LAMPIRAN 1

KUESIONER
UNTUK PIHAK PENYELENGGARA MATA KULIAH BAHASA INGGRIS

Kuesioner ini dimaksudkan untuk menjaring informasi mengenai tujuan pembelajaran dan rancangan mata kuliah Bahasa Inggris di jurusan Hubungan Internasional Universitas Padjadjaran. Hasil kuesioner ini akan dijadikan acuan dalam penyusunan silabus mata kuliah Bahasa Inggris untuk Hubungan Internasional yang tepat guna untuk meningkatkan mutu pendidikan di jurusan Hubungan Internasional Universitas Padjadjaran.

A. DATA PRIBADI

Isilah data pribadi anda pada tempat yang tersedia.
*) pilih salah Satu

1. Nama

2. Jabatan

3. Berapa lama anda telah menduduki jabatan tersebut? *)

    ☐ <1 tahun   ☐ 1-3 tahun
    ☐ 3-5 tahun   ☐ >5 tahun

B. TUJUAN PEMBELAJARAN

Pertanyaan nomor 4-5 berkaitan dengan apa yang diharapkan dari lulusan Hubungan Internasional Universitas Padjadjaran.

4. Beri urutan 1-12 pada bidang pekerjaan yang anda anggap paling sesuai untuk lulusan Hubungan Internasional Universitas Padjadjaran.

    ☐ Pemerintahan   ☐ Perbankan   ☐ Media
    ☐ Komunikasi   ☐ Kesenian dan Budaya   ☐ Pariwisata
    ☐ Hukum   ☐ Ekonomi   ☐ Bisnis
    ☐ Lingkungan   ☐ Pendidikan   ☐ Kemanusiaan
    ☐ Lainnya (sebutkan)

5. Beri urutan 1-9 pada jenis instansi yang anda anggap paling sesuai untuk lulusan Hubungan Internasional Universitas Padjadjaran.

☐ Pemerintah (Departemen)

☐ Pemerintah (Non-Departemen)

☐ BUMN

☐ Swasta (Asing)

☐ Swasta (Nasional)

☐ Kedutaan Besar Asing

☐ Lembaga internasional (antar pemerintah)

☐ Lembaga internasional (non-pemerintah)

☐ LSM (tingkat nasional)

☐ Lainnya (sebutkan) [_____]

C. RANCANGAN MATA KULIAH BAHASA INGGRIS UNTUK HUBUNGAN INTERNASIONAL

Pertanyaan nomor 6-7 berkaitan dengan proses perancangan mata kuliah Bahasa Inggris di Jurusan Hubungan Internasional Universitas Padjadjaran.

*) pilih salah satu

6. Apakah anda terlibat dalam penetapan tujuan mata kuliah Bahasa Inggris di Jurusan Hubungan Internasional? *)

☐ Ya   ☐ Tidak

Apabila jawaban anda 'ya', lanjutkan ke nomor 6.1 - 6.4

6.1 Siapa saja yang terlibat dalam proses penetapan tujuan mata kuliah Bahasa Inggris di Jurusan Hubungan Internasional?

☐ Pimpinan Jurusan

☐ Pengajar mata kuliah bahasa Inggris

☐ Lain-lain (sebutkan)_____

☐ Lain-lain (sebutkan)_____

☐ Lain-lain (sebutkan)_____

6.2 Tujuan mata kuliah Bahasa Inggris di Jurusan Hubungan Internasional adalah:

☐ Meningkatkan kemampuan bahasa Inggris Mahasiswa secara umum.

☐ Meningkatkan kemampuan bahasa Inggris Mahasiswa sesuai dengan kebutuhannya selama masa studi.

☐ Meningkatkan kemampuan bahasa Inggris Mahasiswa sesuai dengan kebutuhannya dalam dunia kerja setelah lulus.

6.3 Menurut pengamatan anda, apakah tujuan tersebut sesuai dengan kurikulum? *)

☐ Sesuai

☐ Kurang sesuai

☐ Tidak sesuai

6.4 Menurut pengamatan anda, apakah tujuan tersebut sesuai dengan kebutuhan mahasiswa? *)

☐ Sesuai

☐ Kurang sesuai

☐ Tidak sesuai

7 Apakah anda terlibat dalam penyusunan silabus/SAP mata kuliah Bahasa Inggris di Jurusan Hubungan Internasional? *)

☐ Ya   ☐ Tidak

Apabila jawaban anda 'ya', lanjutkan ke nomor 7.1-7.3

7.1 Siapa saja yang terlibat dalam proses penetapan silabus/SAP mata kuliah Bahasa Inggris di Jurusan Hubungan Internasional?

☐ Pimpinan Jurusan

☐ Pengajar mata kuliah bahasa Inggris

☐ Lain-lain (sebutkan)_____

☐ Lain-lain (sebutkan)_____

7.2 Menurut pengamatan anda, apakah silabus/SAP mata kuliah Bahasa Inggris di Jurusan Hubungan Internasional sesuai dengan tujuan mata kuliah yang telah ditetapkan? *)

☐ Sesuai

☐ Kurang sesuai

☐ Tidak sesuai

7.3 Menurut pengamatan anda, apakah cakupan silabus/SAP mata kuliah Bahasa Inggris di Jurusan Hubungan Internasional sesuai dengan kebutuhan mahasiswa? *)

☐ Sangat baik

☐ Baik

☐ Kurang baik

☐ Tidak baik

8 Fasilitas apa saja yang disediakan oleh pihak penyelenggara (Fakultas/Jurusan) untuk mendukung kegiatan pengajaran, khususnya untuk mata kuliah Bahasa Inggris?

☐ Over Head Projector

☐ LCD Projector

☐ Pemutar Kaset / CD (Audio)

☐ Pemutar VCD / DVD (Visual)

☐ Televisi

☐ Microphone & Speaker

☐ Fasilitas fotokopi untuk pengajar

9 Apakah pihak anda menyediakan alokasi dana untuk meningkatkan fasilitas guna mendukung kegiatan pengajaran, khususnya mata kuliah Bahasa Inggris? *)

☐ Ya

☐ Tidak

D. SARAN

10 Menurut pengamatan anda, apakah rancangan mata kuliah Bahasa Inggris di Jurusan Hubungan Internasional sudah cukup baik?

☐ Sangat baik   ☐ Baik

☐ Kurang baik   ☐ Tidak baik

Jelaskan jawaban anda dalam kotak berikut.

11 Tuliskan hal-hal yang menurut anda perlu dipertahankan dalam rancangan mata kuliah Bahasa Inggris.
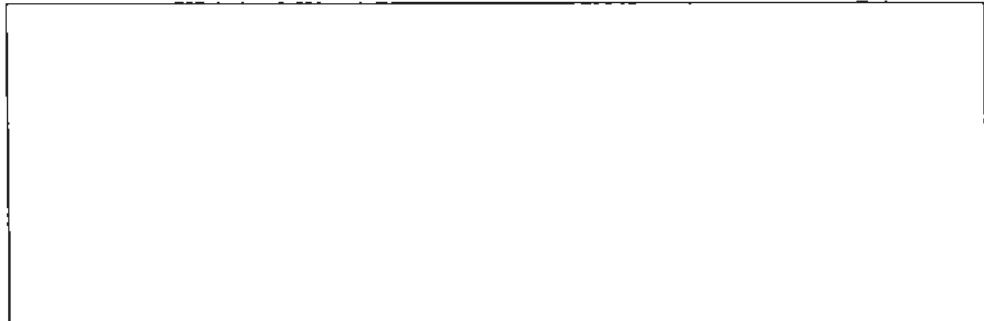
12 Tuilskan hal-hal yang menurut anda sebaiknya diubah / diperbaiki dalam rancangan mata kuliah Bahasa Inggris.

