

**DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING  
DESCRIPTIVE TEXT READING TO GRADE VII STUDENTS  
AT SMPN 6 YOGYAKARTA**

**A Thesis**

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



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**2015**

**APPROVAL**

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DESCRIPTIVE TEXT READING TO GRADE VII STUDENTS  
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**A Thesis**



**Approved on 21 September, 2015**

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**DESCRIPTIVE TEXT READING TO GRADE VII STUDENTS**  
**AT SMPN 6 YOGYAKARTA**

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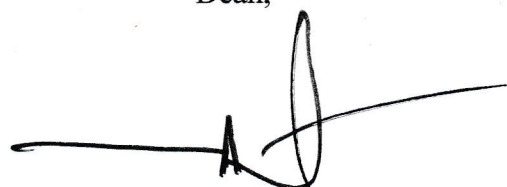
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Yogyakarta, Agustus 2015

Penulis

Reza Halimah



## MOTTO

يَتَأَيُّهَا الَّذِينَ ءَامَنُوا إِن نُّنَصِّرُوكُمْ اللَّهُ يَنْصُرْكُمْ وَيُثَبِّتْ أَقْدَامَكُمْ ﴿٧﴾

O believers, if you help (the cause of) Allah, He will help you and make firm your steps. (QS. Muhammad: 7)

وَمَا هَذِهِ الْحَيَاةُ الدُّنْيَا إِلَّا لَهْوٌ وَلَعِبٌ وَإِنَّ الدَّارَ الْآخِرَةَ لَهِىَ  
الْحَيَاةُ لَوْ كَانُوا يَعْلَمُونَ ﴿٦٤﴾

And this worldly life is nothing but diversion and amusement. And indeed, the home of the Hereafter – that is the (eternal) life, if only they knew.

(QS. Al Ankabut: 64)

## DEDICATIONS

*This thesis is sincerely dedicated to my beloved family;  
Ibu, Bapak, Karun and Fahrul who indirectly show me  
the path to find out the reason why I should finish this thesis  
as soon as possible and what should be pursued after that.*

*This is also dedicated to those who are pursuing their dreams  
by following the true path.*

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Finally, I do realize that my thesis is still far from perfection even though I have done my best for it. I do hope that this will be fruitful for everyone, especially those who are interested in materials development.

Yogyakarta, August 21, 2015

Reza Halimah

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**ABSTRACT**

The aims of this study are: 1) to find out the needs of Grade VII students of SMPN 6 Yogyakarta in terms of learning descriptive text reading; 2) to find out the characteristics of appropriate interactive learning multimedia that can be used to support the teaching and learning process of descriptive text reading; 3) to develop the appropriate interactive learning multimedia for teaching descriptive text reading to Grade VII students of SMPN 6 Yogyakarta.

This is an educational research and development (R & D) study. The subjects of this study were Grade VII B students of SMPN 6 Yogyakarta. The research procedure followed the model proposed by Jolly and Bolitho with a little modification. The steps were identification of the needs for material, exploration of the needs, contextual realisation of the materials, pedagogical realisation of the materials, productions of the materials, expert judgment, and revision. The data collection instruments were needs analysis questionnaire and expert judgment questionnaire. The data from needs analysis were analysed quantitatively utilizing frequencies and percentages and the result were used to develop the course grid. The quantitative data obtained from the expert judgment were converted into descriptive analysis whereas the comments and suggestions were used to revise the first draft to become the final product.

From the results of the needs analysis, it was found that the students want to be able to use English as a means of communication both in the spoken and written form and to pass the national examination. Related to the reading skill, they want to enrich their vocabulary and to be accustomed to English spelling. The difficulties in reading English text are caused by unfamiliar vocabulary and pronunciation. The final product of this study is an interactive learning multimedia for teaching descriptive text reading for Grade VII students entitled "Reading Time" which consists of three units and covers the topics related to students' interest and daily life (people, animals, places, things, and occupations). The materials were developed by considering the results of the needs analysis and the documents of the curriculum. The research findings showed that the multimedia was considered appropriate. The mean score for both materials and media aspects was 4.3 which was "Very Good".

## **CHAPTER I INTRODUCTION**

In this chapter, the researcher presents six sub-chapters, namely the background of the study, identification of the problem, delimitation of the problem, formulations of the problem, objectives of the study, and the significances of the study.

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

Nowadays, English serves as a lingua franca in many parts of the world. It means that English is used among different groups of people for communication. The language is used as a second or foreign language for one of or both of the speakers. It shows that English has a power as a language for communication. In Indonesia, it is taught as the first foreign language in the formal schools. It is taught from the elementary level as a local content up to the secondary level as a compulsory subject.

There are four skills in English language teaching. They are writing, speaking, listening, and reading. Ideally, all of those skills have to be taught as an integration. Reading has a considerable role in the language teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing. Reading affects the learning process of other skills. The students have to be able to achieve reading competencies as stated by the national curriculum.

Talking about reading, people will automatically think about some texts. Students have to deal with texts from many sources such as books, the internet, newspapers, magazines and so forth in order to gain knowledge, get some information, and reach other purposes. It is why language teachers devote considerable time and effort to promote the reading skill among their students. Besides its role as a medium for students to get knowledge and new information, reading is one of the important tools for assessing students' language ability. This is proven by the fact that the final examination for the junior high school in Indonesia is in the form of the written texts most of which contain various text types and one of them is the descriptive text. If the students do not understand the text well, they may fail to do the test.

According to the school-based curriculum, the junior high school students in Indonesia should learn many texts including essays and short functional texts. The essays include descriptive, narrative, report, recount and procedure texts, while the short functional texts are notices, warnings, greeting cards, announcements, and invitations. Every text type has its own generic structure and linguistic elements that are different from one another. The descriptive text will be the first genre of those texts that will be taught to Grade VII students in the junior high school. However, it is not easy to encourage them to read and understand the descriptive text since the text usually consists of some paragraphs which are totally different from the previously taught texts, namely short functional texts.

There are some factors that influence the success in teaching reading. One of them is learning material. Learning materials are fundamental elements in the

teaching and learning process, including in the teaching and learning of reading. The learning materials help the teachers to deliver the instruction and information to the students and facilitate the students to understand the instruction given by the teachers. There are many kinds of learning materials that can be used to teach reading, e.g. magazines, newspapers, charts, images and some technological aids. By considering that learning materials are significant to make the process of teaching reading run well and achieve the goals, the teachers have to design the learning materials carefully.

In relation to learning materials, teachers tend to use textbooks or other printed materials to teach reading. They consider the textbooks as the main materials and other materials which are from the internet, magazines, newspapers as the additional ones. Nowadays, there are many textbooks that are well-designed and the teachers can use them to teach reading to their students, yet the teaching and learning process of reading will be just a series of monotonous activities such as reading a text and answering the questions. The consequence is that the students will get bored easily. Eventually, it can be concluded that teaching reading by using textbooks is not enough. That is why teachers need more than textbooks or printed materials to assure that the teaching and learning process of reading runs well and the students are engaged. The teachers should innovate the learning materials and media.

Along with the innovative theories and improvements in information and technology, the learning media used in the teaching and learning process change. In this modern era, learning media are not only chalk, blackboard, video player

and tape recorder. There are also personal computers (PCs), laptops, LCD projectors and internet which can facilitate the teaching and learning process. Teachers can combine some media such as texts, pictures and videos into a package. A package of some media called multimedia is now available. The multimedia contains more interactive features than printed materials. The availability of multimedia challenges the teachers to utilize it appropriately based on the learning needs.

In the English teaching and learning process, the use of multimedia as teaching media undoubtedly helps the students to be autonomous learners and makes the teaching and learning process a learner-centered process since the interactive features in the multimedia give the students an opportunity to study independently. Furthermore, the elements of multimedia such as videos, recordings and pictures can show the students the models of target language uses. However, there is a problem in the implementation of interactive multimedia in the English teaching and learning process. As stated earlier, most of the teachers tend to use printed materials rather than interactive multimedia, especially in reading. As a consequence, the students get bored easily. In addition, teachers who use multimedia in their teaching often find some difficulties in finding the appropriate learning sources. Even though many interactive multimedia sources can be found easily, those which fulfil the requirements of national standard of competencies are still limited.

Considering those issues, this study is to find a solution in order to facilitate the students in learning the reading skill, especially descriptive text

reading. The focus of this study is developing appropriate interactive multimedia for teaching descriptive text reading which can fulfil requirements of national standard of competencies.

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

Based on the background of the study, the researcher identified some main problems in relation to the teaching and learning process of reading, especially descriptive text reading. The problems are analysed and then elaborated in this section.

The first problem is related to the material sources used by the teachers. As stated in the previous sub-chapter, most of the English teachers' learning material sources are just from textbooks or other printed materials. The teachers give a text to the students and ask them to read the text and then do the tasks based on the instruction. The tasks are easily predicted by them and therefore their curiosity is not well-developed. Those activities will make them easily get bored since the learning materials are monotonous.

The second problem is about media. The media used by the teachers to deliver the material such as whiteboard and board markers do not help the students much in reading activities. New technologies such as PCs, laptops and LCD projectors are rarely used by the teachers to gain students' motivation to read.

The third problem is about the time allocation. Textbooks contain some interesting activities in order to make the students understand about the material,



in this case descriptive text. However, the teachers are unable to teach all of the activities because of the limitation of the time. The time allocation for English in junior high school that the researcher has observed is just forty minutes in a meeting and there will be four meetings in a week. In those meetings, the teacher should deliver the materials and give the test including the main and remedial test. Therefore, the time is very limited for the teachers to deliver all of the activities in the textbooks.

The last problem is about the availability of the interactive multimedia sources. Actually, there are many interactive multimedia sources available in the CD rentals or bookstores, but the one that fulfil the national standard requirement is rarely found. It is found that the standardized textbooks are more easily found than the standardized interactive multimedia. That is one of the reason of some teachers not to use the interactive multimedia.

### **C. The Delimitation of the Problems**

This study focuses on developing interactive multimedia for teaching reading descriptive text. The study is designed for seventh grade students at SMPN 6 Yogyakarta. The researcher focuses on developing interactive multimedia for teaching reading descriptive text for seventh grade students at SMPN 6 Yogyakarta because she believes that interactive multimedia give the contributions in helping the teachers to deliver descriptive text materials.

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

Based on the background of the study, identification of the problem and delimitation of the problem, the research problems can be formulated as follows.

1. What are the needs of Grade VII students of SMPN 6 Yogyakarta in term of learning descriptive text reading?
2. What are the characteristic of appropriate interactive learning multimedia that can be used to support the teaching and learning process of descriptive text reading?
3. What is the appropriate interactive learning multimedia for teaching descriptive text reading to Grade VII students of SMPN 6 Yogyakarta?

#### **E. Objectives of the Research**

Based on the delimitation and formulation of problem above, the objectives of this research are:

1. to find out the needs of Grade VII students of SMPN 6 Yogyakarta in terms of learning descriptive text reading.
2. to find out the characteristic of appropriate interactive learning multimedia that can be used to support the teaching and learning process of descriptive text reading.
3. to develop the appropriate interactive learning multimedia for teaching descriptive text reading to Grade VII students of SMPN 6 Yogyakarta

## **F. Significances of the Research**

The results of this study are hoped to give some practical and theoretical significances for these following parties:

### **1) Practical Significances**

#### **a. English Teachers**

The English teachers of SMPN 6 Yogyakarta can use the findings of this study to solve the problem in the classroom. In other words, they can implement the use of this interactive multimedia to deliver descriptive text materials in a more interesting way. Furthermore, the findings of this study can also be used as a means to motivate the teachers to vary their learning materials and media so that the students will not get bored easily with the teaching and learning process.

#### **b. Students**

The researcher expects that this study will help the students comprehend English descriptive text more easily and motivate them to love reading.

#### **c. Other Researchers**

The collaborator and other researchers can make the findings of this study one of the references about developing learning materials for the reading skill that they can improve it using many other references.

## **2) Theoretical Significance**

Theoretically, this study provides beneficial and referential contributions in giving general knowledge of developing interactive multimedia for teaching descriptive text reading to Grade VII students.

## **CHAPTER II**

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

The objective of this study is to develop an interactive multimedia for teaching descriptive text reading to Grade VII students of the junior high school. In this chapter, the theories of reading including the way to teach and assess the reading skill, the material development, the interactive multimedia, the relevant studies, and the conceptual framework will be explained.

#### **A. Literature Review**

##### **1. Reading**

##### **a. The Nature of Reading**

Reading is considered as one of the English skills which has some significant roles in the teaching and learning process. According to Maxom (2009: 139), reading is one of the four skills which need to be learned besides listening, speaking, and writing. Reading also has a considerable role in the language teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing. Richards and Schmidt (2002: 442) say that reading is perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding of the contents is called reading comprehension. They also add that reading is saying a written text aloud (oral reading). This can be done with or without an understanding of the contents.

In a more complex definition, Johnson (1983: 17) defines reading as “a complex behaviour which involves conscious and unconscious use of various

strategies, including problem-solving strategies, to build a model of the meaning which the writer is assumed to have intended.” Based on this definition, reading not only deals with getting meaning of a text but also getting the message which the writer intends to convey. The term getting meaning differs from getting message since when someone gets the meaning of a text, there is no guarantee that he can understand the text in terms of the writer’s intention (Nuttal, 1996). It happens because every person has different prior knowledge and experiences, so it may cause different interpretations about the text.

Reading belongs to a receptive skill of English which means that it deals with responding rather than producing a text (Harmer, 2007). However, reading is seen as a complex process since it involves a great deal of the precise knowledge and reading strategies to be equipped (Spratt et al., 2005). In the previous definition, Johnson (1983) also states that reading is a complex behaviour which involves the use of the various strategies both consciously and unconsciously used. Moreover, Plaut (2005) adds to the complexity of reading that “reading is a complex task involving the rapid coordination of the visual, phonological, semantic and linguistic processes.” From those arguments, reading is not seen as a passive process. In other words, reading is an active process which needs a lot of practices.

In line with the fact that reading is an active process, Hedge (2007: 188) considers reading as an interactive activity because there is a dynamic relationship between the texts and the readers. The readers strive to make sense of the texts. The term ‘interactive’ also refers to the interplay among various kinds of

knowledge that a reader employs in comprehending the text. Furthermore, Birch (2002: 4) considers reading as an interactive activity in three ways. They are:

- 1) The different processing strategies, both top and bottom, along with the knowledge base, interact with each other to accomplish the reading.
- 2) The readers' mind interacts with the written text so that the reader can understand the message.
- 3) The reader interacts indirectly with the writer of the texts if the text across time and space because it is the writer who is communicating the information to the readers, but it is the reader who must grasp the information from the writer.

The reading skill deals with the written texts. Written texts are not restricted as the texts that can be found in the books, newspapers, magazines, or websites. There are many kinds of written texts. Brown (2001) argues that the variety or genres of written texts are much larger than the spoken texts. He mentions twenty five genres of written texts. The following texts are included in genres of written texts mentioned by Brown (2001): non-fiction (e.g. reports, editorials, articles and dictionaries), fiction (e.g. novels and short stories), letters, greeting cards, diaries, journals, memos, messages, announcements, newspaper 'kournalese', academic writing, forms, applications, questionnaires, directions, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisements, invitations, directories, and comic stripes or cartoons.

In conclusion, Grabe (2009) states that reading is "a combination of processes" which includes a rapid process, an efficient process, a comprehending process, an interactive process, a strategic process, a flexible process, a purposeful

process, an evaluative process, a learning process, and a linguistic process. He adds that those processes provide a good definition of reading.

### **b. Purposes of Reading**

Smith (2004) says that the meaning of reading does not depend on what the reader is reading but his purpose of reading. One of the keys to reach comprehension is by knowing the purposes of reading. Some experts propose some motives of reading. Grabe and Stoller (2011) classify, at least, four purposes of reading in general: 1) reading to search for simple information and reading to skim, 2) reading to learn from texts, 3) reading to integrate information, write and critique texts, and 4) reading for general comprehension. Reading to search for simple information is a common reading ability. In reading to search, readers typically scan the text for specific information and skim the text for general understanding (Grabe and Stoller, 2011). Reading to learn typically occurs in academic and professional contexts in which the readers need to learn a considerable amount of information from the text. While reading to integrate information requires additional decision of the readers about the importance of the information from some sources, especially supporting one, and restructuring their own concept. In reading for general comprehension, the readers need to have skills in forming a general meaning representation of the main ideas.

The next sub-chapter highlights the processes of reading and how the readers make understanding of the texts.



### **c. Models of Reading Processes**

While reading the text, there are mental processes occurring inside the readers' thought. In general, there are three models of reading processes: bottom-up model, top-down model, and interactive model.

#### **1) Bottom-up model**

It is called "bottom-up" because it starts with the text itself (Johnson, 2001). In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers) and use their linguistic data processing mechanisms to compose some sort of an order on these signals (Brown, 2001: 299). In other words, the reader should begin with decoding each individual letter, word, and sentence structure of the text and then build up the interpretation of meaning as a whole. Petterson (2001) says that these are the lower level processes that work to construct meaning from a recognition of sounds and words, which, when identified, are fit into larger phrasal units and then matched with related ideas stored in the long term memory.

#### **2) Top-down model**

It is the opposite of the bottom-up model. According to the explanation of Brown (2001: 299), it can be said that the top-down processing suggests the readers to form their perceptions starting with a larger object, concept, or idea before working their way towards more detailed information. In other words, top-down processing happens when the readers work from the general to the specific; the big picture to the tiny details. Top-down model deals with what the readers

bring to the text; those are knowledge, experiences, expectations, and intuition to make interpretations of the text (Johnson, 2001; Brown, 2001). Therefore, it is also called as ‘concept-driven processing’ (Johnson, 2001).

When the readers are relating between what they get in the text and their background knowledge and experiences, they build schemata in their mind (Johnson, 2001). According to Artlett in Johnson (2001), schemata are mental frameworks that the readers hold as individuals and which they bring with them when they read. The theory underlying this process is called ‘schema theory’ which is defined by Gillet and Temple (1986: 207) as “a model of reading comprehension that takes into account what readers may already know and how they go about developing and adding to schemata as they read.”

