

**DEVELOPING INTERACTIVE LEARNING MULTIMEDIA FOR  
LISTENING MATERIALS OF THE “WHEN ENGLISH RINGS A BELL  
FOR GRADE VIII STUDENTS OF JUNIOR HIGH SCHOOLS  
(SMP/MTS)” TEXTBOOK**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the Attainment of  
a *Sarjana Pendidikan* Degree in English Language Education**



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**2015**

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#### A THESIS

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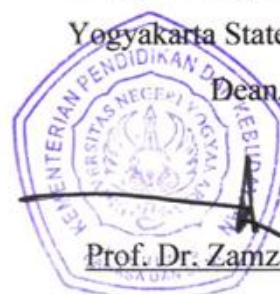
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## PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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

Yogyakarta, Juli 2015

Penulis,



Ratna Yunita

## **DEDICATIONS**

*This thesis is lovingly dedicated to:*

*my beloved parents, Eni Suwarsi and Prihadi,*

*my beloved brother, Yoga Priendiansah,*

*and everyone who supports me.*

## **MOTTOS**

But perhaps you hate a thing and it is good for you; and perhaps you love a thing  
and it is bad for you. And Allah Knows, while you know not.

(Q.S. Al Baqarah: 216)

To give your best is to receive the best.

(Raymond Holliwell)

When you want something, the entire universe conspires  
in helping you to achieve it.

(The Alchemist)

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I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, July 2015



Ratna Yunita

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**ABSTRACT**

The objectives of this research were: (1) to describe the needs of Grade VIII students of junior high schools in terms of listening teaching and learning context, (2) to describe the characteristics of appropriate interactive learning multimedia that can be used to support the listening teaching and learning process of Grade VIII students of junior high schools, and (3) to develop the appropriate interactive learning multimedia for listening materials of the “*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)” textbook.

This was a research and development (R & D) study. The subjects were Grade VIII students of SMP Negeri 6 Yogyakarta Classes VIII-D, VIII-E, and VIII-F that consisted of 52 female and 44 male students. The research procedure followed the ADDIE design model proposed by Taylor (2004) with some modifications. The steps were analyzing students’ needs and the materials, designing a course grid, a flowchart, and a story board, developing the first draft of the interactive learning multimedia, evaluating the first draft by an expert and revising it based on the feedback obtained from the evaluation. The instruments to collect the data were the needs analysis questionnaire and the expert judgment rating scale. The data from the needs analysis were analyzed quantitatively using frequency and percentage and the quantitative data obtained from the expert judgment were analyzed through descriptive statistics.

Based on the results of the needs analysis, the students preferred that the listening materials presented in the interactive learning multimedia were developed richer than the adapted textbook. Monologues/dialogues accompanied by pictures were the most chosen form of input. The listening activity that the students liked was listening and answering true/false questions. Regarding the characteristics of appropriate interactive learning multimedia, it was noticed that the background color that the students preferred was blue. The font that the students preferred was Comic Sans MS. The navigation buttons that the students preferred were using easy and simple system. This study developed interactive learning multimedia from the first three units of the “*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)” textbook based on the results of the needs analysis. The interactive learning multimedia consisted of two main parts: home screen and main menu screen. The research findings showed that the developed interactive learning multimedia was appropriate. The mean scores for content and design aspects were 3.8 and 4.0, which were very good. The mean score for both aspects was 3.9, which was very good.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

As a foreign language, English is taught as a compulsory subject at junior high schools in Indonesia. The aim of teaching and learning English is to make students able to comprehend and produce oral and written texts in the four language skills: listening, speaking, reading, and writing. Those skills should be taught equally without prioritizing particular skills. However, for many years, listening is undervalued (Field, 2008). For instance, listening session was always reduced when the teacher applied many competences in the classroom.

The same condition happens in SMP Negeri 1 Kota Mungkid. Based on the observation, the listening teaching and learning process was rarely conducted. The reason is that the available listening materials are not appropriate to be used to teach. Although there are many choices of listening materials such as CDs, DVDs, or videos, the teacher mostly uses a textbook as a means of the teaching and learning process. Accordingly, the school language laboratory which provides Information and Technology (IT) tools such as computers, Liquid-Crystal Display (LCD) projectors, and audio speakers to facilitate listening activities is underused. Thus, listening is usually conducted in the classroom without using any media.

As a result of teaching listening which is poor, the students' listening skills are still low. Most of them have difficulty in listening comprehension. In the teaching practice program, the researcher taught them listening and they could not

understand what the text was about. They could not notice the meaning of certain words which they might know if it was in a written form. The possible cause is that they have never been used to listen to English. It means that their language input in terms of spoken language is low.

All of the facts above contradict the importance of listening. Listening is much needed since it provides input which is vital for the students' language development. The input acts as a model of spoken language that can be acquired by them. This acquired language affords the basis for other language skills. A greater efficiency of language acquisition will be achieved if the students are prepared by a large amount of listening practices before speaking, for instance, than if they are taught by all skills simultaneously. For these reasons, listening should also be prioritized in the teaching and learning process in order to improve their language development.

As mentioned before, a textbook becomes the most often used medium in the teaching and learning process. In relation to the implementation of the 2013 curriculum, an English textbook entitled "*When English Rings a Bell*" has been provided by the Ministry of Education and Culture for Grade VIII students of junior high schools. This book presents the materials based on the core and basic competences of the 2013 curriculum by static objects like texts and pictures. The book cannot offer moving objects like videos or animations as the input. There are also no supplementary media such as Power Point slides, videos, audios, and interactive learning multimedia accompanying this book.

Using a textbook as the only source of material and presenting the materials orally without any supplementary media will make the teaching and learning process not effective. There are several reasons. First, there will be limited input of spoken language acquired by the students. Because the textbook only presents the content in the form of static objects, the source of spoken language is just from the teacher. The problem is when the task is simply observing dialogues along with pictures without spoken language given by teacher as in the task “*Observing and Questioning*” on page eleven of the book. Second, the students will easily get bored because the listening task in the textbook is monotonous. The task is listening and repeating after the teacher as on page fourteen which the instruction is “*Play the roles of the speakers in the pictures. Say the speakers’ sentences correctly and clearly. First, repeat after me.*” Third, the materials which are mostly in the form of dialogues spoken by the teacher are less attractive than those which are presented by using audio recordings or videos. As a consequence, the students do not pay attention to the materials. Hence, the goal of the teaching and learning process will not be accomplished.

For those reasons, the development of appropriate interactive learning multimedia for Grade VIII students of junior high schools is necessary. Using interactive learning multimedia is an alternative to overcome the problems as it provides many advantages for the students and the teacher. Moreover, listening needs practices by using audio and technology. This is in line with the Ministerial Regulation No. 65/2013 regarding the Standard of Process that one of the educational principles is employing information, communication and technology

to increase the efficiency and effectiveness of teaching and learning. Therefore, it is expected that the listening teaching and learning process will be efficient and effective.

Interactive learning multimedia is any computer-mediated software or interactive application that integrates multimedia elements such as text, graphical images, animation, audio sound, and video with the aim of facilitating students to learn in the more effective way. Many advantages are offered by interactive learning multimedia: facilitating the teaching and learning process effectively, accommodating various kinds of students' learning styles, engaging students, thereby enhancing students' learning. This study uses interactive learning multimedia since it can present multimedia elements in order to make the listening teaching and learning process effective and interesting as well as utilize IT tools provided. The ultimate goal is to enhance students' listening skills.

Based on the explanation above, this study attempts to find a solution in order to facilitate students in learning listening skills. The researcher believes that the solution is by developing appropriate interactive learning multimedia of listening based on the "*When English Rings a Bell*" textbook. It is based on that book because the book is already published by the government to every junior high school in Indonesia and the development is based on the current curriculum. Therefore, the researcher proposes to develop an interactive learning multimedia for listening materials of the "*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)" textbook.



## **B. Identification of the Problems**

Based on the background of the study, the researcher lists some problems which occur in the teaching and learning process related to this research. The problems concern materials, media, and method.

The first problem is related to materials. The material mostly used in the teaching and learning process is the “*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)” textbook. This makes the teaching and learning process not effective since the only input in the form of spoken language the students can get is from the teacher. The more serious problem is when the tasks presented by this book do not accommodate the proper listening activities. There are two flaws of the tasks. First, the task is observing the dialogues along with pictures without any spoken language. Second, the listening task is monotonous such as listening and repeating after the teacher. Those tasks can make the students easily get bored and their language input in terms of spoken language low.

The second problem is related to media. There are no appropriate listening media such as Power Point slides, audio recordings, videos, and interactive learning multimedia to teach listening. Moreover, there are no supplementary media accompanying the *When English Rings a Bell* textbook provided by the Ministry of Education and Culture. Consequently, the IT tools such as computers, LCD projectors, and audio speakers provided to support the teaching and learning process are underused. The teacher does not use any media in teaching and the school language laboratory is rarely used.

The last problem concerns the method applied in the teaching and learning process. The teacher still employs a conventional way by using a textbook as the only source of materials, presenting the materials orally without any supplementary media, and writing the materials on the whiteboard. It means that the teacher tends to be the centre of the students' attention since he/she dominates the process. This conventional way can make the students get bored, do not pay attention to the materials, and eventually fail to reach the goal of the teaching and learning process. This method should be replaced by a new method which can motivate the students to learn such as teaching by using interactive learning multimedia.

### **C. Limitation of the Problems**

Due to the wide range of the problems stated in the identification of the problems, the present study is focused on the problem related to media. In this case, the interactive learning multimedia for listening materials based on the "*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)" textbook is developed. Because of time constraints, the development is limited into the first three units of the textbook. The design of this program is in the form of Compact Disc (CD).

### **D. Formulation of the Problems**

By considering the limitation of the problems, the researcher formulates the problems as follows:

1. What are the needs of Grade VIII students of junior high schools in terms of the listening teaching and learning context?
2. What are the characteristics of appropriate interactive learning multimedia that can be used to support the listening teaching and learning process of Grade VIII students of junior high schools?
3. What is the appropriate interactive learning multimedia for listening materials of the “*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)” textbook?

#### **E. Objectives of the Study**

The objectives of this study are:

1. To describe the needs of Grade VIII students of junior high schools in terms of listening teaching and learning context.
2. To describe the characteristics of appropriate interactive learning multimedia that can be used to support the listening teaching and learning process of Grade VIII students of junior high schools.
3. To develop the appropriate interactive learning multimedia for listening materials of the “*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)” textbook.

## **F. Significances of the Study**

This study is expected to give benefits to some parties.

1. Theoretically, the results of this research can be used as the reference for other researchers in developing interactive learning multimedia for listening materials based on an English textbook.
2. Practically, the findings of the research will be useful for:
  - a. The English teachers of junior high schools

This research will help the English teachers in providing listening media that can vary the teaching and learning activities by using technology.
  - b. Grade VIII students of junior high schools

Grade VIII students of junior high schools are expected to acquire more knowledge and develop their listening skills.
3. Methodologically, the processes and the outcomes of this study hopefully can inspire other researchers to do research concerning similar topics.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter deals with the theoretical description and the conceptual framework which underline this study. In the theoretical description, some theories and research studies which are relevant to the topic will be discussed. At the end of the descriptions, in the conceptual framework, the theories presented will be related to the study.

#### **A. Theoretical Description**

This sub chapter discusses some relevant theories which are related to the research. Those are divided into two parts. They are listening and interactive learning multimedia. The discussion of each part is presented below.

##### **1. Listening**

###### **a. Nature of Listening**

Listening is one of the English macro-skills besides speaking, reading, and writing. Like reading, it belongs to the receptive skills because the focus of listening is on receiving and understanding the language. It involves responding to text rather than producing it. However, it does not mean that it is a passive activity. Listening is an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what they already know (Helgesen and Brown, 2007: 3).

There are many perspectives in defining listening according to some experts. Richards and Schmidt (2002: 313) offer a short definition by stating that listening is understanding speech in a first or second language. Similarly, Rost (2002: 279) defines listening as the mental process of constructing meaning from spoken input. Supporting those definitions, Helgesen (in Helgesen and Brown, 2007) says that listening is an active purposeful processing of making sense of what we hear. In sum, listening is the process of making sense of spoken language.

The more complete definition is needed in order to explain the actual process of making sense of spoken language. There are two experts who have the similar perceptions on how it works. First, Rubin (1995: 7) believes that listening is an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express. The word *active* here means that listeners get information and relate this information to what they have already known. *Select* means that listeners use only part of the incoming information. *Interpret* means that listeners use their background knowledge as well as the new information to decipher what is going on and to figure out what speakers intend.

The second explanation given by Smaldino (2008: 293) who describes listening as a psychological process which begins with someone's awareness and attention to sounds or speech patterns (receiving), proceeds through identification and recognition of specific auditory signals (decoding), and ends in comprehension (understanding). In the receiving process, ears can receive many

sounds that come to them such as someone's talk, music, etc. However, they are able to select specific sounds that they will listen to which is called the decoding process. The specific sounds that are recognized by the ears then are transmitted to brain. Finally, the brain will give the meaning of the sounds. This final process is called understanding.

#### **b. Processes of Listening**

In language learning, Brown (2007) mentions two types of listening process involved in comprehending a spoken discourse. They are bottom-up and top-down processing. Bottom-up processing refers to the use of listening input as the basis for understanding the text (Richards, 2008). Brown (2007) says that it occurs when the main source of information is the text itself and the listener cannot utilize preparation and previous experience to assist comprehension. On the other hand, in top-down processing, incoming sounds are used as clues for the listener to actively reconstruct the original meaning of the speaker in which the listener uses prior knowledge of the context and situation within which listening takes place to make sense of what he or she hears (Nunan, 1999; Morley in Celce-Murcia, 2001). The listener will be able to activate previous knowledge that might be useful in the listening activity.

Recently, both top-down and bottom-up listening processes are combined in the teaching and learning process. Xu (2008) calls it an interactive processing. This third type of listening process can overcome the disadvantages of bottom-up and top-down processing to boost listening comprehension because listeners can

use prior knowledge and linguistic knowledge in understanding messages. As a result, this interactive processing is currently used in the listening teaching and learning process.

### **c. Types of Listening Skills**

Types of listening skills can be divided into six classes based on the purpose of listening (Harmer, 2001: 201-202). They are identifying topic, predicting and guessing, listening for general understanding, listening for specific information, listening for detailed information, and interpreting text. These different skills depend on what is listened. For example, the processes of listening to a poem are different from a spoken 'alert' message on a computer.

First, in the identifying topic skill, the listeners are supposed to decide what the text they hear is about. Second, in the predicting and guessing skill, after the listeners have identified the topic, they are required to comprehend what is being talked about. They make assumption or guess the content of the text. Next, in listening for general understanding, the listeners need to understand the text they listen to in general without noting every word in the text. In the fourth type which is listening for specific information, the listeners will concentrate on a specific item they are looking for. Fifth, in listening for detailed information, the listeners try to make sense of the text by listening in a concentrated way to everything that is said. In the last type which is interpreting texts, the listeners are able to see beyond the literal meaning of words in a passage by using a variety of clues to grasp the speaker's intended meaning.



#### **d. Listening Micro- and Macro-skills**

As mentioned before in the nature of listening, listening is one of the English macro-skills. Thus, it has some parts called micro-skills or sub-skills. The micro-skills of listening deal with smaller bits and chunks of language as in bottom-up processing. In contrast, the macro-skills focus on the larger elements involved in top-down processing. In other words, the skills that remain at sentence level are called the micro-skills while the skills that relate to the discourse level of organization refer to the macro-skills (Brown, 2007: 307).

Brown (2007: 308) provides the micro- and macro-skills of listening comprehension. There are ten listening comprehension micro-skills for conversational discourse. They are: (1) retaining chunks of language of different lengths in short-term memory, (2) discriminating among the distinctive sounds of English, (3) recognizing English stress patterns, words in stressed unstressed positions, rhythmic structure, intonational contours, and their role in signaling information, (4) recognizing reduced forms of work, (5) distinguishing word boundaries, recognizing a core of words, and interpreting word order patterns and their significance, (6) processing speech containing pauses, errors, corrections, and other performance variables, (7) processing speech at different rates of delivery, (8) recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms, (9) detecting sentence constituents and distinguishing between major and minor constituents and (10) recognizing that a particular meaning may be expressed in different grammatical forms. In the same reference, the macro-skills are (1)

recognizing cohesive devices in spoken discourse, (2) recognizing the communicative functions of utterances, according to situations, participants, goals, (3) inferring situations, participants, goals using real-world knowledge, (4) predicting outcomes, inferring links and connections between events, deducing causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification from events, ideas, etc., described, (5) distinguishing between literal and implied meanings, (6) using facial, kinetic, body language, and other nonverbal clues to decipher meanings and (6) developing and using a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

By knowing the micro- and macro-skills, both the teacher and students will know the direction of the teaching and learning in the classroom. The lists of those skills are useful in designing the objectives of the study and determining the listening techniques. In turn, the class will go to the right track of learning.

#### **e. Teaching Listening for Grade VIII Students of Junior High Schools**

The teaching and learning process at school in Indonesia is regulated by the Ministry of Education and Culture. A curriculum performs as the guideline in the teaching and learning process. According to the Law No. 20/2003 on the National Education System, a curriculum is a set of plans and arrangements of objectives, contents, and learning materials, as well as methods used as manual of learning activities implementation in order to achieve some specific educational

purposes. The 2013 curriculum is the latest curriculum released by the government. In the 2013 curriculum, as stated in the Ministerial Regulation No. 65/2013 regarding the Standard of Process, learning goals of junior high schools cover the students' development in three aspects such as the attitude, knowledge, and skills.

Listening belongs to the skill competence that the students should develop. Teaching listening is vital since it provides exposures to the students in order to achieve the learning goals. In the foreign language teaching, there is an obligation for the teacher to provide exposures to the language and opportunities for learning through classroom activities (Cameron, 2001: 11-12). Therefore, the teacher should be able to develop appropriate listening materials and tasks which can enhance the listening teaching and learning process.

In teaching, the teacher should consider several aspects such as characteristics, level of proficiency, needs, and interest of the student. Those aspects will determine the treatment of the teacher in organizing the lesson. In relation to the nature of Grade VIII students, they are categorized as older children (Cameron, 2001, 15). According to Brown (2007: 106), they are in age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Despite that, Puchta and Schratz (in Harmer, 2001: 38-39) say that as adolescent learners, teenage students are in fact overall the best language learners if the teacher can meet what they want and have to teach and the students' worlds of thought and experience. For that reason, the students must be encouraged to

respond to texts and situations with their thought and experience rather than just by answering questions and doing abstract learning activities.

As mentioned before, one of the three competences the students should develop is the skill competence which includes the listening skills. Based on the core and basic competence formulated in the curriculum at the Ministerial Regulation No. 68/2013 regarding the Basic Framework and the Curriculum Structure of SMP/MTS, the example of listening competence can be seen in Table 1.

**Table 1: The Core Competence, Basic Competence, and Indicators of Grade VIII Junior High Schools**

Core Competence	Basic Competence	Indicators
3. Understanding and applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to visible phenomena and events.	3.1 Using structure of the text and linguistic elements to implement the social function of the expressions of asking for attention, checking understanding, praising good work, also asking for and giving opinions, as well as the response, in context.	<p>3.1.1 Students identify social function of the expression of asking for attention, checking understanding, praising good work, also asking for and giving opinions, as well as the response.</p> <p>3.1.2 Students identify the structure of the text in the expression of asking for attention, checking understanding, praising good work, also asking for and giving opinions, as well as the response.</p> <p>3.1.3 Students identify linguistics elements of the expression of asking for attention, checking understanding, praising good work, also asking for and giving opinions, as well as the response.</p> <p>3.1.4 Students identify the meaning of the word/phrase/sentence in the expression of asking for attention, checking understanding, praising good work, also asking for and giving opinions, as well as the response.</p>

By looking at the basic competence and indicators, the teachers are able to know the scope of listening materials that will be taught as well as the activities given to the students.

#### **f. Listening Steps for Grade VIII Students of Junior High Schools**

As discussed above, the aim of education is to develop three aspects of the students' competences which are the attitude, knowledge, and skills. The activities to achieve those competences are presented in the Ministerial Regulation No. 65/2013 regarding the Standard of Process. The listening skills which belong to the skill competence are built up through some activities such as observing, questioning, experimenting, associating, and communicating, and creating. The skill development process is known as the scientific approach. The scientific approach encourages the students to enquire and discover in learning. Nowadays, the teacher's role has been changed from letting the students know to letting the students get to know.

Specifically in language teaching, the steps of the scientific approach are adjusted. They become observing texts, formulating questions, collecting data, analyzing data, communicating knowledge and creating texts. In the teaching and learning process, those steps are applied in the main activities. From those steps above, listening is normally placed in the observing texts and collecting data steps.

Emphasizing on the listening steps, here is the description of each step. In the observing texts step, the students listen to texts to list some items they need to

know in order to understand and/or produce texts. Second, the students limit the items they want to know and formulate questions as well as propose temporary answers to their questions based on their knowledge and/or limited information they have. Next, the students collect data/information relevant to the questions by using one or more techniques such as observation, interview, reading books, and doing some exercises. Fourth, in the analyzing data step, the students sort out, classify, and identify relationships among the data to find out patterns to answer the formulated questions. After that, the students communicate their answers to the questions orally and/or in written form. Lastly, in the creating texts step, the students create texts to express their thoughts/ideas.

There are the examples of the activities in the listening teaching and learning process. The first activity the students should do is observing texts in the form of monologues or dialogues. To list items they need to know, sometimes they just need to tick items that they want to know and/or be able to produce or they may write another point. The items could be the meaning of certain expression, the purpose of the speaker when he/she says something, when to say something, etc. Observing texts enables the students to predict and brainstorm information as well as prepares them to establish a link between old knowledge and new information.

After formulating questions based on the items listed, the students collect data/information relevant to the questions using one or more techniques such as observation, interview, reading books, and doing some exercises. The exercises

can be in the form of various tasks. Brewster and Ellis (2004) explain some kinds of listening tasks presented in Table 2.

**Table 2: The Listening Activities (Brewster and Ellis, 2004)**

Type of Activities	Purposes	Materials
1. Listen and repeat	<ul style="list-style-type: none"> <li>- listening for details to improve memory and concentration</li> <li>- listening with enjoyment to improve listening attitude</li> <li>- listening to physically 'settle' or calm pupils</li> </ul>	short, spoken messages such as instructions, or statements containing no more than ten words
2. Listen and predict	<ul style="list-style-type: none"> <li>- listening to increase motivation and concentration</li> <li>- listening to activate schemata or previous knowledge</li> <li>- listening to encourage mental activity and problem-solving</li> </ul>	question and answer sessions based on, e.g. general knowledge, pictures or the cover of a book or story, predict content or key words from a picture, draw a word or mind maps about a topic, complete a quiz to draw attention to what pupils already know
3. Listen and match	<ul style="list-style-type: none"> <li>- listening to consolidate new vocabulary and structures activity and problem-solving</li> <li>- listening to physically 'settle' or calm pupils</li> </ul>	bingo cards, worksheets on which children draw a line to connect a picture with the correct words or written labels or speech bubbles to match with pictures
4. Listen and classify	<ul style="list-style-type: none"> <li>- listening to improve concentration span and to consolidate new vocabulary and structures</li> <li>- listening to physically 'settle' or calm pupils</li> <li>- listening to encourage mental activity and problem-solving</li> </ul>	pictures, worksheets using written words on the blackboard which pupils copy into the appropriate column of a chart while listening, key visuals, e.g. tick chart, Venn diagram, matrix or grid

*(continued)*

*(continued)*

Type of Activities	Purposes	Materials
5. Listen and transfer information	<ul style="list-style-type: none"> <li>- listening to improve the interactional skills</li> <li>- listening to encourage mental activity and problem-solving</li> <li>- listening to develop the key study skills, i.e. using and interpreting charts, simple 'date handling'</li> </ul>	worksheets to carry out surveys and questionnaires with columns for pupils to complete

The steps mentioned in the Ministerial Regulation are the general steps that can be applied in the teaching and learning process for all subjects. Those steps are different from the listening steps proposed by some experts. In conducting the listening class, Brewster and Ellis (2004) divide listening into three stages: what pupils do in preparation for listening (pre-listening activities), while they listen so they remain active (while-listening activities), and after they have listened (post-listening activities). Wang (2011) offers the different term of listening steps: before, while and after listening. Similar to those steps, Lynch (2004) presents four steps of listening: before listening, listening for the first time, listening for the second time, and post listening. All of the listening steps proposed by the researchers have similar descriptions as the steps proposed by Lynch (2004) in which each step has some teaching activities which are presented in Table 3.

**Table 3: Steps of Listening (Lynch, 2004)**

Step	Teaching Activities
Before listening	<ul style="list-style-type: none"> <li>1) Topics lead-in</li> <li>2) Brainstorming information</li> <li>3) Presenting new words and difficult grammar</li> </ul>

*(continued)*



*(continued)*

Step	Teaching Activities
Listening for the first time	1) Taking guided notes for relevant information and content development 2) Focusing on related macro-strategies 3) Oral summary
Listening for the second time	1) Detailed note-taking 2) Comparing notes with others in content and note-taking forms
Post listening	1) Language focus <ul style="list-style-type: none"> <li>a) Identifying problems such as speed, accent, etc.</li> <li>b) Making marks in the script like intonation, stress, pause, fast speed</li> <li>c) Concentrating on forms of note-taking</li> </ul> 2) Content focus <ul style="list-style-type: none"> <li>a) Clarifying content</li> <li>b) Reflecting critically</li> <li>c) Personal response</li> <li>d) Optional extended tasks and essay writing</li> </ul>

This research will use the steps based on the 2013 curriculum since the 2013 curriculum is the current curriculum in Indonesia. Even so, the listening steps proposed by the researchers can be used to support the process. Knowing the listening steps is useful for the teacher in designing listening activities in order to create an effective teaching and learning process.

#### **g. Listening Assessment for Grade VIII Students of Junior High Schools**

Assessment is the process of collecting and managing information in order to measure the students' learning result accomplishment. This definition is derived from two researchers. Linse (2005) says that assessment is the gathering of information for a specific purpose. Pinter (2006) adds Linse's definition by referring assessment to the process of data analysis that the teachers use to get evidence about the learners' performance and progress in English. Those ideas are

also supported by Brindley (in Helgesen and Brown, 2007) who states that assessment is important since the teachers need to give grades and provide feedback.

There are two important concepts in assessment: validity and reliability (Linse, 2005). Bailey (in Helgesen and Brown, 2007) says that a test is considered to have validity if it measures the skills supposed to measure and tests what has been taught. A test is considered to have reliability when its results are consistent. It means that a person being evaluated at different times or by different people would get a similar score.

Besides validity and reliability, Linse (2005) mentions that when the teacher assesses young learners, he/she has to concern some considerations such as reasonable expectations, wait time, transitioning into English, and instructions to learners. First, the teacher should make sure that the expectations are reasonable. Then, when he/she assesses the students, it is important that he/she waits at least five seconds for a response. Transitioning into English is also important because before the students are given an English language assessment, they need time to do transitioning into English. Finally, when he/she assesses the students, he/she has to make sure that the students can understand the instructions and format of the test.

There are some techniques for assessing the students' listening skills. Since listening belongs to the skill aspect of the students' competence, listening can be evaluated through certain techniques and instruments. Techniques and instruments that should be employed when assessing listening are presented in the

Ministerial Regulation No. 66/2013 regarding the Standard of Assessment. It is stated that skill competence can be evaluated through performance assessment which is an assessment demanding the students to demonstrate a certain competence by employing the practice test, project, and portfolio assessment. The instrument is the check list or rating scale completed by the rubric.

The explanations of each technique as well as the requirement of assessment instrument are discussed below.

- 1) Practice test is an assessment demanding response like ability to do activity or behavior agreed with competence pursuit.
- 2) Project is a learning task which includes planning activity, realization, reporting in print or oral at the same time.
- 3) Portfolio assessment is an assessment which is done by evaluating the collections of all students works in certain field that are reflective-integrative in order to know the students interest, development, achievement, and/or creativity in the period of time.

There are three requirements of the assessment instrument. The instrument must meet the requirements: (1) substance which represents valued competence, (2) construction which meets the demand of technical requirement agreed with the used instrument form, and (3) content which makes use of appropriate, correct, and communicative language as well as agreed with the students' development level.

Two researchers have different views of listening assessment techniques from the techniques stated in the 2013 curriculum. Pinter (2006) explains some

techniques for assessing learners: observation (assessment checklist done by the teacher), self-assessment (assessment checklist done by the students), portfolio, project work, and the combination of them. On the other hand, Rost (in Helgesen and Brown, 2007) has four testing techniques. They are discrete-item tests, integrative tests, communicative tests, and interview tests.

A discrete-item test consists of multiple choice questions following a listening text (responses scored right or wrong), true-false format (responses scored right or wrong), open questions following presentation of a listening text (questions scored on a scale of correctness and completeness), and standardized test scores (e.g., TOEFL or TOIEC). The examples of an integrative test are open summarizing of a listening text (scored in scales of accuracy and inclusion of facts and ideas), cloze summarizing of a text (scored on correct completions of blanks), dictation, complete or partial (score based on supplying the correct missing words). A communicative test includes written communicative tasks involving listening (scored on the basis successful completion of a task, such as writing a complaint letter after heading a description problem). An interview test consists of face-to-face performances with the teacher or another student (scored based on a checklist of items, such as appropriate response to questions, appropriate use of clarification questions) and extended oral interview (scoring is keyed to a scale of native-like behaviors, such as the Foreign Service Institute scale).

In order to assess the students' listening skills, Linse (2005) points out that there are two main components of listening assessment: phonemic awareness – the ability to distinguish between different sounds and listening comprehension.

Certain tasks such as yes/no questions and TPR instructions can be conducted to assess them. The important thing is that the assessment has to be fun as the activity which is fun.

#### **h. Listening Materials for Grade VIII Students of Junior High Schools**

In this study, interactive learning multimedia for listening materials will be developed. The materials are based on the textbook provided by the government entitled "*When English Rings A Bell*". The content of the books is developed based on the core and the basic competences of the 2013 curriculum for Grade VII students. Unfortunately, the textbook just presents input by using static objects such as pictures and texts without any support of sounds or moving objects such as audio recordings, videos, or animations. Thus, the teaching and learning process is monotonous and less attractive.

The textbook is published by Ministry of Education and Culture as the implementation of the 2013 curriculum. The script contributors are Siti Wachidah and Asep Gunawan while the authors are Erni Ermilia and Raden Safrina. This book consists of 232 pages with 12 chapters inside entitled "*It's English time!*", "*Can you play the guitar?*", "*Would you like to come?*", "*You are invited!*", "*My uncle is a zookeeper*", "*What are you doing?*", "*Bigger is not always better!*", "*I'm proud of Indonesia!*", "*When I was a child*", "*Don't forget it, please!*", "*I'm proud of my teacher*", and "*Mousedeer and Crocodile*". Each chapter is accompanied by pictures, dialogues, and tasks related to the materials. At the end

of the book, the glossary of classroom language is provided for the students. Besides, this book is also accompanied by the manual book for the teacher.

Due to limited time, the researcher only developed interactive learning multimedia based on the first three units of the textbook. The materials covered consist of three points of basic competences that the students should accomplish. In the first chapter, the competences are asking for attention, checking understanding, praising good work, and asking for/giving opinions as well as the responses. The materials in the second chapter are about stating and asking for ability and willingness to do something. The competences in the third chapter are giving and responding to instructions, invitations, and prohibitions, along with asking for permissions.

**Table 4: Materials Presented in Interactive Learning Multimedia**

Chapter	Title of the Chapter	Materials
I	It's English time!	<ul style="list-style-type: none"> <li>• Asking for attention</li> <li>• Checking understanding</li> <li>• Praising good work</li> <li>• Asking for and giving opinions</li> </ul>
II	Can you play the guitar?	<ul style="list-style-type: none"> <li>• Stating and asking if one can do something</li> <li>• Stating and asking if one will do something</li> </ul>
II	Would you like to come?	<ul style="list-style-type: none"> <li>• Giving and responding to instructions</li> <li>• Giving and responding to invitations</li> <li>• Giving and responding to prohibitions</li> <li>• Asking for permissions</li> </ul>

The use of interactive learning multimedia is beneficial. The multimedia is one of some suitable tools to make the listening teaching and learning process effective and efficient. It makes the students enjoy the lesson without feeling bored and sleepy since it attracts the students' attention and accommodates

various kinds of the students' learning styles. Therefore, it can engage the students in the teaching and learning process. Besides, IT tools can be utilized.

## **2. Interactive Learning Multimedia**

### **a. Definition of Interactive Learning Multimedia**

Multimedia has been defined in a number of ways. Roblyer and Doering (2010: 170) state that multimedia simply means multiple media or a combination of media. In more extended definition, Reddi (2003) in Mishra and Sharma (2005) defines multimedia as an integration of media elements (audio, video, graphics, text, animation, etc.) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of the media elements can provide individually. The second definition is clearer and directly spells out the components of multimedia. However, neither of the definitions explicitly includes the interactive power of multimedia.

According to Phillips (1997) in Mishra and Sharma (2005), the term interactive multimedia is a general expression to describe the new wave of computer software that primarily deals with the provision of information. The multimedia component is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program. The interactive component refers to the process of empowering the user to control the environment usually by a computer. Hence, it is called interactive multimedia when the user is allowed to control the program.

In reference with the definitions above, interactive learning multimedia is any computer-mediated software or interactive application that integrates multimedia elements such as text, graphical images, animation, audio sound, and video with the aim of facilitating the students to learn in more effective way. Multimedia has a great potential since technology has become part of human life. It makes the teaching and learning process easier, enhances the students' understanding with better engagement and enjoyment, avoids feeling bored and in the end can motivate the students to learn language.

#### **b. Elements of Interactive Learning Multimedia**

Interactive learning multimedia consists of some elements combined together. Mishra and Sharma (2005:19) describe the elements of interactive multimedia as sound, graphics and color, animation, video, and hypermedia/hypertext. Likewise the elements mentioned in the definition of interactive learning multimedia above, the main elements of multimedia are text, graphical images, animation, audio sound, and video.

The first multimedia element is text. It contains some words or sentences to give information with digital symbols. Vaughan (2008) states that words and symbols in any form spoken or written are the most common system of communication. This text is usually used to label title screens, menus, and buttons with the aim of assisting multimedia users to access the materials being presented.

Graphical images are the second main element of multimedia which aims to clarify the information in the form of text. It provides the same image for all the



viewers. As a result, everyone will have the same mental images in their mind (Turk, 2003: 1883). Furthermore, graphical images can attract people attention better than just abstract word. Finally, the multimedia user will attain higher-level interpretation and transformation.

The third element is animation. Similar to graphical images, animation can attract the users' attention as well as motivation. According to Vaughan (2008), this moving picture can help the students visualize a dynamic process that is difficult to visualize on their own self when they read the text. In other word, animation is useful for dynamic explanation.

As the fourth element, audio sound is important in completing the visual information coming together to make the content of the materials clear. Sound is effective for drawing users' attention, arousing and holding their interest, providing cues and feedback, helping with the memory retention, and providing common audio related to the subject matter. It can provide the listening pleasure of music which is used as mood support during the presentation.

Lastly, the video which has the same role as animation can support the media by showing action and giving illustration on the processes. Different from animation, video performs as the real situation in the form of recording. This can stimulate users' motivation to the teaching and learning process as stated by Frith (2005) who believes that video lesson can be very stimulating. Video is an extremely dense medium, one which incorporates a wide variety of visual elements of great range of audio experience in addition to spoken language (Richards and Renanadya, 2002).

### **c. Theories Underlying the Use of Interactive Learning Multimedia**

In developing interactive learning multimedia software, there are some learning theories that should be taken into account. An effective interactive learning multimedia should accommodate the users' characteristics and learning preferences in order to accomplish the objective which is make the users learn. There are three theories discussed here: behaviorist theory, cognitive theory, and constructive theory.

#### **1) Behaviorist Theory**

According to Simonson and Thomson (1997: 28), the principle of behaviorism is that instruction should be designed to produce observable behaviors in the students. It means that by giving certain stimuli, the students will change their behavior in learning. In relation to the use of interactive learning multimedia, it is expected that the students are able to do something they cannot do before the implementation of the media. The basic concepts of behaviorism are determining the specific purpose of the learning process, simplifying the complex materials, and doing scaffolding.

#### **2) Cognitive Theory**

Different from the behaviorist theory which concerns to observable behavior, cognitive theory deals with unobservable constructs such as mind, memory, attitudes, motivation, thinking, reflection, and other presumed internal processes (Alessi and Trollip, 2001: 19). This theory focuses on the learning process on how information is received, managed, stored, and applied (Simonson and Thomson, 1997: 36-37). Thus, in the implementation of interactive learning

multimedia, the students should be allowed to select the materials and the sequence based on their conditions with the intention of supporting the students' cognitive development.

