

**DEVELOPING AN INTERACTIVE MULTIMEDIA FOR
LEARNING READING IN THE EIGHTH GRADE STUDENTS
OF MUALLIMIN MUHAMMADIYAH
JUNIOR HIGH SCHOOL**

Thesis

**Presented as partial fulfillment for the attainment of
a *Sarjana Pendidikan* degree in English Education**



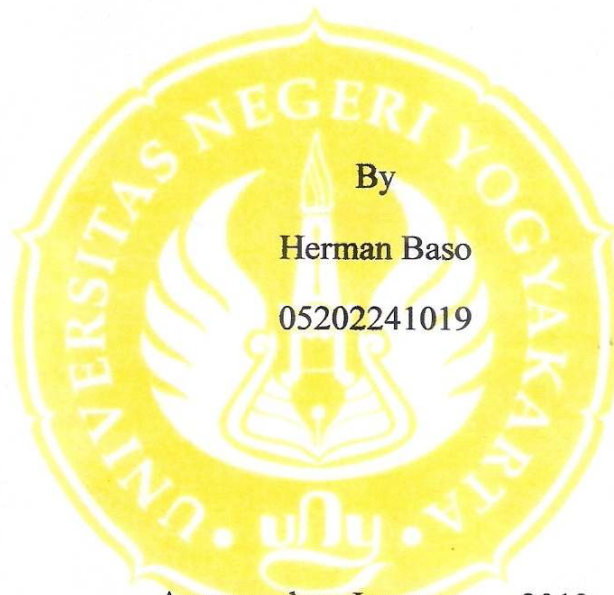
**By
Herman Baso
05202241019**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2013**

APPROVAL SHEET

**DEVELOPING AN INTERACTIVE MULTIMEDIA FOR
LEARNING READING IN THE EIGHTH GRADE
STUDENTS OF MUALLIMIN MUHAMMADIYAH JUNIOR
HIGH SCHOOL**

E-Journal



By

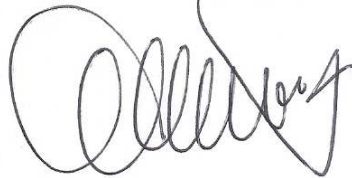
Herman Baso

05202241019

Approved on January , 2013

By

Consultant



Dr. Margana, M.Hum., M.A.

NIP. 19680407 199412 1 001

RATRIFICATION

**DEVELOPING AN INTERACTIVE MULTIMEDIA FOR LEARNING OF
READING IN THE EIGHTH GRADE STUDENTS OF MUALIMIN
MUHAMMADIYAH JUNIOR HIGH SCHOOL**

A Thesis

Accepted by the Board of Examiners of Faculty of Language and Arts, State University of Yogyakarta, on January 18, 2013 and declared to have fulfilled the requirements for the attainment of the *Sarjana Pendidikan* Degree in English Language Education.

Board of Examiners



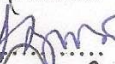

Chairman : Ari Purnawan, S.Pd., M.Pd., M.A.

Secretary : Lusi Nurhayati, S.Pd. M.App. Ling.


First Examiner : Dr. Agus Widyantoro, M.Pd.

Second Examiner : Dr. Margana, M.Hum., M.A

Signatures

... 
... 
... 
... 

Yogyakarta, January 27, 2013
Faculty of Languages and Arts
Yogyakarta State University

Dean,

Prof. Dr. Zamzani
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan dibawah ini:

Nama : Herman Baso

NIM : 05202241019

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Thesis : *Developing an Interactive Multimedia for Learning Reading in the Eighth Grade Students of Muallimin Muhammadiyah Junior High School*

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang ditulis orang lain atau telah dipergunakan sebagai persyaratan penyelesaian studi di Perguruan Tinggi lain, kecuali bagian – bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penelitian karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, January , 2013

Yang membuat pernyataan



Herman Baso
NIM.0520224019

DEDICATIONS

I dedicate this work to:

My beloved Mother and Father

My Sister and my brothers

All of my friends and colleagues

MOTTOS

What does not kill you makes you stronger....

(Anonymous)

We are what we repeatedly do, excellence, then, is not an act but a habit. (Aristoteles)

ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious and the Most Merciful. All praises are due to Allah SWT, who gives me strength, without which I would not have been able to complete this thesis.

First of all, I would like to express my greatest gratitude to my consultant and also my academic adviser, Dr. Margana, M.Hum, M.A., who has been willing to spare his valuable time not only for reading, correcting and improving my thesis but also for encouraging me to finish my thesis. I am deeply grateful for the suggestion, advice, supports, and mostly the patience during the completion of this thesis. My gratitude also goes to all of my lecturers in the English Education Department of UNY who have guided and taught me very well.

I would like to express my greatest appreciation to my mother and father, my beloved sister and my two brothers, and all the members of my big family who have been always loving me and understanding me very well. I also do thank them for supporting me, encouraging me to keep moving on, and saying prayers for my success.

Finally, I also appreciate all of my friends in the English Education Department of UNY, especially my friends of PBI UNY '05 (Ari, Rini, Tomo, Wawan, Laras, Dhimas, Ayu, etc.) and my closest friends (Crew GE: Pak Jack, Mas Budi Baharudin, Majid, Dewi, Mamih, Mba mita, Prapty, Ahmad, etc). I also would like to thank all my friends in my beloved boarding house (Pe3k, Tiyo, Nanang, Samuel, etc.) for making me feel at home. And the last special grateful to someone special in my heart, whose name couldn't be mentioned, Even though living in California but still loves, cares and supports me.

Yogyakarta, January 2013

Herman Baso

TABLE OF CONTENTS

TITLE	i
APPROVAL SHEET	ii
RATIFICATION.....	iii
PERNYATAAN	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Identification of the Problem	2
C. Limitation of the Problem	3
D. Formulation of the Problem	4
E. Objectives of the Research	4
F. Significance of the Research	4
CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWEORK	
A. English Language Teaching and Learning	7
B. Teaching Reading for the Eighth Grade Students of Junior High School...	8
C. Reading Materials for the Eighth Grade Students of Junior Highs School..	11
D. Interactive Multimedia Software	13

a.	Definition of Multimedia and Interactive Multimedia	13
b.	Interactive Multimedia Software in the Teaching and Learning Process	14
c.	Developing Interactive Multimedia for the Teaching and Learning Process.....	15
d.	Models of Developing the Interactive Multimedia Software	15
e.	Criteria of the Effective Multimedia Software	17
E.	Conceptual Framework	20
 CHAPTER III RESEARCH METHODS		
A.	Type of Study	22
B.	Setting	22
C.	Research Subject	22
D.	Steps in Developing an Interactive Multimedia Program	23
1.	Need Analysis	23
2.	Design Stage	24
3.	Implementation	26
4.	Product Testing and Evaluation	26
E.	Data Collection Technique	28
F.	Research Instrument	29
G.	Data Analysis Technique	29
 CHAPTER IV RESEARCH FINDINGS		
A.	The Design of the Developed Interactive Multimedia	32
1.	Needs Analysis	32
2.	Design	34
3.	Implementation	41
4.	Product Testing	46

B. Data Collection and Analysis	48
C. Product Revision	59
D. Discussion	62
CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	66
B. Suggestions for Using this Program and Further Product Development ...	68
REFERENCES	71

LIST OF TABLES

Table	Page
Table 1: Competency Standard and Indicators of Eighth Grade	12
Table 2: Percentage of feasibility criteria.....	31
Table 3: Evaluation of Navigation system	47
Table 4: The Result of the Evaluation from the Content Expert	48
Table 5: The Result of the Evaluation from the Media Expert	50
Table 6: The Result of the Evaluation from the English Teacher	52
Table 7: The Result of Individual Try-Out.....	54
Table 8: The Result of the Small Group try-out.....	56
Table 9: The Result of the Field Try-Out.....	58
Table 10: Revision 1	59
Table 11: Revision 2	60
Table 12: Revision 3	61

LIST OF FIGURES

Figure	Page
Figure 1: Flowchart of the program	35
Figure 2: Screen Design of the <i>Home Screen</i>	36
Figure 3: Screen design of the <i>Main Menu</i>	37
Figure 4: Screen design of the <i>Material</i>	38
Figure 5: Screen design of the <i>Unit</i>	39
Figure 6: Screen design of the <i>Entertainment</i> page	40
Figure 7: Screen design of the <i>Evaluation</i>	40
Figure 8: <i>Home Screen</i> in Full Screen Mode	41
Figure 9: The <i>Main Menu</i> (Home) page.....	42
Figure 10: The <i>SCBC</i> Page.....	43
Figure 11: The <i>Material</i> page	44
Figure 12: The <i>Unit</i> Page	44
Figure 13: The <i>Entertainments</i> page	45
Figure 14: The <i>Evaluation</i> Page	46

LIST OF APPENDICES

APPENDIX 1 Course Grid.....	72
APPENDIX 2 The First Draft of Materials.....	73
APPENDIX 3 The Materials.....	97
APPENDIX 4 Flowchart.....	119
APPENDIX 5 First Draft of the Storyboards.....	120
APPENDIX 6 The Storyboards.....	153
APPENDIX 7 Instrument of the Research.....	187
APPENDIX 8 Result of the Questionnaire.....	198

DEVELOPING AN INTERACTIVE MULTIMEDIA PROGRAM FOR
LEARNING READING FOR THE EIGHTH GRADE STUDENTS OF
MUALLIMIN MUHAMMADIYAH JUNIOR HIGH SCHOOL

By

Herman Baso
05202241019

ABSTRACT

This study aims at developing an interactive multimedia for learning reading texts in the eighth grade students of Junior High School.

This study is a research and development (R & D) study conducted at MTs Muallimin Muhammadiyah Yogyakarta. There are two types of data resulted from this study. The quantitative data were obtained by using the questionnaires while the qualitative data were obtained by analyzing the results of the questionnaires. This research adopted *four step models* of developing an interactive multimedia program consisting analysis, design, implementation and testing. In the analysis step, the objective of the interactive was determined. The design steps dealt with content, storyboard, flowchart, and media selection. The implementation step is a step where the researcher assembled the content assets that were created and collected in the design steps, into an interactive multimedia. In the testing step, the content expert and the English teacher evaluated the quality of the material while the media expert evaluated the quality of the program design. This interactive multimedia program was reviewed and revised according to feedback given. The implementation involved 30 students. They were asked to give feedback to the interactive multimedia by answering the questionnaire. Revisions were made based on the data obtained.

Based on the data analysis, the result of the research shows that the effective design of the interactive multimedia program has the following features: the learning objectives, audio-visual content, reading, grammar and practices, summary, and reflection. The results of the program are called effective and feasible to apply if the obtained scores are more than 60%. The research findings show these results: 79.35% from the evaluation of the content expert, 75% from the evaluation of the media expert, 68.42% from the evaluation of the English teacher and 84.12% from the field try out. Based on those findings, the developed interactive multimedia program is appropriate and feasible to be used in the learning process.

CHAPTER I INTRODUCTION

A. Background of the Study

English is considered to be the most important issue in the national educational. Because English is not our mother tongue, so it is taught as foreign language. However from this point, it also becomes one of the problems faced by the teachers in all over this country. Teachers are challenged to find a suitable way on how to teach English to their students. In this part, the government has applied on the curriculum that the objective of the English teaching and learning process is to make the students to be able to communicate in both oral and written forms. In order to achieve the objective, the teaching and learning of English should emphasize on integrating and developing student's four language skills: listening, speaking, reading, and writing.

Integrating and developing four languages skills; listening, speaking, reading, and writing are not easy because every language skill has their own difficulties. Listening has its difficulties, and so are speaking, reading, and writing. So, this is the challenge that every teacher has to face and to solve. They have to think about the suitable way on how to deliver their knowledge to their students well.

Nowadays, technology advancement has been great. People can talk to each other face to face from different places at the same times. People can do some activities on it such as playing games, or watching some videos, or even

writing something. And this is good for teachers to take the advantage of this situation.

Teachers can see the positive way about the technology because in the technology, students can learn those four language skills: listening while watching the videos, speaking while using video call, or reading and writing through chatting. However, the application of video call, or chatting, or video for listening, is different. That is why in this part the researcher is interested to develop interactive multimedia for learning reading in the eight grade students of Muallimin Muhammadiyah Yogyakarta Junior High School. The focus of this Multimedia is the reading skills because in the practical level, learning reading is considered to be a boring activity. That is why through the use of this interactive multimedia in the classroom, the English teaching and learning process is expected to be more interesting and effective.

B. Identification of the Problem

Based on the preliminary observation in Madrasah Muallimin Muhammadiyah Yogyakarta Junior High School, the researcher found some problems related to the factors that influence the teaching and learning process in the reading class. Those are the teaching and learning reading situation, the facilities used, and techniques used by the teacher.

During the teaching and learning process in the reading class, the classroom was not conducive. Some students were not motivated to learn. This might have happened because of the lack of the interest in learning

reading. It seemed like the students needed something that could help them interested and motivated to learn reading.

In the teaching and learning process, the teacher had applied the communicative language teaching approach although the students were not motivated, especially in learning reading. The students still found it difficult to understand and were not interested in learning reading.

Related to the facilities which the school has, the teacher had to prepare the materials to be used in the language laboratory. They had an access to some facilities, such as wall chart, LCD projector, server and internet, but they did not use them effectively. When the teachers use the language laboratory for reading, they need to be trained on how to operate some of the stuff on the language laboratory, but there is no training for this stuff. So it can be said that both teachers and students need an interactive multimedia which is easy to use but interesting to learn.

C. Limitation of the Problem

Based on the identification of the problems, this study is focused on the need to develop interactive multimedia software for learning reading for the eighth grade students of Madrasah Muallimin Muhammadiyah Yogyakarta Junior High School. This interactive multimedia will focus on narrative texts because there are three texts which are taught to the eighth grade students; they are descriptive, recount and narrative texts. The multimedia for teaching descriptive and recount texts has already been applied there. So, they only

needed the multimedia for narrative texts. The design is based on the existing reading materials, the students' interest of the materials, and also the facilities which can be used to support the teaching and learning process.

D. Formulation of the Problem

Based on the identification and also the limitation of the problems, this research is formulated as follows:

1. How is the multimedia software developed for learning reading for the eighth grade students of Madrasah Muallimin Muhammadiyah Yogyakarta?
2. Is the multimedia software appropriate and effective for learning reading for the eighth grade students of Madrasah Muallimin Muhammadiyah Yogyakarta?

E. Objective of the Research

From the formulation of the problem, the objectives of this research are:

1. to develop an effective interactive multimedia for learning reading.
2. to produce an appropriate and effective interactive multimedia for learning reading.

F. Significance of the Research

Interactive multimedia is considered as the new form of educational media of the future. It shows that our education is close to digital era. Principally,

multimedia can help students enhance their ability. This study is expected to give some advantages to the practical use of language through interactive multimedia.

1. Practical Significance

In practice, the result of this research is expected to give contribution to the eighth grade students, English teachers, students of English Education, English Education Department and other researchers.

a. The eighth grade students

It is expected that the eighth grade students get more knowledge and develop their English proficiency. They also will be more motivated to learn English.

b. English Teachers

The interactive multimedia, hopefully, will be useful for the teaching and learning process and as a companion for the students to learn independently and then the teacher can monitor the results.

c. Students of English Education

As there is material development subject in English Education, this study is expected to motivate the students to design and develop not only a textbook material but also technology-based materials like interactive multimedia, online material and CD interactive that will be useful for teaching and learning English.

d. English Education Department

This study is expected to be used as a reference related to a research and development study, especially in the field of media development as an example of developed material and input for the department to facilitate R&D study.

e. Other researchers

It is also expected to give some inspiration to conduct further research and also to design and develop the more effective interactive multimedia for teaching and learning English.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. English Language Teaching and Learning

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having understood meanings (Webster's Thirds New International Dictionary of English Language (1961) in Brown (2000: 5). Language learning is a long and complex way. Language learning is the steps where the learners explore all their competence to think, feel, and act. In addition, Brown (2000: 1) also states that language learning is not a set of easy steps that can be programmed in a quick kit. It needs regular training in order to succeed in the learning process.

In relation to learning, Brown (2000:7) states that teaching is the process of guiding and facilitating learning. Teaching also enables the learners to learn and sets the condition for learning. It implies that teaching cannot be separated from learning. The teachers' understanding of what learning will determine their understanding of what teaching is. Teachers' understanding of how students learn will determine their philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the concept of teaching is interpreted in line with the concept of learning.

Based on the statements above, language teaching and learning involves a lot of aspects in order to get a success. Teachers are expected to be able to set the objectives and modify their teaching style in order to accommodate the learners' needs.

B. Teaching Reading for the Eighth Grade Students of Junior High Schools

In English language teaching, reading has a special focus. Richards (2002: 273) states some reasons why reading receives a special focus. First, most of language learners often have reading as one of their most important goals because they want to be able to read for information and pleasure, for their career, and for the study progress. Second, written texts serve various pedagogical purposes. The comprehensible written texts can enhance the process of language acquisition. Good reading texts also provide good models for writing. They also provide opportunities to introduce new topics to stimulate discussion and to study language (e.g. vocabulary, grammar, and idioms). Then, reading is considered as a highly-valued skill by teachers and students.

Research on the teaching of reading finds some significant findings; one of them is the bottom-up and top-down processing. The bottom-up approach dominates both first and second language research and theory. According to Cambourne (1979) in Nunan (1991: 63), it was the basis of the vast majority of reading schemes. The central notion of the bottom-up approach is that reading is basically a matter of decoding a series of written

symbols into their aural equivalents (Nunan, 1991:64). In bottom-up processing, the reader processes each letter as it is encountered. The reader recognizes a multiplicity of linguistic signals and uses their linguistic data-processing mechanism to impose some sort of order on these signals. The derivation of meaning is the end process in which the language is translated from one symbolic representation to another.

Then, the research on human memory provides counterfactual evidence. It shows that the serial processing of every letter in a text in the bottom-up approach would slow reading up to the point where it would be difficult for the meaning to be retained (Kolers and Katzman in Nunan, 1991:65). Based on some research findings, there is an alternative to the bottom-up approach; that is the top-down approach or the psycholinguistic approach to reading. The top-down processing emphasizes the reconstruction of meaning rather than the decoding of a form. The central process is the interaction between the reader and the text. Readers bring to this interaction their knowledge of the subject, knowledge of and expectations about how language works motivation, interest and attitudes toward the content of the text. But, in other side, top-down approach sometimes fails to distinguish adequately between beginning readers and fluent readers. Stanovich (1980) in Nunan (1991:66) criticizes the top-down notion that reading proceeds through the generation of hypotheses about upcoming text elements. The top-down model, on the other hand, does not allow lower level processes to direct the higher-level.

Based on the issues stated above, more recent research on teaching reading shows that a combination of top-down and bottom-up processing, or what is called as interactive reading, is almost always an effective approach in successful teaching. Those two approaches are adopted so that both lower level and higher level skills are accommodated.

In addition, the issues of integrating four language skills (reading, writing, listening, and speaking) in the teaching and learning process become an interesting discussion. The interrelationship of skills is emphasized in the integrated approaches to language teaching. Reading ability will be developed best if it is taught in association with writing, listening, and speaking (Brown, 2001:298). Based on Brown's statement, developing reading skills can be best achieved if there is an interrelationship of those four skills.

Reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies. Brown (2001: 306-310) states some micro skills for reading comprehension. They are: 1) Identifying the purpose of reading; 2) Using grapheme rules and patterns to aid in bottom-up decoding (especially for beginning level learners); 3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels); 4) Skimming the text for main ideas; 5) Scanning the text for specific information; 6) Using semantic mapping or clustering; 7) Guessing when it is uncertain; 8) Analyzing vocabulary; 9) Distinguishing between literal and implied meanings; 10) Capitalizing on discourse markers to process relationships.

Furthermore, to achieve the success in the teaching of reading, teachers should be able to design interactive reading techniques. Brown (2001:313-315) states eight principles for designing interactive reading techniques as presented below:

- (a) In an interactive curriculum, it is important not to overlook the importance of specific instruction in reading skills.
- (b) Using techniques that are intrinsically motivating
- (c) Balancing authenticity and readability in choosing texts
- (d) Encouraging the development of reading strategies
- (e) Including both bottom-up and top-down techniques
- (f) Following the SQ3R sequence
- (g) Subdividing the techniques into pre-reading, during-reading, and after reading phases.
- (h) Building some evaluative aspect to the techniques

Based on the discussion above, there are many ways on how teachers create attractive language teaching. Teachers are expected to be able to create effective teaching materials and a good classroom atmosphere. The most important thing is that a teacher is expected to be able to accommodate the student's interest and the techniques of teaching reading.

C. Reading Materials for the Eighth Grade Students of Junior High School

There are three genres taught in the eight grade of Junior High School; they are descriptive, recount, and narrative texts. The narrative text is taught in Semester 2. When studying the narrative texts, students do not only deal with the reading texts but also the features of the narrative texts, grammar

(simple past tense), vocabulary, and how to respond to the spoken narrative texts. Here is the description of competency standard and indicators that students are expected to achieve through this program:

Table 1. Competency Standard and Indicators of Eighth Grade

Competency Standard	Indicators			
	Reading	Listening	Vocabulary	Grammar
Understanding the meaning of functional texts and simple essays in the form of the narrative text	Able to identify main ideas, factual information, any information from the text, and features of the narrative text.	Able to identify any information from the spoken narrative text.	Able to apply and use the vocabulary related to the text. (Tell me your experience)	Able to apply and use the simple past tense.

There are four aspects taught and presented through this program; they are: reading, listening, vocabulary, and grammar.

There are two language skills taught through this program; they are listening and reading. Listening practices help the students understand the spoken narrative texts while reading practices help the students understand the narrative texts. To understand some difficult words related to the text, the English teacher gives vocabulary glossary. There also a grammar practice to help students to understand the tenses used in the narrative texts.

D. Interactive Multimedia Software

a. Definition of Multimedia and Interactive Multimedia

Chapman (2004:7) states that multimedia is any combination of two or more media, represented in a digital form, sufficiently well-integrated to be presented via a single interface, or manipulated by a single computer program.

Computer-based interactive media creates a multimedia learning environment that capitalizes on the features of both video and computer-based instruction. According to Smaldino, et. al. (2005: 147), computer-based instructional media is an instructional delivery system in which recorded visuals, sound, video materials are presented under computer control to viewers who not only see and hear the pictures but also make active responses. Those responses affect the pace and sequence of the presentation.

The nature of an interactive multimedia is the system which provides guidance and interactivity. The learner communicates with the instructional program by responding to audio, visual or verbal stimuli displayed on the monitor. Input devices provide the means for these responses. These devices include such items as a keyboard, keypad, light pen, barcode reader, touch-sensitive screen, and mouse.

The term of multimedia adopted in this research is software which is used in the learning process. The software consists of texts, pictures, sounds, animation, and videos. The software is used in the computer for the purpose of learning.

b. Interactive Multimedia Software in the Teaching and Learning Process

The interactive multimedia provides some advantage in the teaching and learning process. According to Smaldino, et. al. (2005:148), there are five advantages of using interactive multimedia program in the learning process.

Those advantages are as follows:

1) Multiple media

Text, audio, graphics, still pictures and motion pictures can all be combined in one easy-to-use system.

2) Learner participation

The materials presented in the program help to maintain students' attention, and they allow greater participation than common media.

3) Individualization

Individualization is provided for because branching allows instruction on remedial as well as enrichment levels.

4) Flexibility

The learners may choose what to study from the menu, selecting those areas that seem interesting, that seem most logically to answer a question, or that present the greatest challenge for them.

5) Simulations

Interactive multimedia program may be used to provide simulation experiences and difficult materials.

c. Developing the Interactive Multimedia Program for the Teaching and Learning Process

In developing the interactive multimedia, this research took some suggestions from some experts. Thorndow and Vallance (2004:31) state that the computer can improve the enthusiasm both for students and teachers. The computer can be used to solve the problems when the textbooks cannot fulfil the needs of the students, such as providing the listening comprehension practices.

In addition, Richards and Rogers (in Thorndow and Vallance, 2004: 32) state that changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners' need, such as the move towards oral proficiency than reading comprehension.

It can be said that through the interactive multimedia, students and teachers can be more enthusiast to learn, because interactive multimedia provides some features that could interest students and teacher to learn.

d. Models of Developing the Interactive Multimedia Software

There are several models on developing an interactive multimedia program used in language teaching. Here, the researcher will give four models suggested by experts.

The first model is suggested by Phillips (1997: 38), a model for developing a software development process using a four-step model of developing the software. This model is considered to be the appropriate model

for producing a software program. By using this model, all aspects of the process will be evaluated and revised until the media and content experts feel satisfied with the effectiveness of the software. The model is as follows:

- 1) Designing the chart of the program
- 2) Developing the chart into the program
- 3) Evaluating the developed program
- 4) Implementing the evaluated program and maintenance

The second model is from Alessi and Trollip (1991: 275), proposing the eight-step model for developing the Computer-Based Instruction software. They are: 1) Defining the purposes; 2) Collecting resource materials; 3) Generating ideas for the lesson; 4) Organizing ideas for the lesson; 5) Producing lesson displays on paper; 6) Flowcharting the lesson; 7) Programming the lesson; 8) Evaluating the quality and effectiveness of the lesson.