### 3) Interactive model

This model is the integration between the elements of bottom-up and top-down model. This model exists because there are many arguments said that both models are needed although in a certain situation, one of the models is more needed than another one (Johnson, 2001). Murtagh (1989, in Nunan, 2003) considers this combination as the best model. It effectively connects important aspects of the bottom-up and top-down model. In order to comprehend the texts, the readers have to consider the essential elements of the linguistic signals in the texts and use their background knowledge to create a strong concept of what is being read in their minds. This model also encourages the readers to be more conscious of the strategies in comprehending the texts.

#### **d. Micro- and Macro-Skills of Reading**

To achieve different purposes in reading, a good reader needs to master reading skills. According to Grabe and Stoller (2011: 8-9), the term ‘skill’ represents linguistics processing abilities that are relatively automatic in their use and their combination. Moreover, Grabe and Stoller (2011) view skills as “general learning outcomes of goal-driven tasks, acquired gradually and eventually automatized.” Brown (2004: 187-188) divides the reading skills into two big elements, namely micro-skills and macro-skills.

In micro-skills, readers are required to have skills to deal with graphemes and orthographic patterns and linguistic signals. Brown (2004) also provides the list of micro-skills of the reading comprehension as follows.

1. Discriminating among the distinctive graphemes and orthographic patterns of English
2. Retaining chunks of language of different lengths in short-term memory
3. Processing writing at an efficient rate of speed to suit the purpose
4. Recognizing a core of words, and interpret word order patterns and their significance
5. Recognizing grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralisation), patterns, rules and elliptical forms.
6. Recognizing that a particular meaning may be expressed in different grammatical forms
7. Recognizing cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

In macro skills, readers need to make use of their discourse knowledge, communicative functions of written texts, inference skill, scanning, and skimming techniques. Brown (2004: 187-188) presents the macro-skills of reading as follows.

1. Recognizing the rhetorical forms of written discourse and their significance for interpretation.
2. Recognizing the communicative functions of the written texts, according to form and purpose
3. Inferring context that is not explicit by using background knowledge
4. Inferring links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification
5. Distinguishing between literal and implied meanings

Grabe and Stoller (2011) add that those skills are acquired gradually.

Thus, it is important to take into account that being a skilled reader needs big efforts.

#### **e. Reading Comprehension**

Reading cannot be separated with comprehension since comprehension is an essential goal of reading. Anderson (in Nunan, 2003) states that in an English class context, it should be explicitly taught by the teachers. They should keep in as one of the principles of teaching reading, because monitoring comprehension is essential to successful reading.

Smith (2004) describes comprehension as “relating aspects of the world including texts to the knowledge, intentions, and expectations we already have in mind.” Added to this, Lynch (1996) states that comprehension involves the relationship among background knowledge, context, and language. According to Snow (2001: 11), reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. As the discussion of the definition of reading itself, readers

extract information of written texts to construct the meaning of the texts. While Richards and Schmidt (2002: 443) list four kinds of reading comprehension. They are:

- 1) literal comprehension: reading in order to understand, remember or recall the information explicitly contained in a passage;
- 2) inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring;
- 3) critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values;
- 4) appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.

Snow (2002) adds that comprehension consists of three major elements which are the readers, the texts, and the activities. The readers are the elements that do the comprehending. They use their skills, micros and macros, and their background knowledge to comprehend the text. The texts are elements that are to be comprehended. Reading activities definitely deal with all written texts. The readers make comprehension through them. The activities of reading are the elements in which the interaction between readers and texts occurs.

#### **f. Reading Comprehension Techniques and Strategies**

To do reading comprehension, the students need to apply various strategies. According to Mereillon (2007), reading comprehension strategies are “tools that proficient readers use to solve the comprehension problems they encounter in texts.” Brown (2001) proposes ten strategies that are applicable in the classroom techniques for reading comprehension. They are listed below.

1. Identifying the purpose in reading.
2. Using grapheme rules and patterns to aid in bottom-up reading.

3. Using different silent reading techniques for relatively rapid reading.
4. Skimming the text for main ideas.
5. Scanning the text for specific information.
6. Using semantic mapping or clustering.
7. Guessing when you aren't certain.
8. Analysing vocabulary.
9. Distinguishing between literal and implied meanings.
10. Capitalizing on discourse markers to process relationships.

Elsewhere, Moreillon (2007) proposes strategies to maximize readers' impact on reading comprehension by activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, and synthesizing.

Nuttall (1996) argues that it is important to know the students' problems in reading to decide what strategy to use. The students need to know how the strategies work through modelling and they need to practice them a lot (Lems et al., 2010).

## **2. Teaching Reading**

This sub-chapter focuses on the theories about teaching reading, principles of teaching reading, teaching reading at the junior high school, and assessing reading.

### **a. Teaching Reading**

Teaching is guiding and facilitating learning, enabling the learner to learn and setting the condition for learning (Brown, 2000: 7). Therefore, we may say that teaching reading is a set of activities in guiding, facilitating, enabling, and setting the condition for the students to read.

There are some reasons why teachers should teach reading to their students. In the first place, many of the students want to be able to read texts in English either for their careers, study purposes, or simply for pleasure. The second reason stated by Harmer (1998: 68) is that any exposure to English is a good thing for language students. At very least, some of the language sticks in their minds as a part of the processes of language acquisition, and, if reading text is especially interesting and engaging, acquisition is likely to be even more successful. Harmer (1998: 68) also adds that reading texts provide good models for English writing. When we teach the skills of writing, we will need to show students models of what we are encouraging them to do. According to him, reading texts also provide opportunity to study language: vocabulary, grammar, punctuation, and the way sentences, paragraphs, and texts are constructed. The last reason stated by him is that good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses, and be the springboard for well-rounded, fascinating lessons.

Teachers who teach reading not only transfer the knowledge to their students but also play other important roles in order to enhance the students' reading ability. The teachers have to guide or show the way to the students in gaining knowledge and skills of reading. Then they also have to facilitate the learning process through giving some interesting activities which motivate their students to interact with the reading materials, teachers, and other students. In order to enable the students to read, the teachers should give appropriate reading materials to them and those should be adjusted with some factors such as

students' characteristics, ages, needs, and interests. It is also significant for the teacher to create engaging condition and fun class atmosphere that can raise students' motivation to read.

### **b. Principles of Teaching Reading**

To conduct reading activities, teachers should attend some principles of teaching reading. Harmer (1998: 70) mentions six principles of teaching reading.

#### **1) Reading is not a passive skill.**

Reading is an incredibly active occupation so the students have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them.

#### **2) Students need to be engaged with what they are reading.**

Students who are not engaged in the reading activities are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

#### **3) Students should be encouraged to respond to the content of a reading text, not just to the language.**

The teachers have to give students a chance to respond to the message of the text by asking their feeling about the topic.

#### **4) Prediction is a major factor in reading.**

There are some hints that the readers can find in the books from the covers, photographs, and headlines. The moment when they get this hint, their brain starts predicting what they are going to read. Expectations are set up and the



active process of reading is ready to begin. Therefore, teachers should give students 'hints' so that they can predict what's coming too. It will make them better and be more engaged readers.

5) Teachers should match the task to the topic.

Once the teachers have taken a decision about what reading text the students are going to read, they need to choose good reading tasks. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

6) Good teachers exploit the text to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences and use the topic for discussion and further tasks.

### **c. Teaching Reading at Junior High Schools**

Indonesia is an EFL country. It means that, in Indonesia, English is not a dominant language. In other words, English is not used for real life communication, but only learned as a subject in schools. The environment lacks English input or exposure. Moreover, in general, the students are not highly motivated to learn it, though some may have integrative or instrumental motivation. In Indonesia, English is one of the compulsory subjects in the junior and senior high school.

In teaching English at junior high school, the teacher should consider the characteristics, ages, needs, and interests of the students. Junior high school students, considering their ages, belong to teenager. Penny Ur in Harmer (2001: 38) suggests that teenage students are in fact overall the best language learners. Added to this, Harmer (1998: 2) says:

“They may push teachers to the limit, but they are much happier if that challenge is met, if the teacher actually manages to control them, and if this is done in a supportive and constructive way so that he or she ‘helps rather than shouts’.”

He also states that teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity and a passionate commitment to things which interest them.

Herbert Puchta and Michael Scratz in Harmer (2001: 39) see the problems with teenager as resulting in part, from ‘. . .the teacher’s failure to build bridges between what they want and have to teach and their students’ worlds of thought and experience’. Students must be encouraged to respond to texts and situations with their own thought and experience, rather than just by answering questions and doing abstract learning activities. Teachers must give them tasks which they are able to do rather than risk humiliating them. According to the theories above, it can be concluded that teenager learners can be very potential if the teachers know how to deal with them. Therefore, the teachers’ duty is provoking students’ engagement with materials which are relevant and involving.

To guide the teachers in creating and developing materials for teaching and learning activities, the government, the Ministry of Education, has arranged the curriculum. According to Laws of National Education System No. 20 of 2003,

a curriculum includes some ways or methods as manual of learning activities in order to achieve some specific educational purposes. The school-based curriculum is now the curriculum applied in the schools by the Ministry of Education. The Ministry of Education has arranged the regulations which standardize the national curriculum. So the teacher should use the curriculum documents as the guideline in making decision about what to teach and how to teach. Based on the curriculum, students of junior high school should attain some competencies related to reading. The competencies can be attained by mastering reading materials. The learning materials of reading stated in that curriculum are short functional texts such as tables, lists, cautions and warnings and essays in the form of descriptive texts and procedure texts.

Based on the background of this study, identification of problem and delimitation of problem, the researcher focuses on descriptive text. According to the school-based curriculum, there are one standard of competence and two basic competences of descriptive text reading. The following table presents the standard of competence and basic competences (SK and KD) of descriptive text reading for Grade VII students of the junior high school according to *Badan Standar Nasional Pendidikan* (BNSP) 2006.

**Table 1. Standard of competence and basic competences of descriptive text reading for grade VII students of junior high school.**

Standard of competence	Basic competences
<b>11.</b> Understanding the meaning of written functional text and short and simple essays in form of descriptive and procedure related to students' surrounding.	<p>11.2 Responding to the meaning and rhetoric step accurately, fluently and appropriately in the very simple essays related to students' surrounding in form of descriptive and procedure.</p> <p>11.3 Reading aloud meaningfully the short and very simple essays in form of descriptive using correct pronunciation.</p>

The table shows that, in the teaching and learning of descriptive text reading, Grade VII students of the junior high school are expected to achieve the competencies of understanding the written language to access knowledge about the object being described and understanding the way to read the text using correct pronunciation.

According to Brown (2001), reading can be divided into silent and oral reading. Oral reading is taught to the beginning and intermediate students of English, while silent reading is taught to the intermediate and advance level. In this case, descriptive text reading is also included in silent reading which aims to comprehend the texts well. Brown (2001) and Vaughn & Bos (2009) describe stages of the teaching reading comprehension. The stages are summarized as follows:

1) Before reading

In this first stage, teachers should introduce the topic of the text to the students in order to activate students' background knowledge. Some strategies of

reading such as skimming, scanning, predicting, and activating schemata that can help students understand the text should be introduced in this stage. The use of prompts such as visuals, realia, photos, and videos is recommended. The use of those items will facilitate the students to think about how the text they read may be related to other texts.

## 2) During reading

In this stage, the teacher monitors the students' comprehension by encouraging them to self-questions.

## 3) After reading

In this last stage, the teacher provides some follow-up activities like discussing the content of the text, retelling the idea of the text, answering comprehension questions, learning vocabulary found in the text, identifying the author's purpose, and identifying the main idea and supporting details of the text.

### **b. Assessing Reading**

After teaching reading skill to the students, teachers should identify whether their students have attained the required competence or not. It can be done by conducting an assessment. According to Richards and Schmidt (2002: 35), assessment is a systematic approach to collect information and make inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence. Brown (2004: 5-6) classifies assessment into two groups which are a formal and informal assessment. Formal assessments are defined as exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. He also points out that formal

assessments are systematic, planned sampling techniques constructed to give teacher and student an appraisal of students' achievement. To extend the tennis analogy, formal assessments are the tournament games that occur periodically in the course of a regimen of practice. On the other hand, informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the student. Furthermore, a good deal of a teacher's informal assessment is embedded in classroom tasks designed to elicit the performance without recording results and making fixed judgments about a student's competence.

An assessment can be done by test, interview, questionnaire, observation, etc. Nation (2009) states that there are several reasons for assessing reading and the skills and knowledge that are involved in reading. They include assessing to encourage learning, assessing to monitor progress and provide feedback, assessing to diagnose problems, and assessing to measure proficiency. The same form of the assessment may be used for a variety of goals. More specifically, this is a table which consists of goals, purposes, and means of assessing reading proposed by Nation in 2009.

**Table 2. Goals, purposes and ways of assessing reading.**

<b>Goals of assessment</b>	<b>Purposes</b>	<b>Ways of assessing</b>
Motivate	Encourage learning	<ul style="list-style-type: none"> <li>- Reading logs</li> <li>- Book reports</li> <li>- Comprehension tests</li> <li>- Speed reading graphs</li> </ul>
Measure achievement	<ul style="list-style-type: none"> <li>- Monitor progress</li> <li>- Guide teaching</li> <li>- Provide feedback to the</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehension tests</li> <li>- Speed reading graphs</li> </ul>

Diagnose problem	learner - Award a grade - Isolate reading difficulties - Provide focused help	- Reading aloud - Vocabulary tests - Receptive grammar tests - Translation - Speed reading tests
Measure proficiency	- Award a grade - See if standards are achieved	- Comprehension tests - Cloze tests - Speed reading tests

According to Brown (2004), the formal assessment of reading can be carried out in a number of different ways. These are several examples of them.

#### 1) Written response

The students should reproduce the probe of the text in a written form. If the teachers find an error or a mistake in their writing, the teacher should make sure if the error or mistake comes from students' writing or from students' reading.

#### 2) Multiple-choice

Multiple choice responses are not only a matter of choosing one of four or, even, five possible answers. The teachers may try other formats of multiple-choice tests. Some of formats are especially fruitful at the low levels of reading, include same or different, circle the answer, true-false, choose the letter, and matching. However, the teachers should carefully choose the appropriate 'distractors'.

#### 3) Picture-cued tasks

The students are asked to read a sentence or passage and then choose one of some pictures that is being described in the text or passage. On the higher level,

the students are asked to read a series of sentences or definitions and each of them describes a labelled part of a picture or diagram. Their task is identifying each labelled item.

4) Gap-filling task

It is also called “filling-in-the-blank” task in which the students are asked to complete sentences or passage with appropriate words or phrases based on their comprehension. Nuttal (1996) also points out that the teachers are recommended to delete words that lead to the main ideas or the cohesive devices in order to check students’ understanding.

5) Impromptu reading plus comprehension questions

This test contains many comprehension questions about main idea, expressions, idioms, phrases in context, inference, grammatical features, supporting details both stated, and unstated and vocabulary in context.

6) Scanning

This kind of assessment is carried out by presenting the students with a text and requiring rapid identification of relevant bits of information. There are some possible stimuli such as an essay, a technical report, a menu, an application form, a table or chart, etc.

7) Ordering task

The teachers give students some sentences which are about a topic and ask them to arrange those sentences into a good and meaningful paragraph or passage.



## 8) Information transfer: reading charts, maps, graphs, diagrams

According to Brown (2004: 211-212), this assessment can be done by having these following tasks:

- a) reading a graphic; answer simple, direct information questions;
- b) reading a graphic; describe or elaborate on information;
- c) reading a graphic; infer/predict information;
- d) reading a passage; choose the correct graphic for it;
- e) reading a passage with an accompanying graphic; interpret both;
- f) reading a passage; create or use graphic to illustrate.

## 3. Materials Development

### a. The Definition of Materials

In language teaching, anything which can be used by teachers or learners to facilitate the learning of a language can be named as materials. Materials may be linguistic, visual, auditory or kinaesthetic and they may be presented in a print, an audio or a video form, on CD-ROMS, on the Internet or through live performance or display (Richards and Schmidt, 2002: 322). Since a material can facilitate both teachers and students in conducting the teaching learning process, it becomes a significant aspect.

### b. Learning Materials in EFL Country

Indonesia is one of EFL countries. The condition and situation of English learning are different from those of English native speaker' or ESL countries. In an EFL country, there is less English exposure than an ESL or English speaking countries. So, more attempts should be made by EFL teachers and material

developers to create and develop English materials creatively using available resources to fulfil students' need and enable the students to learn English successfully in a fascinating way. The teachers should be more creative and productive to create an ideal classroom environment for English learning. The materials should be delivered appropriately. One of the factors that helps a teacher in delivering the materials is instructional media.

### **c. Principles of Materials Development**

There are some principles of materials development which are followed in this research. Tomlinson (1998: 7-21) proposes sixteen of them as follows.

- 1) Materials should achieve impact.
- 2) Materials should help learners to feel at ease.
- 3) Materials should help learners to develop confidence.
- 4) What is being taught should be perceived by learners as relevant and useful.
- 5) Materials should require and facilitate learner self-investment.
- 6) Learners must be ready to acquire the points being taught.
- 7) Materials should expose the learners to language in authentic use.
- 8) The learners' attention should be drawn to linguistic features of the input
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take into account that learners differ in learning styles.

- 12) Materials should take into account that learners differ in affective attitudes.
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practice.
- 16) Materials should provide opportunities for outcome feedback.

#### **4. Task-Based Language Teaching (TBLT)**

##### **a. Definition of Task**

When the tasks are transformed from the real world to the classroom, they become pedagogical in nature. Richards, Platt and Weber (in Nunan, 1989: 6) define a pedagogical task as”

“....an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative . . . since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.”

From this definition, tasks are defined in terms of what the learner will do in class rather than in the world outside the classroom (Nunan, 2004:2).

Nunan (2004:4) also states that a pedagogical task is:

“...a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to

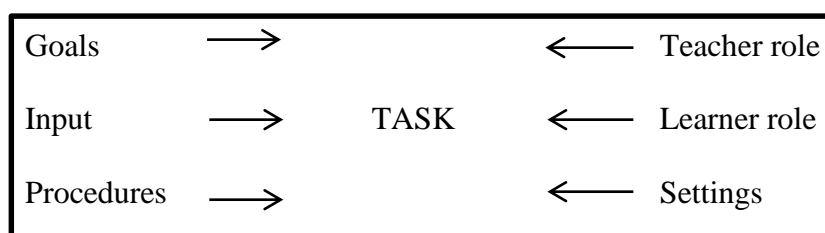
express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.”