### 3) Constructive Theory

Constructive theory emphasizes that knowledge is constructed in the students' head and not received from outside. Heinich, et al. (1996: 17) also state that the students create their own interpretation of the word of information. The constructivists believe that learning will be more effective if the students are engaged in authentic tasks that concern to meaningful contexts and in the end are able to use the knowledge in real-life. This principle is supported by the use of interactive learning multimedia on how the students can activate their prior knowledge and construct their own understanding.

#### **d. Design Principles of Interactive Learning Multimedia**

In developing interactive learning multimedia, there are design principles that should be followed. Two experts propose the design principles in different ways. First, Alessi and Trollip (2001: 48) offer instructional factors which must be provided in interactive learning multimedia. Those factors are organized into these categories: introduction of the program, learner control, presentation of information, help, and end of the program. The descriptions of each category are presented in Table 5.

Table 5: Alessi and Trollip's Design Principles

No.	Categories	Alessi and Trollip's (2001) Design Principles
1	Introduction of the program	
	a. Title page	A title page should include elements to motivate the user but should be balanced against the importance of keeping a title page short, clear and to the point.
	b. Directions	Directions should be simple and clear as well as emphasize operation of the program, such as navigation.
	c. User identification	Identification page is only included if the identification will be used.
2	Learner control	Learner control concerns sequence such as moving forward and backward, selecting what to do next, and pace. There are three methods of control: buttons, menus, and hyperlinks. Such controls can be selected by three main modes: the mouse, the keyboard, and speech.
3	Presentation of information	Techniques for presenting information should be consistent. Information is presented commonly by text, graphics, sound, or video.
4	Help	Procedural help should always be available. It is help for operating the program. In contrast, providing informational help which means help with the content depends on the program's purpose and methodology.
5	End of the program	A program should provide the ability to exit anywhere in program and a final message making it clear user is leaving the program.

Second, Mayer (2001) in Neo, et al. (2008: 659) explains seven design principles of interactive learning multimedia. The principles are multimedia principle, spatial contiguity principle, temporal contiguity principle, coherence principle, modality principle, redundancy principle, and individual difference principle. The discussions of each principle are presented in Table 6.

Table 6: **Mayer's Design Principles**

No.	Mayer's (2001) Design Principles
1	Multimedia Principle: Students learn better from words and pictures than from words alone.
2	Spatial Contiguity Principle: Students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen.
3	Temporal Contiguity Principle: Students learn better when corresponding words and pictures are presented simultaneously rather than successively.
4	Coherence Principle: Students learn better when extraneous words, pictures, and sounds are excluded rather than included.
5	Modality Principle: Students learn better from animation and narration than from animation on-screen text.
6	Redundancy Principle: Students learn better from animation and narration than from animation, narration, and on-screen text.
7	Individual Difference Principle: Design effects are stronger for low knowledge learners than for high-knowledge learners and for high-spatial learners rather than for low-spatial learners.

Basically, both of design principles are intended to develop the effective interactive learning multimedia. The first design tends to offer the principles concerning how the components of the multimedia should be presented while the second design most likely gives directions on how the materials should be presented. Hence, two of the design principles above can be used as a foundation in developing interactive learning multimedia.

#### **e. Advantages of Interactive Learning Multimedia**

Interactive learning multimedia can give contribution to the teaching and learning process. Khoo (1999) proposes ten advantages of using interactive learning multimedia. They are: (1) reduced learning time, (2) reduced cost, (3) instructional consistency and fairness, (4) increased retention, (5) mastery of learning, (6) increased motivation, (7) more interactive learning, (8) increased

safety, (9) privacy/accommodates individual learning styles and (10) flexibility. Those advantages are supported by other experts who deliver more specific benefits of utilizing interactive learning multimedia.

Alessi and Trollip (2001: 5) say that materials using technology (interactive learning multimedia) have logistical benefits. The materials will be cheaply and easily distributed, conveniently used by the users, and less time consuming for studying. Besides, multimedia is multisensory; it engages the senses of the students (Mishra and Sharma, 2005: 61). Tomlinson (2008: 109) also presents the advantage of multimedia which can enrich the learning-teaching environment because input from a variety of sources and in various forms can lead to storage and recall from both the left and right brain. Furthermore, Shepard cited in Shank (2005: 4) states that well-designed multimedia helps learners build more accurate and effective mental models than from the text alone.

From the advantages above, as a conclusion, interactive learning multimedia offers many advantages to the students. The most obvious benefit of utilizing interactive learning multimedia is facilitating the teaching and learning process effectively. Besides, it can enhance learning because various kinds of the students' learning styles are accommodated. At that time, the students become active in the class. Eventually, their listening skills will be improved.

#### **f. Criteria of Effective Interactive Learning Multimedia**

The teaching and learning process cannot be separated from the use of media. Particularly in teaching listening, using audio or technology is necessary

for practicing the listening skills (Embi and Latiff, 2004). Interactive learning multimedia is one of the teaching aids that can present listening materials interestingly in an attempt to facilitate the students in learning.

The students will not only hear the sounds but also see the pictures that represent sounds. The elements in interactive learning multimedia reinforce the message and the delivery which can lead to a better learning and teaching environment. In addition, interactive learning multimedia allows the students to interact with the program so the learning process is interesting. Thereby, it can influence the students' learning motivation. It also has multi-sensory that can stimulate many senses of the audience, which consequently leads to better attention and retention rates.

In order to reach the goal of developing effective interactive learning multimedia for listening materials, there are some criteria proposed by Stemler (1997). The criteria are related to screen design, interaction, feedback, navigation, color, animation, audio, and video.

#### 1) Screen Design

A good screen design is expected to fulfill a number of requirements such as: focus on learners' attention, develop and maintain interest, promote processing, promote engagement between the learners and lesson content, help learners find and organize information, and facilitate lesson navigation.

## 2) Interaction

An effective interactive learning multimedia program provides opportunities for interaction. The interaction uses rhetorical questions to get the students thinking about contents and to stimulate their curiosity.

## 3) Feedback

An effective feedback is given on the same screen with the question and student response. Feedback should be provided immediately following a student response in order to verify the correctness.

## 4) Navigation

An effective navigation item should be located consistently throughout a program. There should be buttons or hot spots that allow the students to exit the program, go forward, go backward, go to the main menu and go to help screens.

## 5) Color

Effective colors should use a maximum three to six colors per screen; the choice of colors should be consistent within a program, use the brightest colors for the most important information, use a neutral gray or pastels as a background and use significant contrast between text and a background color to provide a higher degree of text readability.

## 6) Animation

An effective animation should motivate and attract attention from the users and highlight the important information.



## 7) Audio

An effective audio should visualize the images that will be presented on the screen during the narration, use style and tone appropriate to the students' language ability, knowledge and vocabulary, keep the language simple, and alternate male and female voices to provide variety and maintain audience attention.

## 8) Video

An effective video should be synchronized with content. It should be redundant. The video should repeat and reinforce the concepts being presented.

### **g. Interactive Learning Multimedia for Listening Materials**

The teaching and learning process cannot be separated from the use of media. Particularly in teaching listening, the use of media such as audio recordings, videos, or interactive learning multimedia is needed. In this research, the researcher will develop interactive learning multimedia for listening materials for Grade VIII students of junior high schools to improve the quality of the listening teaching and learning process and to make school's IT tools beneficial. The development is from the textbook entitled "*When English Rings a Bell*". The focus is limited on the first three units of the textbook.

There are many elements that are provided by interactive learning multimedia. They are text, graphical images, animation, audio sound, and video. These elements will make the teaching and learning process effective and efficient. They can enhance learning because various kinds of the students'

learning styles are accommodated. The students will enjoy the lesson without getting bored and pay attention to the materials. At that time, the students become active in the class. Eventually, their listening skills will be improved. Interactive learning multimedia will facilitate the listening teaching and learning process.

Interactive learning multimedia can present listening materials interestingly in an attempt to facilitate the students in learning. It has been increasingly argued that computer technologies can support learning in a number of ways (Constantinescu, 2007). Some research examines the effect of using interactive learning multimedia to improve the listening skills. The results of research done by Arono (2014) showed that (1) the students created active, creative, and effective learning process independently in developing the listening skills, (2) interactive learning multimedia was effective to improve the students' critical listening skills, (3) interactive learning multimedia could improve the students' critical listening skills than audio learning media because listening is not only aural aspect but also visual aspect integrated with multimedia. Similar results were also suggested by Sakar and Ercetin (2004) in Constantinescu (2007). The result confirmed that the students preferred visual explanations to textual and audio explanations. Video and graphics explanations were accessed when the students wanted to retrieve background information about the topic, and graphics explanations were used to illustrate the meanings of words.

Through the explanations above, the researcher concludes that interactive learning multimedia for listening materials will help the students improve their skills. In addition, the elements of interactive learning multimedia will make the

teaching and learning process effective, efficient, and interesting. An integration of the elements (text, graphical images, animation, audio sound, and video) into one program creates more benefits for the end user than any one of the elements can provide individually.

#### **h. Relevant Studies**

Nowadays, the use of multimedia has been growing. Many schools which are well supported by a lot of facilities attempted to use multimedia in the teaching and learning process. Numerous studies about interactive learning multimedia also have been growing. A lot of them show that interactive learning multimedia gives advantages to the users.

According to Neo, et al. (2008: 663), most students state that multimedia elements help them understand the materials. Interactive learning multimedia simplifies the students' understanding of the content. It provides visualization of the information that helps the students do their assignment. In addition, it also offers a fun element to the learning process and enhances their learning of the material.

Another research done by Kamat and Shinde (2009:7) discovers that the students' awareness on the use of multimedia and interactivity is very positive. The students think that learning with interactivity and multimedia is interesting and engaging. They also found this method of learning useful and favorable.

The next relevant study is one by An-Nur (2014). The finding of the study shows that the developed interactive learning multimedia of listening and

speaking based on the textbook for Grade VII students was appropriate. The mean score for both content and design aspects were 3.8 which were very good. This confirms that the students agree on developing listening materials based on the textbook. In conclusion her research is effective and feasible.

Based on the findings of the research above, interactive learning multimedia is very useful in learning. Therefore, interactive learning multimedia for listening can be one of the learning media that can be developed for Grade VIII students of junior high schools for learning English.

## **B. Conceptual Framework**

The conceptual framework of this research is based on the problems of the research, the theoretical description and the relevant studies. Due to the problems, it is known that the teacher just uses the textbook as the only material without any supporting media. Particularly in teaching listening, although there are the school language laboratory and IT tools such as computers, LCD projectors, and audio speakers, those facilities are not maximally utilized because the available media such as audio recordings, videos, and multimedia are not appropriate to be used to teach listening. Since listening session needs supporting media, learning media that can help the teaching and learning of listening is required.

One of the flexible media that can be used is interactive learning multimedia. Interactive learning multimedia is any computer-mediated software or interactive application that integrates multimedia elements such as text, graphical images, animation, audio sound, and video with the aim of facilitating the students

to learn in more effective way. It gives many advantages such as effectively facilitating the teaching and learning process, accommodating various kinds of the students' learning style, engaging the students, thereby enhancing the students' listening skills. Therefore, the researcher wants to develop appropriate interactive learning media which can solve the problems. It is a great challenge to develop interactive learning multimedia for listening materials of the "*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)" textbook.

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter presents the method which has been used in this research. The chapter consists of type of the research, the research setting, the research subjects, the research procedure, the data collection techniques and instruments, and also the data analysis techniques.

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

The objective of this study was to develop interactive learning multimedia for listening materials of the “*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)” textbook. Because this research was to develop an effective product applied for the educational program, it was classified into Research and Development (R & D). According to Gall, Gall, and Borg (2003: 569) educational research and development is an industry-based development model whose findings are used to design new products and procedures, which are then systematically field tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality, or similar standards. However, this research ended at the expert judgment without employing the field test. The result of this research was the product of interactive learning multimedia packed in the form of Compact Disc (CD).

## **B. Research Setting**

This research was conducted on January 21<sup>st</sup>, 2015. The needs analysis was held in Grade VIII of SMP Negeri 6 Yogyakarta. It is located in R.W. Monginsidi Street 1, Yogyakarta.

## **C. Research Subjects**

The subjects of the research were the Grade VIII students of SMP Negeri 6 Yogyakarta. This research involved the students from three different classes as population sample. The number of each class was 33. However, there were only 96 students as the population sample because some of them were absent. The number of female participants was 52 and the male participant was 44.

## **D. Research Procedure**

The research procedure followed the ADDIE design model proposed by Taylor (2004) with some modifications. This model is called ADDIE because it consists of five steps namely *analysis*, *design*, *development*, *implementation*, and *evaluation*. Since this research ended at the expert judgment, the research procedure was modified by omitting the implementation stage. As a result, the procedures were analysis, design, development, evaluation and revision. The researcher added some further information in every step of the procedure.

Here is the model of the research procedure modified by the researcher.

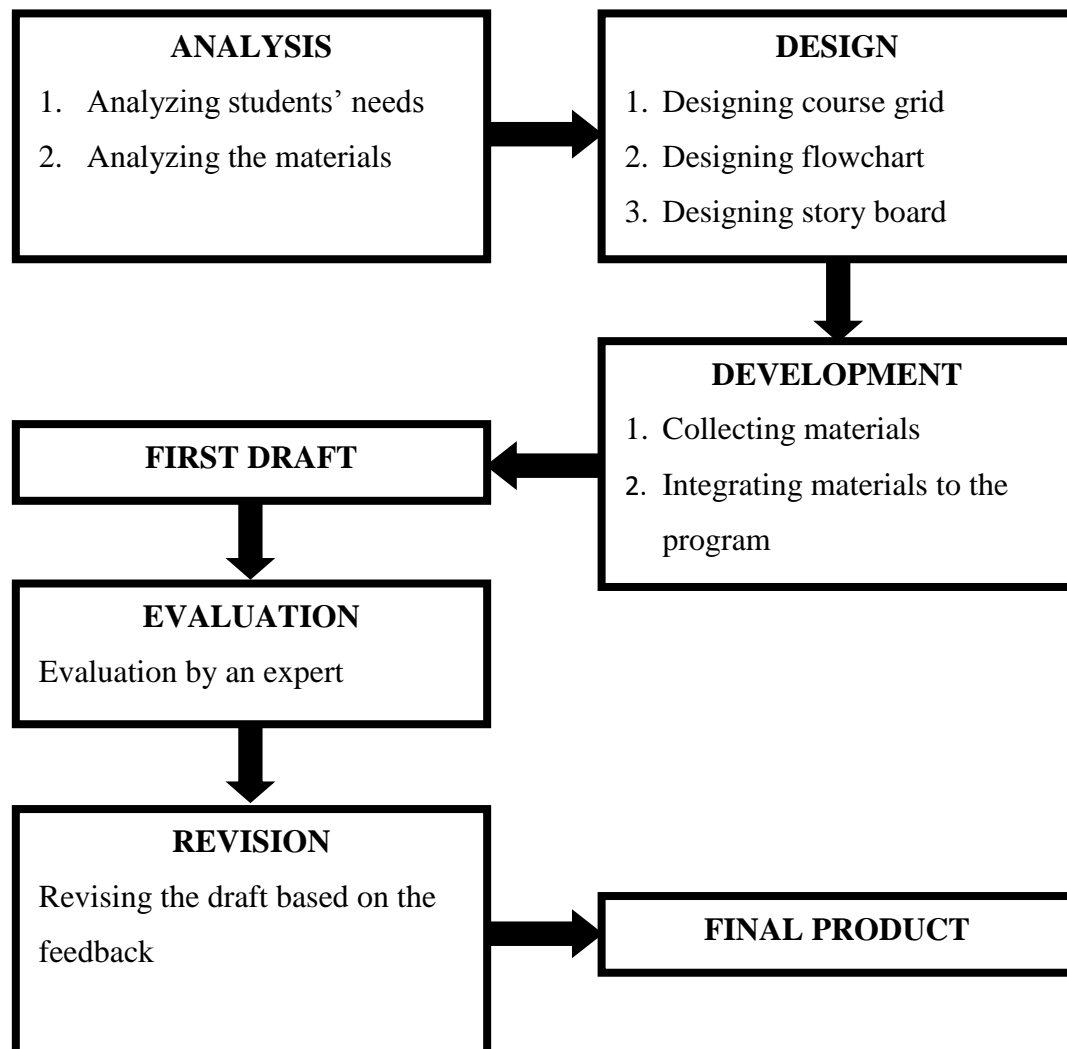


Figure 1: The ADDIE Design Model (Taylor, 2004)

This research was accomplished according to the following procedure:

### 1. Analysis

In this phase, there were two steps done. The first step was analyzing students' needs by using the needs analysis questionnaire. The needs analysis was needed to get information about students' preferences for the ideal interactive learning multimedia. The result of the needs analysis was used as guidelines in



developing the interactive learning multimedia. The second step was analyzing the materials from the “*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)” textbook to decide which part should be taken and what adaptation should be done. The first three units of the textbook were chosen in this study (*see Appendix 3*).

## **2. Designing**

The first step in this phase was designing a course grid. The course grid was used as a guideline to develop activities in the program (*see Appendix 2*). The next steps were designing a flowchart and a story board. The flowchart was made as the whole design of the media (*see Appendix 4*). The storyboard was made as the design of each scene in the media (*see Appendix 5*).

## **3. Development**

In this phase, the first three units in *When English Rings a Bell* were developed into the first draft of interactive learning multimedia. Two steps were performed. The first step was collecting materials such as texts, pictures, animations, audio, and video. In order to get input, the textbook, internet and other resource books were adapted. After having finished collecting the materials and the components of interactive learning multimedia, the next step was integrating them into interactive learning multimedia using authoring software such as Lectora Inspire, Audacity, and other supporting programs.

## **4. Evaluation**

Expert judgment was employed after the first draft of the interactive learning multimedia has been developed. The expert judgment was to obtain data

about the appropriateness of interactive learning multimedia. There were two aspects evaluated: content and media appropriateness.

## **5. Revision**

From the expert, the researcher got some feedback in terms of the content and media appropriateness of the interactive learning multimedia. The comments and suggestions from the experts were used to revise the first draft of the interactive learning multimedia so that the researcher could get the final product of the interactive learning multimedia.

## **E. Data Collection Techniques and Instruments**

There were two techniques of data collection implemented in this research. They were the needs analysis and the expert judgment. The needs analysis was accomplished before the researcher developed the first draft and the expert judgment was conducted after developing the first draft of the interactive learning multimedia. Based on the techniques, the instruments that were used to collect data were in the form of questionnaires: the needs analysis questionnaire and the expert judgment rating scale.

### **1. The Needs Analysis Questionnaire**

The needs analysis questionnaire was distributed to gather data about the students' needs. The results were used as the bases to develop the first draft of interactive learning multimedia. The type of the questionnaire was multiple choices. The students were asked to choose one or more options from several

provided options and allowed to give other answers related to the questions. The organization of the needs analysis questionnaire is presented in Table 7.

**Table 7: The Organization of the Needs Analysis Questionnaire**

No.	Aspect of the Question	Purpose of the Question	Item(s) Number	Reference
1	Students' personal identity	to find out information about the students' profile		Hutchinson and Waters (1987: 63)
2	Goals	to find out reason for learning English and listening skills	1,2	Nunan (2004: 41)
3	Lacks	to find out gap between students' current proficiency and target proficiency	3	Hutchinson and Waters (1987: 56)
4	Wants	to find out students' want related to the materials	4,5,6	Hutchinson and Waters (1987: 56)
5	Input	to find out students' preference for types of input, topic, and length of the text	7,8,9	Nunan (2004: 47)
6	Multimedia design	to find out students' preference for multimedia design	10,11,12 13,14,15	Stemler (1997: 1)
7	Procedures	to find out activities that students like most	16	Nunan (2004: 52)
8	Teacher's role	to find out information about the role that the teacher should perform	17	Nunan (2004: 64)
9	Learners' role	to find out information about the role of the students	18	Nunan (2004: 64)
10	Setting	to find out setting of doing tasks that the students like most	19,20	Nunan (2004: 70)

## 2. The Expert Judgment Rating Scale

The expert judgment rating scale was used to obtain data about the appropriateness of interactive learning multimedia. It was used to evaluate the first draft of the developed interactive learning multimedia. There were two aspects that should be considered in the organization of this questionnaire: content

and media appropriateness. The organization of the expert judgment rating scale can be seen in Table 8.

**Table 8: The Organization of the Expert Judgment Rating Scale**

No.	Aspect of the Evaluation	Purpose	Item(s) Number	Reference
<b>Content Appropriateness</b>				
1	Content	to evaluate the first draft in terms of its materials appropriateness	1,2,3,4,5 6,7,8,9, 10	Hutchinson and Waters (1987: 99)
2	Language	to evaluate the first draft in terms of its language appropriateness	11,12	Hutchinson and Waters (1987: 99)
3	Presentation	to evaluate the first draft in terms of the way materials are presented	13,14,15	Hutchinson and Waters (1987: 99)
<b>Media Appropriateness</b>				
4	Screen appearance	to evaluate the first draft in terms of its screen appearance appropriateness	16,17,18, 19	Stemler (1997: 2-4)
5	Multimedia elements	to evaluate the first draft in terms of multimedia elements appropriateness	20,21,22, 23	Stemler (1997: 9-11)
6	Navigation buttons	to evaluate the first draft in terms of its buttons appropriateness	24,25,26, 27	Stemler (1997: 5-7)
7	Feedback	to evaluate the first draft in terms of its feedback appropriateness	28,29,30	Stemler (1997: 4-5)

There were two types of questions presented in this questionnaire. They were close-ended questions to describe the central tendency of the content and media appropriateness and open-ended questions to accommodate the expert by giving him/her more space to deliver his/her suggestions related to the interactive learning multimedia evaluated.

## F. Data Analysis Techniques

The data collected in this research were quantitative. They were analyzed manually by the researcher. The data from the needs analysis were analyzed quantitatively using frequency and percentage. The highest percentage was considered representing the students' condition. The number of the data was presented in the form of percentage.

The quantitative data obtained from the expert judgment were analyzed through descriptive statistics. The results were calculated by using the formula proposed by Suharto (2006: 52-53) whereas the comments and suggestions were used to revise the first draft to become the final product of interactive learning multimedia. Then, the result of the calculation was converted into descriptive analysis. To convert the data, data conversion table (Suharto, 2006) was used when the mean of the data ( $\bar{x}$ ) had been calculated.

Table 9: **Quantitative Data Conversion (Suharto, 2006)**

Scales	Interval	Categories
4	$3.25 \leq x \leq 4$	Very good
3	$2.5 \leq x \leq 3.24$	Good
2	$1.75 \leq x \leq 2.49$	Fair
1	$1 \leq x \leq 1.74$	Poor

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings of the research in details as well as the discussion. The researcher presents four parts. They are the needs analysis, the interactive learning multimedia design, the interactive learning multimedia evaluation, and the discussion.

#### **A. The Needs Analysis**

The needs analysis was conducted to collect data related to students' needs by using the needs analysis questionnaire. There were 20 multiple choice questions. The students could choose one or more options. They were asked to write down their names, ages, and sexes at the beginning of the questionnaire. The aim was to find the information concerning the identity of the students. The results of the needs analysis are explained as follows:

##### **1. The Characteristics of the Respondents**

There were 96 respondents who filled in the questionnaire. They were the students of Class VIII-D, VIII-E, and VIII-F of SMP Negeri 6 Yogyakarta. The data of the respondents are presented in Table 10.

**Table 10: Data of the Respondents in the Needs Analysis**

Group of Respondents	Age				Sex	
	12	13	14	15	Male	Female
Students of Class VIII D	1	18	13	-	14	18
Students of Class VIII E	1	18	13	1	15	18
Students of Class VIII F	-	11	20	-	15	16

## 2. The Results of the Needs Analysis

The results of the needs analysis are summarized in Table 11.

Table 11: **The Results of the Needs Analysis**

No	Statements	The Number of Students	Percentage
1.	The students' goal to learn English is ....		
	a. because of a compulsory subject	30	31.25%
	b. to pass the examination	35	36.46%
	c. to prepare for the higher education	66	68.75%
	d. to be able to communicate using English both spoken and written in daily life	69	71.88%
	e. others ....		
	1. to get knowledge	3	3.13%
	2. to be able to study abroad	1	1.04%
	3. to find job easily	1	1.04%
2.	The students' goal to learn listening skills is ....		
	a. to be able to understand spoken English text listened	54	56.25%
	b. to able to respond to spoken English text listened	49	51.04%
	c. to be accustomed to English pronunciation	68	70.83%
	d. to master English vocabulary	54	56.25%
	f. others ....	0	0%
3.	The students' limitation in listening English is that ....		
	a. they don't know what the speaker is talking about	21	21.88%
	b. it is difficult to comprehend the words spoken by the speaker	45	46.88%
	c. the monologues/dialogues in the recording are too fast so they cannot get the message	58	60.42%
	d. it is difficult understand what the speaker is talking about because of the pronunciation	44	45.83%
	e. others ....		
	the audio is not clear	4	4.17%
4.	The listening input that the students prefer is from ....		
	a. the textbook	28	29.17%
	b. audio recording	17	17.71%
	c. video	64	66.67%

(continued)

(continued)

No	Statements	The Number of Students	Percentage
	d. interactive learning multimedia	64	66.67%
	e. others ....		
	1. movie	5	5.21%
	2. song	4	4.17%
	3. teacher's utterance	1	1.04%
5.	If there is multimedia developed based on the textbook, the students prefer the materials presented are....		
	a. the same as the materials in the textbook	21	21.88%
	b. developed richer than the adapted textbook	59	61.46%
	c. developed based on the students' condition	42	43.75%
	d. simplified	20	20.83%
	e. other ....	0	0%
6.	The students' opinion about the content of materials that should be presented in interactive learning multimedia is....		
	a. corresponding to the core and basic competence	46	47.92%
	b. using authentic materials like news recording from television or internet	26	27.08%
	c. having clear presentation and explanation of the materials	63	65.63%
	d. having clear instruction	48	50%
	e. using pictures related to the materials	32	33.33%
	f. using correct grammar, structure, and spelling	66	68.75%
	g. others using many media elements	1	1.04%
7.	In the listening teaching and learning process, the input that the students prefer is in the form of ....		
	a. short monologue/dialogue	32	33.33%
	b. monologue/dialogue accompanied by pictures	58	60.42%
	c. monologue/dialogue accompanied by a list of vocabulary	40	41.67%
	d. monologue/dialogue accompanied by expressions used	51	53.13%
	e. others .... monologue/dialogue accompanied by video	1	1.04%

(continued)



*(continued)*

No	Statements	The Number of Students	Percentage
8.	The topic of listening that the students prefer is about....		
	a. daily life	71	73.96%
	b. school life	30	31.25%
	c. hobby	59	61.46%
	d. social media such as facebook, blackberry messenger, etc	34	35.42%
	e. others ....		
	1. games	2	2.08%
	2. idols	4	4.17%
9.	The effective duration of listening input that the students prefer is ....		
	a. < 2 minutes	3	3.13%
	b. 2-3 minutes	30	31.25%
	c. 3-4 minutes	39	40.63%
	d. > 4 minutes	35	36.46%
	e. others ....	0	0%
10.	The background color of interactive learning multimedia that the students prefer is ....		
	a. blue	48	50%
	b. pastel	20	20.83%
	c. grey	16	16.67%
	d. chocolate	7	7.29%
	e. violet	13	13.54%
	f. others ....		
	1. white	10	10.42%
	2. colorful	9	9.38%
	3. pink	8	8.33%
	4. green tosca	7	7.29%
	5. black	6	6.25%
	6. red	4	4.17%
	7. yellow	2	2.08%
11.	The font of interactive learning multimedia that the students prefer is ....		
	a. Times New Roman	35	36.46%
	b. Arial	36	37.5%
	c. Century Gothic	31	32.29%
	d. Comic Sans MS	53	55.21%

*(continued)*

*(continued)*

No	Statements	The Number of Students	Percentage
	e. Bradley Hand ITC	17	17.71%
	f. others .... Webdings	1	1.04%
12.	The navigation buttons of interactive learning multimedia that the students prefer are ....		
	a. Using the easy and simple system	70	72.92%
	b. using symbols which are suitable with the button	36	37.5%
	c. always producing sound when it is clicked	28	29.17%
	d. easy to find	38	39.58%
	e. others ....	0	0%
13.	The students think that the answer key is ....		
	a. not needed	2	2.08%
	b. sometimes needed	37	38.54%
	c. needed	45	46.88%
	d. much needed	29	30.21%
	e. others .... very much needed	2	2.08%
14	The students think that the back sound in interactive learning multimedia is ....		
	a. not needed	4	1.04%
	b. sometimes needed	30	31.25
	c. needed	50	52.08%
	d. much needed	19	19.79%
	e. others .... rarely needed	1	1.04%
15	The students think that the translation in interactive learning multimedia is ....		
	a. not needed	3	3.13%
	b. sometimes needed	28	29.17%
	c. needed	38	39.58%
	d. much needed	33	34.38%
	e. others .... very much needed	2	2.08%
16	The activity that the students like in listening is ....		
	a. listening and discussing the content of the monologue/dialogue	42	43.75%
	b. listening and identifying the expression in the monologue/dialogue listened	32	33.33%

*(continued)*

(continued)

No	Statements	The Number of Students	Percentage
	c. listening and completing the sentence as well as responding orally or in written text	40	41.67%
	d. listening and completing information in the table	19	19.79%
	e. listening and answering true/false questions	54	56.25%
	f. listening and answering the questions of what, who, when, where, and how	31	32.29%
	g. others ....	0	0%
17	The role of the teacher that the students prefer is ....		
	a. just explaining by standing and sitting in the front of the class	34	35.42%
	b. giving questions and then discussing them	47	48.96%
	c. explaining the steps of doing exercises	39	40.63%
	d. giving the example of how to do exercises	45	46.88%
	e. going around and giving input on the students' work	58	60.42%
	f. others ....		
	1. clearly explaining the materials	2	2.08%
	2. helping the students to define the meaning of vocabulary	1	1.04%
	3. using full English in the teaching and learning process	1	1.04%
	4. providing game activity	1	1.04%
	5. making good atmosphere to study	1	1.04%
18	The role of the students that the students prefer is ....		
	a. just listening to the teacher	19	19.79%
	b. participating actively in the class	81	84.38%
	c. doing the teacher's instruction and command	47	48.96%
	d. giving suggestion and critique to the teacher	22	22.92%
	e. others ....	0	0%
19	The students' opinion about the task given is that it should be done ....		
	a. individually	28	29.17%
	b. in pair	33	34.38%
	c. in the small group (3-5 students)	66	68.75%
	d. in the big group (more than 5 students)	28	29.17%

(continued)

*(continued)*

No	Statements	The Number of Students	Percentage
	e. by a whole class together	28	29.17%
	f. others .... according to the kind of the task	1	1.04%
20	The place to have the teaching and learning activity that the students prefer is in....		
	a. the classroom	58	60.42%
	b. the library	11	11.46%
	c. the language laboratory	49	51.04%
	d. the open space such as in the yard	52	54.17%
	e. others ....	0	0%

Based on Table 11, the researcher took the highest choices of the statement. It was found that most students' goal in learning English was to be able to communicate using English both spoken and written in daily life. The students' goal to learn listening skills was to be accustomed to English pronunciation. The students' limitation in listening English was that the monologues/dialogues in the recording were too fast so they did not get the message. The listening input that the students preferred was from video and interactive learning multimedia. If there was multimedia developed based on the textbook, the students preferred the materials presented were developed richer than the adapted textbook. The students' opinion about the content of materials that should be presented in interactive learning multimedia was using the correct grammar, structure, and spelling. In the listening teaching and learning process, the input that the students preferred was in the form of monologue/dialogue accompanied by pictures. The topic of listening that the students preferred was about daily life. The effective duration of listening input that the students preferred was 3-4 minutes.

Regarding the multimedia design, it was noticed that the background color of interactive learning multimedia that the students preferred was blue. The font of interactive learning multimedia that the students preferred was Comic Sans MS. The navigation buttons of interactive learning multimedia that the students preferred were using the easy and simple system. The students think that the answer key was needed. The students think that the back sound in interactive learning multimedia was needed. The students think that the translation in interactive learning multimedia was needed.

It was also found that the activity that the students liked in listening was listening and answering true/false questions. The role of the teacher that the students preferred was going around and giving input on the students' work. The role of the students that the students preferred was participating actively in the class. The students' opinion about the task given was that it should be done in the small group (3-5 students). Last of all, the place to have the teaching and learning activity that the students preferred was in the class.

### **3. Materials Analysis**

The last session in the analysis step was analyzing the materials. In this step, the researcher reviewed the first three units of the "*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)" textbook. The approach used in the three units was compared to the common approach used in the listening teaching and learning process.

The approach used in the first three units of the textbook was the scientific approach whereas the approach commonly used in the listening teaching and

learning process was based on the theory proposed by some experts. Since the approach between the materials in the first three units of the textbook and the common approach in the listening teaching and learning process were different, the researcher decided to adapt and modify the materials in order to be in line with the theory proposed by some experts.

## **B. Interactive Learning Multimedia Design**

The researcher developed the interactive learning multimedia for listening materials of the “*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)” textbook according to the data of the needs analysis. Those data were used as guidance in developing this interactive learning multimedia. Besides, some instructional development was also used. First, the course grid (*see Appendix 2*) was generated as a guideline to develop activities in the program. Then, the materials from the textbook were compiled (*see Appendix 3*). After that, the flowchart of the program (*see Appendix 4*) was constructed. Last of all, the story board of the program (*see Appendix 5*) was created.

### **1. Interactive Learning Multimedia First Design**

In designing the interactive learning multimedia, the researcher started by designing the screen and the layout of the program. After that, the detail of screen design of the program was created. The following is the detailed information of the interactive learning multimedia first design. It consists of two main parts: home screen and main menu.

a. Home Screen

The home screen or the start screen is the opening of the program. It consists of three parts: the title of the program, the developer, and the *Go Inside* button. Here is the first design of the home screen in the interactive learning multimedia.

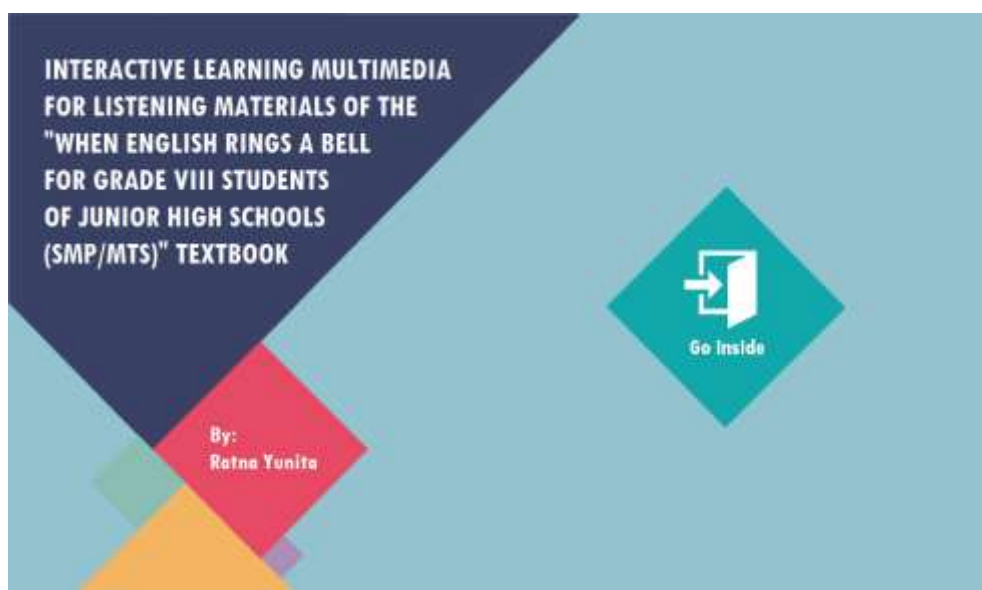


Figure 2: **The First Design of the Home Screen**

b. Main Menu

In the main menu scene, there are three options. They are *User Guide*, *Profile*, and *Materials*. In each option, the user can directly go back to the main menu or to the other options. Here is the first design of the main menu in the interactive learning multimedia.



Figure 3: The First Design of the Main Menu

#### 1) User Guide

When the *User Guide* button in the main menu is clicked, the *User Guide* page will appear. The content of the page is about the direction on how to use the interactive learning multimedia. Here is the first design of the user guide in the interactive learning multimedia.



Figure 4: The First Design of the User Guide



## 2) Profile

When the *Profile* button in the main menu is clicked, the *Profile* page will appear. The page consists of three options: the developer, the supervisor, and the materials and media expert. Here is the first design of the profile in the interactive learning multimedia.



Figure 5: **The First Design of the Profile**

## 3) Materials

When the *Materials* button in the main menu is clicked, the *Materials* page will appear. The page consists of three options: Chapter I, Chapter II, and Chapter III. Here is the first design of the materials in the interactive learning multimedia.