The third model comes from Borg and Gall (1983: 775), proposing ten major steps in the research and development cycle to develop the educational software: 1) Research and information collecting; 2) Planning; 3) Developing a preliminary form of product; 4) Preliminary field test; 5) Main product revision; 6) Main field test; 7) Operational product revision; 8) Operational field test; 9) Final product revision; 10) Dissemination and implementation.

The fourth model comes from Presman. Presman (2002: 15) states that there are four main points in developing a computer program; they are analysis, design, implementation, and testing.

Based on the discussion related to the ways of designing a computer program, the researcher determines to apply the model suggested by Presman. This model is feasible to apply, simple and it accommodates the steps suggested by the three experts mentioned above.

e. Criteria of the Effective Multimedia Software

There are some criteria on how to evaluate the educational software. Here, the researcher explains five views of criteria suggested by experts on how to evaluate the educational software.

Meril, et al. (1996: 109-117) state two sets of criteria for evaluating the educational software; they are instructional criteria and presentational criteria. Instructional criteria relate to the pedagogical aspects, teaching techniques and instructional strategies that should be used in the educational computer program. These are four steps to evaluate the educational software according to instructional criteria:

- 1) Identifying the objective of the software.
- 2) Determining if the objective of the software matches any of objectives in the curriculum plan.
- 3) Determining whether the type of computer application is appropriate of the learning outcome.
- 4) Determining if the software incorporates an instructional strategy.

Presentational criteria refer to the screen format, navigation, ease of use and interaction. The screen format refers to the quality and quantity of the texts and graphics displayed on the screen. Navigation refers to the turn of a

page, the clarity of the screen, the display of the new frame or page of information. Ease of use is related to how the students find the materials easily in the computer. Therefore, various mechanisms should be built in the computer materials though the use of menus or special commands. Interaction means that the students should not be passive in receiving information, but they are able to respond to the information by pressing special keys such as *next*, *back* or *return*.

The second view is from Geisert and Futrell (1995: 143-144), they state that in effective computer lesson, the computer will:

- 1) Getting the student's attention and provide motivation
- 2) Presenting the lesson objectives
- 3) Reminding the student of relevant background information that must be remembered in order to be successful in forthcoming lesson
- 4) Presenting instruction in the form of narrative, explanations, simulations, graphics, and so forth
- 5) Providing examples of expected students performances
- 6) Presenting practice items on the lesson objective
- 7) Providing feedback on the student's performance on practice items, including right or wrong
- 8) Assessing the student's using a test that measure whether or not student has reached the objective
- 9) Implementing transfer and retention strategies, pointing out how the information learned will be used in the future programs

In addition, Geisert and Futrell (1995: 194-199) state that there are two major aspects of courseware or instructional software that can be evaluated, that is: design (how it looks) and effectiveness (how well it works).

- 1) Evaluation of the design, refers to the following questions:
 - a) Does the program state its goal and objectives?
 - b) Are the screen presentations clear and well-organized?
 - c) Does the program include some measure of the student performances if it claims to be teaching something?
 - d) Does the program provide examples and practice if it is teaching procedures?
 - e) Does the program keep records of students-performances?
 - f) Is the reading level correct for the population that will use the program?
- 2) Evaluation of the effectiveness of the design, refer to the following questions:
 - a) Are the goals clarified prior the evaluation?
 - b) Are the objectives written prior the evaluation?
 - c) Are the measures written prior the evaluation?
 - d) Is the target audience carefully designated?
 - e) How many students should be use in the try-out?
 - f) Are the standards for the successful accomplishment established before the try-out is conducted?
 - g) Should student attitudes toward the program be evaluated by using a survey?

The fourth view is from Heinich, et al, (1996: 245-246). He states six criteria to evaluate the educational software, they are:

- (a) Accuracy (related to the content of the software in terms of its accuracy, the current information, and the sequence of the information)
- (b) Feedback (students have frequent informative feedback after doing a series of a drill-and-practice program)
- (c) Learner control (enabling students to control the pacing and direction of the software, to control how quickly the progress through the materials, and to select topics within areas of study)
- (d) Prerequisite (materials need to be presented at a level of the student)

- (e) Ease of use (the software should be easy to use, user-friendly especially when students are working individually or in small groups on different tasks)
- (f) Special features

Fifth view is from Egbert and Smith (1999: 161-174). They state that there are two considerations to evaluate software, that is, feasibility and quality. Feasibility means that whether it is possible for us to use the software in our computer laboratory or not. Quality means that after the software has passed the feasibility test, quality and appropriateness come later. Quality consists of software content, software format, and software operation.

E. Conceptual Framework

As explained in the background of the study and identification of the problem, the needs of incorporating multimedia in language teaching and learning become an interesting discussion nowadays. Developing the interactive multimedia software for the purpose of materials sources should consider some elements as mentioned in the literature review.

The interactive multimedia which is build on the need for teaching and learning reading can enhance the language teaching because it integrates pictures, videos, animations, texts, sounds, learning materials and evaluation. Based on the statement, developing interactive multimedia is an important thing to help the students learn English. Some steps should be followed in order to result the effective interactive multimedia software. The software

design should adopt the learning theories so that it can meet the students' needs and learning styles. After that, the software should be tested and evaluated. There are also some steps that should be followed to evaluate the educational software.

Based on the explanation above, the use of multimedia Software is important to enhance English language teaching. Then, this research aims at developing effective interactive multimedia software for the teaching of reading for the eight grade students of Madrasah Muallimina Muhammadiyah Yogyakarta.

CHAPTER III

RESEARCH METHODS

This chapter discusses the research method comprising the type of the study, the setting, the research procedure, the data collection technique, the research instruments and the data analysis technique

A. Type of the Study

As the goal of this study is to develop an effective interactive multimedia program, this study is classified into educational Research and Development (R & D). The result of this research is the product of English interactive multimedia program for the Learning of Reading for the second grade students of Muallimin Muhammadiyah Junior High School which was packed in the form of CD (compact disc).

B. Setting

The research was conducted at the second semester 2013 in the eighth grade students of Junior High School of MTs Muallimin Muhammadiyah (Madrasah Muallimin Muhammadiyah) Yogyakarta.

C. Research Subject

The subjects of this research were the media expert, the content expert, the English teacher, and the second grade students of junior high school Class F

of Madrasah Muallimin Muhammadiyah Yogyakarta in the 2012/2013 Academic Year.

D. Steps in Developing an Interactive Multimedia Program

The method used in developing this interactive multimedia program was the structural method which is based on Presman's view (2012: 15). There were some steps conducted in order to create an effective interactive multimedia program, they are:

1. Analysis

Conducting analysis dealing with some areas of this research is important.

The analyses were as follows:

a. Needs Analysis

Needs analysis was based on the needs of the students and the teacher. The analysis was conducted in order to match the program with the needs of the students and the teacher. The students expected to understand the narrative text materials easily by using this program. The English teacher was also expected to be able to present the materials and create a good classroom environment when using language laboratory.

b. Content Analysis

The goals and the content of the program should also be analyzed based on the standard of competency, the basic competency and also the syllabus. The designed program should meet those three points. Based on the discussion between the researcher and the teacher, the focus of this

program was on improving student's reading skills of the narrative text. The program also provided activities in dealing with listening, reading and grammar. Most of the materials were collected from the available materials, such as BSE (*Buku Sekolah Elektronik*), textbooks, and the Internet.

c. Program Compatibility Analysis

When the programs have met the educational requirements such as the standard of competency, the basic competency and also the syllabus, the program should meet the compatibility requirement. This analysis was conducted in order to make the program run on any Windows Operating System version such as Windows XP, Windows Vista or even Windows 7. This analysis determined what supporting programs were needed to run this interactive multimedia program, such as Adobe Flash Player, Shockwave Player, and Microsoft Silverlight.

2. Design Stage

In this stage, the researcher implemented some steps in designing this program. The researcher analyzed the findings of needs analysis and then integrated them with the framework of the program design. The goal of this stage is to create program which can work on any version of Windows OS and also be used in the learning process. The steps of this process are as follows:

a. Setting the aim of the lesson and collecting resource materials

Setting the aim of the lesson was done based on the standard of competency and basic competency stated in the national curriculum. Then, the researcher analyzed the syllabus used in the schools in order to understand the materials taught in the eight grades. The researcher then collected the related resources of materials from the textbooks and the Internet. The collected materials were then analyzed and arranged in order to create effective learning materials.

b. Designing the flowchart of the program

In this step, the researcher transferred the designed learning materials into the chart. Then, the researcher designed the framework of the program. This step included the ways on how to navigate the program in general and the transfer of general views of the program into the detail one, such as how to navigate the main menu or sub-menu, how to use the program and so on.

c. Producing storyboard

This step was intended to design the details of the program. It included how the program runs in every second. It also included how the elements of the program, such as pictures, videos and sounds work during the running of the program. The storyboard explains the details of the pictures, sounds, videos and the materials.

d. Designing or programming the interface of the program

In this step, the researcher started to program the lesson. The program was based on the storyboard and the flowchart of the

program. This step integrated the use of some supporting softwares, such as micro flash. Microsoft PowerPoint, articulate pro, articulate storyline, Cool Edit Pro, Video Convert Master and so on.

3. Implementation

This step included the implementation of the designed program. This product was reviewed by the content expert and media expert in order to validate it. The revision was done in order to meet the requirements of effective software to be tested. The revision was in the field of the content of the program and also the interface or navigation.

4. Product testing and evaluation

After the program was implemented and reviewed by the experts, the researcher conducted the try-out of the program. This stage was implemented in order to measure the effectiveness of the program when it was used in the learning process. This step was implemented in order to get suggestions, comments and evaluation. Then, the revision was done in order to improve the product. The researcher conducted try-out in three steps they are:

a. Producing Lay Out, Evaluating and Validating Program

The stage was the beginning of the process of designing the program. It covered three steps; they are:

1) Materials Design

In this step, the researcher discussed the materials with the English teacher. Then, the materials were integrated to the media

and the additional pages for new materials. This was the beginning and the basic concept of developing this program.

2) Designing the first lay out of the program

The result of the first design was then arranged into the first lay out. Then, the designed lay out was consulted to the content expert and the media expert in order to get suggestions and comments. Those suggestions and comments were then used as the basis for the product revision.

3) Producing the second lay out

After revising the first lay-out, the researcher produced the second lay-out. The production of the second lay out included the interface and picture clarity. After producing this lay-out, the researcher consulted it with the content expert and media expert. After getting the suggestions from those two experts, the researcher revised the second lay out. The final product of the second lay-out was then consulted to the content and media experts. After getting the validation from those two experts, the researcher conducted the individual try-out.

b. Individual Try-Out

In this step, the researcher conducted the first individual try out. This try-out involved the content expert, the media expert, the English teacher and 2 students. The suggestions from this try-out were used as the basis for the next revision.

c. Small Group Try-Out

In this stage, the researcher conducted the small group try-out. According to Sadiman (2005:186), the member of small group try-out must consist of 2 up to 8 students who represent the target population. The researcher chose 6 students of Class VIII E for the small group try-out. The researcher distributed the questionnaires in order to get the suggestions from the students. The suggestions were used as the basis for the next revision before conducting field try-out.

d. Field try-out

The researcher conducted the field try-out and the result of the revision was then tested. Sadiman (2005:187) states that the final test of the educational media is the field try-out. The field try-out was conducted by choosing the students with the different characteristics and achievement. This field try-out involved the students of eighth grade of Madrasah Muallimin Muhammadiyah Yogyakarta.

E. Data Collection Technique

At the early stage of this research study, the data collection technique used in this study was done by using questionnaires. The questionnaires were used to assess the feasibility of the program. There were some parties involved in collecting data; they were the content expert, the media expert, the English teacher and also the eight grade students of Madrasah Muallimin Muhammadiyah Yogyakarta Junior High School.

F. Research Instruments

The instruments used in this research were questionnaires. The questionnaires were distributed to the content expert, media expert, English teacher and students. The questionnaires were used to collect the validation data from content expert, multimedia expert and also from the students.

G. Data Analysis Technique

The data and information obtained were used to improve the program and to identify the feasibility of the program for the learning process. Data which had been collected needed to be analyzed to arrive at the results of the conclusions of the research. Both quantitative and qualitative data were collected from this research. Quantitative data were obtained from the results of the questionnaires from the content expert, media expert, English teacher and also the eighth grade students of junior high school. The quantitative data were also obtained from the results of questionnaires from the content expert, the media expert, the English teacher and the students in the field try-out, while qualitative data were obtained from suggestions and comments from the content expert, the media expert and the English teacher.

The data analysis technique used in this research was descriptive statistic technique. The descriptive statistic technique is the statistics which is used to analyze the data by describing or explaining the collected data (Sugiyono, 2004: 142).

To determine the feasibility of this program, the researcher used the *Likert type scale*. In the Likert type scale, the collected data, in the form of numbers, are then interpreted to qualitative interpretation (Sugiyono, 2006:107). In order to analyze the data, the collected data were then transformed into the scores which had been determined; they are one, two, three, four, and five. The data were then analyzed by calculating the percentage by using the equation below.

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

P = Percentage of the item

f = Collected scores/ observed frequency

N= Number of Cases/ expected frequency

After calculating the percentage of each indicator, the researcher transformed those percentages into criteria of feasibility. This is very important to know whether the program should be revised or not. The criteria are as follows:

Table 2. Percentage of feasibility criteria

Scores (%)	Category
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
$\leq 20\%$	Very poor

The results of the program are called effective and feasible to apply if the obtained score is more than 60%. It is ineffective if the score is less than 60%. The program should be revised if the obtained score is less than 60%.

The qualitative data of this research are obtained from the suggestions and comments from the content and media experts. They are in the form of suggestions that are used to revise the program. The qualitative data are also obtained from the analysis of the questionnaires from the content expert, the media expert, and also the students. The data are used to describe the quality and the effectiveness of the program.

CHAPTER IV RESEARCH FINDINGS

Developing compatible learning media such as developing interactive multimedia for learning reading is very important to enhance the teaching-learning process. In this chapter, the process of the research and findings are presented in detail. The researcher presents four main points of this research; they are as follows: The Design of the developed interactive multimedia, Data collection and Analysis, Product Revision, and Discussion

The processes of developing and testing this interactive multimedia are presented in detail. The data of the research will be presented and analyzed based on the review of the content experts, the media expert, the English teacher and the students try out which are divided into; the individual try-out, small-group try out, and field try-out.

A. The Design of the Developed Interactive Multimedia

The steps of developing this interactive multimedia follow some procedures suggested by experts. Those procedures were planned and implemented during this process. There are three steps in developing this program.

1. Needs analysis

Before designing the program, the researcher conducted the needs analysis which aims at understanding about how the program will

work and the contribution of the program toward the learning process. The needs analysis covers two areas; they are content analysis and program compatibility analysis.

a. Content Analysis

In this step, it is important to analyze the objectives and the content of the program so that the program has a clear target and effective content. The sequence of the materials should also be taken into account in order to help the learners learn the materials. The instructional goal of this program is to help the learners learn the narrative text and its features.

b. Program Compatibility Analysis

In this step, the researcher analyzed the computer minimum requirement to run and access this program. This program runs on Windows XP, Windows Vista and Windows 7 Operating system with the minimum 700 MHz of processor speed. The use of the processor will affect the display of the program and it is recommended to use the 1 GHz processor or higher. There were some softwares used in designing this program, they are: Articulate Studio Pro 09 which is the main program used in designing this program, and Microsoft PowerPoint which is used to integrate the four Articulate Studio 09 Pro software.

This interactive multimedia consists of some media, such as video, pictures and sounds. This multimedia is packed on CD

(compact disc) and designed to automatically run when it is inserted to CD/DVD drive. When the CD is inserted, the program runs automatically. The students can start choosing the menu of the program based on their needs.

2. Design

After obtaining data from the needs analysis, the next process was designing this interactive multimedia. The designed process can be defined as implementing the principles and techniques of developing an educational media. This process aims at creating an integrated system which can be used in the classroom. The process of designing this program involved two steps; they are flowchart design and screen design.

a. Flowchart design

Flowchart design is the main frame on how the interactive multimedia will work. It describes the basic content of the interactive multimedia and also how the processes are interrelated each other. This is the flowchart of this program:

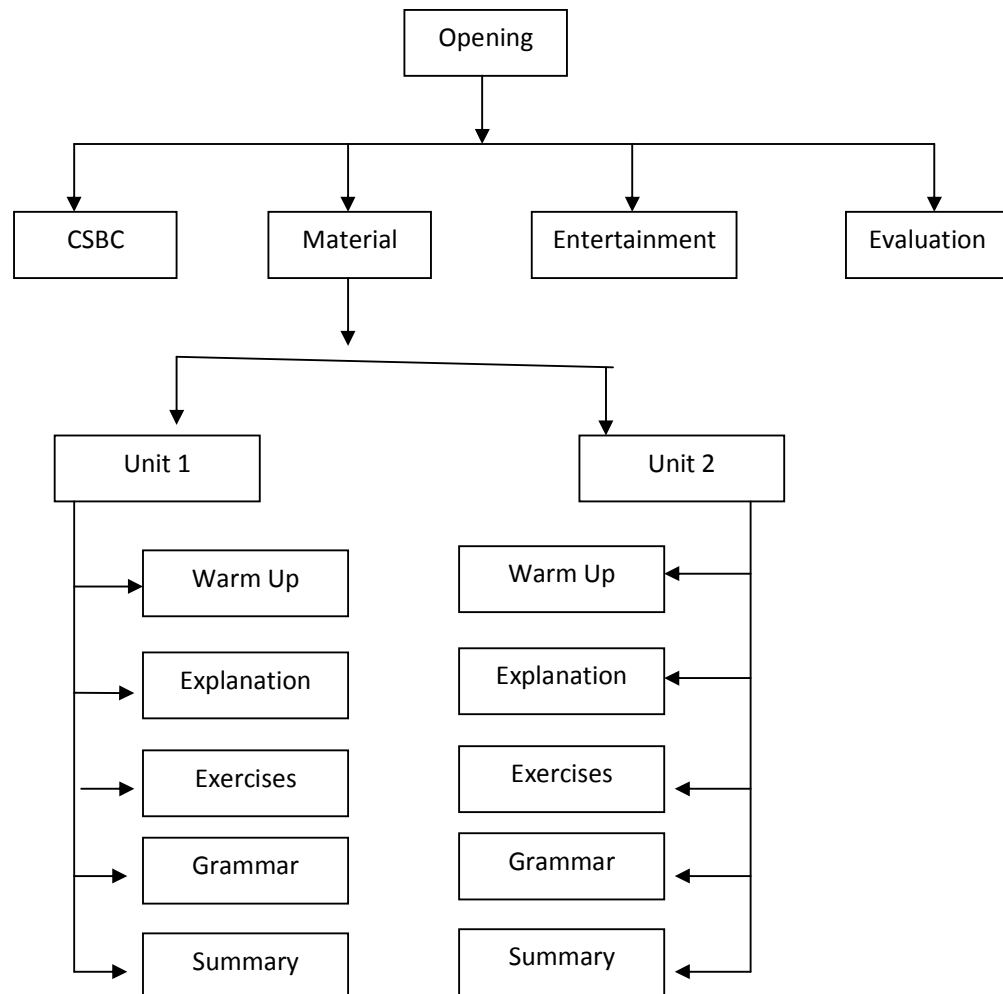


Figure 1. Flowchart of the program

b. Screen design of the interactive multimedia

The screen design of the interactive multimedia describes the details of some components of this program. This multimedia has two lay-out modes; they are full screen mode and navigation screen mode. The users can switch between full screen mode and

navigation screen mode. Here are the details of the layout of the interactive multimedia:

1) Home screen

Home screen is the main page of this program where the users start it. In this part, the users will find the title of this interactive multimedia. Here, the users also will find a single button, *Start Program* button to start the course. Here is the layout design of the *home screen*:

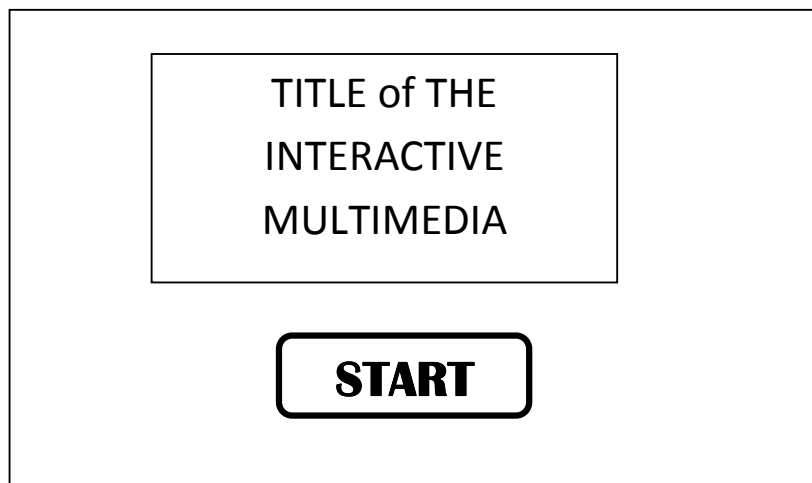


Figure 2. Screen Design of the *Home Screen*

2) Main menu

The *main menu* page shows some parts which can be chosen by the users. This part also called "Home". In this page, the users can find 9 menus, they are *SCBC (Standard of Competency,*

and Basic Competency), *Material*, *entertainment*, *Evaluation*, *Profile*, *Home*, *How to use*, *Glossary*, and *Exit*. Here is the layout design of the *main menu*:

TITLE OF THE INTERACTIVE MULTIMEDIA				
SCBC	Material	Entertainment	Evaluation	
Profil	Home	How to use	Glossary	Exit

Figure 3. Screen design of the *Main Menu*

3) SCBC

SCBC stands for Standard of Competency, Basic Competency.

In this part the user will find some information related to this interactive multimedia. Here, the user can find some information about *Standard of Competency*, *Basic Competency*, *Identification* and *the Learning Objectives* which are important for the users to know what they are going to learn from this interactive multimedia.

4) Material

In this part, the user will find two options of material which is provided in this interactive multimedia. They are Unit1 and Unit 2. So the user might choose which one the users want to start first. But it is recommended to start from the Unit 1. Study in good order can also make a great understanding. Here is the layout design of the Material:

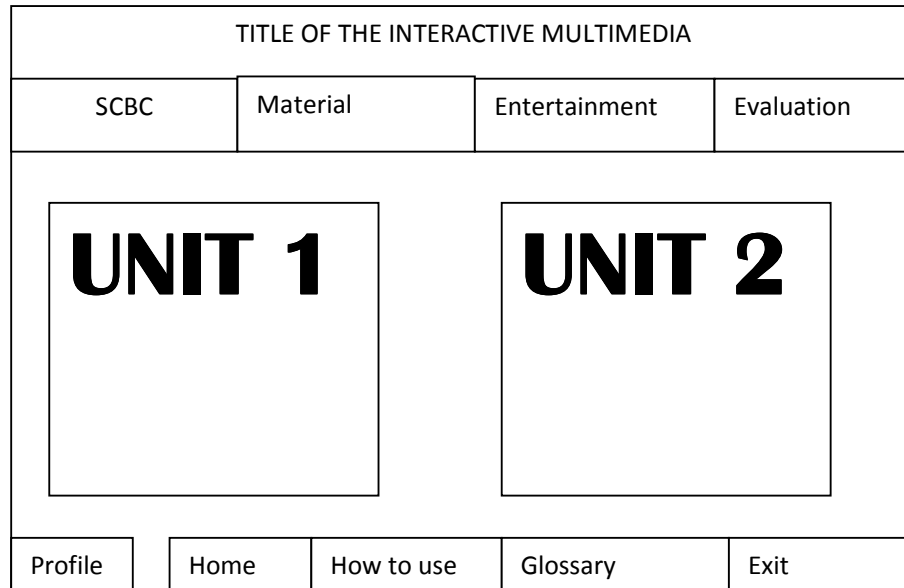


Figure 4. Screen design of the *Material*

5) Unit 1 / 2

For the design of units, both Unit1 and Unit 2 have the same design. In this part the users will find some new options that the users must to learn. They are *warm up, explanation, exercise, grammar, and summary*. In this part it is suggested to

start from the beginning, from *warm up* first and then next to summary.