13 Apabila terdapat hal-hal lain yang berkaitan dengan peningkatan kualitas mata kuliah Bahasa Inggris di Jurusan Hubungan Internasional Universitas Padjadjaran, tulislah dalam kotak di bawah ini.
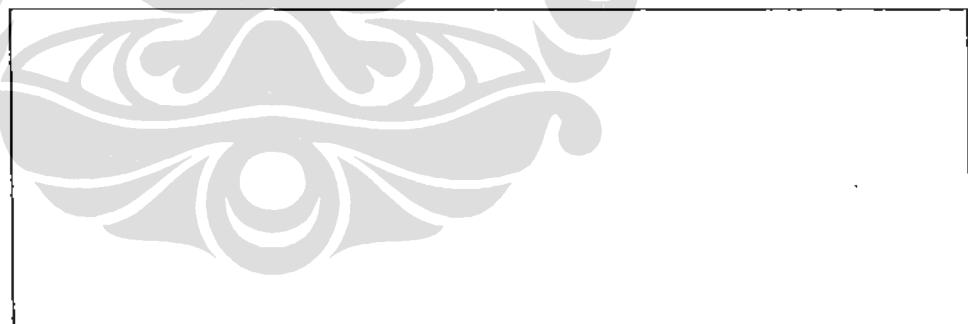
TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

LAMPIRAN 2

KUESIONER
UNTUK DOSEN MATA KULIAH KEAHLIAN

Kuesioner ini dimaksudkan untuk menjaring informasi mengenai penggunaan bahasa Inggris oleh mahasiswa Hubungan Internasional Universitas Padjadjaran dalam kegiatan perkuliahan. Hasil kuesioner ini akan dijadikan acuan dalam penyusunan silabus mata kuliah Bahasa Inggris untuk Hubungan Internasional yang tepat guna untuk meningkatkan mutu pendidikan di jurusan Hubungan Internasional Universitas Padjadjaran.

A. DATA PRIBADI

Isilah data pribadi anda pada tempat yang tersedia.
*) pilih salah satu

1. Nama

2. Jabatan / Pangkat

3. Lama mengajar di HI UNPAD *)

☐ < 3 tahun   ☐ 3-5 tahun
☐ 5-10 tahun   ☐ > 10 tahun

4. Mata kuliah

5. Diberikan pada semester ke   *)

☐ I ☐ II ☐ III ☐ IV
☐ V ☐ VI ☐ VII ☐ VIII

6. Lama mengajar mata kuliah tersebut *)

☐ < 1 tahun   ☐ 1-3 tahun
☐ 3-5 tahun   ☐ > 5 tahun

B. KEBUTUHAN BAHASA INGGRIS DALAM PERKULIAHAN DAN KEMAMPUAN MAHASISWA SAAT INI.

Pertanyaan nomor 7-8 berkaitan dengan penggunaan bahasa Inggris dalam perkuliahan anda.

7. Berikut ini jenis-jenis kegiatan yang dilakukan mahasiswa dalam bahasa Inggris.

A. Beri tanda pada satu jawaban untuk masing-masing kegiatan sesuai dengan frekuensinya dalam mata kuliah anda.
Keterangan :
S : Sering   KK : Kadang-kadang   J : Jarang   TP : Tidak pernah

B. Beri tanda pada satu jawaban untuk masing-masing kegiatan sesuai dengan kemampuan mahasiswa saat ini berdasarkan pengamatan anda.
Keterangan :
SB : Sangat Baik   B : Baik   K : Kurang   SK : Sangat Kurang   TT : Tidak Tahu

NO	JENIS KEGIATAN (Yang dilakukan dalam Bahasa Inggris)	A. FREKUENSI				B. KEMAMPUAN MAHASISWA				
		S	KK	J	TP	SB	B	K	SK	TT
A	Meghadiri perkuliahan dengan pengantar bahasa Inggris	□	□	□	□	□	□	□	□	□
B	Mencari informasi melalui buku teks	□	□	□	□	□	□	□	□	□
C	Mencari informasi melalui jurnal/essai ilmiah	□	□	□	□	□	□	□	□	□
D	Mencari informasi melalui media cetak	□	□	□	□	□	□	□	□	□
E	Mencari informasi melalui media elektronik	□	□	□	□	□	□	□	□	□
F	Mencari informasi melalui wawancara	□	□	□	□	□	□	□	□	□
G	Menulis jurnal/essai ilmiah	□	□	□	□	□	□	□	□	□

NO	JENIS KEGIATAN (Yang dilakukan dalam Bahasa Inggris)	A. FREKUENSI				B. KEMAMPUAN MAHASISWA				
		S	KK	J	TP	SB	B	K	SK	TT
H	Menulis artikel	☐	☐	☐	☐	☐	☐	☐	☐	☐
I	Menulis ringkasan	☐	☐	☐	☐	☐	☐	☐	☐	☐
J	Menulis laporan kerja	☐	☐	☐	☐	☐	☐	☐	☐	☐
K	Menghadiri diskusi/rapat	☐	☐	☐	☐	☐	☐	☐	☐	☐
L	Menghadiri seminar/konferensi	☐	☐	☐	☐	☐	☐	☐	☐	☐
M	Melakukan presentasi dalam rapat/diskusi	☐	☐	☐	☐	☐	☐	☐	☐	☐
N	Melakukan presentasi dalam seminar/konferensi	☐	☐	☐	☐	☐	☐	☐	☐	☐
O	Berperan sebagai notulen dalam rapat/diskusi/ seminar/konferensi	☐	☐	☐	☐	☐	☐	☐	☐	☐
P	Berperan sebagai moderator/pemandu dalam /diskusi/seminar/konferensi	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q	Memimpin rapat	☐	☐	☐	☐	☐	☐	☐	☐	☐
R	Melakukan negosiasi	☐	☐	☐	☐	☐	☐	☐	☐	☐
S	Menerjemahkan wacana lisan (Inggris-Indonesia)	☐	☐	☐	☐	☐	☐	☐	☐	☐
T	Menerjemahkan wacana lisan (Indonesia-Inggris)	☐	☐	☐	☐	☐	☐	☐	☐	☐
U	Menerjemahkan wacana tertulis (Inggris-Indonesia)	☐	☐	☐	☐	☐	☐	☐	☐	☐

NO	JENIS KEGIATAN (Yang dilakukan dalam Bahasa Inggris)	A. FREKUENSI				B. KEMAMPUAN MAHASISWA				
		S	KK	J	TP	SB	B	K	SK	TT
V	Menerjemahkan wacana tertulis (Indonesia-Inggris)	☐	☐	☐	☐	☐	☐	☐	☐	☐
W	Lainnya (sebutkan bila ada)	☐	☐	☐	☐	☐	☐	☐	☐	☐

8. Sebutkan referensi / buku pegangan dalam bahasa Inggris yang dianjurkan kepada mahasiswa dalam perkuliahan anda.

JENIS	JUDUL, PENULIS	TERJEMAHAN BAHASA INDONESIA	
		TERSEDIA	TIDAK TERSEDIA
DIKTAT			
BUKU TEKS			
JURNAL/ARTIKEL			

9. Apabila terdapat hal-hal lain yang berkaitan dengan penggunaan bahasa Inggris di dalam kelas, tuliskan dalam kotak di bawah ini.
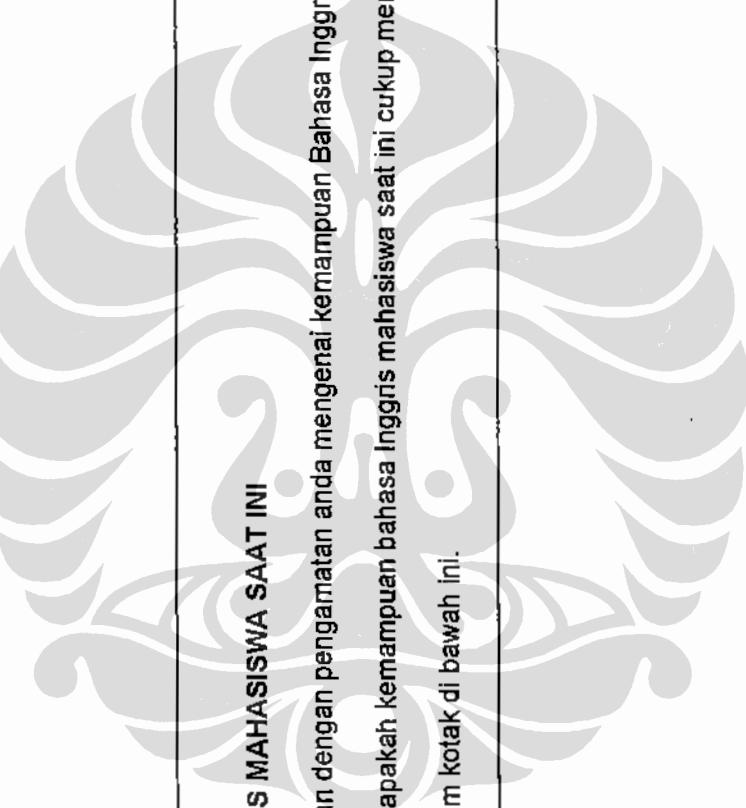
C. KEMAMPUAN BAHASA INGGRIS MAHASISWA SAAT INI

Pertanyaan nomor 9-11 berkaitan dengan pengamatan anda mengenai kemampuan Bahasa Inggris Mahasiswa saat ini.