Skehan (1988, in Nunan 2004: 3) puts forward five key characteristics of a task. They are :

- meaning is primary;
- learners are not given other people’s meaning to regurgitate;
- there is some sort of relationship to comparable real-world activities;
- task completion has some priority;
- the assessment of the task in terms of outcome.

#### **b. Components of Task**

Nunan (2004:41) proposes a simple model of a minimum specification of task as represented in the diagram below.



‘Goals’ are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum. ‘Input’ refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. ‘Procedures’ specifies what learners will actually do with the input that forms the point of departure for the learning task. ‘Role’ refers to the part that learners and teachers

are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. ‘Settings’ refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

### **c. Sequencing Tasks**

In developing materials, the tasks should be arranged in an appropriate order. Nunan (1985) suggests that activities can be graded according to the cognitive and performance demands made upon the learner. Nunan (1989: 118-119) also proposes the following steps of teaching sequence for written language with some modifications which can be used as a guidance to sequence the tasks developed in the Units.

#### **1) Processing (comprehending)**

- a) Read a text – no overt response.
- b) Read a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard).
- c) Read a text and give a non-physical, non-verbal response (e.g. tick a box or grid each time key words are heard).
- d) Read a text and give a verbal response (repeat or write key words when they are heard).

#### **2) Productive**

- a) Read cue utterances, dialogue fragments and rewrite.

- b) Read a cue and complete a substitution or transformation drill.
- c) Read a cue (e.g. question) and give a meaningful response (i.e. one that is true for the learner).

**d) Interactive**

- a) Simulation (e.g. reading a text about family, students, working from role cards, circulate and find other members of their family).
- b) Discussion (e.g. students in small groups discuss texts about their families).
- c) Problem solving (e.g. in an information gap task, students are split into three groups; each group read an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family etc.).

In this ten-step sequence, the demands on the learner gradually increase, both within each phase, and from one phase to the next. It illustrates the notion of task continuity, where skills acquired or practiced in one step are then utilized and extended in succeeding steps (Nunan, 1989: 119).

**d. Principles of Task-Based Language Teaching**

Nunan (2004: 35) summarizes seven underlying principles for task-based language teaching. They are explained as follows.

**1) Principle 1: Scaffolding**

Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners

should not be expected to produce language that has not been introduced either explicitly or implicitly.

**2) Principle 2: Task dependency**

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

**3) Principle 3: Recycling**

Recycling language maximizes opportunities for learning and activates the ‘organic’ learning principle.

**4) Principle 4: Active learning**

Learners learn best by actively using the language they are learning.

**5) Principle 5: Integration**

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

**6) Principle 6: Reproduction to creation**

Learners should be encouraged to move from reproductive to creative language use.

**7) Principle 7: Reflection**

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

### **e. Procedures in Developing Units of Materials**

There are some procedures that can be applied in the material developing. Nunan (2004: 31-33) proposes a six-step procedure that enables the developer to create a linked sequence of enabling exercises and activities that will prepare the learners to carry out the tasks.

#### **1) Schema building**

Schema-building exercises will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

#### **2) Controlled practice**

This step is to provide students with controlled practice in using the target language vocabulary, structures and functions.

#### **3) Authentic listening (or reading) practice**

This step involves learners in intensive listening practice. The listening texts could involve a number of native speakers in order to provide authentic materials. This step would expose them to authentic or simulated conversation, which could incorporate but extend the language from the model conversation in step 2.

#### **4) Focus on linguistic elements**

The learners now get to take part in a sequence of exercises in which the focus is on one or more linguistic elements.



### **5) Provide freer practice**

So far, students have been involved in what I call ‘reproductive’ language work; in other words, they have been working within the constraints of language models provided by the teacher and the materials. At this point, it is time for the students to engage in freer practice, where they move beyond simple manipulation.

### **6) Introduce pedagogical task**

The final step in the instruction sequence is the introduction of the pedagogical task itself. Learners find it highly motivating, having worked through the sequence, to arrive at step 6 and find that they are able to complete the task more or less successfully.

## **f. Designing Reading Task According to TBLT**

The steps to design reading tasks based on TBLT principles are divided into three stages (Zan Mao, 2012: 8). They are pre-reading, while-reading, and post-reading stage.

### **1) Pre-reading Stage**

This is the first and primary stage of the procedure, the aim is to activate the background knowledge of the readers, arouse their interest to the text and set up a purpose for them to read on. It is intended to provide readers with opportunities to activate their own existing schematic knowledge and to use their imagination to make predictions. This stage can serve as the preparation stage. The tasks given at this stage will usually enable the learners to engage in active

purposeful interaction which will fan their desire to read the text. Students may be motivated and prepare themselves better for the reading task and understand more about the passage when they get into detailed study of it.

## **2) While-reading Stage**

At this stage, the teacher can design and assign some tasks to make students read the text efficiently and have a profound understanding. Tasks are designed to train students' reading skills such as scanning, skimming, reading for thorough comprehension and critical reading. As for the reading activities, there are many forms that can be recommended in class: read for specific information; read for gist or general ideas of the text; deduce the meanings of certain words from a given context; infer the writer's intended message from a given context; recognize author's purpose and attitude.

## **3) Post-reading Stage**

Post-reading activities are principally designed for learners to practice communicative output. The tasks at this stage are designed to offer students communicative opportunities to use the language points to communicate and extend the content of the text to the real-life situation. There are many forms available for the activities of the stage, such as text rewriting, role-playing, suggestion making, discussion, report, etc. these activities involve speaking, listening and writing. At this stage, group or pair work, in my point of view, can make the reading more communicative. The students are at the center of the

activities. They are active readers and participants in the reading tasks. The teacher is supposed to be an organizer and a guide.

## **5. Instructional media**

### **a. Definition**

The term instruction can be defined as “the arrangement of information and environment to facilitate learning” (Smaldino, et al., 2006: 7). Based on Gagne in Smaldino et al. (2006: 7), environment means not only where the instruction occurs but also the methods, media, and technology needed to convey information and guide the learners.

Related to the statement above, Reiser and Dempsey in 2007 asserted instructional media as the physical means in which through them an instruction can be presented to the students. It can be textbooks, newspapers, videos, teachers’ physical instructions, etc. Meanwhile Scanlan (2003) in Seth (2009) argues that instructional media are all materials and physical means used by the teacher to apply the instruction and facilitate the students achieving the instructional objectives.

### **b. Types of Instructional Media**

Experts classify the types of instructional media based on various considerations. There are some types of instructional media according to the Guide to Teaching and Learning Practices arranged by Florida State University. They are real objects and models, printed text (books, hand outs and worksheets), printed visuals (pictures, photos, drawings, charts, and graphs), display boards

(chalk, bulletin, and multipurpose), interactive whiteboards, overhead transparencies, slides, and filmstrips, audio (tape, disc and voice), video and film (tape and disc), television (live), computer software, and a website. While Smaldino et al. (2006: 57) classify media based on its format. According to them, the types of media are flip charts (still images and text), slides (projected still image), audio (moving images on TV screen), and computer multimedia (graphic, text and moving image on the monitor). Each format has different strengths and weaknesses based on types of messages which are able to be recorded and displayed.

### **c. The Roles of Instructional Media in the Teaching Learning Process**

Instructional media serve many roles in an English teaching and learning activity as stated by Smaldino et al. in 2017 and have been summarized below.

- 1) Media as an instructional situation which is used for supplemental support of the teacher in the classroom. It can enhance and promote learning.
- 2) Instructional media can help the students to learn by themselves without the teacher's instruction or explanation because the objective, guidance, materials, and self-evaluation guidelines have been packaged for the students.
- 3) The use of technology as instructional media, such as computer and internet, allows the teachers to give and students to receive instruction without facing each other. It makes distance learning being possible to carry out so the teaching and learning process can run whenever and wherever as long as the media is available.

#### **d. Instructional Media Selection**

Among many types of media which are available, teachers should carefully choose the most appropriate one based on some considerations. Strauss and Frost (1999) in Seth (2009: 26) propose nine key factors which should be considered in selecting media. They are:

- a) institutional resource constraints
- b) course content appropriateness
- c) learner characteristics
- d) professional attitudes and skill levels
- e) course learning objectives
- f) learning relationship
- g) learning location
- h) time (synchronous vs. asynchronous)
- i) media richness level

Furthermore, Reiser and Dick (1996) in Seth (2009) state three criteria in selecting the good instructional media. They are:

##### **1) Practicality**

The practicality includes the availability of the media, cost efficiency, and time efficiency.

##### **2) Students appropriateness**

It is about to see whether the intended media are appropriate for the developmental and experimental levels of the students or not.

### 3) Instructional appropriateness

It includes three main points, which are:

- a) the appropriateness of media for the planned instructional strategy;
- b) the efficiency and effectiveness manner offered by the media;
- c) whether the media will facilitate the students acquisition of specific learning objective or not.

## **6. Interactive Multimedia**

### **a. The Definition**

Richards and Schmidt (2002: 345) explain multimedia as the use of several different types of media for a single purpose, e.g. as in a video that uses film, audio, sound effects, and graphic images. They also add that multimedia is a collection of computer controlled or computer mediated technologies that enables people to access and use data in a variety of forms: text, sound, and still and moving images. Vaughan (2008: 1) says that multimedia becomes interactive when the users of multimedia application can control what and when some parts of the application contents will be delivered. Added to this, lesson on CAI (Computer-Assisted Instruction) materials may involve a question on the computer, a response from students, the feedback from computer telling the students if the answer is “correct”. In CAI, such activities are said to be “interactive” (Richards and Schmidt, 2002: 265)

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

To design interactive learning multimedia, we have to take into account seven basic principles of interactive multimedia as recommended by Mayer (2005: 6-7). The following is the list of the principles.

- a) Multimedia principle: Students learn better from combination of words and graphics than from word alone.
- b) Split-attention principle: Students learn better when the corresponding words and graphics are placed closely to one another than separately.
- c) Modality principle: Students learn better from graphics and narrations than graphics and printed texts.
- d) Redundancy principle: Students learn better when the same information is not presented in more than one format.
- e) Segmenting, pre-training and modality principles: Students learn better when a multimedia message is presented in learned-paced segments rather than as a continuous unit, students know the name and characteristics of the main concepts and the words are spoken rather than written.
- f) Coherence, signalling, spatial contiguity, temporal contiguity and redundancy principle: Students learn better when an extraneous material is excluded rather than included, when cues are added that highlight the organization of essential material, when corresponding words and pictures are presented near rather than far from each other on the screen or page or time and students learn better from graphics and narrations than from graphics, narration and on-screen text.
- g) Personalization, voice and image principles: Students learn better when the words of a multimedia presentation are in conventional style rather than formal style and when words are spoken in a standard-accented human voice rather than a machine voice or foreign-accented human voice; but students do not necessarily learn better when the speaker's image is on the screen.

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

The effective interactive learning multimedia should contain some elements that enable both teachers and learners to use it easily and effectively. Ivers and Baron (2010: 112) describe the main elements which make up a typical multimedia program. Those are as follows.

### 1) Text

This is the base to most applications the on-screen display of words. The use of different styles, fonts, and colours can be used to emphasize specific points. They should be easy to read. Besides, the text should be written grammatically.

### 2) Image

Seeing a picture of an object has more impact than merely reading about it. Examples include conventional artwork, computer-generated artwork, photographs, or captured video frames.

### 3) Video

It can help make learning more meaningful to students. Integrating video production into classroom activities has many benefits for students. It may encourage collaboration and requires students to be active and constructive.

### 4) Animation

Animations are graphic that imitate movement. All animations consist of a series of images that are shown in rapid succession and fool the eye into seeing motion.

### 5) Sound

Sounds can be used in strategic parts of the program or during a movie to emphasize certain points. This may include speech, audio effects and music.

### 6) Interactivity

This refers to the action that occurs as two or more objects have an effect upon one another.



## 7) User control

There has to be some degrees of user controls which are to provide students with the option to leave or choose certain parts of the program. On-screen options should exist for them to visit other areas of the program.

### **d. Advantages of Using Interactive Learning Multimedia**

The researcher planned to develop interactive media by considering that interactive multimedia has many advantages in the English teaching and learning. The advantages, according to the Guide to Teaching and Learning Practices arranged by Florida State University, are that the interactive media able to:

- Gain attention. A picture on the screen, a question on the board, or music playing as students enter the room all serve to get the student's attention.
- Recall prerequisites. Teachers may use the media to help students recall what they learned in the last class, so that new material can be attached to and built upon it.
- Present objectives to the learners. Handing out the day's learning objectives to the students will be fruitful to both teachers and students since they will understand what they should do to attain the objectives.
- Present new content. Not only can media help make new content more memorable, but also media can help to deliver new content (a text, movie or video).

## 7. Multimedia for Teaching Reading

In these recent years, the development of information technology leads to the integration of multimedia into teaching of English in order to create an interesting learning atmosphere. The use of multimedia in teaching of reading is expected to help the students attaining the competence. Besides, it is also expected that the use of multimedia in the teaching of reading can change students' attitude toward the English learning and teaching process and improve their reading skill and interest in reading.

Multimedia in teaching and learning process is commonly associated with Computer-Assisted Language Learning (CALL). CALL has come to encompass issues of materials design, technologies, pedagogical theories, and modes of the instruction. Materials for CALL can include those which are purpose-made for language learning and those which adapt existing computer-based materials, video and other materials (Beatty, 2003: 7-8).

Warshchauver (1996: 3-20) says

“What makes multimedia even more powerful is that it also entails hypermedia. It means that the multimedia resources are all linked together and that learners can navigate their own path simply by pointing and clicking a mouse.”

Hypermedia provides a number of advantages for language learning. First of all, a more authentic learning environment is created, since listening is combined with seeing, just like in the real world. Secondly, skills are easily integrated, since the variety of media make it natural to combine reading, writing, speaking, and listening in a single activity. Third, students have a great control over their learning, since they can not only go on their own pace but even on their

own individual path, going forward and backwards to different parts of the program, honing particular aspects and skipping other aspects altogether. Finally, a major advantage of hypermedia is that it facilitates a principle focus on the content, without sacrificing a secondary focus on language form or learning strategies. For example, while the main lesson is in the foreground, students can have access to a variety of background links which will allow them rapid access to grammatical explanations or exercises, vocabulary glosses, pronunciation information, or questions or prompts which encourage them to adopt an appropriate learning strategy.

## **8. Developing an Interactive Multimedia Program**

### **a. General Features of Interactive Learning Media**

According to Alessi and Trollip (2001: 48), the interactive multimedia should have five general features. They are introduction to the program, learner control, presentation of the information, providing help, and ending of the program.

### **b. Models of Developing Interactive Multimedia Program.**

The researcher uses a model of developing material which consists of six-steps proposed by Jolly and Bolitho in Tomlinson (1998: 98). The steps are:

- Identification of the need for materials

The identification will be done by the teacher or material developer in order to find the needs to fulfil or a problem to solve by the creation of materials.

- Exploration of need

The exploration of the area of needs or problems covers what language, what meanings, what functions, what skills, etc.

- Contextual realisation of materials

The contextual realisation of the proposed new materials is done by finding suitable ideas, context or texts with which to work.

- Pedagogical realisation of materials

It deals with pedagogical realisation of materials by finding of appropriate exercises and activities and writing of appropriate instruction for use.

- Production and student use of materials

Physical production of materials involves considering the layout, type, size, visuals, reproduction, tape length, etc.

- Evaluation of materials against agreed objectives.

Evaluation is needed to find the strengths and weaknesses of the product and to revise the product if it is needed.

However, in this study, the step of student use of material or actual using will be eliminated and replaced by expert judgment or alpha test to shorten the time. In other words, the expert judgment is sufficient to know the strengths and weaknesses of the final product of this study.

## **9. Some software used in developing interactive multimedia**

There are some available software that can be used to develop interactive multimedia. They are Macromedia, *Adobe Flash Player*, *Corel Draw*, *Lectora*

*Inspire*, *Adobe Photoshop*, *Microsoft Power Point*, etc. *Lectora Inspire* is the software chose by the developer to develop the interactive learning multimedia in this study since this software is intentionally made to facilitate those who want to create interactive learning multimedia.

## **B. Relevant Research Studies**

Many studies about interactive multimedia have been done. Many of them show that interactive multimedia gives advantages to the learners. Neo. M. et al. (2008: 663) found that most learners state that multimedia elements help them understand the materials more easily. The interactive multimedia also helps them do their assignment because it provides visualisation and information. In addition, it also provides a fun element to the learning process and enhances their learning of the material. Kamat and Shinde, in their research (2009:7), state that:

“Students’ perceptions on the use of multimedia and interactivity were very positive. Students said that learning with interactivity and multimedia was interesting and engaging; they also found this method of learning useful and favourable. Some students expressed their desire to learn whole curriculum through interactive multimedia packages.”

There was also a study conducted by Arif Himawan in 2013 entitled “Developing Interactive Multimedia for Reading Instruction for the Tenth Grade of Students of Senior High School at SMA N 7 Yogyakarta.” He found that the interactive multimedia is useful for reading instruction and increase students motivation to learn reading skills. Moreover, he suggests English teachers to make more efforts in creating and developing English material creatively.

## **B. Conceptual Framework**

There are many problems related to teaching and learning of reading which are monotonous learning media and material, limited time and availability of interactive learning multimedia. The results of those problems are the students can easily get bored since there is no innovative technology in the learning material. Based on the relevant studies between reading and interactive multimedia, it can be concluded that interactive multimedia gives many benefits both for teachers and students. For teacher, interactive multimedia helps them to deliver the material effectively and interactively in an interesting way. While for students, the use of interactive multimedia in learning process can help them to achieve the required competencies and change their attitude towards English, especially reading skill.

According to KTSP, there are some types of texts that should be taught in grade VII of junior high school such as short functional text and essay in form of descriptive text. Based on the identification of problem, the researcher focusses on the descriptive text which is longer and more difficult to learn by grade VII students than short functional text which is shorter and easier. Needs analysis is conducted to gain the information about target needs and learning needs. The model of material writing process proposed by Bolitho in Tomlinson (1998: 98) is chosen by the researcher as the development model guide because the steps are simple and feasible. However, an adaption is done to suit the research condition, especially time limitation. It was done by omitting the student use or actual use of material and replacing with expert judgment.

The content of the material will be adapted from various sources including the printed textbooks. There are many interesting reading tasks in the printed textbooks that can be adapted in the interactive multimedia program in order to meet the students' needs. However, the task will be modified and added with some pictures, animations and sounds. In this study, it is expected that the interactive learning multimedia makes the teaching learning process more fascinating and enjoyable.

