

APPENDICES

Appendix 1: Observation Checklist

No	Components of Appraisal (Attitude)	Criteria		Present (v) / Not Present (x)	Description
1.	Affect	Identification of Emotions	Joy		
			Fear		
			Confuse		
			Shy		
		Intensity of Emotions	Passionate		
			Apathetic		
		Contextual Triggers	People Involved		
			Actions Taken		
			Relevant Circumstance		
		Functionality	Build Rapport		
			Persuade		
			Manage Conflicts		
		2.	Judgment	Opinion Formation	
Positive or Negative Orientation	Approval				
	Disapproval				
	Satisfaction				
	Dissatisfaction				
	Praise				
	Criticism				
Basis of Judgment	Personal Values				
	Cultural Norms				

			Factual Evidence		
			Past Evidence		
			Logical Reasoning		
		Impact on Discourse	Understanding		
			Shape Opinions		
			Generate Discussion		
			Affect the Emotional Atmosphere		
3.	Appreciation	Recognition of Value	Significance (Importance)		
		Evaluation of Significance	Essential		
		Aesthetic Evaluation			
		Cultural Context	Cultural Norms		
			Values		
			Practices		

Appendix 2: List of Interview Questions (For Students)

No.	Question
1.	What do you think about learning English? <i>Bagaimana pendapat kalian tentang pembelajaran Bahasa Inggris?</i>
2.	In your opinion, is English important to learn? Why? <i>Menurut kalian, apakah Bahasa Inggris itu penting untuk dipelajari? Kenapa?</i>
3.	Between the four language skills (speaking, listening, reading, writing) taught, which do you like the most? <i>Di antara keempat language skills (speaking, listening, reading, writing) yang diajarkan, yang mana paling kalian suka?</i>
4.	Between the four language skills (speaking, listening, reading, writing) taught, which do you master the most? <i>Di antara keempat language skills (speaking, listening, reading, writing) yang diajarkan, yang mana paling kalian kuasai?</i>
5.	What do you think about reading English text? <i>Bagaimana pendapat kalian terhadap reading text Bahasa Inggris?</i>
6.	Do you like to read? <i>Apakah kalian suka membaca?</i>
7.	Is reading important in language learning, especially English? <i>Apakah reading penting dalam pembelajaran Bahasa khususnya Bahasa Inggris?</i>
8.	How useful English reading competence to you? <i>Seberapa bergunanya kemampuan membaca Bahasa Inggris untuk anda?</i>
9.	What difficulties did you find/feel when learning to read? <i>Kesulitan apa yang kalian temukan/rasakan saat pembelajaran reading?</i>
10.	Do teachers at school often provide material/assignments related to reading? <i>Apakah guru di sekolah sering memberikan materi/tugas terkait reading?</i>
11.	What types of texts are often delivered/given by teachers? <i>Jenis teks apa yang sering disampaikan/diberikan oleh guru?</i>
12.	What topics or titles are often presented/given by teachers? <i>Topik atau judul apa saja yang sering disampaikan/diberikan oleh guru?</i>
13.	What form/method of learning to read do you think is effective for you? <i>Bentuk/metode pembelajaran reading seperti apa yang kalian rasa akan efektif buat kalian?</i>
14.	Are your teacher's strategies and methods for delivering material effective for reading? <i>Apakah strategi dan cara penyampaian materi dari guru kalian efektif untuk reading?</i>
15.	What advice would you give to teachers at school to make learning English, especially reading, more enjoyable and have a positive effect on you? <i>Saran apa yang kalian akan berikan kepada guru di sekolah untuk membuat pembelajaran Bahasa Inggris khususnya reading jadi lebih menyenangkan dan berefek positif bagi kalian?</i>

Appendix 3: Observation Checklist Data (X Fashion Design/TB)