10. Menurut pengamatan anda, apakah kemampuan bahasa Inggris mahasiswa saat ini cukup memadai untuk mengikuti perkuliahan?
Jelaskan jawaban anda dalam kotak di bawah ini.
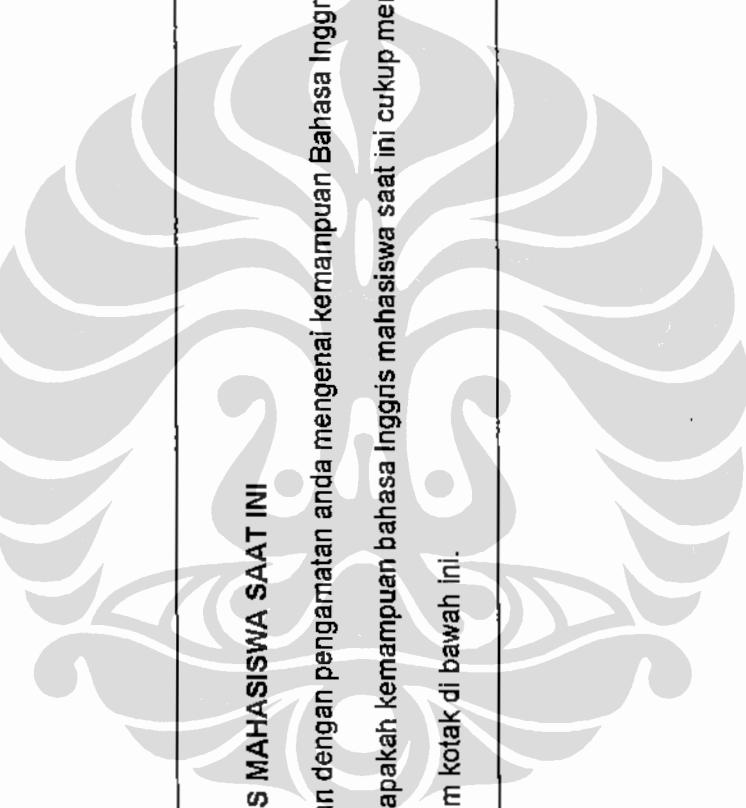
11. Apabila terdapat hambatan-hambatan yang disebabkan oleh kurangnya kemampuan bahasa Inggris Mahasiswa, jelaskan dalam kotak di bawah ini.

D. **SARAN**

Apabila anda memiliki saran-saran guna meningkatkan kualitas mata kuliah Bahasa Inggris untuk Hubungan Internasional di Universitas Padjadjaran, tulislah pada kotak di bawah ini.

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

LAMPIRAN 3

PANDUAN WAWANCARA
DENGAN PENGAJAR MATA KULIAH BAHASA INGGRIS

Wawancara ini dimaksudkan untuk menjaring informasi mengenai mata kuliah Bahasa Inggris untuk jurusan Hubungan Internasional Universitas Padjadjaran. Hasil kuesioner ini akan dijadikan acuan dalam penyusunan silabus mata kuliah Bahasa Inggris untuk Hubungan Internasional yang tepat guna untuk meningkatkan mutu pendidikan di jurusan Hubungan Internasional Universitas Padjadjaran.

WAKTU WAWANCARA

DATA RESPONDEN

1. Nama

2. Jabatan

3. Lama mengajar di HI UNPAD

4. Lama mengajar mata kuliah Bahasa Inggris

5. Pelatihan yang berkaitan dengan pengajaran bahasa asing (Bahasa Inggris)

☐ Pernah   Jenis Pelatihan

Tahun

Durasi Pelatihan

☐ Tidak pernah

6. Mata kuliah yang diajar selain Bahasa Inggris?

☐ Ada   Mata Kuliah

☐ Tidak ada

A. RANCANGAN MATA KULIAH BAHASA INGGRIS

SAAT INI	YANG DIHARAPKAN
Jumlah SKS • Bahasa Inggris I [ ] SKS • Bahasa Inggris II [ ] SKS	
Jumlah dan durasi pertemuan • [ ] pertemuan dalam satu minggu. • Setiap pertemuan [ ] menit. • [ ] minggu dalam satu semester.	
Tujuan umum mata kuliah Bahasa Inggris ☐ Meningkatkan kemampuan bahasa Inggris Mahasiswa secara umum. ☐ Meningkatkan kemampuan bahasa Inggris Mahasiswa sesuai dengan kebutuhannya selama masa studi. ☐ Meningkatkan kemampuan bahasa Inggris Mahasiswa sesuai dengan kebutuhannya dalam dunia kerja setelah lulus. ☐ Lainnya (jelaskan)	
Bagaimana proses penetapan tujuan dan perancangan silabus mata kuliah Bahasa Inggris dilakukan?	
Apakah silabus / SAP yang anda rancang diberikan kepada mahasiswa di awal perkuliahan?	

Fokus mata kuliah Bahasa Inggris I ☐ Membaca ☐ Menulis ☐ Menyimak ☐ Berbicara ☐ Tata Bahasa ☐ Kosakata Lainnya **Mengapa anda memilih hal-hal tersebut sebagai fokus pengajaran Bahasa Inggris I?**	
Materi yang digunakan untuk mata kuliah Bahasa Inggris I.	
Tugas-tugas apa saja yang diberikan kepada mahasiswa	
Bagaimana penilaian yang dilakukan mengenai hasil belajar mahasiswa dalam mata kuliah Bahasa Inggris I? **(bobot dan komponen yang diujikan)** • UTS • UAS • Tugas • Quiz • Lainnya	

Pihak mana saja yang terlibat dalam penyusunan tes dan proses penilaian tersebut?	
Fokus mata kuliah Bahasa Inggris II ☐ Membaca ☐ Menulis ☐ Menyimak ☐ Berbicara ☐ Tata Bahasa ☐ Kosakata Lainnya. **Mengapa anda memilih hal-hal tersebut sebagai fokus pengajaran Bahasa Inggris II?**	
Materi yang digunakan untuk mata kuliah Bahasa Inggris II.	
Tugas-tugas apa saja yang diberikan kepada mahasiswa	

Bagaimana penilaian yang dilakukan mengenai hasil belajar mahasiswa dalam mata kuliah Bahasa Inggris I? (bobot dan komponen yang diujikan) • UTS • UAS • Tugas • Quiz • Lainnya Pihak mana saja yang terlibat dalam penyusunan tes dan proses penilaian tersebut?	

B. SITUASI DALAM KELAS

SITUASI SAAT INI	SITUASI YANG DIHARAPKAN
Jumlah mahasiswa dalam satu angkatan. Angkatan 2007 [ ] mahasiswa Angkatan 2006 [ ] mahasiswa Angkatan 2005 [ ] mahasiswa	
Jumlah mahasiswa dalam satu kelas mata kuliah Bahasa Inggris. Angkatan 2007 [ ] mahasiswa Angkatan 2006 [ ] mahasiswa Angkatan 2005 [ ] mahasiswa	Menurut anda, jumlah yang ideal dalam kelas bahasa Inggris di HI UNPAD adalah

Fasilitas yang tersedia untuk digunakan di dalam kelas	Fasilitas lain yang perlu diadakan untuk meningkatkan pengajaran Bahasa Inggris dalam kelas
☐ Papan Tulis ☐ Pengeras Suara (Microphone) ☐ Over Head Projector ☐ LCD Projector ☐ Laptop ☐ Televisi ☐ Pemutar Kaset/CD (Audio) ☐ Pemutar Video/VCD/DVD (Visual) ☐ _____	
Metode yang digunakan dalam pengajaran mata kuliah Bahasa Inggris.	

Menurut anda, apakah mahasiswa cukup aktif di dalam kelas?

☐ ya

☐ kurang

Apa yang dapat dilakukan untuk meningkatkan keaktifan mahasiswa?

C. FAKTOR-FAKTOR PENDUKUNG DAN PENGHAMBAT

Fasilitas yang tersedia di luar kelas	Fasilitas lain yang perlu diadakan untuk meningkatkan pengajaran Bahasa Inggris dalam kelas

☐ Laboratorium Bahasa
 	
    Jumlah alat
 	
    Lokasi
 	
    Akses Mahasiswa
 	
☐ Perpustakaan
 	
    Jenis koleksi yang tersedia
 	
    Lokasi
 	
    Akses Mahasiswa
 	
☐ Lainnya (sebutkan)	

Menurut anda, apakah mahasiswa aktif mengikuti pendidikan/pelatihan bahasa Inggris di luar kelas?	
Menurut anda, apakah mahasiswa memiliki minat membaca yang tinggi?	
Apakah waktu anda memungkinkan untuk mempersiapkan materi sebelum mengajar?	
Apakah tersedia waktu untuk mendiskusikan rencana pengajaran dengan pengajar lain sebelum mengajar (kelas paralel)?	