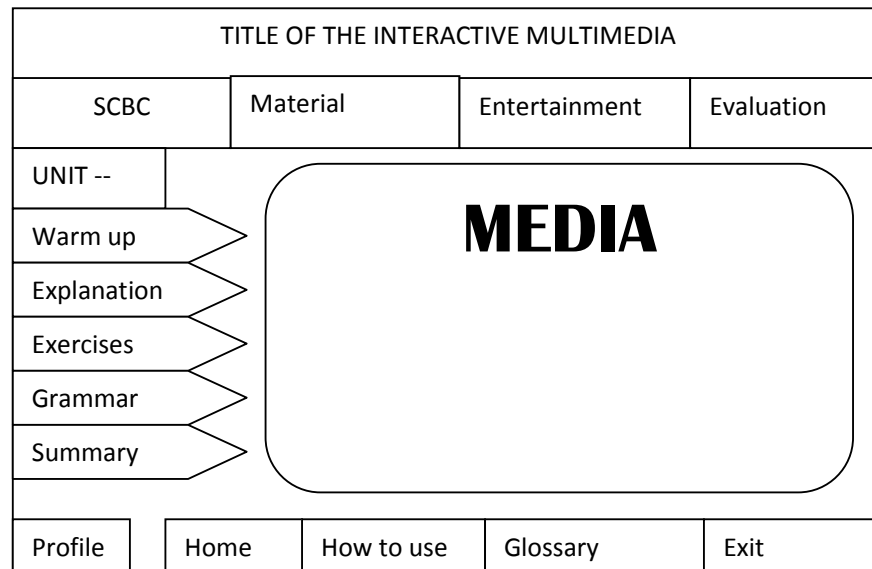


Figure 5. Screen design of the *Unit*

6) Entertainment

The *Entertainment* is also provided in this interactive multimedia beside for refreshing, it also useful to add new knowledge and enhance the users vocabulary coz here in this part, there are two video which are short stories of the folk stories and every video also has the subtitle in English. Here are the lay out of *Entertainment*

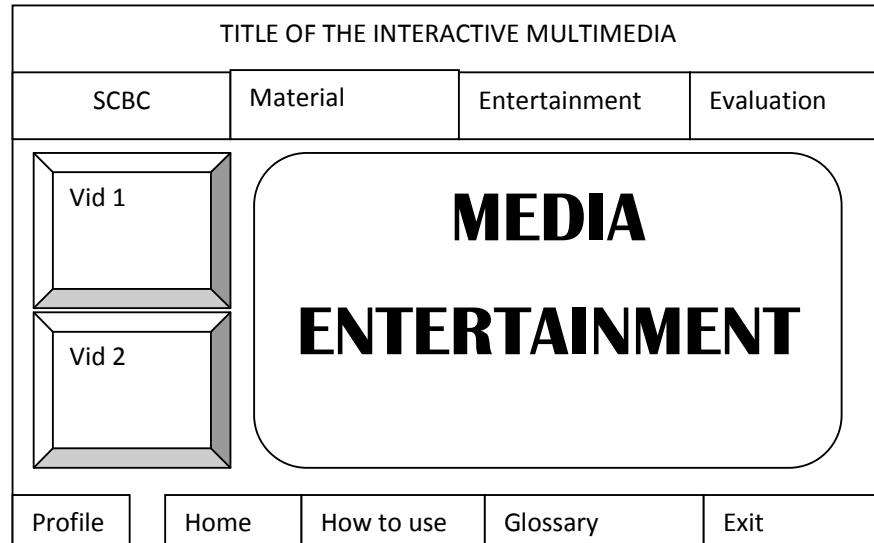


Figure 6. Screen design of the *Entertainment* page

7) Evaluation

In this part the users will find the part to evaluate the users' knowledge about the course. In order to enter the evaluation, the user must click the Start Button which can easily be found on the display. Here is the screen design of the *Evaluation*:

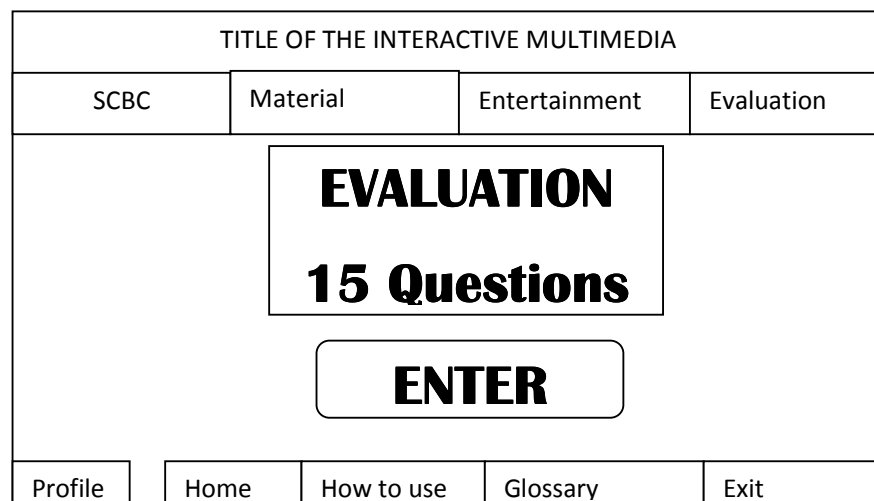


Figure 7. Screen design of the *Evaluation*

3. Implementation

After designing the screen or the layout of the program, the researcher started to design the detail of screen design of the program. The following is the detail explanation of the implementation of the screen design of this program.

1) Home screen

Home screen is the opening of this program where the users start this program. In full screen mode user can see the title of the interactive multimedia and a *Start* button.

Here is the screen design of the *Home Screen* page of the interactive Multimedia with the full screen mode.



Figure 8. *Home Screen* in Full Screen Mode

2) Main menu

The *main menu* page contains all the materials and activities which can be chosen by the users. In this page, the users can find some menus, they are *SCBC*, *Material*, *Entertainment*, *Profile*, *How to Use*, *Glossary*, *Evaluation* and *Exit*. When the users click one of the menus, the users will go to the chosen page, for example *SCBC*. There is also a *Home* button which is used to return to the *home screen*.

Here is the screen design of the *main menu* page:



Figure 9. The *Main Menu* (Home) page

3) SCBC

When the user clicks the *SCBC* button in the main menu, *SCBC* page will appear. This page contains information about *Standard of Competence*, *Basic Competence*, *Learning Objectives*

and Indicators. Here is the screen design of the *about this program* page:

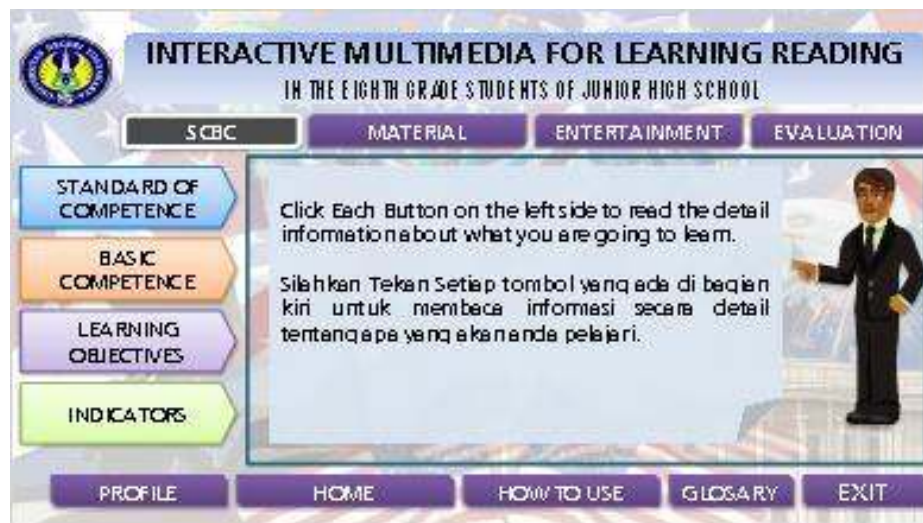


Figure 10. The SCBC Page

4) Materials

When the user clicks the *Material* button in the main menu, the *Material* Page will appear. It consists of two units which can be chosen by the user by clicking one of the buttons to start to learn the lesson.

Here is the screen design of the *Material* page:



Figure 11. The *Material* page

5) Unit 1/2

When the user clicks the *Unit 1* or *Unit 2* buttons in the main menu, the *Unit 1* or *Unit 2* Page will appear. In this page, the user can find sub-part to learn; *Warm up*, *Explanation*, *Exercise*, *Grammar* and *Summary*. Here is the screen design of the *let's read* page:

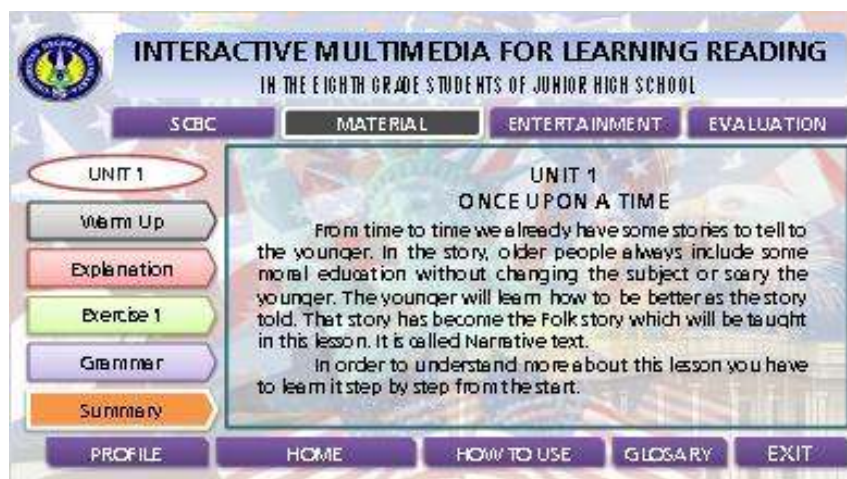


Figure 12. The *Unit* Page

6) Entertainment

When the user clicks on the *Entertainment* button in the main menu, the *Entertainment* page will appear. In this page, the user can find two options of videos to watch. The options are *Bawang Putih & Bawang Merah Story*, and *Timun Mas Story*. Here is the screen display of the *Entertainment* page:

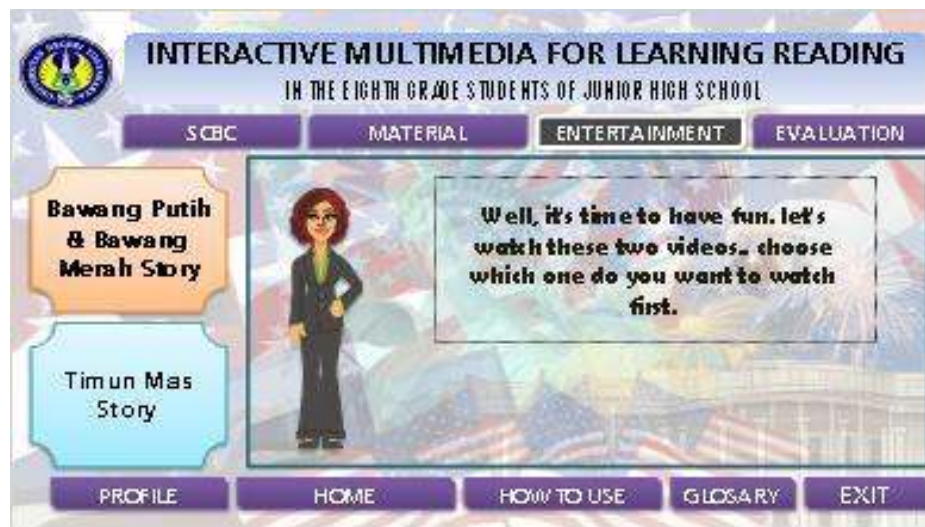


Figure 13. The *Entertainment* page

7) Evaluation

When the user clicks the *Evaluation* button in the main menu, the *Evaluation* page will appear. In this page, the user can find the a button written “CLICK HERE TO START” to start to do the evaluation.

Here is the screen design of the *Evaluation* page:

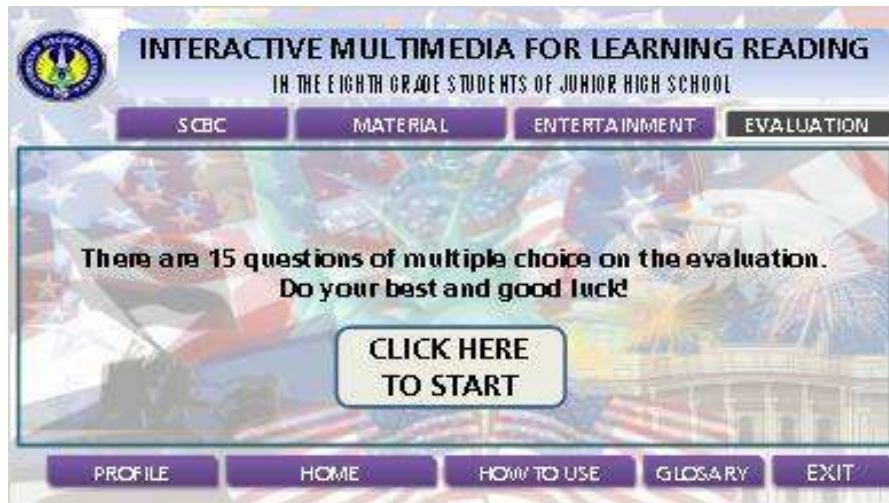


Figure 14. The *Evaluation* page

4. Product Testing

The product testing technique of this program is by observing the running program. Product testing was done before this program was evaluated by the experts. During the testing, there is an error message if there is a problem in the program. The requirements of the testing this program are: 1) function of the navigation buttons, they should work to link one menu to other menus, 2) interface error, this test shows how the program responds to the command from the user, and 3) program compatibility, it tests how this interactive multimedia program runs on any Windows Operating System, such as Windows XP, Windows Vista and Windows 7.

If there are still some problems found during the product testing, the revision will be done by revising the design of the program. The first step of revising is the program is by understanding

the objects of the navigation system of this program and how the system works, for example *back* button which links to *main menu* is not functioning. Then, the testing is followed by correcting the link among the objects.

Table 3. Evaluation of Navigation system

No	Navigation	Designed Function	Testing Results	
			Working	Not working
1.	<i>Home screen</i>	Able to show <i>home screen</i> page	√	
2.	<i>How to use</i>	Able to show <i>how to use program</i> page	√	
3.	<i>Exit</i>	Able to show <i>exit</i> page	√	
4.	<i>Main menu</i>	Able to show <i>main menu</i> page	√	
5.	<i>Next</i>	Able to show the next page	√	
6.	<i>Back</i>	Able to show the previous page	√	
7.	<i>Result</i>	Able to show the scores of practices	√	
8.	<i>Quiz</i>	Able to show <i>Quiz</i> page (evaluation)	√	
9.	<i>Reflection</i>	Able to show <i>reflection</i> page	√	
10.	<i>Play Video</i>	Able to play <i>video</i> in this program	√	

The testing shows that the navigation system of this program works well after revising the previous system. Based on the data above, this interactive multimedia program has met the design of this program. This was also ready to be reviewed by the content expert and media expert.

B. Data collection and Analysis

In every instance, the interactive multimedia is tested and evaluated to validate that the activities and materials are ready to use by the learners. This program had been evaluated by the content expert, media expert and English teacher of the Eighth grade students of Muallimin Muhammadiyah before it was tested to the students as the users. One of the main purposes of this evaluation was to check the basic organization of the content. It also evaluates the design and the navigation of the program. The results of the evaluation from the experts are described below.

1. Evaluation from content expert

The content expert who has high capabilities in material was chosen to evaluate the basic organization of the content. The results of the evaluation from the content expert are described below.

Table 4. The Result of the Evaluation from the Content Expert

No	Statements	Scores (f)	Expected Score (N)	Percentage (P)
1.	Material Coverage	4	4	100%
2.	The effectiveness of material presentation	3	4	75%
3.	The effectiveness of the language use in explaining the materials	3	4	75%
4.	Quality of pictures in explaining the concepts	3	4	75%

(continued)

(continued)

No	Statements	Scores (f)	Expected Score (N)	Percentage (P)
5.	Quality of instructions in using the program	4	4	100%
6.	Quality of test items	4	4	100%
7.	The balance of the materials and test items	3	4	75%
8.	Quality of examples in explaining the materials	3	4	75%
9.	Relevant to the Competency Standard	3	4	75%
10.	Relevant to the Basic Competency	3	4	75%
11.	Meeting of indicators and the Competency Standard	3	4	75%
12.	Clear target audience	3	4	75%
13.	Clear learning instructions	4	4	100%
14.	Completeness of the material	2	4	50%
15.	Clear presentation of the material	3	4	75%
16.	The sequence of the lesson	3	4	75%
17.	Language use in explaining the material	4	4	100%
18.	Relevant test items to the materials	4	4	100%
19.	Balance between materials and the test items	3	4	75%
20.	Match of test items and the competency standard	3	4	75%
21.	Match of test items and indicators	2	4	50%
22.	The Multimedia Attraction	2	4	50%
23.	Feedback Employment	4	4	100%
Total		73	92	
Average Score				79,35%

Based on data collection above, the overall percentage of the evaluation from the content expert is 79.35%. The score shows that

this interactive multimedia program is good and feasible to apply. Some revisions related to the materials had been done before this program was tested to the students. The revision of this program will be discussed later.

2. Evaluation from media expert

The media expert who has high capabilities in designing and evaluating teaching media was chosen to evaluate the design, the appearance, the navigation and the organization of this interactive multimedia program. The results of the evaluation are described below.

Table 5. The Result of the Evaluation from the Media Expert

No.	Statements	Scores (f)	Expected score (N)	Percentage (P)
1.	The effectiveness of guidance on how to use the multimedia	3	4	75%
2.	The relevant of background color and text color in the multimedia	3	4	75%
3.	Composition of color used in the multimedia	2	4	50%
4.	The accuracy of button position in the multimedia	3	4	75%
5.	Consistency of the used of button in the multimedia	3	4	75%
6.	The suitable size of the button on the multimedia	3	4	75%
7.	The accuracy of the used of Font type in the multimedia	4	4	100%

(Continued)

(Continued)

No.	Statements	Scores (f)	Expected score (N)	Percentage (P)
8.	The accuracy of the used of font size in the multimedia	3	4	75%
9.	The accuracy of the used of text color in the multimedia	3	4	75%
10.	The accuracy of layout of the multimedia	2	4	50%
11.	Accuracy of the choice of the picture used in the multimedia	3	4	75%
12.	The quality of pictures used in the multimedia	3	4	75%
13.	The quality of the Display of the multimedia	3	4	75%
14.	Interactivity level between the students and the multimedia.	3	4	75%
15.	Feedback employment to the students while using the multimedia	3	4	75%
16.	The accuracy of animation in multimedia	4	4	100%
17.	The accuracy of background music while using this multimedia	3	4	75%
Total score		51	68	
Average score				75%

Based on data collection above, the overall percentage of the evaluation from the media expert is 75%. The score shows that this interactive multimedia program is good and feasible to apply. The revision related to the design and the navigation system of this

program was done before this program was tested to the students.

The revision of this program will be discussed later.

3. Evaluation from English teacher

Before this program was used in the classroom, it should be evaluated by the teacher. The English teacher who is going to use this program was also chosen to evaluate this program. The results of the evaluation are described below.

Table 6. The Result of the Evaluation from the English Teacher

No.	Statements	Scores (f)	Expected score (N)	Percentage (P)
1.	Materials Coverage	3	4	75%
2.	The effectiveness of materials presentation	3	4	75%
3.	The effectiveness of the language use in explaining the materials	3	4	75%
4.	Quality of pictures in explaining the concepts	3	4	75%
5.	Quality of instructions in using the program	3	4	75%
6.	Quality of test items	3	4	75%
7.	The balance of the materials and test items	2	4	50%
8.	Quality of examples in explaining the materials	3	4	75%

(Continued)

(Continued)

No.	Statements	Scores (f)	Expected Scores (N)	Percentage (P)
9.	Clear learning instructions	3	4	75%
10.	Completeness of the material	2	4	50%
11.	Clear presentation of the material	3	4	75%
12.	Sequence of the lesson presented in the multimedia	2	4	50%
13.	Language use in explaining the material	3	4	75%
14.	Relevant test items to the materials	3	4	75%
15.	Balance between materials and the test items	3	4	75%
16.	Match of test items and the competency standard	3	4	75%
17.	Match of test items and indicators	2	4	50%
18.	Media Attraction	3	4	75%
19.	Feedback employment	2	4	50%
Total score		52	76	
Average score				68,42%

Based on data collection above, the overall percentage of the evaluation from the English teacher is 68, 42%. The score shows that this interactive multimedia program is good and feasible to apply in the classroom. Some revisions related to the materials were done

before this program was tested to the students. The revision of this program will be discussed later.

4. Product Testing

This program was tested to the Grade VIII F students. The data collection technique was by using questionnaire comprising three aspects, they are: the aspects of the learning materials, the aspects of the learning process and the aspects of the media. The process of the try out consists of three steps, they are: individual try out, small group try-out and field try-out.

a. Individual try-out

In this step, the researcher invited two students to use this program.

In the end of the try out, the researcher distributed the questionnaire to obtain the data when the program is used at the first time. The data obtained from the individual try-out is described below.

Table 7. The Result of Individual Try-Out

No.	Statements	Scores (f)	Expected Scores (N)	Percentage (P)
1.	The clarity of the materials	8	8	100%
2.	Ease of materials to learn	8	8	100%
3.	The quality of language use	7	8	75%
4.	The quality of text	7	8	75%

(Continued)

(Continued)

No.	Statements	Scores (f)	Expected Scores (N)	Percentage (P)
5.	The quality of test items	7	8	75%
6.	The sequence of the materials	8	8	100%
7.	Quality of materials presentation	8	8	100%
8.	Quality of examples in explaining the materials	7	8	100%
9.	Quality of learning instruction	8	8	100%
10.	Contribution of the media in helping students understand the materials	7	8	87,5%
11.	Contribution of the media in motivating the students to learn	8	8	100%
12.	Quality of learning instruction	8	8	100%
13.	Quality of pictures	6	8	75%
14.	Quality of texts	7	8	87,5%
15.	Quality of the composition of background color and text color	7	8	87,5%
16.	Accuracy of background music	8	8	100%
17.	Ease of the use of media	8	8	100%
Total scores				
Average score				93,38%

b. Small group try-out

In this step, 6 students participated in the try out. In the end of the try out, the researcher distributed the questionnaire to obtain the data.

Table 8. The Result of the Small Group try-out

No.	Statements	Scores (f)	Expected Scores (N)	Percentage (P)
1.	The clarity of the materials	20	24	83,33%
2.	Ease of materials to learn	23	24	95,83%
3.	The quality of language use	21	24	87,5%
4.	The quality of text	24	24	100%
5.	The quality of test items	20	24	83,33%
6.	The sequence of the materials	19	24	79,17%
7.	Quality of materials presentation	22	24	91,67%
8.	Quality of examples in explaining the materials	21	24	87,5%
9.	Quality of learning instruction	22	24	91,67%
10.	Contribution of the media in helping students understand the materials	21	24	87,5%
11.	Contribution of the media in motivating the students to learn	22	24	91,67%

(Continued)

(Continued)

No.	Statements	Scores (f)	Expected Scores (N)	Percentage (P)
12.	Quality of learning instruction	21	24	87,5%
13.	Quality of pictures	22	24	91,67%
14.	Quality of texts	21	24	87,5%
15.	Quality of the composition of background color and text color	22	24	91,67%
16.	Accuracy of background music	20	24	83,33%
17.	Ease of the use of media	21	24	87,5%
Total scores		362	408	
Average score				89%

c. Field try-out

There were 30 students joining the field try out. Since the study was not concerned about improvements in students' performance before and after using an interactive multimedia, no control or experimental group was assigned. Therefore, all students were given the same treatment. No time limit was imposed upon them. Overall, the multimedia learning session took about one and a half hours. In the end of the try out, the questionnaires were distributed to obtain the data.

Table 9. The Result of the Field Try-Out

No	Statements	Scores (f)	Expected Scores (N)	Percentage (P)
1.	The clarity of the materials	101	120	84,17%
2.	Ease of materials to learn	104	120	86,67%
3.	The quality of language use	97	120	80,83%
4.	The quality of text	104	120	86,67%
5.	The quality of test items	91	120	75,83%
6.	The sequence of the materials	99	120	82,5%
7.	Quality of materials presentation	100	120	83,33%
8.	Quality of examples in explaining the materials	97	120	80,83%
9.	Quality of learning instruction	101	120	84,17%
10.	Contribution of the media in helping students understand the materials	102	120	85%
11.	Contribution of the media in motivating the students to learn	105	120	87,5%
12.	Quality of learning instruction	102	120	85%
13.	Quality of pictures	102	120	85%
14.	Quality of texts	102	120	85%
15.	Quality of the composition of background color and text color	109	120	90,83%
16.	Accuracy of background music	95	120	79,17%
17.	Ease of the use of media	105	120	87,5%
Total scores		1716	2040	
Average score				84,12%

C. Product Revision

Product revision is very important to improve the quality of this program. The product revision was based on the comments suggestions from the content expert, the media expert and the English teacher. The detail of the product revision is described below:

1. Revision 1

The first revision was based on the comments and suggestions from the content expert. The revision was in terms of the materials presented in this program and also the tests items used in the some activities. The following is the description of the revision 1:

Table 10. Revision 1

Screen	Comments, Suggestions	Action Taken
Volume control of background music	There is no panel to turn-on/off the music.	The panel to turn-on/off the music has been added.
Exit button	The exit button is not working	Exit button has been changed.
Explanation	Please make insert the generic structure on the text to make it clear.	The generic structure has been inserted to the text example to make it clear.
Entertainment	The songs are not related to the text. Please choose the related videos or change it with the short films like on the warm-up activities.	It has been changed
Grammar's activity	It is out of the text; please change it with the task in the form of text.	The task has been changed in the form of text.