Figure 6: **The First Design of the Materials**

Three options of materials mentioned above consist of some competencies to learn. In the first chapter, there are four competences: asking for attention, checking understanding, praising good work, and asking for and giving opinions. The second chapter consists of two competences: stating and asking for ability and stating and asking for willingness. In the third chapter, there are four competences: giving and responding to instructions, giving and responding to invitations, giving and responding to prohibitions, and asking for permissions. Here is the first design of competences in the interactive learning multimedia.



Figure 7: **The First Design of the Competences**

Each of the competences has five listening activities which are similar. The activities will appear if the user clicks the number button of the competences. Here is the first design of the activities in the interactive learning multimedia.

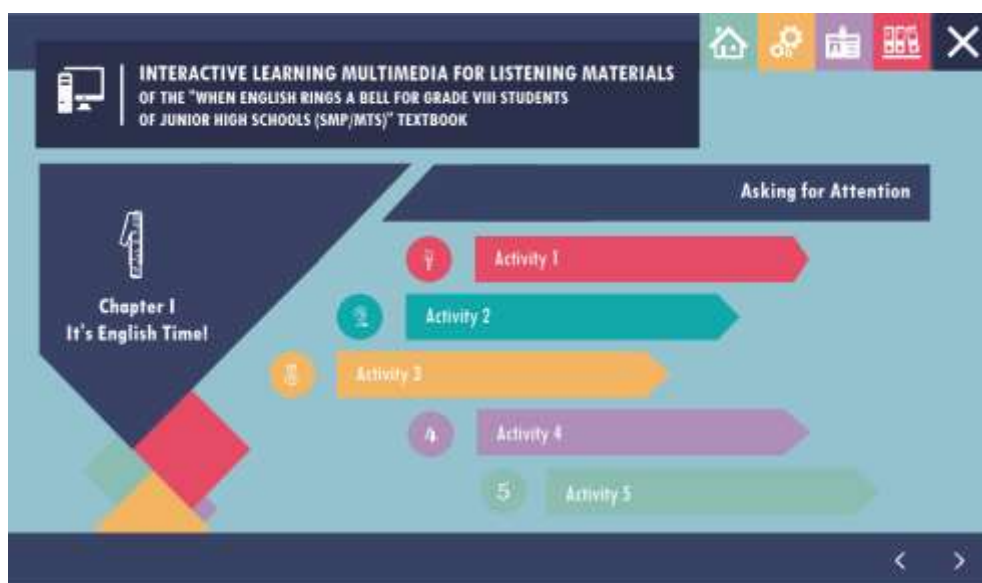


Figure 8: **The First Design of the Activities**

When the number button of the activity is clicked, the activity page will appear. Here are some figures of the activities.



Figure 9: **The First Design of the Activity 1**

In the first activity, the students are asked to listen to a dialogue and then click items that they do not know and/or they want to know further. If they have more things they do not know and/or they want to know further, they may write in the entry field. This is the observing activity.

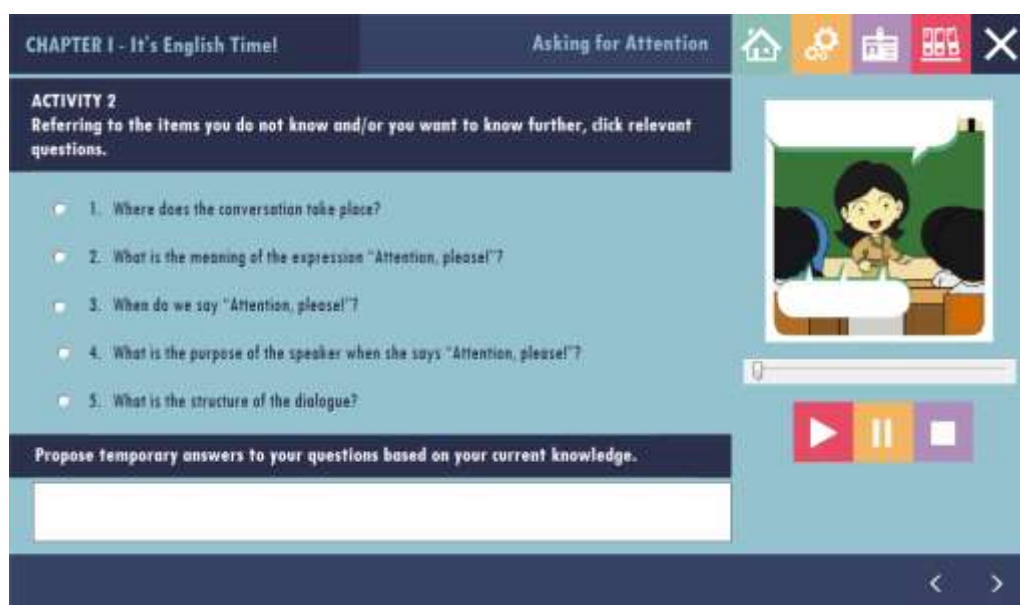


Figure 10: **The First Design of the Activity 2**

In the second activity, by referring to the items the students do not know and/or they want to know further, the students are required to click relevant questions. After that, they are asked to propose temporary answers to their questions based on their current knowledge. This is the formulating question activity.

The aims of the observing and formulating question activities are to make the students able to predict and brainstorm information as well as prepare the students to establish a link between old knowledge and new information. Both observing and formulating question activities belong to the pre-listening activities.



Figure 11: **The First Design of the Activity 3 A**

Part A of the third activity requires the students to listen to a dialogue and then match the words on the left with the meanings on the right. The aim of this activity is to make the students able to identify word meaning based on the dialogue.



Figure 12: **The First Design of the Activity 3 B**

Part B of the third activity asks the students to work in groups of three to analyze whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and clicking FALSE if the statement is false. After that, the students are supposed to discuss the result with the class. The aim of this activity is to make the students able to comprehend the dialogue.

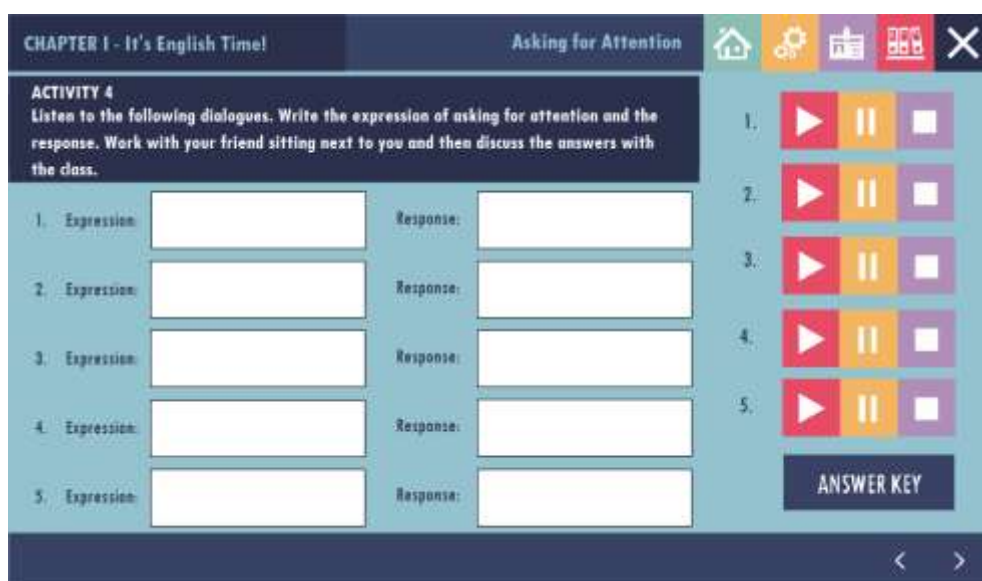


Figure 13: **The First Design of the Activity 4**

In the fourth activity, in pairs, the students are required to listen to five dialogues and then write the expressions of asking for attention and the responses. After that, they are asked to discuss the answers with the class. The aim of this activity is to make the students able to identify the structure of the text in the expression of asking for attention and the response.

The third and fourth activities belong to the collecting data activities as well as the while-listening activities. In these activities, the students collect data/information which are relevant to the questions by observing the dialogues, answering the questions, and discussing with their friends. In these steps, the students remain active in the listening.

The screenshot shows a digital interface for a language learning activity. At the top, there is a header bar with 'CHAPTER I - It's English Time!' on the left and 'Asking for Attention' in the center. To the right of the header are several icons: a home icon, a gear icon, a calendar icon, a list icon, and a close icon (X). Below the header, the main area is divided into two sections. On the left, under the heading 'ACTIVITY 5', there is a instruction: 'After doing the previous activities, complete the following statements properly and then discuss the answers with the class.' Below this, there are five numbered statements for completion:
 

1. To ask for attention, we can say ....
2. To respond to the expression of asking for attention we can say ....
3. We say "Excuse me." when ....
4. We can find someone saying "Attention, please?" in ....
5. The meaning of the expression "May I have your attention?" is ....

 On the right side of the main area, there is a vertical column with a button labeled 'ANSWER KEY' at the top. Below the button are five empty text input fields, each corresponding to one of the five statements on the left. At the bottom of the interface, there are navigation arrows: a left arrow and a right arrow.

Figure 14: **The First Design of the Activity 5**

In the fifth activity, after doing some activities before, the students are asked to complete the statements properly. This is the analyzing data activity. The aim of this activity is to make the students able to sort out, classify, and identify relationships among the data to find out patterns to answer the formulated

questions. This activity belongs to the post-listening activity which is the step after the students have listened. In this step, the students summarize the materials that they have learned.

In this interactive learning multimedia there are the communicating activities that take place in Activity 3, Activity 4, and Activity 5. These activities aim to make the students able to communicate the results of their discussion or to share their answers to the questions. It also belongs to the post-listening activity.

The last step of developing the interactive learning multimedia was inserting the recording into the program. The dialogues contain male and female voices. The speakers are the students of English Education Study Program of Yogyakarta State University.

### **C. Interactive Learning Multimedia Evaluation**

After the first draft of the interactive learning multimedia was developed, an expert judgment was conducted to evaluate the appropriateness of the product in terms of the content and the media aspect. It aimed to see whether the first draft of the interactive learning multimedia had been appropriate or not to be implemented as the listening materials in the teaching and learning process for Grade VIII students of the junior high school (SMP/MTS). The expert gave the judgment by filling in the expert judgment questionnaire which applied the four-scale of Likert-scale. There was also a space for the expert to give comments or suggestions related to the content and media aspect of the interactive learning multimedia.



Considering the efficiency of time, only an expert was asked to evaluate both content and media aspects. The expert was Ella Wulandari, M.A., a lecturer of English Education Department, Yogyakarta State University who had nine years experience of teaching and obtained her Master's degree from Canberra University, Australia. By looking at the experience and expertise of the evaluator, her assessment was considered to be valid. The interactive learning multimedia was evaluated on June 11<sup>th</sup>, 2015. The details of the evaluation are described below.

### **1. Data Analysis**

In the evaluation, the data were collected by using the expert judgment rating scale. The questionnaire was divided into two aspects: content and media aspects.

#### **a. Data from the Expert Judgment Related to Content Aspects**

The questionnaire for content evaluation consisted of fifteen statements categorized into three groups: content, language, and presentation appropriateness. The results of the interactive learning multimedia content evaluation are described in Table 12.

**Table 12: The Appropriateness of the Content**

No.	Statements	Score	Criteria
Content Appropriateness			
1	The materials in the developed interactive learning multimedia are in accordance with the 2013 Curriculum core competences and basic competences of Grade VIII students of Junior High School.	4	Very Good

*(continued)*

*(continued)*

No.	Statements	Score	Criteria
2	The materials in the developed interactive learning multimedia are in accordance with the student needs to learn listening.	4	Very Good
3	The materials include texts and dialogues which are relevant to the student life to improve listening skills.	4	Very Good
4	The materials in the developed interactive learning multimedia are easy to understand.	4	Very Good
5	The topics presented in the developed interactive learning multimedia are motivating and appropriate.	3	Good
6	The materials in the developed interactive learning multimedia include texts, pictures, and audio which are relevant to the topic presented.	3	Good
7	The tasks in the developed interactive learning multimedia are motivating.	3	Good
8	The materials in the developed interactive learning multimedia include the teaching and learning of social function of the texts or expressions.	4	Very Good
9	The materials in the developed interactive learning multimedia include the teaching and learning of structure of the texts or expressions.	4	Very Good
10	The materials in the developed interactive learning multimedia include the teaching and learning of linguistic feature of the texts or expressions.	4	Very Good
Language Appropriateness			
11	The language used in the developed interactive learning multimedia is appropriate and accurate.	4	Very Good
12	The language used in the developed interactive learning multimedia is easily understood.	4	Very Good
Presentation Appropriateness			
13	The materials in the developed interactive learning multimedia are in accordance with the scientific method of the 2013 Curriculum.	4	Very Good
14	The tasks in the developed interactive learning multimedia are arranged systematically from the easiest to the most difficult.	4	Very Good
15	The tasks in the developed interactive learning multimedia are arranged from the guided activities to the free guided activities.	4	Very Good
Total Score		57	
Mean		3.8	
Criteria		Very Good	

Based on Table 12, the total mean from the expert judgment related to the content appropriateness is 3.8. According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value belongs to the very good category because its position is in the interval  $3.25 \leq x \leq 4$ . The expert considers that this first draft of the interactive learning multimedia is appropriate to be implemented as the listening materials in the teaching and learning process for Grade VIII students of the junior high school (SMP/MTS).

#### **b. Data from the Expert Judgment Related to Media Aspects**

The questionnaire for media evaluation consisted of fifteen statements categorized into four groups: screen appearance, multimedia elements, navigation buttons, and feedback appropriateness. The results of the interactive learning multimedia evaluation in terms of media aspects are described in Table 13.

**Table 13: The Appropriateness of the Media Aspects**

No.	Statements	Score	Criteria
Screen Appearance Appropriateness			
16	The choice of the background is appropriate.	4	Very Good
17	The font face and size are appropriate and easy to read.	4	Very Good
18	The texts and the pictures are arranged properly.	4	Very Good
19	The combinations of the font color and the background color are match.	4	Very Good
Multimedia Elements Appropriateness			
20	The pictures/illustrations used are relevant to the topic and the content of the materials.	4	Very Good
21	The use of pictures/illustrations is proportional, functional, and esthetically.	4	Very Good
22	The audio recordings used are relevant to the topic and the content of the materials.	4	Very Good
23	The sound of the audio recording presented is clear and can be heard easily.	4	Very Good

*(continued)*

(continued)

No.	Statements	Score	Criteria
Navigation Buttons Appropriateness			
24	The navigation buttons to operate the program are good.	4	Very Good
25	The navigation buttons to operate the program are put in a consistent way.	4	Very Good
26	The navigation buttons to operate the program are easy to access.	4	Very Good
27	The navigation buttons to operate the program are not too complicated.	4	Very Good
Feedback Appropriateness			
28	The immediate feedback available is good.	4	Very Good
29	The users can learn autonomously using the developed interactive learning multimedia.	4	Very Good
30	The answer key available can help the users to know the results of their work.	4	Very Good
Total Score		60	
Mean		4	
Criteria		Very Good	

Based on Table 13, the total mean from the expert judgment related to the media aspect appropriateness is 4. According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value belongs to the very good category because its position is in the interval  $3.25 \leq x \leq 4$ . The expert considers that this first draft of the interactive learning multimedia is appropriate to be implemented as the listening materials in the teaching and learning process for Grade VIII students of the junior high school (SMP/MTS).

## 2. Interactive Learning Multimedia Final Product

The last step of this research is developing the final product of the interactive learning multimedia. Based on the data analysis, it can be concluded that the interactive learning multimedia is appropriate to be implemented as the listening materials in the teaching and learning process for Grade VIII students of

the junior high school (SMP/MTS). There is no further revision. Therefore, the first draft and the final product of the interactive learning multimedia are the same product (*see Appendix 6*).

#### **D. Discussion**

Based on the data described in the previous parts in this chapter, this part presents the discussion of the research findings. The result of this research is an appropriate interactive learning multimedia for listening materials of the “*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)” textbook. This research took place at SMP N 6 Yogyakarta and the population sample was 96 students from Class VIII-D, VIII-E, and VIII-F. In order to develop an appropriate product for them, a needs analysis was conducted to examine the needs of the students and their preferences concerning the interactive learning multimedia content and media aspects.

The needs analysis was conducted on January 21<sup>st</sup>, 2015 by distributing questionnaires to the students. The needs analysis questionnaire is generally developed to investigate the needs of the students in terms of listening teaching and learning context and the characteristics of appropriate interactive learning multimedia that can be used to support the listening teaching and learning process. The statements in the need analysis questionnaire cover some aspects such as the student goals, lacks, wants, input, multimedia design, learning procedure, teacher’s role, learners’ role and setting.

Research findings show that most students' goal in learning English was to be able to communicate using English both spoken and written in daily life. The students' goal to learn listening skills was to be accustomed to English pronunciation. The students' limitation in listening English was that the monologues/dialogues in the recording were too fast so they did not get the message. The listening input that the students preferred was from video and interactive learning multimedia. If there was multimedia developed based on the textbook, the students preferred the materials presented were developed richer than the adapted textbook. The students' opinion about the content of materials that should be presented in interactive learning multimedia was using the correct grammar, structure, and spelling. In the listening teaching and learning process, the input that the students preferred was in the form of monologue/dialogue accompanied by pictures. The topic of listening that the students preferred was about daily life. The effective duration of listening input that the students preferred was 3-4 minutes.

Regarding the multimedia design, it was noticed that the background color of interactive learning multimedia that the students preferred was blue. The font of interactive learning multimedia that the students preferred was Comic Sans MS. The navigation buttons of interactive learning multimedia that the students preferred were using the easy and simple system. The students think that the answer key was needed. The students think that the back sound in interactive learning multimedia was needed. The students think that the translation in interactive learning multimedia was needed.

It was also found that the activity that the students liked in listening was listening and answering true/false questions. The students preferred that the role of the teacher was going around and giving input on the students' work and the role of the students was participating actively in the class. The students thought that the task should be done in the small group (3-5 students). Lastly, the place to have the teaching and learning activity that the students preferred was in the class.

Besides analyzing students' needs, the materials in the "*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)" textbook are analyzed. The first three units of the book are reviewed and then the approach used was compared to the common approach used in the listening teaching and learning process. Since the approach between the materials in the first three units of the textbook and the common approach in the listening teaching and learning process were different, the adaptation and modification of the materials are made in order to be in line with the theory proposed by some experts.

After the analysis step, the course grid, flowchart, and story board were developed. There are three units in this interactive learning multimedia. The titles of each unit are "*It's English time!*", "*Can you play the guitar?*", and "*Would you like to come?*" In the first chapter, there are four competences: asking for attention, checking understanding, praising good work, and asking for and giving opinions. The second chapter consists of two competences: stating and asking for ability and stating and asking for willingness. In the third chapter, there are four competences: giving and responding to instructions, invitations, prohibitions, and asking for permissions.

The developed interactive learning multimedia consists of two main parts: home screen and main menu screen. The home screen is the opening of the program. The menu bar is available on the top on every slide. There are five buttons: *Home*, *User Guide*, *Profile*, *Materials* and *Exit*. The *Home* button leads the users to the main menu screen. The *User Guide* button helps the users to find the direction on how to use the interactive learning multimedia. The *Profile* button leads the users to the profile page displaying three choices of profiles: the developer, the supervisor, and the materials and media expert. The *Materials* button leads the users to the materials page displaying three choices of units. The *Exit* button makes the users close the program.

After the first draft of the interactive learning multimedia was developed, an expert judgment was conducted to evaluate the appropriateness of the product in terms of content and media aspect. The evaluation process was done by distributing the expert judgment rating scale. In the content evaluation rating scale, there are fifteen statements categorized into three groups: content, language and presentation. For the media evaluation rating scale there are fifteen statements categorized into four groups: screen appearance, multimedia elements, navigation buttons and feedback.

The results of the expert judgment show that the content and the media aspects of this interactive learning multimedia were considered appropriate as the listening materials in the teaching and learning process for Grade VIII students of the junior high school (SMP/MTS). There is no further revision. Therefore, the first draft and the final product of the interactive learning multimedia are same.



## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter presents the conclusions, implications, and suggestions of the research. The conclusions include the procedures taken in this research. The implications relate to the contribution of this research. In addition, some suggestions were related to some parties in using this interactive learning multimedia.

#### **A. Conclusions**

The objectives of this research were: (1) to describe the needs of Grade VIII students of junior high schools in terms of listening teaching and learning context, (2) to describe the characteristics of appropriate interactive learning multimedia that can be used to support the listening teaching and learning process of Grade VIII students of junior high schools, and (3) to develop the appropriate interactive learning multimedia for listening materials of the “*When English Rings a Bell* for Grade VIII students of junior high schools (SMP/MTS)” textbook. This research was classified into Research and Development (R & D). This research followed the ADDIE design model proposed by Taylor (2004) with some modifications. The steps were analyzing students’ needs and the materials, designing a course grid, a flowchart, and a story board, developing the first draft of the interactive learning multimedia, evaluating the first draft by an expert and revising it based on the feedback obtained from the evaluation. The instruments to

collect the data were the needs analysis questionnaire and the expert judgment rating scale. The data from the needs analysis were analyzed quantitatively using frequency and percentage and the quantitative data obtained from the expert judgment were analyzed through descriptive analysis.

Based on the results of the needs analysis, in terms of listening teaching and learning context, most students' goal in learning listening skills was to be accustomed to English pronunciation. The students' limitation in listening English was that the monologues/dialogues in the recording were too fast so they did not get the message. In terms of listening input, the students preferred video and interactive learning multimedia. In addition, if the multimedia was developed based on the textbook, the students preferred the materials presented were developed richer than the adapted textbook. The content of materials should use correct grammar, structure, and spelling. The listening input that the students preferred was in the form of monologue/dialogue accompanied by pictures. The topic of listening that the students preferred was about daily life. The effective duration of listening input that the students preferred was 3-4 minutes.

Regarding the characteristics of appropriate interactive learning multimedia that can be used to support the listening teaching and learning process, it was noticed that the background color that the students preferred was blue. The students preferred to have Comic Sans MS as the font design. The navigation buttons that the students preferred were using easy and simple system. The students think that the answer key was needed. The students think that the back

sound in interactive learning multimedia was needed. The students think that the translation in interactive learning multimedia was needed.

From the evaluation of the materials and media expert, it could be concluded that the developed interactive learning multimedia was appropriate to be implemented as the listening materials in the teaching and learning process for Grade VIII students of the junior high school (SMP/MTS). The mean score based on the materials evaluation in the aspects of content, language, and presentation was 3.8 which belonged to the very good category. Besides, the mean score based on the media evaluation in the aspects of screen appearance, multimedia elements, navigation buttons, and feedback was 4 which belonged to the very good category. The overall mean was 3.9 which belonged to the very good category.

The first draft of the interactive learning multimedia was the final product of the research. As the final draft of the research, it does not mean that the material has been a perfect one. Because when it is applied to different group of learners and in different time, some improvements are needed to enhance the learning of that group of learners. Moreover, this kind of study just only can be implemented in the well-facilitated schools in which some computers or laptops, LCD projectors, and audio speakers are available.

From the explanation above, it could be concluded that the interactive learning multimedia was appropriate to be implemented as the listening materials in the teaching and learning process for Grade VIII students of the junior high school (SMP/MTS). This interactive learning multimedia was packed into a Compact Disk (CD). This was the final product of this research.

## **B. Implications**

The interactive learning multimedia product is based on the needs of the students. Moreover, the results of the expert judgment showed that all aspects were very good. It implies that the interactive learning multimedia is appropriate to be implemented as the listening materials in the teaching and learning process for Grade VIII students of the junior high schools (SMP/MTS). The use of this interactive learning multimedia for listening materials can facilitate the teaching and learning process in order to be more effective. Besides, it can enhance learning because various kinds of the students' learning styles are accommodated, make the students active in the class, and eventually improve their listening skills.

## **C. Suggestions**

There are some suggestions proposed to the English teachers, Grade VIII students, and interactive learning multimedia developers.

### **1. For English Teachers**

English teachers are suggested to develop various classroom activities by utilizing Information Communication and Technology (ICT) in the teaching and learning process. One of the ways is by implementing this interactive learning multimedia in the classroom. The use of this program is expected to make the listening teaching and learning process effective and create a fun learning environment in order to improve students' motivation in learning especially in learning listening. Before using this program, English teachers should understand

how to operate this interactive learning multimedia as well as manage the implementation of the program in the classroom.

## 2. For Grade VIII Students

Grade VIII students are expected to understand how to use this program. They are allowed to access any materials and activities provided in this interactive learning multimedia. Based on their needs, they can obtain knowledge of the materials presented in interesting and fun ways so that it can enhance their motivation. In addition, this program allows them to deal with ICT in the teaching and learning process.

## 3. For Interactive Learning Multimedia Developers

Considering the improvement of the interactive learning multimedia, there are some suggestions for interactive multimedia developers:

- a. The activities should be varied in order to make the interactive multimedia more interesting.
- b. The interactive learning multimedia for speaking, reading, and writing should also be developed.
- c. The interactivity level should be improved in order to attract the students to use this interactive learning multimedia.

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# APPENDICES

# **APPENDIX 1**

## **The Needs Analysis Questionnaire**



JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA  
Alamat: Karangmalang, Depok, Sleman, Yogyakarta, 55281

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Kepada Yth. Siswa-siswi Kelas VIII

SMP Negeri 6 Yogyakarta

Di tempat

Saya adalah Ratna Yunita, mahasiswa program sarjana Jurusan Pendidikan Bahasa Inggris UNY yang sedang mengadakan penelitian untuk mengembangkan media ajar guna menyelesaikan tugas akhir skripsi. Penelitian saya adalah tentang pengembangan multimedia pembelajaran interaktif untuk bahan ajar *listening* dari buku “*When English Rings a Bell*” untuk siswa kelas VIII SMP/MTS.

Sehubungan dengan hal tersebut, saya mohon Adik-adik meluangkan waktu untuk mengisi angket ini sesuai dengan kenyataan sebenarnya. Jawaban yang Adik-adik berikan akan dijamin kerahasiaannya dan tidak akan berpengaruh pada nilai bahasa Inggris Adik-adik.

Atas kesediaan dan bantuan Adik-adik untuk mengisi angket ini, saya ucapkan terimakasih.

Peneliti,

Ratna Yunita

NIM. 11202241069

**ANGKET KEBUTUHAN BELAJAR BAHASA INGGRIS SISWA  
KHUSUSNYA DALAM HAL MENDENGARKAN (*LISTENING*)**

**A. Data Responden**

Nama :  
Umur : ... tahun  
Jenis Kelamin (lingkari salah satu) : L / P

**B. Kebutuhan Belajar Bahasa Inggris**

Berikut ini adalah beberapa pertanyaan yang menunjukkan keadaan diri Adik-adik. Berilah tanda silang (X) pada setiap pilihan yang sesuai atau tuliskan jawaban yang menggambarkan kebutuhan Adik-adik dalam belajar bahasa Inggris. Adik-adik dapat memilih lebih dari satu pilihan.

1. Tujuan saya belajar bahasa Inggris di sekolah adalah ....
  - a. karena merupakan mata pelajaran wajib
  - b. supaya dapat mengerjakan soal-soal ujian
  - c. untuk mempersiapkan diri ke jenjang pendidikan yang lebih tinggi
  - d. agar mampu berkomunikasi secara lisan dan tertulis dengan bahasa Inggris di kehidupan sehari-hari
  - e. lain-lain, sebutkan \_\_\_\_\_
2. Tujuan saya belajar mendengarkan (*listening*) adalah ....
  - a. supaya dapat memahami teks bahasa Inggris yang didengar
  - b. supaya dapat merespon teks bahasa Inggris yang didengar
  - c. agar terbiasa dengan pengucapan (*pronunciation*) bahasa Inggris
  - d. agar mampu menguasai kosa kata bahasa Inggris
  - e. lain-lain, sebutkan \_\_\_\_\_
3. Selama ini, kesulitan yang saya sering alami dalam mendengarkan (*listening*) bahasa Inggris adalah ....
  - a. tidak tahu kata apa yang sedang diucapkan pembicara
  - b. sulit mengerti arti kata-kata yang diucapkan pembicara

- c. rekaman yang didengar terlalu cepat sehingga sulit memahami isinya
  - d. sulit mengerti pesan yang disampaikan pembicara karena pengucapan (*pronunciation*) pembicara
  - e. lain-lain, sebutkan \_\_\_\_\_
4. Dalam pembelajaran mendengarkan (*listening*) bahasa Inggris, saya ingin materi yang berasal dari ....
- a. buku
  - b. audio rekaman
  - c. video
  - d. multimedia pembelajaran interaktif
  - e. lain-lain, sebutkan \_\_\_\_\_
5. Jika terdapat multimedia yang dikembangkan berdasarkan buku, saya ingin materi yang disajikan ....
- a. persis dengan materi yang ada di buku
  - b. dikembangkan sehingga lebih kaya dibandingkan dengan buku
  - c. dikembangkan sesuai dengan kondisi siswa
  - d. dikurangi dan disederhanakan
  - e. lain-lain, sebutkan \_\_\_\_\_
6. Saya ingin isi materi yang disajikan di multimedia pembelajaran interaktif ....
- a. sesuai dengan kompetensi inti dan kompetensi dasar
  - b. menggunakan materi otentik misalnya rekaman berita dari televisi/internet
  - c. memiliki tampilan dan penyajian materi yang jelas
  - d. memiliki instruksi yang jelas
  - e. menggunakan gambar yang sesuai dengan materi
  - f. menggunakan tata bahasa (*grammar*), struktur, dan pelafalan yang benar
  - g. lain-lain, sebutkan \_\_\_\_\_
7. Dalam pembelajaran mendengarkan (*listening*) bahasa Inggris, input yang saya inginkan adalah berupa ....
- a. monolog/dialog singkat
  - b. monolog/dialog disertai gambar
  - c. monolog/dialog disertai daftar kosakata

- d. monolog/dialog disertai ungkapan yang akan digunakan
  - e. lain-lain, sebutkan \_\_\_\_\_
8. Dalam pembelajaran bahasa Inggris, topik yang saya inginkan adalah seputar ....
- a. kehidupan sehari-hari
  - b. kehidupan di lingkungan sekolah
  - c. kesukaan atau hobi
  - d. media sosial seperti *facebook*, *bbm*, dan lain sebagainya
  - e. lain-lain, sebutkan \_\_\_\_\_
9. Lama durasi untuk materi mendengarkan (*listening*) yang efektif menurut saya adalah ....
- a. < 2 menit
  - b. 2-3 menit
  - c. 3-4 menit
  - d. > 4 menit
  - e. lain-lain, sebutkan \_\_\_\_\_
10. Dalam multimedia pembelajaran interaktif, saya ingin latar belakangnya berwarna ....
- a. biru
  - b. pastel
  - c. abu-abu
  - d. coklat
  - e. ungu
  - f. lain-lain, sebutkan \_\_\_\_\_
11. Dalam multimedia pembelajaran interaktif, bentuk tulisannya sebaiknya ....
- a. *Times New Roman*
  - b. *Arial*
  - c. *Century Gothic*
  - d. *Comic Sans MS*
  - e. *Bradley Hand ITC*
  - f. lain-lain, sebutkan \_\_\_\_\_

12. Dalam multimedia pembelajaran interaktif, tombol navigasi yang tersedia seharusnya ....
- a. menggunakan sistem yang mudah dan sederhana
  - b. menggunakan symbol-simbol yang sesuai dengan tombol
  - c. selalu menghasilkan suara ketika ditekan/dipilih
  - d. dapat ditemukan secara mudah
  - e. lain-lain, sebutkan \_\_\_\_\_
13. Dalam multimedia pembelajaran interaktif, adanya kunci jawaban ....
- a. tidak dibutuhkan
  - b. kadang-kadang dibutuhkan
  - c. dibutuhkan
  - d. sangat dibutuhkan
  - e. lain-lain, sebutkan \_\_\_\_\_
14. Dalam multimedia pembelajaran interaktif, adanya latar belakang suara (*background*) ....
- a. tidak dibutuhkan
  - b. kadang-kadang dibutuhkan
  - c. dibutuhkan
  - d. sangat dibutuhkan
  - e. lain-lain, sebutkan \_\_\_\_\_
15. Dalam multimedia pembelajaran interaktif, adanya terjemahan dalam Bahasa Indonesia ....
- a. tidak dibutuhkan
  - b. kadang-kadang dibutuhkan
  - c. dibutuhkan
  - d. sangat dibutuhkan
  - e. lain-lain, sebutkan \_\_\_\_\_
16. Dalam belajar mendengarkan (*listening*), saya lebih menyukai aktivitas seperti ....
- a. mendengarkan kemudian berdiskusi tentang isi monolog/dialog



- b. mendengarkan kemudian mengidentifikasi ungkapan yang ada dalam monolog/dialog yang diperdengarkan
  - c. mendengarkan kemudian melengkapi kalimat dan merespon secara tertulis/lisan
  - d. mendengarkan kemudian melengkapi informasi pada tabel
  - e. mendengarkan kemudian menjawab pertanyaan benar/salah (*true/false*)
  - f. mendengarkan kemudian menjawab pertanyaan apa, siapa, kapan, dimana, bagaimana
  - g. lain-lain, sebutkan \_\_\_\_\_
17. Dalam proses pembelajaran bahasa Inggris, peran guru sebaiknya ....
- a. menjelaskan sambil duduk dan berdiri di depan kelas saja
  - b. memberi soal lalu membahasnya
  - c. menjelaskan langkah-langkah mengerjakan latihan soal
  - d. memberikan contoh bagaimana cara mengerjakan latihan soal
  - e. berkeliling dan memberi masukan pada pekerjaan siswa
  - f. lain-lain, sebutkan \_\_\_\_\_
18. Dalam proses pembelajaran bahasa Inggris, peran siswa sebaiknya ....
- a. mendengarkan guru saja
  - b. berpartisipasi aktif dalam kegiatan pembelajaran di kelas
  - c. melaksanakan instruksi dan perintah guru
  - d. memberi saran dan kritik kepada guru
  - e. lain-lain, sebutkan \_\_\_\_\_
19. Dalam proses pembelajaran bahasa Inggris, tugas yang diberikan sebaiknya dikerjakan secara ....
- a. individu
  - b. berpasangan
  - c. kelompok kecil (3-5 orang)
  - d. kelompok besar (lebih dari 5 orang)
  - e. satu kelas bersama
  - f. lain-lain, sebutkan \_\_\_\_\_

20. Aktivitas pembelajaran bahasa Inggris sebaiknya dilaksanakan di ....

- a. ruang kelas
- b. perpustakaan
- c. laboratorium bahasa
- d. ruang terbuka seperti lapangan
- e. lain-lain, sebutkan \_\_\_\_\_

# **APPENDIX 2**

## **Course Grid**

## COURSE GRID

Subject : English

Grade/Semester : VIII/I

Core Competences :

1. Appreciate and comprehend their religion doctrine.
2. Appreciate and comprehend honesty, discipline, responsibility, care (tolerance, mutual cooperation), politeness, confidence when having interaction effectively with the social and nature environment in the scope of their social intercourse and existence.
3. Understand and apply knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to visible phenomena and events.
4. Process, present, and reason in concrete domain (use, analyze, construct, modify, and make) and abstract domain (write, read, calculate, draw, compose) agreed with what is learned in the school and other sources which have similar perspectives/theories.