Apakah tersedia waktu untuk mengevaluasi hasil pengajaran dengan pengajar lain setelah mengajar (kelas paralel)?

Adakah hal-hal lain yang mendukung proses pengajaran dalam mata kuliah Bahasa Inggris?

Adakah hal-hal yang menghambat proses pengajaran dalam mata kuliah Bahasa Inggris?

D. KEMAMPUAN MAHASISWA

Berdasarkan pengamatan anda dalam kelas, bagaimana kemampuan bahasa Inggris mahasiswa tingkat I secara umum?

Secara lebih spesifik bagaimana kemampuan bahasa Inggris mahasiswa tingkat I untuk keterampilan-keterampilan berikut?

- Membaca
- Menulis
- Menyimak
- Berbicara
- Tata bahasa
- Kosakata

Menurut anda, apakah mahasiswa memiliki kesulitan selama masa studi yang mungkin disebabkan oleh keterbatasan kemampuan bahasa Inggris?

Apakah mahasiswa tingkat 1 diwajibkan mengikuti tes kemahiran bahasa Inggris di awal perkuliahan?

☐Ya ☐Tidak

Apabila jawaban 'Ya',

- Jenis tes ☐TOEFL
  ☐IELTS
  ☐Lainnya (sebutkan) [   ]

- Nilai Rata-rata [   ]
  Rentang [   ]

- Waktu pelaksanaan ☐ Di awal masa studi
  ☐ Di awal perkuliahan Bahasa Inggris
  ☐ Lainnya (sebutkan) [   ]

- Penyelenggara ☐Pihak universitas
  ☐Instansi tertentu (sebutkan) [   ]
  ☐Bebas

Apakah ada persyaratan yang harus dipenuhi mahasiswa untuk mengikuti mata kuliah Bahasa Inggris?

E. EVALUASI MATA KULIAH

SELAMA INI, APAKAH DILAKUKAN EVALUASI UNTUK MENINGKATKAN MUTU
MATA KULIAH BAHASA INGGRIS DI HI UNPAD?

☐ Ya
   Bagaimana evaluasi dilakukan?

☐ Tidak
   Apakah menurut anda perlu dilakukan evaluasi?

F. SARAN

Menurut anda, silabus bahasa Inggris yang seperti apa yang tepat untuk mata
kuliah Bahasa Inggris di HI UNPAD?

☐ Berdasarkan keterampilan

☐ Berdasarkan topik / tema

☐ Lainnya

Apakah anda memiliki saran-saran lain yang dapat meningkatkan rancangan
silabus mata kuliah bahasa Inggris untuk HI UNPAD?

TERIMA KASIH

LAMPIRAN 4

KUESIONER
UNTUK MAHASISWA SEMESTER I

Kuesioner ini dimaksudkan untuk menjaring informasi mengenai kemampuan bahasa Inggris mahasiswa semester I jurusan Hubungan Internasional Universitas Padjadjaran. Hasil kuesioner ini akan dijadikan acuan dalam penyusunan silabus mata kuliah Bahasa Inggris untuk Hubungan Internasional yang tepat guna untuk meningkatkan mutu pendidikan di jurusan Hubungan Internasional Universitas Padjadjaran.

*) Pilih salah satu

**) Boleh lebih dari 1

A. DATA PRIBADI

Isilah data pribadi anda pada tempat yang tersedia.

1. Nama

2. Jenis Kelamin *)   ☐L   ☐P

3. Usia   ☐ tahun

4. Asal SLTA

B. KEMAMPUAN BAHASA INGGRIS

Pertanyaan no.5-13 berkaitan dengan kemampuan bahasa Inggris anda.

5. Apakah anda pernah bersekolah di sekolah yang menggunakan bahasa Inggris sebagai bahasa pengantar?

- SD *)   ☐Ya   ☐Tidak
- SLTP *)   ☐Ya   ☐Tidak
- SLTA *)   ☐Ya   ☐Tidak

6. Berapa lama anda telah belajar bahasa Inggris di sekolah? *)

☐ < 3 tahun   ☐ 3-6 tahun

☐ 6-10 tahun   ☐ > 10 tahun

7. Apakah anda pernah mengikuti kursus bahasa Inggris di luar sekolah? *)

☐Ya (Lanjut ke pertanyaan 7.1)

☐Tidak

7.1 Jenis kursus apa yang pernah anda ikuti? **)

☐ General English   Tingkat terakhir [_____]

☐ Conversation   Tingkat terakhir [_____]

☐ Toefl Preparation   Tingkat terakhir [_____]

☐ Lainnya [_____] Tingkat terakhir [_____]

8. Apakah anda pernah tinggal di negara berbahasa Inggris? *)

☐ Ya   (lanjut ke pertanyaan 8.1)

☐ Tidak

8.1 Isilah tabel berikut sesuai dengan pengalaman anda tinggal di negara berbahasa Inggris.

NEGARA	TAHUN
	s/d
	s/d
	s/d

9. Apakah anda pernah mengikuti tes kemampuan bahasa Inggris? **)

☐ TOEFL   Nilai [_____]

☐ IELTS   Nilai [_____]

☐ EPT   Nilai [_____]

☐ Lainnya (sebutkan) [_____]   Nilai [_____]

10. Bagaimana frekuensi anda menggunakan bahasa Inggris di rumah? *)

☐ selalu   ☐ sering

☐ jarang   ☐ tidak pernah

11. Bagaimana frekuensi anda menggunakan bahasa Inggris di tempat tinggal sekarang? *) (diisi apabila anda tidak tinggal di rumah orangtua)

☐ selalu   ☐ sering

☐ jarang   ☐ tidak pernah

12. Bagaimana frekuensi anda menggunakan bahasa Inggris dengan teman? *)

☐ selalu   ☐ sering

☐ jarang   ☐ tidak pernah

13. Beri tanda pada kelemahan anda dalam bahasa Inggris yang menghambat proses pembelajaran anda di jurusan Hubungan Internasional.

☐ Kurangnya kosakata bahasa Inggris, khususnya dalam bidang HI.

☐ Kurangnya pengetahuan tata bahasa Inggris (*Grammar*)

☐ Kurangnya kemampuan membaca teks akademis dalam bahasa Inggris (buku teks, jurnal, dsb)

☐ Kurangnya kemampuan menulis dalam bahasa Inggris.

☐ Kurangnya kemampuan menyimak siaran berita (TV dan radio) dalam bahasa Inggris.

☐ Kurangnya kemampuan berbicara dalam bahasa Inggris.

☐ Lainnya (sebutkan) [＿＿＿＿＿＿＿]

C. FAKTOR-FAKTOR PENGHAMBAT PEMBELAJARAN BAHASA INGGRIS

Pertanyaan no.14 berkaitan dengan hambatan-hambatan yang anda hadapi dalam proses pembelajaran bahasa Inggris.

14. Beri tanda pada jenis-jenis hambatan di bawah ini yang anda hadapi dalam belajar bahasa Inggris.

☐ Kurang berminat

☐ Kurang percaya diri

☐ Lingkungan tidak mendukung (kurangnya kesempatan berlatih)

☐ Kurangnya biaya

☐ Keterbatasan literatur

☐ Lainnya (sebutkan) [＿＿＿＿＿＿＿]

D. SARAN-SARAN

Apabila anda memiliki saran-saran untuk meningkatkan kualitas mata kuliah Bahasa Inggris untuk Hubungan Internasional di Universitas Padjadjaran, tulislah pada kotak di bawah ini.

TERIMA KASIH ATAS KESEDIAAN ANDA MENGISI KUESIONER INI

LAMPIRAN 5

TES BAHASA INGGRIS
UNTUK MAHASISWA SEMESTER I

Peserta tes yang terhormat,

Tes ini dimaksudkan untuk menjaring informasi mengenai kemampuan bahasa Inggris mahasiswa semester 1 jurusan Hubungan Internasional Universitas Padjadjaran. Hasil tes ini akan digunakan sebagai acuan dalam menyusun silabus mata kuliah Bahasa Inggris untuk Hubungan Internasional yang tepat guna untuk meningkatkan mutu pendidikan di jurusan Hubungan Internasional Universitas Padjadjaran. **Tes ini bukan merupakan bagian dari perkuliahan, oleh karena itu tidak berkaitan dengan nilai mata kuliah anda**.

Terima kasih atas partisipasi anda.

