of this project.
157. **Various(A)** traditional **cultures(B)** are performed **random(C)** to amuse the spectators **attending(D)** the show.
158. His mother **explicitly(A)** told **he(B)** not to go out to the river by **himself(C)**, but he **did not listen(D)**.

159. Many(A) pencils are graded(B) on a(C) European system using(D) a continuum from "H" to "B".

160. The earlier the young players get(A) the chance to play(B) in international events, the best(C) they will be in(D) the future.

#### READING COMPREHENSION

Read the passage carefully and select the one correct answer from the four choices (A, B, C, or D) | Reading 1 for questions 161 -167

**Line** An audacious visionary who developed new film technologies midstream in order to turn his creative visions into film reality, director James Cameron was credited with single-handedly resurrecting a once-dead science fiction genre. But because of his legendary temper and determination on set, Cameron also became known as one of the most difficult directors to work for, genius be damned. While it was true

**5** that he drove himself and his crews to the brink of exhaustion, no one could dispute his passion for blending film and technology, while effortlessly creating well-crafted stories. Despite his penchant for aliens and space, it "Y35 Titanic" (1997) that cemented Cameron as a director for the ages. In fact, "Titanic" was a seminal event in cinema in terms of size, scope and commercial success. The film made Cameron a legend, despite the production nearly destroying him. In the end, however, Cameron laid claim to being one

**10** of the most proficient, admired and, above all, successful directors in Hollywood history.

Cameron was born on Aug. 16, 1954 in Kapuskasing, Ontario, Canada. As a youngster, he was interested in astronomy and science fiction, even penning his own short stories. He developed an obsession for building rockets and airplanes from junk piles; skills that later translated into building models on set. A voracious reader, Cameron consumed books as a child, making him verbally and mentally

**15** precocious enough to skip a grade in school. But his most significant moment came when he saw Stanley Kubrick's "2001: A Space Odyssey" (1968). After high school, he enrolled at California State University Fullerton, where he studied physics for a year, before dropping out and working. Despite his slip into a mundane life, Cameron remained obsessed with movies. It was following a viewing of George Lucas' "Star Wars" (1977) that Cameron decided he should

**20** be making his own epics. He left his job to move to Los Angeles and start working in the entertainment industry. If there was one positive result of the chaotic production, it was a nightmare Cameron had of a robot assassin from the future, which led him to write his first screenplay, "The Terminator" (1984). He made friends with Carman's head of marketing, Gale Anne Hurd, whom Cameron later married and convinced to buy the script for a buck - but on the condition that he directs the film. With a budget of

**25** around \$6.5 million and boasting sleek compositions, expertly edited action sequences, and a career-making performance by heretofore bodybuilder Arnold Schwarzenegger, "The Terminator" was not just a critical and commercial triumph, but a seminal event in cinema that marked the dawn of a new era of action movies. His approach to the almost-mythical material was witty without being campy, while he never undermined the imagery and situations by trumpeting their allusions.

(Adapted from various sources - PTI BPPK)

161. What is the main idea of the passage?

- A. The visions of James Cameron
- B. The movies of James Cameron
- C. The career of James Cameron
- D. The art of James Cameron

162. The author mentions all of the following as jobs performed by James Cameron EXCEPT ....

- A. Director
- B. set modeler
- C. screenwriter
- D. producer

163. Why is James Cameron a significant figure in the history of cinema?

- A. Because of his enthusiasm to blend film and technology
- B. Because of his temper and determination
- C. Because of his talent to choose his leading actors
- D. Because of his approach to the almost-mythical material

164. Where did James Cameron go when he abandoned his job?

- A. Ontario
- B. Los Angeles
- C. Fullerton
- D. Hollywood

165. The word **voracious** in line 14 is closest in meaning to which of the following?

- A. Eager
- B. Careless
- C. Straight
- D. Smart

166. It can be inferred from the passage that James Cameron's attitude toward his crews is ....

- A. annoying
- B. demanding
- C. irritating
- D. frustrating

167. The word **it** in line 21 refers to ....

- A. positive result
- B. a nightmare
- C. the production
- D. a robot assassin

### Reading 2 for questions 168 - 174

**Line** Dadaism or Dada is a post-World War I cultural movement in visual art as well as literature (mainly poetry), theatre and graphic design. The movement was, among other things, a protest against the barbarism of the War and what Dadaists believed was an oppressive intellectual rigidity in both art and everyday society; its works were characterized by a deliberate irrationality and the rejection of the

**5** **prevailing** standards of art. It influenced later movements including Surrealism.

Dada probably began in the Cabaret Voltaire in Zurich in 1916 (by some accounts on October 6), and there were active dadaists in New York such as Marcel Duchamp and the Liberian art student, Beatrice Wood, **who** had left France at the onset of World War I. At around the same time there had been a dadaist movement in Berlin, Hanover, Cologne, and Paris. In 1920, Max Ernst, Hans Arp and social activist Alfred

**10** Grunwald set up the Cologne Dada group. The French avant-garde kept abreast of Dada activities in Zurich due to the regular communications from Tristan Tzara, who exchanged letters, poems, and magazines with French writers, critics and artists. But while broad reaching, the movement was also unstable: artists went on to other ideas and movements, including Surrealism, Socialist Realism and other forms of modernism.

**15** By the dawn of World War II, many of the European Dadaists who remained had fled or been forced into exile in the United States, some died in death camps under Hitler, who personally disliked the kind of radical art that dada represented. The movement became less active as post-World War II optimism fed to new movements in art and literature.

The Cabaret Voltaire fell into disrepair until it was occupied by a group claiming to be neo-dadaists

**20** in June-August of 2002. After their eviction the Cabaret Voltaire became a museum dedicated to the history of Dada and the Dada movement.

(Adapted from various sources - PTT BPPK)

168. What is the main idea of the passage?
- A. The history of Dadaism as the form of art
  - B. The account of unstable movement of Dadaism
  - C. The radical art of Dadaism as a protest against war
  - D. The correspondence of Dadaism artists
169. What is NOT mentioned in the passage as kinds of art movement besides Dadaism?
- A. Realism
  - B. Surrealism
  - C. Socialism
  - D. Modernism
170. Which of the following words could substitute the word **prevailing** in line 5?
- A. Fascinating
  - B. Existing
  - C. Intriguing
  - D. Challenging
171. What was the cause behind the decline of Dadaist movement during the dawn of World War II in Europe?
- A. The artists were fled into modernism.
  - B. Some of the artists disliked the radical art.
  - C. The artists were pushed into exile by Hitler.
  - D. Some of the artist moved into optimism.
172. What was the reason behind the forming of Dadaism?
- A. The influence of Surrealism
  - B. The barbarism of World War I
  - C. The irrationality of the Dadaists
  - D. The radicalism of the movements
173. The author of the passage implies that the most important feature for Dadaist art was ...
- A. the intellectual rigidity of art
  - B. the art as a custom
  - C. the absurdity of art objects
  - D. the reality of art objects
174. The pronoun **who** in line 8 refers to ...
- A. Marcel Duchamp
  - B. Voltaire
  - C. Max Ernst
  - D. Beatrice Wood

### Reading 3 for questions 175 -180

**Line** Hydrogen, one of earth's most abundant elements, once was seen as green energy's answer to the petroleum driven, easy to produce, available everywhere and nonpolluting when burned. Hydrogen energy was defeated by a mountain of obstacles, the fear of explosion by the highly flammable gas, the difficulty of carrying the fuel in large, heavy tanks in the vehicle, and the lack of a refueling network.

**5** Automakers turned to biofuels, electricity or the gas-electric hybrid. But hydrogen, it turns out, never was completely out of the race. Now Israeli scientists and entrepreneurs claim to have brought hydrogen energy a step closer by putting it in much smaller, lighter containers. Rather than using metal or composite cylinders of compressed gas that look like bulky scuba gear, hydrogen is packed into glass filaments which, once out of the lab, will be only slightly thicker than a

**10** human hair. These 370 glass capillaries are bundled into a glass tube called a capillary array, about the width of a drinking straw. The scientists say 11,000 such arrays will fuel a car for 400 kilometers, take less than half the space and weight of tanks currently installed in the few hydrogen cars now available.

The scientists make no attempt to improve the standard fuel cell, which is not much different today from when it was invented more than 150 years ago. A fuel cell makes electricity from chemical reactions

15 involving hydrogen and oxygen, producing only water vapor as a byproduct. The fuel cell can be compared with a standard car's engine, while the capillary arrays would be comparable to the gasoline tank.

While its backers call the technology a breakthrough, it is unlikely to gain traction without a large injection of capital to scale up development. It also would need a distribution system and the support of major car companies, which have poured billions of dollars into their own closely guarded research

20 programs. Like electric cars, the driving force behind hydrogen research is the need to break away from oil and *rein in* emissions of greenhouse gases blamed for climate change, especially carbon dioxide from industry and transport. Transportation adds about 13 percent of manmade carbon to the atmosphere. Hydrogen boasts zero emissions. It can be produced from water through electrolysis, or harvested as the waste product of nuclear reactors and chemical plants. Within few years, perhaps a decade, hydrogen fuel

25 will shift the world's energy balance away from oil.

*(Adapted from various sources - PTT BPPK)*

175. What is author's main purpose in writing the passage?
- A. To explain about the industrial uses of hydrogen
  - B. To describe the chemical properties of hydrogen
  - C. To give examples of the combination of hydrogen and oil
  - D. To discuss the breakthrough in hydrogen technology
176. The word *rein in* in line 21 could be best replaced by ...
- A. Strap
  - B. Secure
  - C. Limit
  - D. Guide
177. The following are the reasons why the hydrogen technology unlikely gains a development EXCEPT ...
- A. it needs a lot of money to scale up development
  - B. it needs a lot of refueling network
  - C. it needs a steady distribution system
  - D. it needs the support of major car companies
178. According to the passage, why was the hydrogen less preferable energy source to petroleum?
- A. Because it was highly flammable
  - B. Because it boasted zero emissions
  - C. Because it was a waste of nuclear reactors
  - D. Because it was the abundant elements on earth
179. It can be inferred from the passage that capillary array is ...
- A. simpler than scuba tank
  - B. more complex than scuba tank
  - C. more intricate than scuba tank
  - D. cheaper than scuba tank
180. The word *it* in line 7 refers to ...
- A. gas-electric hybrid
  - B. hydrogen energy
  - C. electricity
  - D. race

2  
0  
1  
4



**KEMENTERIAN KEUANGAN REPUBLIK INDONESIA  
BADAN PENDIDIKAN DAN PELATIHAN KEUANGAN  
POLITEKNIK KEUANGAN NEGARA  
STAN**

## **NASKAH SOAL**

**UJIAN SARINGAN MASUK  
PROGRAM STUDI DIPLOMA I DAN DIPLOMA III  
TAHUN 2014**

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Bagian II : Tes Bahasa Inggris

Jumlah : 60 buah

Waktu : 50 menit

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Nomor Seri Soal :

- - -

(Tuliskan Nomor Seri Soal ini pada lembar jawaban Anda.