(Continued)

(Continued)

Screen	Comments, Suggestions	Action Taken
Glossary	Please add the glossary	The glossary has been added
Task and Learning Objective	There must be the coherence between the task and the learning objective	It has been changed.

In general, the content expert said that the content of this interactive multimedia program is good. The materials are good and well-organized, the test items are relevant to the indicators and the program is easy to use.

2. Revision 2

After this program was revised in relation to the content of this program, the second revision was done. This revision was based on the comments and suggestions from the media expert. The revision is related to the design and the navigation system of this program. The following is the description of the revision 2:

Table 11. Revision 2

Screen	Comments, Suggestions	Action Taken
Home screen	The background is not attractive and interesting.	The background of the home screen has been changed.
Main menu	The color and the organization are not attractive.	The revision in the main menu has been done.

Sound	Some sounds and background music are not clear.	The sounds and background music have been replaced by the better one.
-------	---	---

In general, the media expert said that the design of this interactive multimedia program is very good. All the elements of interactive multimedia such as color, text, picture, audio and video are well-integrated. The operation is running well, there is no error at all. The program is also compatible for all Windows Operating System versions; such as Windows XP, Windows Vista and Windows 7.

3. Revision 3

After the program was revised in relation to the content and the design, this program was then revised based on the comments and suggestions from the English teacher. The revision is related to the test items and feedback for the students.

The following is the description of the revision 3:

Table 12. Revision 3

Screen	Comments, Suggestions	Action Taken
Grammar Activity	Some errors were found in the answer keys.	The errors have been corrected.

In general, the English teacher said that the content of this interactive multimedia program is very good. The materials are good and well-organized, the test items are relevant to the indicators and the

program is easy to use. The feedback is very helpful for the students. The activities provided in this program are motivating so that the students are motivated to try the other activities. This program is also easy to use by the students. This is the final revision because the data obtained from the field try-out indicates that the program is good and feasible to be used in the learning process.

D. Discussion

Based on the data described above, some research findings should be discussed. The discussion comprises six areas related to this interactive multimedia program. Those research findings are discussed below:

1. Content of Interactive Multimedia Program for the Learning of Reading

Most of the eighth grade students agreed that the content of this interactive multimedia program is suitable for learning English. They liked this program because it is well-organized, easy to use and the contents are easy to understand. This program provides various activities to explore. They can freely access the activities based on their needs. This program allows the students to repeat the difficult materials and also helps them improve their English mastery. They agreed that this multimedia provided feedback immediately after a response, enabling the correctness of a response to be verified, thus allowing the students to check their performance.

2. Navigation System of Interactive Multimedia Program for the Learning of Reading

The respondents of this research agreed that the navigation system of this program was functional. It worked well integrated the components. It was also consistent in all parts of this program. There are no errors found in the running of this program. This program is also perceived as a user-friendly program.

3. Screen Design of Interactive Multimedia Program for the Learning of Reading

The respondents agreed that the screen design of this program was clear, understandable, attractive and interesting. The combination of the colors was good. The texts were also clear to read. The material presentation was also clear and interesting.

4. Interactivity Level of Interactive Multimedia Program for the Learning of Reading

The data shows that most of the students agreed that this interactive multimedia program was very interactive because this program provided opportunities for interaction with the program. This program can also be used to develop active learning by allowing the user to explore everything in this program. It is also obvious from the study that students liked to use the multimedia to discover information and learn actively. The interactive nature of multimedia is considered

to be its most important learning features. It enables the students to achieve their learning target and to receive meaningful feedback.

5. Audio visual elements of Interactive Multimedia Program for the Learning of Reading

Based on the collected data, the presentation of information can attract the students' attention with the good quality of texts, images, graphics and videos. The use of graphics can support the materials presentation and also the activities provided in this program. It was also obvious that sound was a necessity in presenting information. Some students also hoped that the presentation could be more interesting and attractive.

6. Compatibility of Interactive Multimedia Program for the Learning of Reading

Based on the product testing, this interactive multimedia program is compatible with some versions of Windows Operating system. It enables the user to use this program in any computers or laboratory using any Windows operating system. There were no errors found during the running of this program in any Windows operating system. The navigation system works well so that this program can run.

From the results and discussion of this research, it can be concluded that this interactive multimedia program is effective and suitable to be used as a supporting learning media for students in

learning English. The users of this program consider this interactive multimedia program as a user-friendly program because of its capability in enhancing the learning of English. Based on the data analysis, this interactive multimedia program was effective and suitable to be used in the teaching and learning English and it is no need any revision. Then the interactive multimedia will be packed into a CD. This was the final product of findings of this research.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After the revision, the final product of developing an interactive multimedia needs to be studied and analyzed. The analysis are important to measure how this interactive multimedia works and supports the learning process. The analysis of the research findings comprises the analysis of both qualitative data and quantitative data. Quantitative data analysis using analysis of descriptive data obtained from the assessment questionnaire and responses through test material experts, media experts, testing individuals, small groups, and testing of large groups using the percentage technique. Qualitative data analysis uses assessment criteria based on guidelines established by interpretation of the results of the analysis obtained from the quantitative data.

Here is the result of the study of developing interactive multimedia for learning reading; the final product after the revision process, also the overall scores resulted from the testing of this multimedia program.

1. Individual Try-out (Content Expert, Media Expert, English Teacher)
 - a. Content Expert

The overall score of the obtained data based on the evaluation from the content expert is 79.35%. The score was obtained after

this media had been revised. That percentage states that this interactive multimedia program is good (61% - 80%). It means that this program is feasible to use in the learning process. There is no revision related to the aspects of the materials.

b. Media Expert

The score of the obtained data based on the evaluation from the media expert is 75%. The score was obtained after this media had been revised. That percentage states that this interactive multimedia program is good (61% - 80%). It means that this program is feasible to use in the learning process. There is no revision related to the aspects of the media.

c. English Teacher

The score of the obtained data based on the evaluation from the English teacher is 68.42%. The score was obtained after this media had been revised. That percentage states that this interactive multimedia program is good (61% - 80%). It means that this program is feasible to use in the classroom learning process. There is no revision related to the aspects of the media.

2. Field Try-out

The evaluation from the students comprises three aspects; they are learning materials, learning process and media. The score of the

obtained data based on the evaluation from the six students is 89%. The score was obtained after this media had been revised. That percentage states that this interactive multimedia program is very good (81% - 100%). It means that this program is feasible to use in the classroom learning process. There is no further revision for this media.

B. Suggestions for Using this Program and Further Product Development

Here are some suggestions related to the use of this program.

1. Suggestion for using this program

a. For English teachers

Before using this program, teachers should understand how to operate this program and also understand about the supporting softwares needed to run this program. Teachers should also prepare the additional materials which are not presented in this program so that the teachers will not find any difficulties in using this program in the classroom.

The use of this program is also expected to stimulate the innovation in language teaching especially by using interactive multimedia in the learning process. English teachers are also expected to help the students in dealing with the technology in their learning. Finally, there are lots of ways to enhance English language learning by using interactive multimedia program.

b. For the Eighth Grade Students

Before using this Interactive multimedia, the students are expected to prepare themselves and understand how to use it. The students are allowed to access any activities and materials presentation in this program based on their needs. Students can acquire knowledge of the subject matter presented in different views, interesting ways and fun so that it can enhance student motivation and learning outcomes. Furthermore, this program allows the students to deal with multimedia environment in language learning.

2. Suggestion for further product development

Here are some suggestions for further product development:

- a. The materials should be varied in order to make this program more interesting.
- b. The interactivity level should be improved in order to attract the students to use this program.
- c. Further product testing is important to identify the detail errors of this program.
- d. Developing more interesting and interactive programs is very important to support the language learning.

REFERENCES

- Bates, Tony and Poole, Gary. 2003. *Effective Teaching with Technology in Higher Education: Foundations for Success*. San Francisco: Jossey-Bass Publishing.
- Borg, W.R & Gall, M.D. 1983. *Educational Research: An Introduction 4th Edition*. New York: Longman Inc.
- Brown, Douglas H. 2000. *Principles of Language Learning and Teaching, 4th edition*. New York: Addison Wesley Longman, Inc.
- Brown, Douglas H. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy, 2nd Edition*. New York: Addison Wesley Longman, Inc.
- Chapman, Nigel and Jenny Chapman. 2004. *Digital Multimedia*. West Sussex: John Wiley & Sons, Ltd.
- Geissert, Paul and Futrell, Mynga K. 2000. *Teachers, Computers, and Curriculum: Microcomputers in the Classroom*. Michigan: Allyn and Bacon
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching, New Edition*. Essex: Pearson Education Limited.
- Heinich, R, et al. 1996. *Instructional Media and Technologies for Learning*. Englewood Cliffs, New Jersey: Prentice Hall Inc
- Helena, I.R. Agustien. 2000. *Kajian Linguistik: Kinerja komunikatif Bahasa Inggris Kelompok Intelektual Muda*. Jakarta: PT BPK Gunung Mulia
- Presman, Roger S. 2002. *Rekayasa Perangkat Lunak dan Pendekatan Praktisi (Cetakan Pertama)*. Yogyakarta: ANDI.
- Reiser, R.A., Dick, W. 1996. *Instructional Planning: A Guide for Teachers*. Boston: Allyn and Bacon.
- Richards, Jack C and Rodgers, Theodore S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Smaldino, Sharon E. et al. 2005. *Instructional Technology and Media for Learning*. Ohio: Pearson Education.
- Simmonson. M.R. and Thomson, A. 1997. *Educational Computing Foundations*. New York: Macmillan Publishing Company.

Towndrow, A Phillip and Wallace, Michael. 2004. *Using IT in the Language Classroom: A Guide for Teachers And Students In Asia*. Singapore: Pearson Educational South Asia Pte Ltd.

EVALUATION

This part consists of 15 questions of multiple choices. 10 are Readings and others are Grammar. Do your best and good luck.

Text 1 for no. 1 to 5

Red Feathers, the Hen

Redfeathers, the hen, was so-called because all her feathers were red, one day, the fox caught sight of her in the farmyard and his mouth watered. He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend, the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, which began cleverly to hop further and further away.

Redfeathers slipped out of the sack and put a stone in her place, and then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then

went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

1. What did the fox do, after he caught sight of Redfeathers?
 - a. He ran over to her.
 - b. He ran home.**
 - c. He boiled water.
 - d. He called her.
2. She fluttered on to the path in the woods, and lay there, ...
She refers to...
 - a. The hen
 - b. The duck
 - c. The dove**
 - d. The swan
3. What did the fox think when he found the dove?
 - a. The fox thought that he had to run.
 - b. The fox thought that he had better go back.

- c. **The fox thought he had a first course.**
 - d. The fox thought that he had to boil water.
4. What happened to the dove?
 - a. **She flew up into the tree.**
 - b. She was cooked by the fox.
 - c. She was chased by the fox
 - d. She was put into the sack.
 5. What did Redfeathers do to trick the fox?
 - a. She slipped out of the sack.
 - b. She yelled for help.
 - c. She flew away to the tree.
 - d. **She put a stone in her place.**

Text 2 for no. 6 to 10

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word, except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the parrot would not

say it. Then the man got to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but the bird wouldn’t talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

6. What is the word that the parrot cannot say?
 - a. **Catano.**
 - b. Tacano.
 - c. Canato.
 - d. Nacato.
7. Where does the story take place?
 - a. London.
 - b. **Puerto Rico**
 - c. Jakarta
 - d. Buenos Aires.

8. What does the man do to the bird because the bird cannot say the name of a place?

- The man ate the bird.
- The man sold the bird.
- The man killed the bird.
- The man taught the bird.**

9. "it was very, very smart"

The underlined word refers to....

- The man.
- The bird.**
- The chicken.
- Puerto Rico.

10. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

- Smiling
- Crying
- Shouting**
- Laughing.

11. What the man saw after he opened the door?

- He was shocked
- Three dead chicken on the floor**
- The parrot was screaming at the fourth chicken
- The man put the parrot in the chicken house and left

12. Arrange the following words into a good sentence.

d	wh	yesterda	yo	di
o	at	y?	u	d
1	2	3	4	5

- 2-5-4-1-3**
- 2-1-4-5-3
- 2-4-5-1-3
- 2-5-1-4-3

13. Arrange the following words into a good sentence

play	wi	frie	m	car	I
ed	th	nds	y	ds	
1	2	3	4	5	6

- 6-2-4-3-1-5
- 6-1-5-2-4-3**
- 6-4-5-1-2-3
- 6-2-4-5-1-3

14. Arrange the following words into a good sentence.

th	I	libr	Engl	i	stud
e		ary	ish	n	ied
1	2	3	4	5	6

- 2-5-1-3-4-6
- 2-4-5-5-1-3
- 2-6-4-5-1-3**
- 2-4-6-5-1-3

15. Arrange the following paragraph into a great story.

- One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

2. Finally the prince found the Cinderella and they got married and lived happily ever after.
3. Once upon a time there was a girl called Cinderella. She lived with her stepmother and stepsisters. They were very bossy. She had to do all the housework.
4. The prince took her glass shoe. He traveled around the country to find a girl that matched the glass shoe.
5. The fairy godmother came and helped her to go to the ball. Cinderella danced with the prince. After a while, the clock struck twelve. She left him one of her glass shoes and went home.
 - a. 3-2-1-4-5
 - b. 3-1-2-4-5
 - c. 3-1-2-5-4
 - d. 3-1-5-4-2

COURSE GRID OF THE NARRATIVE TEXT

Standard of competence	Basic of competence	Language function	Input text	Language features	Indicators
Understanding the meaning of functional Text and Simple essays in the form of narrative text	Responding to the meaning and rhetorical steps in short essays accurately and fluently to interact in the social life in the form of narrative.	Expressing and telling past event	<ul style="list-style-type: none"> - Listening Watching short videos and try to answer the question based on the videos - Reading Analyzing the narrative text, to find the language feature and any information on narrative text 	Grammar: Simple Past Tense	In the end of the lesson, students are expected to be able to: <ul style="list-style-type: none"> • Identifying the language features of narrative texts. • Identifying any information from the narrative texts

MATERIAL DESIGN OF AN INTERACTIVE MULTIMEDIA FOR THE EIGHTH
GRADE STUDENTS OF JUNIOR HIGH SCHOOL

Title: Learning Narrative Text

Skill: Reading and Listening

1. LISTENING

Well in this part, there are some options you will see. Start by watching the video 1 first and answer the question 1 based on the video 1.

Video 1.

Click to watch the video 1



Question 1.

Answer the question by choosing one of the options based on the video 1.

1. Did Cinderella do everything at her house?
 - a. Yes she did.
 - b. No, she did not.

2. Did Cinderella's stepsister help her?
 - a. Yes they did.
 - b. No, they did not.
3. Did Cinderella go to the ball?
 - a. Yes she did.
 - b. No, she did not.
4. Did Cinderella left her shoes?
 - a. Yes she did.
 - b. No, she did not.
5. Did the prince choose one of Cinderella's stepsisters?
 - a. Yes he did.
 - b. No he did not.

Another video to start the lesson. Click to watch the video 2, then answer the question 2 based on the video 2.

Video 2

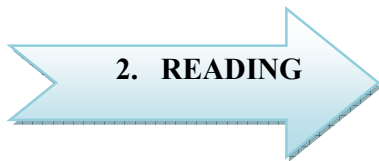
Click to watch the video 2



Question 2

Answer the questions by choosing one of the options based on the video 2.

- | | |
|---|--|
| <p>1. The Little Red Riding Hood delivered food to a wolf</p> <p>a. True</p> <p>b. False</p> | <p>3. The wolf advised The Little Red Riding Hood to pick up some flowers.</p> <p>a. True</p> <p>b. False</p> |
| <p>2. The wolf approached The Little Red Riding Hood.</p> <p>a. True</p> <p>b. False</p> | <p>4. The wolf only ate the grandmother.</p> <p>a. True</p> <p>b. False</p> |
| <p>5. The Little Red Riding Hood and her grandmother emerged unharmed.</p> | <p>a. True</p> <p>b. False</p> |



In this part you will see some button with the text on it. Just click and read start from the beginning.

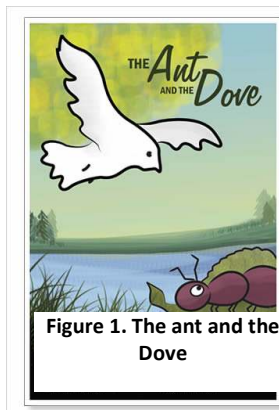
- A. What is narrative text
- B. The example of a narrative text
- C. Generic Structure
- D. Language Features

A. What is narrative text?

- The text above is a narrative text. A narrative text tells the reader about a story. For example Cinderella, Snow White, Beauty and the Beast, Nyi Roro Kidul, Sangkuriang, etc.
- Narrative text begins by telling the reader about the characters and sets the scene.. This is called as *the orientation*.
- *Complication* is the part which the main character is faced to a problem.
- There may be *a resolution* which tells how the problem is solved.
- A narrative mainly used past tense. However, present tense can also be used within dialogues.

B. The example of a narrative text

This is an example of a narrative text



The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flew away to safety.

C. The example of a narrative text

Here you will see the generic structure of a narrative text

Orientation - Introduces the characters and sets the scene

“One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.”

Complication (1) – the main character is faced to a problem

“To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.”

Resolution (1) – tells how the problem is resolved.

“She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.”

Complication (2) – the main character is faced to a problem

“Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it.”

Resolution (2) – tells how the problem is resolved

“Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove fled away to safety.”

D. Language Features

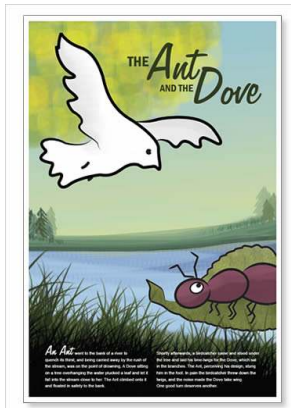
These are the language features in a narrative text:

- | | |
|--|---|
| ✓ Use of nouns
e.g.: stepsisters, housework, etc. | e.g.: here, in the mountain,
happily ever after, etc. |
| ✓ Use of adjective to form noun phrases
e.g.: long black hair, two red apples, etc. | ✓ Use of action verbs in past tense
e.g.: stayed, climbed, etc. |
| ✓ Use of time connectives to order the events
e.g.: then, before that, soon, etc. | ✓ Use of saying verbs in past tense
e.g.: said, told, promised, etc. |
| ✓ Use of adverbs and adverbial phrases | ✓ Use of thinking verbs in past tense.
e.g.: thought, understood, felt, etc. |

3. READING PRACTICE

In this part, you will find some narrative texts. So choose which one you will do first. Read it and Answer the question.

Text 1



The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flew away to safety.

- What did the dove do to save the ant?
 - It climbed the nearby tree.
 - It saw the ant struggling.
 - It dropped a leaf.**
 - It carried the ant to dry ground.
- What did the hunter do to the dove?
 - He was hoping to eat it.
 - He was trying to trap it.**
 - He was trying to shoot it.
 - He was running towards it.
- Which statement is TRUE according to the text?
 - The dove bit the hunter on the heel.
 - Both animals were finally safe.**
 - The hunter killed the dove.
 - The ant bit the dove.
- What is the purpose of the text?
 - To inform the readers about an ant.
 - To describe the job of a hunter.
 - To entertain the readers.**

- d. To describe a dove.
5. What can we learn from the story?
- One good turn deserves another.**
 - Don't be greedy, or you may lose.
 - When there is a will, there is a way.
 - It is wise to plan ahead for hard time.
6. "..., she came to a spring."
(paragraph 1)
The underlined word means
- Water in a pail
 - River in the middle of the city
 - Flood in the middle of the jungle
 - Water emerging from underground.**
7. "Soon, it carried her safely"
(paragraph 3)
The underlined word refers to the....
- Ant
 - Leaf**
 - Dove
 - Spring.

Text 2



The Fox and the Crow

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouth watered at the sight, so he thought of a clever plan to get the cheese for himself.

Looking up at the crow, he said, "I have always admired your beauty with your soft, shiny feathers and well-curved beak. If your voice is as fine as your looks, you could be the queen of the Birds!"

Now the crow wanted to be the queen. So, in order to prove that she could sing, she opened her beak and made a loud, "caw!" the piece of cheese fell from her beak to the ground before she realized her mistake.

As the fox snatched up the cheese, he laughed, "my dear crow, your voice is fine, but your judgment is not! You shouldn't believe everything you hear!"

1. What did the crow have on her beak?
 - a. A piece of cheese
 - b. Some tasty meat.**
 - c. A branch of tree.
 - d. Some water.
2. Why did the crow open her beak?
 - a. To sing.**
 - b. To bite the fox.
 - c. To eat the food.
 - d. To snatch the food.
3. "... **snatched** up the cheese"
(last paragraph)
The underlined word means...
 - a. Put
 - b. Cut**
 - c. Left
 - d. Grabbed.
4. What can we learn from the story?
 - a. You may cheat your friend to get something.
 - b. People may use flattery to get something from you.
 - c. People may give you some food when you are hungry.**
 - d. You must give away your food when somebody wants it.



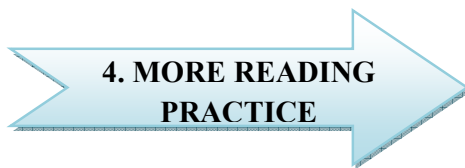
A Stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

1. How many cows did the stupid man buy?
 - a. One.
 - b. Five.
 - c. Six.**
 - d. Seven.
2. On his way home, how many cows did he see?
 - a. One.
 - b. Five.**
 - c. Six.
 - d. Seven.
3. Which of the following statements is true according to the text?
 - a. The stupid man spent much money on cows.
 - b. The stupid man was scolded by his wife.
 - c. The stupid man thought that he had lost one of his cows.**
 - d. The stupid man lost one cow on his way home.
4. What does the word “them” in paragraph 1 line 2 refer to?
 - a. The others.
 - b. The cows.**
 - c. The lost cows.
 - d. One of the cows.
5. Which of the following words is the synonym of “stupid”?
 - a. Unlucky.
 - b. Diligent.
 - c. Bright.
 - d. Dull.**
6. Which of the following words is the antonym of “certain”?
 - a. Sure.
 - b. Unsure.**
 - c. Positive.
 - d. Clear.



In this part you will find some additional practice of narrative text. So choose which one you will do first. Read it and Answer the question.

Text 1



The Old Grandfather and His Grandson

Once upon a time there was a very old grandfather. His eyes were almost blind. His ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

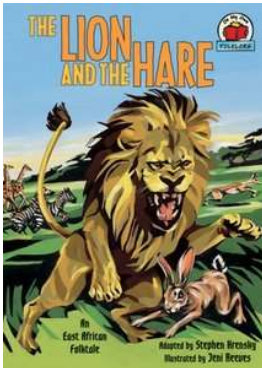
One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, they bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big."

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. Of he spilled a little, they did not say anything

1. How did the old grandfather's son and his son's wife treat him?
 - a. They treated him nicely.
 - b. They treated him very badly.**
 - c. They treated him like a child.
 - d. They treated him very carefully.
2. How did the old grandfather feel about his son's and his son's wife's behavior toward him?
 - a. He felt very sad about it.**
 - b. He felt satisfied about it.
 - c. He was really angry with them.
 - d. He was always complaining about it.
3. What did the old grandfather's son and his son's wife do after they realized their mistake?
 - a. They scolded their son.
 - b. They let their son eat at the table.
 - c. They let their father eat at the table.**
 - d. They did not say anything.
4. What does the word "he" in paragraph 2 sentence 4 refer to?
 - a. The old grandfather.**
 - b. The old grandfather's son.
 - c. The wife of the old grandfather's son.
 - d. The four year old grandson.
5. What does the word "they" in paragraph 5 sentence 2 refer to?
 - a. The man and the grandson.
 - b. The man and the woman.**
 - c. The woman and the grandson.
 - d. The man and the grandfather.
6. Which of the following words is the antonym of "weak"?
 - a. Feeble.
 - b. Fragile.
 - c. Strong.**
 - d. Frail.
7. Which of the following words is the synonym of "enough"?
 - a. Less.
 - b. Correct.
 - c. Many.
 - d. Adequate.**

Text 2



The Lion and the Hare

Once upon a time, a lion had been hunting for days without catching anything to eat.

“It looks like I will go hungry again!” he thought.

Then he saw a hare fast asleep beneath a shady tree. He moved quietly towards it, thinking, “at least! Here is a delicious meal sitting and waiting for me!”

He was about to catch the hare when a fine young deer trotted by.