Hari / Tanggal :   Senin, 24 September 2007

Nama   :   _____

NPM   :   _____

PART A

READING COMPREHENSION

(55 minutes)

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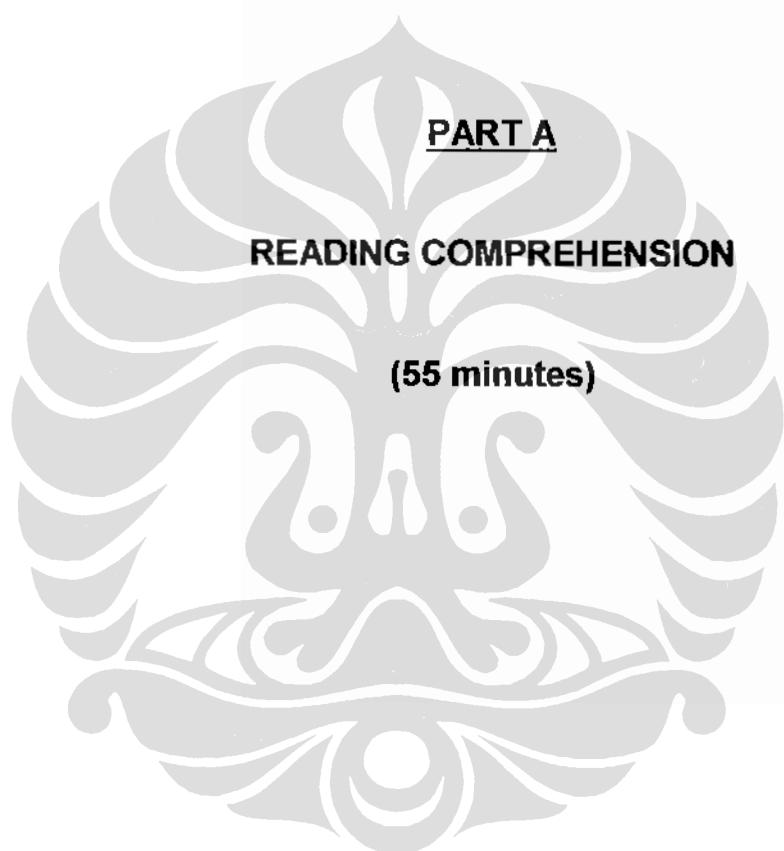
Questions 1-10

The conservatism of the early English colonists in North America, their strong
attachment to the English way of doing things, would play a major part in the furniture
that was made in New England. The very tools that the first New England furniture
Line makers used were, after all, not much different from those used for centuries — even
(5) millennia: basic hammers, saws, chisels, planes, augers, compasses, and measures.
These were the tools used more or less by all people who worked with wood:
carpenters, barrel makers, and shipwrights. At most the furniture makers might have
had planes with special edges or more delicate chisels, but there could not have been
much specialization in the early years of the colonies.
(10) The furniture makers in those early decades of the 1600's were known as "joiners,"
for the primary method of constructing furniture, at least among the English of this
time, was that of mortise-and-tenon joinery. The mortise is the hole chiseled and cut
into one piece of wood, while the tenon is the tongue or protruding element shaped
from another piece of wood so that it fits into the mortise; and another small hole is
(15) then drilled (with the auger) through the mortised end and the tenon so that a whittled
peg can secure the joint — thus the term "joiner." Panels were fitted into slots on the
basic frames. This kind of construction was used for making everything from houses to
chests.
Relatively little hardware was used during this period. Some nails — forged by
(20) hand — were used, but no screws or glue. Hinges were often made of leather, but metal
hinges were also used. The cruder varieties were made by blacksmiths in the colonies,
but the finer metal elements were imported. Locks and escutcheon plates — the latter to
shield the wood from the metal key — would often be imported.
Above all, what the early English colonists imported was their knowledge of,
(25) familiarity with, and dedication to the traditional types and designs of furniture they
knew in England.

1. The phrase "attachment to" in line 2
   is closest in meaning to

   (A) control of
   (B) distance from
   (C) curiosity about
   (D) preference for

2. The word "protruding" is line 13
   is closest in meaning to

   (A) parallel
   (B) simple
   (C) projecting
   (D) important

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3. The relationship of a mortise and a tenon is most similar to that of

(A) a lock and a key
(B) a book and its cover
(C) a cup and a saucer
(D) a hammer and a nail

4. For what purpose did woodworkers use an auger?

(A) To whittle a peg
(B) To make a tenon
(C) To drill a hole
(D) To measure a panel

5. Which of the following were NOT used in the construction of colonial furniture?

(A) Mortises
(B) Nails
(C) Hinges
(D) Screws

6. The author implies that colonial metalworkers were

(A) unable to make elaborate parts
(B) more skilled than woodworkers
(C) more conservative than other colonists
(D) frequently employed by joiners

7. The word "shield" in line 23 is closest in meaning to

(A) decorate
(B) copy
(C) shape
(D) protect

8. The word "they" in line 25 refers to

(A) designs
(B) types
(C) colonists
(D) all

9. The author implies that the colonial joiners

(A) were highly paid
(B) based their furniture on English models
(C) used many specialized tools
(D) had to adjust to using new kinds of wood in New England

10. Which of the following terms does the author explain in the passage?

(A) "millennia" (line 5)
(B) "joiners" (line 10)
(C) "whittled" (line 15)
(D) "blacksmiths" (line 21)

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Questions 11-20

In addition to their military role, the forts of the nineteenth century provided numerous other benefits for the American West. The establishment of these posts opened new roads and provided for the protection of daring adventurers and expeditions as well as
Line established settlers. Forts also served as bases where enterprising entrepreneurs could
(5) bring commerce to the West, providing supplies and refreshments to soldiers as well as to pioneers. Posts like Fort Laramie provided supplies for wagon trains traveling the natural highways toward new frontiers. Some posts became stations for the pony express; still others, such as Fort Davis, were stagecoach stops for weary travelers. All of these functions, of course, suggest that the contributions of the forts to the
(10) civilization and development of the West extended beyond patrol duty.

Through the establishment of military posts, yet other contributions were made to the development of western culture. Many posts maintained libraries or reading rooms, and some — for example, Fort Davis — had schools. Post chapels provided a setting for religious services and weddings. Throughout the wilderness, post bands provided
(15) entertainment and boosted morale. During the last part of the nineteenth century, to reduce expenses, gardening was encouraged at the forts, thus making experimental agriculture another activity of the military. The military stationed at the various forts also played a role in civilian life by assisting in maintaining order, and civilian officials often called on the army for protection.
(20) Certainly, among other significant contributions the army made to the improvement of the conditions of life was the investigation of the relationships among health, climate, and architecture. From the earliest colonial times throughout the nineteenth century, disease ranked as the foremost problem in defense. It slowed construction of forts and inhibited their military function. Official documents from many regions
(25) contained innumerable reports of sickness that virtually incapacitated entire garrisons. In response to the problems, detailed observations of architecture and climate and their relationships to the frequency of the occurrence of various diseases were recorded at various posts across the nation by military surgeons.

11. Which of the following statements best expresses the main idea of the passage?

(A) By the nineteenth century, forts were no longer used by the military.
(B) Surgeons at forts could not prevent outbreaks of disease.
(C) Forts were important to the development of the American West.
(D) Life in nineteenth-century forts was very rough.

12. The word "daring" in line 3 is closest in meaning to

(A) lost
(B) bold
(C) lively
(D) foolish

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13. Which of the following would a traveler be LEAST likely to obtain at Fort Laramie?

(A) Fresh water
(B) Food
(C) Formal clothing
(D) Lodging

14. The word "others" in line 8 refers to

(A) posts
(B) wagon trains
(C) frontiers
(D) highways

15. The word "boosted" in line 15 is closest in meaning to

(A) influenced
(B) established
(C) raised
(D) maintained

16. Which of the following is the most likely inference about the decision to promote gardening at forts?

(A) It was expensive to import produce from far away.
(B) Food brought in from outside was often spoiled.
(C) Gardening was a way to occupy otherwise idle soldiers.
(D) The soil near the forts was very fertile.