Tanpa pencatuman nomor ini, lembar jawaban Anda tidak dapat diproses.)



**BAGIAN KEDUA TES  
BAHASA INGGRIS  
(NOMOR 121 s.d. 180)**

**STRUCTURE AND WRITEN EXPRESSION**

Select the correct answer from the four choices given!

121. If people have to pay cash to buy an expensive condominium, nobody can afford ... it.  
A. Buy  
B. Buying  
C. to buy  
D. for buying
122. Dewi ... a speech at this time tomorrow.  
A. Gives  
B. Will be given  
C. Is given  
D. Will be giving
123. Cahyo met many beautiful girls at the dinner party last night, the most beautiful ... was Dina.  
A. Of that  
B. Of which  
C. Of them  
D. Of whom
124. Nias, ... covering an area of 5,121.3 km<sup>2</sup>, is the largest of the islands off Sumatra.  
A. An island  
B. That an island  
C. Is an island  
D. Is that an island
125. They ... vitamin water while jogging around the station.  
A. Drank  
B. Had drunk  
C. Drinking  
D. Have drunk
126. She criticized ... buying such an expensive car in this monetary crisis.  
A. She  
B. She's  
C. Her  
D. Hers
127. The man received ... tie as a gift from his wife.  
A. A blue silk elegant  
B. A blue elegant silk  
C. An elegant blue silk  
D. An elegant silk blue
128. There are many good people in the world ... you can trust to help you.  
A. Which  
B. Whose  
C. Whom  
D. Of which
129. ... the tardy response, I was not allowed to enter the institution.  
A. Despite  
B. In spite of  
C. Because  
D. Because of
130. Several people have been arrested by the local police for ... smuggling 3 tons of fuel.  
A. Allage  
B. Allegedly  
C. Alleged  
D. Alleging
131. My teacher made me ... the history project in a week.  
A. To do  
B. Do  
C. Done  
D. Doing
132. Illegal residents in the U.S. experience problems when ... scholarships.  
A. Be awarded  
B. Awarded  
C. Are awarded  
D. They awarded
133. They had better ... to the airport by five for else they may miss the flight.  
A. To get  
B. Get  
C. Getting  
D. Got
134. The emerging fashion designer ... her career in the world of fashion by setting up her line this year ...  
A. Build  
B. has built  
C. is built  
D. is building
135. The loud music from his neighbor's house distracts him ... completing his thesis.  
A. For  
B. From  
C. Of  
D. In
136. Next to the hospital ... which is confiscated by the state court.  
A. dark house  
B. a dark house is  
C. is a dark house  
D. it is a dark house
137. Rachel ... the course for three months by next week.  
A. will take  
B. will have taken  
C. would take  
D. is going to take
138. If you drop the egg from the third floor, it ... to pieces.  
A. Shatter  
B. will shatter  
C. shattered  
D. would shatter
139. My colleagues were going to watch ... but the review said that it was a flop.  
A. The frightened movie

- B. The movie frightened  
C. The movie frightening  
D. The frightening movie
140. The quality of water varies not only with local land use but also ...  
A. With the geologic history of the earth  
B. Varies with the geologic history of the earth  
C. its geologic history of the earth  
D. It varies with the geologic history of the earth
141. Dwi ... many backhoes before he received his special mechanic license.  
A. Repaired  
B. Had repaired  
C. Repairing  
D. Has repaired
142. My brother ... a video last night when his best friend called.  
A. Watch  
B. was watching  
C. watched  
D. had watched
143. ... by many scientists and researchers throughout the world, robotics is employed in automobile manufacturing.  
A. Supporting  
B. It supported  
C. Supported  
D. Have been supported
144. Yesterday, Amir screamed and ran as if he ... a ghost.  
A. Saw  
B. Had seen  
C. Has seen  
D. Was seeing
145. The biology books that I have already bought have so many ... as its explanations
- A. Appendix  
B. Appendices  
C. Appenddice  
D. Appendixes
146. ... the announcement, he would have participated in the Balinese painting workshop.  
A. If he knew  
B. He had known  
C. Had he known  
D. If he has known
147. In the film world, professionals are accustomed to ... a negative into a computer at the highest resolutions possible.  
A. Scan  
B. be scanning  
C. scanning  
D. be scanned
148. Eline never uses a dictionary when the German programs begin, and ...  
A. Latifa does either  
B. neither does Latifa  
C. either does Latifa  
D. Latifa does not neither
149. While the exact date crop circles began to appear is unknown, the documented cases ... since 1970s.  
A. Increase  
B. have increased  
C. increased  
D. were increasing
150. The cellular phone which she bought is ... one in the promo  
A. Cheaper  
B. the cheapest  
C. cheapest  
D. the cheaper

#### ERROR RECOGNITION

Choose the one word or phrase which would not be appropriate in standard written English!

151. **Recently(A)**, the main element of competition, **both on(B)** national and international level **are representing(C)** by **human resources(D)**.
152. **Alike(A)** a carrot, a banana **has(B)** a **deserved(C)** reputation as **valuable(D)** sources of vitamin A.
153. The participants **proposed(A)** some **suggestions(B)** in the meeting. **then(C)** the chairman **did(D)** the decision.
154. The three major **employers(A)** of career **physics(B)** are academic **institutions(C)**, government laboratones, and **private(D)**
155. Tigor likes to talk **to(A)** his dogs, **takes(B)** them **for(C)** a walk twice a day, and **feeding(D)** them expensive dog food.
156. The materials we **got(A)** from this English course **is(B)** different **with(C)** the materials we **learned(D)** from school
157. Although she has a strong desire **to be a singer(A)**, Ram's voice sounds **horribly(B)** to everyone **who hears(C)** her **singing(D)**.
158. **Orginally(A)**, ice cream was a **labor-intensive(B)** treat **made(C)** **manually by hand(D)**.
159. The **hiring(A)** manager is interviewing **to(B)** the job applicants **to know(C)** their **skills(D)** and experience.

160. We should(A) think it out(B) again before(C) we make our final decision to take(D) the project.

#### READING COMPREHENSION

Read the passage carefully and select the one correct answer from the four choices (A, B, C, or D)!

Reading 1 for questions 161 -166

**Line** Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages are started from scratch. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. However, this is possible.

**5** Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each other's languages, they developed a make-shift language called a pidgin. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to **deduce** when an event happened, and who did

**10** what to whom. Speakers need to use circumlocution in order to make their meaning understood. Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to **11** when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. Complex grammar systems **which** emerge from pidgins are termed creoles, and they are invented by children.

**15** Some linguists believe that many most established languages were creoles at first. The English past tense -ec ending may have evolved from the verb 'do'. It ended 'mayonce have been't end-did'. Thus, it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical mechanism in their brains, which emerges when they are first trying to make sense of the world near them. Their minds can serve to create logical, complex structures, even when there

**20** is no grammar present for them to copy.

(Adapted from various sources - PTT BPPK)

161. The word **deduce** in line 9 is closest in meaning...

- A. Think
- B. React
- C. Conclude
- D. Reply

162. in order to study the grammar creation of a language, the linguists have to ...

- A. interview the language maker
- B. document the complex form of the language
- C. record the creation of the language
- D. study the language from the native speaker

163. how do the slave children improve a pidgin in order to become a complex language?

- A. they imitate the pidgin then develop a completely new language
- B. they adapt the words to create an expressive and new language
- C. they study the existing grammar of the pidgin then correct it
- D. they communicate with their parents intensively to improve the pidgin

164. paragraph 2 in the passage discusses about ...

- A. a more simple language used by Atlantic slave
- B. history of slave children in learning language
- C. explanation of complex language formation
- D. differences between pidgin and creole

165. the word **which** in the 14 refers to ...

- A. words
- B. systems
- C. pidgins
- D. language

166. it is stated in the passage that creole is ...

- A. a native language created by Atlantic slaves
- B. a series of words copied from the language of the landowner
- C. a complex grammar system that come from pidgins
- D. language to communicate among slaves of different ethnicities

#### Reading 2 for questions 167 -173

**Line** Pneumonia is an infection of the lungs that is caused by bacteria, viruses, fungi, or parasites. It is characterized primarily by inflammation of the alveoli in the lungs or by alveoli that are filled with fluid (alveoli are microscopic sacs in the lungs that absorb oxygen). At times a very serious condition, pneumonia can make a person very sick or even cause death. Although the disease can occur in young

**5** and healthy people, it is most dangerous for older adults, babies, and people with other diseases or impaired immune systems. In the United States, more than 3 million people develop pneumonia each year, and about 17% of these receive treatment in a hospital. Most people with pneumonia recover, but about 5% will **succumb** to the condition.

**10** Pneumonia treatments depend on the type of pneumonia and the severity of symptoms. Bacterial pneumonias are usually treated with antibiotics, whereas viral pneumonias are treated with rest and plenty of fluids. Fungal pneumonias are usually treated with antifungal medications. Over-the-counter medications are also commonly prescribed to better manage pneumonia symptoms. **These** include treatments for reducing fever, reducing aches and pains, and suppressing coughs. In addition, it is important to get plenty

**15** of rest and sleep and drink lots of fluids.

There are several ways to prevent pneumonia. There are two vaccines that are available to prevent pneumococcal disease (the bacterial infection that is the most common cause of pneumonia): pneumococcal conjugate vaccine (Prevnar) and pneumococcal polysaccharide vaccine (Pneumovax). Prevnar is generally administered as part of the normal infant immunization procedure and is

**20** recommended for children less than 2 years of age or between two and four years with certain medical conditions. Pneumovax is provided for adults who are at increased risk of developing pneumococcal pneumonia, such as the elderly, diabetics, those with chronic heart, lung, or kidney disease, alcoholics, smokers, and those without a spleen. The pneumonia vaccine may not completely prevent older adults from getting pneumonia, but it can reduce the severity of a future pneumonia.