The lion thought, “Now there is an even better dinner!” he turned and chased the deer. The noise woke the hare and he quickly hopped away.

After a long chase, the lion failed to catch the deer. Tired out he came back looking for the hare, but found that it had run away.

“What a fool I am!” the lion said as his empty stomach growled.

“It serves me right for losing the food that was almost mine, just for the chance of getting more!”

1. What was the hare doing when the lion saw him?
 - a. He was looking at the deer.
 - b. He was sleeping.
 - c. He was running.
 - d. He was hunting.**
2. Why did the lion postpone catching the sleeping hare?
 - a. Because he was afraid of waking the hare up.
 - b. Because he did not like eating the sleeping hare.
 - c. Because he wanted to chase another lion.**
 - d. Because he saw a deer passing by.
3. What can we learn from the story?
 - a. Don't run away when your friend needs you.
 - b. Don't be greedy, or you may lose.**
 - c. Don't speak too much.
 - d. Don't miss a chance.

Text 3

Arrange the following paragraph into a great story.

1. Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.
2. Fortunately, in the end, Prince Charming revived her with a kiss. They live together happily ever after.
3. The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.
4. Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die.

- a. 4-2-1-3
- b. 4-2-3-1
- c. **4-1-3-2**
- d. 4-1-2-3



5. GRAMMAR

Here you will find some activities such as:

1. Warm up
2. Pattern
3. The adverb of time
4. Past of "be"
5. Study More
6. Example

Choose which one you want to learn first.

1. Warm Up

Toni : What **did** you do yesterday?

Budi : I **worked** in the garden yesterday.

Ani : What **did** you do last weekend?

Dimas : I **went** to the beach with my friends.

The conversations above are the examples of using the simple past tense. The simple past tense is used to tell about what happened in the past.

2. Pattern

The pattern of the simple past tense is

Subject + Verb 2.

E.g. **I worked** in the garden yesterday.

S + Verb 2

I went to the beach last week.

3. The Adverb of Time

The simple past tense usually uses the following adverbs of time:

- yesterday,
- last week,
- last...
- two days ago,
- ...ago

4. Past of “be”

Here you’ll learn about the past of “be”

He	was
She	
It	
I	

You	were
We	
They	

Pay attention at the examples below.

- Were you in Hawaii for your last holiday? Yes, I was.
- Was the weather OK? No, it wasn’t.
- Were you and your cousin on vacation last month? Yes, we were.
- How was your vacation? It was excellent.

5. Study More

Remember, some verbs are irregular verbs. Pay attention to the example below.

- The students **go** to Jakarta.
The students **went** to Jakarta last week.
- We **have** a new car.
We **had** a new car last year.
- He **buys** a book in the bookstore.
My father **bought** a computer yesterday.
- The team **wins** the competition.
The team **won** the competition last year.

6. Examples



Tom **played** guitar in the park yesterday.

Tom **didn't play** guitar in the park yesterday.

Did Tom **play** guitar in the park yesterday? Yes, he **did**. / No, he **didn't**.



Ani **got** a birthday present from her father.

Ani **didn't get** a birthday present from her father.

Did Ani **get** a birthday present from her father?

6. GRAMMAR PRACTICE

In this part you will see three activities to practice grammar. Simple just click each activities and do your best.

Activity 1

Choose the correct answer to fill the blank with the words on the words choice

No.	Items	Word Choice	
1.	Did you ... your hair?	brush	brushed
2.	Did she ... her room?	clean	cleaned
3.	I didn't have lunch, but I ... a big dinner.	cooked	cook
4.	He didn't brush his hair, but he ... his teeth.	brush	brushed
5.	... they study English yesterday?	did	do

Activity 2

Choose the correct answer to fill the blank with the words on the words choice

No.	Items	Word Choices		
1.	Mozart...more than 600 pieces of music.	write	wrote	written
2.	The film wasn't very good. I didn't ...it very much.	enjoy	enjoyed	enjoying
3.	I ...very tired, so I left the party early.	am	was	were
4.	The team ...the competition last year.	win	won	winning
5.	I ...my grandfather last holiday.	visited	visit	visiting
6.	His father ...a new car last week.	buy	bought	buying
7.	Freddy ...to Singapore last week.	go	went	gone
8.	James ...bicycle two days ago.	fixed	fixing	fix
9.	They ...in Jakarta last week.	was	were	are
10.	I ...a ticket to Bali last month.	get	got	gets




Activity 3





Choose the correct past tense from two sentences bellow




No.	Items
1.	<input checked="" type="checkbox"/> She bought an expensive car last summer. <input type="checkbox"/> She buys an expensive car last summer.
2.	<input type="checkbox"/> Did they went shopping yesterday? <input checked="" type="checkbox"/> Did they go shopping yesterday?
3.	<input checked="" type="checkbox"/> Where did you go last week? <input type="checkbox"/> Where did you went last week?
4.	<input checked="" type="checkbox"/> We didn't see our friends. <input type="checkbox"/> We didn't saw our friends.
5.	<input type="checkbox"/> Did you like the film? Yes, I liked. <input checked="" type="checkbox"/> Did you like the film? Yes, I did.
6.	<input checked="" type="checkbox"/> I played tennis yesterday. <input type="checkbox"/> I play tennis yesterday.

7. VOCABULARY PRACTICE

Choose the correct answer to describe the pictures

No.	Pictures	Meanings
1.		<p>What did James do last night?</p> <p>a. James watched football competition on TV.</p> <p>b. James is watched by football competition on TV.</p> <p>c. James is being watched.</p> <p>d. James watches the competition.</p>
2.		<p>What did Ahmad do this morning?</p> <p>a. Ahmad is playing kite.</p> <p>b. Ahmad is riding a bicycle.</p> <p>c. Ahmad is riding a bicycle with his sister.</p> <p>d. Ahmad rode the bicycle.</p>
3.		<p>What did the students do?</p> <p>a. The students are playing.</p> <p>b. The students are reading comics.</p> <p>c. The students are studying English.</p> <p>d. The students studied English yesterday.</p>

4.		<p>What did Tony do this morning?</p> <ol style="list-style-type: none"> He played telephone. He called his mother. He slept in his bedroom. He watched television.
5.		<p>What did Jane do in her weekend?</p> <ol style="list-style-type: none"> Jane is playing badminton. Jane is playing kite with her friends. Jane is played kite. Jane played a kite in the yard.
6.		<p>What did your mother do last Sunday?</p> <ol style="list-style-type: none"> My mother cleaned the house. My mother is reading a book. My mother is watching TV. My mother is cooking in the kitchen.
7.		<p>What did your mother do two days ago?</p> <ol style="list-style-type: none"> She cooks in the kitchen. She cooks in the garden. She cooked soup in the kitchen. She is cooked a special food.

8.		<p>Where did you go on your holiday?</p> <ol style="list-style-type: none"> I went to the mountain. I am going to the zoo. I go the forest. I am go to Jakarta.
9.		<p>What did Bagus do yesterday afternoon?</p> <ol style="list-style-type: none"> He is washing car. He washed his car. He is washed by his car. He wash his car.
10		<p>What did you get on your last birthday?</p> <ol style="list-style-type: none"> I get nothing. I am getting a book. I got a gift from my father. I am getting pencil.

8. EVALUATION

This part consists of 15 questions of multiple choices. 10 are Readings and others are Grammar. Do your best and good luck.

Text 1 for no. 1 to 5**Red Feathers, the Hen**

Redfeathers, the hen, was so-called because all her feathers were red, one day, the fox caught sight of her in the farmyard and his mouth began to water. He ran Home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, who began cleverly to hope futher and futher away.

Redfeathers slipped out of the sack and put a stone in her place, and then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

1. What did the fox do, after he caught sight of Redfeathers?
 - a. He ran over to her.
 - b. He ran home.**
 - c. He boiled water.
 - d. He called her.
2. She fluttered on to the path in the woods, and lay there, ...
She refers to...
 - a. The hen
 - b. The duck
 - c. The dove**
 - d. The swan
3. What did the fox think when he found the dove?
 - a. The fox thought that he had to run.
 - b. The fox thought that he had better go back.
 - c. The fox thought he had a first course.**
 - d. The fox thought that he had to boil water.
4. What happened to the dove?
 - a. She flew up into the tree.**
 - b. She was cooked by the fox.
 - c. She was chased by the fox
 - d. She was put into the sack.
5. What did Redfeathers do to trick the fox?
 - a. She slipped out of the sack.
 - b. She yelled for help.

- c. She flew away to the tree.
- d. She put a stone in her place.**

Text 2 for no. 6 to 10

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

6. What is the word that the parrot cannot say?
 - a. Catano.**
 - b. Tacano.
 - c. Canato.
 - d. Nacato.
7. Where does the story take place?
 - a. London.
 - b. Puerto Rico**
 - c. Jakarta
 - d. Buenos Aires.
8. What does the man do to the bird because the bird cannot say the name of a place?
 - a. The man ate the bird.
 - b. The man sold the bird.
 - c. The man killed the bird.
 - d. The man taught the bird.**
9. "it was very, very smart"

The underlined word refers to....

 - a. The man.
 - b. The bird.**
 - c. The chicken.
 - d. Puerto Rico.

10. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

- Smiling
 - Crying
 - Shouting**
 - Laughing.
11. What the man saw after he opened the door?
- He was shocked
 - Three dead chicken on the floor**
 - The parrot was screaming at the fourth chicken
 - The man put the parrot in the chicken house and left
12. Arrange the following words into a good sentence.

d	wh	yesterda	yo	di
o	at	y?	u	d
1	2	3	4	5

- 2-5-4-1-3**
 - 2-1-4-5-3
 - 2-4-5-1-3
 - 2-5-1-4-3
13. Arrange the following words into a good sentence

play	wi	frie	m	car	I
ed	th	nds	y	ds	
1	2	3	4	5	6

- 6-2-4-3-1-5
- 6-1-5-2-4-3**

- 6-4-5-1-2-3
- 6-2-4-5-1-3

14. Arrange the following words into a good sentence.

th	I	libr	Engl	i	stud
e		ary	ish	n	ied
1	2	3	4	5	6

- 2-5-1-3-4-6
 - 2-4-5-5-1-3
 - 2-6-4-5-1-3**
 - 2-4-6-5-1-3
15. Arrange the following paragraph into a great story.

- One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.
- Finally the prince found the Cinderella and they got married and lived happily ever after.
- Once upon a time there was a girl called Cinderella. She lived with her stepmother and stepsisters. They were very bossy. She had to do all the housework.
- The prince took her glass shoe. He traveled around the country to find a girl that matched the class shoe.
- The fairy godmother came and helped her to go to the ball.

Cinderella danced with the prince. After a while, the clock strokes twelve. She left him one of her glass shoes and went home.

- a. 3-2-1-4-5
- b. 3-1-2-4-5
- c. 3-1-2-5-4
- d. 3-1-5-4-2**

UNIT
1

Once Upon a Time

A. Warm Up

Activity 1

Watch the video and take some notes to answer the questions in activity two.



Activity 2

Answer the questions based on the video on activity one.

1. The Little Red Riding Hood delivered food to a wolf
 - a. True
 - b. False**
2. The wolf approached The Little Red Riding Hood.
 - a. True**
 - b. False
3. The wolf advised The Little Red Riding Hood to pick up some flowers.
 - a. True
 - b. False
4. The wolf only ate the grandmother.
 - a. True
 - b. False**
5. The Little Red Riding Hood and her grandmother emerged unharmed.
 - a. True**
 - b. False

B. Reading

What Is It?

Reading Text

The Generic Structure

Language Use

Practice 1

Practice 2

NOTE:

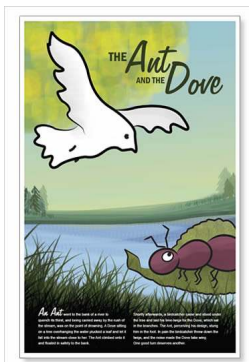
Just like what you watched on the video. Here you will learn about a narrative text. So click each item on the bar to learn about narrative text.

What Is It?

- A narrative text tells the reader about a story. For example Cinderella, Snow White, Beauty and the Beast, Nyi Roro Kidul, Sangkuriang, etc.
- A narrative text begins by telling the reader about the characters and sets the scene.. This is called as *the orientation*.
- *Complication* is the part where the main character is faced to a problem.
- There may be *a resolution* which tells how the problem is solved.
- A narrative mainly used past tense. However, present tense can also be used within dialogues.

Reading Text

This is an example of a narrative text.



The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove fled away to safety.

The Generic Structure

Here you will see the generic structure of a narrative text.

Orientation - Introduces the characters and sets the scene

“One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.”

Complication (1) – the main character is faced to a problem

“To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.”

Resolution (1) – tells how the problem is resolved.

“She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.”

Complication (2) – the main character is faced to a problem

“Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it.”

Resolution (2) – tells how the problem is resolved

“Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove fled away to safety.”

Language Use

These are the language features in a narrative text:

- ✓ Use of nouns
e.g.: stepsisters, housework, etc.
- ✓ Use of adjective to form noun phrases
e.g.: long black hair, two red apples, etc.
- ✓ Use of time connectives to order the events
e.g.: then, before that, soon, etc.
- ✓ Use of adverbs and adverbial phrases
e.g.: here, in the mountain, happily ever after, etc.
- ✓ Use of action verbs in past tense
e.g.: stayed, climbed, etc.
- ✓ Use of saying verbs in past tense
e.g.: said, told, promised, etc.
- ✓ Use of thinking verbs in past tense.
e.g.: thought, understood, felt, etc.

Practice 1

Read the text and Answer the questions by clicking the option A, B, C, or D.

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove fled away to safety.

1. What did the dove do to save the ant?
 - a. It climbed the nearby tree.
 - b. It saw the ant struggling.
 - c. It dropped a leaf.**
 - d. It carried the ant to dry ground.
2. What did the hunter do to the dove?
 - a. He was hoping to eat it.
 - b. He was trying to trap it.**
 - c. He was trying to shoot it.
 - d. He was running towards it.
3. Which statement is TRUE according to the text?
 - a. The dove bit the hunter on the heel.
 - b. Both animals were finally safe.**
 - c. The hunter killed the dove.
 - d. The ant bit the dove.
4. What is the purpose of the text?
 - a. To inform the readers about an ant.
 - b. To describe the job of a hunter.
 - c. To entertain the readers.**
 - d. To describe a dove.
5. What can we learn from the story?
 - a. One good turn deserves another.**
 - b. Don't be greedy, or you may lose.
 - c. When there is a will, there is a way.
 - d. It is wise to plan ahead for hard time.
6. "... , she came to a spring." (paragraph 1)
The underlined word means
 - a. Water in a pail
 - b. River in the middle of the city
 - c. Flood in the middle of the jungle
 - d. Water emerging from underground.**
7. "Soon, it carried her safely" (paragraph 3)
The underlined word refers to the....
 - a. Ant
 - b. Leaf**
 - c. Dove
 - d. Spring.

Practice 2

Read the text and Answer the questions by clicking the option A, B, C, or D.

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouth watered at the sight, so he thought of a clever plan to get the cheese for himself.

Looking up at the crow, he said, "I have always admired your beauty with your soft, shiny feathers and well-curved beak. If your voice is as fine as your looks, you could be the queen of the Birds!"

Now the crow wanted to be the queen. So, in order to prove that she could sing, she opened her beak and made a loud, "Caw!" the piece of cheese fell from her beak to the ground before she realized her mistake.

As the fox snatched up the cheese, he laughed, "My dear crow, your voice is fine, but your judgment is not! You shouldn't believe everything you hear!"

1. What did the crow have on her beak?
 - a. A piece of cheese
 - b. Some tasty meat.**
 - c. A branch of tree.
 - d. Some water.
2. Why did the crow open her beak?
 - a. To sing.**
 - b. To bite the fox.
 - c. To eat the food.
 - d. To snatch the food.
3. "... **snatched** up the cheese ..." (last paragraph)
The underlined word means...
 - a. Put
 - b. Cut**
 - c. Left
 - d. Grabbed.
4. What can we learn from the story?
 - a. You may cheat your friend to get something.
 - b. People may use flattery to get something from you.**
 - c. People may give you some food when you are hungry.
 - d. You must give away your food when somebody wants it.

C. Grammar

Study Grammar

Activity 1

Activity 2

Note:

A narrative text mainly used a simple past tense. So click the items on the left bar to learn.

Study Grammar

Simple Past Tense: Regular Verb

- Simple Past Tense is used to describe an event that happened and ended in the past.
- Regular Verb forms their past tense by adding *-d* or *-ed* to the base form (verb 1)

Observe the following examples:

- She *had* to climb up a blade grass.
- The dove quickly *plucked* a leaf and *dropped* it into the water.
- The ant *moved* toward the leaf.

The form of Simple Past Tense is:

Subject + Verb *-d/-ed* + Object

Activity 1

Drag the past tense verb in the right side to match the verb in the left side.

No.	Verb 1	Past tense verb
1.	Help	Helped
2.	Drop	Dropped
3.	Carry	Carried
4.	Have	Had
5.	Can	Could

Activity 2

Change the words in the brackets into a simple past form.

- The dove (stay) there for an hour. (stayed)
- The kid (have) four Barbie dolls, but now she has none. (had)
- The mother (buy) her a new pair of shoes. (bought)
- Mr. Hartono (become) the president of the company when he was 25 years old.
(became)
- AC Milan (win) the champion league in 2003. (won)

D. Summary

- A narrative text tells a story.
- A narrative text contents of some parts. They are
 - ✓ Orientation
 - ✓ Complication
 - ✓ Resolution
- Narrative text mainly used a simple past tense

The pattern: **Subject + Verb 2.**

UNIT
2

All Around the World

A. Warm Up

Activity 1

Watch the video and take some notes to answer the questions in activity two.



Activity 2

Answer the questions based on the video on activity one.

1. Did Cinderella do everything at her house?
 - a. **Yes she did.**
 - b. No, she did not.
2. Did Cinderella's stepsister help her?
 - a. Yes they did.
 - b. **No, they did not.**
3. Did Cinderella go to the ball?
 - a. **Yes she did.**
 - b. No, she did not.
4. Did Cinderella left her shoes?
 - a. **Yes she did.**
 - b. No, she did not.
5. Did the prince choose one of Cinderella's stepsisters?
 - a. Yes he did.
 - b. **No he did not.**

B. Reading

What Is It?

Reading Text

The Generic Structure

Language Use

Practice 1

Practice 2

NOTE:

Just like what you watched on the video. Here you will learn about narrative text. So click each item on the bar to learn about narrative text.

What Is It?

- A narrative text tells the reader about a story. For example Cinderella, Snow White, Beauty and the Beast, Nyi Roro Kidul, Sangkuriang, etc.
- Narrative text begins by telling the reader about the characters and sets the scene.. This is called as *the orientation*.
- *Complication* is the part which the main character is faced to a problem.
- There may be *a resolution* which tells how the problem is solved.
- A narrative mainly used simple past tense. However, there are also past continuous tense

Reading Text

This is an example of a narrative text.



A Stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less.

The Generic Structure

Here you will see the generic structure of a narrative text.

Orientation - Introduces the characters and sets the scene

“One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him.”

Complication– the main character is faced to a problem

“On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.”

Resolution – tells how the problem is resolved.

“Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less.”

Language Use

These are the language features in a narrative text:

- ✓ Use of nouns
e.g.: stepsisters, housework, etc.
- ✓ Use of adjective to form noun phrases
e.g.: long black hair, two red apples, etc.
- ✓ Use of time connectives to order the events
e.g.: then, before that, soon, etc.
- ✓ Use of adverbs and adverbial phrases
e.g.: here, in the mountain, happily ever after, etc.
- ✓ Use of action verbs in past tense
e.g.: stayed, climbed, etc.
- ✓ Use of saying verbs in past tense
e.g.: said, told, promised, etc.
- ✓ Use of thinking verbs in past tense.
e.g.: thought, understood, felt, etc.

Practice 1

Read the text and Answer the questions by clicking the option A, B, C, or D.

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

1. How many cows did the stupid man buy?
 - a. One.
 - b. Five.
 - c. Six.**
 - d. Seven.
2. On his way home, how many cows did he see?
 - a. One.
 - b. Five.**
 - c. Six.
 - d. Seven.
3. Which of the following statements is true according to the text?
 - a. The stupid man spent much money on cows.
 - b. The stupid man was scolded by his wife.
 - c. The stupid man thought that he had lost one of his cows.**
 - d. The stupid man lost one cow on his way home.
4. What does the word "them" in paragraph 1 line 2 refer to?
 - a. The others.
 - b. The cows.**
 - c. The lost cows.
 - d. One of the cows.

5. Which of the following words is the synonym of “stupid”?
- Unlucky.
 - Diligent.
 - Bright.
 - Dull.**
6. Which of the following words is the antonym of “certain”?
- Sure.
 - Unsure.**
 - Positive.
 - Clear.

Practice 2

Read the text and Answer the questions by clicking the option A, B, C, or D.

The Old Grandfather and His Grandson

Once upon a time there was a very old grandfather. His eyes were almost blind. His ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son’s wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying. One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, they bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big.”

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything

1. How did the old grandfather's son and his son's wife treat him?
 - a. They treated him nicely.
 - b. They treated him very badly.**
 - c. They treated him like a child.
 - d. They treated him very carefully.
2. How did the old grandfather feel about his son's and his son's wife's behavior toward him?
 - a. He felt very sad about it.**
 - b. He felt satisfied about it.
 - c. He was really angry with them.
 - d. He was always complaining about it.
3. What did the old grandfather's son and his son's wife do after they realized their mistake?
 - a. They scolded their son.
 - b. They let their son eat at the table.
 - c. They let their father eat at the table.**
 - d. They did not say anything.
4. What does the word "he" in paragraph 2 sentence 4 refer to?
 - a. The old grandfather.**
 - b. The old grandfather's son.
 - c. The wife of the old grandfather's son.
 - d. The four year old grandson.
5. What does the word "they" in paragraph 5 sentence 2 refer to?
 - a. The man and the grandson.
 - b. The man and the woman.**
 - c. The woman and the grandson.
 - d. The man and the grandfather.
6. Which of the following words is the antonym of "weak"?
 - a. Feeble.
 - b. Fragile.
 - c. Strong.**
 - d. Frail.
7. Which of the following words is the synonym of "enough"?
 - a. Less.
 - b. Correct.
 - c. Many.
 - d. Adequate.**

C. Grammar

Study Grammar

Activity 1

Activity 2

Note:

A narrative text mainly used simple past tense. So click the Items on the left bar to learn.

Study Grammar

Past Continuous Tense:

- Past Continuous Tense is used to describe an event that is happening in the past.

Observe the following examples:

- His wife was waiting for him in front of their house.
- He was making a little trough for his father and mother to eat.
- They were all sitting there.

The form of past continuous tense is:

Subject + to be + Verb-ing + Object



Activity 1

Drag the continuous tense verb in the right side to match the verb in the left side.

Verb 1	Continuous Tense Verb
Count	Counting
Carry	Carrying
Sit	Sitting
Write	Writing
Laugh	Laughing

Activity 2

Change the words in the brackets into the past continuous tense form.

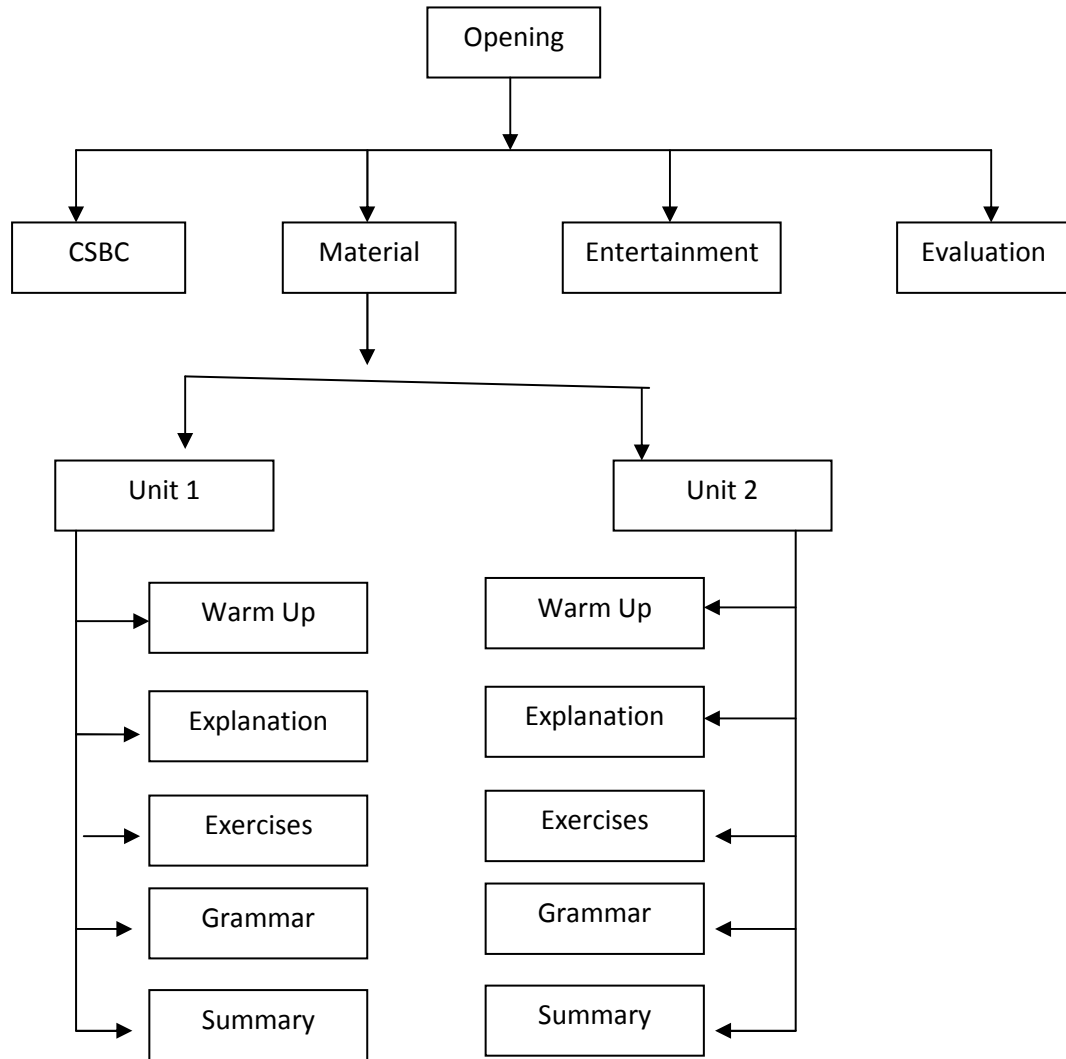
1. He (buy) 6 cows in the market.
2. His wife (ask) him how many cows he bought.
3. He (cry) when his grandchildren arrived.
4. The mother (give) some advices to her son.
5. The kids (laugh) when she saw her dad at the backdoor.