17. According to the passage, which of the following posed the biggest obstacle to the development of military forts?

(A) Insufficient shelter
(B) Shortage of materials
(C) Attacks by wild animals
(D) Illness

18. The word "inhibited" in line 24 is closest in meaning to

(A) involved
(B) exploited
(C) united
(D) hindered

19. How did the military assist in the investigation of health problems?

(A) By registering annual birth and death rates
(B) By experimenting with different building materials
(C) By maintaining records of diseases and potential causes
(D) By monitoring the soldiers' diets

20. The author organizes the discussion of forts by

(A) describing their locations
(B) comparing their sizes
(C) explaining their damage to the environment
(D) listing their contributions to western life

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Questions 21-30

Anyone who has handled a fossilized bone knows that it is usually not exactly like
its modern counterpart, the most obvious difference being that it is often much heavier.
Fossils often have the quality of stone rather than of organic materials, and this has led
Line to the use of the term "petrifaction" (to bring about rock). The implication is that bone,
(5) and other tissues, have somehow been turned into stone, and this is certainly the
explanation given in some texts. But it is a wrong interpretation; fossils are frequently
so dense because the pores and other spaces in the bone have become filled with
minerals taken up from the surrounding sediments. Some fossil bones have all the
interstitial spaces filled with foreign minerals, including the marrow cavity, if there is
(10) one, while others have taken up but little from their surroundings. Probably all of the
minerals deposited within the bone have been recrystallized from solution by the action
of water percolating through them. The degree of mineralization appears to be determined
by the nature of the environment in which the bone was deposited and not by the
antiquity of the bone. For example, the black fossil bones that are so common in many
(15) parts of Florida are heavily mineralized, but they are only about 20,000 years old,
whereas many of the dinosaur bones from western Canada, which are about 75 million
years old, are only partially filled in. Under optimum conditions the process of
mineralization probably takes thousands rather than millions of years, perhaps
considerably less.
(20)   The amount of change that has occurred in fossil bone, even in bone as old as that of
dinosaurs, is often remarkably small. We are therefore usually able to see the
microscopic structure of the bone, including such fine details as the lacunae where the
living bone cells once resided. The natural bone mineral, the hydroxyapatite, is
virtually unaltered too — it has the same crystal structure as that of modern bone.
(25) Although nothing remains of the original collagen, some of its component amino acids
are usually still detectable, together with amino acids of the noncollagen proteins of
bone.

21. What does the passage mainly
discuss?

(A) The location of fossils in
North America
(B) The composition of fossils
(C) Determining the size and
weight of fossils
(D) Procedures for analyzing
fossils

22. The word "counterpart" in line 2
is closest in meaning to

(A) species
(B) version
(C) change
(D) material

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23. Why is fossilized bone heavier than ordinary bone?

(A) Bone tissue solidifies with age.
(B) The marrow cavity gradually fills with water.
(C) The organic materials turn to stone.
(D) Spaces within the bone fill with minerals.

24. The word "pores" in line 7 is closest in meaning to

(A) joints
(B) tissues
(C) lines
(D) holes

25. What can be inferred about a fossil with a high degree of mineralization?

(A) It was exposed to large amounts of mineral-laden water throughout time.
(B) Mineralization was complete within one year of the animal's death.
(C) Many colorful crystals can be found in such a fossil.
(D) It was discovered in western Canada.

26. Which of the following factors is most important in determining the extent of mineralization in fossil bones?

(A) The age of the fossil
(B) Environmental conditions
(C) The location of the bone in the animal's body
(D) The type of animal the bone came from

27. Why does the author compare fossils found in western Canada to those found in Florida?

(A) To prove that a fossil's age cannot be determined by the amount of mineralization
(B) To discuss the large quantity of fossils found in both places
(C) To suggest that fossils found in both places were the same age
(D) To explain why scientists are especially interested in Canadian fossils

The questions for this passage continue on the next page.

28. The word "it" in line 24 refers to
    (A) hydroxyapatite
    (B) microscopic structure
    (C) crystal structure
    (D) modern bone

29. The word "detectable" in line 26 is closest in meaning to
    (A) sizable
    (B) active
    (C) moist
    (D) apparent

30. Which of the following does NOT survive in fossils?
    (A) Noncollagen proteins
    (B) Hydroxyapatite
    (C) Collagen
    (D) Amino acid

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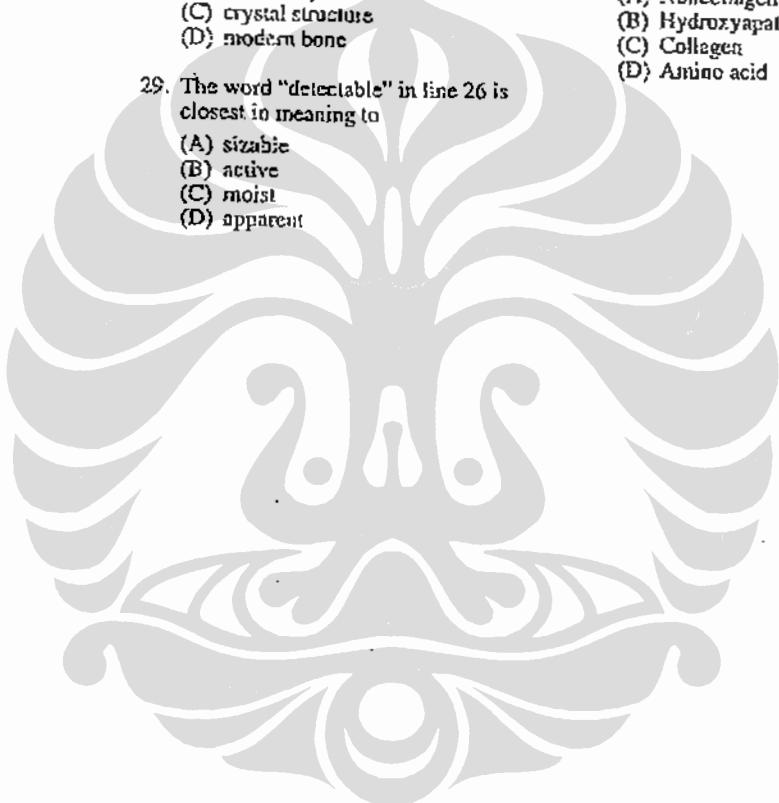
Questions 31-40

In the last third of the nineteenth century a new housing form was quietly being developed. In 1869 the Stuyvesant, considered New York's first apartment house, was built on East Eighteenth Street. The building was financed by the developer Rutherford
Line Stuyvesant and designed by Richard Morris Hunt, the first American architect to graduate
(5) from the École des Beaux Arts in Paris. Each man had lived in Paris, and each understood the economic and social potential of this Parisian housing form. But the Stuyvesant was at best a limited success. In spite of Hunt's inviting facade, the living space was awkwardly arranged. Those who could afford them were quite content to remain in the more sumptuous, single-family homes, leaving the Stuyvesant to young married couples
(10) and bachelors.

The fundamental problem with the Stuyvesant and the other early apartment buildings that quickly followed, in the late 1870's and early 1880's, was that they were confined to the typical New York building lot. That lot was a rectangular area 25 feet wide by 100 feet deep — a shape perfectly suited for a row house. The lot could also accommodate
(15) a rectangular tenement, though it could not yield the square, well-lighted, and logically arranged rooms that great apartment buildings require. But even with the awkward interior configurations of the early apartment buildings, the idea caught on. It met the needs of a large and growing population that wanted something better than tenements but could not afford or did not want row houses.
(20) So while the city's newly emerging social leadership commissioned their mansions, apartment houses and hotels began to sprout on multiple lots, thus breaking the initial space constraints. In the closing decades of the nineteenth century, large apartment houses began dotting the developed portions of New York City, and by the opening decades of the twentieth century, spacious buildings, such as the Dakota and the Ansonia,
(25) finally transcended the tight confinement of row house building lots. From there it was only a small step to building luxury apartment houses on the newly created Park Avenue, right next to the fashionable Fifth Avenue shopping area.

31. The new housing form discussed in the passage refers to

   (A) single-family homes
   (B) apartment buildings
   (C) row houses
   (D) hotels

32. The word "inviting" in line 7 is closest in meaning to

   (A) open
   (B) encouraging
   (C) attractive
   (D) asking

33. Why was the Stuyvesant a limited success?

   (A) The arrangement of the rooms was not convenient.
   (B) Most people could not afford to live there.
   (C) There were no shopping areas nearby.
   (D) It was in a crowded neighborhood.

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34. The word "sumptuous" in line 9 is closest in meaning to

(A) luxurious
(B) unique
(C) modern
(D) distant

35. It can be inferred that the majority of people who lived in New York's first apartments were

(A) highly educated
(B) unemployed
(C) wealthy
(D) young

36. It can be inferred that the typical New York building lot of the 1870's and 1880's looked MOST like which of the following?

37. It can be inferred that a New York apartment building in the 1870's and 1880's had all of the following characteristics EXCEPT:

(A) Its room arrangement was not logical.
(B) It was rectangular.
(C) It was spacious inside.
(D) It had limited light.

38. The word "yield" in line 15 is closest in meaning to

(A) harvest
(B) surrender
(C) amount
(D) provide

39. Why did the idea of living in an apartment become popular in the late 1800's?

(A) Large families needed housing with sufficient space.
(B) Apartments were preferable to tenements and cheaper than row houses.
(C) The city officials of New York wanted housing that was centrally located.
(D) The shape of early apartments could accommodate a variety of interior designs.