*(Adapted from various sources - PTT BPPK)*

167. What is NOT mentioned in the passage as the people who are at increased risk of developing pneumonia?
- Those without a spleen
  - Those with chronic heart
  - Those without a kidney
  - Those with diabetes disease
168. Where in the paragraph which tells about the explanation of pneumococcal disease?
- Line 4-6
  - Line 12-14
  - Line 16-18
  - Line 19-21
169. What does the pronoun **these** in line 13 refer to?
- Pneumonia symptoms
  - Antifungal medications
  - Fungal pneumonias
  - Over-the-counter medications
170. According to the passage above, how many people in the United States receive treatment for their pneumonia disease?
- 150 thousands
  - 500 thousands
  - 2,5 millions
  - 3 millions
171. What is the main idea of the passage above?
- The vaccines of pneumonia
  - The symptoms of pneumonia
  - The description of pneumonia
  - The characteristics of pneumonia
172. What would the paragraph following this passage likely discuss?
- How the vaccines work in preventing the pneumococcal disease
  - How the severity of a future pneumonia affects older adults
  - How the pneumonia vaccines will be developed in the future
  - How the people with certain medical conditions react toward pneumonia
173. The word **succumb** in line 8 can best be replaced by ...
- Die
  - Collapse
  - Suffer
  - relapse

### Reading 3 for questions 174-180

**Line** To many, it may seem that the lobster's most natural habitat is on a large, oval plate between a cup of drawn butter and a lemon wedge. In fact, only a few of the hundreds of types of lobster are caught commercially. But those few species are some of the most heavily harvested creatures in the sea, and generate a multi-billion-dollar industry, with more than 200,000 tons (181,436 metric tons) of annual global

**5** catch.

The lobsters that most people know from their dinner plates are the American and European clawed lobsters *Homarus americanus* and *Homarus gammarus*. These are cold water species that live on either sides of the northern Atlantic Ocean. There are also tropical lobsters that are widely consumed, but these are generally clawless varieties called spiny and slipper lobsters.

**10** Lobsters are ten-legged crustaceans closely related to shrimp and crabs. These benthic, or bottom-dwelling, creatures are found in all of the world's oceans, as well as brackish environments and even freshwater. They have poor eyesight but highly developed senses of taste and smell. They feed primarily on fish and mollusks, but will consume algae and other plant life and even other lobsters.

Female lobsters carry their eggs under their abdomens for up to a year before releasing **them** as

**15** larvae into the water. The larvae go through several stages in the water column before settling on the bottom, where they spend the rest of their lives. They generally prefer to live in self-dug burrows, in rocky crevices, or hidden among sea grasses. Lobsters must shed their shells in order to grow, and some species can live to be 50 years old or more, growing continually throughout their lives. Lobsters have not always been considered chic eats. In 17th- and 18th-century America, they were

**20** so abundant in the northeast that they were often used as fertilizer. Laws were even passed forbidding people to feed servants lobster more than twice a week. However, improvements in U.S. transportation infrastructure in the 19<sup>th</sup> and 20<sup>th</sup> century brought fresh lobster to distant urban areas, and its reputation as a delicacy grew. Populations of commercially important lobster species are thought to be declining, and **25** overfishing, particularly of clawed lobsters in Europe, is **taking a toll**. Additionally, pollution is causing shell rot and other illnesses in normally disease-resistant species.

*(Adapted from various sources - PTT BPPK)*

174. What happened to lobsters in America during 17<sup>th</sup> and 18<sup>th</sup> -century?
- They were considered chic eats
  - They were forbidden to be used as fertilizer
  - They were plentiful in the northeast
  - They were used to feed servants more than a couple times a week
175. What is the writer's purpose in writing the passage?
- To describe the luxury of lobsters
  - To introduce the nature of lobsters
  - To present opinion about lobsters
  - To compare the similarities among lobsters
176. What is NOT mentioned in the passage about lobsters?
- They reproduce by laying egg
  - Their primary sources of diet are fish
  - They can see better than small
  - Their habitat is in the bottom of the sea
177. What happened to the lobsters larvae after they are released into the water?
- They shed their shells
  - They settle on the ocean floor
  - They live in self-dug burrows
  - They stay in the water column
178. What does the pronoun **them** in line 14 refer to?
- Eggs
  - Lobsters
  - Larvae
  - Abdomens
179. What can be inferred about American and European clawed lobsters?
- They were widely consumed
  - They were considered a fancy meal
  - They were harvested commercially
  - They were the family of shrimp and crabs
180. The phrase **taking a toll** in line 25 is closest in meaning with ...
- Alarming
  - Flourishing
  - Affecting
  - Damaging

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**KEMENTERIAN KEUANGAN REPUBLIK INDONESIA  
BADAN PENDIDIKAN DAN PELATIHAN KEUANGAN  
POLITEKNIK KEUANGAN NEGARA  
STAN**

**NASKAH SOAL**

**UJIAN SARINGAN MASUK  
PROGRAM STUDI DIPLOMA I DAN DIPLOMA III  
TAHUN 2015**

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Bagian II : Tes Bahasa Inggris  
Jumlah : 60 buah  
Waktu : 50 menit

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Nomor Seri Soal :

091 284 947

(Tuliskan Nomor Seri Soal ini pada lembar jawaban Anda.

Tanpa pencatuman nomor ini, lembar jawaban Anda tidak dapat diproses.)

**UJIAN SARINGAN MASUK  
PROGRAM DIPLOMA I DAN DIPLOMA 2015  
POLITEKNIK KEUANGAN NEGARA STAN TAHUN 2015  
BAGIAN KEDUA – TES BAHASA INGGRIS (NOMOR 1 s.d. 60)**

**STRUCTURE AND WRITTEN EXPRESSION**

Select the correct answer from the four choices given!

1. Obama ... green gas emissions by 40 percent in the coming year to inspire other nations to help reduce man-made climate change.  
A. Would cut  
B. Will cut  
C. Cuts  
D. Has cut
2. Across the hospital ... which belongs to mobile provider.  
A. Where communication tower stands  
B. Stands communication tower  
C. Communication tower stands  
D. Communication tower does stand
3. Although having excellent performance, some women avoid ... so that they can take a good care of their kids.  
A. Being promoted  
B. To promote  
C. Promoting  
D. Having promoted
4. Muktar's apartment is located on the seventh floor of a ... building.  
A. Twenties – story  
B. Twenty – story  
C. Twenty – stories  
D. Twenties – stories
5. The x-rays at the airport ... the unprocessed film since the photos were foggy.  
A. Must have been damaged  
B. Must damage  
C. Must be damage  
D. Must have damage
6. Muktar ... the car regularly, otherwise his car would have functioned well.  
A. Should not have serviced  
B. Should not service  
C. Cannot have serviced  
D. Must not have serviced
7. ... last week, Muktar would have finished building the tree house.  
A. If it had not rained  
B. If it wasn't raining  
C. If it didn't rain  
D. If it would not rain
8. The whole village ... in a riot over the territory dispute between two tribes.  
A. Had been destroyed  
B. Destroys  
C. Destroyed  
D. Was destroyed
9. Because of the remarkable lyric, sound and compositions, Floyd's the Dark Side of the Moon has become one of the ... albums in the world.  
A. Selling best  
B. Best selling  
C. Selling – best  
D. Best – selling
10. The Coca Cola Company ... in 1886, is still very successful worldwide.  
A. Which established  
B. Establishing  
C. Established  
D. Was established
11. After seeing a firefighter saving his father, Muktar has pledged himself ... a firefighter after graduating from High School.  
A. To become  
B. Became  
C. Become  
D. Becoming
12. Many bowlers build an arsenal of bowling balls ... keep them prepared for any shot they make.  
A. So as to  
B. Since  
C. As  
D. In the term of
13. On the top shelf of Muktar's cabinet ... which he got from winning a golf tournament.  
A. Where a gold trophy sits  
B. A gold trophy sits  
C. Sits a gold trophy  
D. A gold trophy does sit
14. The ... dedicated to soup recipes was written in 1882 by Emma Ewing.  
A. American first cooking pamphlet  
B. Cooking first American pamphlet  
C. First cooking American pamphlet  
D. First American cooking

15. It is not easy to visit remote area where ... no public transportation covering it.  
 A. It is there that  
 B. It is  
 C. That is  
 D. There is
16. Muktar's flight from Amsterdam to London was delayed ... the heavy fog.  
 A. As result  
 B. Owing to  
 C. Because  
 D. Instead of
17. Muktar's twelve year old daughter knows so many difficult ... that she became the champion of vocabulary contest.  
 A. Terminological  
 B. Terminologist  
 C. Terminologies  
 D. Terminologically
18. Muktar does not know ... the lawn mower after they had finished using it.  
 A. Where have they put  
 B. Where did they put  
 C. Where they put  
 D. Where they did put
19. A study from University of Missouri found that some high assertive individuals had rather ... more prestigious brands.  
 A. Buying  
 B. Buy  
 C. To buy  
 D. Bought
20. ... to understand the materials, Muktar would have obtained better grade at the final examination.  
 A. Had the professor helped him  
 B. If the professor helped him  
 C. If the professor helps him  
 D. Had the professor would help him

#### CLOZE QUESTION

Choose the word or phrase which best completes each blank space in the text!

##### Reading 1 for questions 21 – 25

E – government is about making the full range of government activities – internal processes the development of policy (21) ... services to citizens – available electronically. (22) ... the bursting of the over – inflated dot com bubble, electronic, interactions have rapidly shown astonishing potential for transforming the internal activities of all kinds of organizations and dramatically (23) ... the relationships between organizations and those (24) ... use them ... in particular, firms and their customers. As a Dutch parliamentary committee put it, "Information and Communication Technology (ICT) is not a supporting technology, but coincides with the primary process and touches government (25) ... its core.