D. Summary

- A narrative text tells a story.
- The narrative text is an imaginative story to Entertain people.
- A narrative text mainly used past simple past tense but also sometimes used past continuous tense

The pattern: **Subject + to be + v-ing**

Flowchart



CD INTERACTIVE MULTIMEDIA

1. OPENING



2. HOME



3. SKKD



3.1. SOC (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

STANDARD OF COMPETENCE
Understanding the meaning of functional text and simple essays in the form of narrative texts.

BASIC COMPETENCE

LEARNING OBJECTIVES

INDICATORS

PROFILE HOME HOW TO USE

3.2. BC (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

STANDARD OF COMPETENCE

BASIC COMPETENCE
Responding to the meaning and rhetorical steps in short essays accurately and fluently to interact in the social life in the form of narrative.

LEARNING OBJECTIVES

INDICATORS

PROFILE HOME HOW TO USE

3.3. LO (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

STANDARD OF COMPETENCE

BASIC COMPETENCE

LEARNING OBJECTIVES
In the end of the lesson, students are expected to be able to:

- Identify any information from the narrative texts by answering the comprehension question;
- Identify the language features of narrative texts.

INDICATORS

PROFILE HOME HOW TO USE

3.4. Ind (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

STANDARD OF COMPETENCE

BASIC COMPETENCE

LEARNING OBJECTIVES

INDICATORS

The indicators are:

- Identifying the language features of narrative texts;
- Identifying any information from the narrative texts.

PROFILE HOME HOW TO USE

4. MATERIAL

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

CHOOSE WHICH UNIT YOU WANT TO LEARN FIRST AND DO NOT FORGET TO CLICK THE ITEM TO START

UNIT 1 ONCE UPON A TIME

UNIT 2 ALL AROUND THE WORLD

PROFILE HOME HOW TO USE

4.1 UNIT 1

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Exercise 1

Grammar

Summary

UNIT 1 ONCE UPON A TIME

From time to time we already have some stories to tell to the younger. In the story, older people always include some moral education without changing the subject or story the younger. The younger will learn how to be better as the story told. That story has become the folk story which will be taught in the lesson. It is called narrative text.

In order to understand more about this lesson you have to learn it step by step from the start.

PROFILE HOME HOW TO USE

4.1.1. warm up



4.1.2. WATCH VIDEO (Slide Layer)



4.1.3. TASK 1 (Slide Layer)



4.1.3.01 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1
Warm Up
Explanation
Reading Task
Grammar
Summary

1. The Little Red Riding Hood delivered food to a wolf.

True False

Watch Video TASK 1

PROFILE HOME HOW TO USE

4.1.3.02 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1
Warm Up
Explanation
Reading Task
Grammar
Summary

2. The wolf approached the Little Red Riding Hood.

True False

Watch Video TASK 1

PROFILE HOME HOW TO USE

4.1.3.03 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1
Warm Up
Explanation
Reading Task
Grammar
Summary

3. The wolf advised The Little Red Riding Hood to pick up some flowers.

True False

Watch Video TASK 1

PROFILE HOME HOW TO USE

4.1.3.04 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFESSOR

4. The wolf only at the grandmother.

True False

Watch Video TASK 1

PROFILE HOME HOW TO USE

4.1.3.05 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFESSOR

5. The Little Red Riding Hood and her grandmother emerged unharmed.

True False

Watch Video TASK 1

PROFILE HOME HOW TO USE

4.1.4. Explanation

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFESSOR

Click the items below to read the explanation about Narrative Text

What is it Text Example Generic Structure

PROFILE HOME HOW TO USE

4.1.4.1. What is it (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

NARRATIVE TEXT

- Narrative text tells the reader about a story.
- Example: Cinderella, Snow White, Beauty and the Beast, Nyi Roro Kidul, Sangkuring and so on
- Narrative Text is aimed to entertain the reader
- Narrative text mainly used past tense.

What is it Text Example Generic Structure

4.1.4.2 . Text example (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

The Ant and The Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the

What is it Text Example Generic Structure

4.1.4.3. Generic Structure (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

Narrative text consists of some parts:

- Orientation: In this part narrative text introduces the Characters and sets the scene.
- Complication: In this part of narrative text, the main characters begin to faced some problems.
- Resolution: In this part, narrative text tells how the main character solved his/her problems.

What is it Text Example Generic Structure

4.1.5. EXERCISE 1

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

Here you have two tasks which will check your understanding about Narrative text, so choose which one you want to start first.

TASK 2 TASK 3

4.1.5.1. TASK 2 (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

There are 5 questions in the task 2 so read the text and answer the question by choosing the correct answer.

Click here to start

START

TASK 2 TASK 3

4.1.5.1.1 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to...

1. What did the dove do to save the ant?

a. It climbed the nearby tree.

b. it saw the ant struggling.

c. It dropped a leaf.

d. It carried the ant to dry ground.

TASK 2 TASK 3

4.1.5.1.2 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to

2. What did the hunter do to the dove?

a. He was hoping to eat it.

b. He was trying to trap it.

c. He was trying to shoot it.

d. He was running towards it.

TASK 2 TASK 3

HOME HOW TO USE

4.1.5.1.3 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to

3. Which statement is TRUE according to the text?

a. The dove bit the hunter on the heel.

b. Both animals were finally safe.

c. The hunter killed the dove.

d. The ant bit the dove.

TASK 2 TASK 3

HOME HOW TO USE

4.1.5.1.4 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to

4. What is the purpose of the text?

a. To inform the readers about an ant.

b. To describe the job of a hunter.

c. To entertain the readers.

d. To describe a dove.

TASK 2 TASK 3

HOME HOW TO USE

4.1.5.1.5 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to

5. what can we learn from the story?

a. One good turn deserves another.

b. Don't be greedy, or you may lose.

c. When there is a will, there is a way.

d. It is wise to plan ahead for her time.

TASK 2 TASK 3

4.1.5.2. TASK 3 (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

There are 4 questions in the task 3 so read the text and answer the question by choosing the correct answer.

Click here to start

START

TASK 2 TASK 3

4.1.5.2.1 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouth watered at the sight, so he thought of a

1. What did the Crow have on her beak?

a. A piece of cheese.

b. Some tasty meat.

c. A branch of tree.

d. Some water.

TASK 2 TASK 3

4.1.5.2.2 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouth watered at the sight, so he thought of a...

TASK 2 TASK 3

2. Why did the crow open her beak?

a. To sing.

b. To bite the fox.

c. To eat the food.

d. To snatch the food.

4.1.5.2.3 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouth watered at the sight, so he thought of a...

TASK 2 TASK 3

3. "... Snatched up the cheese..." (last paragraph) the underline word means ...

a. Put

b. Cut

c. Left

d. Grabbed

4.1.5.2.4 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouth watered at the sight, so he thought of a...

TASK 2 TASK 3

4. what can we learn from the story?

a. You may cheat your friend to get something.

b. People may use flattery to get something from you.

c. People may give you some food when you are hungry.

d. You must give away your food when somebody wants it.

4.1.6. Grammar

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

Click the items below to learn about the simple past tense and then do the Activity 1 and 2.

Formula Activity 1 Activity 2

4.1.6.1. Grammar1 (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

The pattern of the simple past tense is
 Subject + Verb 2. E.g. I worked in the garden yesterday.
 S + Verb 2 I went to the beach last week.

The simple past tense usually uses the following adverbs of time:
 Yesterday, last week, last..., two days ago,...ago

Formula Activity 1 Activity 2

4.1.6.2. Activity 1 (Slide Layer)

Choose the correct answer to fill the blank with the words on the word choice

No	Items	Word Choices	
1	Did you ... your hair?	brush	brushed
2	Did she ... her room?	dean	cleaned
3	I didn't have lunch, but I ... a big dinner.	cooked	cook
4	He didn't brush his hair, but he ... his teeth.	brush	brushed
5	... they study English yesterday?	did	do

Summary Formula Activity 1 Activity 2

PROFILE HOME HOW TO USE

4.1.6.3. Activity 2 (Slide Layer)

Choose the correct answer to fill the blank with the words on the word choice

No	Items	Word Choices		
1	Mozart ... more than 600 pieces of music.	write	wrote	written
2	The film wasn't very good. I didn't ...it very	Enjoy	Enjoyed	Enjoyin
3	I ... very tired, so I left the party early..	am	was	were
4	The team ... the competition last year.	win	won	winning
5	I ... my grandfather last holiday	visited	visit	visiting

Summary Formula Activity 1 Activity 2

PROFILE HOME HOW TO USE

4.1.7. Summary

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Webm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

- Narrative text tells a story.
- Narrative text has some parts they are
 - Orientation
 - Complication
 - Resolution
- Narrative text mainly used simple past tense
The pattern: Subject + Verb 2.

4.2. UNIT 2

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Webm Up

Explanation

Exercise 1

Grammar

Summary

PROFILE HOME HOW TO USE

UNIT 2
All Around the World

Every country has their own folk story sometimes its funny, sometimes it sad, but there are moral value that we can learn. In this part you will learn about human activities not animal who can talk and this is one of the narrative text about.

In order to understand more about this lesson you have to learn it step by step from the start.

4.2.1. Warm up



4.2.1.1. WATCH VIDEO (Slide Layer)



4.2.1.2. TASK 1 (Slide Layer)



4.2.1.2.01 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2
Warm Up
Explanation
Reading Task
Grammar
Summary

1. Did Cinderella do everything at her house?

Yes, she did. No, she did not.

Watch Video TASK 1

PROFILE HOME HOW TO USE

4.2.1.2.02 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2
Warm Up
Explanation
Reading Task
Grammar
Summary

2. Did Cinderella's stepsisters help her?

Yes, they did. No, they did not.

Watch Video TASK 1

PROFILE HOME HOW TO USE

4.2.1.2.03 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2
Warm Up
Explanation
Reading Task
Grammar
Summary

3. Did Cinderella go to the ball?

Yes, she did. No, she did not.

Watch Video TASK 1

PROFILE HOME HOW TO USE

4.2.1.2.04 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2
Warm Up
Explanation
Reading Task
Grammar
Summary

4. Did Cinderella leave her shoes?

Yes, she did. No, she did not.

Watch Video TASK 1

PROFILE HOME HOW TO USE

4.2.1.2.05 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2
Warm Up
Explanation
Reading Task
Grammar
Summary

5. Did the Prince choose one of Cinderella's stepisters?

Yes, he did. No, he did not.

Watch Video TASK 1

PROFILE HOME HOW TO USE

4.2.2. Explanation

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2
Warm Up
Explanation
Reading Task
Grammar
Summary

Click the items below to read the explanation about Narrative Text

What is it Text Example Generic Structure

PROFILE HOME HOW TO USE

4.2.2.1. What is it (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

NARRATIVE TEXT

- Narrative text tells the reader about a story.
- Example: Cinderella, Snow White, Beauty and the Beast, Nyi Roro Kidul, Sangkuring and so on
- Narrative Text is aimed to entertain the reader
- Narrative text mainly used past tense.

What is it Text Example Generic Structure

4.2.2.2. Text example (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation


Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

Stupid Man and his Cow.



One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife. His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that

What is it Text Example Generic Structure

4.2.2.3. Generic Structure (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

Narrative text consists of some parts:

- Orientation: In this part narrative text introduces the Characters and sets the scene.
- Complication: In this part of narrative text, the main characters begin to faced some problems.
- Resolution: In this part, narrative text tells how the main character solved his/her problems.

What is it Text Example Generic Structure

4.2.3. EXERCISE 1

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

Here you have two tasks which will check your understanding about Narrative text, so choose which one you want to start first.

TASK 2 TASK 3

4.2.3.1. TASK 2 (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

There are 6 questions in the task 2 so read the text and answer the question by choosing the correct answer.

Click here to start

START

TASK 2 TASK 3

4.2.3.1. 1 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

The first thing that the stupid man saw was his house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful. Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

1. How many cows did the stupid man buy?

a. one

b. five

c. six

d. seven

TASK 2 TASK 3

4.2.3.1. 2 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

2. On his way home, how many cows did he see?

a. one

b. Five

c. Six

d. Seven

TASK 2 TASK 3

4.2.3.1. 3 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

3. Which statement is TRUE according to the text?

a. The stupid man spent much money on cows.

b. The stupid man was scolded by his wife.

c. The stupid man thought that he had lost one of his cows.

d. The stupid man lost one cow on his way home.

TASK 2 TASK 3

4.2.3.1. 4 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

4. What does the word "them" in paragraph 1 line 3 refer to?

a. The others.

b. The cows.

c. The lost cows.

d. One of the cows.

TASK 2 TASK 3

4.2.3.1. 5 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE

HOME HOW TO USE

5. Which of the following words is the synonym of "stupid"?

a. Unlucky.

b. Diligent.

c. Bright

d. Bull

TASK 2 TASK 3

4.2.3.1. 6 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE

HOME HOW TO USE

6. Which of the following words is the antonym of "certain"?

a. Sure

b. Unsure

c. Positive

d. Clear

TASK 2 TASK 3

4.2.3.2. TASK 3 (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE

HOME HOW TO USE

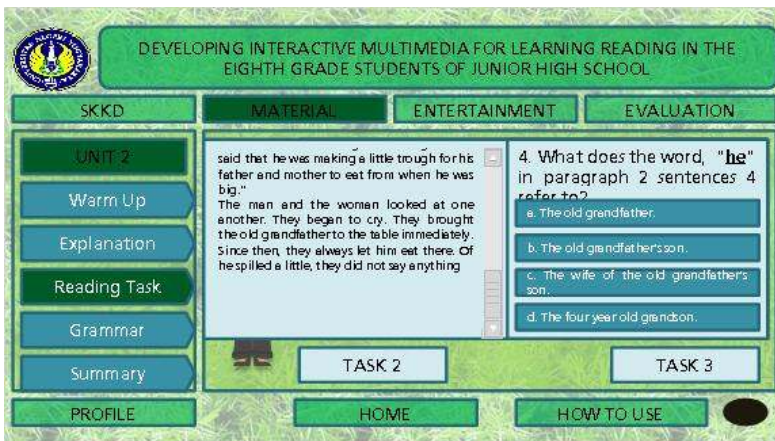
There are 7 questions in the task 3 so read the text and answer the question by choosing the correct answer.

Click here to start

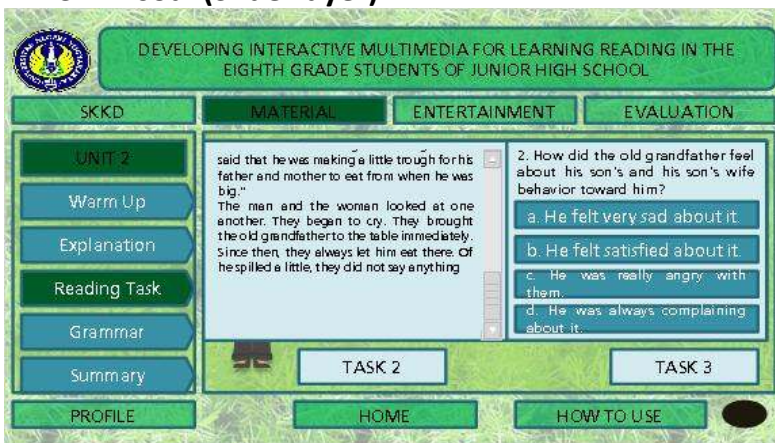
START

TASK 2 TASK 3

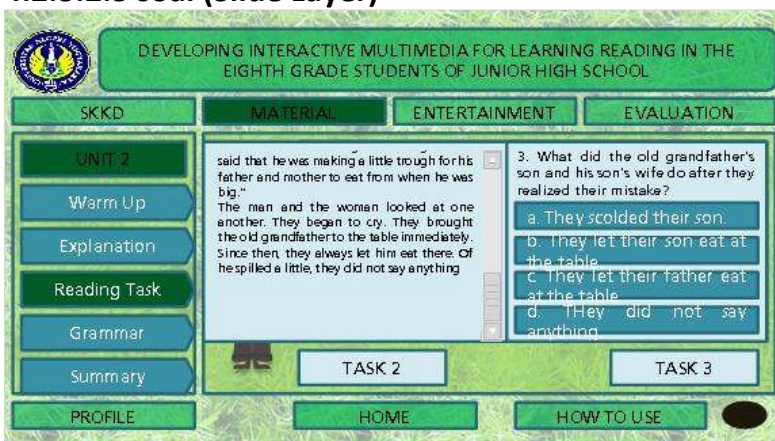
4.2.3.2.1 soal (Slide Layer)



4.2.3.2.2 soal (Slide Layer)



4.2.3.2.3 soal (Slide Layer)



4.2.3.2.4 soal (Slide Layer)

4.2.3.2.5 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE

HOME

HOW TO USE

said that he was making a little trough for his father and mother to eat from when he was big."

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. Of he spilled a little, they did not say anything

5. What does the word "they" in paragraph 5 refer to?

a. The man and the grandson.

b. The man and the woman.

c. The woman and the grandson.

d. the man and the grandfather.

TASK 2 TASK 3

4.2.3.2.6 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE

HOME

HOW TO USE

said that he was making a little trough for his father and mother to eat from when he was big."

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. Of he spilled a little, they did not say anything

6. Which of the following words is the antonym of "weak"?

a. Feeble.

b. Fragile.

c. Strong.

d. Flail.

TASK 2 TASK 3

4.2.3.2.7 soal (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE

HOME

HOW TO USE

said that he was making a little trough for his father and mother to eat from when he was big."

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. Of he spilled a little, they did not say anything

7. Which of the following words is the synonym of "enough"?

a. Less.

b. Correct.

c. Many.

d. Adequate.

TASK 2 TASK 3

4.2.4. Grammar

4.2.4. 1. Grammar1 (Slide Layer)

I was writing means that I was in the middle of writing something. I had started writing but I had not finished. This is the past continuous tense.

I/he/she + was + writing & We/they/you + were + writing

For example: Yesterday I wrote a letter. I began at 10 o'clock and finished at 11 o'clock.

Question: What were you doing at 10.15 yesterday?

Answer: I was writing a letter.

4.2.4. 2. Activity 1 (Slide Layer)

Study the list of things that Selma did Yesterday

No	Time	Activities
1	08.45 - 09.15 a.m.	had breakfast
2	09.15 - 10.00 a.m.	Watched cartoons
3	09.15 - 10.00 a.m.	Cleaned her room
4	12.45 - 01.30 p.m.	Had lunch
5	02.30 - 03.30 p.m.	Took a nap
5	04.00 - 06.00 p.m.	Studied for the next day's lesson

4.2.4. 3. Activity 2 (Slide Layer)

Now write sentences saying what she was doing then. Number one is the example.

1. At 9 o'clock. She was having breakfast.
2. At 9.30. type your text here
3. At 11 o'clock type your text here
4. At 1 o'clock type your text here
5. At 3 o'clock type your text here
6. At 5 o'clock type your text here

[Check your answer](#)

Summary Formula Activity 1 Activity 2

PROFILE HOME HOW TO USE

4.2.5. Summary

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

UMD-2

Webmi Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE

- Narrative text tells a story.
- Narrative text is an imaginative story to entertain people
- Narrative text mainly used simple past tense

 The pattern: Subject + to be + v-ing

5. ENTERTAINMENT

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

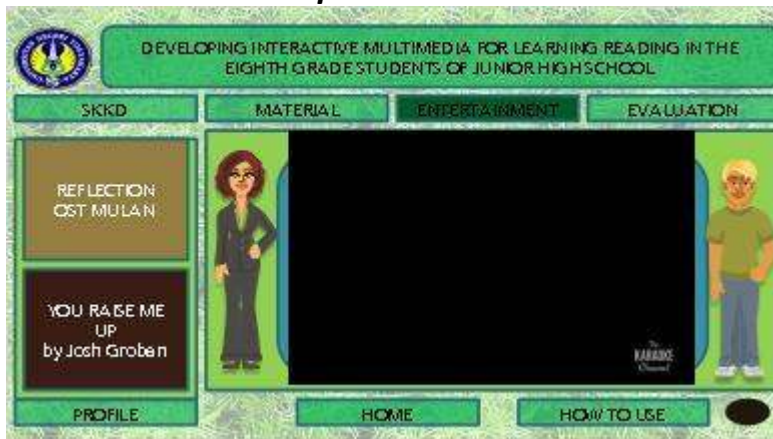
REFLECTION
OST MULAN

YOU RAISED ME UP
by Josh Groban

PROFILE HOME HOW TO USE

Well, it's time to have fun. Let's sing these two songs... choose which one do you want to sing first.

5.1. You Razed me up



5.2. Reflecton



6. EVALUATION



6. 1. What did the fox do, after he caught sight of Redfeathers?

1. What did the fox do, after he caught sight of Redfeathers?

He ran over to her.

He ran home.

He boiled water.

He called her.

TEXT 1 for No 1 to 5

Redfeathers, the hen, was so-called because all her feathers were red, one day, the fox caught sight of her in the farmyard and his mouth began to water. He ran Home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw

6. 2. She fluttered on to the path in the woods, and lay there, ... She refers to...

2. She fluttered on to the path in the woods, and lay there, ...
She refers to...

The hen

The duck

The dove

The swan

TEXT 1 for No 1 to 5

Redfeathers, the hen, was so-called because all her feathers were red, one day, the fox caught sight of her in the farmyard and his mouth began to water. He ran Home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw

6. 3. What did the fox think when he found the dove?

3. What did the fox think when he found the dove?

The fox thought that he had to run.

The fox thought that he had better go back.

The fox thought he had a first course.

The fox thought that he had to boil water.

TEXT 1 for No 1 to 5

Redfeathers, the hen, was so-called because all her feathers were red, one day, the fox caught sight of her in the farmyard and his mouth began to water. He ran Home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw

6. 4. What happened to the dove?

4. What happened to the dove?

She flew up into the tree.
 She was cooked by the fox.
 She was chased by the fox.
 She was put into the sack.

TEXT 1 for No 1 to 5

Redfeathers, the hen, was so-called because all her feathers were red, one day, the fox caught sight of her in the farmyard and his mouth began to water. He ran Home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw

6. 5. What did Redfeathers do to trick the fox?

5. What did Redfeathers do to trick the fox?

She slipped out of the sack.
 She yelled for help.
 She flew away to the tree.
 She put a stone in her place.

TEXT 1 for No 1 to 5

Redfeathers, the hen, was so-called because all her feathers were red, one day, the fox caught sight of her in the farmyard and his mouth began to water. He ran Home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw

6. 6. What is the word that the parrot cannot say?

6. What is the word that the parrot cannot say?

Catano.
 Tacano.
 Canato.
 Nacato.

TEXT 1 for No 6 to 11

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

6. 7. Where does the story take place?

7. Where does the story take place?

London.
 Puerto Rico.
 Jakarta.
 Buenos Aires.

TEXT 1 for No 6 to 11

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

6. 8. What does the man do to the bird because the bird cannot say the name of a place?

8. What does the man do to the bird because the bird cannot say the name of a place?

The man ate the bird.
 The man sold the bird.
 The man killed the bird.
 The man taught the bird.

TEXT 1 for No 6 to 11

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

6. 9. "it was very, very smart" The underlined word refers to....

9. "it was very, very smart"
The underlined word refers to....

The man.
 The bird.
 The chicken.
 Puerto Rico.