### **CHAPTER III RESEARCH METHOD**

This chapter presents the method used in this study. The type of research, the research procedure, the research setting and subject, the data collection technique, research instruments, and the data analysis techniques are explained below.

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

The type of this research is educational Research and Development (R and D) since the purpose of this research is for developing a new product to be applied in an educational institution. According to Gall, Gall, and Borg (2003: 569), educational research and development (Educational R & D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, the quality, or similar standard. This definition matches the research that will be conducted by the researcher. The product was developed to meet the needs found in the field (school). The product that was planned to be developed is an interactive learning multimedia containing some reading materials and activities about descriptive texts for Grade VII students.



## **B. Research Procedure**

The research procedure adapted the six-step model proposed by Jolly and Bolitho in Tomlinson (1998: 98). However, the model was modified by omitting the step of student use of materials and replacing with expert judgment or alpha test since expert judgment is enough to find out the strengths and weaknesses of the product. The steps are:

### **1) Identification of the needs for materials**

The researcher identified the needs for materials using questionnaire and also considered the document of the curriculum which is the school-based curriculum.

### **2) Exploration of the needs**

From the questionnaire and the document of curriculum, the researcher found the needs.

### **3) Contextual realisation of the materials**

The researcher tried to find the suitable ideas, contexts, or texts with which to work based on students' need and interest that have been analysed before. The researcher began to think about the sources of the materials.

### **4) Pedagogical realisation of the materials**

After considering the ideas, contexts, and choosing the appropriate texts, it was time for the researcher to develop some tasks or activities. The researcher considered the clarity in giving the instruction in the task, since clarity is important to help the students know what they should do toward the tasks given by the teacher.

#### 5) - Production of the materials

This step included the consideration of the appropriate layout, type size, visuals, sounds, reproduction, etc.

##### - Student use of materials

This step was done by having an alpha test. The term 'alpha test' was proposed by Alessi and Trollip in 2001. Actually, the materials that have been designed should be tried out to the actual users (students) or we may call it as an empirical judgment. However, in recent years, English Education study program of Faculty of Languages and Arts, State University of Yogyakarta has changed this step. In this study program, the material developer just needs to do an alpha test, which means that he or she does not has to try the product out to the actual users, yet he or she needs to conduct an expert judgment or theoretical judgment in order to get the validation of the product and substitute the empirical judgment.

#### 6) Evaluation of the materials against agreed objectives.

The experts gave the critic, corrections, or suggestions toward the product. It was significant to know if the product has fulfilled the objectives arranged by the developer or not.

#### 7) Revision

It was actually an additional step of the procedure. To make the product better, it needs to be revised based on the critics, correction, or suggestions given by the experts in the alpha test.

### **C. Research Setting and Subjects**

The setting of the research was at SMPN 6 Yogyakarta which is located at Jalan RW. Monginsidi 01, Cokrodiningratan, Jetis, Yogyakarta. Furthermore, the research subjects were thirty six students from Grade VII B class of SMPN 6 Yogyakarta as the sample of this study.

### **D. Data Collection Techniques**

The data collection technique used by the researcher in this study was questionnaire. There were two questionnaires used in this study. The first one was used in the needs analysis stage to obtain the information about students' needs and learning needs. The second questionnaire was used in the expert judgment stage to substitute the field testing stage. It was in order to get some suggestions, comments and validation about the final product.

### **E. Research Instruments**

The research instruments of this study consisted of two questionnaires. The first questionnaire was used in the needs analysis process in order to gain information about learners' and learning needs. This questionnaire is in form of multiple choice questions. The students might choose more than one choice or add their own answers that describe their needs. The second questionnaire was used for expert judgment to get the validation, comments and suggestions for revising the product. The kind of the questionnaire used in the expert judgment is a

numerical scale questionnaire. The organization of those questionnaires is as follows.

**Table 3. The Organization of the First Questionnaire (Needs analysis)**

No.	The Aspects	The Purposes of The Questions	Item Number	Reference
1.	Students' personal identity	To find some information concerning the students' identity.		Hutchinson & Walters (1987: 63)
2.	Goals	To find out the reason of learning English	1	Nunan (2004: 41)
		To find out the reason of learning reading	2	Nunan (2004: 41)
3.	Lacks	To find out gap between the students' current proficiency and the target proficiency	3	Hutchinson and Waters (1987: 56)
4.	Wants	To find out students' want related to topic of materials	5	Hutchinson and Waters (1987: 56)
5.	Input	To find out the information about students' preference related to kind of input and the length of it.	4, 6, 14	Nunan (2004: 47-49)
6.	Procedure	To find out the information about students' preference of reading activities	7, 8, 9	Nunan (2004: 52-63)
7.	Techniques of teaching and learning	To find out information about students' preference for teaching and learning techniques	10	Nunan (2004: 52-63)

8.	Teacher's role	To find out information about the role that the teacher should perform	11	Nunan (2004: 64)
9.	Learners' role	To find out information about the role of the students	12	Nunan (2004: 64)
10.	Learning media	To find out the English learning reading media that students' need.	13	Vaughan (2008: 6)
11.	Multimedia design	To find out students' preference for multimedia design	15, 16, 17, 18, 19, 20	Stemler (1997: 1)

**Table 4. The Organization of the Second Questionnaire (Expert Judgment)**

No	The Expert	Categories
1	Materials Expert	1. Content Quality 2. Instructional Quality
2	Media Expert	1. Technical Quality 2. Programming Quality

**Table 5. The Organization of the Questionnaire for Materials Expert**

Content Quality		
No.	Statements	References
1.	Materials coverage	Nunan (2004: 41-42)
2.	The effectiveness of materials presentation	Nunan (2004: 41-42)
3.	The effectiveness of the language use in explaining the materials	Nunan (2004: 41-42)
4.	The quality of pictures in explaining the concepts	Nunan (2004: 41-42)
5.	The quality of instruction in using the program	Nunan (2004: 52-63)
6.	The quality of task items	Nunan (2004: 41-42)
7.	The balance of the materials and activity items	Nunan (2004: 41-42)
8.	Quality of example in explaining the materials	Nunan (2004: 41-42)

<b>Instructional Quality</b>		
1.	Relevance to the standard of competence	Depdikbud (2013)
2.	Relevance to the basic competences	Depdikbud (2013)
3.	Relevance between the indicators and the basic competences	Depdikbud (2013)
4.	Clear target audience	Hutchinson & Walters (1987: 63)
5.	Clear learning instructions	Nunan (2004: 52-63)
6.	Completeness of the materials	Nunan (2004: 41-42)
7.	Clear presentation of the materials	Nunan (2004: 41-42)
8.	Order of the lesson	Nunan (2004: 52-63)
9.	Language use of the materials	Nunan (2004: 41-42)
10.	Relevance between the activity items and the materials	Nunan (2004: 41-42)
11.	Balance between the materials and the activity items	Nunan (2004: 41-42)
12.	Relevance between the activity items and basic competence	Nunan (2004: 41-42)
13.	Relevance between the activity items and the indicators	Nunan (2004: 41-42)
14.	Media attraction	Nunan (2004: 41-42)
15.	Appropriate feedback	

Table 6. **The Organization of the Questionnaire for Media Expert**

<b>Technical Quality</b>		
<b>No.</b>	<b>Statements</b>	<b>References</b>
1.	Choice of background (Pemilihan penyajian materi)	Mishra & Sharma (2005: 199-200)
2.	Proportional layout (Tata letak teks dan gambar)	Mishra & Sharma (2005: 199-200)
3.	Font types and font size (Bentuk dan ukuran huruf)	Mishra & Sharma (2005: 199-200)

4.	Composition of background color (Komposisi warna penyajian materi)	Mishra & Sharma (2005: 199-200)
5.	Composition of text color (Komposisi warna teks)	Mishra & Sharma (2005: 199-200)
6.	Accuracy of the choice of pictures (Ketepatan pemilihan gambar)	Mishra & Sharma (2005: 199-200)
7.	Quality of pictures (Kualitas gambar)	Mishra & Sharma (2005: 199-200)
8.	The use of button for navigating the program (Penggunaan tombol untuk menjelajah/mengoperasikan program)	Mishra & Sharma (2005: 199-200)
9.	Quality of animation (Kualitas animasi)	Mishra & Sharma (2005: 199-200)
10.	Accuracy and background music (Ketepatan dan penyajian musik)	Mishra & Sharma (2005: 199-200)

Programming Quality		
No.	Statements	References
1.	Interactivity level between students and the program (Tingkat interaksi antara siswa dan program)	Mishra & Sharma (2005: 199-200)
2.	Ease of interaction to the media (Kemudahan berinteraksi dengan prgram)	Mishra & Sharma (2005: 199-200)
3.	Clear navigation structure of the program (Kejelasan urutan navigasi program)	Mishra & Sharma (2005: 199-200)
4.	Clear instruction in using the program (Kejelasan petunjuk saat menggunakan program)	Mishra & Sharma (2005: 199-200)

## F. Data Analysis Techniques

Data collected from this study were in the form of quantitative data which were obtained from two questionnaires. The data were in the form of frequency percentages from needs analysis questionnaires. The students' answers were calculated and the results were in the form of percentages. The two highest

percentages were considered representing the students' needs. The percentages were calculated using the following formula:

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

P : percentage (%)

$f$  : frequency

N : number of respondents

100 : fixed number

In this study, the researcher used a numerical scale as the type of the second questionnaire; each indication of the responses to the statement is measured by numbers. The scales are as follows:

Table 7. **The Numerical Scale**

5	Very good
4	Good
3	Satisfactory
2	Poor
1	Very poor

Then, the results of the second questionnaire were converted into descriptive analysis by using the quantitative data conversion by Sudjono (2003: 335).



Table 8. Quantitative Data Conversion by Sudjono (2003: 335)

No.	Interval of Mean Value		Categories
	Formula	Score Range	
1	$\bar{x} > M_i + 1.8 SD_i$	$\bar{x} > 4.2$	Very Good
2	$M_i + 0.6 SD_i < \bar{x} \leq M_i + 1.8 SD_i$	$3.4 < \bar{x} \leq 4.2$	Good
3	$M_i - 0.6 SD_i < \bar{x} \leq M_i + 0.6 SD_i$	$2.6 < \bar{x} \leq 3.4$	Fair
4	$M_i - 1.8 SD_i < \bar{x} \leq M_i - 0.6 SD_i$	$1.8 < \bar{x} \leq 2.6$	Poor
5	$\bar{x} \leq M_i - 1.8 SD_i$	$\bar{x} \leq 1.8$	Very Poor

$\bar{x}$  = mean value

$M_i$  = the ideal mean

$$= \frac{1}{2} (\text{maximal score} + \text{minimal score})$$

$$= \frac{1}{2} (5+1)$$

$$= 3$$

$SD_i$  = the ideal standard deviation

$$= \frac{1}{6} (\text{maximal score} - \text{minimal score})$$

$$= \frac{1}{6} (5-1)$$

$$= \frac{2}{3}$$

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter describes the research findings and the discussion in details. The research findings regarding needs analysis results, the course grid, the unit design, the first draft, revisions of the first draft, the expert judgment, and the evaluation result and the final draft of the interactive multimedia are described.

#### **A. Research Findings**

##### **1. The Result of the Needs Analysis**

A needs analysis was conducted as the first step of this research to find out the target and learning needs of the students. The needs analysis was conducted on 14<sup>th</sup> February 2015. It was done by distributing questionnaires to the students of VII B at SMPN 6 Yogyakarta in the academic year 2014/2015. The questionnaires were in the form of multiple choice questions. The students were allowed to choose more than one answer or write down their own answers. The two highest percentages were considered as the representation of students' needs. The results of the needs analysis are explained as follows.

##### **a. The Personal Identity of the Respondents**

In the needs analysis questionnaire, the students were asked to write down their personal identity which are about their names, ages and sex.

Table 9: **Data of Respondents in Needs Analysis Stage**

Group of Respondents	Age			Sex	
	11	12	13	Male	Female
Students of VII B	1	14	17	12	20

Based on the data above, there were 32 respondents who filled in the needs analysis questionnaire. They were all the students of VII B at SMPN 6 Yogyakarta

### **b. Target Needs**

A target need is learners' view about the target situation (Hutchinson and Waters, 1987). The analysis of target needs is subcategorized into three parts, which are necessities, lacks and wants.

#### **1) Necessities**

According to Hutchinson and Waters (1987), what is called as 'necessities' is types of need determined by the demands of the target situations, that is, what the learner has to know in order to function effectively in the target situation. Table 9 shows the students' view about the target goals.

Table 10: **Students' View about Goals of Learning English**

Statements	Number of Students	Percentage
The students' motivation to learn English is ....		
a. to obey the school rule that English is a compulsory subject	3	9.37%
b. to be able to use English as a means of communication both written and spoken	28	87.50%
c. to pass the national examination	9	28.12%

d. to study abroad	9	28.12%
e. others		
1) to do some English task easily	1	3.12%

The two highest percentages, 87.50% and 28.12%, represent students' goals in learning English that are to be able to use English as a means of communication both written and spoken, to pass the national examination and to study abroad.

**Table 11: Students' View about Goal of Reading English Texts**

Statements	Number of Students	Percentage
The students' motivation to read English texts is ....		
a. to understand the texts	17	53.12%
b. to give response towards the texts	6	18.75%
c. to be accustomed to English spelling	13	40.62%
d. to enrich English vocabulary	21	65.62%
e. others		
1) to use English fluently	1	3.12%

A conclusion that can be taken from the table above is that the motivation of students to read English text was to enrich English vocabulary and to understand the text.

## **2) Lacks**

Lacks can be described as the gap between what the learners know already and what they do not know yet or between students' current proficiency and the target proficiency. In other words, it can be stated that lacks are discrepancies between necessity and what the learner already knows. Table 11 presents the students' views about their lacks.

Table 12: Students' View about Their Lacks in Reading English Texts

Statements	Number of Students	Percentage
To the students, thing that cause difficulty to read is ....		
a. unfamiliar vocabulary	18	56.25%
b. sentence structure	7	21.87%
c. uninteresting topic	3	9.37%
d. English pronunciation	9	28.12%
e. Others		

Table 11 shows that 56.25 % of students realized that there is a gap between their knowledge of vocabulary and the target knowledge of vocabulary in the text. Moreover, 28.12% of students stated that they find a gap between their pronunciation skill and the target pronunciation skill.

### 3) Wants

Wants in this target needs are related to students' preference about topic of the English materials which is presented in Table 12.

Table 13: Students' View about Their Wants in Reading English Texts

Statements	Number of Students	Percentage
Topics or themes of texts that the students like are ....		
a. science and technology	4	12.50%
b. daily life	22	68.75%
c. society (social life)	7	21.87%
d. music and entertainment	13	40.62%
e. others		
1) sports activity	1	3.12%

From the table, it can be known that daily life, music and entertainment represent students' wants about topic of the English materials.

### c. Learning Needs

Hutchinson and Waters (1987) make a distinction between target needs and learning needs. Learning needs are equated to the route of learning. This concerns things such as how learners learn the language, why they learn it and what resources are available to help them learn. Learning needs are represented through some components of task (Nunan: 2004) which are the input, the procedure, the teacher's role and the students' role. Added to this, the learning media and multimedia design are also considered as students' learning needs.

#### 1) Input

'Input' refers to the spoken, written and visual data that learners work with in the course of completing a task (Nunan, 2004: 47). The students' views about the input that should be covered in the tasks are presented in Table 13.

**Table 14: Students' View about the Models of the English Text They Like**

Statements	Number of Students	Percentage
The models of the English input text that the students like are ....		
a. text followed by questions	8	25.00%
b. dialogue or monologue	14	43.75%
c. text with some pictures	14	43.75%
d. text followed by list of unfamiliar vocabulary	7	21.87%
e. others		
1) an easily understood text	1	3.12%
2) a challenging text to read and do the follow-up activity	1	3.12%

From the table above, it can be concluded that dialogue or monologue, text with some pictures and text followed by questions are the students' preference about the model text.

Table 15: Students' View about Topics of Input Text

Statements	Number of Students	Percentage
Topics or themes of texts that the students like are ....		
a. science and technology	4	12.50%
b. daily life	22	68.75%
c. society (social life)	7	21.87%
d. music and entertainment	13	40.62 %
e. others		
2) sport activity	1	3.12%

The two highest percentages show us that the most preferable topics based on the students' view are daily life, music and entertainment.

Table 16: Students' View about Lengths of the Input Text

Statements	Number of Students	Percentage
The lengths of texts that students want are about ....		
a. 100-150 words	15	46.85%
b. 150-200 words	8	25.00%
c. 200-250 words	6	18.75%
d. 250-300 words	2	6.25%
e. Others		
1) depending on the topic of the text	1	3.12%

From the table above, it can be seen that 46.85% of the students chose the input text that consists of 100-200 words and a quarter of them chose the longer input text which consists of 150-200 words.

## 2) Procedure

Procedure specifies what learners will actually do with the input that forms the point of departure for the reading activity. These are data from needs analysis that shows the students' preference of the reading activity.

**Table 17: Students' View about Reading Activities which Aim to Enrich Their Vocabulary**

Statements	Number of Students	Percentage
To enrich students' vocabulary, reading activities they like the most are . . .		
a. reading a text then answering some questions related to the text	15	46.85%
b. match the vocabulary with its equivalence in Indonesian	13	40.62%
c. completing sentences or paragraphs with words provided	14	43.75%
d. completing sentences or paragraphs with words based on my knowledge	10	31.25%
e. others		
1) translating an English text into Indonesian	1	3.12%

The researcher considered the two highest percentages as the representation of the students' preference about the reading activity in order to enrich their vocabulary. Based on the table, the two highest percentages are 46.85% and 43.75%. These mean that reading a text followed by answering some questions related to the text and completing sentences or paragraphs with words provided are the students' preference.

**Table 18: Students' View about Reading Activity which Aims to Enrich Their Knowledge about English Sentence Structure**

Statements	Number of Students	Percentage
To enrich students' knowledge about English sentence structure, reading activity they like the most is....		
a. identifying grammatical error in the sentences	5	15.62%
b. arranging words into meaningful sentence	18	56.25%
c. completing sentence with available words	22	68.75%
d. correcting grammatical error of	4	12.50%



sentences		
e. others		

Based on the two highest percentages, reading activities that students preferred for enriching their knowledge about English sentence structure are completing sentence with available words and arranging jumbled words into a meaningful sentence.