40. The author mentions the Dakota and the Ansonia in line 24 because

(A) they are examples of large, well-designed apartment buildings
(B) their design is similar to that of row houses
(C) they were built on a single building lot
(D) they are famous hotels

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Questions 41-50

A snowfall consists of myriads of minute ice crystals that fall to the ground in the form of frozen precipitation. The formation of snow begins with these ice crystals in the subfreezing strata of the middle and upper atmosphere when there is an adequate
Line supply of moisture present. At the core of every ice crystal is a minuscule nucleus, a
(5) solid particle of matter around which moisture condenses and freezes. Liquid water droplets floating in the supercooled atmosphere and free ice crystals cannot coexist within the same cloud, since the vapor pressure of ice is less than that of water. This enables the ice crystals to rob the liquid droplets of their moisture and grow continuously. The process can be very rapid, quickly creating sizable ice crystals, some of which
(10) adhere to each other to create a cluster of ice crystals or a snowflake. Simple flakes possess a variety of beautiful forms, usually hexagonal, though the symmetrical shapes reproduced in most microscope photography of snowflakes are not usually found in actual snowfalls. Typically, snowflakes in actual snowfalls consist of broken fragments and clusters of adhering ice crystals.
(15) For a snowfall to continue once it starts, there must be a constant inflow of moisture to supply the nuclei. This moisture is supplied by the passage of an airstream over a water surface and its subsequent lifting to higher regions of the atmosphere. The Pacific Ocean is the source of moisture for most snowfalls west of the Rocky Mountains, while the Gulf of Mexico and the Atlantic Ocean feed water vapor into the air currents over
(20) the central and eastern sections of the United States. Other geographical features also can be the source of moisture for some snowstorms. For example, areas adjacent to the Great Lakes experience their own unique lake-effect storms, employing a variation of the process on a local scale. In addition, mountainous sections or rising terrain can initiate snowfalls by the geographical lifting of a moist airstream.

41. Which of the following questions does the author answer in the first paragraph?
(A) Why are snowflakes hexagonal?
(B) What is the optimum temperature for snow?
(C) In which months does most snow fall?
(D) How are snowflakes formed?

42. The word "minute" in line 1 is closest in meaning to
(A) tiny
(B) quick
(C) clear
(D) sharp

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43. What is at the center of an ice crystal?

(A) A small snowflake
(B) A nucleus
(C) A drop of water
(D) A hexagon

44. The word "adhere" in line 10 is closest in meaning to

(A) belong
(B) relate
(C) stick
(D) speed

45. What is the main topic of the second paragraph?

(A) How ice crystals form
(B) How moisture affects temperature
(C) What happens when ice crystals melt
(D) Where the moisture to supply the nuclei comes from

46. The word "it" in line 15 refers to

(A) snowfall
(B) snowflake
(C) cluster
(D) moisture

47. What is necessary for a snowfall to persist?

(A) A decrease in the number of snowflakes
(B) Lowered vapor pressure in ice crystals
(C) A continuous infusion of moisture
(D) A change in the direction of the airstream

48. How do lake-effect snowstorms form?

(A) Water temperatures drop below freezing.
(B) Moisture rises from a lake into the airstream.
(C) Large quantities of wet air come off a nearby mountain.
(D) Millions of ice crystals form on the surface of a large lake.

49. The word "initiate" in line 24 is closest in meaning to

(A) enhance
(B) alter
(C) increase
(D) begin

50. Which of the following could account for the lack of snowfall in a geographical location close to mountains and a major water source?

(A) Ground temperatures below the freezing point
(B) Too much moisture in the air
(C) Too much wind off the mountains
(D) Atmospheric temperatures above the freezing point

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PART B

SUMMARY WRITING

(45 minutes)
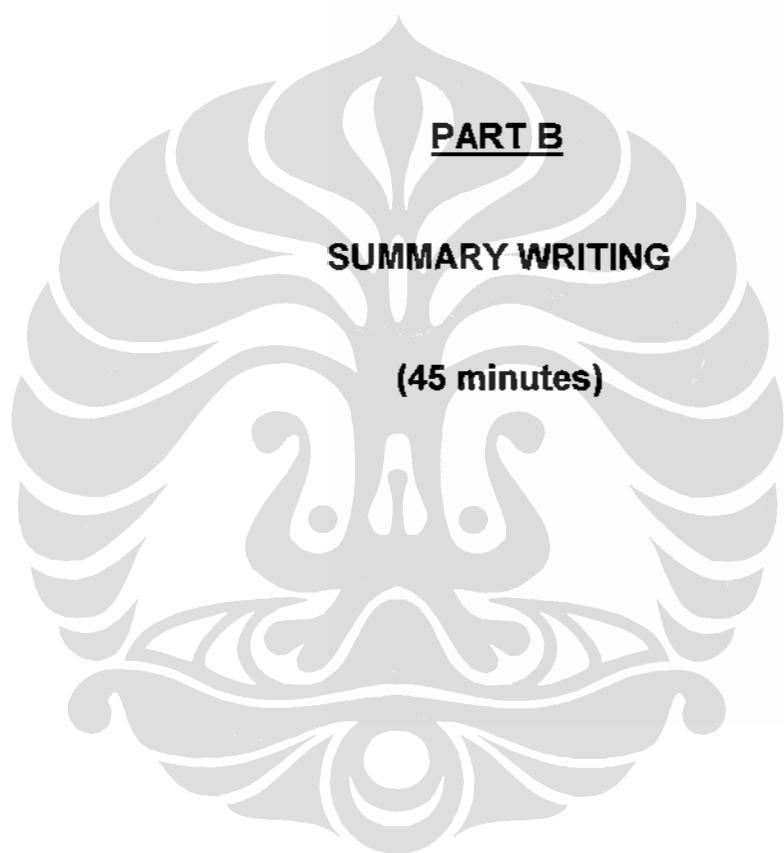
Read the article *Corporate Actions on Global Warming* and Write a summary (100-150 words) of the article. Remember that summaries are always much shorter than the original texts. You are expected to:

- State the author's ideas.
- Use your own words.

Corporate actions on global warming

Patrick Guntensperger, Contributor, Jakarta

There are three basic approaches to addressing the issue of global warming in a systematic way; for sweeping, effective change to be made, each of us must focus on changing well-established patterns of behavior in government, in individuals, and in corporations.

Governments, being reflections of the people they serve, can be influenced by a general consensus among any national population. When candidates for office in a democracy realize that their constituents consider global warming to be a critical issue, their platforms will begin to reflect that concern. As long as the electorate has the tenacity to hold their leaders accountable, the leaders will perform once elected.

Individuals need to adjust their daily behavior as well. There are countless steps that individuals can take to reduce their contributions to the global warming and climate change. Everything from turning off the television when it's not needed to composting has a tiny, but cumulatively significant beneficial impact upon the environment.

It is corporate action, however, that can have the broadest and most immediate impact on slowing down, perhaps stopping, and maybe even reversing the climate change that is the result of global warming.

Here in Indonesia, right now, we have a tremendous opportunity to make some real strides toward mitigating a mortal threat. While the recent legislation making corporate social responsibility (CSR) a legal requirement was clearly misguided and riddled with flaws, the time is right for corporations to take its fundamental intent to heart.

One problem is that many corporations simply don't have a clue as to what to do, how to get started, what CSR programs would be suitable; the whole realm of CSR is alien. The corporations represented in the pages of this supplement do not fall into that category, of course; these corporations have all made significant efforts and have committed to reducing their negative impact on the planet. New corporations as well as corporations that are growing and moving up to the next level need to address that learning curve.

The first thing that a corporation must do when committing to CSR and addressing the global warming problem is just that: commit to it. That entails appointing an employee – a senior employee, a corporate vice president, for example -- to be responsible for the company's CSR activities. An entire CSR department with real authority and resources must be created.

The second thing the company must do is implement environmentally and socially sustainable practices throughout the entire corporation; sustainability must become an inherent part of the new corporate culture. That means that while the company will start to engage on pure CSR projects, the practice of responsible behavior cannot be thought of as an add-on; it must be seen as a fundamental part of the character of the company.

Part of adopting such a corporate culture is to commit to sustainability reporting. That is just a matter of practicing transparency and ensuring that the steps the company is taking toward environmental and social responsibility is open to scrutiny. By opening the curtains to allow light to be shed on these activities and practices, a company can demonstrate to its staff and employees, its customers, its shareholders, and the public at large that it is willing to be accountable. That in itself will have profoundly beneficial effects, both on the establishment of the corporate culture of social responsibility, and the corporate bottom line; a company that is demonstrably accountable attracts committed consumers, without losing any of its old customer base.