TEXT 1 for No 6 to 11

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

**6. 10. "The parrot was screaming at the fourth chickens"
What does the underlined word mean?**

10. "The parrot was screaming at the fourth chickens"
What does the underlined word mean?

Smiling
 Crying
 Shouting
 Laughing.

TEXT 1 for No 6 to 11
In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.
The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!
He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken. "Sey Catano, or I'll kill you!"

6. 11. What the man saw after he opened the door?

11. What the man saw after he opened the door?

He was shocked
 Three dead chicken on the floor
 The parrot was screaming at the fourth chicken
 The man put the parrot in the chicken house and left

TEXT 1 for No 6 to 11
In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.
The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!
He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken. "Sey Catano, or I'll kill you!"

6. 12. Arrange the following words into a good sentence.

do what yesterday? you did
1 2 3 4 5

12. Arrange the following words into a good sentence.

do what yesterday? you did
1 2 3 4 5

2-5-4-1-3
 2-1-4-5-3
 2-4-5-1-3
 2-5-1-4-3

6. 13. Arrange the following words into a good sentence

played with friends my cards I
 1 2 3 4 5 6

13. Arrange the following words into a good sentence.

played with friends my cards I
 1 2 3 4 5 6

6-2-4-3-1-5
 6-1-5-2-4-3
 6-4-5-1-2-3
 6-2-4-5-1-3

6. 14. Arrange the following words into a good sentence.

the I library English in studied
 1 2 3 4 5 6

14. Arrange the following words into a good sentence.

the I library English in studied
 1 2 3 4 5 6

2-5-1-3-4-6
 2-4-5-5-1-3
 2-6-4-5-1-3
 2-4-6-5-1-3

6. 15. Arrange the paragraph in the right side into a great story.

15. Arrange the paragraph in the right side into a great story.

3-2-1-4-5
 3-1-2-4-5
 3-1-2-5-4
 3-1-5-4-2

2. Finally the prince found the Cinderella and they got married and lived happily ever after.
 3. Once upon a time there was a girl called Cinderella. She lived with her stepmother and stepsisters. They were very bossy. She had to do all the housework.
 4. The prince took her glass shoe. He traveled around the country to find a girl that matched the glass shoe.
 5. The fairy godmother came and helped her to go to the ball. Cinderella danced with the prince. After a while, the clock strokes twelve. She left him one of her glass shoes and went home.

6. 16. Results Slide

6. 16.1. Success (Slide Layer)

6. 16.2. Failure (Slide Layer)

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

Your Score: % Results: Score Percent % % (% Results: Score Points % points)

Passing Score: % Results: Pass Percent % % (% Results: Pass Points % points)

Result:
 ✘ You did not pass.

You can click the 'Review Quiz' button for a play-by-play recap of your results.

PROFILE HOME Review Quiz HOW TO USE

7. PROFILE

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

PROFILE

NAMA : HERMAN BASO
 NIM : 05202241019
 PRODI : PENDIDIKAN BAHASA INGGRIS
 FAKULTAS : FAKULTAS BAHASA DAN SENI
 ALAMAT : KARANGMALANG BLOK B-1
 DEPOK-SLEMAN-YOGYAKARTA
 (55281)
 E-MAIL : herman.baso@yahoo.com
 Telp. : 085 225 792934

PROFILE HOME HOW TO USE

8. HOW TO USE

DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SKKD MATERIAL ENTERTAINMENT EVALUATION

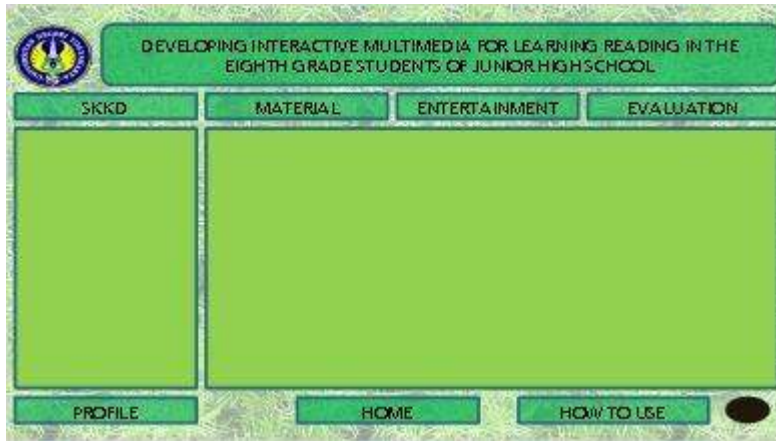
HOW TO USE/PETUNJUK PEMAKAIAN

Jika anda ingin menggunakan media pembelajaran CD, maka anda cukup menggunakan mouse yang ada dilayar pada slide dalam bentuk gambar atau tulisan.

1. Perhatikan simbol-simbol yang ada di layar dan fungsinya.
2. Tombol adalah objek (di part. berupa gambar, tulisan, maupun bentuk lain) yang apabila kursor (mouse) diklik akan dilakukannya suatu tindakan atau berubah menjadi gambar lain.
3. Setiap simbol memiliki fungsi untuk membuka tampilan sesuai dengan namanya.
4. Untuk menggunakan program ini silahkan klik bundaran yang berwarna hitam di sebelah kanan bawah.
5. Untuk keluar silahkan klik tanda silang yang ada di bagian kanan atas.

PROFILE HOME HOW TO USE

9. CLOSING



CD INTERACTIVE MULTIMEDIA

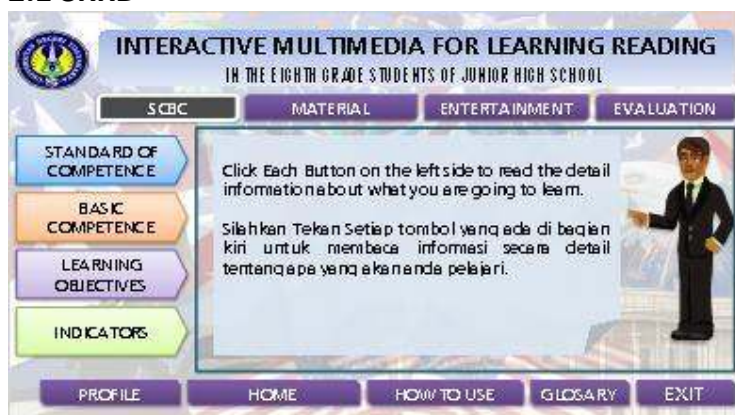
1.1 OPENING



1.2 HOME



2.1 SKKD



SOC (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

STANDARD OF COMPETENCE

Standard Of Competence

Understanding the meaning of functional text and simple essays in the form of narrative texts.

PROFILE HOME HOW TO USE GLOSARY EXIT

LO (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

LEARNING OBJECTIVES

Learning Objective

In the end of the lesson, students are expected to be able to:

- Identify any information from the narrative texts by answering the comprehension question;
- Identify the language features of narrative texts.

PROFILE HOME HOW TO USE GLOSARY EXIT

Ind (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

INDICATORS

Indicators

The indicators are:

- Identifying the language features of narrative texts;
- Identifying any information from the narrative texts.

PROFILE HOME HOW TO USE GLOSARY EXIT

BC (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

STANDARD OF COMPETENCE
BASIC COMPETENCE
LEARNING OBJECTIVES
INDICATORS

Basic Competence

Responding to the meaning and rhetorical steps in short essays accurately and fluently to interact in the social life in the form of narrative.

PROFILE HOME HOW TO USE GLOSARY EXIT

3.1 MATERIAL

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1 ONCE UPON A TIME

UNIT 2 ALL AROUND THE WORLD

CHOOSE WHICH UNIT YOU WANT TO LEARN FIRST AND DO NOT FORGET TO CLICK THE ITEM TO START

PROFILE HOME HOW TO USE GLOSARY EXIT

4.1 ENTERTAINMENT

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

Bawang Putih & Bawang Merah Story

Timun Mas Story

Well, it's time to have fun. let's watch these two videos. choose which one do you want to watch first.

PROFILE HOME HOW TO USE GLOSARY EXIT

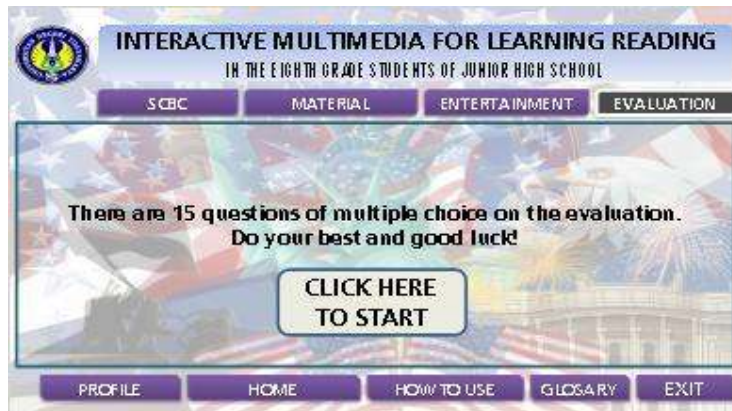
4.2 Timun Mas Story



4.3 Bawang putih & bawang merah story



5.1 EVALUATION



5.2 1. What did the fox do, after he caught sight of Redfeathers?

1. What did the fox do, after he caught sight of Redfeathers?

He ran over to her.

He ran home.

He boiled water.

He called her.

TEXT 1 for No 1 to 5

the farmyard and his mouth began to water. He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend, the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish.

5.3 2. She fluttered on to the path in the woods, and lay there, She refers to...

2. She fluttered on to the path in the woods, and lay there, ... She refers to...

The hen

The duck

The dove

The swan

TEXT 1 for No 1 to 5

what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, who began cleverly to hop further and further away.

Redfeathers slipped out of the sack and put a stone in her place, and then she too ran off. When the dove saw that her friend was safe, she flew up into a tree.

5.4 3. What did the fox think when he found the dove?

3. What did the fox think when he found the dove?

The fox thought that he had to run.

The fox thought that he had better go back.

The fox thought he had a first course.

The fox thought that he had to boil water.

TEXT 1 for No 1 to 5

day, the fox caught sight of her in the farmyard and his mouth began to water. He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend, the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The

5.5 4. What happened to the dove?

4. What happened to the dove?

She flew up into the tree.
 She was cooked by the fox.
 She was chased by the fox.
 She was put into the sack.

TEXT 1 for No 1 to 5

the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, who began cleverly to hop further and further away.

Redfeathers slipped out of the sack and put a stone in her place, and then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up

5.6 5. What did Redfeathers do to trick the fox?

5. What did Redfeathers do to trick the fox?

She slipped out of the sack.
 She yelled for help.
 She flew away to the tree.
 She put a stone in her place.

TEXT 1 for No 1 to 5

had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, who began cleverly to hop further and further away.

Redfeathers slipped out of the sack and put a stone in her place, and then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but

5.7 6. What is the word that the parrot cannot say?

6. What is the word that the parrot cannot say?

Catano.
 Tacano.
 Canato.
 Nacato.

TEXT 1 for No 6 to 11

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. The parrot would say any word, except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot

5.8 7. Where does the story take place?

7. Where does the story take place?

London.

Puerto Rico.

Jakarta.

Buenos Aires.

TEXT 1 for No 6 to 11

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word, except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say

5.9 8. What does the man do to the bird because the bird cannot say the name of a place?

8. What does the man do to the bird because the bird cannot say the name of a place?

The man ate the bird.

The man sold the bird.

The man killed the bird.

The man taught the bird.

TEXT 1 for No 6 to 11

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word, except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say

5.10 9. "It was very, very smart" The underlined word refers to....

9. "It was very, very smart"
The underlined word refers to....

The man.

The bird.

The chicken.

Puerto Rico.

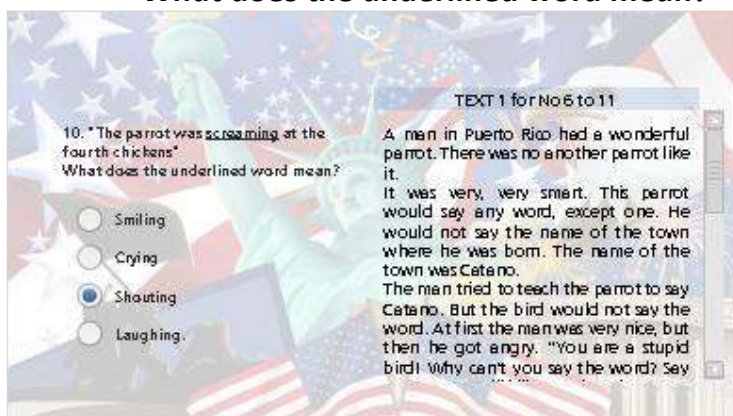
TEXT 1 for No 6 to 11

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word, except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say

**5.11 10. "The parrot was screaming at the fourth chickens"
What does the underlined word mean?**

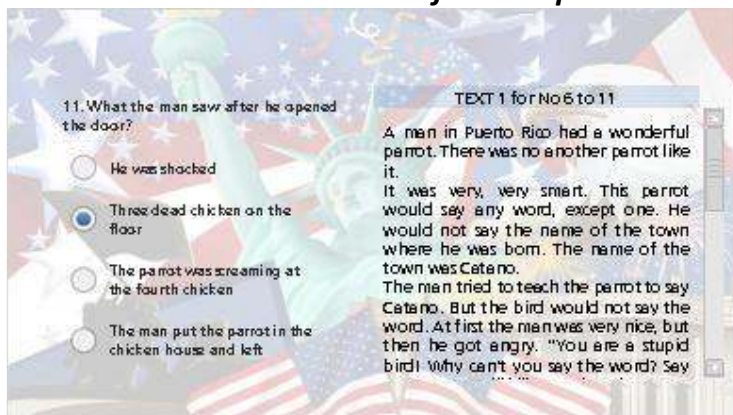


10. "The parrot was screaming at the fourth chickens"
What does the underlined word mean?

Smiling
 Crying
 Shouting
 Laughing.

TEXT 1 for No 6 to 11
A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word, except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say

5.12 11. What the man saw after he opened the door?



11. What the man saw after he opened the door?

He was shocked
 Three dead chicken on the floor
 The parrot was screaming at the fourth chicken
 The man put the parrot in the chicken house and left

TEXT 1 for No 6 to 11
A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word, except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say

5.13 12. Arrange the following words into a good sentence.

do what yesterday? you did
1 2 3 4 5



12. Arrange the following words into a good sentence.

do what yesterday? you did
1 2 3 4 5

2-5-4-1-3
 2-1-4-5-3
 2-4-5-1-3
 2-5-1-4-3

5.14 13. Arrange the following words into a good sentence

played with friends my cards !
 1 2 3 4 5 6

13. Arrange the following words into a good sentence.

played with friends my cards !
 1 2 3 4 5 6

6-2-4-3-1-5
 6-1-5-2-4-3
 6-4-5-1-2-3
 6-2-4-5-1-3

5.15 14. Arrange the following words into a good sentence.

the I library English in studied
 1 2 3 4 5 6

14. Arrange the following words into a good sentence.

the I library English in studied
 1 2 3 4 5 6

2-5-1-3-4-6
 2-4-5-5-1-3
 2-6-4-5-1-3
 2-4-6-5-1-3

5.16 15. Arrange the paragraph in the right side into a great story.

15. Arrange the paragraph in the right side into a great story.

3-2-1-4-5
 3-1-2-4-5
 3-1-2-5-4
 3-1-5-4-2

1. _____ was sad.
 2. Finally the prince found the Cinderella and they got married and lived happily ever after.
 3. Once upon a time there was a girl called Cinderella. She lived with her stepmother and stepsisters. They were very bossy. She had to do all the housework.
 4. The prince took her glass shoe. He traveled around the country to find a girl that matched the glass shoe.
 5. The Fairy godmother came and helped her to go to the ball. Cinderella danced with the prince. After a while, the clock strokes twelve. She left him one of her glass shoes and went home.

5.17 Results Slide



Success (Slide Layer)



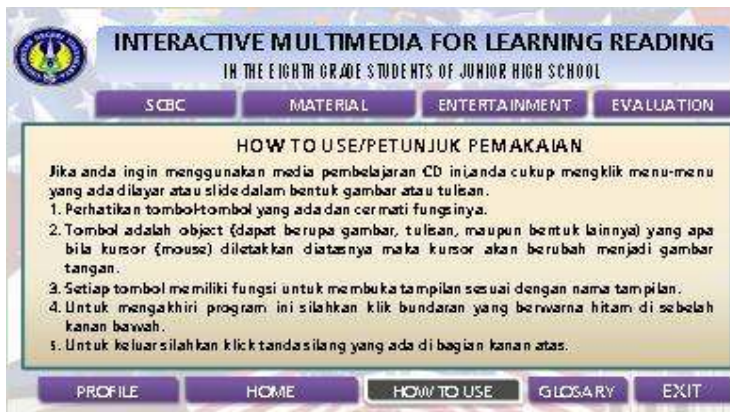
Failure (Slide Layer)



6.1 PROFILE



7.1 HOW TO USE



8.1 CLOSING



8.2 GLOSSARY

9.1 UNIT 1

9.2 Explanation

What is it (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up
Explanation
Reading Task
Grammar
Summary

NARRATIVE TEXT

- A narrative text tells the reader about a story.
- Example: Cinderella, Snow White, Beauty and the Beast, Nyi Roro Kidul, Sangkuring and so on
- A narrative Text is aimed to entertain the reader
- Narrative text mainly used past tense.

What is it Text Example Generic Structure

PROFILE HOME HOW TO USE GLOSARY EXIT

Generic Structure (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up
Explanation
Reading Task
Grammar
Summary

Narrative text consists of some parts:

- Orientation: In this part narrative text introduces the Characters and sets the scene.
- Complication: In this part of narrative text, the main characters begin to faced some problems.
- Resolution: In this part, narrative text tells how the main character solved his/her problems.

*Here the example on the text: [CLICK HERE](#)

What is it Text Example Generic Structure

PROFILE HOME HOW TO USE GLOSARY EXIT

Text example gs (Slide Layer)

The Ant and the Dove

Orientation → One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

Complication 1 → To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

Resolution 1 → She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried herself safely to dry ground.

Complication 2 → Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it.

Resolution 2 → Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove fled away to safety.

[BACK](#)

Text example (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSSARY EXIT

The Ant and The Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the

What is it Text Example Generic Structure

9.3 Warm up

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSSARY EXIT

Click Each Icon Below to start the Warm Up activities

Watch Video TASK 1

WATCH VIDEO (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSSARY EXIT

Watch the video and answer the questions on Task 1 based on the video.

Little Red Riding Hood

Watch Video TASK 1

TASK 1 (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

There are 5 questions in the Task 1. Do your best to choose the correct answer.

Click here to enter

Enter

Watch Video TASK 1

PROFILE HOME HOW TO USE GLOSARY EXIT

02 soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

2. The wolf approached the Little Red Riding Hood.

True False

Watch Video TASK 1

PROFILE HOME HOW TO USE GLOSARY EXIT

03 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

3. The wolf advised The Little Red Riding Hood to pick up some flowers.

True False

Watch Video TASK 1

PROFILE HOME HOW TO USE GLOSARY EXIT

04 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

4. The wolf only at the grandmother.

True False

Watch Video TASK 1

PROFILE HOME HOW TO USE GLOSSARY EXIT

05 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

5. The Little Red Riding Hood and her grandmother emerged unharmed.

True False

Watch Video TASK 1

PROFILE HOME HOW TO USE GLOSSARY EXIT

01 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

1. The Little Red Riding Hood delivered food to a wolf.

True False

Watch Video TASK 1

PROFILE HOME HOW TO USE GLOSSARY EXIT

9.4 EXERCISE 1

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSSARY EXIT

Here you have two tasks which will check your understanding about narrative texts, so choose which one you want to start first.

TASK 2 TASK 3

TASK 2 (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSSARY EXIT

There are 5 questions in the task 2 so read the text and answer the question by choosing the correct answer.

Click here to start

START

TASK 2 TASK 3

1 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSSARY EXIT

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water. She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to

1. What did the dove do to save the ant?

a. It climbed the nearby tree.

b. It saw the ant struggling.

c. It dropped a leaf.

d. It carried the ant to dry ground.

TASK 2 TASK 3

2 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.
To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.
She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to

2. What did the hunter do to the dove?

a. He was hoping to eat it.

b. He was trying to trap it.

c. He was trying to shoot it.

d. He was running towards it.

TASK 2 TASK 3

3 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.
To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.
She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to

3. "Soon, it carried her safely to" (pg 3)
The underlined word refers to the ...

a. Ant

b. Leaf

c. Dove

d. Spring

TASK 2 TASK 3

4 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.
To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.
She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to

4. What is the purpose of the text?

a. To inform the readers about an ant.

b. To describe the job of a hunter.

c. To entertain the readers.

d. To describe a dove.

TASK 2 TASK 3

5 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.
To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.
She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to

5. "... she came to a spring." (prg1) the underlined word means ...

a. water emerging from underground.

b. water in a well.

c. Flood in the middle of the jungle.

d. river in the middle of the city.

TASK 2 TASK 3

TASK 3 (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

There are 4 questions in the task 3 so read the text and answer the question by choosing the correct answer.

Click here to start

START

TASK 2 TASK 3

1 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

always admired your beauty with your soft, shiny feathers and well-curved beak. If your voice is as fine as your looks, you could be the queen of the Birds!"

Now the crow wanted to be the queen. So, in order to prove that she could sing, she opened her beak and made a loud, "Caw!" the piece of cheese fell from her beak to the

1. What did the Crow have on her beak?

a. A piece of cheese.

b. Some tasty meat.

c. A branch of tree.

d. Some water.

TASK 2 TASK 3

2 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouth watered at the sight, so he thought of a

2. Why did the crow open her beak?

a. To sing.

b. To bite the fox.

c. To eat the food.

d. To snatch the food.

TASK 2 TASK 3

3 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then, a hungry fox passed by and saw the food in the crow's beak. His mouth watered at the sight, so he thought of a

3. "... Snatched up the cheese..." (last paragraph) the underline word means ...

a. Put

b. Cut

c. Left

d. Grabbed

TASK 2 TASK 3

9.5 grammar

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

Click the items below to learn about the simple past tense and then do the Activity 1 and 2.

Formula Activity 1 Activity 2

9.5.1 Formula (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

Simple Past Tense: Regular Verb

- Simple Past Tense is used to describe an event that happened and ended in the past.
- Regular Verb forms their past tense by adding *-d* or *-ed* to the base form (verb 1)

Observe the following examples:

- She **had** to climb up a blade grass.
- The dove quickly **plucked** a leaf and **dropped** it into the water.
- The ant **moved** toward the leaf.

The form of Simple Past Tense is:
Subject + Verb -d/-ed + Object

Formula Activity 1 Activity 2

9.5.2 Activity 1: Change the words in the brackets into simple past form

Change the words in the brackets into simple past form

The dove [stay] there for an hour. Stayed

The kid [have] four Barbie dolls, but now she has none. Had

The mother [buy] her a new pair of shoes. Bought

Mr. Hartono [become] the president of the company when he was 25 years old. Became

AC Milan [win] the champion league in 2003. Won

Back to Grammar

9.5.2.1 Results Slide

Back to Grammar Review Quiz

9.5.3. Activity 2

Drag the past tense verb in the right side to match the verb in the left side

Help	Helped
Drop	Dropped
Carry	Carried
Have	Had
Can	Could

BACK TO GRAMMAR

9.5.3.1. Results Slide

Back to Grammar

Review Quiz

9.6 Summary

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 1

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSSARY EXIT

*A Narrative text tells a story.
 *A Narrative text consists of some parts. They are:

- Orientation
- Complication
- Resolution

 *A Narrative text mainly used simple past tense
 The pattern: Subject + Verb 2.

10.1 UNIT 2

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up
Explanation
Reading Task
Grammar
Summary

UNIT 2
All Around the World

Every country has their own folk story sometimes its funny, sometimes it sad, but there are moral value that we can learn. In this part you will learn about human activities not a animal who can talk, and this is one of the narrative text about.

In order to understand more about this lesson you have to learn it step by step from the start.

PROFILE HOME HOW TO USE GLOSSARY EXIT

10.2 warm up

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up
Explanation
Reading Task
Grammar
Summary

Click Each Items Below to start the Warm Up activities

Watch Video TASK 1

PROFILE HOME HOW TO USE GLOSSARY EXIT

10.2.1 WATCH VIDEO (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up
Explanation
Reading Task
Grammar
Summary

Watch the video and answer the questions on Task 1 based on the video.

Watch Video TASK 1

PROFILE HOME HOW TO USE GLOSSARY EXIT

10.2.2. TASK 1 (Slide Layer)

The screenshot shows the 'TASK 1' slide layer. At the top, it reads 'INTERACTIVE MULTIMEDIA FOR LEARNING READING IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL'. Below this are four tabs: 'SCBC', 'MATERIAL', 'ENTERTAINMENT', and 'EVALUATION'. On the left, there is a navigation menu for 'UNIT 2' with buttons for 'Warm Up', 'Explanation', 'Reading Task', 'Grammar', and 'Summary'. The main content area features a female teacher character on the left and a blue text box on the right that says: 'There are 5 questions in the Task 1. Do your best to choose the correct answer. Click here to enter.' Below the text box is an 'Enter' button. At the bottom of the main area are 'Watch Video' and 'TASK 1' buttons. The bottom navigation bar includes 'PROFILE', 'HOME', 'HOW TO USE', 'GLOSARY', and 'EXIT'.