Adapted from <http://eprint.lse.ac.uk>

21. A. but  
 B. and  
 C. or  
 D. with
22. A. inasmuch as  
 B. as soon as  
 C. despite  
 D. in order to
23. A. is altering  
 B. alter  
 C. altered  
 D. altering
24. A. which  
 B. who  
 C. when  
 D. whom
25. A. on  
 B. of  
 C. in  
 D. at

##### Reading 2 for questions 26 – 30

Ludiano Pavarotti (12 October 1935 – 6 September 2007), (26) ... was one of the most famous, singers of the past century, not only in the world of opera and classical music, but across all genres. He was born in Modena to the family of a baker. After (27) ... the dream to become a professional football goalkeeper, Pavarotti spent seven years in vocal training and began his career as a tenor in 1961 in Italy. He sang in houses in the Netherlands, Vienne, London, Ankara, Budapest, and Barcelona.

He soon gained (28) ... due to the power and strength of his voice. The young tenor earned valuable experience and significant recognition while touring on invitation of soprano Joan Sutherland, making his 1965 U.S. debut in Miami, Florida on her recommendation. His position (29) ... in the years between 1966 and 1972, during which Pavarotti first appeared at Milan's seminal La Scala, at other major European houses, and in 1968, at NYC's Metropolitan Opera. He received great acclaim, particularly working well with Joan Sutherland.



(30) ... the mid-70s, the tenor became known worldwide, famed for the brilliance and beauty of his tone, especially in the upper register. His "high C" became one of his trademarks. The late 70s and 80s saw Pavarotti making significant appearances in the world's opera houses and establishing himself as one of the great singers of the era.

Adapted from [www.ist.fm](http://www.ist.fm)

26. A. is that an Italian tenor  
B. who an Italian tenor  
C. an Italian tenor  
D. is an Italian tenor
27. A. being abandoned  
B. abandoned  
C. abandon  
D. abandoning
28. A. famously  
B. famed
- C. fame  
D. famous
29. A. was solidified  
B. solidified  
C. is solidified  
D. has solidified
30. A. on  
B. at  
C. as  
D. by

#### ERROR RECOGNITION

Choose the one word or phrase which would not be appropriate in standard written English!

31. Archaeopteryx, one of the oldest <sup>known</sup><sub>A</sub> prehistoric <sup>birds</sup><sub>B</sub>, <sup>had</sup><sub>C</sub> sharp teeth, three fingers for claws, <sup>but</sup><sub>D</sub> a long, bony tail.
32. Muktar <sup>received</sup><sub>A</sub> <sup>added bonus</sup><sub>B</sub> from his manager <sup>due to</sup><sub>C</sub> his <sup>excellent</sup><sub>D</sub> performance on his job.
33. Transplant operations in China <sup>have long relied on</sup><sub>A</sub> organs taken from <sup>executed prisoners</sup><sub>B</sub>, a practice that has led to such abuses as the timing of executions has to meet <sup>demand organ</sup><sub>C</sub> without notification to <sup>relatives</sup><sub>D</sub>.
34. Apple is the world's <sup>largest</sup><sub>A</sub> company by market <sup>capitalized</sup><sub>B</sub> <sup>and</sup><sub>C</sub> the world's most <sup>profitable</sup><sub>D</sub> company.
35. Pandas live <sup>in</sup><sub>A</sub> coniferous forests, eat bamboo shoots and leaves <sup>fast</sup><sub>B</sub> and <sup>spending</sup><sub>C</sub> about 12 hours a day <sup>eating</sup><sub>D</sub>.
36. Online learning <sup>works</sup><sub>A</sub> well for the universities <sup>as</sup><sub>B</sub> they can educate more <sup>students fee-paying</sup><sub>C</sub> without <sup>building</sup><sub>D</sub> bigger lecture halls.
37. Anthony Chateau's <sup>major breakthrough</sup><sub>A</sub> was <sup>winning</sup><sub>B</sub> the Mountains classification <sup>in</sup><sub>C</sub> the Tour de France in the 2010 <sup>edition</sup><sub>D</sub>.
38. The increase of CO<sub>2</sub> <sup>in</sup><sub>A</sub> the atmosphere <sup>thickens</sup><sub>B</sub> the "greenhouse blanket", <sup>which</sup><sub>C</sub> causes <sup>rise</sup><sub>D</sub> temperature.
39. <sup>As</sup><sub>A</sub> reported by the aid agencies, the <sup>category 5 storm</sup><sub>B</sub> <sup>had wiped out</sup><sub>C</sub> some crops and <sup>fished boats</sup><sub>D</sub> in Vanuatu.
40. Alexander Litvinenko, a Russian spy <sup>passed away</sup><sub>A</sub> in London in 2008, <sup>became</sup><sub>B</sub> famous <sup>only after</sup><sub>C</sub> his <sup>dead</sup><sub>D</sub>.

#### READING COMPREHENSION

Read the passage carefully and select the one correct answer from the four choices (A, B, C, or D)

##### Reading 1 for questions 41 – 47

Its squat body and flimsy-looking pectoral fins may not scream speed-demon. But the opah, or moonfish, is actually quite fast, and can run with the big boys like tuna and swordfish. That's just one of many surprising revelations coming to light as more of these mysterious fish appear unexpectedly in scientific surveys along the southern California coast. This unexplained surge is enabling researchers to study and photograph the camera-shy creatures.

While documenting a fishing survey, photographer Ralph Pace caught the roughly 59-kilogram fish on camera off the southern California coast in November 2014. Researchers had accidentally caught the odd animal, and after it was released. Pace dove into the water to take some snapshots before it swam away. He had only a couple of minutes with opah, but they were memorable. He recalled that it was big, probably bigger than a manhole cover. John Hyde, a fish-genetics researcher with NOAA Southwest Fisheries in La Jolla, California, mentioned that photos of them in the water free-swimming were pretty and Pace's images were better than the rest he has seen.

Owyn Snodgrass, a fisheries biologist with NOAA Southwest Fisheries, mentioned that opah can be valuable commodities on the seafood market, however, there is no targeted fishery for them. That is partly because the deep-sea dwellers don't **congregate** in large groups like other commercially valuable fish such as tuna. So, focusing solely on opah won't make fishermen much money. Instead, moonfish are caught as bycatch in commercial tuna and swordfish fisheries. Despite the relatively small size of the catch, they bring in a good chunk of change. The 2012 Hawaiian opah market was

valued at around \$3 million. They are very tasty fish. Opah are unusual in that different parts of their body look and taste different. The upper part of the fish looks like tuna and tastes like a cross between tuna and salmon, he says. But **their** pectoral muscles—the ones that power the fins on the barbecue or smoked.

Casson Trenor, who co-owns four San Francisco sushi restaurants, actually prefers a little sear on his opah. He does not offer the fish in his restaurant, though, since little is known about the sustainability of the fishery. The pectoral muscles aren't just good eating—they also give researchers clues about the animal's speed and way of life. Those muscles are about 10 percent of an opah's body weight, which is a relatively large percentage. Despite what they look like they can swim really fast when they want to and can swim long distances.

Adapted from <http://news.nationalgeographic.com>

41. Which of the following of the is NOT the description of opah?
- A. Opah is tasty
  - B. Opah is fast
  - C. Opah is thin
  - D. Opah is pricey
42. The word **their** 17 refers to ...
- A. Salmons
  - B. Opahs
  - C. Tunas
  - D. Swordfishes
43. The word **congregate** in line 13 is closest in meaning to ...
- A. Gather
  - B. Dive
  - C. Focus
  - D. Move
44. It can be inferred from the passage that opahs ...
- A. Can be found in every coast
  - B. Swim in groups
  - C. Are hard to catch
  - D. Are easy to find in sushi restaurants
45. The main idea of the first paragraph is ...
- A. The recent finding on opah
  - B. The sea photography
  - C. The anatomy of opah
  - D. The similarity between opah, tuna and swordfish
46. Why opah does not make much money for fisherman?
- A. Opah has low price on the market
  - B. Opah is not as tasty as tuna
  - C. Opah is difficult to catch
  - D. Opah lives in the deep sea
47. What makes opah a fast swimmer?
- A. Its upper body parts
  - B. Its large fins
  - C. Its squat body
  - D. Its pectoral muscles

#### Reading 2 for questions 48 – 54

Millennials are often **maligned** for their constant technology use and obsession with the social approval signaled by likes, shares, and retweets. But organizations need to start recognizing the benefits of such behavior and harnessing it. This generational cohort will, by some estimates, account for nearly 75% of the workforce by 2025. And, according to a recent Deloitte survey of 7,800 people from 29 countries, only 28% of currently employed Millennials feel their companies are fully using their skills. How can smart leaders better leverage the talent of **these** future leaders?

First, social sharing. Neuroscientists have shown that any kind of positive personal interaction light up a part of the brain called the temporoparietal junction, which stimulates the production of oxytocin, "the feel-good hormone". Millennials, who have grown up interacting online, are able to get that same high, more often. Though technology, by posting, messaging, forwarding and favoriting multiple times a day. They crave that connection and are therefore natural team players.

Second, constant, complex data flow. Research tells us that multitasking is impossible people can only do two things at once if one of those things is routine. Also, those who regularly use multiple forms of media are more prone to distraction than those who do not. But, according to Nielsen Neurofocus, EEG readings suggest that younger brains have higher multi-sensory processing capacity than older ones and are most stimulated – that it is more engaged with and more likely to pay attention to and remember – dynamic messages. Millennials probably aren't more effective multitaskers, in the strict sense of the word, but, in their current stage of brain development, they seem better able to tolerate and integrate multiple streams of information.

Angela Ahrendts, the former CEO of Burberry, recognized that she could turn these two **hallmarks** of Millennials behavior into an asset for the fashion brand. In 2006, she hired a large number of "digital natives". As she called them, to do what they do best, socialize through technology. As she explains, they created an expansive digital platform, which transformed the company's image and dramatically accelerated its growth. One highlight was "Tweet Walk", which turned Burberry's traditional runway show into a live web broadcast.

While Baby Boomers might see phones, tablets, and other devices as distractions, Millennials use them to collaborate and innovate in real time. While Gen-Xers may view aggressive social use sharing as an unhealthy mix of the personal and professional, Millennials see it as a way to gather input and learn from others. Millennials understand, embrace and are evolving with our exponentially exponentially expanding digital world. Instead of judging their behavior, we need to better leverage it.