Basic Competences	Learning Resource	Indicators	Main Materials	Activities	Evaluations
1.1 Be grateful to God about the opportunity to be able to learn English as an international means of communication that is shown in the spirit of learning.	<i>When English Rings a Bell</i> textbook (Chapter I: <i>It's English Time!</i> )	1.1.1 Students express gratitude every time getting opportunity to learn English.  2.3.1 Students work together in completing the tasks of the expression of asking for attention, checking understanding,	Spoken and written texts to perform the expression of asking for attention, checking understanding, praising good work, also asking for and giving opinions, as well as the response.  Social Function: - Ask for attention, check	<b>Listening</b> <ul style="list-style-type: none"> <li>Observing               <ul style="list-style-type: none"> <li>Students listen to the dialogue and then click items and/or write what they do not know and/or want to know further based on the dialogue listened.</li> </ul> </li> </ul>	1. Spiritual competence: observation 2. Attitude competence: observation 3. Knowledge competence: written test 4. Skill

<p>2.3 Show responsibility, care, <b>cooperation</b>, and peace loving behavior in performing functional communication.</p> <p><b>3.1 Using structure of the text and linguistic elements to implement the social function of the expressions of asking for attention, checking understanding, praising good work, also asking for and giving opinion, as well as the response, in context.</b></p> <p>4.1 Make simple spoken text to express and respond the</p>		<p>praising good work, also asking for and giving opinions, as well as the response.</p> <p><b>3.1.1 Students identify social function of the expression of asking for attention, checking understanding, praising good work, also asking for and giving opinions, as well as the response.</b></p> <p><b>3.1.2 Students identify the structure of the text in the expression of asking for attention, checking understanding, praising good work, also asking for and giving opinions, as well as the response.</b></p> <p><b>3.1.3 Students identify linguistics elements of the expression of asking for attention, checking</b></p>	<p>understanding, praise good work, also ask and give opinions</p> <ul style="list-style-type: none"> <li>- Keep the interpersonal relationship with teacher and friends</li> </ul> <p>Structure of the Text:</p> <ol style="list-style-type: none"> <li>1. Expression of asking for attention and the response <ul style="list-style-type: none"> <li>• Excuse me.</li> <li>Yes, please.</li> <li>• Attention, please!</li> <li>All right.</li> </ul> </li> <li>2. Expression of checking understanding and the response <ul style="list-style-type: none"> <li>• Is it clear?</li> <li>It is.</li> <li>• Do you understand? Yes, I do.</li> </ul> </li> <li>3. Expression of praising good work and the response <ul style="list-style-type: none"> <li>• That's great. Thank you.</li> <li>• It's beautiful. Thanks.</li> </ul> </li> <li>4. Expression of asking for and giving opinions and the response <ul style="list-style-type: none"> <li>• Do you think it is good?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Formulating Questions <ul style="list-style-type: none"> <li>- Students click or write relevant questions referring to the items in the observing activity and then propose temporary answers.</li> </ul> </li> <li>• Collecting Data, Analyzing Data, Communicating Knowledge <ul style="list-style-type: none"> <li>- Students listen to the dialogue, match the English words and their meaning, and then discuss the answers with the class.</li> <li>- Students listen to the dialogue, state whether the statements from the dialogue are true or false, and then discuss the answers with the class.</li> <li>- Students listen to the dialogue, list the</li> </ul> </li> </ul>	<p>competence: practice test</p>
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expressions of asking for attention, checking understanding, praising good work, also asking for and giving opinion, as well as the response, by considering the right social function, structure of the text, and linguistic elements in context.		<p><b>understanding, praising good work, also asking for and giving opinions, as well as the response.</b></p> <p><b>3.1.4 Students identify the meaning of the word/phrase/ sentence in the expression of asking for attention, checking understanding, praising good work, also asking for and giving opinions, as well as the response.</b></p> <p>4.1.1 Students perform a conversation involving the expression of asking for attention, checking understanding, praising good work, also asking for and giving opinions, as well as the response.</p>	<p>Yes, I think so.</p> <ul style="list-style-type: none"> <li>I don't think so. What do you think of it?</li> <li>I think it's too ....</li> </ul> <p>Linguistics Elements:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Grammar (reference words: it, they, this, these, those)</li> <li>Intonation (word)</li> </ul>	<p>expressions of asking for attention, checking understanding, praising good work, also asking for and giving opinions, as well as the responses, and then discuss the answers with the class.</p> <ul style="list-style-type: none"> <li>Students summarize the materials that they have learned by completing the statements and then discuss the answers with the class.</li> </ul>	
1.2 Be grateful to God about the opportunity to be	<i>When English</i>	1.1.1 Students express gratitude every time	Spoken and written texts to perform the expression of asking	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Observing</li> </ul>	1. Spiritual competence:

<p>able to learn English as an international means of communication that is shown in the spirit of learning.</p> <p>2.3 Show responsibility, care, <b>cooperation</b>, and peace loving behavior in performing functional communication.</p> <p><b>3.2 Using structure of the text and linguistic elements to implement the social function of the expressions of asking for and telling ability and willingness, as well as the response, in context.</b></p>	<p><i>Rings a Bell</i> textbook <b>(Chapter II: Can You Play the Guitar?)</b></p>	<p>getting opportunity to learn English.</p> <p>2.3.1 Students work together in completing the tasks of the expression of asking for and telling ability and willingness, as well as the response.</p> <p><b>3.2.1 Students identify social function of the expression of asking for and telling ability and willingness.</b></p> <p><b>3.2.2 Students identify the structure of the text in the expression of asking for and telling ability and willingness.</b></p> <p><b>3.2.3 Students identify linguistics elements of the expression of asking for and telling ability and willingness.</b></p> <p><b>3.2.4 Students identify the meaning of the word/phrase/ sentence in the expression of</b></p>	<p>for and telling ability and willingness.</p> <p>Social Function:</p> <ul style="list-style-type: none"> <li>- Ask for and tell ability and willingness</li> <li>- Keep the interpersonal relationship with teacher and friends</li> </ul> <p>Structure of the Text:</p> <ol style="list-style-type: none"> <li>1. Expression of asking for and telling ability <ul style="list-style-type: none"> <li>• Can you play guitar? Yes, I can. Sorry, I cannot.</li> <li>• Can you do it now? I am not sure. I will try.</li> </ul> </li> <li>2. Expression of asking for and telling willingness <ul style="list-style-type: none"> <li>• Will you go to the meeting? Yes, I will. No, I won't</li> <li>• Will you listen to me? All right.</li> </ul> </li> </ol> <p>Linguistics Elements:</p>	<ul style="list-style-type: none"> <li>- Students listen to the dialogue and then click items and/or write what they do not know and/or want to know further based on the dialogue listened.</li> <li>• Formulating Questions <ul style="list-style-type: none"> <li>- Students click or write relevant questions referring to the items in the observing activity and then propose temporary answers.</li> </ul> </li> <li>• Collecting Data, Analyzing Data, Communicating Knowledge <ul style="list-style-type: none"> <li>- Students listen to the dialogue, match the English words and their meaning, and then discuss the answers with the class.</li> <li>- Students listen to the dialogue, state</li> </ul> </li> </ul>	<p>observation</p> <ol style="list-style-type: none"> <li>2. Attitude competence: observation</li> <li>3. Knowledge competence: written test</li> <li>4. Skill competence: practice test</li> </ol>
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<p>4.2 Make simple spoken text to express and respond the expressions of expression of asking for and telling ability and willingness, as well as the response, by considering the right social function, structure of the text, and linguistic elements in context.</p>		<p><b>asking for and telling ability and willingness.</b></p> <p>4.2.1 Students perform a conversation involving the expression of asking for and telling ability and willingness.</p>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar (can, will)</li> <li>• Intonation (sentence)</li> </ul>	<p>whether the statements from the dialogue are true or false, and then discuss the answers with the class.</p> <ul style="list-style-type: none"> <li>- Students listen to the dialogue, list the expressions of asking for attention, checking understanding, praising good work, also asking for and giving opinions, as well as the responses, and then discuss the answers with the class.</li> <li>- Students summarize the materials that they have learned by completing the statements and then discuss the answers with the class.</li> </ul>	
<p>1. 1 Be grateful to God about the</p>	<p><i>When English</i></p>	<p>1.1.1 Students express gratitude every time</p>	<p>Spoken and written texts to perform the expression of giving</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Observing</li> </ul>	<p>1. Spiritual competence:</p>



<p>opportunity to be able to learn English as an international means of communication that is shown in the spirit of learning.</p> <p>2.3 Show responsibility, care, <b>cooperation</b>, and peace loving behavior in performing functional communication.</p> <p><b>3.3 Using structure of the text and linguistic elements to implement the social function of the expressions of giving instructions, invitation, prohibition, and asking for permission, as well as the</b></p>	<p><i>Rings a Bell</i> textbook <b>(Chapter III: Would You Like to Come?)</b></p>	<p>getting opportunity to learn English.</p> <p>2.3.1 Students work together in completing the tasks of the expression of giving instructions, invitations, prohibitions, and asking for permissions, as well as the response.</p> <p><b>3.3.1 Students identify social function of the expression of giving instructions, invitations, prohibitions, and asking for permissions, as well as the response.</b></p> <p><b>3.3.2 Students identify the structure of the text in the expression of giving instructions, invitations, prohibitions, and asking for permissions, as well as the response.</b></p> <p><b>3.3.3 Students identify</b></p>	<p>instructions, invitations, prohibitions, and asking for permissions, as well as the response.</p> <p>Social Function:</p> <ul style="list-style-type: none"> <li>- Give instructions, invitations, prohibitions, and ask for permissions</li> <li>- Keep the interpersonal relationship with teacher and friends</li> </ul> <p>Structure of the Text:</p> <ol style="list-style-type: none"> <li>1. Expression of giving instructions <ul style="list-style-type: none"> <li>▪ Come in, please!</li> <li>Thank you.</li> <li>▪ Put the book on the table!</li> <li>Alright.</li> </ul> </li> <li>2. Expression of giving invitations <ul style="list-style-type: none"> <li>▪ Let's go!</li> <li>Okay.</li> <li>▪ Come with me!</li> <li>Sorry, I'm busy.</li> </ul> </li> <li>3. Expression of giving prohibitions <ul style="list-style-type: none"> <li>▪ Don't be late!</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>- Students listen to the dialogue and then click items and/or write what they do not know and/or want to know further based on the dialogue listened.</li> <li>• Formulating Questions <ul style="list-style-type: none"> <li>- Students click or write relevant questions referring to the items in the observing activity and then propose temporary answers.</li> </ul> </li> <li>• Collecting Data, Analyzing Data, Communicating Knowledge <ul style="list-style-type: none"> <li>- Students listen to the dialogue, match the English words and their meaning, and then discuss the answers with the class.</li> <li>- Students listen to the dialogue, state</li> </ul> </li> </ul>	<p>observation</p> <ol style="list-style-type: none"> <li>2. Attitude competence: observation</li> <li>3. Knowledge competence: written test</li> <li>4. Skill competence: practice test</li> </ol>
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<p><b>response, in context.</b></p> <p>4.3 Make simple spoken text to express and respond the expressions of expression of giving instructions, invitation, prohibition, and asking for permission, as well as the response, by considering the right social function, structure of the text, and linguistic elements in context.</p>		<p><b>linguistics elements of the expression of giving instructions, invitations, prohibitions, and asking for permissions, as well as the response.</b></p> <p><b>3.3.4 Students identify the meaning of the word/phrase/ sentence in the expression of giving instructions, invitations, prohibitions, and asking for permissions, as well as the response.</b></p> <p>4.3.1 Students perform a conversation involving the expression of giving instructions, invitations, prohibitions, and asking for permissions, as well as the response.</p>	<p>I won't.        ■ Don't open it!        OK.</p> <p>4. Expression of asking for permissions        ■ May I use your pen, please?        Sure, here you are        ■ May I wash my hands?        Certainly.</p> <p>Linguistics Elements:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar           <ul style="list-style-type: none"> <li>- Pronouns: subject I, you, we, they, he, she, it</li> <li>- Pronouns: possessive                ■ My, your, our, their, her. his, its                ■ Mine, yours, ours, theirs, hers, his, its.</li> </ul> </li> <li>• Intonation (sentence)</li> </ul>	<p>whether the statements from the dialogue are true or false, and then discuss the answers with the class.</p> <ul style="list-style-type: none"> <li>- Students listen to the dialogue, list the expressions of asking for attention, checking understanding, praising good work, also asking for and giving opinions, as well as the responses, and then discuss the answers with the class.</li> <li>- Students summarize the materials that they have learned by completing the statements and then discuss the answers with the class.</li> </ul>	
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# **APPENDIX 3**

## **Print Out Materials**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
REPUBLIK INDONESIA  
2014



# Bahasa Inggris

**“When English  
Rings a Bell”**



SMP/MTs  
Kelas  
**VIII**

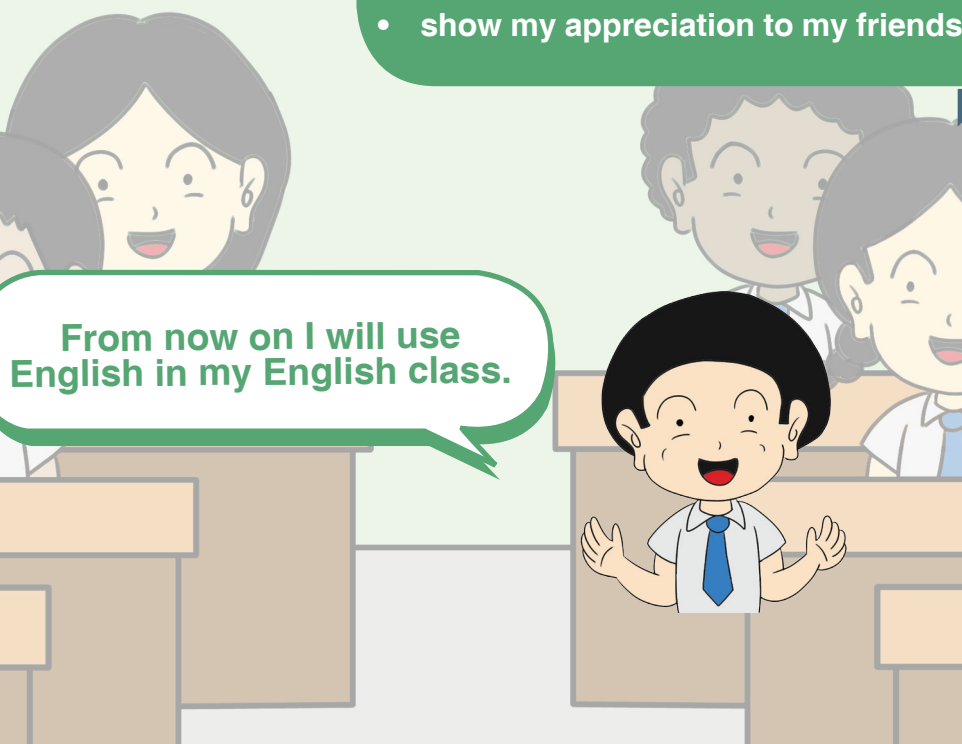
# Chapter

**It's English Time!**

I

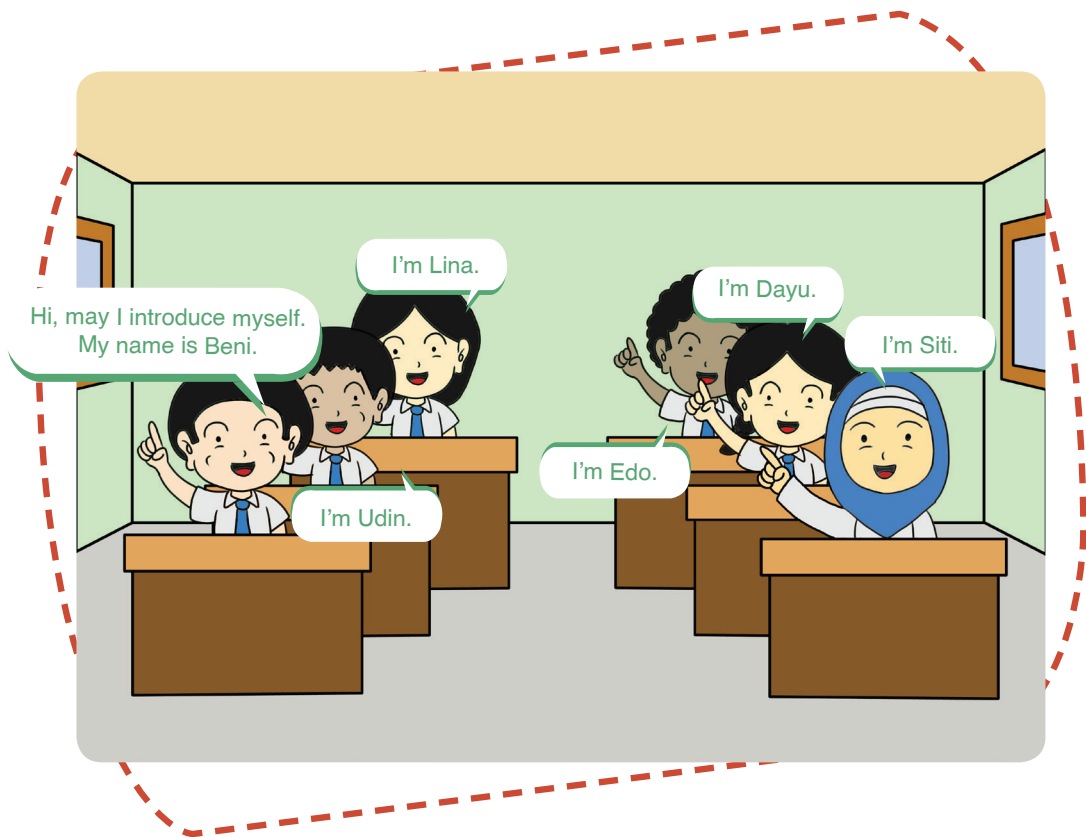
## **In this chapter, I will learn:**

- to ask for my friends' attention
- to check if my friends' understand me
- to give my opinions and ask for my friends' opinions
- show my appreciation to my friends





## Observing and Questioning





## Observing and Questioning

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



Everybody, may I have  
your attention, please?



Yes, Ma'am.

What do you think if we use English in  
our English class. We will use English in  
our class. Do you understand me? Siti,  
what did I say?



We will use English in our  
English class.

Everybody, are you ready  
to learn English now?



Yes, Ma'am.

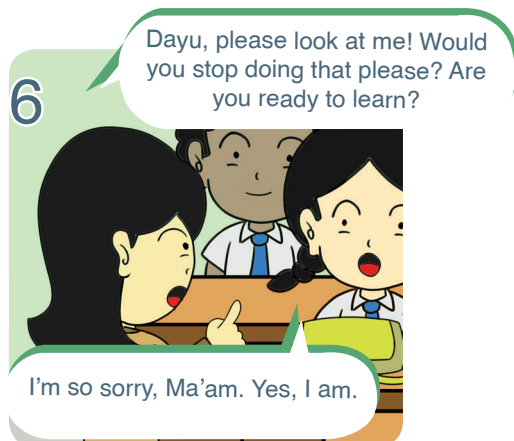
What about you, Edo?  
What do you think if we use  
English in our English class?



Yes, we will use English in  
our English class.



## Observing and Questioning







## Observing and Questioning

Excuse me, Ma'am. What is 'attention' in Bahasa?



Sir, may I wash my hands?



Hey, Let's go to the canteen!





## Observing and Questioning

Please complete these following sentences.  
Write them in neat and accurate handwriting on  
your notebook.



To get her students' attention, Mrs. Ina says several expressions to her students.

1. To get her students' attention in picture 1, she says,  
"Everybody, may I have your attention, please."
2. To get Siti's attention in picture 2, she says,  
"Siti, ..." and "..., Siti?"
3. To get her students' attention in picture 3, she says,  
"Everybody, ..."
4. To get Edo's attention in picture 4, she says,  
"....."
5. To get her students' attention in picture 5, she says,  
"....."
6. To get Dayu's attention in picture 6, she says,  
"....."
7. To get her students' attention in picture 7, she says,  
"....."
8. To get Edo's attention in picture 8, she says,  
"....."

To get our teachers' attention, we can use several expressions.

1. To get Mrs. Ina's attention in picture 9, Lina says,  
"....."
2. To get Mr. Adnan's attention in picture 10, Beni says,  
"....."

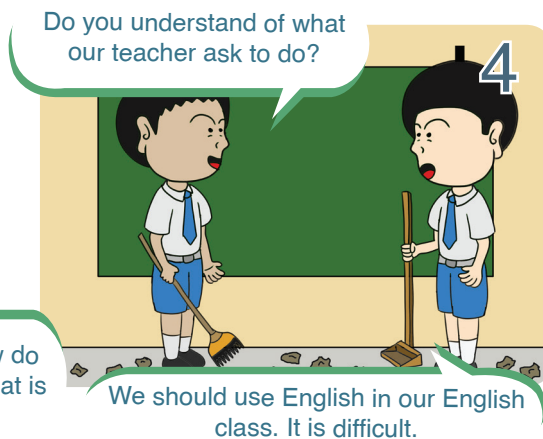
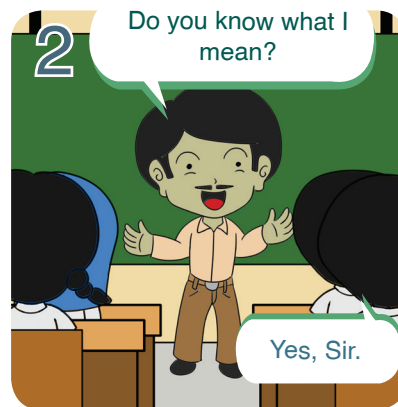
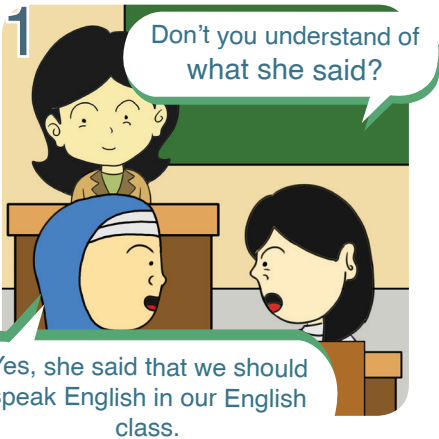
To get our friends attention, we can use also several expressions.

1. To get attention of Edo's friends in picture 11, Edo says,  
"....."



## Observing and Questioning

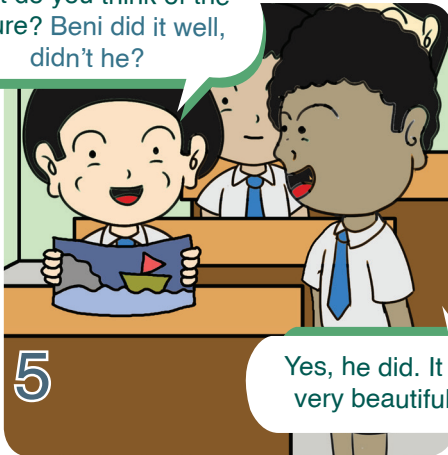
Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.





## Observing and Questioning

What do you think of the picture? Beni did it well, didn't he?



Yes, he did. It is very beautiful.

The meal is not delicious. Is that how you say it?



I don't think so. It's nice.

What do you think? Is English easy or difficult?



I think it's easy. I love English.

He's a diligent student. Don't you think so?



Yes, he is. He is diligent and smart too.



## Observing and Questioning

Great! I think that is a beautiful invitation card. I like it.



Thank you.

Your picture is beautiful!! I like the color.



Thanks.

Excellent! That's my girl!



Thank you, Ma'am.

12

What a wonderful picture!



Thank you.





## Collecting Information

Please complete these following sentences.  
Write them in neat and accurate handwriting  
on your notebook.



- To check someone's understanding, we can use several expressions.
  1. To check Siti's understanding, in picture 1 Dayu says,  
"Don't you understand of what she said?"
  - 2. To check his students' understanding, in picture 2 Mr. Adnan says,  
"....."
  - 3. To check Edo's understanding, in picture 3 Mrs. Ina says,  
"....."
  - 4. To check Beni's understanding, in picture 4 Udin says,  
"....."
- To give and ask opinions, we can use several expressions.
  - 1. To ask Edo's opinion, in picture 5 Beni says,  
"What do you think of...?"
  - 2. To ask Dayu's opinion, in picture 6 Lina says,  
"....."
  - 3. To ask Edo's opinion, in picture 7 Udin says,  
"....."
  - 4. To ask Mrs. Ina's opinion, in picture 8 Mr. Adnan says,  
"....."
- To show our appreciation to others, we can use several expressions.
  - 1. To show Edo's appreciation, in picture 5 he says,  
"It's is very beautiful."
  - 2. To show Dayu's appreciation, in picture 6 she says,  
"....."
  - 3. To show Edo's appreciation, in picture 7 he says,  
"....."
  - 4. To show Mrs. Ina's appreciation, in picture 8 she says,  
"....."
  - 5. To show Mr. Adnan's appreciation, in picture 8 he says,  
"....."
  - 6. To show Mr. Adnan's appreciation, in picture 9 he says,  
"....."
  - 7. To show Lina's appreciation, in picture 10 she says,  
"....."
  - 8. To show Mrs. Ina's appreciation, in picture 11 she says,  
"....."
  - 9. To show Beni's appreciation, in picture 12 he says,  
"....."



## Collecting Information

- ✓ I know how to get attention, we will say:

Attention, please!, Call someone's name,

- ✓ I also know how to check someone's understanding, we will say:

---

---

---

- ✓ Besides, I know how to give and to ask someone's opinion, we will say:

---

---

---

- ✓ Last, I know how to show our appreciation. They are:

---

---

---

---



## Associating

Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.



Excuse me!

Hi, Edo. What's up?

I want to show you my drawing.  
What do you think about it?

Well, I think it's good.

It is the landscape of my  
hometown.

Really?

Yes, it is! Will you come  
someday?

Yes, I will.

What about your hometown.  
Do you think it is good?

Yes, it's beautiful.

That's great.

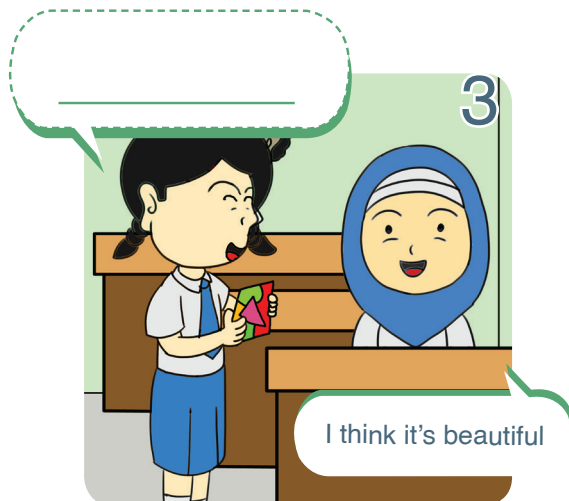






## Associating

Write down the expressions from the box to complete the dialogue! Then, play the roles of the speakers sentences correctly and clearly.

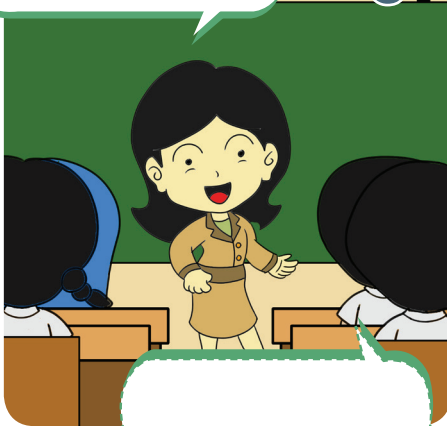




Associating

Do you understand?

5



Is it clear?

6



It's so beautiful

7



Thanks.

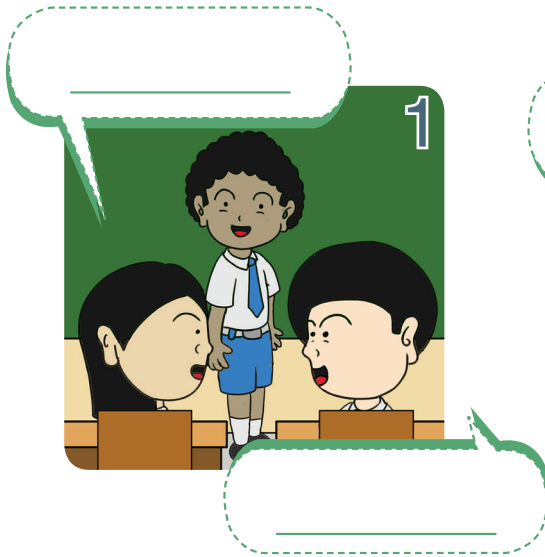
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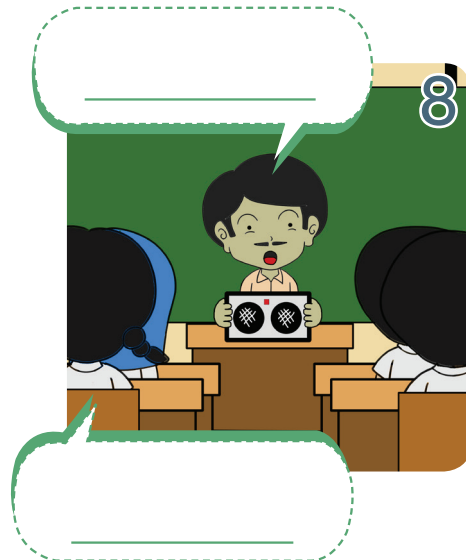
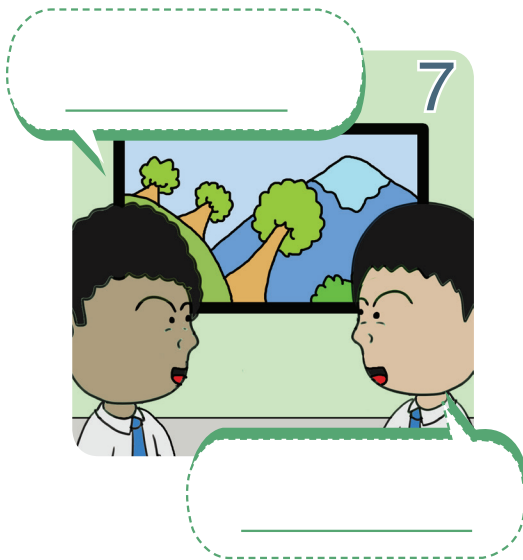
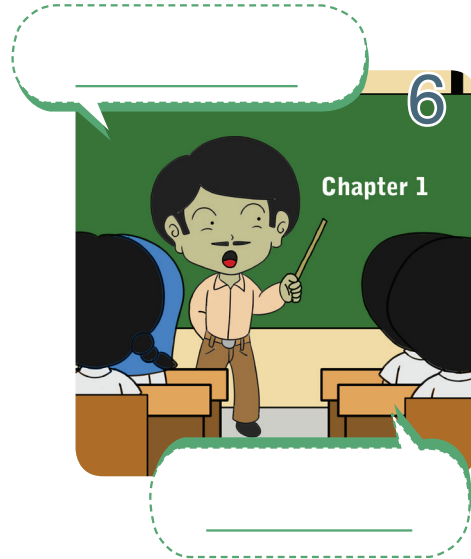
## Associating

Write down the possible expressions for each picture. Then, play the roles of the speakers sentences correctly and clearly.



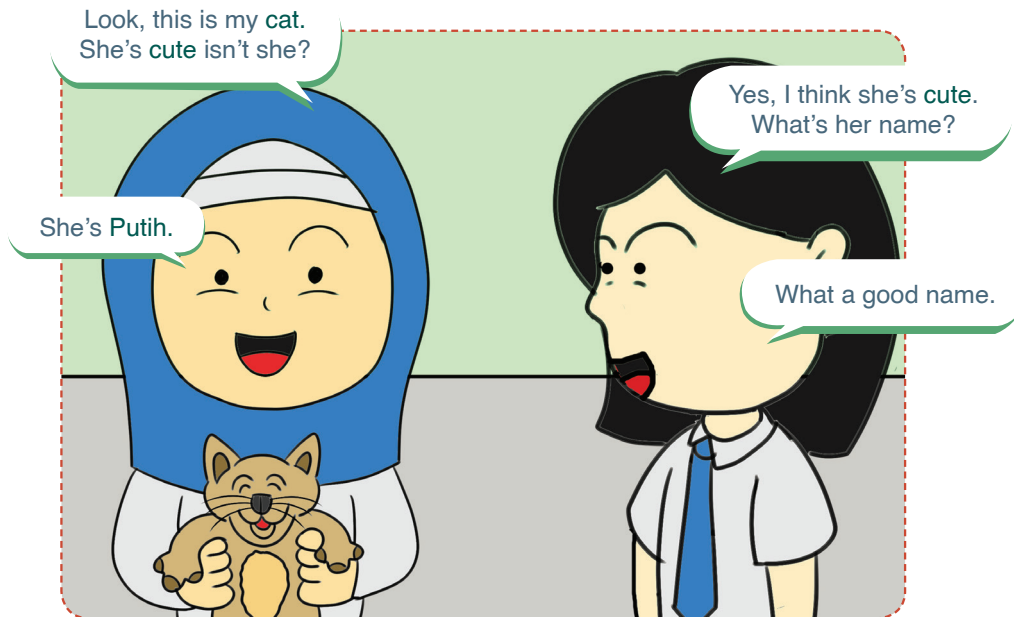


## Associating





## Associating



Now, please write down some dialogues with from the themes bellow! After that, practice with your partner!



Kind of Animals	Characteristics	Name
fish	pretty	Nemo
bird	fussy	Tweety
rabbit	gentle	Lola
dog	smart	Spike
duck	funny	Belu



## Communicating

### My Journal

In this chapter I learnt about..

-----  
-----  
-----

The parts that I enjoyed the most were...

-----  
-----  
-----

The difficulties that I had were...

-----  
-----  
-----

What I have to do to be better?

-----  
-----  
-----

From now, I will try to use the expressions I've learned in my daily conversation. My teacher will help me if I find some difficulties.

# Chapter



## Can You Play the Guitar

**In this chapter, I will learn:**

- to state and ask if one can do something
- to state and ask if one will do something







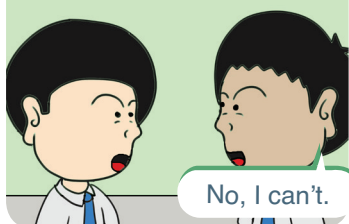
## Observing and Questioning

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



Can you play the guitar?

1



No, I can't.

Can you play the Angklung?

2



Yes, I can.

Can you do it now?

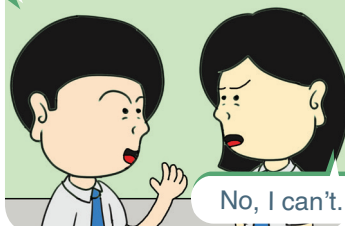
3



I'm not sure but I'll try

Can you come to the party?

4



No, I can't.

Can you help me?

5



Certainly.





## Observing and Questioning

Play the roles of the speakers. Say what these people are saying correctly and clearly. First, repeat after me.



1. Mrs. Harum: "I'm very proud of Siti. Now she can help me with the housework. She can get up early herself. She can sweep the house before school."
2. Rani: "Yuli can make fried rice, and she can fry the egg nicely. She can also serve fried rice beautifully with tomatoes and celery."
3. Mr. Adnan: "It is not easy to read a story to your friends loudly and correctly. But, I'm happy that many of you can do it well. Adi still makes mistakes, but he can read his story loudly."
4. Denata: "Fatima always speaks softly, but when she sings, she can sing very loudly."
5. Mrs. Fauzia: "Birds can fly because they have wings. We don't have wings, so we cannot fly. But we can make planes. With a plane we can fly very high and go to far places."
6. Mr. Rendy: "We cannot swim across the sea, but with a boat or a ship, we can go to other islands."
7. Mrs. Gracia: "The text is long and there are many new words in it. It is not easy to read. But you can work together. If you read it together, I'm sure you can understand it easily."
8. Widi: "My nephew, Anton, is only two years old. But he is smart. He can go up the stairs himself. He can also go down easily."



## Observing and Questioning

Now, complete the following sentences according to the speakers' statements. The first one has been done for you.



- 1. According to Mrs. Harum:
  - a. Siti can help her with the housework.
  - b. She can get up early herself.
  - c. She can sweep the house before school.
- 2. According to Rani:
  - a. Yuli can .....
  - b. She can .....
  - c. She can .....
- 3. According to Mr. Adnan:
  - a. Adi can .....
- 4. According to Denata:
  - a. Fatima can .....
- 5. According to Mrs. Fauzia:
  - a. Birds can .....
  - b. We cannot .....
  - c. We can .....
  - d. We can .....
- 6. According to Mr. Rendy:
  - a. We cannot .....
  - b. We can .....
- 7. According to Mrs. Gracia:
  - a. We can .....
  - b. We can .....
- 8. According to Widi:
  - a. Anton can .....
  - b. He can .....

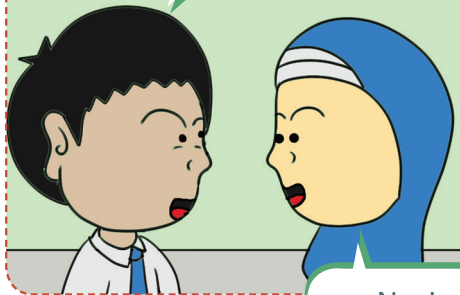


## Collecting Information

Do an interview with your friends to fill in the table by using "Can you...?"



Can you climb a tree?



No, I can't.

No.	Activities	Name of Friends				
1	Swim					
2	Play Angklung					
3	Write a novel					
4						
5						
6						
7						
8						
9						
10						





### Collecting Information

After you interview your friends, please make some statements based on the previous table you've done. One example is given to you here. First, copy the example.



1. Siti can swim. She can play Angklung. But she cannot write a novel.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



Share your findings to the other groups, Correct any mistakes you find and give any suggestions to improve each other's works. Now, present your works in front of the class orally.



## Collecting Information

Write down some dialogues by using  
“Can you ...?” After that, play the roles of the  
speakers. Say the speakers’ sentences correctly  
and clearly.



Can you play the violin?

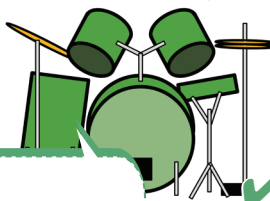
1



No, I can't



2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

5



\_\_\_\_\_

6



\_\_\_\_\_





## Associating

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



Udin, will you help me to  
bring this book?



Siti, will you come to my  
party?



Lina, will you go to the  
canteen with me?