No	Components of Appraisal (Attitude)	Criteria		Present (✓) / Not Present (✗)	Description
1.	Affect	Identification of Emotions	Joy	✓	<ul style="list-style-type: none"> Only one student responded to the teacher's greeting with a slight smile. However, the others did not. In fact, the students seemed hesitant to respond to the teacher's greeting in English.
			Fear	✗	
			Confuse	✓	<ul style="list-style-type: none"> At the beginning, one of the students seemed confused or unprepared for the lesson being presented.
			Shy	✓	<ul style="list-style-type: none"> All the students in this class show shyness and reluctance to read because they feel they are not good at reading English texts.
		Intensity of Emotions	Passionate	✓	<ul style="list-style-type: none"> At the beginning of the review session, students verbally demonstrate their readiness to answer questions about previously taught material, as seen from the way they respond to the teacher's questions.
			Apathetic	✓	<ul style="list-style-type: none"> Some other students seem to be unprepared or even uninterested in the material being presented. (non-verbal)
		Contextual Triggers	People Involved	✓	<ul style="list-style-type: none"> When it is some students' turn to read the text assigned by the teacher, they immediately smile upon seeing that their classmates have already finished reading.
			Actions Taken	✓	<ul style="list-style-type: none"> They continued trying to read after exchanging smiles.
			Relevant	✗	

			Circumstance		
		Functionality	Build Rapport	✓	<ul style="list-style-type: none"> The teacher effectively creates a positive atmosphere through a calm demeanour and a smile, while students build good relationships with their seatmates.
			Persuade	✓	<ul style="list-style-type: none"> Similarly, students who encourage each other to complete assignments given by the teacher.
			Manage Conflicts	✓	<ul style="list-style-type: none"> Most words or sentences can be understood by students. Students can interpret sentences in the text on their own, though they still receive some help from the teacher. Students can answer questions related to the material well, but they appear to lack confidence.
2.	Judgment	Opinion Formation		✗	
		Positive or Negative Orientation	Approval	✗	
			Disapproval	✗	
			Satisfaction	✓	<ul style="list-style-type: none"> Some students show that they are quite satisfied with the reading material prepared by the teacher.
			Dissatisfaction	✓	<ul style="list-style-type: none"> Some students seem that they should not have to read the text aloud.
			Praise	✗	
			Criticism	✗	
		Basis of Judgment	Personal Values	✓	<ul style="list-style-type: none"> It appears that one student looked at the teacher with a gaze that seemed to convey a cynical judgment.
			Cultural Norms	✗	
			Factual Evidence	✗	
			Past Evidence	✗	
			Logical Reasoning	✗	

		Impact on Discourse	Understanding	✓	<ul style="list-style-type: none"> Some students are able to understand the material presented. This is evident when they answer questions about the text they have read.
			Shape Opinions	✗	
			Generate Discussion	✗	
			Affect the Emotional Atmosphere	✗	
3.	Appreciation	Recognition of Value	Significance (Importance)	✓	<ul style="list-style-type: none"> Some students diligently follow the instructions given by the teacher. Others appear disinterested.
		Evaluation of Significance	Essential	✗	
		Aesthetic Evaluation		✗	
		Cultural Context	Cultural Norms	✓	<ul style="list-style-type: none"> Some students appreciate each other, while others focus solely on what the teacher is presenting.
			Values	✗	
			Practices	✓	<ul style="list-style-type: none"> Some students show their appreciation for their desk mates who have cheerfully attempted to read the text aloud (verbally).

Appendix 4: Observation Checklist Data (X Business and Marketing/BDP)

No	Components of Appraisal (Attitude)	Criteria		Present (✓) / Not Present (✗)	Description
1.	Affect	Identification of Emotions	Joy	✓	<ul style="list-style-type: none"> One student responds to the greeting with a smile on their face. One student reacts to the teacher's joke.
			Fear	✗	
			Confuse	✓	<ul style="list-style-type: none"> At the beginning of the session, students were confused about what material they would be studying that day. One student appeared confused while the teacher was explaining and reviewing the lesson/material related to reading.
			Shy	✓	<ul style="list-style-type: none"> Other students seem uncertain with their reading and speech while reading. The student reads very slowly.
		Intensity of Emotions	Passionate	✓	<ul style="list-style-type: none"> One student appears quite focused on what the teacher is saying and responds well. The student even reopens their notebook.
			Apathetic	✓	<ul style="list-style-type: none"> Other students appear to be less interested in learning, especially the reading material.
		Contextual Triggers	People Involved	✓	<ul style="list-style-type: none"> The student responds to the teacher with a smile.
			Actions Taken	✓	<ul style="list-style-type: none"> The student responds to the teacher's jokes.
			Relevant Circumstance	✗	
		Functionality	Build Rapport	✗	
			Persuade	✓	<ul style="list-style-type: none"> One student tries to follow and grasp the material being presented.
			Manage Conflicts	✓	<ul style="list-style-type: none"> During the text translation session, only one student is able to