Adapted from <http://hbr.org/>

48. The word **hallmarks** in line 18 is closest in meaning to ...
- Significant achievements
  - Valuable benefits
  - Critical flaws
  - Important characteristics
49. The word **maligned** in line 1 is closest in meaning to ...
- Associated
  - Defamed
  - Identified
  - Recognized
50. Why do the leaders need to leverage the talents of Millennials?
- Most of Millennials love to share their thoughts and emotion
  - Most Millennials are best in socializing through technology
  - All Millennials are good in multitasking
  - Many Millennials feel that their talents are unused by organization
51. Which of the following is NOT the characteristic of Millennials?
- They can handle multiple flows of information
  - They are the best multitaskers
  - They love interacting online
  - They are easy to catch and remember messages
52. The word **these** in line 5 refers to ...
- The smart leaders
  - The Millennials
  - The companies
  - The consultants
53. What is the main idea of the passage?
- The unique characteristics of Millennials in fashion organization
  - The differences of generations in working environment
  - The benefit of Millennials multitasking skill for organization
  - The recognition of the Millennials behavior for organization benefits
54. It can be inferred from the passage that the Millennials ...
- Are only good working as digital strategist
  - Are often misjudged
  - Are not good future leaders
  - Are better than Baby Boomer and Gen-X

### Reading 3 for questions 55 – 60

In 1937, Charles Bradley reported a positive effect of stimulant medication in children with various behavior disorders. Bradley was medical director of the Emma Pendleton Bradley Home, today called Bradley Hospital, in East Providence, Rhode Island, which was founded by his great-uncle George Bradley to treat neurologically impaired children. Apart from children with definite neurological disorders or residual effects of encephalitis, there were children hospitalized with "emotional problem" and major difficulties in learning and behavior. Some of these children would possibly be diagnosed with ADHD today.

Bradley's discovery of the improvement by stimulants of the behavior of children was based on a change finding during his neurological examinations. Bradley performed pneumoencephalograms in order to examine structural brain abnormalities. **This** usually caused severe headaches, which were supposed to be the result of a significant loss of spinal fluid. Bradley attempted to treat the headaches by stimulating the choroid plexus with benzedrine. This had a negligible effect on the headaches, but caused a striking improvement in behavior and school performance in some of the children.

Bradley subsequently started a systematic trial in 30 children of his hospital and observed remarkable **alterations** in behavior. "the most spectacular change in behavior brought about by the use of benzedrine was the remarkable improved school performance of approximately half the children". The children "were more interested in their work and performed it more quickly and accurately". In addition, some decrease in motor activity was usually noted in the children who also "became emotionally subdued without, however, losing interest in their surroundings".

Bradley was surprised at this effect. "it appears paradoxical that a drug known to be a stimulant should produce subdued behavior in half of the children. It should be borne in mind, however, that portions of the higher levels of the central nervous system have inhibitory as their function, and that stimulation of these portions might indeed produce the clinical picture of reduced activity through increased voluntary control". He later identified children who were most likely to benefit from benzedrine treatment as "characterized by short attention span, dyscalculia, mood

lability, hyperactivity, impulsiveness, and poor memory". These features are nowadays associated with ADHD. Bradley's observations of stimulant effect in hyperactive children were revolutionary and are considered important discoveries in psychiatric treatment.

Adapted from <http://www.ncbi.nlm.nih.gov>

55. The word **alterations** in line 12 is closest in meaning to ...
- A. Correlations
  - B. Operations
  - C. Stimulations
  - D. Modifications
56. Which of the following is NOT the description that nowadays associated with ADHD?
- A. Impulsiveness
  - B. Inattention
  - C. Depression
  - D. Hyperactivity
57. The word **this** in line 9 refers to ...
- A. Significant loss of spinal fluid
  - B. Pneumoencephalogram
  - C. Neurological examination
  - D. Structural brain abnormality
58. What is the main idea of the text?
- A. The discovery of the first hyperactivity treatment
  - B. The discovery of benzedrine
  - C. The treatment in Bradley Hospital
  - D. The stimulation for ADHD children
59. Children, who are diagnosed with ADHD today, were used to be characterized by having ...
- A. Intellectual problems
  - B. Short attention span
  - C. Neurological disorder
  - D. Emotional problems
60. The change of behavior brought about by the use of Benzedrine was ...
- A. Reduced emotional rapid fluctuation
  - B. Reduced headache effect
  - C. Increased intellectual ability
  - D. Improved school performance

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**KEMENTERIAN KEUANGAN REPUBLIK INDONESIA  
BADAN PENDIDIKAN DAN PELATIHAN KEUANGAN  
POLITEKNIK KEUANGAN NEGARA  
STAN**

**NASKAH SOAL**

**UJIAN SARINGAN MASUK  
PROGRAM STUDI DIPLOMA I DAN DIPLOMA III  
TAHUN 2016**

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Bagian II : Tes Bahasa Inggris

Jumlah : 60 buah

Waktu : 50 menit

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Nomor Seri Soal :

XXX XXX XXX

(Tuliskan Nomor Seri Soal ini pada lembar jawaban Anda.

Tanpa pencatuman nomor ini, lembar jawaban Anda tidak dapat diproses.)

**PENERIMAAN MAHASISWA BARU**  
**PROGRAM STUDI DIPLOMA I DAN DIPLOMA III POLITEKNIK KEUANGAN NEGARA STAN**  
**TAHUN 2016**  
**BAGIAN KEDUA**  
**TES BAHASA INGGRIS**  
**(NOMOR 121 s.d 180)**

**STRUCTURE AND WRITTEN EXPRESSION**

Select the correct answer from the four choices given!

- |   |   |
|---|---|
| <p>121. My ... sister works as a nurse while my younger brother is a lawyer in our city.<br/>A. old<br/>B. oldest<br/>C. eldest<br/>D. elder</p> <p>122. Most farmers in Indonesia, especially in the rural area, have some ... to help their works.<br/>A. ox<br/>B. oxs<br/>C. oxens<br/>D. oxen</p> <p>123. Keep the confidential papers in the locker, ...<br/>A. do not you?<br/>B. do you?<br/>C. will you?<br/>D. won't you?</p> <p>124. All living creatures in this universe need air and water to sustain their life, and ...<br/>A. so crustacean do<br/>B. crustacean do so<br/>C. so do crustacean<br/>D. crustacean so do</p> <p>125. The political candidate talked as if he ... elected to become the next president.<br/>A. is<br/>B. had been<br/>C. was<br/>D. were</p> <p>126. In the Mahalangur mountain range in Nepal and Tibet ... which its peak is 8, 848 metre above sea level<br/>A. Mount Everest lies<br/>B. Lies Mount Everest<br/>C. Mount Everest lying<br/>D. lying Mount Everest</p> | <p>127. ... write a novel because she had no ideas to make a novel.<br/>A. Never did Riana<br/>B. Riana never did<br/>C. Did Riana never<br/>D. Riana never does</p> <p>128. The government of China let the Greenpeace ... their research about the air pollution in the country.<br/>A. publish<br/>B. is publishing<br/>C. published<br/>D. to publish</p> <p>129. I met many smart student here, the smartest ... is my new neighbour, Mira.<br/>A. of whom<br/>B. of which<br/>C. of whose<br/>D. of who</p> <p>130. You had better ... this course since this is the best course in this university.<br/>A. enroll<br/>B. enrolls<br/>C. enrolled<br/>D. to enroll</p> <p>131. Mandy goes ... because her last class was canceled without any confirmation before.<br/>A. madness<br/>B. madly<br/>C. madder<br/>D. mad</p> <p>132. Rony Kumbirowo, a pencak silat master from Indonesia has lined up in a number of produced in Hollywood.<br/>A. science-fiction action movie<br/>B. action science-fiction movies<br/>C. action science-fiction movie<br/>D. science-fiction action movies</p> |
|---|---|



133. If the team members had exercised more seriously, they ... the game successfully.  
 A. would have win  
 B. would has won  
 C. would have won  
 D. would had won
134. The Canadian, ..., is a train trip from Toronto to Vancouver with best scenery of forests and rivers.  
 A. is one of the iconic train trips in the world  
 B. was one of the iconic train trips in the world  
 C. one of the iconic train trips in the world  
 D. which is one of the iconic train trips in the world
135. The man ... she invited was the son of the governor.  
 A. with whom  
 B. whom  
 C. to whom  
 D. who
136. ... the fact that dolphins are mammals, most people think that they are fish.  
 A. Although  
 B. Because of  
 C. Despite  
 D. In Spite
137. Star Wars sales surge ... opening weekend record in America.  
 A. across  
 B. towards  
 C. below  
 D. beneath
138. In Indonesia's West Papua province ... Which is considered the global epicenter of tropical marine bio-diversity.  
 A. lies Raja Ampat  
 B. Raja Ampat lying  
 C. Raja Ampat lies  
 D. lying Raja Ampat
139. Five years after the Arab spring, analysts say the conditions are in place for ... uprising in Egypt.  
 A. other  
 B. the others  
 C. the other  
 D. another
140. I would rather ... a movie alone than work with you.  
 A. watch  
 B. being watched  
 C. watched  
 D. watching

**CLOZE QUESTION**

Choose the word or phrase which best completes each blank space in the text!

Before the 1887 crisis, the Indonesian economy was characterized **(141)** ... strong economic performance. IMF surveillance in the pre-crisis period generally applauded the strong performance but it did identify some areas of **(142)** ... The crisis began in July 1997 with contagion from Thailand, which led to pressure **(143)** ... the rupiah. On July 11, 1997, the central bank, Bank Indonesia (BI), surprised the markets by **(144)** ... the intervention margins of the crawling peg regime from 8 percent to 12 percent. Speculation continued, however, and the authorities responded by tightening liquidity, raising interest rates, and intervening in the foreign exchange market. In mid-August, BI decided to float the currency, a step **(145)** ... the IMF strongly endorsed. The rupiah continued to depreciate through June 1998, reaching Rp 15.250 per dollar.

141. A. on  
 B. by  
 C. with  
 D. as
142. A. vumerably  
 B. vulnerable  
 C. vulnerability  
 D. being vulnerable
143. A. on  
 B. at  
 C. in  
 D. to
144. A. widened  
 B. wide of  
 C. widening  
 D. wide on
145. A. that  
 B. who  
 C. in that  
 D. whereas

Mosses and lichens are often confused, in part because many common names for lichens include the word "moss."**(146)** ..., the two organisms, often overlooked because they are small and not very showy. They grow all over the world and are used for dyes, animal fodder, ornamentation, medicines, and religious practices.