Once the commitment to CSR has been socialized among the corporate stakeholders, it's important to develop a communications strategy. A company is well advised to derive every possible benefit from whatever publicity its CSR efforts can generate. The publicity is important for a number of reasons. On a philosophical level, it is important for the corporate world to lead by example. Every major effort toward sustainability that becomes socialized contributes to the growing momentum and helps weave sustainable practices into the fabric of society. On a more prosaic, but more easily grasped level, it's important because research indicates that, in Indonesia, consumers are far more likely to want to do business with a corporation with high standards of sustainability and accountability; visibility increases profits.

When a general strategy has been designed, the company's CSR department needs to decide upon a program or series of programs suitable to the corporation. There are hundreds of criteria that need to be considered before selecting the most appropriate program(s) to focus upon. Budget, location, capacity, resource requirements and allocation, internal suitability, duration, all need to be tailored to the corporation's specific culture. Fortunately there is little need to reinvent the wheel. There are hundreds of programs already designed and just crying out for sponsors and a place to call home, and there are thousands more in the conceptual stages.

Any good CSR consultant can work with a corporation to select the most appropriate program and refine it so that the corporation's specific needs are met, and then monitor its effectiveness for reporting and assessment purposes.

As CSR is soon to be practiced by every corporation in the country, companies ought to be taking active steps right now to ensure that they are leaders rather than followers, thus maximizing the benefits of sustainability, both to the company and its stakeholders and to the planet as a whole.

The author is a social and political commentator, a writer, lecturer, and a consultant specializing in corporate communications and CSR. He can be contacted at pguntensperger@yahoo.ca.

(Source : http://www.thejakartapost.com)

PART C

REVIEW

(TAKE HOME)
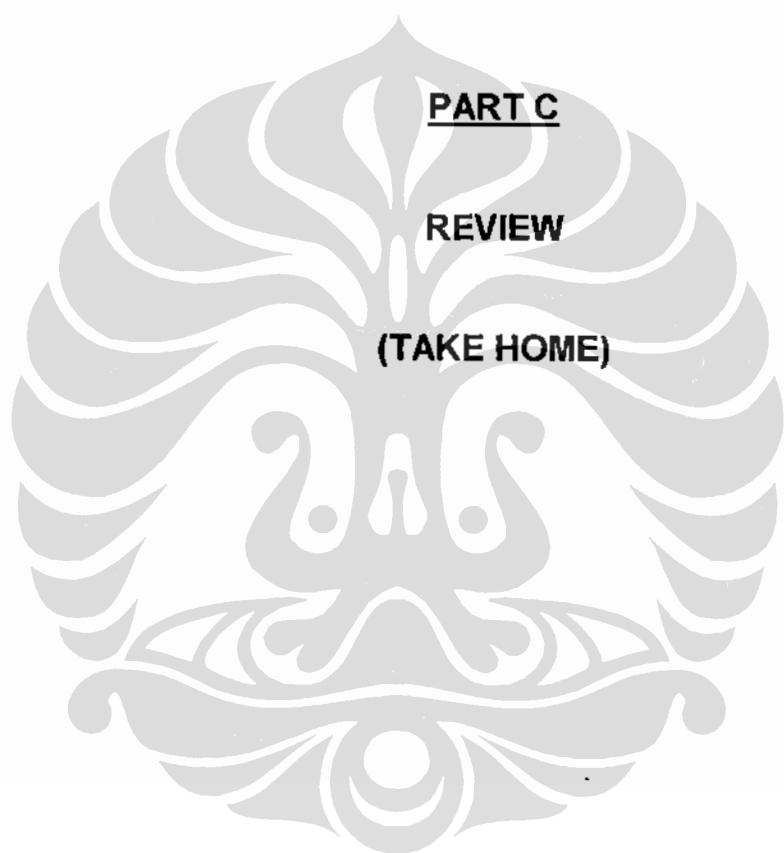
Read the article *Underground Cities –Japan's answer to overcrowding* and write a review
(150-200 words) of the article. You are expected to :

- Explain what the article is about.
- Give your opinion.
- Support your opinion.
- Use your own words.

UNDERGROUND CITIES – JAPAN'S ANSWER TO OVERCROWDING
A nation running out of room seeks a down-to-earth solution

The Japanese may find a solution to the nation's space shortage right beneath their feet. Some of Japan's largest construction companies are planning under-ground cities that would not only ease urban crowding but also provide protection against earthquakes and increase energy efficiency.

Japan's soaring real-estate prices provide reason enough. In a country with nearly half as many people as the United States, but squeezed onto an archipelago which is only one hundreth the size, land shortages have led to construction becoming prohibitively expensive.

Another plus for subterranean construction is that the underground earth's movement during an earthquake is far less than the surface's-a big consideration in earthquake-prone Japan. The devastation caused by recent earthquakes in Japan could to some extent have been avoided if much of the cities affected were largely located underground.

In addition, the near-constant temperature would reduce the fuel costs for subterranean cities. Underground areas would need much less heating in winter and much less cooling in summer.

Taisei Corporation of Tokyo is planning a network of 'Alice Cities', named after the fictional Lewis Carroll heroine who fell down a rabbit hole into a wonderland. Taisei proposes turning cramped downtowns into airy underground spaces connected by subway trains and subterranean roads. The cities will be designed for self-sufficiency, but could be linked to sister cities by underground railway. Although some buildings and roads would remain above ground, much surface space would be freed up for trees and public parks.

Each Alice City would be divided into three sectors. The fist sector, Town Space, would comprise verdant underground boulevards and open-air and atrium-type plazas-all free of automobile traffic. These boulevards and plazas will include shopping malls, entertainment complexes and fitness centres. Secondly, the Office Space sector will house business operations, hotels and parking lots. A solar dome above each office complex will ease feelings of claustrophobia. Express elevators of an extension of the underground railway system will run to the bottom level. Some workers will ride to work vertically from residential areas within the sector, while others will commute from the suburbs. Isolated from the town and office sectors be the third sector, Infrastructure Space. This will contain facilities for power generation, regional heating and air-conditioning, waste recycling, and sevage treatment.

Existing cities could be redeveloped beneath the surface using the Alice system. The downtown areas could be retained above ground in a slightly modified form and most of the future growth of the cities could be accommodated underground.

An alternative to the Alice City concept is the Shimizu Corporation's proposed Urban Geo Grid, a vast network of smaller subterranean city spaces linked by tunnels. The $80.2 billion project would cover 485 square miles and accommodate a half-million people.

The urban Geo Grid provides for a much more complicated interaction of many underground spaces over a larger area. Each 'Grid station' –a complex of underground offices, shopping malls, and hotels, would be connected to several smaller 'grid points', which would provide local services such as public baths and convenience stores. The Grid would provide a network for road and rail transportation, communication, and energy supply both within a city and between cities. Individual facilities for various services such as power generation and waste treatment will be on a smaller scale, but more numerous.

Whichever concept is ultimatelely applied, one obstacle that will need to be overcome before Japanese cities have real 'downtowns' involves the nation's geology. Japan's densely populated lowlands are mostly founded on loose geologic strata, making underground construction particularly difficult. Thus, Japanese construction firms are conducting extensive research and development on technologies for drilling, excavation and underground construction.

Some of the technology is already available. Robots similar to those that built the Channel Tunnel beween France and England could be used for excavation and construction in some areas. It is anticipated that within 10 to 15 years most of the remaining technological obstacles will be overcome.

Underground city spaces in Japan are therefore coming much closer to reality. It may be difficult to imagine people adapting to life underground, but in Japan it may be one of the most practical solutions to the problem of limited living space. The next century may see many similar developments in other countries.

(Source: Pejovic,V., Michael N., & Peggy, R. 1997. *IELTS Preparation and Practice*. Victoria : Oxford University Press.)

LAMPIRAN 6

PANDUAN OBSERVASI KELAS

Waktu Observasi   :
Nama Observer   :
Jumlah Mahasiswa   :
Kegiatan   :

Tujuan Observasi   : Mendeskripsikan situasi kelas untuk melihat faktor-faktor yang mendukung dan menghambat kegiatan pembelajaran bahasa Inggris dalam kelas.

OBYEK OBSERVASI	FAKTOR-FAKTOR PENDUKUNG	FAKTOR-FAKTOR PENGHAMBAT
Kondisi ruangan		
Fasilitas yang tersedia		
Pengajar		
Pemelajar		
Lain-lain		

LAMPIRAN 7

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