					interpret the reading.	
2.	Judgment	Opinion Formation		x		
		Positive or Negative Orientation	Approval	✓		<ul style="list-style-type: none"> It appears that the material being presented is well-received by the students.
			Disapproval	x		
			Satisfaction	✓		<ul style="list-style-type: none"> Students appear satisfied with the teacher's explanations and the assistance provided when they struggle to understand.
			Dissatisfaction	x		
			Praise	x		
			Criticism	x		
		Basis of Judgment	Personal Values	x		
			Cultural Norms	x		
			Factual Evidence	x		
			Past Evidence	x		
			Logical Reasoning	✓		<ul style="list-style-type: none"> The teacher's presentation and assistance with the material.
		Impact on Discourse	Understanding	✓		<ul style="list-style-type: none"> With the teacher's clear presentation, some students appear to understand what is being conveyed.
			Shape Opinions	x		
			Generate Discussion	x		
			Affect the Emotional Atmosphere	✓		<ul style="list-style-type: none"> The teacher's humour helps to make the students feel a bit more relaxed.
3.	Appreciation	Recognition of Value	Significance (Importance)	✓	<ul style="list-style-type: none"> The students appear to be beginning to understand the purpose of the material being presented (reading). 	
		Evaluation of Significance	Essential	✓	<ul style="list-style-type: none"> One student feels that they need to read, appearing to be preparing and waiting for their turn. 	
		Aesthetic Evaluation		x		
		Cultural Context	Cultural Norms	x		

			Values	x	
			Practices	✓	<ul style="list-style-type: none"> • Other students begin to reopen their notebooks after seeing their peers consistently answer the teacher's questions well. • Students appreciate the teacher's help when they are confused about interpreting the reading.

Appendix 5: Observation Checklist Data (X Accounting/AKL)

No	Components of Appraisal (Attitude)	Criteria		Present (✓) / Not Present (✗)	Description
1.	Affect	Identification of Emotions	Joy	✗	
			Fear	✗	<ul style="list-style-type: none"> Some students appear hesitant in answering questions or following the teacher's instructions. Some students are uncertain during the reading session.
			Confuse	✓	<ul style="list-style-type: none"> The majority of students are confused about responding to the teacher's greetings in English, and even hesitate to answer questions in Indonesian. Some students cannot answer questions related to generic structure and text types. Most students seem confused about the material throughout the lesson.
			Shy	✓	<ul style="list-style-type: none"> Other students sound uncertain with their reading and speech, reading very slowly. Students seem embarrassed when making mistakes during the reading session.
		Intensity of Emotions	Passionate	✗	
			Apathetic	✓	<ul style="list-style-type: none"> The majority of students appear to be uninterested in learning, especially the reading material, throughout the lesson.
		Contextual Triggers	People Involved	✗	
			Actions Taken	✓	<ul style="list-style-type: none"> One student responds to the teacher's greeting with a smile.
			Relevant Circumstance	✓	<ul style="list-style-type: none"> One student seems to be entertaining

					themselves before the lesson begins.
		Functionality	Build Rapport	x	
			Persuade	✓	<ul style="list-style-type: none"> One student tries to follow and grasp the material being presented.
			Manage Conflicts	✓	<ul style="list-style-type: none"> In the text reading session, some students manage to read the text, although they struggle with pronunciation.
2.	Judgment	Opinion Formation		x	
		Positive or Negative Orientation	Approval	x	
			Disapproval	✓	<ul style="list-style-type: none"> The majority of students appear to dislike the English material/lesson.
			Satisfaction	x	
			Dissatisfaction	✓	<ul style="list-style-type: none"> It seems that the students are not prepared for this material.
			Praise	x	
			Criticism	x	
		Basis of Judgment	Personal Values	x	
			Cultural Norms	x	
			Factual Evidence	x	
			Past Evidence	x	
			Logical Reasoning	x	
		Impact on Discourse	Understanding	x	
			Shape Opinions	x	
Generate Discussion	x				
Affect the Emotional Atmosphere	✓		<ul style="list-style-type: none"> The classroom atmosphere is highly focused on the teacher and seems monotonous. 		
3.	Appreciation	Recognition of Value	Significance (Importance)	x	
		Evaluation of Significance	Essential	x	
		Aesthetic Evaluation		x	
		Cultural Context	Cultural Norms	x	
			Values	x	
			Practices	x	

Appendix 6: Observation Checklist Data (X Computer and Network Engineering/TKJ)