Beni, will you close the  
window, please?



Will you please pass  
the salt?





## Associating

Read the statements correctly and clearly. First, repeat after me.



1. Adnan: "My mum is out of town today. My dad is also very busy. But he will come to my school to collect my report."
2. Lathan: "My aunt is often angry with my cousin, Lusi. She makes a mess but she will not do the cleaning. She will not even clean her own room."
3. Gunawan: "My uncle paints his own house. When he has time he will paint our house too."
4. Diah: "My brother loves sport. He thinks that exercise is the best way to be healthy. For his health, he will walk 2 kilometers to his office everyday."
5. Puspita: "I will help you to fix the table, if I can. But I can't, so I will not help you."
6. Dewi: "I will get up early and go to swim at six, but we should go home before 10, ok?"
7. Mrs. Wike: "With good examples from the teachers, I'm sure the students will go to school on foot or on a bicycle. "
8. Mrs. Wulandari: "The little boy is very spoilt. He will not stop crying before his mother buys him the toys he wants."



## Associating

Now, complete the following sentences according to the speakers' statements. The first one has been done for you.



- 1. According to Lathan, we know that his Dad will come to his school to collect his report
- 2. According to Lathan, we know that:
  - a. His Aunt will not do the cleaning.
  - b. She will not even clean her own room.
- 3. According to Gunawan, we know that his Uncle will .....
- 4. According to Diah  
.....
- 5. According to .....
  - a. She will .....
  - b. She will not .....
- 6. ....
- 7. ....
- 8. ....





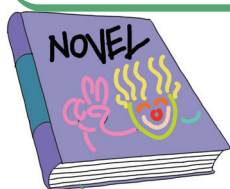
## Associating

Write down some dialogues by using  
“Will you ...?” After that, play the roles of the  
speakers. Say the speakers’ sentences correctly  
and clearly.



1

Will you read a novel?



No, I will not.



2



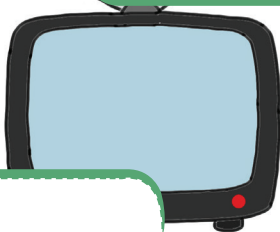
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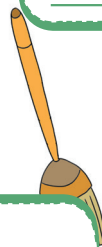
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5



6





## Communicating

Please patch at least 5 pictures from magazines or newspapers about things or activities that can you do or can not do!



Things or Activities that I can do.

Things or Activities that I cannot do.



## Communicating

Please write 10 sentences based on the pictures you've drawn before. Write the complete in neat and accurate hand-writing. Make sure your punctuation marks and spelling of the words are correct.



1. I can draw a picture

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

### Asking for Attention

What do your teacher and friends say about your sentences?

- a. Of the 10 sentences I have made \_\_\_\_\_ are good.
- b. The problems with my sentences (or, I have no problems):
- \_\_\_\_\_
- \_\_\_\_\_
- c. What I have to do to be better (or, I'm fine):
- \_\_\_\_\_



## Communicating

### My Journal

In this chapter I learnt about..

---

---

The parts that I enjoyed the most were...

---

---

The difficulties that I had were...

---

---

What I have to do to be better?

---

---

From now, I will try to use the expressions I've learned in my daily conversation.  
My teacher will help me if I find some difficulties.

# Chapter

III

**Would You Like to Come?**

HAPPY BIRTHDAY

**In this chapter, I will learn:**

- to give and respond to instructions
- to give and respond to invitation
- to give and respond to prohibition
- to ask for a permission

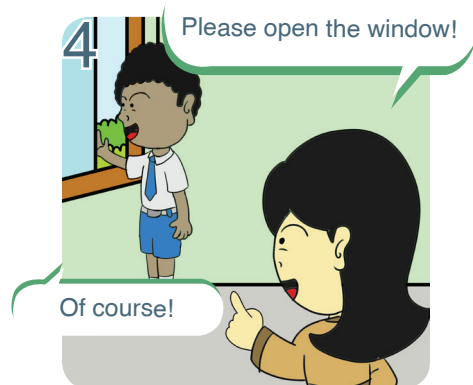
**You should come! Don't be late!**





## Observing and Questioning

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.





## Observing and Questioning







## Observing and Questioning

These students are planning to do for Lina's birthday. Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.







## Observing and Questioning

Udin is telling Lina by phone that he will come to he party.



Hello, good morning. This is Udin.

I just received an invitation card for your birthday.

Yes, I am. Thanks for inviting me.

I'm still thinking about it actually.

I'll do my best.

Oh, hi Udin. Good morning. What can i do for you?

You are coming, aren't you?

No problem. Oh ya, don't forget the dress code, ok?

Be there and don't be late.

All right, see you soon!





## Observing and Questioning

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



Hi, Udin. How are  
you?

I'm fine.

Glad to hear it.

By the way, have you  
received a birthday  
invitation from Lina?

Yes, I have.

Will you come then?

I'm afraid I can't because I'll have a  
badminton competition on that day.  
Let's buy a birthday gift for her. I hope  
you don't mind giving it to her on her  
birthday.

Of course.

Let's go then!

Okay.





### Collecting Information

Beni And Udin are going to buy a gift for Lina. Can you help them to find a suitable gift for her? Patch some pictures from magazine or newspaper



Please buys these things:

Don't buy these things:



## Collecting Information

Please write down some sentences based on the pictures that you've found.



1. Please buy her a novel. Don't buy her a comic.
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....



## Associating

Play the roles of the speakers. Say what these people are saying correctly and clearly. First, repeat after me.



1. Beni says, "Please give her a doll. Don't give her a robot, ok!"
2. Siti says, "You can wear a batik shirt or a formal shirt. But please don't wear T-shirt."
3. Lina says, "For exercise, please run, walk, or ride a bicycle. Don't use expensive tools."
4. Mr. Adnan says, "Please paint the walls or furnish the desks. But please don't spill the paint on the floor."
5. Mrs. Ina says, "Please all the girls, bring your sewing kits with you on Monday. We will learn to sew. Don't forget to bring some clothes too."
6. Udin says, "For your health, do not eat too much instant noodle. Eat more vegetables or fresh fruits."



## Associating

Now, complete the following sentences according to the speakers' statements. The first one has been done for you.



1. a. Beni gives an instruction: "Please give her a doll."  
b. He gives a prohibition: "Don't give her a robot, ok!"
2. a. Siti gives an instruction: \_\_\_\_\_  
b. She gives a prohibition: \_\_\_\_\_
3. a. Lina gives an instruction: \_\_\_\_\_  
b. She gives a prohibition: \_\_\_\_\_
4. a. Mr. Adnan gives an instruction: \_\_\_\_\_  
b. He gives a prohibition: \_\_\_\_\_
5. a. Mrs. Ina gives an instruction: \_\_\_\_\_  
b. She gives a prohibition: \_\_\_\_\_
6. a. Udin gives an instruction: \_\_\_\_\_  
b. He gives a prohibition: \_\_\_\_\_

### ✓ Reflection

- To give instructions, we usually start the sentences by using "Please ..."
- To give prohibitions, we usually start the sentences by using 'Don't ...'



## Associating

Play the roles of the speakers. Say what these people are saying correctly and clearly. First, repeat after me.



1. Lina : "Can I use your pen?"  
Dayu : "Sure. Take the green one."  
"Don't use the red one. There's no ink on it."
2. Udin : "Is this seat taken? Can I sit here?"  
Edo : "No, the chair's leg is loose. Don't sit on it."  
"Please take the seat near the window."
3. Siti : "Let's wrap the gift for Lina. Can we it on your table?"  
Beni : "Please do, but don't make a mess."
4. Udin : "It's very cold. Can I wear your jacket?"  
Edo : "Sure. I have two jackets."  
"Don't forget to wash before you return it to me, ok?"
5. Dayu : "Hey, Lina is a girl. You can buy her a baby doll. Don't buy her a car toy."





## Associating

Now, complete the following sentences according to the speakers' statements. The first one has been done for you.



1. a. To ask a permission, Lina says : "Can I use your pen?"  
b. To respond a permission, Dayu says : "Sure. Take the green one."  
c. To give a prohibition, Dayu says : "Don't use the red one."
2. a. To ask a permission, Udin says  
" " and " "  
b. To give a prohibition, Edo says  
" " and " "  
c. To respond a permission, Edo says  
" "
3. a. To give an instruction. \_\_\_\_\_  
" \_\_\_\_\_"  
b. To ask for a permission. \_\_\_\_\_  
" \_\_\_\_\_"  
c. To respond a permission. \_\_\_\_\_  
" \_\_\_\_\_"  
d. To give a prohibition. \_\_\_\_\_  
" \_\_\_\_\_"
4. a. To ask for a permission. \_\_\_\_\_  
" \_\_\_\_\_"  
b. To respond a permission. \_\_\_\_\_  
" \_\_\_\_\_"  
c. To give a prohibition. \_\_\_\_\_  
" \_\_\_\_\_"
5. a. To give an instruction. \_\_\_\_\_  
" \_\_\_\_\_"  
b. To give a prohibition. \_\_\_\_\_  
" \_\_\_\_\_"





## Associating

### ✓ Reflection

- To give and respond instructions, we can say:

---

---

---

- To give and respond to invitation, we can say:

---

---

---

- To give prohibitions, we can say:

---

---

---

- To ask for a permission, we can say:

---

---

---



## Associating

Let's prepare the gift for Lina!



Do you see my jacket?

Is it yours?



No, It's Edo's jacket. Our jacket are same but the sizes are different.

I don't have scissors.



Here, I bring it. You can use mine.

May I wash my hands?

3



Certainly.

Would you like to bring me our ribbon?

4



Here you are.



## Communicating

Play the roles of the speakers in the pictures.  
Say the speakers' sentences correctly and  
clearly. First, repeat after me.



Excuse me!

Thank you. Wow. There are so  
many people here. It seems  
that the party has just begun.

Oh, hi Udin. Come in, please.

Not yet actually. We've  
been waiting for you.

Really?

Oh yes, sure. And what's  
this paper for?

Yes, could you put your  
jacket over there on the  
hanger?

Ok, but I don't bring  
any pen, May I borrow  
yours?

Please write down  
your name here.

Thank you. By the way, happy birthday!  
Nothing I could say but everything for  
your best always.

Sure, here it is

It's very kind of you. Thanks  
a lot, Ben. Let's start the  
party then.

Ok





## Communicating

Tell your friends what to do and what not to do for the following activities:

1. To go on a camping trip.
2. To green the school.
3. To spend the weekend.
4. To play in the school ground.
5. To work together with friends.
6. To celebrate your grandma's birthday.

Make the list of instructions and prohibitions for those activities  
Please report it in front of the class.



Activities that I should do

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

Activities that I should not do

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_



## Communicating

### My Journal

In this chapter I learnt about..

---

---

The parts that I enjoyed the most were...

---

---

The difficulties that I had were...

---

---

What I have to do to be better?

---

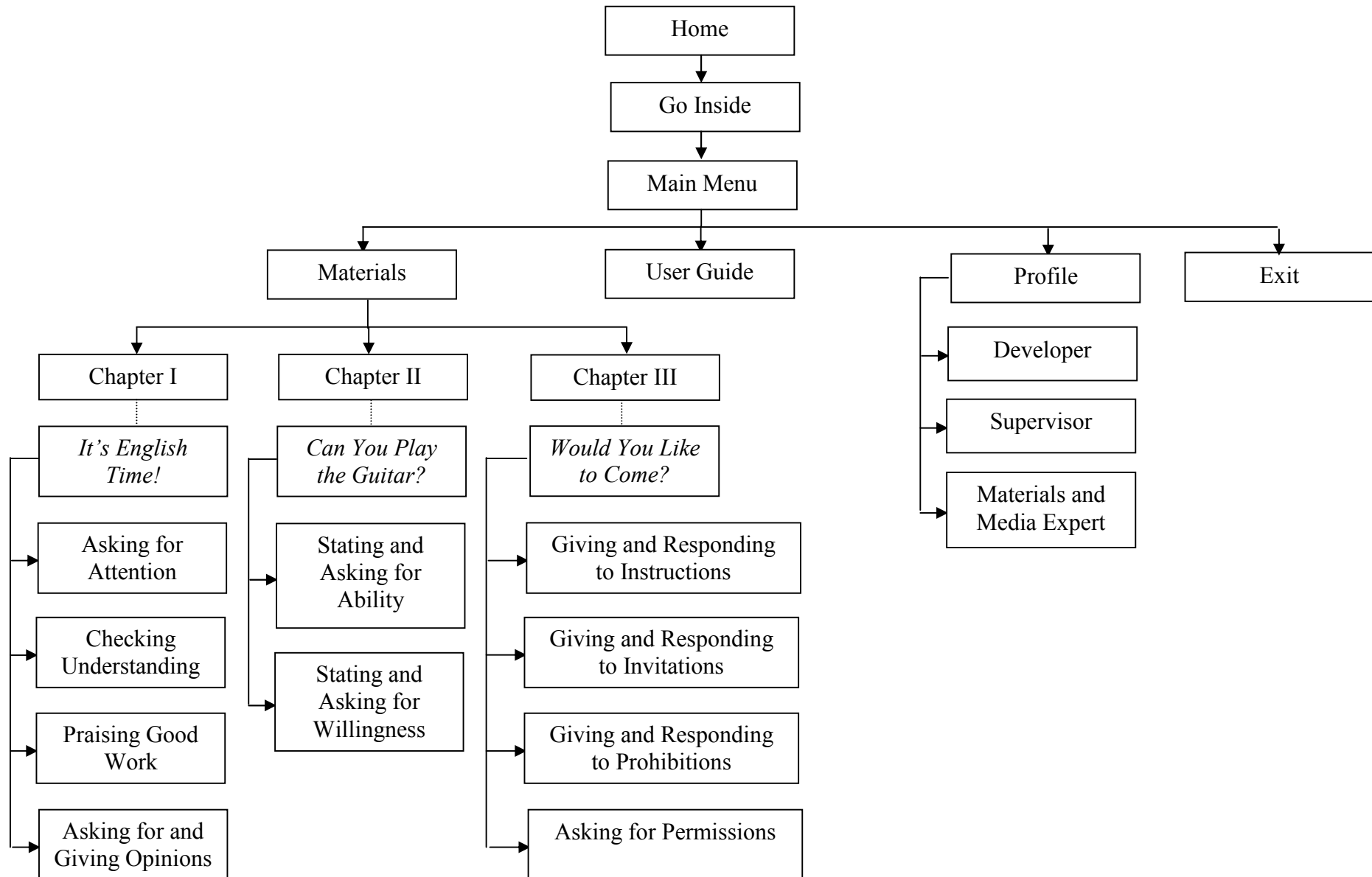
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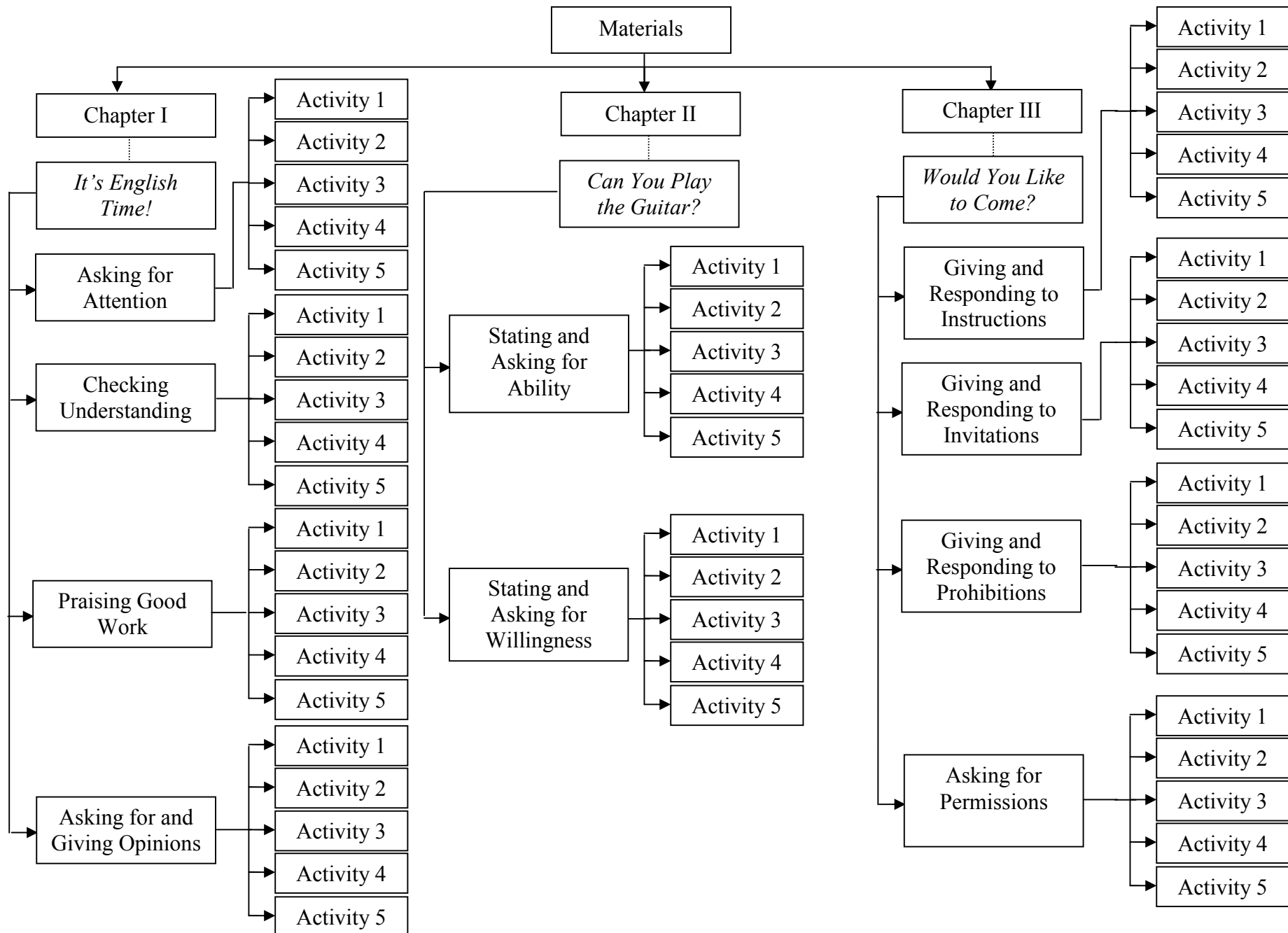
From now, I will try to use the expressions I've learned in my daily conversation.  
My teacher will help me if I find some difficulties.

# **APPENDIX 4**

## **Flowchart**

**FLOWCHAT OF THE INTERACTIVE LEARNING MULTIMEDIA OF THE “WHEN ENGLISH RINGS A BELL  
FOR GRADE VIII STUDENTS OF JUNIOR HIGH SCHOOLS (SMP/MTS)” TEXTBOOK**



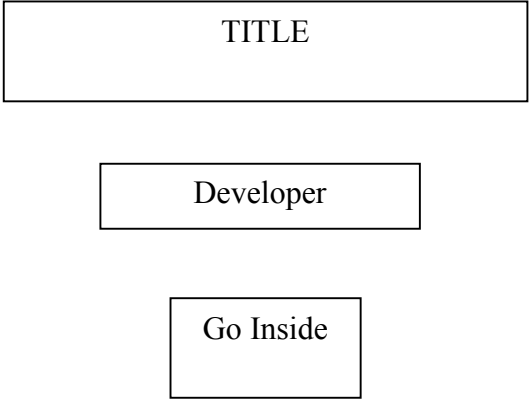
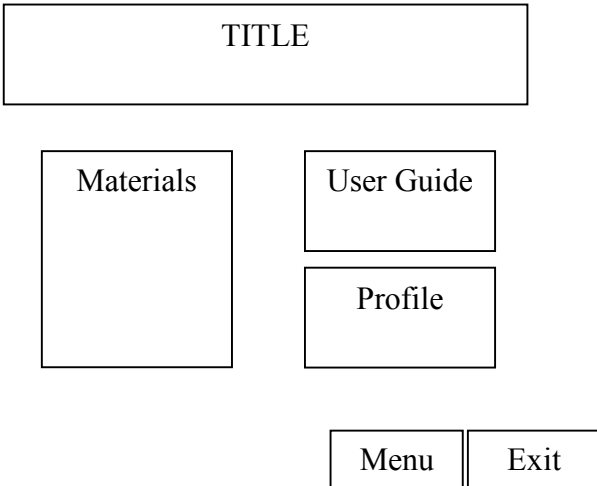




# **APPENDIX 5**

## **Story Board**

**STORY BOARD OF THE INTERACTIVE LEARNING MULTIMEDIA FOR  
LISTENING MATERIALS OF THE “WHEN ENGLISH RINGS A BELL FOR  
GRADE VIII STUDENTS OF JUNIOR HIGH SCHOOLS (SMP/MTS)”  
TEXTBOOK**

SLIDE 1 HOME SCREEN		The home screen of this interactive learning multimedia consists of the title of the program, the developer, and the <i>Go Inside</i> button.
SLIDE 2 MAIN MENU		The main menu consists of three parts ( <i>Materials</i> , <i>Profile</i> , <i>User Guide</i> ) and the <i>Exit</i> button.

SLIDE 3 USER GUIDE	<div data-bbox="608 264 1134 320" style="border: 1px solid black; text-align: center; padding: 5px;">USER GUIDE</div> <div data-bbox="608 353 1134 584" style="border: 1px solid black; height: 100px; margin-top: 10px;"></div> <div data-bbox="933 692 1203 748" style="display: flex; justify-content: flex-end; gap: 10px; margin-top: 20px;"> <div data-bbox="933 692 1066 748" style="border: 1px solid black; padding: 2px 10px;">Menu</div> <div data-bbox="1066 692 1203 748" style="border: 1px solid black; padding: 2px 10px;">Exit</div> </div>	It consists of some information of how to use this interactive learning multimedia.
SLIDE 4 PROFILE	<div data-bbox="608 790 1134 846" style="border: 1px solid black; text-align: center; padding: 5px;">PROFILE</div> <div data-bbox="643 916 1099 983" style="border: 1px solid black; text-align: center; padding: 5px; margin-top: 20px;">Developer</div> <div data-bbox="643 996 1099 1064" style="border: 1px solid black; text-align: center; padding: 5px; margin-top: 5px;">Supervisor</div> <div data-bbox="643 1075 1099 1142" style="border: 1px solid black; text-align: center; padding: 5px; margin-top: 5px;">Materials and Media Expert</div> <div data-bbox="933 1225 1203 1281" style="display: flex; justify-content: flex-end; gap: 10px; margin-top: 20px;"> <div data-bbox="933 1225 1066 1281" style="border: 1px solid black; padding: 2px 10px;">Menu</div> <div data-bbox="1066 1225 1203 1281" style="border: 1px solid black; padding: 2px 10px;">Exit</div> </div>	The profile consists of three parts ( <i>Developer, Supervisor, Materials and Media Expert</i> ) and the <i>Menu</i> and <i>Exit</i> button.
SLIDE 5 DEVELOPER	<div data-bbox="608 1310 1134 1366" style="border: 1px solid black; text-align: center; padding: 5px;">DEVELOPER</div> <div data-bbox="608 1382 1134 1733" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <div data-bbox="627 1395 927 1429">Name :</div> <div data-bbox="627 1462 927 1496">Place, Date of Birth :</div> <div data-bbox="627 1529 927 1563">Address :</div> <div data-bbox="627 1597 927 1630">Phone :</div> <div data-bbox="627 1664 927 1697">Email :</div> </div> <div data-bbox="933 1751 1203 1807" style="display: flex; justify-content: flex-end; gap: 10px; margin-top: 20px;"> <div data-bbox="933 1751 1066 1807" style="border: 1px solid black; padding: 2px 10px;">Menu</div> <div data-bbox="1066 1751 1203 1807" style="border: 1px solid black; padding: 2px 10px;">Exit</div> </div>	It consists of the personal identity of the developer.

SLIDE 6 SUPERVISOR	<div data-bbox="608 275 1134 331" style="border: 1px solid black; text-align: center; padding: 5px;">SUPERVISOR</div> <div data-bbox="608 376 1134 533" style="border: 1px solid black; padding: 5px;"> Name :   NIP : </div> <div data-bbox="933 696 1201 752" style="display: flex; justify-content: flex-end; gap: 10px;"> <div data-bbox="933 696 1066 752" style="border: 1px solid black; padding: 2px 10px;">Menu</div> <div data-bbox="1066 696 1201 752" style="border: 1px solid black; padding: 2px 10px;">Exit</div> </div>	It consists of the name and NIP of the supervisor.
SLIDE 7 MATERIALS AND MEDIA EXPERT	<div data-bbox="596 801 1142 857" style="border: 1px solid black; text-align: center; padding: 5px;">MATERIALS AND MEDIA EXPERT</div> <div data-bbox="608 902 1134 1048" style="border: 1px solid black; padding: 5px;"> Name :   NIP : </div> <div data-bbox="933 1227 1201 1283" style="display: flex; justify-content: flex-end; gap: 10px;"> <div data-bbox="933 1227 1066 1283" style="border: 1px solid black; padding: 2px 10px;">Menu</div> <div data-bbox="1066 1227 1201 1283" style="border: 1px solid black; padding: 2px 10px;">Exit</div> </div>	It consists of the name and NIP of the materials and media expert.
SLIDE 8 MATERIALS	<div data-bbox="608 1328 1134 1384" style="border: 1px solid black; text-align: center; padding: 5px;">MATERIALS</div> <div data-bbox="539 1417 1198 1659" style="display: flex; flex-direction: column; gap: 10px;"> <div data-bbox="539 1417 1198 1485" style="display: flex; justify-content: space-between;"> <div data-bbox="539 1417 727 1485" style="border: 1px solid black; padding: 2px 10px;">Chapter I</div> <div data-bbox="738 1417 1198 1485" style="border: 1px solid black; padding: 2px 10px;"><i>It's English Time!</i></div> </div> <div data-bbox="539 1503 1198 1570" style="display: flex; justify-content: space-between;"> <div data-bbox="539 1503 727 1570" style="border: 1px solid black; padding: 2px 10px;">Chapter II</div> <div data-bbox="738 1503 1198 1570" style="border: 1px solid black; padding: 2px 10px;"><i>Can You Play the Guitar?</i></div> </div> <div data-bbox="539 1588 1198 1659" style="display: flex; justify-content: space-between;"> <div data-bbox="539 1588 727 1659" style="border: 1px solid black; padding: 2px 10px;">Chapter III</div> <div data-bbox="738 1588 1198 1659" style="border: 1px solid black; padding: 2px 10px;"><i>Would You Like to Come?</i></div> </div> </div> <div data-bbox="933 1753 1201 1809" style="display: flex; justify-content: flex-end; gap: 10px;"> <div data-bbox="933 1753 1066 1809" style="border: 1px solid black; padding: 2px 10px;">Menu</div> <div data-bbox="1066 1753 1201 1809" style="border: 1px solid black; padding: 2px 10px;">Exit</div> </div>	The materials consist of three parts: Chapter I, Chapter II, and Chapter III.

SLIDE 9 CHAPTER I	<div>Chapter I</div> <div><i>It's English Time!</i></div> <div>Asking for Attention</div> <div>Checking Understanding</div> <div>Praising Good Work</div> <div>Asking for and Giving Opinions</div> <div>Menu</div> <div>Next</div> <div>Back</div> <div>Exit</div>	Chapter I consists of four parts: asking for attention, checking understanding, praising good work, asking for and giving opinions.
SLIDE 10 ASKING FOR ATTENTION	<div>Asking for Attention</div> <div>Activity 1</div> <div>Activity 2</div> <div>Activity 3</div> <div>Activity 4</div> <div>Activity 5</div> <div>Menu</div> <div>Next</div> <div>Back</div> <div>Exit</div>	It consists of five activities.
SLIDE 11 ACTIVITY 1  ASKING FOR ATTENTION	<p><b>Listen to the following dialogue and then click items that you do not know and/or you want to know further.</b></p> <div>Picture</div> <div>Play</div> <div>Pause</div> <div>Stop</div> <div>A list of items</div> <div>Menu</div> <div>Next</div> <div>Back</div> <div>Exit</div>	It consists of five items.

SLIDE 12 ACTIVITY 2  ASKING FOR ATTENTION	<p><b>Referring to the items you do not know and/or you want to know further, click relevant questions and then propose temporary answers to your questions based on your current knowledge.</b></p> <div data-bbox="577 445 1158 595" style="border: 1px solid black; padding: 10px; margin: 10px 0;">         A list of questions       </div> <div data-bbox="735 714 1203 775" style="display: flex; justify-content: flex-end; gap: 5px;"> <div style="border: 1px solid black; padding: 2px 10px;">Menu</div> <div style="border: 1px solid black; padding: 2px 10px;">Next</div> <div style="border: 1px solid black; padding: 2px 10px;">Back</div> <div style="border: 1px solid black; padding: 2px 10px;">Exit</div> </div>	It consists of five questions.
SLIDE 13 ACTIVITY 3 A  ASKING FOR ATTENTION	<p><b>A. Listen to the following dialogue and then match the words in the left with the meanings in the right.</b></p> <div data-bbox="676 887 1078 947" style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;">         Picture       </div> <div data-bbox="676 954 1078 1014" style="display: flex; justify-content: space-around; margin: 5px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">Play</div> <div style="border: 1px solid black; padding: 2px 10px;">Pause</div> <div style="border: 1px solid black; padding: 2px 10px;">Stop</div> </div> <div data-bbox="558 1021 1181 1128" style="border: 1px solid black; padding: 10px; margin: 10px 0;">         Table       </div> <div data-bbox="547 1245 1203 1301" style="display: flex; justify-content: flex-end; gap: 5px; margin-top: 20px;"> <div style="border: 1px solid black; padding: 2px 10px;">Answer Key</div> <div style="border: 1px solid black; padding: 2px 10px;">Menu</div> <div style="border: 1px solid black; padding: 2px 10px;">Next</div> <div style="border: 1px solid black; padding: 2px 10px;">Back</div> <div style="border: 1px solid black; padding: 2px 10px;">Exit</div> </div>	The table consists of five words.
SLIDE 14 ACTIVITY 3 B  ASKING FOR ATTENTION	<p><b>B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.</b></p> <div data-bbox="668 1536 1070 1630" style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;">         Picture       </div> <div data-bbox="668 1637 1070 1697" style="display: flex; justify-content: space-around; margin: 5px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">Play</div> <div style="border: 1px solid black; padding: 2px 10px;">Pause</div> <div style="border: 1px solid black; padding: 2px 10px;">Stop</div> </div> <div data-bbox="558 1711 1181 1765" style="border: 1px solid black; padding: 10px; margin: 10px 0;">         Table       </div> <div data-bbox="547 1778 1203 1830" style="display: flex; justify-content: flex-end; gap: 5px; margin-top: 20px;"> <div style="border: 1px solid black; padding: 2px 10px;">Answer Key</div> <div style="border: 1px solid black; padding: 2px 10px;">Menu</div> <div style="border: 1px solid black; padding: 2px 10px;">Next</div> <div style="border: 1px solid black; padding: 2px 10px;">Back</div> <div style="border: 1px solid black; padding: 2px 10px;">Exit</div> </div>	The table consists of five columns: number, statements, T, F, and correction.

<div>SLIDE 15</div> <div>ACTIVITY 4</div> <div>ASKING FOR ATTENTION</div>	<div>Listen to the following dialogues. Write the expression of asking for attention and the response. Work with your friend sitting next to you and then discuss the answers with the class.</div> <div><div>Questions</div><div><div>1.</div><div>Play</div><div>Pause</div><div>Stop</div></div><div><div>2.</div><div>Play</div><div>Pause</div><div>Stop</div></div></div> <div><div>Answer Key</div><div>Menu</div><div>Next</div><div>Back</div><div>Exit</div></div>	<div>It consists of five questions.</div>
<div>SLIDE 16</div> <div>ACTIVITY 5</div> <div>ASKING FOR ATTENTION</div>	<div>After doing the previous activities, complete the following statements properly and then discuss the answers with the class.</div> <div><div>Statements</div><div><div>1.</div><div>2.</div></div></div> <div><div>Answer Key</div><div>Menu</div><div>Next</div><div>Back</div><div>Exit</div></div>	<div>It consists of five statements covering the knowledge that the students should achieve related to the materials.</div>
<div>SLIDE 17</div> <div>CHECKING UNDER-STANDING</div>	<div><div>Checking Understanding</div><div><div>Activity 1</div><div>Activity 2</div><div>Activity 3</div><div>Activity 4</div><div>Activity 5</div></div><div><div>Menu</div><div>Next</div><div>Back</div><div>Exit</div></div></div>	<div>It consists of five activities.</div>

<p>SLIDE 18 ACTIVITY 1</p> <p>CHECKING UNDER- STANDING</p>	<p><b>Listen to the following dialogue and then click items that you do not know and/or you want to know further.</b></p> <div data-bbox="671 347 1074 506"> <div>Picture</div> <div>PlayPauseStop</div> </div> <div data-bbox="577 521 1157 674"> A list of items </div> <div data-bbox="737 692 1203 752"> MenuNextBackExit </div>	<p>It consists of five items.</p>
<p>SLIDE 19 ACTIVITY 2</p> <p>CHECKING UNDER- STANDING</p>	<p><b>Referring to the items you do not know and/or you want to know further, click relevant questions and then propose temporary answers to your questions based on your current knowledge.</b></p> <div data-bbox="577 974 1157 1126"> A list of questions </div> <div data-bbox="737 1243 1203 1301"> MenuNextBackExit </div>	<p>It consists of five questions.</p>
<p>SLIDE 20 ACTIVITY 3 A</p> <p>CHECKING UNDER- STANDING</p>	<p><b>A. Listen to the following dialogue and then match the words in the left with the meanings in the right.</b></p> <div data-bbox="676 1413 1078 1541"> <div>Picture</div> <div>PlayPauseStop</div> </div> <div data-bbox="558 1547 1179 1657"> Table </div> <div data-bbox="545 1769 1203 1827"> Answer KeyMenuNextBackExit </div>	<p>The table consists of five words.</p>



SLIDE 21 ACTIVITY 3 B  CHECKING UNDER- STANDING	<p><b>B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.</b></p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 150px;">Picture</div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px 10px;">Play</div> <div style="border: 1px solid black; padding: 5px 10px;">Pause</div> <div style="border: 1px solid black; padding: 5px 10px;">Stop</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">Table</div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px 10px;">Answer Key</div> <div style="border: 1px solid black; padding: 5px 10px;">Menu</div> <div style="border: 1px solid black; padding: 5px 10px;">Next</div> <div style="border: 1px solid black; padding: 5px 10px;">Back</div> <div style="border: 1px solid black; padding: 5px 10px;">Exit</div> </div> </div>	The table consists of five columns: number, statements, T, F, and correction.
SLIDE 22 ACTIVITY 4  CHECKING UNDER- STANDING	<p><b>Listen to the following dialogues. Write the expression of checking understanding and the response. Work with your friend sitting next to you and then discuss the answers with the class.</b></p> <div style="border: 1px solid black; padding: 10px;"> <p>Questions</p> <div style="display: flex; margin-bottom: 10px;"> <span style="margin-right: 10px;">1.</span> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;"> <span>Play</span> <span>Pause</span> <span>Stop</span> </div> </div> <div style="display: flex;"> <span>2.</span> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;"> <span>Play</span> <span>Pause</span> <span>Stop</span> </div> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px 10px;">Answer Key</div> <div style="border: 1px solid black; padding: 5px 10px;">Menu</div> <div style="border: 1px solid black; padding: 5px 10px;">Next</div> <div style="border: 1px solid black; padding: 5px 10px;">Back</div> <div style="border: 1px solid black; padding: 5px 10px;">Exit</div> </div>	It consists of five questions.
SLIDE 23 ACTIVITY 5  CHECKING UNDER- STANDING	<p><b>After doing the previous activities, complete the following statements properly and then discuss the answers with the class.</b></p> <div style="border: 1px solid black; padding: 10px;"> <p>Statements</p> <div style="margin-top: 10px;">1.</div> <div style="margin-top: 10px;">2.</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px 10px;">Answer Key</div> <div style="border: 1px solid black; padding: 5px 10px;">Menu</div> <div style="border: 1px solid black; padding: 5px 10px;">Next</div> <div style="border: 1px solid black; padding: 5px 10px;">Back</div> <div style="border: 1px solid black; padding: 5px 10px;">Exit</div> </div>	It consists of five statements covering the knowledge that the students should achieve related to the materials.