Lichens are perhaps the most amazing living things on Earth, because they represent a symbiotic relationship between a fungus and **(147)** ... algae or cyanobacteria. The symbiotic nature of lichen was not fully understood until the 19th century, when the idea was first proposed. They form a fascinating example of cooperative relationships in nature, with the fungus using the algae or bacteria to produce energy, while the algae or bacteria enjoys the protection the fungus provides.

These organisms reproduce in several ways. Many produce spores that attempt **(148)** ... partner algae or bacteria, while **(149)** ... reproduce through fragments of the lichen that break off and scatter. They can grow almost anywhere in the world, from extremely acidic soil to freezing arctic conditions, and are found **(150)** .. on trees, rocks, and everything in between. Contrary to popular belief, the lichens that colonize trees, such as members of the Usnia family, are not harmful to their hosts, and in fact, they often capture valuable nutrients.

146. A. Moreover  
B. Hence  
C. In fact  
D. Accordingly

149. A. others  
B. the other  
C. another  
D. the others

147. A. either  
B. neither  
C. both  
D. also

150. A. grown  
B. to grow  
C. grew  
D. growing

148. A. capturing  
B. captured  
C. captures  
D. to capture

#### ERROR RECOGNITION

Choose the one word or phrase which would not be appropriate in standard written English!

151. It is **(A)them**, he and his pregnant wife, **(B)who** offer us free drink as **(C)an** **(D)anniversary celebration**.  
152. Ratna prefers **(A)to** drink green smoothies **(B)with** a drop of lemon **(C)than** vegetable juices to keep her **(D)healthy**.  
153. **(A)After** doing yoga, Jessica is accustomed to **(B)have** a glass of **(C)lemon water** to detox **(D)her** body.  
154. Not all **(A)people** **(B)understand** that every country **(C)is having** its own **(D)unique** culture and tradition.  
155. **(A)Because** the dog experiences **(B)decreasing** number of red blood cells, **(C)its** nose turns **(D)ashily**.  
156. A raft of **(A)indicator** suggested that China's economy **(B)is cooling** more **(C)rapidly** than **(D)had been thought**.  
157. Rarely she **(A)answered** my phone **(B)calls** **(C)when** she was away **(D)for** summer vacation.  
158. There are more than 20 essential **(A)sections** of the Great Wall of China in Hebei Province, **(B)which most were** **(C)built** in **(D)the** Ming Dynasty.  
159. The median of annual mothers' **(A)working** **(B)hours has increased** dramatically **(C)by** 960 hours **(D)since** 1979 and 2012.  
160. The actor **(A)was captured** after he confessed **(B)that** he and two **(C)others** suspects threatened the victim with **(D)a** **stun gun**.

#### READING COMPREHENSION

Read the passage carefully and select the one correct answer from the four choices (A, B, C, or D)!

##### Reading 1 for questions 161 – 167

*Line* Frenchman Edouard de Laboulaye first proposed the idea of a monument for the United States in 1865. Ten years later, sculptor Frederic Auguste Bartholdi was commissioned to design a sculpture with 1876 in mind for completion, to commemorate the centennial of the American Declaration of Independence. The Statue was named "Liberty Enlightening the World" and was a joint effort between America and France.

PMB PKN STAN TAHUN 2016 Halaman 4 dari 6



- 5 It was agreed that the American people were to build the pedestal, and the French people were responsible for the Statue and its assembly in the United States. However, **dearth** of funds was a problem on both sides of the Atlantic Ocean. In France, public fees, various forms of entertainment, and a lottery were among the methods used to raise funds. In the United States, benefit theatrical events, art exhibitions, auctions and prizefights assisted in providing needed funds. Financing for the pedestal was completed in
- 10 August 1885, and pedestal construction was finished in April 1886.
- The Statue was completed in France in July 1884 and arrived in New York Harbor in June 1885 onboard the French frigate "Iseré." In transit, it was reduced to 350 individual pieces and packed in 214 crates. It was reassembled on its new pedestal in four months' time. On October 28, 1886, President Grover Cleveland oversaw the dedication of the Statue of Liberty in front of thousands of spectators.
- 15 The United States Lighthouse Board has responsibility for the operation of the Statue of Liberty until 1901, when the care and operation of the Statue was placed under the War Department. A Presidential Proclamation declared Fort Wood (and the Statue of Liberty within it) as a National Monument on October 15, 1924, and the monument's boundary was set at the outer edge of Fort Wood. In 1993, the care and administration of the National Monument was transferred to the National Park Service.
- 20 On September, 1937, **jurisdiction** was enlarged to encompass all of Bedloe's Island and in 1956, the island's name was changed to Liberty Island. On May 11, 1965, Ellis Island was also transferred to the National Park Service and became part of the Statue of Liberty National Monument.

Source: The Statue of Liberty – Ellis Island Foundation, Inc, 2015

161. According to the passage, the creation of the statue was completed in ....
- New York Harbor
  - Ellis Island
  - Atlantic Ocean
  - France
162. In line 6, **dearth** could best be replaced by ....
- source
  - flow
  - availability
  - shortage
163. The word *it* in line 13 refers to ....
- Iseré
  - pedestal
  - harbor
  - statue
164. In which subject this passage will likely to be discussed?
- Sociology.
  - Anthropology.
  - History.
  - Economy.
165. Which of the following best describes the topic of the passage?
- The accomplishment of the statue of liberty national monument.
  - The replacement of the statue of liberty national monument.
  - The history of the statue of liberty national monument.
  - The joint cooperation in building of the statue of liberty national monument.
166. The word **jurisdiction** in line 20 closest in meaning to ....
- development
  - avenue
  - area
  - management
167. Which of the following is NOT the way to raise funds to build the monument?
- Auctions.
  - Donation.
  - Art exhibitions.
  - Public fees.

Reading 2 for question 168 – 175

*Line* How do you stop disease-carrying mosquitoes from multiplying? That's the question **plaguing** the Brazilian government, which has been sending army soldiers door to door on a mission to fight Zika-the virus suspected of causing microcephaly in infants born to infected mothers. **They** are giving leaflets saying that people should have to keep your backyard clean from rubbish, said photographer Tomas Munita, who has been documenting

5 Recife, a northeastern state capital with a population of 3,7 million. Any stray items left outside, even a bottle cap, can collect rainwater and become a breeding ground for the *Aedes aegypti* mosquitoes that are thought to be the main carriers of Zika.

But in Brazil's favelas, or poor neighborhoods, Munita says it's hard to imagine that the government's information campaign will have much effect. It's almost impossible to control something like that in that kind

10 of place he said. Many houses in the favelas are makeshift shacks of cardboard and discarded sheet metal. With limited access to clean water and garbage collection, trash piles up and collects water, creating a perfect breeding ground for mosquitoes.

The mosquito scourge goes far beyond these tight-packed neighborhoods. *Aedes aegypti* has been incredibly hard to kill since it arrived in Latin America with the slave trade from Africa. Huge eradication programs in the

15 1950s stamped out the mosquito in some countries, only to have them surge back in the 1970s and '80s. Even the country's health minister, Marcelo Castro, has been quoted as saying that Brazil is "badly losing the Battle" against mosquitoes, which aren't just a threat because they could carry Zika. In Recife, Munita says that some people who aren't pregnant fear catching chikungunya and dengue from mosquitoes more than Zika, since those diseases cause more severe illness.

168. The word **plaguing** in line 1 is closest in meaning to ...
- A. infecting
  - B. haunting
  - C. asking
  - D. hanging
169. Which of the following is NOT the description of ZIKA?
- A. ZIKA is less dangerous than chikungunya and dengue
  - B. ZIKA is carries by mosquitos
  - C. ZIKA is multiplying fast.
  - D. ZIKA is spreading in a poor neighborhoods.
170. The word **they** in line 3 refers to ...
- A. soldiers
  - B. government
  - C. photographers
  - D. mothers
171. Zika cause significant effects, especially to?
- A. Healthy men.
  - B. Children.
  - C. Newborn infants.
  - D. Pregnant women.
172. It can be inferred from the passage that Brazilian government is ...
- A. had an effective campaign to fight ZIKA
  - B. asking for help to Latin America Countries
  - C. sending army to kill mosquitoes
  - D. struggling to fight ZIKA
173. What is the main idea of the first paragraph?
- A. The massive spreading of Zika in Brazil.
  - B. The question on how to stop Zika is remain unanswered.
  - C. Brazilian government campaign to fight Zika.
  - D. Steps to stop the spreading of Zika in Brazil.
174. Where does *Aedes aegypti* mosquitoes raise their larvae?
- A. River.
  - B. Mountains.
  - C. Water.
  - D. Ground.

Reading 3 for questions 175 – 180

*Line* Two American hunters are one big step closer to legally killing a pair of black rhinos in Namibia and bringing their body parts home as trophies. On Thursday, the U.S. Fish and Wildlife Service announced online that it was approving the hunters' requests to import trophies from two upcoming hunts sanctioned by the Namibian government. After sifting through thousands of citizen comments over the past several months, The

- 5 U.S. federal agency defended its decision by saying the hunts, which are **slated** to raise money for conservation, are part of Namibia's science-based management strategy for black rhinos. In short, the agency said the permit requests meet the legal standard of allowing limited hunting of an endangered species to benefit its conservation overall. There are about 4,000 to 5,000 black rhinos left in the world, down from 70,000 in the 1960s.
- 10 Hunter and reality TV host Corey Knowlton had applied for an import permit following his \$350,000 winning bid for hunting permit in Namibia at an auction last year held by the Dallas Safari Club. Hunter Michael Luzich of Las Vegas had also applied for a permit to import a trophy from another hunt in the African country. More than 135,000 people signed public petitions against the hunt or sent private comments to the agency, an unprecedented level of public interest. The Fish and Wildlife Service has declined to share the nature of the individual comments, but several animal advocacy groups have spoken out against the ruling.
- 15 People for the Ethical Treatment of Animals General Counsel Delcianna Winders stated that the foundation will be filing a lawsuit over this outrageous decision to allow two sports hunters to bring back the bodies of animals shot in cold blood to decorate **their** trophy walls. While according to Wayne Pacelle, president and CEO of the US Humane Society, the permits are fundamentally inconsistent with the purpose of the Endangered Species Act, which is to conserve endangered species, not to authorize their slaughter and calls the agency's decision "the worst sort of mixed message to give a green light to American trophy hunter to kill rhinos for their heads. "But the Fish and Wildlife Service argued that the money accrued from trophy hunting of black rhinos has been used to fund annual black rhino counts, improve rhino crime investigation and prosecution, and ensure the traceability of all rhino owned by Namibia.
- 20
- 25

Source: <http://news.nationalgeographic.com>

175. The word **slated** in line 5 is closest in meaning to ...
- A. approved  
B. designated  
C. sponsored  
D. activated
176. Why did U.S. Fish and Wildlife service approve the hunters' request?
- A. The request was submitted by a reality TV host.  
B. The hunts met the requirements and provided benefit  
C. The request was supported by 130.000 people.  
D. The hunts are in line with Endangered Species Act.
177. What is the main idea of the first paragraph?
- A. Rhinos hunting activity in Namibia.  
B. Permission to bring home rhino trophies.  
C. Conservation of rare Namibian black rhinos.  
D. Online request of black rhinos trophies.
178. The word **their** in line 19 refers to ...
- A. hunters  
B. rhinos  
C. animals  
D. activists
179. It can be inferred from the passage that the public's reaction to the Black Rhinos hunts is ...
- A. troubled  
B. provoked  
C. predicted  
D. viral
180. Which of the following is NOT the description of the U.S. Fish and Wildlife service?
- A. It is affiliated with People for the Ethical Treatment of Animals.  
B. It is a government agency.  
C. It shares the same idea with Namibian government to save Black Rhinos.  
D. It must comply with Endangered Species Act to conserve rare animals.