No	Components of Appraisal (Attitude)	Criteria		Present (✓) / Not Present (✗)	Description
1.	Affect	Identification of Emotions	Joy	✓	<ul style="list-style-type: none"> The greeting is answered loudly by the students and does not seem awkward. The students appear relaxed and quite enjoy the session.
			Fear	✗	
			Confuse	✗	
			Shy	✗	
		Intensity of Emotions	Passionate	✓	<ul style="list-style-type: none"> The majority of students' answer questions with enthusiasm and ease. All students are willing to answer and respond to the teacher.
			Apathetic	✗	
		Contextual Triggers	People Involved	✓	<ul style="list-style-type: none"> Each student responds positively (with a smile) when other classmates are invited to discuss, without exception.
			Actions Taken	✓	<ul style="list-style-type: none"> The majority of students respond with smiles to the teacher's greetings and humor. Each student is quite enthusiastic during the lesson, which encourages other students to do the same.
			Relevant Circumstance	✓	<ul style="list-style-type: none"> At one moment, a student tries to alleviate their boredom while waiting for their turn by using their phone.
		Functionality	Build Rapport	✓	<ul style="list-style-type: none"> The rapport between the students and the teacher appears to be quite good, with students responding and interacting with the

					teacher comfortably.
			Persuade	✓	<ul style="list-style-type: none"> The majority of students focus on and understand the material regarding simple present tense sentences that are being presented.
			Manage Conflicts	✓	<ul style="list-style-type: none"> The majority of students understand the content of the material being presented well. All students are willing to come to the front of the class to answer the teacher's questions. Most students can identify negative sentences from the prepared text. The majority of students are able to complete the task of creating sentences based on examples provided by the teacher.
2.	Judgment	Opinion Formation		✗	
		Positive or Negative Orientation	Approval	✓	<ul style="list-style-type: none"> All students respond to their classmates' work with jokes.
			Disapproval	✗	
			Satisfaction	✗	
			Dissatisfaction	✗	
			Praise	✓	<ul style="list-style-type: none"> Some students appear to give non-verbal praise for their classmates' work.
			Criticism	✗	
		Basis of Judgment	Personal Values	✗	
			Cultural Norms	✗	
			Factual Evidence	✓	<ul style="list-style-type: none"> Based on the correct answers from other students.
			Past Evidence	✗	
			Logical Reasoning	✗	
		Impact on Discourse	Understanding	✓	<ul style="list-style-type: none"> From several correct answers provided by other students, some students are aware of alternative answers to the teacher's questions.

			Shape Opinions	x	
			Generate Discussion	✓	<ul style="list-style-type: none"> By taking advantage from the mistakes of other students, the majority of students share their own answers with each other.
			Affect the Emotional Atmosphere	✓	<ul style="list-style-type: none"> The classroom atmosphere is quite cheerful, with students responding to each other well.
3.	Appreciation	Recognition of Value	Significance (Importance)	✓	<ul style="list-style-type: none"> At the beginning, before the lesson started, all the students were busy playing with their phones. However, once the teacher began the lesson, all students put away their phones and started focusing on what the teacher was presenting.
		Evaluation of Significance	Essential	x	
		Aesthetic Evaluation		x	
		Cultural Context	Cultural Norms	✓	<ul style="list-style-type: none"> One student was playing with their phone while the teacher was explaining, but quickly refocused on the teacher's instructions.
			Values	x	
			Practices	✓	<ul style="list-style-type: none"> The majority of students respond positively to their classmates' work.