**Table 19: Students' View about the Way to Do the Task**

Statements	Number of Students	Percentage
The way the students preferred to do the reading task is....		
a. individual	20	62.50%
b. in pairs	15	46.87%
c. in small groups (3-5 students)	9	28.12%
d. in large group (more than 5 students)	1	3.12%
e. others		
1) depending on the condition and difficulty level	2	6.25%

From the table above, the researcher found that 62.50% of the students preferred to do the reading task individually and 46.87% of them stated that they preferred to do the task in pairs.

**Table 20: Students' View about Technique of Teaching Reading**

Statements	Number of Students	Percentage
The technique of teaching reading that the students preferred is ....		
a. explaining reading materials from textbook	7	21.87%
b. engaging students in a discussion	10	31.25%
c. using media (e.g. laptop, computer and so on) to explain material	14	43.75%
d. giving some tasks and doing them together	14	43.75%
e. others		

Based on the two highest percentages which are 43.75% and 31.35%, the teaching reading techniques that are preferred by the students are when the teacher uses media (e.g. laptop, computer, and so on) to explain material, gives some tasks and engages the students in a discussion.

### 3) Teacher's Role

It refers to the part that teacher is expected to play in carrying out learning tasks as well as the social and interpersonal relationships between him/herself and the students (Nunan: 2004). Below is the table of students' view about teacher's role in teaching reading.

**Table 21: Students' View about Teacher's Role in Teaching Reading**

Statements	Number of Students	Percentage
According to the students, teachers' role in teaching reading is....		
a. explaining material in front of class	2	6.25%
b. going around the class to monitor students' activity	23	71.87%
c. explaining and giving example on how to do the task	17	53.12%
d. asking students to look for texts and summarize them	-	-
e. others		
1) explaining the material and supervising students	1	3.12%

According to 71.87% of the students, the teacher should go around the class to monitor students' reading activity, while 53.12% of them stated that the teacher should explain and give example of how to do the task.

#### 4) Students' Role

It refers to the part that the students are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between themselves and the teacher (Nunan: 2004). Below is the table of students' view about their role in teaching reading.

**Table 22: Students' View about Their Role in Learning Reading**

Statements	Number of Students	Percentage
According to the students, their role in learning reading is....		
a. just listening to the teacher	1	3.12%
b. engaging in the reading activities actively	24	75.00%
c. giving some suggestions to the teacher	8	25.00%
d. doing the teacher's instruction	16	50.00%
e. others		
1) listening to the teacher	1	3.12%
2) doing some English learning game	1	3.12%

According to three-quarters of the students, their role in the reading activity is engaging in the reading activity actively, while half of them taught that they should do teacher's instruction during reading activity.

#### 5) Learning Media

The researcher also collected data from the students about their preference and needs related to learning media used in teaching and learning of reading. Below is a table presenting students' view about learning media.

Table 23: **Students' View about Material Sources**

Statements	Number of Students	Percentage
Students' preference of material sources are...		
a. Textbooks	16	50.00%
b. interactive multimedia	22	68.75%
c. newspaper, magazine, pamphlet	7	21.87%
d. internet	9	28.12%
e. others		

Based on the table above, 68.75% of the students preferred interactive multimedia as the material sources, while half of the students preferred textbooks.

## 6) Multimedia Design

Multimedia design covers what should be put in the interactive multimedia including fonts, colours, navigations and the content itself. In other words, the design is all about what the interactive learning multimedia will look like. These are several tables presenting the students' view about the multimedia design.

Table 24: **Students' View about Additional Items in the Interactive Multimedia**

Statements	Number of Students	Percentage
The English teaching and learning media that the students want are....		
a. music or sound effects	14	43.75%
b. pictures	21	65.62%
c. quizzes	22	68.75%
d. puzzles	15	46.87%
e. others		

Beside the main content of the interactive multimedia which is text, 68.75% of the students wanted the availability of quizzes and 65.62% of them wanted the availability of pictures in the interactive multimedia.

**Table 25: Students' View about Background Colours in the Interactive Multimedia**

Statements	Number of Students	Percentage
Background colours in interactive learning multimedia that the students want are ....		
a. blue	21	65.62%
b. red	8	25.00%
c. purple	7	21.87%
d. brown	2	6.25%
e. others		
1) white	3	9.37%
2) green	4	12.50%
3) pink	4	12.50%
4) grey	1	3.12%
5) orange	1	3.12%

According to 65.62% of the students, the best background colour in the interactive multimedia is blue, while according to a quarter of the students, the most suitable colour for the interactive multimedia is red.

**Table 26: Students' View about Font of Interactive Multimedia**

Statements	Number of Students	Percentage
Font of interactive learning multimedia that the students want is....		
a. times new roman	7	21.87%
b. book antiqua	4	12.50%
c. tempus sans ITC	20	62.50%
d. arial	6	18.75%
e. others		
1) Comic Sans MS	5	15.62%
2) Chiller	4	12.50%
3) Kristen ITC	1	3.12%
4) Calibri	1	3.12%
5) Cambria	1	3.12%
6) Gadugi	1	3.12%

In terms of font, 62.50% of the students chose Tempus Sans ITC as the font of contents in the interactive multimedia and 21.87% of the students chose Times New Roman.

**Table 27: Students' View about Navigation Buttons of Interactive Multimedia**

Statements	Number of Students	Percentage
According to the students, the navigation buttons of interactive learning multimedia should....		
a. be simple and easy	17	53.12%
b. use symbols which match with the function	16	50.00%
c. be easily found	11	34.37%
d. produce sound when pressed	14	43.75%
e. others		
1) attractive	4	12.50%
2) not destruct the students attention to the material	1	3.12%

The two highest percentages describe that, based on students' view, the navigation button of interactive learning multimedia should be simple and easy and use symbols which match with the function.

**Table 28: Students' View about the Availability of Answer Key in the Interactive Learning Multimedia**

Statements	Number of Students	Percentage
According to students, the availability of the answer key in the interactive learning multimedia is....		
a. not needed		
b. sometimes needed	12	37.50%
c. needed	19	59.37%
d. extremely needed	8	25.00%
e. others		

What can be concluded from the table above is that the most of the students needed the availability of the answer key in the interactive learning multimedia.

## **2. Course Grid**

After finding the results of the needs analysis, the researcher went to the next step which is creating a course grid. The course grid will be a guideline to design the units of the interactive learning multimedia. The results of the needs analysis, the standard of competence and the basic competences will be the considerations in creating the course grid. Regarding the results of needs analysis, the researcher considers the two highest percentages of the respondents. The course grid consists of seven points which are basic competences, indicators, unit titles, input texts, tasks, the key vocabularies and the key grammatical. Each unit is derived from standard of competence 11 and basic competences 11.2 and 11.3. In each unit, students are expected to understand language features, generic structure, meanings of words and main ideas and supporting details in the descriptive texts. These are the explanation.

### **a. Course Grid of Unit I**

The topic of Unit I is the descriptive text about people around the students. This unit focuses on how to describe people and the adjectives and verbs used to describe people. It includes comprehending the texts and reading the texts aloud. The title of this unit is “He is Very Kind.”

### **b. Course Grid of Unit II**

The topic of Unit II is the descriptive text about animals and places. This unit focuses on how to describe animals and places and the adjectives and verbs used to describe them. It includes comprehending the texts and reading the texts aloud. The title of this unit is “Brownie Stays in My Backyard.”

### **c. Course Grid of Unit III**

The topic of Unit III is the descriptive text about occupations and things. This unit focuses on how to describe occupations and things and the adjectives and verbs used to describe them. It includes comprehending the texts and reading the texts aloud. The title of this unit is “My Uncle is a Journalist.”

## **3. The First Draft of the Interactive Multimedia**

After finding the results of the needs analysis and creating the course grid, the researcher then developed the interactive multimedia. The researcher applied the development phases of Jolly and Bolitho’s model which comprised material realisation, material production and evaluation followed by revision. The material realisation stage includes finding the suitable ideas, context, or texts with which to work based on students’ needs and interest that have been analysed before, and then creating the tasks preceded by clear instruction.

After finishing the first stage, the researcher moved to the second stage which is the material production. In this stage, the researcher presents the process of the first draft production. The process comprised mapping the flow of



interactive multimedia, describing the design of it, importing the contents of it and producing pictures, animations and audio or sounds.

#### a. The Map of the Interactive Multimedia

The map describes the interactive multimedia from the beginning to the end. It is in the form of flowcharts. There are two kinds of flowcharts. They are the main flowchart and the unit flowchart. The details of those flowcharts are as follows.

##### 1) Main Flowchart

It is the first flowchart of interactive multimedia and describes the map of it in general. The following is the figure of main flowchart.

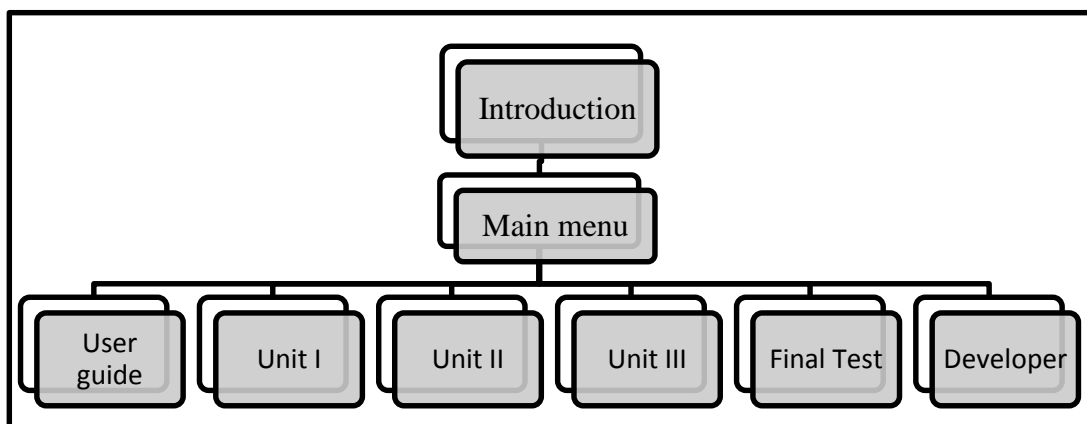


Figure 1: **Main Flowchart**

Based on the figure above, the interactive multimedia developed in this study is firstly divided into two parts, which are “Introduction” and “Main Menu.” The “Introduction” part which is the first page of the interactive multimedia contains the name of it, the users’ grade and the name of the developer. It is in

order to welcome the users. From the “Introduction” page, the users are able to access the next page which is “Main Menu.” This is the main page of interactive multimedia since it covers the link to the *User Guide*, *Unit I*, *Unit II*, *Unit III*, *Final Test* and *Developer*.

Moreover, based on the contents of interactive multimedia, the researcher groups the contents into two parts. The first part covers *User Guide* which presents the information about the way to operate or use the interactive multimedia appropriately and *Developer* which presents the identity of the interactive multimedia developer. The second part comprises *Unit I*, *Unit II*, *Unit III* and *Final Test* which presents the main descriptive text reading material. The details of those three units will be exposed in the Unit Flowchart description.

## **2) Unit Flowchart**

This second flowchart describes parts of each unit and other sections of the interactive multimedia. The detailed materials of each unit has been explained in the course grid. The figure of unit flowchart can be viewed as follows.

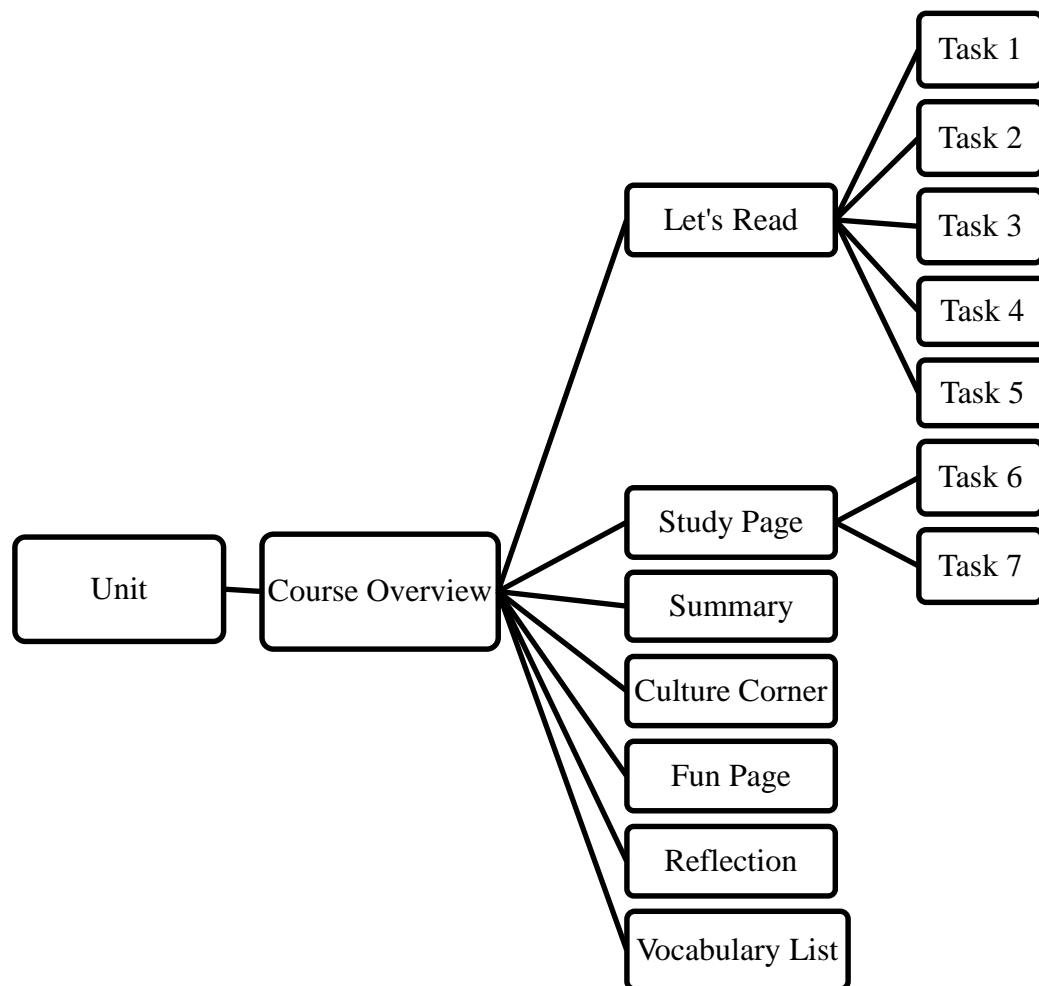


Figure 2: **Unit Flowchart**

Based on the figure, a course overview page is the starting content of a unit. A course overview page introduces the material that will be discussed in the unit. This page contains the title of the unit, main menu, basic competences, indicators and the picture illustration. Then, the content of the unit will be divided into seven sections. The first section is “Let’s Read.” The focus of this section is

reading comprehension. There are five tasks in this section namely Task 1, Task 2, Task 3, Task 4 and Task 5 which contain warming up activity, passages and quizzes. The second section which is “Study Page” focuses on language features of the passages. This section contains two tasks namely Task 6 and Task 7. Those tasks present the organization of the text (generic structure), notes about grammatical rules in the passage and quizzes. The third section is “Summary” which sums up the main materials in the unit. There is also additional section namely “Culture Corner” which functions to enrich students’ knowledge about culture related to the topic of the unit. Another additional section is “Fun Page” which presents some fun materials related to topic being discussed in the unit. It can be song, game, etc. The next section is “Reflection.” It asks students to reflect their feeling and achievement after learning the unit. Then, the last section is “Vocabulary List” which contains words including their phonetic transcriptions, parts of speech and the equivalence in Indonesian.

#### **b. The Contents of Interactive Multimedia**

As explained in the previous part, the contents of the interactive multimedia are divided into two parts. They are general information and main material. Since the first one does not need any further explanation, this subchapter presents the main materials which comprise Unit I, II and III.

### 1) Unit I

The title of Unit I is “He is Very Kind.” Through this unit, the students will learn about descriptive texts about people. There are some descriptive texts about people, notes, language features and also some quizzes. Those contents are presented in some tasks. The organization of Unit I is presented in the following table.

**Table 29: The Organization of Unit I**

<b>Name of Sections</b>	<b>Name of Tasks</b>	<b>Description</b>	<b>Function</b>
Let's Read	Task I	The students are asked to match some sentences about people's description with the appropriate picture and then identify the meaning of adjectives used in the sentences.	As a warming up activity to direct the students to the topic of the unit.
	Task II	The students are given a text entitled “My Mathematics Teacher” then they are asked to complete some sentences based on the text using words given in the box.	As vocabulary practice and reading comprehension practice.
	Task III	The students are asked to classify the adjectives available in the text into several categories and read aloud the adjectives they found.	<ul style="list-style-type: none"> <li>- As a vocabulary and reading comprehension practice.</li> <li>- Training their pronunciation.</li> </ul>
	Task IV	The students are given a text entitled “Ms Nanda, My Music Teacher” and are asked to state whether the statements are true or false based on the text.	Checking students' understanding about the text and as a vocabulary practice.

	Task V	The students are asked to answer some multiple choice questions based on their understanding of the text entitled “Tommy Sugiarto”, then to read the text aloud after their teacher.	As a reading comprehension practice and to train the pronunciation skill of the students.
Study Page	Note	The students are asked to: - study the note about descriptive text and its language features. - study the example of descriptive text organization (generic structure).	Giving students the information about language features and generic structure of descriptive text.
	Task VI	The students are asked to study about simple present tense and then correct the verbs of a text entitled “Nimas, One of My Best Friend”	Giving students a grammar practice.
	Task VII	The students are asked to arrange jumbled words into meaningful sentences then arrange the sentences and read the text aloud.	Giving students a grammar and pronunciation practice.
Summary	-		
Culture Corner	-	The students are given a text about the description of Queen Elizabeth II.	Giving students information about culture.
Fun Page	Cross Word Puzzle	The students are asked to finish the Word Search about adjectives used in describing people.	As an fun additional practice for the students.
Reflection	-		
Vocabulary List	-	The students are given a list of vocabularies available in the unit.	

## 2) Unit II

The title of Unit II is “Brownie Stays in My Backyard.” Through this unit, the students will learn about describing animals and places. There are some descriptive texts about animals and things, notes, language features and also some quizzes. Those contents are presented in some tasks. The organization of Unit II is presented in the following table.