SLIDE 24 PRAISING GOOD WORK	<div data-bbox="638 244 1094 311">Praising Good Work</div> <div data-bbox="783 353 975 656"> <div data-bbox="783 353 975 412">Activity 1</div> <div data-bbox="783 412 975 470">Activity 2</div> <div data-bbox="783 470 975 528">Activity 3</div> <div data-bbox="783 528 975 586">Activity 4</div> <div data-bbox="783 586 975 645">Activity 5</div> </div> <div data-bbox="738 694 1204 752"> <div data-bbox="738 694 858 752">Menu</div> <div data-bbox="858 694 978 752">Next</div> <div data-bbox="978 694 1098 752">Back</div> <div data-bbox="1098 694 1204 752">Exit</div> </div>	It consists of five activities.
SLIDE 25 ACTIVITY 1  PRAISING GOOD WORK	<p data-bbox="541 759 1193 864"><b>Listen to the following dialogue and then click items that you do not know and/or you want to know further.</b></p> <div data-bbox="671 875 1074 1032"> <div data-bbox="671 875 1074 969">Picture</div> <div data-bbox="671 969 1074 1032"> <div data-bbox="671 969 802 1032">Play</div> <div data-bbox="802 969 938 1032">Pause</div> <div data-bbox="938 969 1074 1032">Stop</div> </div> </div> <div data-bbox="577 1050 1157 1202"> <div data-bbox="598 1066 783 1095">A list of items</div> </div> <div data-bbox="738 1220 1204 1279"> <div data-bbox="738 1220 858 1279">Menu</div> <div data-bbox="858 1220 978 1279">Next</div> <div data-bbox="978 1220 1098 1279">Back</div> <div data-bbox="1098 1220 1204 1279">Exit</div> </div>	It consists of five items.
SLIDE 26 ACTIVITY 2  PRAISING GOOD WORK	<p data-bbox="541 1285 1193 1469"><b>Referring to the items you do not know and/or you want to know further, click relevant questions and then propose temporary answers to your questions based on your current knowledge.</b></p> <div data-bbox="577 1503 1157 1655"> <div data-bbox="598 1518 836 1547">A list of questions</div> </div> <div data-bbox="738 1771 1204 1830"> <div data-bbox="738 1771 858 1830">Menu</div> <div data-bbox="858 1771 978 1830">Next</div> <div data-bbox="978 1771 1098 1830">Back</div> <div data-bbox="1098 1771 1204 1830">Exit</div> </div>	It consists of five questions.

SLIDE 27 ACTIVITY 3 A  PRAISING GOOD WORK	<p><b>A. Listen to the following dialogue and then match the words in the left with the meanings in the right.</b></p> <div style="text-align: center;"> <div>Picture</div> <div> <div>Play</div> <div>Pause</div> <div>Stop</div> </div> <div>Table</div> </div> <div> <div>Answer Key</div> <div>Menu</div> <div>Next</div> <div>Back</div> <div>Exit</div> </div>	The table consists of five words.
SLIDE 28 ACTIVITY 3 B  PRAISING GOOD WORK	<p><b>B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.</b></p> <div style="text-align: center;"> <div>Picture</div> <div> <div>Play</div> <div>Pause</div> <div>Stop</div> </div> <div>Table</div> </div> <div> <div>Answer Key</div> <div>Menu</div> <div>Next</div> <div>Back</div> <div>Exit</div> </div>	The table consists of five columns: number, statements, T, F, and correction.
SLIDE 29 ACTIVITY 4  PRAISING GOOD WORK	<p><b>Listen to the following dialogues. Write the expression of praising good work and the response. Work with your friend sitting next to you and then discuss the answers with the class.</b></p> <div> <div>Questions</div> <div> <div>1.               <div> <div>Play</div> <div>Pause</div> <div>Stop</div> </div> </div> <div>2.               <div> <div>Play</div> <div>Pause</div> <div>Stop</div> </div> </div> </div> </div> <div> <div>Answer Key</div> <div>Menu</div> <div>Next</div> <div>Back</div> <div>Exit</div> </div>	It consists of five questions.

<p>SLIDE 30 ACTIVITY 5</p> <p>PRAISING GOOD WORK</p>	<p><b>After doing the previous activities, complete the following statements properly and then discuss the answers with the class.</b></p> <div data-bbox="544 365 1198 656"> <p>Statements</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> </div> <div data-bbox="549 694 1204 748"> <span>Answer Key</span> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	<p>It consists of five statements covering the knowledge that the students should achieve related to the materials.</p>
<p>SLIDE 31 ASKING FOR AND GIVING OPINIONS</p>	<div data-bbox="639 775 1134 840"> <p>Asking for and Giving Opinions</p> </div> <div data-bbox="783 882 975 1184"> <div>Activity 1</div> <div>Activity 2</div> <div>Activity 3</div> <div>Activity 4</div> <div>Activity 5</div> </div> <div data-bbox="740 1225 1204 1279"> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	<p>It consists of five activities.</p>
<p>SLIDE 32 ACTIVITY 1</p> <p>ASKING FOR AND GIVING OPINIONS</p>	<p><b>Listen to the following dialogue and then click items that you do not know and/or you want to know further.</b></p> <div data-bbox="673 1406 1074 1500"> <p>Picture</p> </div> <div data-bbox="673 1507 1074 1563"> <span>Play</span> <span>Pause</span> <span>Stop</span> </div> <div data-bbox="579 1581 1158 1731"> <p>A list of items</p> </div> <div data-bbox="740 1751 1204 1807"> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	<p>It consists of five items.</p>

SLIDE 33 ACTIVITY 2  ASKING FOR AND GIVING OPINIONS	<p><b>Referring to the items you do not know and/or you want to know further, click relevant questions and then propose temporary answers to your questions based on your current knowledge.</b></p> <div data-bbox="577 445 1158 595" style="border: 1px solid black; padding: 10px; margin: 10px 0;">         A list of questions       </div> <div data-bbox="735 714 1203 775" style="display: flex; justify-content: flex-end; gap: 5px;"> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	It consists of five questions.
SLIDE 34 ACTIVITY 3 A  ASKING FOR AND GIVING OPINIONS	<p><b>A. Listen to the following dialogue and then match the words in the left with the meanings in the right.</b></p> <div data-bbox="676 920 1078 1048" style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;">         Picture       </div> <div data-bbox="676 987 1078 1048" style="display: flex; justify-content: space-around; margin: 5px 0;"> <span>Play</span> <span>Pause</span> <span>Stop</span> </div> <div data-bbox="558 1055 1181 1164" style="border: 1px solid black; padding: 10px; margin: 10px 0;">         Table       </div> <div data-bbox="547 1245 1203 1301" style="display: flex; justify-content: flex-end; gap: 5px; margin-top: 20px;"> <span>Answer Key</span> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	The table consists of five words.
SLIDE 35 ACTIVITY 3 B  ASKING FOR AND GIVING OPINIONS	<p><b>B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.</b></p> <div data-bbox="668 1525 1070 1686" style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;">         Picture       </div> <div data-bbox="668 1626 1070 1686" style="display: flex; justify-content: space-around; margin: 5px 0;"> <span>Play</span> <span>Pause</span> <span>Stop</span> </div> <div data-bbox="558 1693 1181 1762" style="border: 1px solid black; padding: 10px; margin: 10px 0;">         Table       </div> <div data-bbox="547 1776 1203 1830" style="display: flex; justify-content: flex-end; gap: 5px; margin-top: 20px;"> <span>Answer Key</span> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	The table consists of five columns: number, statements, T, F, and correction.

<div>SLIDE 36</div> <div>ACTIVITY 4</div> <div>ASKING FOR AND GIVING OPINIONS</div>	<div><div>Listen to the following dialogues. Write the expression of asking for and giving opinions. Work with your friend sitting next to you and then discuss the answers with the class.</div><div><div>Questions</div><div><div>1.</div><div>Play</div><div>Pause</div><div>Stop</div></div><div><div>2.</div><div>Play</div><div>Pause</div><div>Stop</div></div></div><div><div>Answer Key</div><div>Menu</div><div>Next</div><div>Back</div><div>Exit</div></div></div>	<div>It consists of five questions.</div>
<div>SLIDE 37</div> <div>ACTIVITY 5</div> <div>ASKING FOR AND GIVING OPINIONS</div>	<div><div>After doing the previous activities, complete the following statements properly and then discuss the answers with the class.</div><div><div>Statements</div><div><div>1.</div><div>2.</div></div></div><div><div>Answer Key</div><div>Menu</div><div>Next</div><div>Back</div><div>Exit</div></div></div>	<div>It consists of five statements covering the knowledge that the students should achieve related to the materials.</div>
<div>SLIDE 38</div> <div>CHAPTER II</div>	<div><div><div>Chapter II</div><div>Can You Play the Guitar?</div></div><div><div>Stating and Asking for Ability</div><div>Stating and Asking for Willingness</div></div><div><div>Menu</div><div>Next</div><div>Back</div><div>Exit</div></div></div>	<div>Chapter II consists of two parts: stating and asking for ability, stating and asking for willingness</div>

SLIDE 39 STATING AND ASKING FOR ABILITY	<div data-bbox="638 241 1094 311" style="border: 1px solid black; padding: 5px; text-align: center;">         Stating and Asking for Ability       </div> <div data-bbox="783 353 975 656" style="margin: 10px auto; width: 120px;"> <div data-bbox="783 353 975 412" style="border: 1px solid black; padding: 2px; text-align: center;">Activity 1</div> <div data-bbox="783 412 975 470" style="border: 1px solid black; padding: 2px; text-align: center;">Activity 2</div> <div data-bbox="783 470 975 528" style="border: 1px solid black; padding: 2px; text-align: center;">Activity 3</div> <div data-bbox="783 528 975 586" style="border: 1px solid black; padding: 2px; text-align: center;">Activity 4</div> <div data-bbox="783 586 975 656" style="border: 1px solid black; padding: 2px; text-align: center;">Activity 5</div> </div> <div data-bbox="738 696 1204 752" style="margin: 10px auto; width: 180px;"> <div data-bbox="738 696 858 752" style="border: 1px solid black; padding: 2px; text-align: center;">Menu</div> <div data-bbox="858 696 978 752" style="border: 1px solid black; padding: 2px; text-align: center;">Next</div> <div data-bbox="978 696 1098 752" style="border: 1px solid black; padding: 2px; text-align: center;">Back</div> <div data-bbox="1098 696 1204 752" style="border: 1px solid black; padding: 2px; text-align: center;">Exit</div> </div>	It consists of five activities.
SLIDE 40 ACTIVITY 1  STATING AND ASKING FOR ABILITY	<p data-bbox="539 768 1201 869"><b>Listen to the following dialogue and then click items that you do not know and/or you want to know further.</b></p> <div data-bbox="671 880 1074 1037" style="margin: 10px auto; width: 250px;"> <div data-bbox="671 880 1074 969" style="border: 1px solid black; padding: 5px; text-align: center;">Picture</div> <div data-bbox="671 981 1074 1037" style="display: flex; justify-content: space-around; margin-top: 5px;"> <div data-bbox="671 981 802 1037" style="border: 1px solid black; padding: 2px; text-align: center;">Play</div> <div data-bbox="802 981 938 1037" style="border: 1px solid black; padding: 2px; text-align: center;">Pause</div> <div data-bbox="938 981 1074 1037" style="border: 1px solid black; padding: 2px; text-align: center;">Stop</div> </div> </div> <div data-bbox="579 1055 1157 1205" style="margin: 10px auto; width: 360px;"> <div data-bbox="579 1055 1157 1205" style="border: 1px solid black; padding: 10px; min-height: 60px;">A list of items</div> </div> <div data-bbox="738 1223 1204 1279" style="margin: 10px auto; width: 180px;"> <div data-bbox="738 1223 858 1279" style="border: 1px solid black; padding: 2px; text-align: center;">Menu</div> <div data-bbox="858 1223 978 1279" style="border: 1px solid black; padding: 2px; text-align: center;">Next</div> <div data-bbox="978 1223 1098 1279" style="border: 1px solid black; padding: 2px; text-align: center;">Back</div> <div data-bbox="1098 1223 1204 1279" style="border: 1px solid black; padding: 2px; text-align: center;">Exit</div> </div>	It consists of five items.
SLIDE 41 ACTIVITY 2  STATING AND ASKING FOR ABILITY	<p data-bbox="539 1294 1201 1473"><b>Referring to the items you do not know and/or you want to know further, click relevant questions and then propose temporary answers to your questions based on your current knowledge.</b></p> <div data-bbox="579 1507 1157 1657" style="margin: 10px auto; width: 360px;"> <div data-bbox="579 1507 1157 1657" style="border: 1px solid black; padding: 10px; min-height: 60px;">A list of questions</div> </div> <div data-bbox="738 1776 1204 1832" style="margin: 10px auto; width: 180px;"> <div data-bbox="738 1776 858 1832" style="border: 1px solid black; padding: 2px; text-align: center;">Menu</div> <div data-bbox="858 1776 978 1832" style="border: 1px solid black; padding: 2px; text-align: center;">Next</div> <div data-bbox="978 1776 1098 1832" style="border: 1px solid black; padding: 2px; text-align: center;">Back</div> <div data-bbox="1098 1776 1204 1832" style="border: 1px solid black; padding: 2px; text-align: center;">Exit</div> </div>	It consists of five questions.

SLIDE 42 ACTIVITY 3 A  STATING AND ASKING FOR ABILITY	<p><b>A. Listen to the following dialogue and then match the words in the left with the meanings in the right.</b></p> <div style="text-align: center;"> <div>Picture</div> <div> <div>Play</div> <div>Pause</div> <div>Stop</div> </div> <div>Table</div> </div> <div> <div>Answer Key</div> <div>Menu</div> <div>Next</div> <div>Back</div> <div>Exit</div> </div>	The table consists of five words.
SLIDE 43 ACTIVITY 3 B  STATING AND ASKING FOR ABILITY	<p><b>B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.</b></p> <div style="text-align: center;"> <div>Picture</div> <div> <div>Play</div> <div>Pause</div> <div>Stop</div> </div> <div>Table</div> </div> <div> <div>Answer Key</div> <div>Menu</div> <div>Next</div> <div>Back</div> <div>Exit</div> </div>	The table consists of five columns: number, statements, T, F, and correction.
SLIDE 44 ACTIVITY 4  STATING AND ASKING FOR ABILITY	<p><b>Listen to the following dialogues. Write the expression of stating and asking for ability. Work with your friend sitting next to you and then discuss the answers with the class.</b></p> <div> <div>Questions</div> <div> <div>1.               <div> <div>Play</div> <div>Pause</div> <div>Stop</div> </div> </div> <div>2.               <div> <div>Play</div> <div>Pause</div> <div>Stop</div> </div> </div> </div> </div> <div> <div>Answer Key</div> <div>Menu</div> <div>Next</div> <div>Back</div> <div>Exit</div> </div>	It consists of five questions.



<p>SLIDE 45 ACTIVITY 5</p> <p>STATING AND ASKING FOR ABILITY</p>	<p><b>After doing the previous activities, complete the following statements properly and then discuss the answers with the class.</b></p> <div data-bbox="544 365 1198 656"> <p>Statements</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol> </div> <div data-bbox="549 694 1204 752"> <span>Answer Key</span> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	<p>It consists of five statements covering the knowledge that the students should achieve related to the materials.</p>
<p>SLIDE 46 STATING AND ASKING FOR WILLINGNESS</p>	<div data-bbox="608 775 1158 842"> <p>Stating and Asking for Willingness</p> </div> <div data-bbox="783 882 975 1184"> <div>Activity 1</div> <div>Activity 2</div> <div>Activity 3</div> <div>Activity 4</div> <div>Activity 5</div> </div> <div data-bbox="738 1223 1204 1279"> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	<p>It consists of five activities.</p>
<p>SLIDE 47 ACTIVITY 1</p> <p>STATING AND ASKING FOR WILLINGNESS</p>	<p><b>Listen to the following dialogue and then click items that you do not know and/or you want to know further.</b></p> <div data-bbox="671 1406 1075 1503"> <p>Picture</p> </div> <div data-bbox="671 1509 1075 1565"> <span>Play</span> <span>Pause</span> <span>Stop</span> </div> <div data-bbox="579 1581 1158 1731"> <p>A list of items</p> </div> <div data-bbox="738 1749 1204 1807"> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	<p>It consists of five items.</p>

SLIDE 48 ACTIVITY 2  STATING AND ASKING FOR WILLINGNESS	<p><b>Referring to the items you do not know and/or you want to know further, click relevant questions and then propose temporary answers to your questions based on your current knowledge.</b></p> <div data-bbox="579 445 1158 595" style="border: 1px solid black; padding: 10px; margin: 10px 0;">         A list of questions       </div> <div data-bbox="737 714 1203 775" style="display: flex; justify-content: flex-end; gap: 5px;"> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	It consists of five questions.
SLIDE 49 ACTIVITY 3 A  STATING AND ASKING FOR WILLINGNESS	<p><b>A. Listen to the following dialogue and then match the words in the left with the meanings in the right.</b></p> <div data-bbox="676 920 1078 1048" style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;">         Picture       </div> <div data-bbox="676 987 1078 1048" style="display: flex; justify-content: space-around; margin: 5px 0;"> <span>Play</span> <span>Pause</span> <span>Stop</span> </div> <div data-bbox="558 1055 1179 1164" style="border: 1px solid black; padding: 10px; margin: 10px 0;">         Table       </div> <div data-bbox="547 1243 1203 1305" style="display: flex; justify-content: flex-end; gap: 5px; margin-top: 10px;"> <span>Answer Key</span> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	The table consists of five words.
SLIDE 50 ACTIVITY 3 B  STATING AND ASKING FOR WILLINGNESS	<p><b>B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.</b></p> <div data-bbox="676 1532 1078 1693" style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;">         Picture       </div> <div data-bbox="676 1632 1078 1693" style="display: flex; justify-content: space-around; margin: 5px 0;"> <span>Play</span> <span>Pause</span> <span>Stop</span> </div> <div data-bbox="558 1702 1179 1762" style="border: 1px solid black; padding: 10px; margin: 10px 0;">         Table       </div> <div data-bbox="547 1771 1203 1832" style="display: flex; justify-content: flex-end; gap: 5px; margin-top: 10px;"> <span>Answer Key</span> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	The table consists of five columns: number, statements, T, F, and correction.

<div>SLIDE 51</div> <div>ACTIVITY 4</div> <div>STATING AND ASKING FOR WILLINGNESS</div>	<div>Listen to the following dialogues. Write the expression of stating and asking for willingness. Work with your friend sitting next to you and then discuss the answers with the class.</div> <div><div>Questions</div><div><div>1.</div><div>Play</div><div>Pause</div><div>Stop</div></div><div><div>2.</div><div>Play</div><div>Pause</div><div>Stop</div></div></div> <div><div>Answer Key</div><div>Menu</div><div>Next</div><div>Back</div><div>Exit</div></div>	<div>It consists of five questions.</div>
<div>SLIDE 52</div> <div>ACTIVITY 5</div> <div>STATING AND ASKING FOR WILLINGNESS</div>	<div>After doing the previous activities, complete the following statements properly and then discuss the answers with the class.</div> <div><div>Statements</div><div><div>1.</div><div>2.</div></div></div> <div><div>Answer Key</div><div>Menu</div><div>Next</div><div>Back</div><div>Exit</div></div>	<div>It consists of five statements covering the knowledge that the students should achieve related to the materials.</div>
<div>SLIDE 53</div> <div>CHAPTER III</div>	<div><div>Chapter III</div><div>Would You Like to Come?</div></div> <div><div>Giving and Responding to Instructions</div><div>Giving and Responding to Invitations</div><div>Giving and Responding to Prohibitions</div><div>Asking for Permissions</div></div> <div><div>Menu</div><div>Next</div><div>Back</div><div>Exit</div></div>	<div>Chapter III consists of four parts: giving and responding to instructions, invitations, and prohibitions, as well as asking for permissions.</div>

SLIDE 54 GIVING AND RESPONDING TO INSTRUCTIONS	<div data-bbox="539 241 1201 309" style="border: 1px solid black; text-align: center; padding: 5px;">Giving and Responding to Instructions</div> <div data-bbox="783 353 975 656" style="margin: 20px auto; width: 120px;"> <div data-bbox="783 353 975 409" style="border: 1px solid black; text-align: center; padding: 5px;">Activity 1</div> <div data-bbox="783 416 975 472" style="border: 1px solid black; text-align: center; padding: 5px;">Activity 2</div> <div data-bbox="783 479 975 535" style="border: 1px solid black; text-align: center; padding: 5px;">Activity 3</div> <div data-bbox="783 542 975 598" style="border: 1px solid black; text-align: center; padding: 5px;">Activity 4</div> <div data-bbox="783 604 975 656" style="border: 1px solid black; text-align: center; padding: 5px;">Activity 5</div> </div> <div data-bbox="738 696 1201 752" style="margin: 20px auto; width: 200px;"> <div data-bbox="738 696 858 752" style="border: 1px solid black; text-align: center; padding: 5px;">Menu</div> <div data-bbox="863 696 983 752" style="border: 1px solid black; text-align: center; padding: 5px;">Next</div> <div data-bbox="987 696 1107 752" style="border: 1px solid black; text-align: center; padding: 5px;">Back</div> <div data-bbox="1112 696 1201 752" style="border: 1px solid black; text-align: center; padding: 5px;">Exit</div> </div>	It consists of five activities.
SLIDE 55 ACTIVITY 1  GIVING AND RESPONDING TO INSTRUCTIONS	<p data-bbox="539 768 1201 869"><b>Listen to the following dialogue and then click items that you do not know and/or you want to know further.</b></p> <div data-bbox="671 880 1074 1037" style="margin: 20px auto; width: 250px;"> <div data-bbox="671 880 1074 969" style="border: 1px solid black; text-align: center; padding: 10px;">Picture</div> <div data-bbox="671 976 1074 1037" style="display: flex; justify-content: space-around; margin-top: 5px;"> <div data-bbox="671 976 802 1037" style="border: 1px solid black; text-align: center; padding: 5px;">Play</div> <div data-bbox="807 976 938 1037" style="border: 1px solid black; text-align: center; padding: 5px;">Pause</div> <div data-bbox="943 976 1074 1037" style="border: 1px solid black; text-align: center; padding: 5px;">Stop</div> </div> </div> <div data-bbox="579 1055 1158 1205" style="margin: 20px auto; width: 360px;"> <div data-bbox="579 1055 1158 1205" style="border: 1px solid black; padding: 10px;">A list of items</div> </div> <div data-bbox="738 1223 1201 1279" style="margin: 20px auto; width: 200px;"> <div data-bbox="738 1223 858 1279" style="border: 1px solid black; text-align: center; padding: 5px;">Menu</div> <div data-bbox="863 1223 983 1279" style="border: 1px solid black; text-align: center; padding: 5px;">Next</div> <div data-bbox="987 1223 1107 1279" style="border: 1px solid black; text-align: center; padding: 5px;">Back</div> <div data-bbox="1112 1223 1201 1279" style="border: 1px solid black; text-align: center; padding: 5px;">Exit</div> </div>	It consists of five items.
SLIDE 56 ACTIVITY 2  ASKING FOR ATTENTION	<p data-bbox="539 1294 1201 1473"><b>Referring to the items you do not know and/or you want to know further, click relevant questions and then propose temporary answers to your questions based on your current knowledge.</b></p> <div data-bbox="579 1507 1158 1657" style="margin: 20px auto; width: 360px;"> <div data-bbox="579 1507 1158 1657" style="border: 1px solid black; padding: 10px;">A list of questions</div> </div> <div data-bbox="738 1776 1201 1832" style="margin: 20px auto; width: 200px;"> <div data-bbox="738 1776 858 1832" style="border: 1px solid black; text-align: center; padding: 5px;">Menu</div> <div data-bbox="863 1776 983 1832" style="border: 1px solid black; text-align: center; padding: 5px;">Next</div> <div data-bbox="987 1776 1107 1832" style="border: 1px solid black; text-align: center; padding: 5px;">Back</div> <div data-bbox="1112 1776 1201 1832" style="border: 1px solid black; text-align: center; padding: 5px;">Exit</div> </div>	It consists of five questions.

<p>SLIDE 57 ACTIVITY 3 A</p> <p>GIVING AND RESPONDING TO INSTRUCTIONS</p>	<p><b>A. Listen to the following dialogue and then match the words in the left with the meanings in the right.</b></p> <div data-bbox="676 367 1078 495"> <div>Picture</div> <div>PlayPauseStop</div> </div> <div data-bbox="558 504 1181 611"> <div>Table</div> </div> <div data-bbox="547 692 1206 752"> <div>Answer KeyMenuNextBackExit</div> </div>	<p>The table consists of five words.</p>
<p>SLIDE 58 ACTIVITY 3 B</p> <p>GIVING AND RESPONDING TO INSTRUCTIONS</p>	<p><b>B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.</b></p> <div data-bbox="670 965 1072 1122"> <div>Picture</div> <div>PlayPauseStop</div> </div> <div data-bbox="558 1135 1181 1207"> <div>Table</div> </div> <div data-bbox="547 1220 1206 1281"> <div>Answer KeyMenuNextBackExit</div> </div>	<p>The table consists of five columns: number, statements, T, F, and correction.</p>
<p>SLIDE 59 ACTIVITY 4</p> <p>GIVING AND RESPONDING TO INSTRUCTIONS</p>	<p><b>Listen to the following dialogues. Write the expression of giving and responding to instructions. Work with your friend sitting next to you and then discuss the answers with the class.</b></p> <div data-bbox="539 1469 1195 1742"> <div>Questions</div> <div>1. PlayPauseStop</div> <div>2. PlayPauseStop</div> </div> <div data-bbox="547 1751 1206 1809"> <div>Answer KeyMenuNextBackExit</div> </div>	<p>It consists of five questions.</p>

<p>SLIDE 60 ACTIVITY 5</p> <p>GIVING AND RESPONDING TO INSTRUCTIONS</p>	<p><b>After doing the previous activities, complete the following statements properly and then discuss the answers with the class.</b></p> <div data-bbox="544 365 1198 656"> <p>Statements</p> <p>1.</p> <p>2.</p> </div> <div data-bbox="549 694 1203 748"> <p>Answer Key   Menu   Next   Back   Exit</p> </div>	<p>It consists of five statements covering the knowledge that the students should achieve related to the materials.</p>
<p>SLIDE 61 GIVING AND RESPONDING TO INVITATIONS</p>	<div data-bbox="539 775 1198 837"> <p>Giving and Responding to Invitations</p> </div> <div data-bbox="783 884 975 1184"> <p>Activity 1</p> <p>Activity 2</p> <p>Activity 3</p> <p>Activity 4</p> <p>Activity 5</p> </div> <div data-bbox="740 1223 1203 1276"> <p>Menu   Next   Back   Exit</p> </div>	<p>It consists of five activities.</p>
<p>SLIDE 62 ACTIVITY 1</p> <p>GIVING AND RESPONDING TO INVITATIONS</p>	<p><b>Listen to the following dialogue and then click items that you do not know and/or you want to know further.</b></p> <div data-bbox="673 1406 1075 1503"> <p>Picture</p> </div> <div data-bbox="673 1509 1075 1563"> <p>Play   Pause   Stop</p> </div> <div data-bbox="579 1583 1158 1731"> <p>A list of items</p> </div> <div data-bbox="740 1753 1203 1807"> <p>Menu   Next   Back   Exit</p> </div>	<p>It consists of five items.</p>

SLIDE 63 ACTIVITY 2  GIVING AND RESPONDING TO INVITATIONS	<p><b>Referring to the items you do not know and/or you want to know further, click relevant questions and then propose temporary answers to your questions based on your current knowledge.</b></p> <div data-bbox="577 445 1157 595" style="border: 1px solid black; padding: 10px; margin: 10px 0;">         A list of questions       </div> <div data-bbox="735 714 1203 775" style="display: flex; justify-content: flex-end; gap: 5px;"> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	It consists of five questions.
SLIDE 64 ACTIVITY 3 A  GIVING AND RESPONDING TO INVITATIONS	<p><b>A. Listen to the following dialogue and then match the words in the left with the meanings in the right.</b></p> <div data-bbox="676 920 1078 1048" style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;">         Picture  <div> <span>Play</span> <span>Pause</span> <span>Stop</span> </div> </div> <div data-bbox="558 1055 1179 1162" style="border: 1px solid black; padding: 10px; margin: 10px 0;">         Table       </div> <div data-bbox="547 1247 1203 1301" style="display: flex; justify-content: flex-end; gap: 5px; margin-top: 10px;"> <span>Answer Key</span> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	The table consists of five words.
SLIDE 65 ACTIVITY 3 B  GIVING AND RESPONDING TO INVITATIONS	<p><b>B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.</b></p> <div data-bbox="668 1525 1070 1682" style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;">         Picture  <div> <span>Play</span> <span>Pause</span> <span>Stop</span> </div> </div> <div data-bbox="558 1695 1179 1760" style="border: 1px solid black; padding: 10px; margin: 10px 0;">         Table       </div> <div data-bbox="547 1774 1203 1830" style="display: flex; justify-content: flex-end; gap: 5px; margin-top: 10px;"> <span>Answer Key</span> <span>Menu</span> <span>Next</span> <span>Back</span> <span>Exit</span> </div>	The table consists of five columns: number, statements, T, F, and correction.

<div>SLIDE 66</div> <div>ACTIVITY 4</div> <div>GIVING AND RESPONDING TO INVITATIONS</div>	<div>Listen to the following dialogues. Write the expression of giving and responding to invitations. Work with your friend sitting next to you and then discuss the answers with the class.</div> <div><div>Questions</div><div><div>1.</div><div>Play</div><div>Pause</div><div>Stop</div></div><div><div>2.</div><div>Play</div><div>Pause</div><div>Stop</div></div></div> <div><div>Answer Key</div><div>Menu</div><div>Next</div><div>Back</div><div>Exit</div></div>	<div>It consists of five questions.</div>
<div>SLIDE 67</div> <div>ACTIVITY 5</div> <div>GIVING AND RESPONDING TO INVITATIONS</div>	<div>After doing the previous activities, complete the following statements properly and then discuss the answers with the class.</div> <div><div>Statements</div><div><div>1.</div><div>2.</div></div></div> <div><div>Answer Key</div><div>Menu</div><div>Next</div><div>Back</div><div>Exit</div></div>	<div>It consists of five statements covering the knowledge that the students should achieve related to the materials.</div>
<div>SLIDE 68</div> <div>GIVING AND RESPONDING TO PROHIBITIONS</div>	<div>Giving and Responding to Prohibitions</div> <div><div>Activity 1</div><div>Activity 2</div><div>Activity 3</div><div>Activity 4</div><div>Activity 5</div></div> <div><div>Menu</div><div>Next</div><div>Back</div><div>Exit</div></div>	<div>It consists of five activities.</div>



<p>SLIDE 69 ACTIVITY 1</p> <p>GIVING AND RESPONDING TO PROHIBITIONS</p>	<p><b>Listen to the following dialogue and then click items that you do not know and/or you want to know further.</b></p> <div data-bbox="671 347 1074 506"> <div>Picture</div> <div> <div>Play</div> <div>Pause</div> <div>Stop</div> </div> </div> <div data-bbox="577 521 1157 674"> <div>A list of items</div> </div> <div data-bbox="735 692 1203 752"> <div>Menu</div> <div>Next</div> <div>Back</div> <div>Exit</div> </div>	<p>It consists of five items.</p>
<p>SLIDE 70 ACTIVITY 2</p> <p>GIVING AND RESPONDING TO PROHIBITIONS</p>	<p><b>Referring to the items you do not know and/or you want to know further, click relevant questions and then propose temporary answers to your questions based on your current knowledge.</b></p> <div data-bbox="577 974 1157 1126"> <div>A list of questions</div> </div> <div data-bbox="735 1243 1203 1303"> <div>Menu</div> <div>Next</div> <div>Back</div> <div>Exit</div> </div>	<p>It consists of five questions.</p>
<p>SLIDE 71 ACTIVITY 3 A</p> <p>GIVING AND RESPONDING TO PROHIBITIONS</p>	<p><b>A. Listen to the following dialogue and then match the words in the left with the meanings in the right.</b></p> <div data-bbox="671 1449 1074 1576"> <div>Picture</div> <div> <div>Play</div> <div>Pause</div> <div>Stop</div> </div> </div> <div data-bbox="558 1585 1179 1693"> <div>Table</div> </div> <div data-bbox="545 1771 1203 1830"> <div>Answer Key</div> <div>Menu</div> <div>Next</div> <div>Back</div> <div>Exit</div> </div>	<p>The table consists of five words.</p>

SLIDE 72 ACTIVITY 3 B  GIVING AND RESPONDING TO PROHIBITIONS	<p><b>B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.</b></p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">         Picture       </div> <div style="display: flex; justify-content: center; gap: 10px; margin: 10px auto;"> <div style="border: 1px solid black; padding: 2px 10px;">Play</div> <div style="border: 1px solid black; padding: 2px 10px;">Pause</div> <div style="border: 1px solid black; padding: 2px 10px;">Stop</div> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 100%;">         Table       </div> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">Answer Key</div> <div style="border: 1px solid black; padding: 2px 10px;">Menu</div> <div style="border: 1px solid black; padding: 2px 10px;">Next</div> <div style="border: 1px solid black; padding: 2px 10px;">Back</div> <div style="border: 1px solid black; padding: 2px 10px;">Exit</div> </div>	The table consists of five columns: number, statements, T, F, and correction.
SLIDE 73 ACTIVITY 4  GIVING AND RESPONDING TO PROHIBITIONS	<p><b>Listen to the following dialogues. Write the expression of giving and responding to prohibitions. Work with your friend sitting next to you and then discuss the answers with the class.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto;">         Questions         <div style="display: flex; margin-top: 5px;"> <span style="margin-right: 10px;">1.</span> <div style="border: 1px solid black; padding: 2px 10px; flex: 1;">Play</div> <div style="border: 1px solid black; padding: 2px 10px; flex: 1;">Pause</div> <div style="border: 1px solid black; padding: 2px 10px; flex: 1;">Stop</div> </div> <div style="display: flex; margin-top: 5px;"> <span style="margin-right: 10px;">2.</span> <div style="border: 1px solid black; padding: 2px 10px; flex: 1;">Play</div> <div style="border: 1px solid black; padding: 2px 10px; flex: 1;">Pause</div> <div style="border: 1px solid black; padding: 2px 10px; flex: 1;">Stop</div> </div> </div> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">Answer Key</div> <div style="border: 1px solid black; padding: 2px 10px;">Menu</div> <div style="border: 1px solid black; padding: 2px 10px;">Next</div> <div style="border: 1px solid black; padding: 2px 10px;">Back</div> <div style="border: 1px solid black; padding: 2px 10px;">Exit</div> </div>	It consists of five questions.
SLIDE 74 ACTIVITY 5  GIVING AND RESPONDING TO PROHIBITIONS	<p><b>After doing the previous activities, complete the following statements properly and then discuss the answers with the class.</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto;">         Statements         <div style="margin-top: 10px;">           1.             2.         </div> </div> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">Answer Key</div> <div style="border: 1px solid black; padding: 2px 10px;">Menu</div> <div style="border: 1px solid black; padding: 2px 10px;">Next</div> <div style="border: 1px solid black; padding: 2px 10px;">Back</div> <div style="border: 1px solid black; padding: 2px 10px;">Exit</div> </div>	It consists of five statements covering the knowledge that the students should achieve related to the materials.

SLIDE 75 ASKING FOR PERMISSIONS	<div data-bbox="638 244 1094 311">Asking for Permissions</div> <div data-bbox="783 353 975 656"> <div data-bbox="783 353 975 412">Activity 1</div> <div data-bbox="783 412 975 470">Activity 2</div> <div data-bbox="783 470 975 528">Activity 3</div> <div data-bbox="783 528 975 586">Activity 4</div> <div data-bbox="783 586 975 656">Activity 5</div> </div> <div data-bbox="738 694 1204 752"> <div data-bbox="738 694 858 752">Menu</div> <div data-bbox="858 694 978 752">Next</div> <div data-bbox="978 694 1098 752">Back</div> <div data-bbox="1098 694 1204 752">Exit</div> </div>	It consists of five activities.
SLIDE 76 ACTIVITY 1  ASKING FOR PERMISSIONS	<p data-bbox="541 759 1193 864"><b>Listen to the following dialogue and then click items that you do not know and/or you want to know further.</b></p> <div data-bbox="671 875 1074 1032"> <div data-bbox="671 875 1074 969">Picture</div> <div data-bbox="671 969 1074 1032"> <div data-bbox="671 969 802 1032">Play</div> <div data-bbox="802 969 938 1032">Pause</div> <div data-bbox="938 969 1074 1032">Stop</div> </div> </div> <div data-bbox="577 1050 1157 1202"> <div data-bbox="596 1066 783 1095">A list of items</div> </div> <div data-bbox="738 1220 1204 1279"> <div data-bbox="738 1220 858 1279">Menu</div> <div data-bbox="858 1220 978 1279">Next</div> <div data-bbox="978 1220 1098 1279">Back</div> <div data-bbox="1098 1220 1204 1279">Exit</div> </div>	It consists of five items.
SLIDE 77 ACTIVITY 2  ASKING FOR PERMISSIONS	<p data-bbox="541 1285 1193 1469"><b>Referring to the items you do not know and/or you want to know further, click relevant questions and then propose temporary answers to your questions based on your current knowledge.</b></p> <div data-bbox="577 1503 1157 1655"> <div data-bbox="596 1518 836 1547">A list of questions</div> </div> <div data-bbox="738 1771 1204 1827"> <div data-bbox="738 1771 858 1827">Menu</div> <div data-bbox="858 1771 978 1827">Next</div> <div data-bbox="978 1771 1098 1827">Back</div> <div data-bbox="1098 1771 1204 1827">Exit</div> </div>	It consists of five questions.