Appendix 7: Detailed Transcription Data from the Interview

No.	Interview Questions	Students' answers
1.	In your opinion, is English important to learn? And why?	<p>Student A: Important. It's because if we go to another country, we can use English to communicate.</p> <p>Student B: It's important. For example, if you want to go abroad, you have to be able to speak English. So, it's important.</p> <p>Student C: It's actually important. For example, if we go abroad, we have to use English.</p> <p>Student D: English, definitely important. If you work abroad, you should be able to use English.</p> <p>Student E: I think it's important. If one day we go abroad, it will be hard to communicate.</p> <p>Student F: It's important. If we have the basics, it will be easier for us to apply in a job opportunity. It could be an additional point for the company to consider. We can also use the language when on holiday abroad.</p> <p>Student G: It is important. For example, if we work abroad or on holiday, it's not difficult to communicate with people.</p> <p>Student H: Yes, it is. It's an international language, isn't it?</p> <p>Student I: It's important. I'm afraid of facing foreigners who speaks English, so we can communicate. If we go to the mall and there are foreigners. What if we are being asked?</p> <p>Student J: It is important because English is international language.</p>
2.	What do you think about learning English?	<p>Student A: It's fun but a bit difficult if I don't know the meanings.</p> <p>Student B: Confused. Sometimes I could understand, sometimes I don't.</p> <p>Student C: I don't like English that much.</p> <p>Student D: I don't know. It's a bit difficult and easy depends on the material.</p> <p>Student E: It's pretty fun! But the rest is difficult because I don't understand.</p> <p>Student F: It's good. But I couldn't understand.</p> <p>Student G: Exciting! But it makes me dizzy.</p> <p>Student H: It's easy to understand and fun.</p> <p>Student I: It's difficult. Sometimes I couldn't understand the lesson.</p> <p>Student J: In my opinion, it's exciting.</p>
3.	Between the four language skills, which is (speaking, listening, reading, writing) taught, which do you like the most?	<p>Student A: Listening. Because it's easy to absorb.</p> <p>Student B: Listening. Because sometimes I can write. So, listening is quite rarely practiced.</p> <p>Student C: I prefer to hear. Because I don't like anything else. And also, I just need to listen.</p> <p>Student D: I think I prefer reading.</p> <p>Student E: Reading! By reading, we could get and add new knowledge about the language.</p> <p>Student F: Writing. I don't know. But it's interesting when you need to use formula in making words or sentences.</p> <p>Student G: I just like listening.</p> <p>Student H: Listening, maybe? It's just nice to hear English songs.</p> <p>Student I: Listening. I just like it. It prevents me from getting</p>

		sleepy. Student J: I prefer reading.
4.	Between the four language skills (speaking, listening, reading, writing) taught, which do you master the most?	Student A: I choose speaking. Student B: Maybe writing. I can write quite well. Student C: I'm stick with listening. Student D: Every of them is average for me. But maybe reading. Student E: Maybe reading. Kinda. But not everything is mastered enough. I have chosen reading because we only need to read. No need to translate it because I don't know the meaning. Student F: Of course, writing. I'm quite okay with reading and speaking too. But between all of that, I am more into writing. Student G: I prefer reading than writing even I'm quite confident in writing. Student H: I think speaking by a little. I started to learn speaking since I was in junior high school. Student I: Listening. I don't know. Maybe it because I can still listen to something. Even though, I've never listening to any English musics or films. Student J: Still reading.
5.	What do you think about reading English text?	Student A: We can learn new foreign language by reading an English text. Student B: Reading English text is difficult. Student C: It's difficult because each word has a different meaning. Student D: English texts are sometimes difficult, sometimes easy and understandable. The difficult thing is if there are sentences or words that you have never heard before. Student E: Quite understandable. Only sometimes there are words that are difficult to pronounce. Student F: Neither easy nor difficult. It's hard to pronounce the words. Student G: It makes me dizzy! Because it's hard to understand the meaning. Student H: If we fully read it in English, it might be a bit difficult to understand. But if you translate it at the same time, it might help... It's hard to understand words or sentences you've never heard before... Student I: It's complicated. Student J: It's like hard and easy at the same time. It's easy to understand but it's getting hard when I find some words that I've never learnt before.
6.	Do you like to read?	Student A: I do! Even an English text. I do read it so I can understand English. Student B: Quite rarely. But I do read sometimes. Student C: Rarely read any kind of texts. I don't even like to read any English text. Student D: I like to read but not that much. Student E: To be honest, I do like to read. Even an English text. Such as stories on the mobile phone. But still, I only read without knowing the meaning. Student F: I don't like to read because I don't know all the meanings. So? What is the purpose of reading for me?