Table 30: The Organization of Unit II

Name of Section	Name of Task	Description	Function
Let's Read	Task I	The students are given a descriptive text entitled “Chacky, My Brazil Turtle”, then they are asked to relate the adjectives to the part of animal being described and answer questions based on the text.	As a warming up activity and reading comprehension practice.
	Task II	Students are asked to read the text entitled “Brownie, My Dog”, then answer questions based on the text.	Giving them a reading comprehension practice.
	Task III	The students are given a text entitled, “My Brother’s Smart Parrot” then are asked to fill in the blanks using provided words in the box and read aloud the text	As a vocabulary and pronunciation practices.
	Task IV	The students are asked to match the name of places with their description.	As a vocabulary practice.
	Task V	Students are given a text entitled “Lovina Beach” and are asked to read the text and answer the questions based on the	As a reading comprehension practice.

		text.	
Study Page	Note	The students are asked to: - study about main idea and supporting details - study about adverbs of time and place	Giving students information about main idea, supporting details and the use of adverbs of time and place.
	Task VI	The students are given a text entitled “My Backyard”, and then they are asked to identify the main idea and supporting details of each paragraph.	Checking their understanding about the explanation of main idea and supporting details in the Note.
	Task VII	The students are given a text entitled “Lovina Beach” then are asked to find some adverbs of place and time available in the text.	As a vocabulary practice.
Summary	-		
Culture Corner	-	Students are given a short text about the pet funeral in America.	Giving students some information about culture.
Fun Page	“Who Am I?”	Students are provided with some descriptions of animal then they are asked to guess what the animal is.	Giving students fun additional practice for the students.
Reflection	-		
Vocabulary List	-	The students are given a list of vocabularies available in the unit.	

### 3) Unit III

The title of Unit III is “My Uncle is a Journalist.” Through this unit, the students will learn about describing people’s occupations and things around them. There are some descriptive texts about people’s occupation and things,



notes, language features and also some quizzes. Those contents are presented in some tasks. The organization of Unit III is presented in the following table.

**Table 31: The Organization of Unit III**

<b>Name of Section</b>	<b>Name of Task</b>	<b>Description</b>	<b>Function</b>
Let's Read	Task I	The students are asked to match names of occupation and the pictures.	This task is as a warming up activity and vocabulary practice as well.
	Task II	The students are asked to match the names of occupation with their description.	As vocabulary practice.
	Task III	The students are given a text entitled "The Twin Flight Attendants" then are asked to list the verbs used in the text and answer some questions based on the text.	As vocabulary and reading comprehension practices.
	Task IV	The students are given a text entitled "My Uncle is a Journalist" then are asked to state whether the statements are true or false and read the text aloud.	As reading comprehension and pronunciation practice.
	Task V	The students are given a text entitled "Reno, A Kind Clown" then are asked to complete some sentences based on the text by using words given in the box.	As reading comprehension practices and pronunciation practice.
Study Page	Note	The students are asked to: - study about adverbs of frequency and manner. - study about the differences between the word "use" and "make"	Giving some information about the differences between "use" and "wear" and about adverbs of frequency and manner.
	Task VI	The students are given a	To check students'

		text entitled “My Brother is a Postman” and asked to fill in the blanks using adverbs of frequency and manner available in the box.	understanding about the explanation in the “Note”
	Task VII	The students are given a list of things, then they are asked to group the words into two categories “wear” and “use”	To check students’ understanding about the explanation in the “Note”
Summary	-		
Culture Corner	-	The students are given a text entitled “London Busker.”	Giving students some information about culture.
Fun Page	Let’s Sing	The students are given a song lyric of “Que Sera Sera”	As a fun additional material.
Reflection	-		

#### 4) Final Test

It contains some exercises to assess students’ achievement after learning all of the materials in the interactive multimedia. It comprises six tasks which are divided into three types of quiz, i.e. multiple choices, matching and short answer quiz.

#### c. The Design of the Developed Interactive Multimedia

After creating the flowcharts, the developer created the design of interactive multimedia based on the flowcharts. There is a basic design of the interactive multimedia. The following figure shows the basic design.

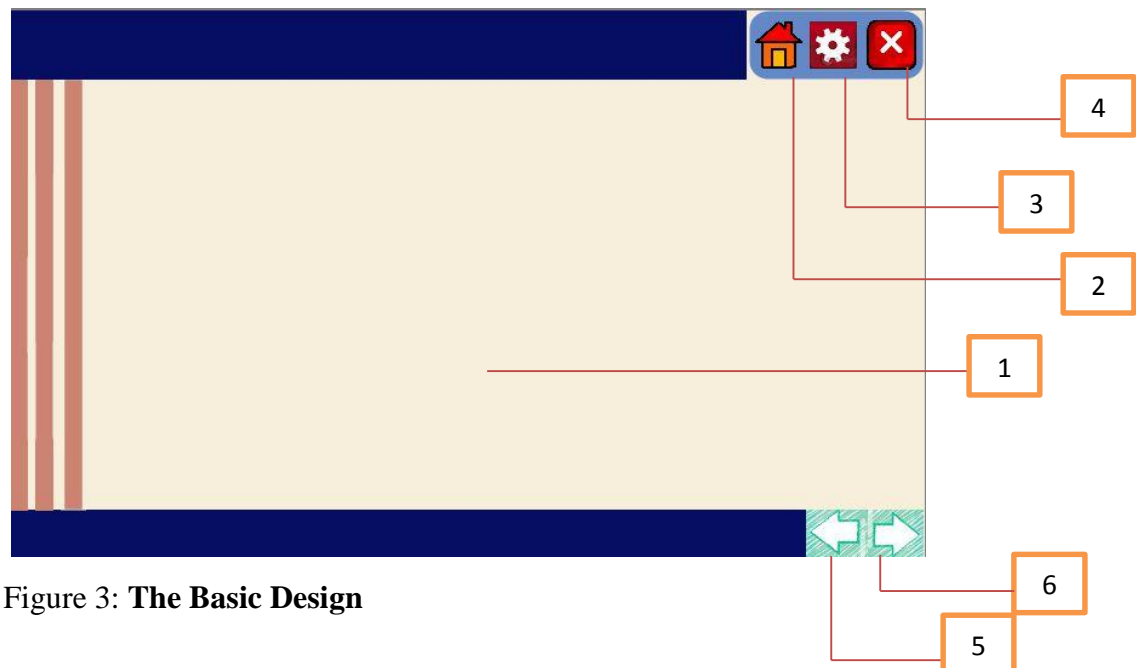


Figure 3: **The Basic Design**

Table 32. **The Components of the Basic Design**

No.	Name	Function
1.	Content area	To put the main content of the multimedia
2.	Home button	To let the user go to the Homepage
3.	User guide button	To let the user go to User Guide page
4.	Exit button	To let the user end or close the program
5.	Back button	To let the user go to the previous page
6.	Next button	To let the user go to the next page

Based on the basic design, the researcher developed the interactive multimedia. The developer added various kinds of content into the basic design which depends on the parts or units. Considering the number of pages of the interactive multimedia, the researcher only presented some of the figures of pages in this chapter. Those figures will represent other pages that have typical contents with each of them. The following is the first draft of the developed interactive multimedia.

a) Introduction page (Welcoming page)



Figure 4: The Design of Introduction Page

Table 33. The Components of Introduction Design

No.	Name	Function
1.	Title	To let the user know the title of the multimedia
2.	Start button	To let the user start the program
3.	Picture illustration	To give the illustration of the multimedia
4.	Subtitle	To give information about the target user of the multimedia
5.	Name of developer	To let the user know about the name of the developer

b) Homepage

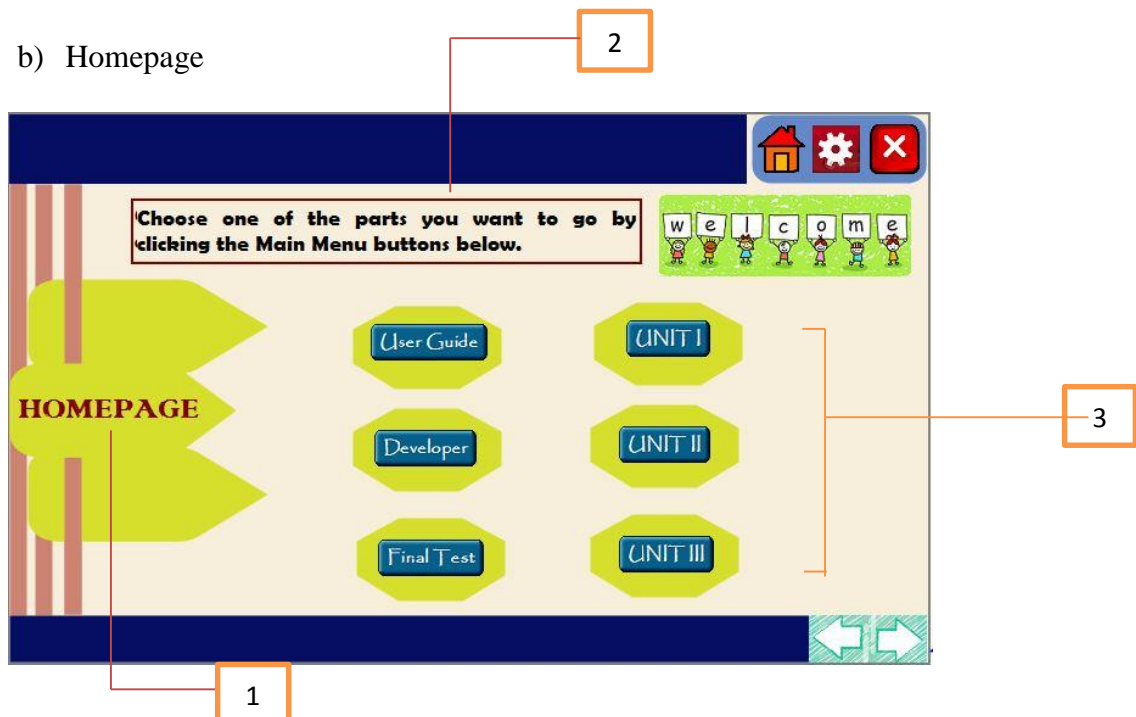


Figure 5: **Homepage**

Table 34. **The Components of Homepage**

No.	Name	Function
1.	Title of the page	To give the users information about the title of the page
2.	Instruction	To give the users information about what should they do to operate the page
3.	Main menu	To let the users choose which part of multimedia they want to go

## c) User guide

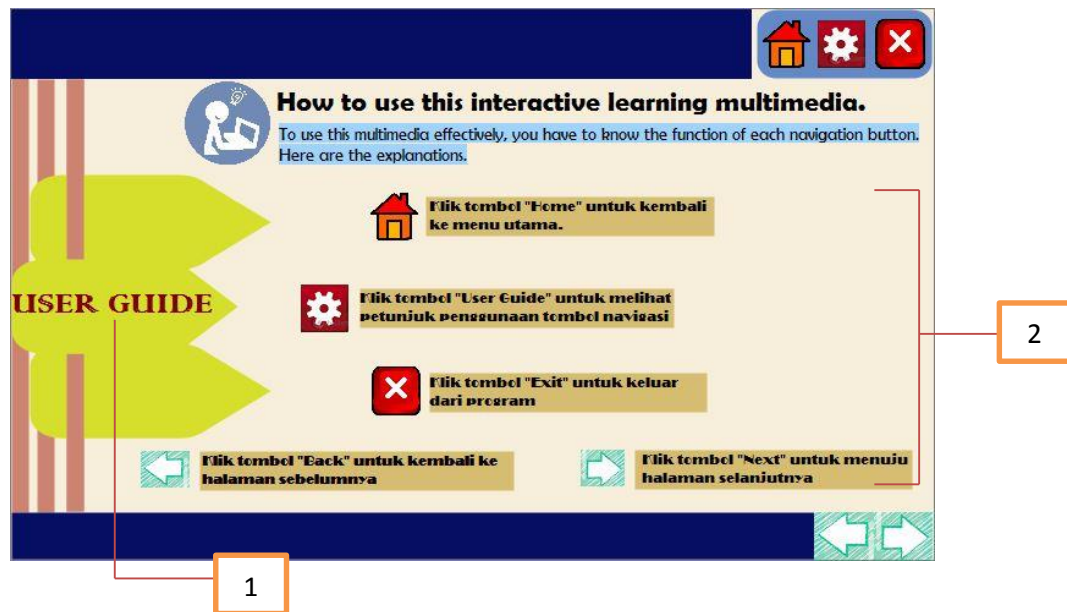


Figure 6: User Guide

Table 35. The Components of User Guide Page

No.	Name	Function
1.	Title of the page	To give the users information about the title of the page
2.	The icons and functions of the components	To explain the function of each icon to the user

## d) Course Overview Pages

Each unit in this interactive learning multimedia has the same design for course overview pages. These figures represent the course overview pages of all units.



Figure 7: Course Overview Page 1

Table 36. The Components of Course Overview page 1

No.	Name	Function
1.	Title of the Unit	To let the user know the title of the unit
2.	Course overview paragraph	To give information to the user about the brief description of the unit.
3.	Sections of the Unit buttons	To enable the user access the content of each section of the unit
4.	Name of the Unit	To let the user know the name of the unit
5.	Illustration picture	To give the user illustration about the description of the unit.

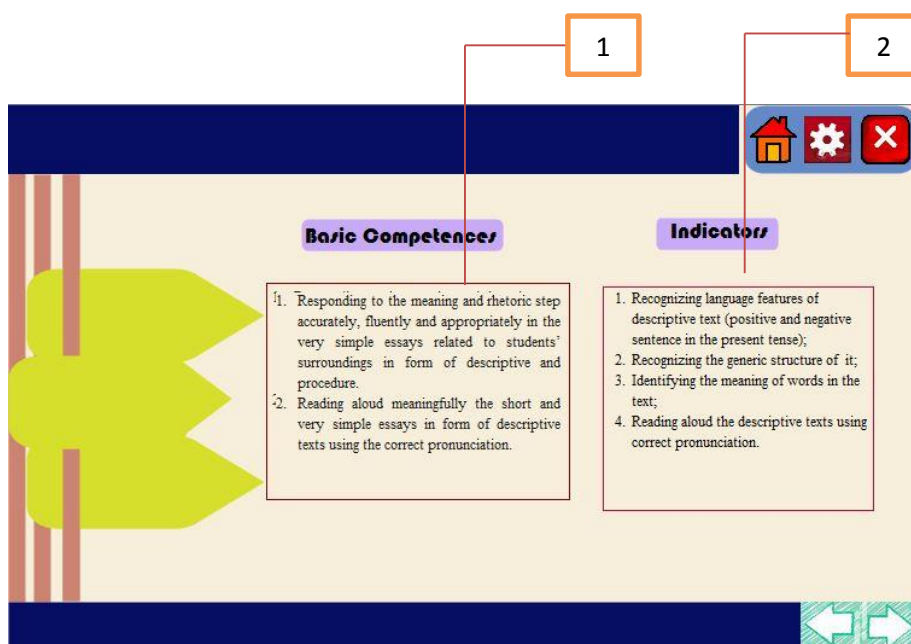


Figure 8: Course Overview Page 2

Table 37. The Components of Course Overview Page 2

No.	Name	Function
1.	Basic competencies	To give information to the user about the basic competences that should be achieved through this media.
2.	Indicators	To give information to the user about the indicators of the unit.

e) Main contents of the unit

Based on the explanation of the Unit Flowchart, each unit consists of seven sections which are Let's Read, Study Page, Summary, Culture Corner, Fun Page, Reflection and Vocabulary List. These following figures show the examples of pages in each section.

1) Let's read

This section focuses on reading comprehension which contains passages and some tasks. The following is the figure of Let's Read page.



**TASK IV**  
Read the text carefully and then go to the next page to do the quiz.

**Ms. Nanda, My Music Teacher**

I will tell you about my favourite teacher. My favourite teacher is Ms Nanda. She is my music teacher and the leader of the school choir. Ms Nanda is a little and thin woman. His hair is short and black. She is 35 years old. Ms Nanda always has interesting topics for her music class. She is also good at playing guitar, piano, flute and other music instruments.

Ms Nanda believes in our musical talents. In her class, everyone has a chance to sing and act creatively. She uses her free time for giving singing lessons after school or during our breaks. She teaches us to be confident with our voices. She says that we need a lot of practices. It will be useful to improve our skill. Finally, I can say that Ms Nanda is the best teacher and she really cares about us. She makes me love music more and more.

**LET'S READ**

**BACK to the task**

Figure 9: Let's Read page

## 2) Study Page

This page focuses on language features of the passages. The tasks of this page present the organization of the text (generic structure), notes about grammatical rules in the passage and quizzes. The following is the figure of study page.

**NOTE**

The texts entitled "My Mathematics Teacher" and "My Favorite Teacher" are descriptive texts. A descriptive text tells about people (or many things) in specific ways. The purpose of the text is to describe someone or something in specific ways. The organization of the text is as follows:

Identification	It contains the introductory part of the things/objects.
Description	It contains the description of the things/objects.

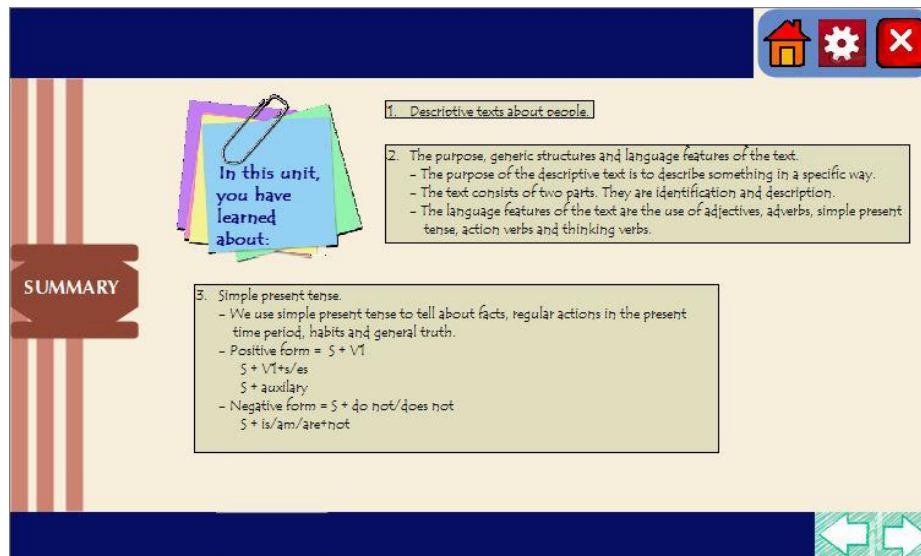
**The language features**

1. The use of the simple present tense
2. The use of adjectives
3. The use of adverbs
4. The use of action and thinking verbs.