01 soal (Slide Layer)

The screenshot shows the '01 soal' slide layer. It has the same header and navigation as the previous slide. The main content area features the teacher character and a blue text box with the question: '1. Did Cinderella do everything at her house?'. Below the question are two buttons: 'Yes, she did.' and 'No, she did not.'. At the bottom of the main area are 'Watch Video' and 'TASK 1' buttons. The bottom navigation bar includes 'PROFILE', 'HOME', 'HOW TO USE', 'GLOSARY', and 'EXIT'.

02 Soal (Slide Layer)

The screenshot shows the '02 Soal' slide layer. It has the same header and navigation as the previous slides. The main content area features the teacher character and a blue text box with the question: '2. Did Cinderella's stepisters help her?'. Below the question are two buttons: 'Yes, they did.' and 'No, they did not.'. At the bottom of the main area are 'Watch Video' and 'TASK 1' buttons. The bottom navigation bar includes 'PROFILE', 'HOME', 'HOW TO USE', 'GLOSARY', and 'EXIT'.

03 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

3. Did Cinderella go to the ball?

Yes, she did. No, she did not.

Watch Video TASK 1

PROFILE HOME HOW TO USE GLOSARY EXIT

04 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

4. Did Cinderella leave her shoes?

Yes, she did. No, she did not.

Watch Video TASK 1

PROFILE HOME HOW TO USE GLOSARY EXIT

05 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

5. Did the Prince choose one of Cinderella's stepsisters?

Yes, he did. No, he did not.

Watch Video TASK 1

PROFILE HOME HOW TO USE GLOSARY EXIT

10.3 explanation

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

Click the items below to read the explanation about narrative texts

What is it? Text Example Generic Structure

PROFILE HOME HOW TO USE GLOSSARY EXIT

10.3.1. What is it (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

NARRATIVE TEXT

- A narrative text tells the reader about a story.
- Example: Cinderella, Snow White, Beauty and the Beast, Nyi Roro Kidul, Sangkuring and so on
- A narrative Text is aimed to entertain the reader
- A narrative text mainly used past tense and also past continuous tense

What is it? Text Example Generic Structure

PROFILE HOME HOW TO USE GLOSSARY EXIT

10.3.2. Text example (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

Stupid Man and his Cow

he had lost one of their cows. He did not know how it could happen. He was very careful. Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was no one cow less.

What is it? Text Example Generic Structure

PROFILE HOME HOW TO USE GLOSSARY EXIT

10.3.3. Untitled Layer 5 (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up
Explanation
Reading Task
Grammar
Summary

PROFILE HOME HOW TO USE GLOSSARY EXIT

Narrative text consists of some parts:

- Orientation: In this part narrative text introduces the Characters and sets the scene.
- Complication: In this part of narrative text, the main characters begin to faced some problems.
- Resolution: In this part, narrative text tells how the main character solved his/her problems.

*Here the example on the Text [CLICK HERE](#)

What is it? Text Example Generic Structure

10.3.4. Untitled Layer 6 (Slide Layer)

Stupid Man and his Cow

Orientation
Complication
Resolution

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him.

On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was no one cow less.

BACK

10.4 EXERCISE 1

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up
Explanation
Reading Task
Grammar
Summary

PROFILE HOME HOW TO USE GLOSSARY EXIT

Here you have two tasks which will check your understanding about narrative texts. So choose which one you want to start first.

TASK 2 TASK 3

TASK 2 (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

There are 6 questions in the task 2 so read the text and answer the question by choosing the correct answer.

Click here to start

START

TASK 2 TASK 3

1 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful. Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less.

1. How many cows did the stupid man buy?

a. one

b. five

c. six

d. seven

TASK 2 TASK 3

2 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful. Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less.

2. On his way home, how many cows did he see?

a. one

b. Five

c. six

d. Seven

TASK 2 TASK 3

4 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

egbert, he was careful with the new cow. He was afraid that he would be scolded by his wife. His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful. Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less.

3. What does the word "there" in paragraph 1 line 3 refer to?

a. The others

b. The cows.

c. The lost cows.

d. One of the cows.

TASK 2 TASK 3

5 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

egbert, he was careful with the new cow. He was afraid that he would be scolded by his wife. His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful. Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less.

4. Which of the following words is the synonym of "stupid"?

a. Unlucky.

b. Diligent.

c. Bright

d. Dull

TASK 2 TASK 3

6 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

egbert, he was careful with the new cow. He was afraid that he would be scolded by his wife. His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful. Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less.

5. Which of the following words is the antonym of "certain"?

a. Sure

b. Unsure

c. Positive

d. Clear

TASK 2 TASK 3

TASK 3 (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

There are 7 questions in the task 3 so read the text and answer the question by choosing the correct answer.

Click here to start

START

TASK 2 TASK 3

1 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big." The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything

1. How did the old grandfather's son and his wife treat him?

a. They treat him nicely.

b. They treated him very badly

c. They treated him like a child

d. They treated him very carefully.

TASK 2 TASK 3

2 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

said that he was making a little trough for his father and mother to eat from when he was big." The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything

2. How did the old grandfather feel about his son's and his son's wife behavior toward him?

a. He felt very sad about it.

b. He felt satisfied about it.

c. He was really angry with them.

d. He was always complaining about it.

TASK 2 TASK 3

3 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSSARY EXIT

said that he was making a little trough for his father and mother to eat from when he was big.

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. Of he spilled a little, they did not say anything

3. What did the old grandfather's son and his son's wife do after they realized their mistake?

a. They scolded their son.
b. They let their son eat at the table.
c. They let their father eat at the table.
d. They did not say anything.

TASK 2 TASK 3

4 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSSARY EXIT

said that he was making a little trough for his father and mother to eat from when he was big.

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. Of he spilled a little, they did not say anything

4. What does the word, "he" in paragraph 2 sentences 4 refer to?

a. The old grandfather.
b. The old grandfather's son.
c. The wife of the old grandfather's son.
d. The four-year old grandson.

TASK 2 TASK 3

5 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSSARY EXIT

said that he was making a little trough for his father and mother to eat from when he was big.

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. Of he spilled a little, they did not say anything

5. What does the word "they" in paragraph 5 sentence 2 refer to?

a. The man and the grandson.
b. The man and the woman.
c. The woman and the grandson.
d. the man and the grandfather.

TASK 2 TASK 3

6 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

said that he was making a little trough for his father and mother to eat from when he was big."

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. Of he spilled a little, they did not say anything

6. Which of the following words is the antonym of "weak"?

a. Feeble.

b. Fragile.

c. Strong.

d. Fail.

TASK 2 TASK 3

7 Soal (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

said that he was making a little trough for his father and mother to eat from when he was big."

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. Of he spilled a little, they did not say anything

7. Which of the following words is the synonym of "enough"?

a. Less.

b. Correct.

c. Many.

d. Adequate.

TASK 2 TASK 3

10.5 Summary

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

PROFILE HOME HOW TO USE GLOSARY EXIT

▪ A narrative text tells a story.

▪ A narrative text is an imaginative story to entertain people

▪ A narrative text mainly used past continuous tense

The pattern: Subject + to be + V-ing

10.6 grammar

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

Click the items below to learn about the past continuous tense and then do the Activity 1 and 2.

Formula Activity 1 Activity 2

PROFILE HOME HOW TO USE GLOSSARY EXIT

Grammar1 (Slide Layer)

INTERACTIVE MULTIMEDIA FOR LEARNING READING
IN THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

SCBC MATERIAL ENTERTAINMENT EVALUATION

UNIT 2

Warm Up

Explanation

Reading Task

Grammar

Summary

Past Continuous Tense: past continuous tense is used to describe an event that is happening in the past.

Observe the following examples:

- His wife was waiting for him in front of their house.
- He was making a little trough for his father and mother to eat.
- They were all sitting there.

The form of past continuous tense is: Subject + to be + Verb-ing + Object

Formula Activity 1 Activity 2

PROFILE HOME HOW TO USE GLOSSARY EXIT

10.7 Change the words in the brackets into past continuous tense form

Change the words in the brackets into past continuous tense form

He [buy] 6 cows in the market. was buying

His wife [ask] him how many cows he bought. was asking

He [cry] when his grandchildren arrived. was crying

The mother [give] some advices to her son. was giving

The kids [laugh] when they saw their dad at the backdoor. were laughing

Back to Grammar

10.8 Results Slide



10.9 Drag the continuous tense verb in the right side to match the verb in the left side

Drag the continuous tense verb in the right side to match the verb in the left side

Count	Counting
Carry	Carrying
Sit	Sitting
Write	Writing
Laugh	Laughing

Back to Grammar

10.10 Results Slide



Instruments for Software Assessment by the Content Expert

Title	Developing An Interactive Multimedia for Learning Reading for the Eighth Grade Students of Muallimin Muhammadiyah Junior High School
Producer	Herman Baso
Year	2012

Name :

Institution :

Petunjuk Pengisian:

1. Tulislah nama dan institusi Anda.
2. Berilah tanda centang pada kolom yang sesuai dengan keyakinan Anda terhadap setiap statemen tentang Pengembangan dan Validasi Program Multimedia Tentang Pembelajaran Reading.

(1= kurang (poor), 2= cukup (satisfactory), 3= baik (good), 4= sangat baik (very good)

3. Selamat mengisi dan terima kasih.

Put a tick (√) in the appropriate box.

1. Content Quality/Teaching Materials

No.	Statements	1	2	3	4
1	Cakupan Materi <i>Materials Coverage/ completeness of the materials</i>				
2	Kejelasan Materi <i>Clear presentation of the materials</i>				
3	Kejelasan Bahasa <i>Clear use of language for instructions</i>				
4	Kejelasan gambar untuk menjelaskan konsep <i>Quality of pictures in explaining the concepts</i>				
5	Kejelasan petunjuk untuk pemilihan menu <i>Quality of instructions in using the program</i>				
6	Kejelasan soal-soal latihan <i>Quality of test items</i>				
7	Keseimbangan materi dengan soal <i>Balance of the materials and test items</i>				
8	Kejelasan contoh yang menjelaskan konsep <i>Clear examples in explaining concepts</i>				
Nilai Total/Total Score					
Nilai Rata-rata /Average score					

2. Instructional Quality

No.	Statements	1	2	3	4
1.	Kesesuaian dengan Standar Kompetensi <i>Relevant to the Competency Standar</i>				
2.	Kesesuaian dengan Kompetensi Dasar <i>Relevant to the Basic Competency</i>				
3.	Kesesuaian indicator dengan kompetensi dasar <i>Match of indicators and the Competency Standard</i>				
4.	Kejelasan sasaran produk <i>Clear target audience</i>				
5.	Kejelasan petunjuk belajar <i>Clear learning instructions</i>				
6.	Kelengkapan materi <i>Completeness of the material</i>				
7.	Kejelasan materi <i>Clear presentation of the material</i>				
8.	Keruntutan materi <i>Order of the lesson</i>				
9.	Penggunaan bahasa dalam menjelaskan materi <i>Language use in explaining the material</i>				
10.	Kesesuaian latihan soal dengan materi <i>Relevant test items to the materials</i>				
11.	Keseimbangan materi dengan soal tes <i>Balance between materials and the test items</i>				
12.	Kesesuaian soal dengan kompetensi dasar <i>Match of test items and the competency standard</i>				
13.	Kesesuaian soal dengan indicator <i>Match of test items and indicators</i>				
14.	Daya tarik media <i>Media Attraction</i>				
15.	Pemberian feedback <i>Appropriate feedback</i>				
Nilai Total/Total Score					
Nilai Rata-rata/average score					

Parts of Materials need to be revised

No	Parts of materials need to be revised	Kinds of errors	Suggestion

This program is considered to be *

1. Feasible to apply in the field-testing without revision
2. Feasible to apply in the field-testing with suggested revision
3. Less feasible to apply

* circle one of the answers.

Lembar Evaluasi Ahli Media

Judul	Developing An Interactive Multimedia for Learning Reading for the Eighth Grade Students of Muallimin Muhammadiyah Junior High School
Pengembang	Herman Baso
Tahun	2013

Nama :

Institusi :

Petunjuk Pengisian:

1. Tulislah nama dan institusi Anda.
2. Berilah tanda centang pada kolom yang sesuai dengan keyakinan Anda terhadap setiap statemen tentang Pengembangan dan Validasi Program Multimedia Tentang Pembelajaran Reading.

(1= kurang (poor), 2= cukup (satisfactory), 3= baik (good), 4= sangat baik (very good)

3. Selamat mengisi dan terima kasih.

Beri tanda (√) pada kolom yang ada.

No.	Indikator	1	2	3	4
1.	Kejelasan petunjuk penggunaan multimedia				
2.	Ketepatan pemilihan warna background dan warna tulisan dalam multimedia				
3.	Komposisi warna yang dipakai dalam interaktif multimedia.				
4.	Ketepatan penempatan tombol yang digunakan dalam interaktif multimedia				
5.	Konsistensi tombol yang digunakan dalam multimedia				
6.	Ketepatan ukuran Tombol yang digunakan dalam multimedia				
7.	Ketepatan jenis huruf yang dipakai dalam multimedia				

No.	Indikator	1	2	3	4
8.	Ketepatan ukuran huruf yang dipakai dalam interaktif multimedia				
9.	Ketepatan warna huruf yang dipakai dalam interaktif multimedia				
10.	Ketepatan <i>layout</i> yang ada dalam interaktif multimedia				
11.	Ketepatan penggunaan gambar yang di pakai dalam interaktif multimedia				
12.	Kualitas tampilan gambar yang dipakai dalam interaktif multimedia				
13.	Kualitas tampilan layar yang ada dalam interakktif multimedia				
14.	Tingkat interaktif siswa dengan interaktif multimedia				
15.	Pemberian umpan balik atau <i>feedback</i> pada siswa dari interaktif multimedia				
16.	Ketepatan Animasi yang di pakai dalam interaktif multimedia				
17.	Daya dukung music saat menggunakan interaktif multimedia				
Nilai total/ Total Score					
Nilai rata-rata/ average score					

Komentar dan Saran:

.....

.....

.....

.....

.....

.....

.....

.....

.....
.....
.....

Kesimpulan:

Multimedia ini dinyatakan (mohon pilih yang sesuai)*:

1. Layak untuk uji coba lapangan tanpa revisi.
2. Layak untuk uji lapangan dengan revisi sesuai saran
3. Tidak layak untuk uji lapangan.

*Lingkari pilihan yang sesuai

Yogyakarta, Maret 2013
Ahli Media

Drs. Mardiyatmo
NIP. 19571005 198703 1 002

KUESIONER UNTUK SISWA

Nama Siswa :

Kelas :

Petunjuk Pengisian.

1. Tulislah nama dan kelas pada kolom yang tersedia di atas.
2. Mohon dipahami setiap butir pertanyaan dengan teliti.
3. Jawablah pertanyaan – pertanyaan di bawah ini dengan memberi tanda centang (√) pada pilihan jawaban Anda (A=very good, B=good, C= satisfactory, dan D= poor)
4. Selamat mengisi dan terimakasih.

1. Materi

No.	Statement	1	2	3	4
1.	Kejelasan materi yang dipaparkan dalam interaktif multimedia				
2.	Kemudahan materi untuk dipelajari melalui media interaktif multimedia				
3.	Kejelasan bahasa yang digunakan dalam interaktif multimedia				
4.	Kejelasan tulisan yang digunakan dalam interaktif multimedia				
5.	Kejelasan soal-soal yang ada pada setiap unit dalam interaktif multimedia				
Nilai rata-rata					

2. Pembelajaran

No.	Statement	1	2	3	4
1.	Keruntutan materi yang dipaparkan dalam interaktif multimedia				
2.	Penyajian tutorial atau pembelajaran dalam interaktif multimedia				
3.	Kejelasan contoh-contoh yang ada pada setiap unit dalam				

	interaktif multimedia				
4.	Kejelasan petunjuk belajar yang dipakai dalam interaktif multimedia				
5.	Mempermudah pembelajaran reading dengan adanya interaktif multimedia				
6.	Kemanfaatan interaktif multimedia untuk meningkatkan motivasi belajar siswa.				
Nilai rata-rata					

3. Media

No.	Statemen	1	2	3	4
1.	Kejelasan petunjuk atau navigasi yang dipakai dalam interaktif multimedia				
2.	Kejelasan gambar yang dipakai dalam interaktif multimedia				
3.	Keterbacaan tulisan yang dipakai dalam interaktif multimedia				
4.	Komposisi warna yang diaplikasikan dalam interaktif multimedia				
5.	Ketepatan background music yang diaplikasikan dalam interaktif multimedia				
6.	Kemudahan penggunaan interaktif multimedia bagi siswa				
Nilai rata-rata					

Lembar Evaluasi dari Guru Bahasa Inggris

Judul	Developing An Interactive Multimedia for Learning Reading for the Eighth Grade Students of Muallimin Muhammadiyah Junior High School
Pengembang	Herman Baso
Tahun	2013

Nama :

Institusi :

Petunjuk Pengisian:

1. Tulislah nama dan institusi Anda.
2. Berilah tanda centang pada kolom yang sesuai dengan keyakinan Anda terhadap setiap statemen tentang Pengembangan dan Validasi Program Multimedia Tentang Pembelajaran Reading.

(1= kurang (poor), 2= cukup (satisfactory), 3= baik (good), 4= sangat baik (very good)

3. Selamat mengisi dan terima kasih.

Berilah tanda (√) pada kolom yang sesuai

1. Kualitas materi

No.	Indikator	1	2	3	4
1	Cakupan Materi yang disajikan dalam interaktif multimedia				
2	Kejelasan Materi yang disajikan dalam interaktif multimedia				
3	Kejelasan Bahasa yang digunakan dalam interaktif multimedia				
4	Kejelasan gambar untuk menjelaskan konsep dalam interaktif multimedia				
5	Kejelasan petunjuk untuk pemilihan menu pada interaktif multimedia				
6	Kejelasan soal-soal latihan yang ada dalam setiap unit yang ada dalam interaktif multimedia				
7	Keseimbangan materi dengan soal yang disajikan dalam interaktif multimedia				
8	Kejelasan contoh yang menjelaskan konsep yang disajikan dalam interaktif multimedia				
Nilai Total/Total Score					
Nilai Rata-rata /Average score					

.....
.....

Kesimpulan:

Multimedia ini dinyatakan (mohon pilih yang sesuai)* :

1. Layak untuk uji coba lapangan tanpa revisi.
2. Layak untuk uji lapangan dengan revisi sesuai saran
3. Tidak layak untuk uji lapangan.

*Lingkari pilihan yang sesuai

Yogyakarta, Maret 2013
Guru Bahasa Inggris

Individual Try-Out Result

No	Statement	Subject		(f)	N	P
		A	B			
1	Kejelasan materi yang dipaparkan dalam interaktif multimedia	4	4	8	8	100%
2	Kemudahan materi untuk dipelajari melalui media interaktif multimedia	4	4	8	8	100%
3	Kejelasan bahasa yang digunakan dalam interaktif multimedia	3	4	7	8	87,5%
4	Kejelasan tulisan yang digunakan dalam interaktif multimedia	4	3	7	8	87,5%
5	Kejelasan Soal-soal yang ada pada setiap unit dalam interaktif multimedia	3	4	7	8	87,5%
6	Keruntutan materi yang dipaparkan dalam interaktif multimedia	4	4	8	8	100%
7	Penyajian tutorial atau Pembelajaran dalam bentuk interaktif multimedia	4	4	8	8	100%
8	Kejelasan contoh-contoh yang ada pada setiap unit dalam interaktif multimedia	3	4	7	8	87,5%
9	Kejelasan petunjuk belajar yang dipakai dalam interaktif multimedia	4	4	8	8	100%
10	Mempermudah pembelajara <i>Reading</i> dengan adanya interaktif multimedia	3	4	7	8	87,5%
11	Kemanfaatan interaktif multimedia untuk meningkatkan motivasi belajar siswa	4	4	8	8	100%
12	Kejelasan petunjuk atau navigasi yang dipakai dalam interaktif multimedia	4	4	8	8	100%
13	Kejelasan gambar yang dipakai dalam interaktif multimedia	3	3	6	8	75%
14	Keterbacaan tulisan yang dipakai dalam interaktif multimedia	3	4	7	8	87,5%
15	Komposisi warna yang diaplikasikan dalam interaktif multimedia.	3	4	7	8	87,5%
16	Ketepatan background music yang diaplikasikan dalam interaktif multimedia	4	4	8	8	100%
17	kemudahan penggunaan interaktif multimedia	4	4	8	8	100%
Total Scores		61	66	127	136	93,38%

Small Group Try-Out Result

No	Subject	Statement																	Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	A	4	4	3	4	4	3	4	4	4	3	3	4	4	4	3	3	4	62
2	B	4	4	4	4	4	3	4	4	4	4	4	3	3	4	4	3	3	63
3	C	3	4	3	4	3	3	4	3	4	3	4	4	4	4	4	4	4	62
4	D	3	3	4	4	3	3	3	3	4	3	4	4	4	3	3	4	3	58
5	E	3	4	4	4	3	3	3	3	3	4	4	3	4	3	4	3	4	59
6	F	3	4	3	4	3	4	4	4	3	4	3	3	3	3	4	3	3	58
Total (f)		20	23	21	24	20	19	22	21	22	21	22	21	22	21	22	20	21	362
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	408
	P	83,33	95,83	87,5	100	83,33	79,17	91,67	87,5	91,67	87,5	91,67	87,5	91,67	87,5	91,67	83,33	87,5	89

No	Subject	FIELD TRY OUT RESULT																	Total Score
		Statement																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	A	3	3	4	4	3	3	4	4	4	3	4	4	4	4	4	4	4	63
2	B	3	4	4	3	2	3	3	3	4	4	4	3	3	3	3	4	4	57
3	C	3	3	3	3	3	4	3	3	3	2	2	3	2	2	4	3	3	49
4	D	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	2	3	55
5	E	3	2	3	3	2	3	3	3	3	2	4	3	2	3	2	3	3	47
6	F	4	3	3	4	3	3	3	4	2	4	4	2	4	3	4	4	3	57
7	G	4	3	3	4	3	3	3	3	2	4	4	4	4	2	4	4	4	58
8	H	4	3	3	4	3	3	3	3	4	4	3	3	4	4	4	3	3	58
9	I	3	3	3	3	3	4	3	4	3	3	4	4	4	3	3	4	4	58
10	J	4	3	4	4	3	4	3	3	4	4	4	4	4	4	4	4	4	64
11	K	2	3	2	3	3	2	4	3	4	4	2	3	4	4	3	3	3	52
12	L	4	3	3	3	3	3	4	3	3	4	4	4	4	4	4	3	3	59
13	M	3	4	3	4	3	3	3	4	2	3	2	4	3	4	4	3	4	56
14	N	3	4	3	3	3	3	2	3	4	4	3	3	3	3	4	2	4	54
15	O	4	4	4	4	4	2	3	2	3	3	4	3	3	4	4	3	4	58
16	P	3	4	3	2	3	4	3	3	2	3	3	3	2	2	3	1	2	46
17	Q	3	4	3	4	3	4	4	4	3	4	3	3	3	3	4	3	3	58
18	R	3	4	4	4	3	3	3	3	3	4	4	3	4	3	4	3	4	59
19	S	3	3	4	4	3	3	3	3	4	3	4	4	4	3	3	4	3	58
20	T	3	4	3	4	3	3	4	3	4	3	4	4	4	4	4	4	4	62
21	U	4	4	4	4	4	3	4	4	4	4	4	3	3	4	4	3	3	63
22	V	4	4	3	4	4	3	4	4	4	3	3	4	4	4	3	3	4	62
23	W	4	3	3	4	2	3	2	3	3	3	3	3	2	3	3	2	3	49
24	X	4	4	4	4	4	3	4	4	4	4	4	3	3	4	4	3	4	64

25	Y	4	4	3	4	3	4	4	3	4	3	4	4	3	3	3	4	4	61
26	Z	4	4	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4	66
27	AA	3	3	3	2	3	4	3	3	3	3	3	3	4	4	3	3	4	54
28	AB	3	3	2	4	1	4	3	2	3	4	3	4	4	3	4	2	3	52
29	AC	3	4	3	2	3	4	4	3	4	2	4	3	3	3	4	4	4	57
30	AD	3	4	3	3	4	4	4	3	4	4	3	3	4	4	4	3	3	60
total Score (f)		101	104	97	104	91	99	100	97	101	102	105	102	102	102	109	95	105	1716
N		120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120	2040
%		84.17	86.67	80.83	86.67	75.83	82.5	83.33	80.83	84.17	85	87.5	85	85	85	90.83	79.17	87.5	84.12