		<p>Student G: I do. I like to read some novels. Doesn't matter if it's in English or Indonesian.</p> <p>Student H: I do like to read some novels and fictions. But not too much for the English text.</p> <p>Student I: I do like to read the subject I learnt at school. But I don't like English text. It makes me bored.</p> <p>Student J: I do like to read. But more into Indonesian than English texts.</p>
7.	Is reading important in language learning, especially English?	<p>Student A: Important. If we don't implement reading first, we couldn't understand the language.</p> <p>Student B: It's important to learn.</p> <p>Student C: It's important. Without reading, we can't write, listening, or speaking.</p> <p>Student D: Of course, it's important. Because everything starts from reading.</p> <p>Student E: It is important! If we don't read, where do we get to know the meaning by only listening to it?</p> <p>Student F: That's an important aspect so that we can speak fluently. But I went straight to writing.</p> <p>Student G: It is. By reading we can understand the meaning of words.</p> <p>Student H: It is important because it can help for understanding too.</p> <p>Student I: I do think it's important. But I can't think any reason for it.</p> <p>Student J: It is important. We have to be able to read first before anything else.</p>
8.	How useful English reading competence to you?	<p>Student A: It's useful and helpful if we get chance to go to another country and speak the language.</p> <p>Student B: It's useful if we can understand. If we don't, it will be useless.</p> <p>Student C: Not useful enough because I couldn't understand it.</p> <p>Student D: I think it's useful. From reading, we could understand what is being taught by the teachers and we get new words that can be practiced and used in our daily life.</p> <p>Student E: It's kind of useless for me. Because personally, I never practice it.</p> <p>Student F: A little useful. Because I don't like it and become lazy to read.</p> <p>Student G: It is useful. But I don't know.</p> <p>Student H: It's useful so that we don't get left behind by other people who have already mastered English.</p> <p>Student I: Useful I should say. It can provide us with some knowledge and make us able to use English. But I'm just too lazy to do.</p> <p>Student J: It's useful for future occasions.</p>
9.	What difficulties did you find/feel when learning to read?	<p>Student A: It's dizzy and a bit unsure of myself.</p> <p>Student B: For me, it's difficult to translate if we don't use dictionary or mobile phone.</p> <p>Student C: The words and meanings are different.</p> <p>Student D: Sometimes I feel difficult to pronounce the words if I never heard it before.</p> <p>Student E: It's getting difficult when I find words that are difficult to read.</p>

		<p>Student F: The only thing is I can't understand the meaning of some words.</p> <p>Student G: The words. I can't understand it.</p> <p>Student H: Finding out some rare words that I've never learnt.</p> <p>Student I: It's hard to understand the meaning. Too many strange words and never learnt it.</p> <p>Student J: Maybe like, finding some words that are rarely heard of.</p>
10.	Do teachers at school often provide material/assignments related to reading?	<p>Student A: Frequently.</p> <p>Student B: Not too often. But there is.</p> <p>Student C: Surely.</p> <p>Student D: Frequently.</p> <p>Student E: Kinda of frequently.</p> <p>Student F: There is sometimes.</p> <p>Student G: Frequently.</p> <p>Student H: There is sometimes.</p> <p>Student I: Frequently.</p> <p>Student J: Frequently.</p>
11.	What types of texts are often delivered/given by teachers?	<p>Student A: Descriptive text.</p> <p>Student B: I think it's narrative.</p> <p>Student C: Narrative.</p> <p>Student D: Descriptive and narrative text.</p> <p>Student E: Maybe narrative.</p> <p>Student F: A text like fairytale? Narrative then.</p> <p>Student G: Narrative!</p> <p>Student H: Narrative is quite often.</p> <p>Student I: Narrative and descriptive are quite often.</p> <p>Student J: Descriptive text. Where sometimes we should fill up and complete some sentences. And also, narrative text.</p>
12.	What topics or titles are often presented/given by teachers?	<p>Student A: I'm confused. I can't remember.</p> <p>Student B: Most often, <i>Malin Kundang</i>.</p> <p>Student C: <i>Malin Kundang</i>!</p> <p>Student D: I couldn't remember at all.</p> <p>Student E: <i>Sangkuriang</i>.</p> <p>Student F: <i>Malin Kundang</i> and <i>Aladdin</i>.</p> <p>Student G: <i>Malin Kundang</i>!</p> <p>Student H: A story like fairytale. <i>Malin Kundang</i>. But <i>Sangkuriang</i> is more often.</p> <p>Student I: A fairytale like <i>Sangkuriang</i>.</p> <p>Student J: Usually, the topic was taken from the textbook. Such as <i>Malin Kundang</i>.</p>
13.	What form/method of learning to read do you think is effective for you?	<p>Student A: It depends on self-intention</p> <p>Student B: In my opinion, using social media platforms such as YouTube and Instagram. Where previously we had tried watching a video that taught us how to pronounce something by repeating after the instruction. If that's the case then it's quite understandable for me.</p> <p>Student C: I don't know. I don't like English that much.</p> <p>Student D: I like it to be a short text and easy to understand.</p> <p>Student E: Using our mobile phone. Not only read the text, we could also listen to the original pronunciation if we use some of the reading digital platform.</p> <p>Student F: Maybe using mobile phone. Cause I think we can easily access to google to find the meaning and how to</p>