SLIDE 78 ACTIVITY 3 A  ASKING FOR PERMISSIONS	<p><b>A. Listen to the following dialogue and then match the words in the left with the meanings in the right.</b></p> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: 200px; margin: 0 auto;">Picture</div> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 5px;"> <div style="border: 1px solid black; padding: 5px; width: 60px;">Play</div> <div style="border: 1px solid black; padding: 5px; width: 60px;">Pause</div> <div style="border: 1px solid black; padding: 5px; width: 60px;">Stop</div> </div> <div style="border: 1px solid black; padding: 10px; width: 300px; margin-top: 20px;">Table</div> </div> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px;">Answer Key</div> <div style="border: 1px solid black; padding: 5px;">Menu</div> <div style="border: 1px solid black; padding: 5px;">Next</div> <div style="border: 1px solid black; padding: 5px;">Back</div> <div style="border: 1px solid black; padding: 5px;">Exit</div> </div>	The table consists of five words.
SLIDE 79 ACTIVITY 3 B  ASKING FOR PERMISSIONS	<p><b>B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.</b></p> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: 200px; margin: 0 auto;">Picture</div> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 5px;"> <div style="border: 1px solid black; padding: 5px; width: 60px;">Play</div> <div style="border: 1px solid black; padding: 5px; width: 60px;">Pause</div> <div style="border: 1px solid black; padding: 5px; width: 60px;">Stop</div> </div> <div style="border: 1px solid black; padding: 10px; width: 300px; margin-top: 20px;">Table</div> </div> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px;">Answer Key</div> <div style="border: 1px solid black; padding: 5px;">Menu</div> <div style="border: 1px solid black; padding: 5px;">Next</div> <div style="border: 1px solid black; padding: 5px;">Back</div> <div style="border: 1px solid black; padding: 5px;">Exit</div> </div>	The table consists of five columns: number, statements, T, F, and correction.
SLIDE 80 ACTIVITY 4  ASKING FOR PERMISSIONS	<p><b>Listen to the following dialogues. Write the expression of asking for permissions and the response. Work with your friend sitting next to you and then discuss the answers with the class.</b></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;">         Questions         <div style="margin-top: 10px;">           1. <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 60px;">Play</div> <div style="border: 1px solid black; padding: 5px; width: 60px;">Pause</div> <div style="border: 1px solid black; padding: 5px; width: 60px;">Stop</div> </div> <div style="margin-top: 10px;">           2. <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 60px;">Play</div> <div style="border: 1px solid black; padding: 5px; width: 60px;">Pause</div> <div style="border: 1px solid black; padding: 5px; width: 60px;">Stop</div> </div> </div> </div> </div> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px;">Answer Key</div> <div style="border: 1px solid black; padding: 5px;">Menu</div> <div style="border: 1px solid black; padding: 5px;">Next</div> <div style="border: 1px solid black; padding: 5px;">Back</div> <div style="border: 1px solid black; padding: 5px;">Exit</div> </div>	It consists of five questions.

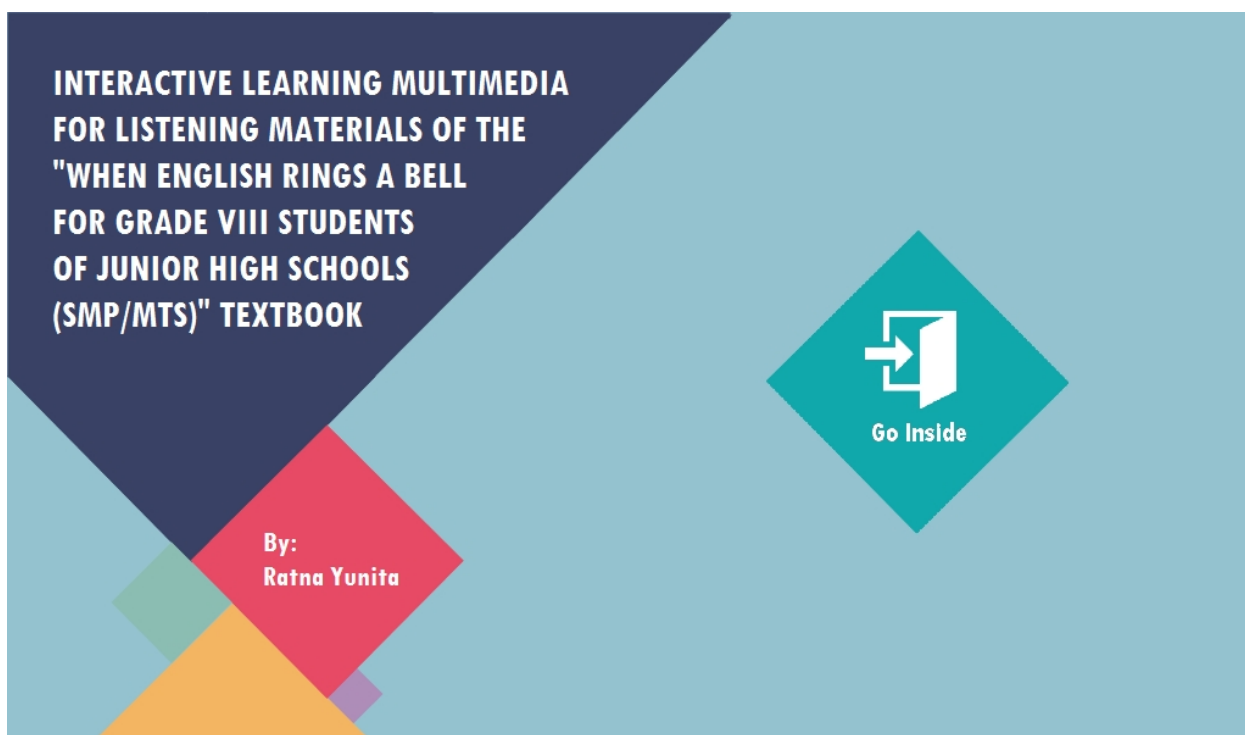
SLIDE 81 ACTIVITY 5  ASKING FOR PERMISSIONS	<p><b>After doing the previous activities, complete the following statements properly and then discuss the answers with the class.</b></p> <div><p>Statements</p><p>1.</p><p>2.</p></div> <div><div>Answer Key</div><div>Menu</div><div>Next</div><div>Back</div><div>Exit</div></div>	It consists of five statements covering the knowledge that the students should achieve related to the materials.
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# **APPENDIX 6**

## **Final Product**

**FINAL PRODUCT OF THE INTERACTIVE LEARNING MULTIMEDIA FOR  
LISTENING MATERIALS OF THE “WHEN ENGLISH RINGS A BELL FOR GRADE  
VIII STUDENTS OF JUNIOR HIGH SCHOOLS (SMP/MTS)” TEXTBOOK**

**A. Home Scene (Slide 1)**



**B. Main Menu (Slide 2)**



## 1. User Guide (Slide 3)



## 2. Profile (Slide 4)





**a. Developer (Slide 5)**

**INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS**  
OF THE "WHEN ENGLISH RINGS A BELL FOR GRADE VIII STUDENTS  
OF JUNIOR HIGH SCHOOLS (SMP/MTS)" TEXTBOOK

**Developer**

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Email: ratnayunit@gmail.com

**b. Supervisor (Slide 6)**

**INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS**  
OF THE "WHEN ENGLISH RINGS A BELL FOR GRADE VIII STUDENTS  
OF JUNIOR HIGH SCHOOLS (SMP/MTS)" TEXTBOOK

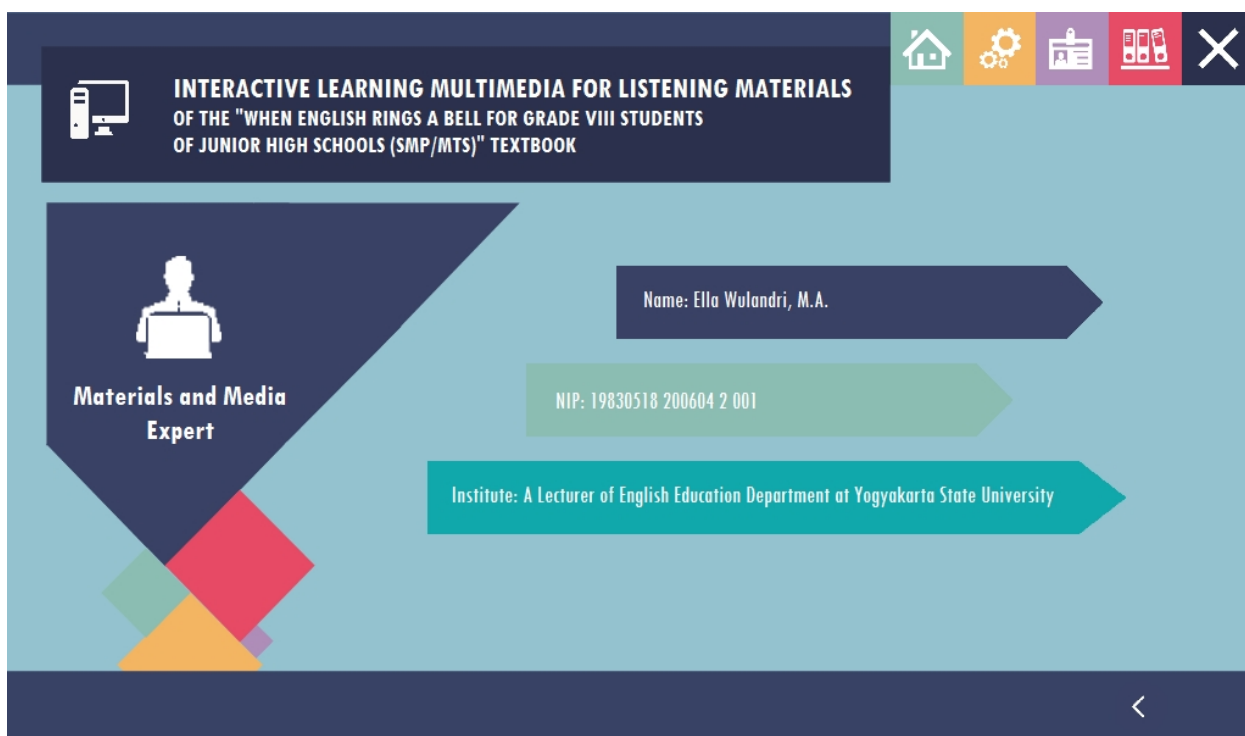
**Supervisor**

Name: Drs. Suharso, M. Pd.

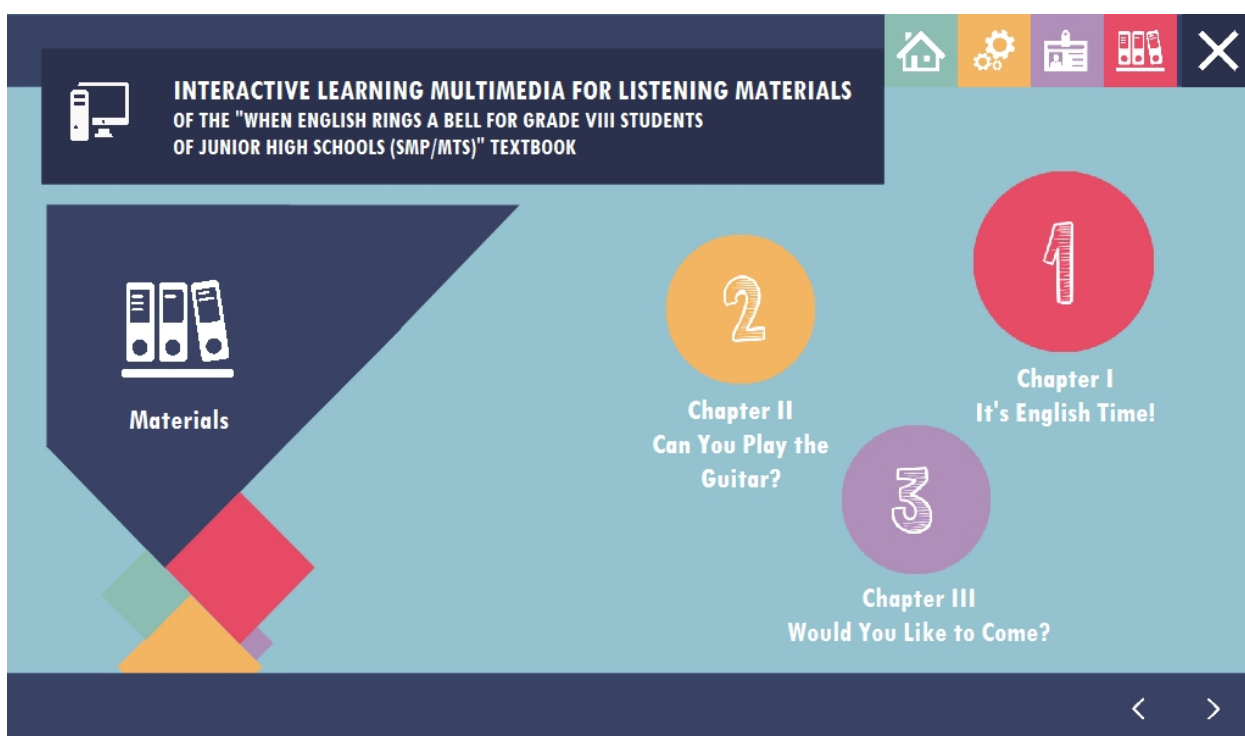
NIP: 19591006 198403 1 002

Institute: A Lecturer of English Education Department at Yogyakarta State University

c. **Materials and Media Expert (Slide 7)**



3. **Materials (Slide 8)**



a. Chapter I Competences (Slide 9)

INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS  
OF THE "WHEN ENGLISH RINGS A BELL FOR GRADE VIII STUDENTS  
OF JUNIOR HIGH SCHOOLS (SMP/MTS)" TEXTBOOK

Chapter I  
It's English Time!

Click on the number to see the activities.

- 1 Asking for Attention
- 2 Checking Understanding
- 3 Praising Good Work
- 4 Asking for and Giving Opinions

1) Asking for Attention Activities (Slide 10)

INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS  
OF THE "WHEN ENGLISH RINGS A BELL FOR GRADE VIII STUDENTS  
OF JUNIOR HIGH SCHOOLS (SMP/MTS)" TEXTBOOK

Chapter I  
It's English Time!

Asking for Attention

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

### Activity 1 of Asking for Attention (Slide 11)

CHAPTER I - It's English Time!
Asking for Attention

**ACTIVITY 1**  
 Listen to the following dialogue and then click items that you do not know and/or you want to know further.

- 1. Where the conversation takes place.
- 2. The meaning of the expression "Attention, please!"
- 3. When to say "Attention, please!"
- 4. The purpose of the speaker when she says "Attention, please!"
- 5. The structure of the dialogue.

Write more things you do not know and/or you want to know further.

### Activity 2 of Asking for Attention (Slide 12)

CHAPTER I - It's English Time!
Asking for Attention

**ACTIVITY 2**  
 Referring to the items you do not know and/or you want to know further, click relevant questions.

- 1. Where does the conversation take place?
- 2. What is the meaning of the expression "Attention, please!"?
- 3. When do we say "Attention, please!"?
- 4. What is the purpose of the speaker when she says "Attention, please!"?
- 5. What is the structure of the dialogue?

Propose temporary answers to your questions based on your current knowledge.

### Activity 3 A of Asking for Attention (Slide 13)

CHAPTER I - It's English Time!
Asking for Attention

**ACTIVITY 3**  
**A. Listen to the following dialogue and then match the words in the left with the meanings in the right.**

1. everybody	saya
2. may	perhatian
3. I	semuanya
4. have	boleh
5. attention	dapatkah
	mendapatkan

**ANSWER KEY**

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### Activity 3 B of Asking for Attention (Slide 14)

CHAPTER I - It's English Time!
Asking for Attention

**ACTIVITY 3**  
**B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.**

- The conversation takes place in the office.  
☐ True      ☐ False
- The speakers are the headmaster and the teachers.  
☐ True      ☐ False
- The conversation happens during the class.  
☐ True      ☐ False
- The speaker's purpose of saying "May I have your attention, please!" is to ask for attention.  
☐ True      ☐ False
- After the first speaker says something, everybody does not respond to her.  
☐ True      ☐ False

**ANSWER KEY**

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### Activity 4 of Asking for Attention (Slide 15)

CHAPTER I - It's English Time!
Asking for Attention

**ACTIVITY 4**  
 Listen to the following dialogues. Write the expression of asking for attention and the response. Work with your friend sitting next to you and then discuss the answers with the class.

1. Expression:		Response:	
2. Expression:		Response:	
3. Expression:		Response:	
4. Expression:		Response:	
5. Expression:		Response:	

1.

2.

3.

4.

5.

**ANSWER KEY**

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### Activity 5 of Asking for Attention (Slide 16)

CHAPTER I - It's English Time!
Asking for Attention

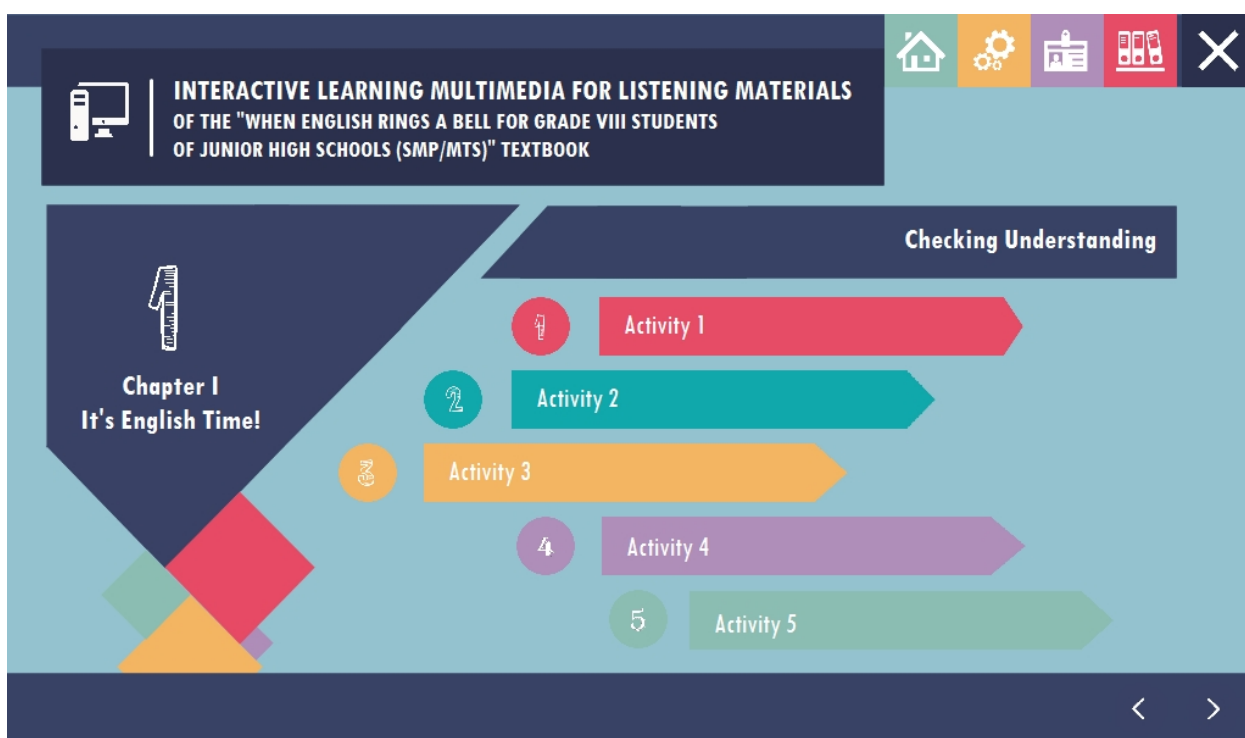
**ACTIVITY 5**  
 After doing the previous activities, complete the following statements properly and then discuss the answers with the class.

**ANSWER KEY**

- To ask for attention, we can say ....
- To respond to the expression of asking for attention we can say ....
- We say "Excuse me." when ....
- We can find someone saying "Attention, please?" in ....
- The meaning of the expression "May I have your attention?" is ....

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## 2) Checking Understanding Activities (Slide 17)



## Activity 1 of Checking Understanding (Slide 18)

CHAPTER I - It's English Time!

Checking Understanding

ACTIVITY 1

Listen to the following dialogue and then click items that you do not know and/or you want to know further.

1. Where the conversation takes place.

2. The meaning of the expression "Do you know what I mean?"

3. When to say "Do you know what I mean?"

4. The purpose of the speaker when she says "Do you know what I mean?"

5. The structure of the dialogue.

Write more things you do not know and/or you want to know further.

### Activity 2 of Checking Understanding (Slide 19)

CHAPTER I - It's English Time!
Checking Understanding

**ACTIVITY 2**  
 Referring to the items you do not know and/or you want to know further, click relevant questions.

- 1. Where does the conversation take place?
- 2. What is the meaning of the expression "Do you know what I mean?"?
- 3. When do we say "Do you know what I mean?"?
- 4. What is the purpose of the speaker when she says "Do you know what I mean?"?
- 5. What is the structure of the dialogue?

Propose temporary answers to your questions based on your current knowledge.

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### Activity 3 A of Checking Understanding (Slide 20)

CHAPTER I - It's English Time!
Checking Understanding

**ACTIVITY 3**  
**A. Listen to the following dialogue and then match the words in the left with the meanings in the right.**

1. do you	menggunakan
2. understand	kelas
3. use	apakah kamu
4. class	jangan kamu
5. agree	mengerti
	setuju

ANSWER KEY

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### Activity 3 B of Checking Understanding (Slide 21)

CHAPTER I - It's English Time!
Checking Understanding

**ACTIVITY 3**  
**B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.**

- The conversation takes place in the class.  
☐ True      ☐ False
- The speakers are the teacher and the students.  
☐ True      ☐ False
- The conversation happens during the break.  
☐ True      ☐ False
- The speaker's purpose of saying "Do you understand me?" is to check understanding.  
☐ True      ☐ False
- Siti disagrees to speak English in the English class.  
☐ True      ☐ False

### Activity 4 of Checking Understanding (Slide 22)

CHAPTER I - It's English Time!
Checking Understanding

**ACTIVITY 4**  
**Listen to the following dialogues. Write the expression of checking understanding and the response. Work with your friend sitting next to you and then discuss the answers with the class.**

1. Expression:	<input type="text"/>	Response:	<input type="text"/>
2. Expression:	<input type="text"/>	Response:	<input type="text"/>
3. Expression:	<input type="text"/>	Response:	<input type="text"/>
4. Expression:	<input type="text"/>	Response:	<input type="text"/>
5. Expression:	<input type="text"/>	Response:	<input type="text"/>

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- 
- 
-

### Activity 5 of Checking Understanding (Slide 23)

CHAPTER I - It's English Time!
Checking Understanding

**ACTIVITY 5**  
After doing the previous activities, complete the following statements properly and then discuss the answers with the class.

ANSWER KEY

- To check understanding, we can say ....
- To respond to the expression of checking understanding, we can say ....
- We say "Do you know what I mean?" when ....
- We can find someone saying "Do you know what I mean?" in ....
- The meaning of the expression "Do you know what I mean?" is ....

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### 3) Praising Good Work Activities (Slide 24)

INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS  
OF THE "WHEN ENGLISH RINGS A BELL FOR GRADE VIII STUDENTS  
OF JUNIOR HIGH SCHOOLS (SMP/MTS)" TEXTBOOK

Chapter I  
It's English Time!

Praising Good Work

1 Activity 1

2 Activity 2

3 Activity 3

4 Activity 4

5 Activity 5

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### Activity 1 of Praising Good Work (Slide 25)

CHAPTER I - It's English Time!
Praising Good Work

**ACTIVITY 1**  
 Listen to the following dialogue and then click items that you do not know and/or you want to know further.

- 1. Where the conversation takes place.
- 2. The meaning of the expression "It is very beautiful."
- 3. When to say "It is very beautiful."
- 4. The purpose of the speaker when she says "It is very beautiful."
- 5. The structure of the dialogue.

Write more things you do not know and/or you want to know further.

< >

### Activity 2 of Praising Good Work (Slide 26)

CHAPTER I - It's English Time!
Praising Good Work

**ACTIVITY 2**  
 Referring to the items you do not know and/or you want to know further, click relevant questions.

- 1. Where does the conversation take place?
- 2. What is the meaning of the expression "It is very beautiful."?
- 3. When do we say "It is very beautiful."?
- 4. What is the purpose of the speaker when she says "It is very beautiful."?
- 5. What is the structure of the dialogue?

Propose temporary answers to your questions based on your current knowledge.

< >

### Activity 3 A of Praising Good Work (Slide 27)

CHAPTER I - It's English Time!
Praising Good Work

**ACTIVITY 3**  
**A. Listen to the following dialogue and then match the words in the left with the meanings in the right.**

1. picture	suka
2. beautiful	terima kasih
3. like	desain
4. color	gambar
5. thanks	warna
	indah

ANSWER KEY

< >

### Activity 3 B of Praising Good Work (Slide 28)

CHAPTER I - It's English Time!
Praising Good Work

**ACTIVITY 3**  
**B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.**

- The conversation takes place in the library.  
☐ True      ☐ False
- The speakers are the staff and the teachers.  
☐ True      ☐ False
- The conversation happens during the break.  
☐ True      ☐ False
- The speaker's purpose of saying "Your pictures are very beautiful." is to criticize the work.  
☐ True      ☐ False
- After the first speaker says something, the second speaker responds to him by thanking.  
☐ True      ☐ False

ANSWER KEY

< >

### Activity 4 of Praising Good Work (Slide 29)

CHAPTER I - It's English Time!
Praising Good Work

**ACTIVITY 4**  
 Listen to the following dialogues. Write the expression of praising good work and the response. Work with your friend sitting next to you and then discuss the answers with the class.

1. Expression:	<input type="text"/>	Response:	<input type="text"/>
2. Expression:	<input type="text"/>	Response:	<input type="text"/>
3. Expression:	<input type="text"/>	Response:	<input type="text"/>
4. Expression:	<input type="text"/>	Response:	<input type="text"/>
5. Expression:	<input type="text"/>	Response:	<input type="text"/>

1.

2.

3.

4.

5.

**ANSWER KEY**

< >

### Activity 5 of Praising Good Work (Slide 30)

CHAPTER I - It's English Time!
Praising Good Work

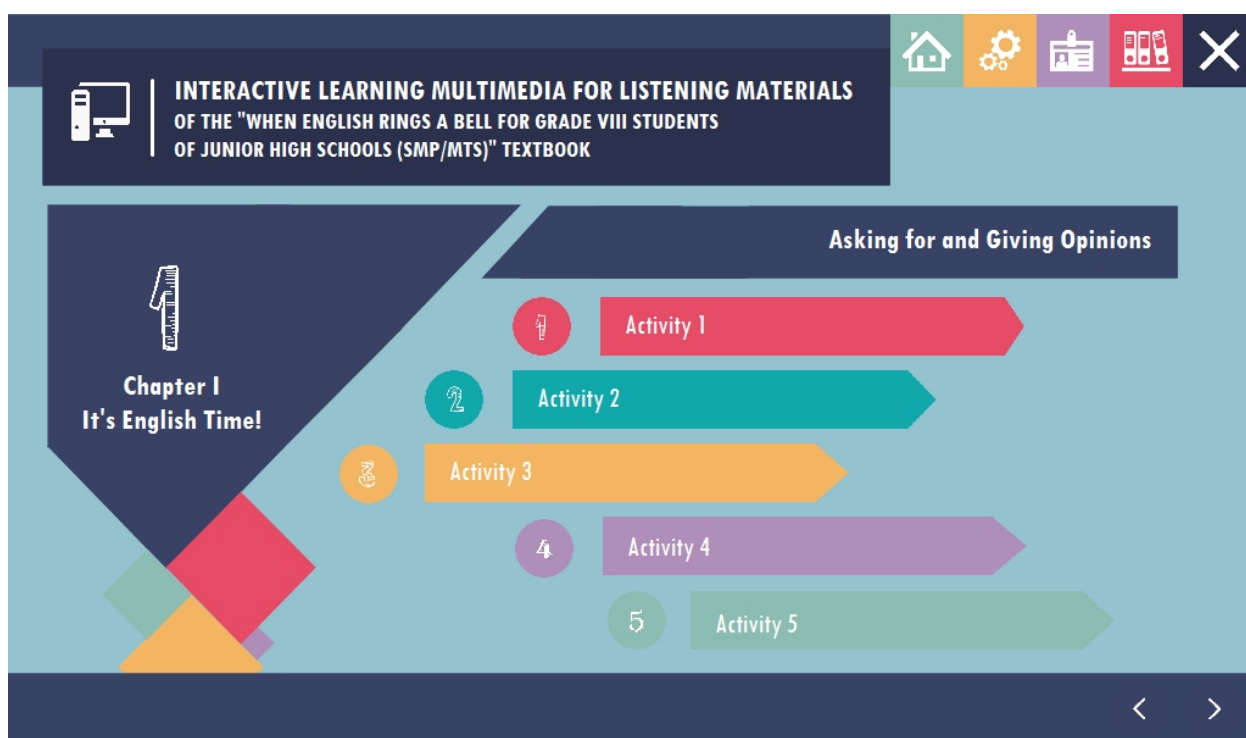
**ACTIVITY 5**  
 After doing the previous activities, complete the following statements properly and then discuss the answers with the class.

**ANSWER KEY**

- To praise good work, we can say ....
- To respond to the expression of praising good work, we can say ....
- We say "It is very beautiful." when ....
- We can find someone saying "It is very beautiful." in ....
- The meaning of the expression "It is very beautiful." is ....

< >

#### 4) Asking for and Giving Opinion Activities (Slide 31)



#### Activity 1 of Asking for and Giving Opinion (Slide 32)

CHAPTER I - It's English Time! Asking for and Giving Opinions

**ACTIVITY 1**  
Listen to the following dialogue and then click items that you do not know and/or you want to know further.

- 1. Where the conversation takes place.
- 2. The meaning of the expression "What do you think?"
- 3. When to say "What do you think?"
- 4. The purpose of the speaker when she says "What do you think?"
- 5. The structure of the dialogue.

Write more things you do not know and/or you want to know further.

Write your answer here:

Listen to the dialogue:

Play, Pause, Stop buttons

### Activity 2 of Asking for and Giving Opinions (Slide 33)

CHAPTER I - It's English Time!
Asking for and Giving Opinions

**ACTIVITY 2**  
 Referring to the items you do not know and/or you want to know further, click relevant questions.

- 1. Where does the conversation take place?
- 2. What is the meaning of the expression "What do you think?"?
- 3. When do we say "What do you think?"?
- 4. What is the purpose of the speaker when she says "What do you think?"?
- 5. What is the structure of the dialogue?

Propose temporary answers to your questions based on your current knowledge.

### Activity 3 A of Asking for and Giving Opinions (Slide 34)

CHAPTER I - It's English Time!
Asking for and Giving Opinions

**ACTIVITY 3**  
 A. Listen to the following dialogue and then match the words in the left with the meanings in the right.

1. what	tentang
2. think	pemandangan
3. about	apa
4. landscape	benda
5. hometown	pikirkan
	kota kediaman

ANSWER KEY



### Activity 3 B of Asking for and Giving Opinions (Slide 35)

CHAPTER I - It's English Time!
Asking for and Giving Opinions

**ACTIVITY 3**  
**B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.**

1. The conversation takes place in the yard.

☐ True ☐ False

2. The speakers are the students.

☐ True ☐ False

3. The conversation happens during the break.

☐ True ☐ False

4. The speaker's purpose of saying "What do you think about it?" is to give an opinion.

☐ True ☐ False

5. The speaker's purpose of saying "It's beautiful." is to ask for an opinion.

☐ True ☐ False

### Activity 4 of Asking for and Giving Opinions (Slide 36)

CHAPTER I - It's English Time!
Asking for and Giving Opinions

**ACTIVITY 4**  
**Listen to the following dialogues. Write the expression of asking for and giving opinions. Work with your friend sitting next to you and then discuss the answers with the class.**

1. Asking for : <input type="text"/>	Giving : <input type="text"/>
2. Asking for : <input type="text"/>	Giving : <input type="text"/>
3. Asking for : <input type="text"/>	Giving : <input type="text"/>
4. Asking for : <input type="text"/>	Giving : <input type="text"/>
5. Asking for : <input type="text"/>	Giving : <input type="text"/>



### Activity 5 of Asking for and Giving Opinions (Slide 37)

CHAPTER I - It's English Time!
Asking for and Giving Opinions

**ACTIVITY 5**  
After doing the previous activities, complete the following statements properly and then discuss the answers with the class.

ANSWER KEY

- To ask for opinions, we can say ....
- To give opinions, we can say ....
- We say "What do you think?" when ....
- We say "I think ...." when ....
- We can find someone saying "What do you think?" and "I think ...." in ....

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### b. Chapter II Competences (Slide 38)

**INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS**  
OF THE "WHEN ENGLISH RINGS A BELL FOR GRADE VIII STUDENTS  
OF JUNIOR HIGH SCHOOLS (SMP/MTS)" TEXTBOOK

2
Chapter II  
Can You Play the  
Guitar?

Click on the number to see the activities.

4

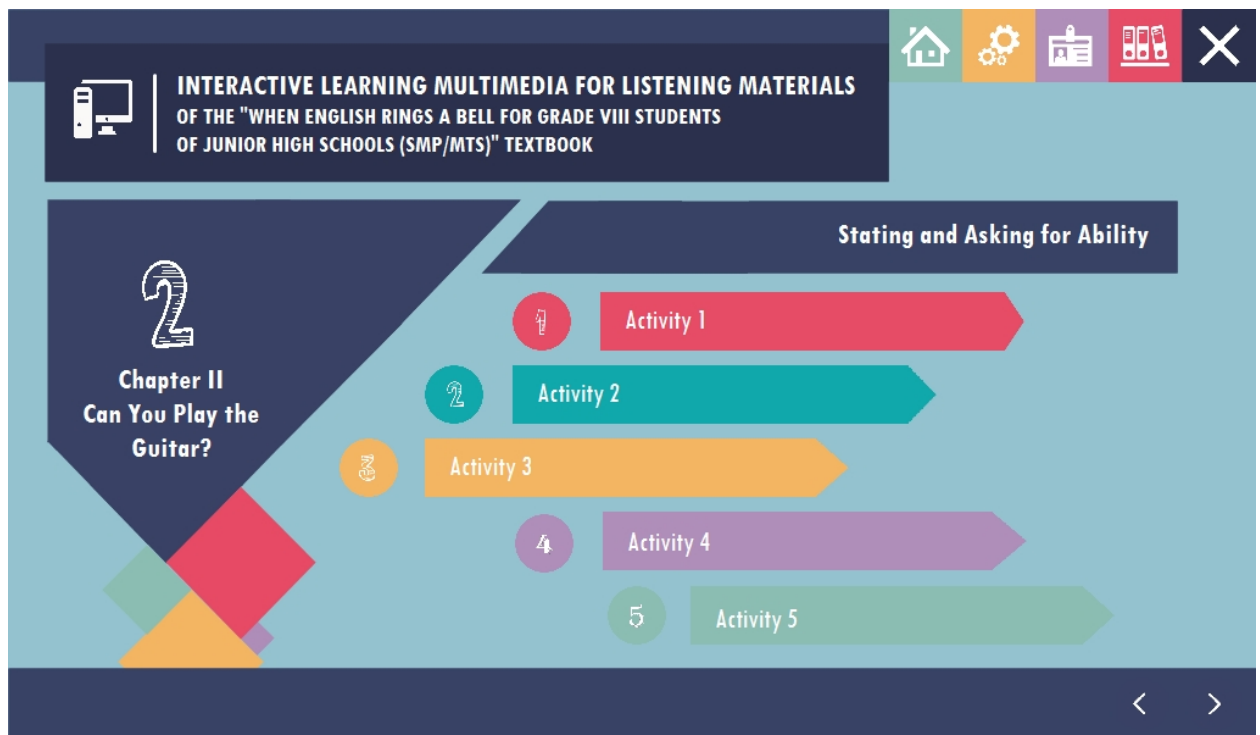
Stating and Asking for Ability

2

Stating and Asking for Willingness

< >

### 1) Stating and Asking for Ability Activities (Slide 39)



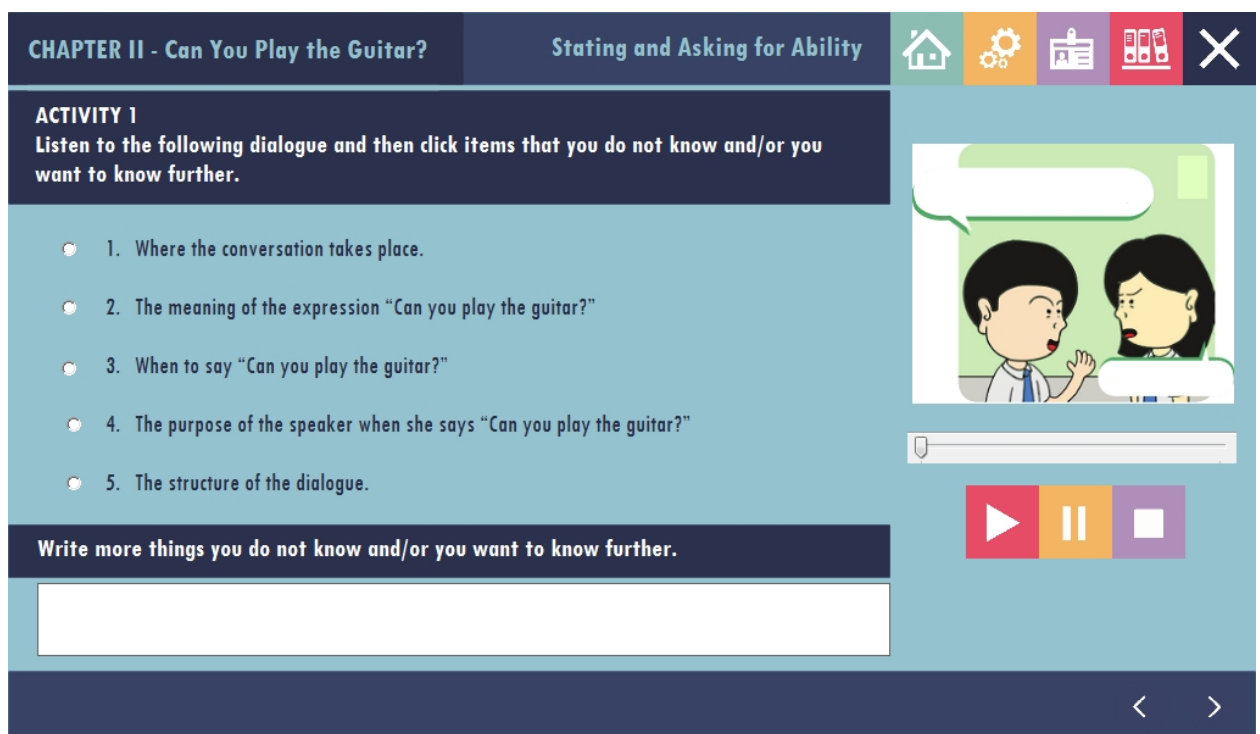
**INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS**  
OF THE "WHEN ENGLISH RINGS A BELL FOR GRADE VIII STUDENTS  
OF JUNIOR HIGH SCHOOLS (SMP/MTS)" TEXTBOOK

**Chapter II**  
**Can You Play the Guitar?**

**Stating and Asking for Ability**

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

### Activity 1 of Stating and Asking for Ability (Slide 40)



**CHAPTER II - Can You Play the Guitar?** **Stating and Asking for Ability**

**ACTIVITY 1**  
Listen to the following dialogue and then click items that you do not know and/or you want to know further.