## APPENDIX 9 - Exercises of PKN-STAN entrance test 2017

PENERIMAAN MAHASISWA BARU  
PROGRAM DIPLOMA I, DIPLOMA II, DAN DIPLOMA IV  
POLITEKNIK KEUANGAN NEGARA STAN TAHUN 2017  
TES BAHASA INGGRIS  
(NOMOR 121 S.D 180)

### STRUCTURE AND WRITTEN EXPRESSION

Select the correct answer from the four choices given!

121. Susan was self-reliant and hardly ever ...any assistance from other.  
A. She accepted  
B. Did she accept  
C. Did she accepted  
D. She did accept
122. The parent should not risk ... the children in the without surveillance.  
A. Leave  
B. To leave  
C. Leaving  
D. For leaving
123. We were grateful for and proud of ... taking on the responsibility for the charity event.  
A. Her  
B. She  
C. Hers  
D. She's
124. The chairman urged that any objection during the meeting ... politely by the members.  
A. To be stated  
B. Be stated  
C. Has stated  
D. Is stated
125. Sarcophagus ... was often decorated with biblical scenes in early christian times.  
A. It was coffin placed above ground  
B. That was coffin placed above ground  
C. A coffin placed above ground  
D. Which of coffin placed above ground
126. That machine ... if you fixed it immediately.  
A. Would work  
B. Would be worked  
C. Would be working  
D. Would have worked
127. As soon as the last passenger ... into the ship, the gate will be closed.  
A. Will get  
B. Got  
C. Gets  
D. Have got
128. ... Vonny always comes late to class anno the teacher very much.  
A. That  
B. If  
C. Whether  
D. what
129. Daniel, accompanied by her parents, ... going to attend his college graduation ceremony.  
A. are  
B. is

130. ... for your carelessness, the team would have been safe the jungle.  
 C. were  
 D. was  
 A. Had it been  
 B. Has it been  
 C. Had it not been  
 D. Has it not been
131. The trainer got his trainee ... what he or learns from three days workshop.  
 A. To practice  
 B. Practice  
 C. Practiced  
 D. Practicing
132. We were going to watch ... but the review said that it was a flop.  
 A. The frighten movie  
 B. The movie frightening  
 C. The frightened movie  
 D. The frightening movie
133. This ... statue was made about 100 years ago by an Italian sculptor.  
 A. Interesting wooden brown  
 B. Brown wooden interesting  
 C. Wooden interesting brown  
 D. Interesting brown wooden
134. His suggestion sounds ..., so we decide to put it in our proposal.  
 A. Logic  
 B. Logics  
 C. Logical  
 D. logically
135. no sooner ... the train station, than she changed her mind to go by bus.  
 A. She had reached  
 B. She reached  
 C. Did she reach  
 D. Had she reached
136. Musk ... are truly arctic animal, well-adapted to their extreme environment.  
 A. Ox  
 B. Oxes  
 C. Oxen  
 D. Oxens
137. ... , the Alpaca is smaller than the llama and ordinarily is not used as a beast of burden.  
 A. A sure-footed animal  
 B. That sure-footed animal  
 C. It is a sure-footed animal  
 D. A sure-footed animal that
138. The ... accountant feels exhausted when he gets home  
 A. Overwork  
 B. Overworked  
 C. Overworks  
 D. Overworking
139. By the time we get to the railway station, the Argo Express ...  
 A. Has left  
 B. Would have left  
 C. Will have left  
 D. Will be leaving
140. My sister attends two subjects this semester one is public Administration and ... is Statistics.  
 A. Other  
 B. Another  
 C. The other  
 D. The others
141. The passengers of the Eagle Airways ... their flight schedule several times.  
 A. Look over  
 B. Look into  
 C. Look out  
 D. Look after
142. The merchant said that the price of the Indian carpet is a bit ... than those of the Persian carpet.  
 A. Cheap  
 B. Cheaper  
 C. Cheapest  
 D. The cheapest
143. ... between Limpopo and Luvuvhu Rivers, Kruger National Park is the ancestral home of the Makulele people.  
 A. Situating  
 B. Situated  
 C. To situate  
 D. Having been
144. Julia is ... a multitalented singer that she can both sing and write her own songs.  
 A. So  
 B. Very  
 C. Such  
 D. Such as
145. Rita doesn't understand why ... her apartment.  
 A. Was she forced to leave  
 B. She was forced to leave

146. C. Was she forcing to leave  
D. She was forcing to leave  
The bus is about to leave, thus, let's get into the bus ...?  
A. Aren't we  
B. Are we  
C. Shan't we  
D. Shall we
147. All people ... in the event are given notebook souvenir.  
A. That participated  
B. Which participating  
C. Participating  
D. Participate
148. ... marijuana is known as an illegal substance in Indonesia, The white Union has been trying to eradicate that misconception.  
A. In spite of  
B. Despite  
C. Because  
D. although
149. the airline requires that the passenger ... his seat belt fastened at all times during take-off and landing  
A. kept  
B. keep  
C. keeps  
D. keeping
150. Madam Levin requires that her employee ... more cooperative in the next meeting.  
A. Is  
B. Are  
C. Be  
D. Being

#### ERROR RECOGNITION

Choose the one word or phrase which would not be appropriate in standard written English!

151. On behalf of (A) the committee, he thanked (B) the supporters for the great (C) and loyalty given (D) to the football team.
152. Trustworthy (A) legislators must be accountability (B) for (C) the promises they made to their (D) voters.
153. On (A) March, the public was shocked (B) by a video of female students mixing (C) prayer movements (D) with dancing.
154. Chinese people adore (A) cats much because of their ability to kill (B) mice, their (C) bravery and have (D) smooth fur.
155. The deeper (A) the ocean, the least (B) sun light can reach (C) the (D) bottom.
156. Indonesia is the (A) archipelago which (B) consists of variety of distipet (C) native ethnich and (D) languages.
157. The Oriental Tower is in the centre (A) of the town, opposite with (B) the river, which (C) is famous for its (D) style.
158. Neither of those (A) migrants have (B) the permit needed (C) to live (D) in this city.
159. The survey found that (A) the more people use social media, the least (B) likely (C) they will concern about (D) privacy.
160. Natalie portman was proud (A) her (B) when she won (C) an Oscar award for (D) the best Actress in 2011.

## READING COMPREHENSION

Read the passage carefully and select the on correct answer from the choices (A, B, C, or D)

### Reading 1 for question 161 – 167

Line At the Grammys' annual charity gala on Friday, Bob Dylan stole the show without singing a single note. In a wide-ranging 35 minute speech that had the 3,000 or so music executives and stars in the audience hanging on his every word, Mr. Dylan touched on the roots of his songwriting, the musicians who inspired him, and the naysaying of critics.

5 It was an extremely rare and revealing speech from Mr. Dylan, 73, but in his usual fashion it was anything but straightforward. Reading from a thick **cache** of papers, he spoke in what at times was a kind of rhapsodic, canny prose-poetry, like one of his lyrics or an outtake from his 2004 memoir, "Chronicles, Volume One." These songs of mine, "he said, "they're like mystery plays, the kind Shakespeare saw when he was growing up. I think you could trace what I do back that far. They were on the fringes then, and I think they're on the fringes now."

10 Mr. Dylan was accepting the person of the year award from MusiCares a charity affiliated with the Grammys that support musicians in financial need or in health crises. Since MusiCares began in 1989, it has distributed nearly \$40 million in aid, according to the group, and the event on Friday, at the Los Angeles Convention Center, raised a record \$7 million through sales of tickets and memorabilia.

15 The night was packed with performances of Mr. Dylan's songs by the of Bruce Springsteen; Neil Young; Norah Jones; Sheryl Crow; Willie Nelson; Jack White; Tom Jones; and Crosby, Stills and Nash. The award to Mr. Dylan was presented by former President Jimmy Carter, who mentioned that Mr. Dylan's words on peace and human rights are much more **incisive**, much more powerful and much more permanent than those of any US president.

20 Mr. Dylan began with thanks to people who helped his career early on, like John Hammond, the storied talent scout who signed him to Columbia Records, and Peter, Paul and Mary, whose version of "Blowin' in the Wind" gave Mr. Dylan his first big hit, in 1963. He paid tribute to Joan Baez, Jimi Hendrix and Johnny Cash, and also thanked the Byrds, the Turtles and Sonny and Cher, whose covers brought him more pop hits, even if, he said, he wanted to be pop songwriter.