		<p>pronounce it at the same time.</p> <p>Student G: Maybe with stories I can be more interested.</p> <p>Student H: Getting helps from the teacher.</p> <p>Student I: It is sure we have to know the meaning first. It should be translated at the same time using mobile phone.</p> <p>Student J: I am more interested with stories.</p>
14.	Are your teacher's strategies and methods for delivering material effective for reading?	<p>Student A: It's a bit unclear because it's delivered too quickly.</p> <p>Student B: Quite effective in my opinion. Because I don't like English, it would be better if there was a teacher to teach. Depends on the theme or material too. If the text is not interesting then we get bored and become lazy.</p> <p>Student C: It's quite effective and sometimes I could get the point. But after that, I easily forget.</p> <p>Student D: Effective, maybe? The teacher always explaining and giving some examples.</p> <p>Student E: Quite effective and easy to understand but sometimes I can't hear clearly.</p> <p>Student F: Not too effective. Because the teacher in delivering the lesson was too graceful. I like strong ones like myself. So, I don't get sleepy.</p> <p>Student G: Sometimes effective, sometimes not. It is because of teachers' method in deliver the material is not suitable for me.</p> <p>Student H: It's quite effective. The teacher always reviewing last material that has been taught as well.</p> <p>Student I: It is effective and quite understandable. The way of delivery is also clear.</p> <p>Student J: It's effective. The delivery of material is easy to understand.</p>
15.	What advice would you give to teachers at school to make learning English, especially reading, more enjoyable and have a positive effect on you?	<p>Student A: If possible, the delivery should be slowed down a bit and clarified so that it will be easy to follow.</p> <p>Student B: My advice is, it's better to learn using social media. So, it's easy to understand. So that you understand quickly, you don't get bored and you also learn a lot of new things.</p> <p>Student C: I have no advice to give. It's just me who don't like English since a long time ago.</p> <p>Student D: I don't have any. But maybe the teacher shouldn't stop explaining till we all understand.</p> <p>Student E: If possible, make sure the voice is clear. Don't tense the atmosphere of the class. And also bring material that doesn't make students feel bored quickly. It has to be fresh.</p> <p>Student F: The teacher should always attend to the class to teach. Don't just explain and then give assignments. The method must be paid more attention to so that students don't get bored quickly. And it is also important to have a good humor.</p> <p>Student G: Maybe for me when the teacher delivers the material in a relaxed manner and doesn't make me tense. Lastly, the material has to suit me.</p> <p>Student H: Maybe the teacher could include a joke or a game like that so we don't get too bored.</p> <p>Student I: Don't be too serious in delivering the material. Sometimes the teacher should make a joke for us or maybe</p>

		<p>have a good humor and could add some games that suitable with the material.</p> <p>Student J: The teacher should deliver the material in exciting way and not make us get bored.</p>
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Appendix 8: Observation Process (Accounting, Business and Marketing, Fashion Design, Computer and Network Engineering)



Appendix 9: Interview Process (Accounting, Business and Marketing, Fashion Design, Computer and Network Engineering)



Appendix 10: Documents (Research Guidance Attendance List)

KEGIATAN BIMBINGAN SKRIPSI						
No	Waktu	Pembimbing 1	Pembimbing 2	Pasal Pemb. 1	Pasal Pemb. 2	
	Tanggal	Jam	Topik Bimbingan	Topik Bimbingan		
1	10/10/2023	9.30 AM	Bimbingan Babar Alasan pengisian judul dan arahan	01/02/24 (10.00)		
2	18/10/2023	9.30 AM	Backgroud, Key terms, apa yg harus ada di bab 1	Bantuan Backgroud dan analisis data (alat view)		
3	19/10/2023	10.30	Finace Monthly	BAB I BAB III		
4	14/11/23	10.00	BAB I & BAB III	Pembahasan skri. pembimbing I		
5	20/12/24	09.00-10.00	Lanjutan Rev. (ML Matematika)	Pembahasan instrumen skripsi Pembimbing		
6	21/12/24	09.00-10.00	Pengolahan Data / Beora kodi. penelitian	Finalisa Bab 1,2,3,4,5 + Pembahasan		
7	20/12/24	10.00-11.00	2. Pengolahan Data	Tombakan BAB 4		
8	16/1/24	10.00-11.00	Hasil Penelitian	BAB 4		