**STUDY PAGE**

Figure 10: Study Page

### 3) Summary




The interface features a dark blue header with icons for home, settings, and close. A sidebar on the left has a red 'SUMMARY' button. The main content area has a light beige background with a paperclip icon and the text 'In this unit, you have learned about:'. It contains three numbered boxes:

1. Descriptive texts about people.
2. The purpose, generic structures and language features of the text.
  - The purpose of the descriptive text is to describe something in a specific way.
  - The text consists of two parts. They are identification and description.
  - The language features of the text are the use of adjectives, adverbs, simple present tense, action verbs and thinking verbs.
3. Simple present tense.
  - We use simple present tense to tell about facts, regular actions in the present time period, habits and general truth.
  - Positive form = S + V1  
S + V1+s/es  
S + auxiliary
  - Negative form = S + do not/does not  
S + is/am/are not

Navigation arrows are at the bottom right.

Figure 11: Summary Page

### 4) Culture Corner



The interface features a dark blue header with icons for home, settings, and close. A sidebar on the left has a red 'CULTURE CORNER' button. The main content area has a light beige background with a crown icon and the text 'Queen Elizabeth II'. It contains a text box with two paragraphs:

Queen Elizabeth II is well known throughout the world. She is the Queen of sixteen countries but resides in the United Kingdom. Her ancestors have ruled over the UK for over a thousand years. She holds enormous power over her 129 million subjects. She is a hard-working Queen and makes changes to the world over six decades.

She is also the Head of the Commonwealth (the collection of 16 nations). She married a Greek prince in 1947. Her husband is known as the Duke of Edinburgh. Elizabeth always takes her position as a Queen seriously. She never gives a press interview and no one knows her political views. She has been an ultimate professional throughout her working life. Even her dress has stayed conservative. She is famous for her plain-coloured coats. She continues to attend many cultural events as part of her public role.

Two photographs of Queen Elizabeth II are shown on the right: one in royal attire and one in a white coat.

Navigation arrows are at the bottom right.

Figure 12: Culture Corner

### 5) Fun Page

This page presents some fun materials related to the topic being discussed in the unit. This can be a quiz, song and word search. The following is the figure of a fun page.

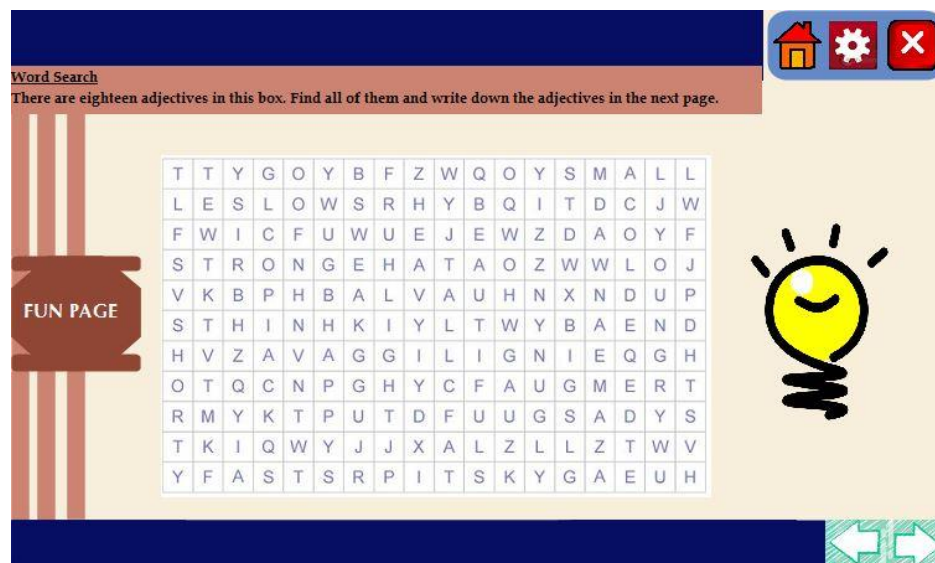
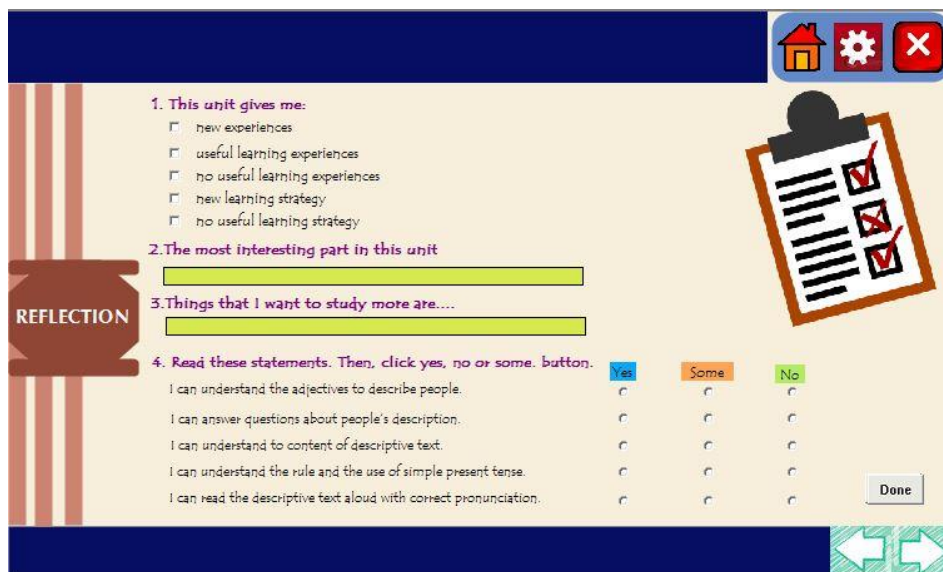


Figure 13: **Fun Page**

### 6) Reflection

It is in the form of survey pages which aim to reflect users' feeling and achievement after learning the unit. These are the figure of reflection pages.



The Reflection Page features a dark blue header with icons for home, settings, and close. A red 'REFLECTION' label is on the left. The main area contains four sections: 1. 'This unit gives me:' with checkboxes for new experiences, useful learning experiences, no useful learning experiences, new learning strategy, and no useful learning strategy. 2. 'The most interesting part in this unit' with a yellow text box. 3. 'Things that I want to study more are....' with a yellow text box. 4. 'Read these statements. Then, click yes, no or some. button.' with three columns: Yes (blue), Some (orange), and No (green). Each statement has a radio button for each option. The statements are: 'I can understand the adjectives to describe people.', 'I can answer questions about people's description.', 'I can understand to content of descriptive text.', 'I can understand the rule and the use of simple present tense.', and 'I can read the descriptive text aloud with correct pronunciation.'. A 'Done' button is at the bottom right, and navigation arrows are at the bottom.

**1. This unit gives me:**

- ☐ new experiences
- ☐ useful learning experiences
- ☐ no useful learning experiences
- ☐ new learning strategy
- ☐ no useful learning strategy

**2. The most interesting part in this unit**

**3. Things that I want to study more are....**

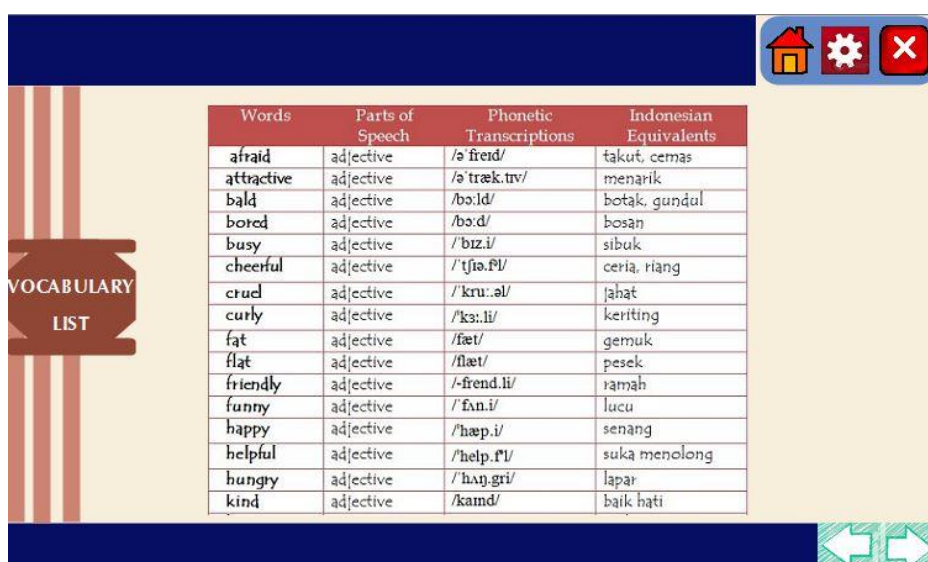
**4. Read these statements. Then, click yes, no or some. button.**

	Yes	Some	No
I can understand the adjectives to describe people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can answer questions about people's description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand to content of descriptive text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand the rule and the use of simple present tense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can read the descriptive text aloud with correct pronunciation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Done

Figure 14: Reflection Page

## 7) Vocabulary List



The Vocabulary List Page features a dark blue header with icons for home, settings, and close. A red 'VOCABULARY LIST' label is on the left. The main area contains a table with four columns: Words, Parts of Speech, Phonetic Transcriptions, and Indonesian Equivalents. The table lists 15 words: afraid, attractive, bald, bored, busy, cheerful, cruel, curly, fat, flat, friendly, funny, happy, helpful, hungry, and kind. Each word is followed by its part of speech (all are adjectives), its phonetic transcription, and its Indonesian equivalent. Navigation arrows are at the bottom.

Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
afraid	adjective	/ə'freɪd/	takut, cemas
attractive	adjective	/ə'træktɪv/	menarik
bald	adjective	/bɔːld/	botak, gundul
bored	adjective	/bɔːd/	bosan
busy	adjective	/'bɪz.i/	sibuk
cheerful	adjective	/'tʃiːfʊl/	ceria, riang
cruel	adjective	/'kruː.əl/	jahat
curly	adjective	/'kɜː.li/	keriting
fat	adjective	/fæt/	gemuk
flat	adjective	/flæt/	pesek
friendly	adjective	/'frend.li/	ramah
funny	adjective	/'fʌn.i/	lucu
happy	adjective	/'hæp.i/	senang
helpful	adjective	/'help.fʊl/	suka menolong
hungry	adjective	/'hʌŋ.gri/	lapar
kind	adjective	/'kaɪnd/	baik hati

Figure 15: Vocabulary List Page

## 8) Quiz pages

There are some quizzes in the developed interactive multimedia. They are True or False quiz, short answer quiz, matching quiz, fill in the blank quiz and multiple choice quiz. The figures are as follows.

### a) True or False quiz

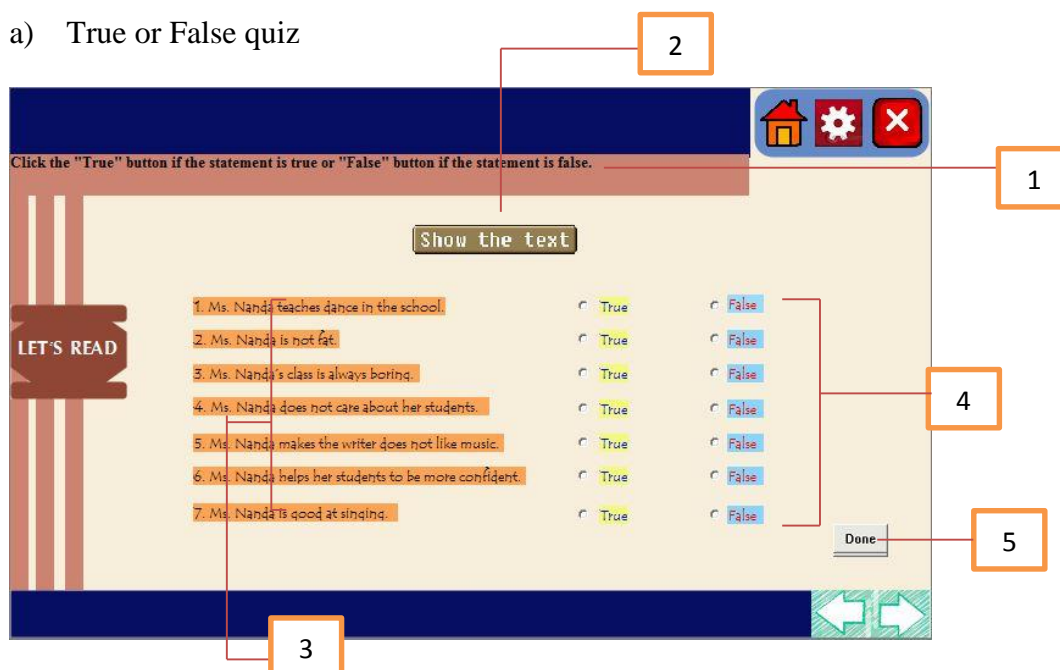


Figure 16: True or False Quiz

Table 38. The Components of True of False Quiz

No.	Name	Function
1.	Instruction	To let the user know about what should they do on the task.
2.	'Show the text' button	To enable the users displaying the passage.
3.	Question list	To display the questions of the task.
4.	True or False options	To enable the users choosing true or false as the answer.
5.	'Done' button	To submit the answers and get feedback.

## b) Short Answer quiz

The screenshot shows a quiz interface with a dark blue header and footer. A red banner on the left says "LET'S READ". The main area is light yellow. At the top, a blue bar contains a house icon, a gear icon, and a red 'X' icon. Below this, a red banner says "B. Answer these questions shortly based on the previous text." A "Show the text" button is in the top right. Five questions are listed, each with a yellow answer box. A "Done" button is at the bottom right. Navigation arrows are at the bottom. Numbered callouts point to: 1. The instruction banner, 2. The "Show the text" button, 3. The question list, 4. The answer boxes, and 5. The "Done" button.

1. Who is the name of the writer's pet?

2. Why people called the pet as turtle red-ear slider?

3. What does the writer's pet like?

4. What is the favorite food of the writer's pet?

5. When does the writer like to see his/her pet?

Figure 17: Short Answer Quiz

Table 39. The Components of Short Answer Quiz

No.	Name	Function
1.	Instruction	To let the user know about what should they do on the task.
2.	'Show the text' button	To enable the users displaying the passage.
3.	Question list	To display the questions of the task.
4.	Answer column	To enable the users writing down their answers.
5.	'Done' button	To submit the answers and get feedback.



## c) Matching quiz

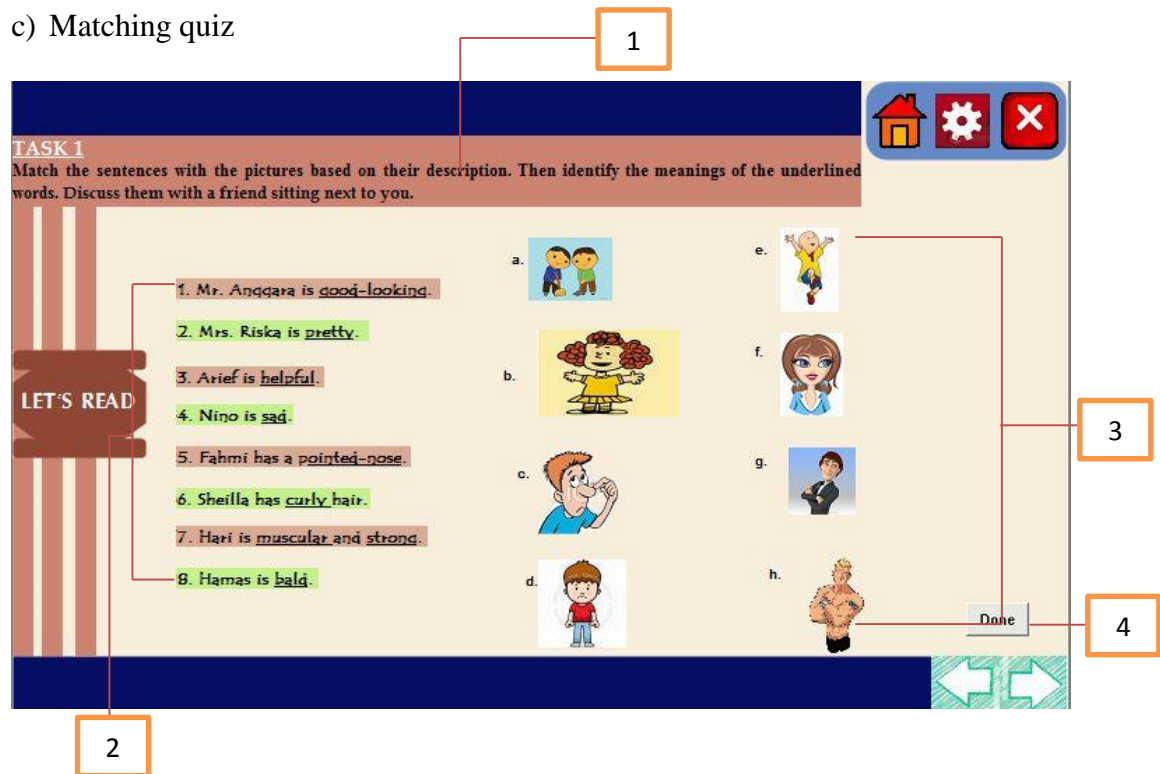


Figure 18: Matching Quiz

Table 40. The Components of Matching Quiz

No.	Name	Function
1.	Instruction	To let the user know about what should they do on the task.
2.	Left column	To display the statements to be matched with the options in the right column.
3.	Right column	To enable the users to choose the option to be matched with the statements in the left column.
4.	'Done' button	To submit the answers and get feedback.