Source: <http://artsbeat.blogs.nytimes.com>

161. Why was Mr. Dylan giving a speech at the Grammy's gala?
- A. He won the Grammy
  - B. He was accepting an award from MusiCares
  - C. He did a lot of charities
  - D. Former president Jimmy Carter was asked him to give a speech
162. It can be inferred from the passage that...
- A. Some of Dylan's songs are about peace and human rights
  - B. Bob Dylan is a professional public speaker
  - C. Bob Dylan sang several songs in the charity gala
  - D. The night was mostly attended by politicians
163. The word **incisive** in line 19 is closest in meaning to ...
- A. Entertaining
  - B. Honest
  - C. Clear
  - D. dull
164. The word **cache** in line 6 is closest in meaning to ...
- A. Box
  - B. Pack

- C. Envelope  
D. Stockpile
165. Which of the following is NOT TRUE about of Mr. Dylan?  
A. He is a songwriter  
B. He is a straightforward person  
C. His songs were covered by other musicians  
D. He always wrote songs on peace and human rights issues
166. The word *it* in line 13 refers to ...
- A. Award  
B. musiCares  
C. Grammys  
D. LA Convention Center
167. What is the main idea of the first paragraph?  
A. Bob Dylan's great speech  
B. Music conference at the Grammy  
C. Bob Dylan won the Grammy  
D. The song of Bob Dylan

**Reading 2 for question 168 – 174**

Nikola Tesla, a Serbian by parentage, began working for the phone company in Budapest. In 1882, he headed for Paris, where he took a job with the Continental Edison Company. He was invited to work stateside after his supervisor wrote a recommendation praising the young man as a genius on par with Thomas Alfa Edison himself. While he hired Tesla, Edison thought the man's ideas were "splendid" but "utterly impractical." Edison relied heavily on **tedious** experimentation for most of his discoveries, a commitment which some historians attribute partially to his lack of formal education. Tesla, in contrast, was an emotionally driven dreamer with years of engineering training. Which allowed him to work out theories before physically implementing them.

At same point, Tesla insisted that he could increase the efficiency of Edison's prototypical dynamos, and eventually wore down Edison enough to let him try. Edison, Tesla later claimed, even promised him \$50,000 if he succeeded. Tesla worked around the clock for several months and made a great deal of progress. When he demand his reward, Edison claimed the offer was a joke, saying, "When you become a full-fledged American, you will appreciate an American joke." Edison offered a \$10/week raise, instead. Ever prideful, Tesla quit, and spent the next few months picking up odd jobs across New York City.

Edison's least favorite of Tesla's "impractical" ideas was the concept of using alternating current (AC) technology to bring electricity to the people. Edison insisted that his own direct current (DC) system was superior, in that it maintained a lower voltage from power station to consumer, and was, therefore, safer. But AC technology, which allows the flow of energy to periodically change direction, is more practical for transmitting massive quantities of energy, as is required by a large city, or hub of industry, say. At the time, DC technology only allowed for a power grid with a one-mile radius from the power source. The conflict between the two methods and their masters came to be known as the War of Currents. In the end, AC won out. George Westinghouse, an inventor, entrepreneur, and engineer who had himself been feuding with Edison for years, fulfilled Tesla's dream of building a power plant at Niagara Falls to power New York City, and built upon **its** principles the same system of local power grids we use today.

*(Adapted from various sources – PTT BPPK)*

168. Which one is the advantage of DC system?  
A. It allows for a power grid with a one-mile radius from the power sources  
B. It maintains a lower voltage from power station to consumer  
C. It is more practical for transmitting massive quantities of energy  
D. It is more economical to be applied



169. The word **tedious** in line 5 is closest in meaning to ...  
 A. Dull  
 B. Diverse  
 C. Dynamic  
 D. tenacious
170. What is the main idea of the passage?  
 A. The superiority of AC system  
 B. The invention of AC and DC system  
 C. The rivalry between Tesla and Edison  
 D. The biography of Nikola Tesla
171. What can be inferred from the passage?  
 A. George westinghouse and Nikola Tesla were best friend  
 B. George westinghouse has invented the generator that we use today  
 C. George wastinghouse admired Edison's work  
 D. George westinghouse rarely agreed with Edison
172. The word **its** in line 26 refers to ...  
 A. AC system  
 B. New York City  
 C. Power plant  
 D. The combination of AC and DC principles
173. Which one is NOT TRUE about Nikola Tesla?  
 A. He worked for Edison's company  
 B. He built a power plant at Niagara Falls  
 C. He had a better educational background than Edison  
 D. He worked out theories before physically implementing them
174. The rivalry between Tesla and Edison took place in ...  
 A. 17<sup>th</sup> century  
 B. 18<sup>th</sup> century  
 C. 19<sup>th</sup> century  
 D. 20<sup>th</sup> century

### Reading 3 for question 175 – 180

Nearly a century ago, biologists found that if they separated an invertebrate animal embryo into two parts at an early stage of its life. It would survive and develop as two normal embryos. This led **them** to believe that the cells in the early embryo are undetermined in the sense that each cell has the potential to develop in a variety of different ways. Later biologist found that the situation was not so simple. It matters in which place the embryo is cut. If it is cut in a plane different from the one used by the early investigators, it will not form two whole embryos.

A debate arose over what exactly was happening. Which embryo cells are determined, just when do they become irreversibly committed to their fates, and what are the "morphogenetic determinants" that tell a cell what to become? But the debate could not be resolved because no one was able to ask the crucial question a form in which they could be pursued productively.

Recent discoveries in molecular biology, however, have opened up prospects for a **resolution** of the debate. Now investigators think they know at least some of the molecules that act as morphogenetic determinants in early development. They have been able to show that, in a sense, cell determinant begins even before an egg is fertilized.

Studying sea urchins, biologist Paul Gross found that an unfertilized egg contains substances that function as morphogenetic determinants. They are located in the cytoplasm of the egg cell; e., in that part of the cell's protoplasm that lies outside of the nucleus. In the unfertilized egg; the substances are inactive and are not distributed homogeneously. When the egg is fertilized, the substances become active and, presumably, **govern** the behaviour of the genes they interact with. Since the substances are unevenly distributed in the egg; when the fertilized egg divides, the resulting cells are different from the start and so can qualitatively differ in their own gene activity.

*(Adapted from various sources – PTT BPPK)*

175. What is the main idea of the last paragraph?
- A. Substances of morphogenic determinants
  - B. The location of morphogenic determinants
  - C. Study of sea urchins by Paul Gross
  - D. Fertilization of eggs
176. Which of the following is NOT the description of morphogenic determinants?
- A. It controls cells
  - B. It is always active
  - C. It is located in the cytoplasm
  - D. It is heterogeneously distributed
177. The word **resolution** in line 12 is closest in meaning to ...
- A. Development
  - B. measure
  - C. bottom
  - D. answer
178. what determine whether an embryo can form two whole embryos?
- A. The fertilization process
  - B. The embryo activity
  - C. The way the embryo is being cut
  - D. Whether it is a sea urchin's embryo
179. The word **govern** in the line 19 is closest in meaning to ...
- A. Determine
  - B. Assist
  - C. Change
  - D. follow
180. the word **them** in line 3 refers to ...
- A. parts
  - B. stages
  - C. embryos
  - D. biologists

**APPENDIX 10 - Distribution of topics on the items in English section of PKN-STAN entrance test (2013-2017)**

Topics	Year & Item Number of English Section										Total
	2013	N	2014	N	2015	N	2016	N	2017	N	
Conjunction and Preposition	132, 135, 144, 146, 152, 155	6	129, 140, 152, 155, 156	5	12, 16, 21, 22, 25, 30, 31, 35, 37	9	136, 137, 141, 143, 145, 146, 147, 159	8	148, 153, 154, 157	4	32
Derivation	122, 125, 157	3	154, 157	2	17, 28, 34, 38, 39	5	131, 142, 155	3	134, 152	2	15
Gerund and Infinitive	148, 154	2	121, 126, 130, 147	4	3, 11	2	144, 148, 150, 153	4	122, 123	2	14
Tenses		0	122, 125, 134, 137, 141, 142, 149, 153	8	1, 23	2	154	1	127, 139	2	13
Word Order	158	1	139, 158	2	4, 9, 32, 33, 36	5	151	1	132, 138, 160	3	12
Clauses	129	1	123, 132, 143	3	15, 18, 27	3	129	1	128, 145	2	10
Inversion	140	1	136	1	2, 13	2	126, 138, 157	3	121, 135	2	9
Conditional Sentences	137, 149	2	138, 146	2	7, 20	2	133	1	126, 130	2	9
Subjunctive	126, 136, 143	3	144	1		0	125, 156	2	124, 149, 150	3	9
Modals	121, 141, 147	3	133	1	5, 6, 19	3	130	1		0	8

Degree of Comparison	131, 150, 160	3	150	1		0	121	1	142, 155, 159	3	8
Nouns	153, 159	2	145	1	40	1	122	1	136, 151, 156	3	8
The Use of Such and Other	139, 142	2		0		0	139, 149, 160	3	140, 144	2	7
Appositive	124	1	124	1	26	1	134	1	125, 137	2	6
Participles	127, 145	2		0	10	1		0	143, 147	2	5
Causative	130	1	131, 160	2		0	128	1	131	1	5
Concord	123, 156	2		0		0		0	129, 158	2	4
Relative Pronoun		0	128	1	24	1	135, 158	2		0	4
Passive Voice	134, 151	2		0	8, 29	2		0		0	4
Order of Adjective		0	127	1	14	1	132	1	133	1	4
Question Tag	128	1		0		0	123	1	146	1	3
Elliptical Sentence		0	148	1		0	124, 127	2		0	3
Phrasal Verb	133	1	135	1		0		0	141	1	3
Preferences		0		0		0	140, 152	2		0	2
Redundancy		0	151, 159	2		0		0		0	2
Direct/ Indirect Speech	138	1		0		0		0		0	1
Stated Detailed	163, 164, 171, 172, 178	5	162, 163, 166, 168, 170, 174, 177	7	46, 47, 50, 58, 59, 60	6	161, 164, 171, 174, 176, 177	6	161, 168, 170, 174, 175, 178	6	30
Structural Clues	165, 170,	3	161, 173,	3	43, 48, 49, 55	4	162, 166,	4	163, 164,	5	19

	176		180				168, 175		169, 177, 179		
Pronoun Reference	167, 174, 180	3	165, 169, 178	3	42, 52, 57	3	163, 170, 178	3	166, 172, 180	3	15
Unstated Detailed	162, 169, 177	3	167, 176	2	41, 51, 56	3	167, 169, 180	3	165, 173, 176	3	14
Identifying Main Idea	161, 168, 175	3	164, 171, 172, 175	4	45, 53	2	165, 173	2	167	1	12
Implied Detailed	166, 173, 179	3	179	1	44, 54	2	172, 179	2	162, 171	2	10
	Total	60		60		60		60		60	300