- 1. Where the conversation takes place.
- 2. The meaning of the expression "Can you play the guitar?"
- 3. When to say "Can you play the guitar?"
- 4. The purpose of the speaker when she says "Can you play the guitar?"
- 5. The structure of the dialogue.

Write more things you do not know and/or you want to know further.

**Dialogue:**

Man: Where are you going?  
Woman: I'm going to the music store.  
Man: What are you going to buy?  
Woman: I'm going to buy a guitar.  
Man: Can you play the guitar?  
Woman: Yes, I can.

**Audio Player:**

Play, Pause, Stop buttons.

### Activity 2 of Stating and Asking for Ability (Slide 41)

CHAPTER II - Can You Play the Guitar?
Stating and Asking for Ability

**ACTIVITY 2**  
 Referring to the items you do not know and/or you want to know further, click relevant questions.

1. Where does the conversation take place?
2. What is the meaning of the expression "Can you play the guitar?"?
3. When do we say "Can you play the guitar?"?
4. What is the purpose of the speaker when she says "Can you play the guitar?"?
5. What is the structure of the dialogue?

Propose temporary answers to your questions based on your current knowledge.

< >

### Activity 3 A of Stating and Asking for Ability (Slide 42)

CHAPTER II - Can You Play the Guitar?
Stating and Asking for Ability

**ACTIVITY 3**  
 A. Listen to the following dialogue and then match the words in the left with the meanings in the right.

1. can	pesta
2. received	tidak bisa
3. come	bisakah
4. party	bolehkah
5. can't	datang
	menerima

ANSWER KEY

< >

### Activity 3 B of Stating and Asking for Ability (Slide 43)

CHAPTER II - Can You Play the Guitar?
Stating and Asking for Ability

**ACTIVITY 3**  
**B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.**

☐ True      ☐ False  
☐ True      ☐ False  
☐ True      ☐ False  
☐ True      ☐ False  
☐ True      ☐ False

ANSWER KEY

< >

### Activity 4 of Stating and Asking for Ability (Slide 44)

CHAPTER II - Can You Play the Guitar?
Stating and Asking for Ability

**ACTIVITY 4**  
**Listen to the following dialogues. Write the expression of stating and asking for ability. Work with your friend sitting next to you and then discuss the answers with the class.**

1. Asking for ability :		Stating : ability	
2. Asking for ability :		Stating : ability	
3. Asking for ability :		Stating : ability	
4. Asking for ability :		Stating : ability	
5. Asking for ability :		Stating : ability	

1.     
2.     
3.     
4.     
5.

ANSWER KEY

< >

### Activity 5 of Stating and Asking for Ability (Slide 45)

CHAPTER II - Can You Play the Guitar?
Stating and Asking for Ability

**ACTIVITY 5**  
After doing the previous activities, complete the following statements properly and then discuss the answers with the class.

**ANSWER KEY**

- To ask for ability, we can say ....
- To state ability, we can say ....
- We say "Can you do it?" when ....
- We say "I can do it." when ....
- We say "I can't do it." when ....

< >

### 2) Stating and Asking for Willingness Activities (Slide 46)

**INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS**  
OF THE "WHEN ENGLISH RINGS A BELL FOR GRADE VIII STUDENTS  
OF JUNIOR HIGH SCHOOLS (SMP/MTS)" TEXTBOOK

**2**  
Chapter II  
Can You Play the  
Guitar?

**Stating and Asking for Willingness**

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

< >

### Activity 1 of Stating and Asking for Willingness (Slide 47)

CHAPTER II - Can You Play the Guitar?
Stating and Asking for Willingness

**ACTIVITY 1**  
 Listen to the following dialogue and then click items that you do not know and/or you want to know further.

- 1. Where the conversation takes place.
- 2. The meaning of the expression "Will you come to my party?"
- 3. When to say "Will you come to my party?"
- 4. The purpose of the speaker when she says "Will you come to my party?"
- 5. The structure of the dialogue.

Write more things you do not know and/or you want to know further.

### Activity 2 of Stating and Asking for Willingness (Slide 48)

CHAPTER II - Can You Play the Guitar?
Stating and Asking for Willingness

**ACTIVITY 2**  
 Referring to the items you do not know and/or you want to know further, click relevant questions.

- 1. Where does the conversation take place?
- 2. What is the meaning of the expression "Will you come to my party?"
- 3. When do we say "Will you come to my party?"
- 4. What is the purpose of the speaker when she says "Will you come to my party?"
- 5. What is the structure of the dialogue?

Propose temporary answers to your questions based on your current knowledge.

### Activity 3 A of Stating and Asking for Willingness (Slide 49)

CHAPTER II - Can You Play the Guitar?
Stating and Asking for Willingness

**ACTIVITY 3**  
**A. Listen to the following dialogue and then match the words in the left with the meanings in the right.**

1. will	membawa
2. help	tentu
3. bring	maukah
4. book	yakin
5. sure	membantu
	book

ANSWER KEY

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>

### Activity 3 B of Stating and Asking for Willingness (Slide 50)

CHAPTER II - Can You Play the Guitar?
Stating and Asking for Willingness

**ACTIVITY 3**  
**B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.**

- The conversation takes place in the school.  
☐ True      ☐ False
- The speakers are the teacher and the student.  
☐ True      ☐ False
- The conversation happens during the class.  
☐ True      ☐ False
- The speaker's purpose of saying "Will you help me to bring this book?" is to ask for willingness.  
☐ True      ☐ False
- The speaker's purpose of saying "Sure." is to state willingness.  
☐ True      ☐ False

ANSWER KEY

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### Activity 4 of Stating and Asking for Willingness (Slide 51)

CHAPTER II - Can You Play the Guitar?
Stating and Asking for Willingness

**ACTIVITY 4**  
 Listen to the following dialogues. Write the expression of stating and asking for willingness. Work with your friend sitting next to you and then discuss the answers with the class.

1. Asking for : willingness		Stating : willingness	
2. Asking for : willingness		Stating : willingness	
3. Asking for : willingness		Stating : willingness	
4. Asking for : willingness		Stating : willingness	
5. Asking for : willingness		Stating : willingness	

1.

2.

3.

4.

5.

**ANSWER KEY**

< >

### Activity 5 of Stating and Asking for Willingness (Slide 52)

CHAPTER II - Can You Play the Guitar?
Stating and Asking for Willingness

**ACTIVITY 5**  
 After doing the previous activities, complete the following statements properly and then discuss the answers with the class.

**ANSWER KEY**

- To ask for willingness we can say ....
- To state willingness, we can say ....
- We say "Will you do it now?" when ....
- We say "I will do it." when ....
- We say "I will not do that." when ....

< >



c. Chapter III Competences (Slide 53)

**Chapter III**  
Would You Like to Come?

Click on the number to see the activities.

- 1 Giving and Responding to Instructions
- 2 Giving and Responding to Invitations
- 3 Giving and Responding to Prohibitions
- 4 Asking for Permissions

1) Giving and Responding to Instructions Activities (Slide 54)

**Chapter III**  
Would You Like to Come?

Giving and Responding to Instructions

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

### Activity 1 of Giving and Responding to Instructions (Slide 55)

CHAPTER III - Would You Like to Come?
Giving and Responding to Instructions

**ACTIVITY 1**  
 Listen to the following dialogue and then click items that you do not know and/or you want to know further.

- 1. Where the conversation takes place.
- 2. The meaning of the expression "Come in please!"
- 3. When to say "Come in please!"
- 4. The purpose of the speaker when she says "Come in please!"
- 5. The structure of the dialogue.

### Activity 2 of Giving and Responding to Instructions (Slide 56)

CHAPTER III - Would You Like to Come?
Giving and Responding to Instructions

**ACTIVITY 2**  
 Referring to the items you do not know and/or you want to know further, click relevant questions.

- 1. Where does the conversation take place?
- 2. What is the meaning of the expression "Come in please!"?
- 3. When do we say "Come in please!"?
- 4. What is the purpose of the speaker when she says "Come in please!"?
- 5. What is the structure of the dialogue?

### Activity 3 A of Giving and Responding to Instructions (Slide 57)

CHAPTER III - Would You Like to Come?
Giving and Responding to Instructions







**ACTIVITY 3**  
**A. Listen to the following dialogue and then match the words in the left with the meanings in the right.**

1. ready	siap
2. learn	belajar
3. clean	bersihkan
4. whiteboard	tuliskan
5. please	papan tulis
	tolong







**ANSWER KEY**

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### Activity 3 B of Giving and Responding to Instructions (Slide 58)

CHAPTER III - Would You Like to Come?
Giving and Responding to Instructions







**ACTIVITY 3**  
**B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.**

- The conversation takes place in the class.  
☐ True      ☐ False
- The speakers are the teacher and the staff.  
☐ True      ☐ False
- The speaker's purpose of saying "Clean the whiteboard, please!" is to give an instruction.  
☐ True      ☐ False
- The speaker's purpose of saying "Yes, ma'am." is to give an instruction.  
☐ True      ☐ False
- The second speaker does not want to clean the whiteboard.  
☐ True      ☐ False







**ANSWER KEY**

< >

### Activity 4 of Giving and Responding to Instructions (Slide 59)

CHAPTER III - Would You Like to Come?
Giving and Responding to Instructions

**ACTIVITY 4**  
 Listen to the following dialogues. Write the expression of giving and responding to instructions. Work with your friend sitting next to you and then discuss the answers with the class.

1. Giving an : instruction		Responding to : an instruction		1.	
2. Giving an : instruction		Responding to : an instruction		2.	
3. Giving an : instruction		Responding to : an instruction		3.	
4. Giving an : instruction		Responding to : an instruction		4.	
5. Giving an : instruction		Responding to : an instruction		5.	

ANSWER KEY

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>

### Activity 5 of Giving and Responding to Instructions (Slide 60)

CHAPTER III - Would You Like to Come?
Giving and Responding to Instructions

**ACTIVITY 5**  
 After doing the previous activities, complete the following statements properly and then discuss the answers with the class.

ANSWER KEY

1. To give instructions, we can say ....

2. To respond to instructions, we can say ....


3. We say "Come in please!" when ....

4. We can find someone saying "Come in please!" in ....

5. The meaning of the expression "Come in please!" is ....






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>

## 2) Giving and Responding to Invitation Activities (Slide 61)



## INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS

OF THE "WHEN ENGLISH RINGS A BELL FOR GRADE VIII STUDENTS  
OF JUNIOR HIGH SCHOOLS (SMP/MTS)" TEXTBOOK

### 3

#### Chapter IIII Would You Like to Come?

#### Giving and Responding to Invitations

1

Activity 1

2

Activity 2

3



Activity 3

4

Activity 4

5

Activity 5

### Activity 1 of Giving and Responding to Invitations (Slide 62)

CHAPTER III - Would You Like to Come?

Giving and Responding to Invitations

ACTIVITY 1

Listen to the following dialogue and then click items that you do not know and/or you want to know further.

☐

1. Where the conversation takes place.

☐

2. The meaning of the expression "Let's go to the canteen!"

☐

3. When to say "Let's go to the canteen!"

☐

4. The purpose of the speaker when he says "Let's go to the canteen!"

☐

5. The structure of the dialogue.

Write more things you do not know and/or you want to know further.

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### Activity 2 of Giving and Responding to Invitations (Slide 63)

CHAPTER III - Would You Like to Come?
Giving and Responding to Invitations

**ACTIVITY 2**  
 Referring to the items you do not know and/or you want to know further, click relevant questions.

- 1. Where does the conversation take place?
- 2. What is the meaning of the expression "Let's go to the canteen!"?
- 3. When do we say "Let's go to the canteen!"?
- 4. What is the purpose of the speaker when he says "Let's go to the canteen!"?
- 5. What is the structure of the dialogue?

Propose temporary answers to your questions based on your current knowledge.

< >

### Activity 3 A of Giving and Responding to Invitations (Slide 64)

CHAPTER III - Would You Like to Come?
Giving and Responding to Invitations

**ACTIVITY 3**  
 A. Listen to the following dialogue and then match the words in the left with the meanings in the right.

1. join	perpustakaan
2. us	tunggu
3. library	bergabung
4. but	sebentar
5. wait	kami
	tapi

ANSWER KEY

< >

### Activity 3 B of Giving and Responding to Invitations (Slide 65)

CHAPTER III - Would You Like to Come?
Giving and Responding to Invitations

**ACTIVITY 3**  
**B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.**

1. The conversation takes place in the class.  
☐ True      ☐ False

2. The speakers are the students.  
☐ True      ☐ False

3. The conversation happens during the class.  
☐ True      ☐ False

4. The speaker's purpose of saying "Will you join us to the library?" is to respond to an invitation.  
☐ True      ☐ False

5. The speaker's purpose of saying "Ok, but wait a minute." is to respond to an invitation.  
☐ True      ☐ False

**ANSWER KEY**

< >

### Activity 4 of Giving and Responding to Invitations (Slide 66)

CHAPTER III - Would You Like to Come?
Giving and Responding to Invitations

**ACTIVITY 4**  
**Listen to the following dialogues. Write the expression of giving and responding to invitations. Work with your friend sitting next to you and then discuss the answers with the class.**

1. Giving an : invitation		Responding to : an invitation	
2. Giving an : invitation		Responding to : an invitation	
3. Giving an : invitation		Responding to : an invitation	
4. Giving an : invitation		Responding to : an invitation	
5. Giving an : invitation		Responding to : an invitation	

1.

2.

3.

4.

5.

**ANSWER KEY**

Response: < >



### Activity 5 of Giving and Responding to Invitations (Slide 67)

CHAPTER III - Would You Like to Come?
Giving and Responding to Invitations

**ACTIVITY 5**  
After doing the previous activities, complete the following statements properly and then discuss the answers with the class.

ANSWER KEY

- To give invitations, we can say ....
- To respond to invitations, we can say ....
- We say "Let's go to the canteen!" when ....
- We can find someone saying "Let's go to the canteen!" in ....
- The meaning of the expression "Let's go to the canteen!" is ....

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### 3) Giving and Responding to Prohibition Activities (Slide 68)

**INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS**  
OF THE "WHEN ENGLISH RINGS A BELL FOR GRADE VIII STUDENTS  
OF JUNIOR HIGH SCHOOLS (SMP/MTS)" TEXTBOOK

3
Chapter III
Would You Like to Come?

Giving and Responding to Prohibitions

1
Activity 1

2
Activity 2

3
Activity 3

4
Activity 4

5
Activity 5

< >



### Activity 1 of Giving and Responding to Prohibitions (Slide 69)

CHAPTER III - Would You Like to Come?
Giving and Responding to Prohibitions

**ACTIVITY 1**  
 Listen to the following dialogue and then click items that you do not know and/or you want to know further.

- 1. Where the conversation takes place.
- 2. The meaning of the expression "Don't be late!"
- 3. The purpose of the speaker when he says "Don't be late!"
- 4. The purpose of the speaker when he says "I'll do my best."
- 5. The structure of the dialogue.

Write more things you do not know and/or you want to know further.

< >

### Activity 2 of Giving and Responding to Prohibitions (Slide 70)

CHAPTER III - Would You Like to Come?
Giving and Responding to Prohibitions

**ACTIVITY 2**  
 Referring to the items you do not know and/or you want to know further, click relevant questions.

- 1. Where does the conversation take place?
- 2. What is the meaning of the expression "Don't be late!"?
- 3. What is the purpose of the speaker when he says "Don't be late!"?
- 4. What is the purpose of the speaker when he says "I'll do my best."?
- 5. What is the structure of the dialogue?

Propose temporary answers to your questions based on your current knowledge.

< >

### Activity 3 A of Giving and Responding to Prohibitions (Slide 71)

CHAPTER III - Would You Like to Come?
Giving and Responding to Prohibitions

**ACTIVITY 3**  
**A. Listen to the following dialogue and then match the words in the left with the meanings in the right.**

1. don't	memberikan
2. tell	hadiah
3. give	menarik
4. special	jangan
5. gift	istimewa
	beri tahu

ANSWER KEY

<
>

### Activity 3 B of Giving and Responding to Prohibitions (Slide 72)

CHAPTER III - Would You Like to Come?
Giving and Responding to Prohibitions

**ACTIVITY 3**  
**B. State whether the statement from the dialogue is true (T) or false (F) by clicking TRUE if the statement is correct, and FALSE if the statement is false. Work in groups of three. After that, discuss the answers with the class.**

- The conversation takes place in the school.
 

☐ True
 ☐ False
- The speakers are Lina's friends.
 

☐ True
 ☐ False
- The conversation happens during the class.
 

☐ True
 ☐ False
- The speaker's purpose of saying "Don't tell Lina!" is to respond to a prohibition.
 

☐ True
 ☐ False
- The speaker's purpose of saying "Sure." is to respond to a prohibition.
 

☐ True
 ☐ False

ANSWER KEY

<
>

### Activity 4 of Giving and Responding to Prohibitions (Slide 73)

CHAPTER III - Would You Like to Come?
Giving and Responding to Prohibitions

**ACTIVITY 4**  
 Listen to the following dialogues. Write the expression of giving and responding to prohibitions. Work with your friend sitting next to you and then discuss the answers with the class.

1. Giving a prohibition :	<input type="text"/>	Responding to : a prohibition	<input type="text"/>
2. Giving a prohibition :	<input type="text"/>	Responding to : a prohibition	<input type="text"/>
3. Giving a prohibition :	<input type="text"/>	Responding to : a prohibition	<input type="text"/>
4. Giving a prohibition :	<input type="text"/>	Responding to : a prohibition	<input type="text"/>
5. Giving a prohibition :	<input type="text"/>	Responding to : a prohibition	<input type="text"/>

1.

2.

3.

4.

5.

**ANSWER KEY**

< >

### Activity 5 of Giving and Responding to Prohibitions (Slide 74)

CHAPTER III - Would You Like to Come?
Giving and Responding to Prohibitions

**ACTIVITY 5**  
 After doing the previous activities, complete the following statements properly and then discuss the answers with the class.

**ANSWER KEY**

- To give prohibitions, we can say ....
- To respond to prohibitions, we can say ....
- We say "Don't be late!" when ....
- We can find someone saying "Do not be late!" in ....
- The meaning of the expression "Don't be late!" is ....

< >

#### 4) Asking for Permission Activities (Slide 75)

**INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS**  
OF THE "WHEN ENGLISH RINGS A BELL FOR GRADE VIII STUDENTS  
OF JUNIOR HIGH SCHOOLS (SMP/MTS)" TEXTBOOK

**Chapter III**  
**Would You Like to Come?**

**Asking for Permissions**

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


#### Activity 1 of Asking for Permissions (Slide 76)


**CHAPTER III - Would You Like to Come?** **Asking for Permissions**

**ACTIVITY 1**  
Listen to the following dialogue and then click items that you do not know and/or you want to know further.

- 1. Where the conversation takes place.
- 2. The meaning of the expression "Can we do it on your table?"
- 3. When to say "Can we do it on your table?"
- 4. The purpose of the speaker when he says "Can we do it on your table?"
- 5. The structure of the dialogue.

Write more things you do not know and/or you want to know further.






### Activity 2 of Asking for Permissions (Slide 77)

CHAPTER III - Would You Like to Come?
Asking for Permissions

**ACTIVITY 2**  
Referring to the items you do not know and/or you want to know further, click relevant questions.

1. Where does the conversation take place?
2. What is the meaning of the expression "Can we do it on your table?"?
3. When do we say "Can we do it on your table?"?
4. What is the purpose of the speaker when he says "Can we do it on your table?"?
5. What is the structure of the dialogue?

Propose temporary answers to your questions based on your current knowledge.



### Activity 3 A of Asking for Permissions (Slide 78)

CHAPTER III - Would You Like to Come?
Asking for Permissions

**ACTIVITY 3**  
A. Listen to the following dialogue and then match the words in the left with the meanings in the right.





1. not yet	jaket
2. put	di sana
3. jacket	belum
4. over there	di sini
5. hanger	meletakkan
	gantungan



ANSWER KEY



**Activity 5 of Asking for Permissions (Slide 81)**

CHAPTER III - Would You Like to Come?		Asking for Permissions						
<b>ACTIVITY 5</b> After doing the previous activities, complete the following statements properly and then discuss the answers with the class.				<b>ANSWER KEY</b>				
1.	To ask for permissions, we can say ....	<input type="text"/>						
2.	To give permissions, we can say ....	<input type="text"/>						
3.	We say "Can we do it on your table?" when ....	<input type="text"/>						
4.	We say "Please do, but don't make a mess." when ....	<input type="text"/>						
5.	We can find someone saying "Can we do it on your table?" and "Please do, but don't make a mess." in ....	<input type="text"/>						
<div>&lt; &gt;</div>								

# **APPENDIX 7**

## **The Cover Design of the Compact Disk**



**THE COVER DESIGN OF THE COMPACT DISK  
OF THE INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING  
MATERIALS OF THE “WHEN ENGLISH RINGS A BELL FOR GRADE  
VIII STUDENTS OF JUNIOR HIGH SCHOOLS (SMP/MTS)”  
TEXTBOOK**



# **APPENDIX 8**

## **Expert Judgment Rating Scale**

## SURAT PERMOHONAN *EXPERT JUDGMENT*

Hal: Permohonan Kesiadaan *Expert Judgment*

Kepada

Yth. Ella Wulandari, M.A.

Di tempat

Dengan hormat,

Dalam rangka penyelesaian skripsi di Jurusan Pendidikan Bahasa Inggris, dilakukan penelitian dan pengembangan multimedia pembelajaran interaktif berjudul “Developing Interactive Learning Multimedia for Listening Materials of the “When English Rings a Bell for Grade VIII Students of Junior High School (SMP/MTS)” Textbook”. Penelitian dilakukan oleh:

Nama : Ratna Yunita

NIM : 11202241069

Jurusan : Pendidikan Bahasa Inggris

Peneliti mohon bantuan Ahli Materi dan Multimedia Pembelajaran Interaktif untuk memvalidasi multimedia pembelajaran interaktif berbasis computer dengan program Lectora Inspire yang kami rancang. Multimedia pembelajaran interaktif ini digunakan untuk siswa kelas VIII SMP. Untuk itu, kami mohon kesediaan Ibu untuk bisa memberikan penilaian demi mendapatkan multimedia pembelajaran interaktif yang baik.

Atas bantuan dan kesediaan Ibu, kami mengucapkan terima kasih.

Dosen Pembimbing

Yogyakarta, 5 Juni 2015

Pemohon

Drs. Suharso, M.Pd.

NIP. 19591006 198403 1 002

Ratna Yunita

NIM. 11202241069

Mengetahui

Ketua Jurusan

Pendidikan Bahasa Inggris

Drs. Samsul Maarif, M.A.

NIP. 19530423 197903 1 004

**ANGKET UJI AHLI MATERI DAN MULTIMEDIA PEMBELAJARAN  
INTERAKTIF UNTUK MATERI *LISTENING* DARI BUKU “*WHEN  
ENGLISH RINGS A BELL*”UNTUK SISWA KELAS VIII SMP/MTS**

*(Expert Judgment)*

Angket ini bertujuan untuk mengevaluasi materi dan multimedia pembelajaran interaktif untuk materi *listening* dari buku “*When English Rings a Bell*” untuk siswa kelas VIII SMP/MTS.

**A. Data Responden**

1. Nama :
2. Usia :
3. Jenis Kelamin : L/P
4. Pendidikan :
 

S1	<input type="checkbox"/>
S2	<input type="checkbox"/>
S3	<input type="checkbox"/>
5. Lama mengajar : ... tahun

**B. Evaluasi Materi**

Petunjuk Pengisian

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pendapat Anda.

Keterangan :

- SS : Sangat Setuju (4)  
 S : Setuju (3)  
 TS : Tidak Setuju (2)  
 STS : Sangat Tidak Setuju (1)

**Angket Evaluasi Materi dan Multimedia Pembelajaran Interaktif  
untuk Materi *Listening* dari Buku “*When English Rings a Bell*”  
untuk Siswa Kelas VIII SMP/MTS**

No	Pernyataan	STS	TS	S	SS
	Kelayakan Isi				
1.	Materi pada multimedia pembelajaran interaktif yang dikembangkan sesuai dengan kompetensi inti dan kompetensi dasar bahasa Inggris Kurikulum 2013 untuk kelas VIII SMP.				
2.	Materi pada multimedia pembelajaran interaktif yang dikembangkan sesuai dengan kebutuhan siswa untuk belajar <i>listening</i> .				
3.	Materi mencakup teks-teks dan percakapan yang relevan dengan kehidupan siswa sehari-hari untuk mengembangkan keterampilan <i>listening</i> .				
4.	Materi pada multimedia pembelajaran interaktif yang dikembangkan mudah dimengerti.				
5.	Topik-topik yang disajikan pada multimedia pembelajaran interaktif yang dikembangkan menarik dan sesuai.				
6.	Materi pada multimedia pembelajaran interaktif yang dikembangkan mencakup teks, gambar, dan audio yang relevan dengan topik-topik yang disajikan.				
7.	Kegiatan pembelajaran ( <i>activity</i> ) pada multimedia pembelajaran interaktif yang dikembangkan menarik.				
8.	Materi pada multimedia pembelajaran interaktif yang dikembangkan mencakup pembelajaran tentang fungsi sosial sebuah teks atau ekspresi.				
9.	Materi pada multimedia pembelajaran interaktif				

	yang dikembangkan mencakup pembelajaran tentang struktur sebuah teks atau ekspresi.				
10.	Materi pada multimedia pembelajaran interaktif yang dikembangkan mencakup pembelajaran tentang unsur kebahasaan sebuah teks atau ekspresi.				
11.	Bahasa yang digunakan dalam multimedia pembelajaran interaktif yang dikembangkan sesuai dengan kaidah bahasa Inggris yang tepat.				
12.	Bahasa yang digunakan dalam multimedia pembelajaran interaktif yang dikembangkan jelas dan dapat dipahami oleh siswa.				
13.	Materi pada multimedia pembelajaran interaktif yang dikembangkan sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
14.	Kegiatan pembelajaran ( <i>activity</i> ) pada multimedia pembelajaran interaktif yang dikembangkan disusun secara sistematis, berurutan dari yang paling mudah hingga yang paling sulit.				
15.	Kegiatan pembelajaran ( <i>activity</i> ) pada multimedia pembelajaran interaktif yang dikembangkan disusun dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
Lain-lain					
.....					
.....					

No	Kelayakan Aspek Media				
	Pernyataan	STS	TS	S	SS
16.	Pemilihan latar belakang sesuai.				
17.	Bentuk dan ukuran huruf sesuai sehingga dapat dibaca dengan mudah.				
18.	Pengaturan tata letak teks dan gambar sesuai.				
19.	Kombinasi warna huruf dan latar belakang sesuai.				
20.	Gambar/ilustrasi yang digunakan relevan dengan topik dan isi materi.				
21.	Penggunaan gambar/ilustrasi proporsional, fungsional, dan bersifat estetik.				
22.	Rekaman audio yang digunakan relevan dengan topik dan isi materi.				
23.	Suara rekaman audio yang disajikan jelas sehingga dapat didengar dengan mudah.				
24.	Tombol navigasi untuk menjelajah/mengoperasikan program baik.				
25.	Tombol navigasi untuk menjelajah/mengoperasikan program ditempatkan secara konsisten.				
26.	Tombol navigasi untuk menjelajah/mengoperasikan program mudah untuk diakses.				
27.	Tombol navigasi untuk menjelajah/mengoperasikan program tidak terlalu rumit.				
28.	Respon langsung yang tersedia baik.				
29.	Pengguna dapat belajar mandiri dengan multimedia pembelajaran yang dikembangkan.				
30.	Kunci jawaban yang tersedia dapat membantu pengguna untuk mengetahui hasil pekerjaan mereka.				
Lain-lain					
.....					
.....					

Tanggapan terhadap materi:

1. Secara umum, bagaimanakah pendapat Ibu mengenai multimedia pembelajaran interaktif yang telah dikembangkan?

---

---

---

2. Menurut Ibu apa kekurangan dari multimedia pembelajaran interaktif yang telah dikembangkan?

---

---

---

3. Apa saran Ibu untuk memperbaiki multimedia pembelajaran interaktif yang telah dikembangkan?

---

---

---



# **APPENDIX 9**

## **Letter of Validation**

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

nama : Ella Wulandari, M.A.

NIP : 19830518 200604 2 001

institusi : PBI/FBS/UNY

menyatakan bahwa program multimedia pembelajaran interaktif sebagai hasil dari skripsi dengan judul "Developing Interactive Learning Multimedia for Listening Materials of the "When English Rings A Bell for Grade VIII Students of Junior High Schools (SMP/MTS)" Textbook" dari mahasiswa

nama : Ratna Yunita

NIM : 11202241069

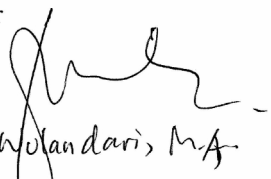
telah dinyatakan (**layak tanpa revisi/ layak dengan revisi/ tidak layak**)\* untuk diimplementasikan sebagai materi *listening* untuk pembelajaran Bahasa Inggris SMP/MTS kelas VIII dengan menambahkan saran sbb:

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Yogyakarta, Juni 2015

Evaluatur

  
 ( Ella Wulandari, M.A.  
 NIP. 19830518 200604 2 001

\*) coret yang tidak perlu

# **APPENDIX 10**

## **Permit Letters**



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
 10 Jan 2011

Nomor : 0058d/UN.34.12/DT/I/2015  
 Lampiran : 1 Berkas Proposal  
 Hal : **Permohonan Izin Penelitian**

Yogyakarta, 13 Januari 2015

**Kepada Yth.**

**Walikota Yogyakarta**  
**c.q. Kepala Dinas Perizinan Kota Yogyakarta**  
**Kompleks Balai Kota, Timoho, Yogyakarta**

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**DEVELOPING INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS OF THE**  
**"WHEN ENGLISH RINGS BELL FOR GRADE VIII STUDENTS OF JUNIOR HIGH SCHOOL (SMP/MTS)"**  
**TEXTBOOK**

Mahasiswa dimaksud adalah :

Nama : RATNA YUNITA  
 NIM : 11202241069  
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
 Waktu Pelaksanaan : Januari - Februari 2015  
 Lokasi Penelitian : SMPN 6 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
 Kasubbag Pendidikan FBS,  
  
 Indun Probo Utami, S.E.  
 NIP 19670704 199312 2 001

Tembusan:  
 - Kepala SMPN 6 Yogyakarta



# DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 515866, 562682

Fax (0274) 555241

E-MAIL : perizinan@jogjakota.go.id

HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id

WEBSITE : [www.perizinan.jogjakota.go.id](http://www.perizinan.jogjakota.go.id)

## SURAT IZIN

NOMOR : 070/0137

0218/34

- Membaca Surat : Dari Dekan Fak. Bahasa dan Seni - UNY  
Nomor : 0058d/UN.34.12/DT.I/2015 Tanggal : 15 Januari 2015
- Mengingat : 1. Peraturan Gubernur Daerah istimewa Yogyakarta Nomor : 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah istimewa Yogyakarta.  
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;  
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;  
5. Peraturan Walikota Yogyakarta Nomor 18 tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
- Dijijinkan Kepada : Nama : RATNA YUNITA  
No. Mhs/ NIM : 11202241069  
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY  
Alamat : Kampus Karangmalang, Yogyakarta  
Penanggungjawab : Drs. Suharso, M.Pd.  
Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS OF THE "WHEN ENGLISH RINGS A BELL FOR GRADE VIII STUDENTS OF JUNIOR HIGH SCHOOLS (SMP/MTS)" TEXTBOOK
- Lokasi/Responden : Kota Yogyakarta  
Waktu : 15 Januari 2015 s/d 15 April 2015  
Lampiran : Proposal dan Daftar Pertanyaan  
Dengan Ketentuan : 1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan  
Pemegang Izin

RATNA YUNITA



Dikeluarkan di Yogyakarta

Pada Tanggal 15-1-2015

An. Kepala Dinas Perizinan  
Sekretaris

ENY RETNOWATI, SH  
NIP. 196103031988032004

Tembusan Kepada :

- Yth 1. Walikota Yogyakarta (sebagai laporan)  
2. Ka. Dinas Pendidikan Kota Yogyakarta  
3. Kepala SMP Negeri 6 Yogyakarta  
4. Dekan Fak. Bahasa dan Seni - UNY



**PEMERINTAH KOTA YOGYAKARTA  
DINAS PENDIDIKAN  
SMP NEGERI 6**

Jl. RW Monginsidi No 1 Yogyakarta Kode Pos 55233, Telp. (0274) 512268 Fax (0274) 512268  
EMAIL : [smpn6yk@yahoo.com](mailto:smpn6yk@yahoo.com)  
HOT LINE SMS 08122780001 HOT LINE E MAIL : [upik@jogjakota.go.id](mailto:upik@jogjakota.go.id)  
WEBSITE : [www.jogjakota.go.id](http://www.jogjakota.go.id)  
**YOGYAKARTA 55233**

## SURAT KETERANGAN

Nomor : 070/034

Yang bertanda tangan di bawah ini :

Nama : RETNA WURYANINGSIH, SPd  
NIP : 19690726 199512 2 003  
Pangkat/Gol : Pembina IV/a  
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : RATNA YUNITA  
NIM : 11202241069  
Prodi : Fak. Bahasa dan Seni UNY

Benar-benar telah melaksanakan kegiatan Penelitian di SMP Negeri 6 Yogyakarta dengan judul **“DEVELOPING INTERACTIVE LEARNING MULTIMEDIA FOR LISTENING MATERIALS OF THE “WHEN ENGLISH RINGS A BELL FOR GRADES VIII STUDENT OF JUNIOR HIGH SCHOOLS (SMP/MTS) TEXTBOOK”** pada tanggal 21 Januari 2015.

Demikian keterangan ini dibuat untuk dapat digunakan seperlunya.

Yogyakarta, 21 Januari 2015  
Kepala Sekolah  
  
**RETNA WURYANINGSIH, SPd**  
NIP. 19690726 199512 2 003