No	Waktu	Pembimbing 1	Pembimbing 2	Pasal Pemb. 1	Pasal Pemb. 2
	Tanggal	Jam	Topik Bimbingan	Topik Bimbingan	
1	14/10/24	09.30-10.00	Finalisasi Bab 4	BAB 4 (Hartal)	
2	24/10/24	10.00-11.00	BAB 5	Pembahasan buku, data dan bab 5 Pembahasan	
3	5/11/24	10.00-11.00	Abstrak & Lanjutan Jurnal	Pembahasan abstrak	
4	21/11/24	10.00-12.00	Pembahasan Abstrak & Lanjutan Jurnal	Pembahasan Abstrak	
5					
6					
7					
8					

Appendix 11: Documents (Research Permit Request Letter & Research Approval Letter from the school)

YAYASAN PENDIDIKAN GALUH
UNIVERSITAS GALUH
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus: J. R.E. Martadinata No. 159 Tpi. (045) 772492 Fax 771955 Cianjur

Nomor : 474/21.SP/EMDU/1/2024 Cianjur, 11 Januari 2024
Perihal : Ijin Penelitian


Kepada
Yth. SMK
Di Tempat

Dengan Hormat,
Dalam rangka penyusunan Karya Ilmiah/Skripsi Mahasiswa FKIP Universitas Galuh Cianjur:

Nama : Muhammad Alif
NIM : 2109200019
Program Studi : PENDIDIKAN BAHASA INGGRIS
Tingkat/Semester : IV LEMPAT/VI (TUJUH)

Kami mohon dengan hormat bantuan Bapak/Ibu untuk dapat memberikan dan memberikan kesempatan kepada yang bersangkutan dalam hal mengumpulkan data selubung dengan penelitian Karya ilmiah (Skripsi) yang berjudul : **STUDENTS' ATTITUDES TOWARD READING FOR ACADEMIC PURPOSES: SP. PERSPECTIVE (A CASE STUDY AT ONE OF THE VOCATIONAL HIGH SCHOOLS IN CIAMIS)**

Demikian permohonan kami, atas bantuan dan perhatannya kami ucapkan terima kasih.

Hormat Kami,

Mulya Sari, Drs., M.Kes.
NIP. 19650412198021001

Terbitan disampaikan Kepala Yth.
1. Prodi di FKIP UNIGAL
2. Panitia DBS
3. Arsip

SEKOLAH MENENGAH KEJURUAN (SMK)

STATUS
Jumlah Siswa


KEPERANGAN MELAKSANAKAN PENELITIAN
Nomor : 421009/SMK-UKCD-WI-XII/2024

Kepala Sekolah Menengah Kejuruan (SMK) Cianjur, menyatakan bahwa :

Nama : Muhammad Alif
Nomor Pokok : 2109200019
Program Studi : Pendidikan Bahasa Inggris
Tingkat Semester : IV/8
Fakultas : FKIP

Mahasiswa tersebut telah mengadakan penelitian observasi di kelas X AKI, TKI, BDP dan TB Tahun Pelajaran 2023-2024 dari tanggal 23 Februari 2024 sampai dengan tanggal 26 Mei 2024 di SMK Cianjur sesuai dengan surat rekomendasi dari Dekan Fakultas Ilmu Keguruan dan Ilmu Pendidikan No. 474/21.SP/9.MDD/2024 tanggal 11 Januari 2024 dalam rangka penyusunan skripsi berjudul : **STUDENTS' ATTITUDES TOWARD READING FOR ACADEMIC PURPOSES: SP. PERSPECTIVE (A CASE STUDY AT OF THE VOCATIONAL HIGH SCHOOLS IN CIAMIS)**

Dokumen Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Cianjur, 24 April 2024
Kepala Sekolah,

S.Pd. M.Pd

Appendix 12: Biodata**PERSONAL INFORMATION**

Full Name : Muhammad Alif

Place, date of birth : Tasikmalaya, December 11th, 1996

Gender : Male

Religion : Islam

Marital Status : Single

Address : Dusun Sindangrasa RT/RW 006/004, Desa
Ciampanan, Kecamatan Cineam, Kabupaten
Tasikmalaya

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