## d) Fill in the blank quiz

The screenshot shows a digital quiz interface. At the top, a dark blue header contains a home icon, a settings gear, and a close button. Below the header, a light blue bar contains the instruction: "Complete these sentences based on the text by using words in the box." A red box labeled "1" points to this instruction. The main area has a light yellow background. On the left, a vertical red bar contains the text "LET'S READ" in white, with a red box labeled "3" pointing to it. The main area contains five numbered sentences with blank spaces for answers. A green button labeled "Show the text" is to the right of the first sentence, with a red box labeled "2" pointing to it. Below the sentences is a word bank with two rows of words: "punctual", "humorous", "interesting", "discipline", "scary" in the first row, and "Mr. Farizal Hakim", "Mr. Fariz", "Math", "suggests", "thinks" in the second row. A red box labeled "4" points to the first blank in sentence 3, and a red box labeled "5" points to the first blank in sentence 5. A "Done" button is at the bottom right, with a red box labeled "6" pointing to it. At the very bottom, there are two green arrows pointing left and right.

1. I have a favourite teacher. His nickname is (a)  and he teaches (b)

2. He is so (a)  that he always tries to be (b)  in order not to be late.

3. He makes Math  to me because he explains it in fun ways.

4. He  the students to do Math exercises routinely.

5. He is very  He likes to make some jokes during his class.

Word Bank: punctual, humorous, interesting, discipline, scary, Mr. Farizal Hakim, Mr. Fariz, Math, suggests, thinks

Buttons: Show the text, Done

Figure 19: Fill in the Blank Quiz

Table 41. The Components of Fill in the Blank Quiz

No.	Name	Function
1.	Instruction	To let the user know about what should they do on the task.
2.	'Show the text' button	To enable the users displaying the passage.
3.	The incomplete sentences	To enable the users building their understanding about what are being discussed.
4.	Answer box	To enable the users writing down their answers.
5.	Option box	To give students options of possible answer.
5.	'Done' button	To submit the answers and get feedback.



## e) Multiple choice quiz

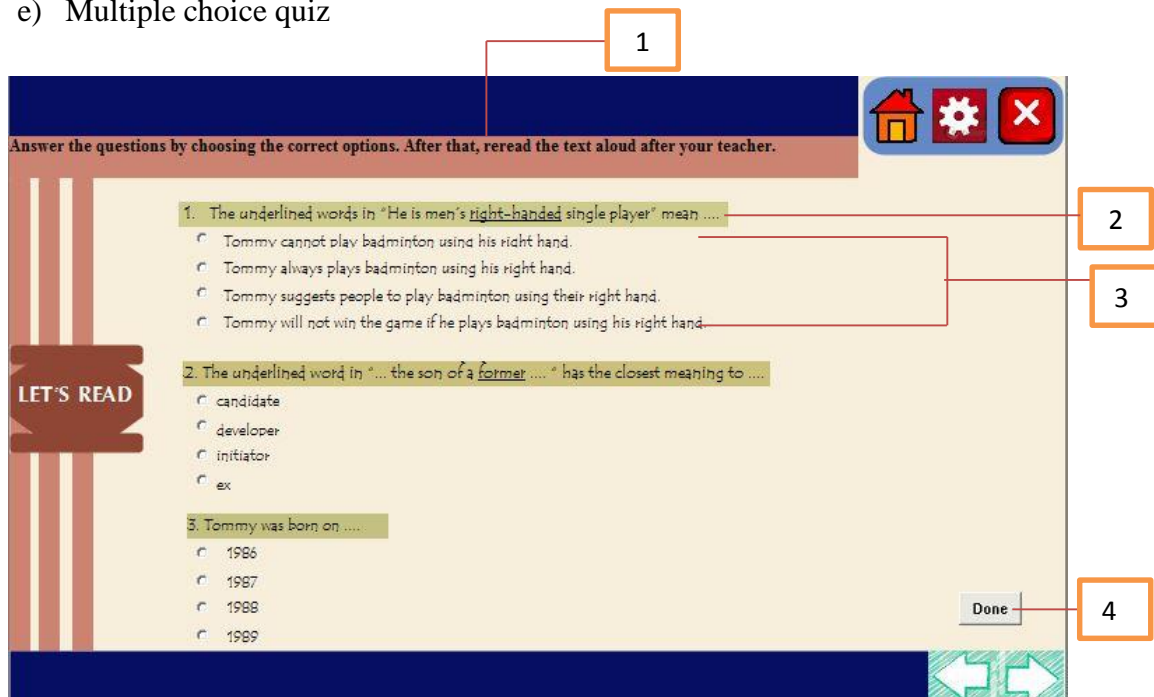


Figure 20: Multiple Choice Quiz

Table 42. The Components of Multiple Choice Quiz

No.	Name	Function
1.	Instruction	To let the user know about what they should do on the task.
2.	Questions	To show what the user should answer.
3.	Options	To give students the possible answers.
4.	'Done' button	To submit the answers and get feedback.

## 9) Developer

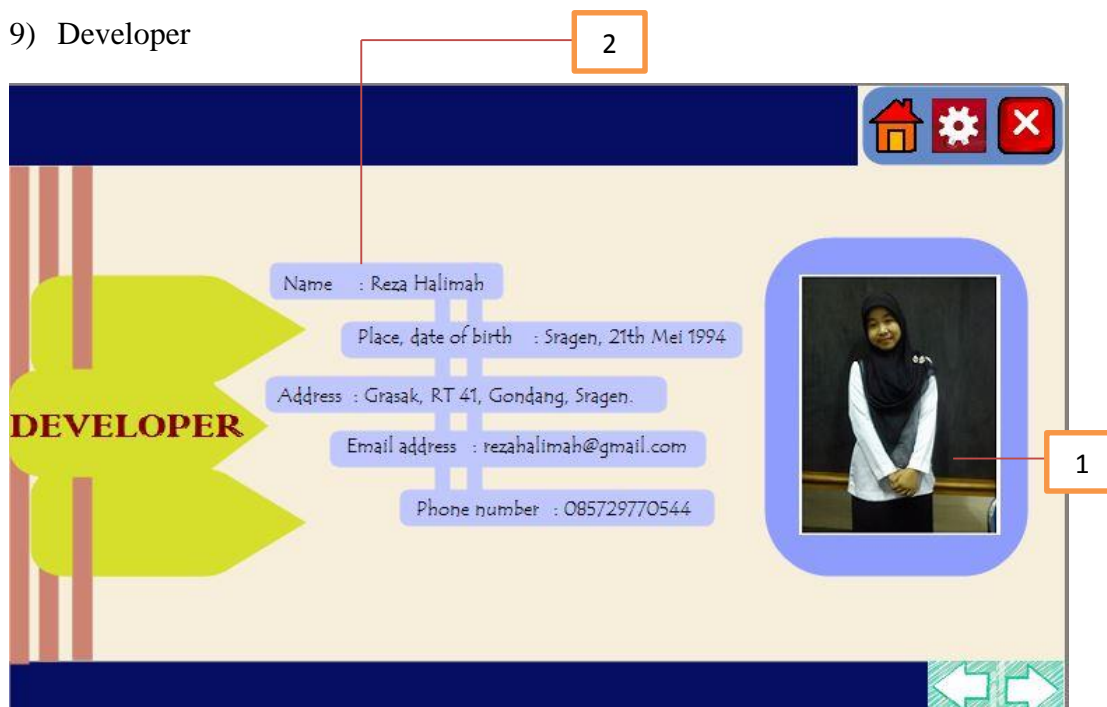


Figure 21: Developer Page

Table 43. The Components of Developer Page

No.	Name	Function
1.	Photo	To display the photo of the developer.
2.	Identity	To give information about identity of the developer.

#### 4. Alpha Testing

After developing the first draft of the interactive learning multimedia, the researcher went to the next step which is alpha testing. This test involved an expert who judged the content, instructional, technical and programming quality. The expert is a credible and permanent lecturer from English Education Study Program of State University of Yogyakarta. Considering his expertise and experience, his assessment and suggestion are considered to be valid. The result of the alpha testing (expert judgment) is described in the following explanation.

### a. The Expert Judgment towards Content Quality

There are eight points in the questionnaire for assessing the content quality. All of them are listed in the following table and followed by the result from the content expert.

Table 44. **The Result of Expert Judgment towards Content Quality**

Point	Statements	Score
1.	Materials coverage	5
2.	Clear presentation of the materials	5
3.	Clear use of language for instructions and of materials	4
4.	Quality of pictures to explain the concepts of materials	4
5.	Quality of instruction to use the program	5
6.	Quality of test items	4
7.	Balance of the materials and test items	4
8.	Clear examples to explain concepts	3
<b>Total Score</b>		<b>34</b>
<b>Mean</b>		<b>4.25</b>

The table shows the mean of the content quality of the developed interactive learning multimedia is 4.25. Based on the quantitative data conversion used in this study, it is categorized as “Very Good” since the mean is more than 4.2.

### b. The Expert Judgment towards Instructional Quality

There were fifteen points that were used to assess the instructional quality of the developed learning multimedia by the expert. Those are listed in the following table completed by the result of the expert judgment.

Table 45. **The Result of Expert Judgment towards Instructional Quality**

Point	Statements	Score
1.	Relevance between materials and Standard of Competence	5
2.	Relevance between materials and Basic Competence	4
3.	Relevance between indicators and Standard of Competence	4
4.	Clear target audience	5
5.	Clear learning instruction	5
6.	Completeness of materials	4
7.	Clear presentation of materials	4
8.	Order of materials	5
9.	Language used to explain materials	4
10.	Relevance between test items and materials	5
11.	Balance between materials and test items	4
12.	Relevance between test items and Standard of Competence	5
13.	Relevance between test items and indicators	4
14.	Media attraction	4
15.	Appropriate feedback	4
<b>Total Score</b>		<b>66</b>
<b>Mean</b>		<b>4.4</b>

The mean score for instructional quality of developed interactive learning multimedia is 4.4 which indicates that the instructional quality is categorized as “Very Good” since the mean is more than 4.2.

### c. The Expert Judgment towards Technical Quality

To assess the technical quality of the developed interactive learning multimedia, the expert considered these eight points. The points are listed in the following table and followed by the result of the expert judgment.

Table 46. **The Result of Expert Judgment towards Technical Quality**

Point	Statement	Score
1.	Choice of background	4
2.	Types and sizes of font	4
3.	Composition of background colours	5
4.	Composition of text colours	4
5.	Accuracy of choice of pictures	4
6.	Quality of pictures	4
7.	The use of navigation buttons	5
8.	The display of the animation	4
9.	Choice of sounds	4
<b>Total Score</b>		<b>38</b>
<b>Mean</b>		<b>4.22</b>

The table shows the mean of the technical quality of the developed interactive learning multimedia is 4.22. Based on the quantitative data conversion used in this study, it is categorized as “Very Good” since the mean is more than 4.2.

#### **d. The Expert Judgment towards Media Quality**

The questionnaire for assessing media quality contains eight points that were used as the considerations for the expert to assess. These are the points listed in the following table and completed by the result of the expert judgment.

Table 47. **The Result of Expert Judgment towards Media Quality**

Point	Statements	Score
1.	Interactivity level between students and media	5
2.	Ease of interaction to media	5
3.	Clarity of program navigation structure	5
4.	Clarity of instruction to use the program	5
5.	Setting of animation	4
6.	Accuracy of animation	4
7.	Split of materials	4

8.	Efficiency of the use of text	4
<b>Total Score</b>		<b>36</b>
<b>Mean</b>		<b>4.5</b>

The mean score for instructional quality of developed interactive learning multimedia is 4.5 which indicates that the instructional quality is categorized as “Very Good” because the mean is more than 4.2.

## 5. Suggestions and Revision

The material and media expert not only gave scores towards the interactive learning multimedia but also gave some suggestions. The suggestions have been taken as the consideration for revising the multimedia. The following table tells about the suggestions and action taken by the researcher in revising the multimedia both material and media aspects.

### a. Suggestions from Material Expert and the Revision

Table 48. **Suggestions from Material Expert and Action Taken**

No.	Aspect Evaluated	Suggestion	Action Taken
1.	Example to explain the concepts	The examples of the explanation in the Study Page section should be in the form of descriptive sentences.	The examples of the explanation in the Study Page section have been changed into descriptive sentences.
2.	Identical indicator	Eliminate one of those indicators.	One of the identical indicators has been eliminated.
3.	Relevance between material and indicator “reading aloud”	Add task related to the indicator “reading aloud”.	Tasks related to indicator “reading aloud” have been added into the Units.
4.	Relevance between	Add task related to the	Tasks related to

	material and indicator “identifying main idea and supporting details”	indicator “identifying main idea and supporting details”.	indicator “identifying main idea and supporting details” have been added into the Units.
5.	The diction of texts	Match the diction with the students’ level of competence.	Some of difficult words have been replaced with the easier ones.
6.	Spelling and grammar	Correct some spelling and grammatical mistakes.	The spelling and grammatical mistakes have been corrected.

#### **b. Suggestions from Media Expert and the Revision**

**Table 49. Suggestions from Material Expert and Action Taken**

No.	Aspect Evaluated	Suggestion	Action Taken
1.	Relevance between pictures and the age of the user	The picture of section title pages should be matched with the age of the user which is teenager.	The picture of section title pages have been matched with the age of the user.
2.	The colours of some texts	The colours of some texts should be brighter so those will be easy to read.	The colours of some texts have been brightened.

### **6. The Final Draft of the Interactive Learning Multimedia**

Based on the suggestions from the expert, the researcher made some revisions towards the first draft of the interactive learning multimedia. The following tables show the figures of some pages that have been revised. The complete pages of the interactive learning multimedia are available in the appendix.

Table 50. The Final Draft of Course Overview of Unit I, II and III

The Figure	Revision
 <p><b>Basic Competences</b></p> <ol style="list-style-type: none"> <li>1. Responding to the meaning and rhetoric step accurately, fluently and appropriately in the very simple essays related to students' surroundings in form of descriptive and procedure.</li> <li>2. Reading aloud meaningfully the short and very simple essays in form of descriptive texts using the correct pronunciation.</li> </ol> <p><b>Indicators</b></p> <ol style="list-style-type: none"> <li>1. Recognizing language features of descriptive text (positive and negative sentence in the present tense);</li> <li>2. Recognizing the generic structure of it;</li> <li>3. Identifying the meaning of words in the text;</li> <li>4. Reading aloud the descriptive texts using correct pronunciation.</li> </ol>	<p>The identical indicator has been eliminated.</p>



Table 51. The Final Draft of Task II of Unit I

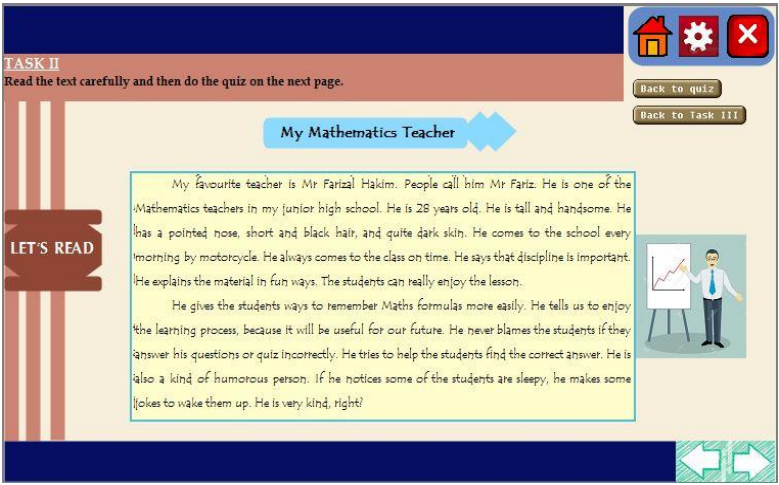
The Figure	Revision
	<p>The text has been shortened and the difficult words have been changed into the easier ones.</p>

Table 52. The Final Draft of Task III of Unit I

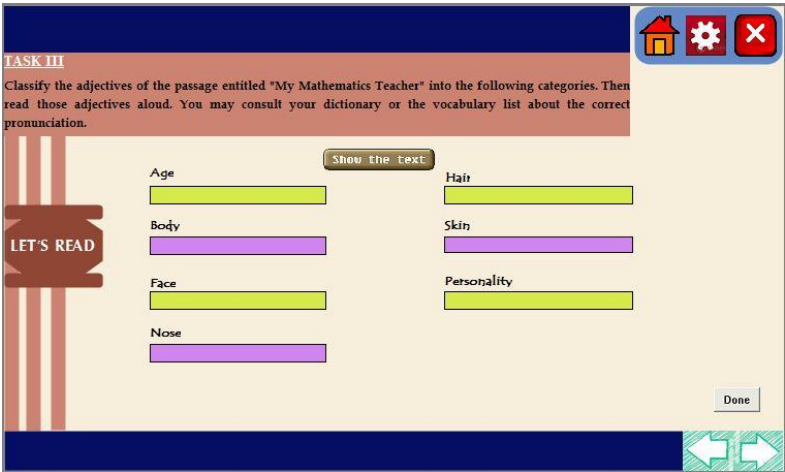
The Figure	Revision
	<p>The task related to indicator “reading aloud” was added.</p>

Table 53. The Final Draft of Task IV of Unit I

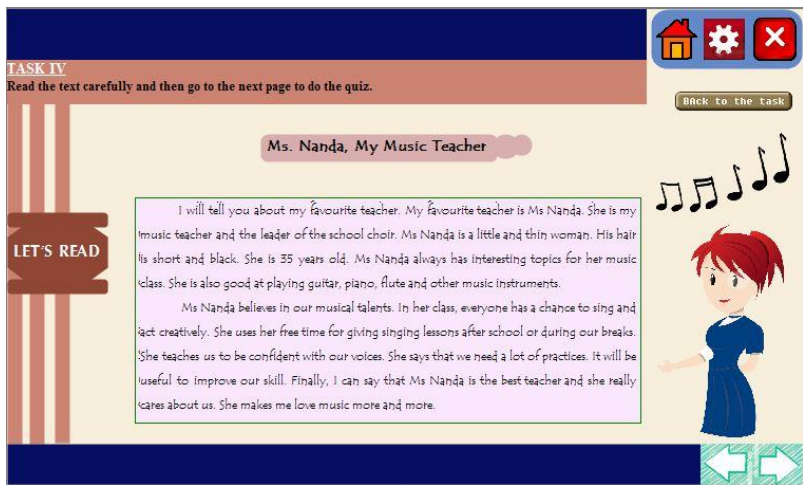
The Figure	Revision
	<p>The text has been shortened and the difficult words have been changed into the easier ones.</p>

Table 54. The Final Draft of Task V of Unit I

The Figure	Revision
	<p>The text has been shortened and the difficult words have been changed into the easier ones.</p>

Table 55. The Final Draft of Task V of Unit I (Reading Aloud)

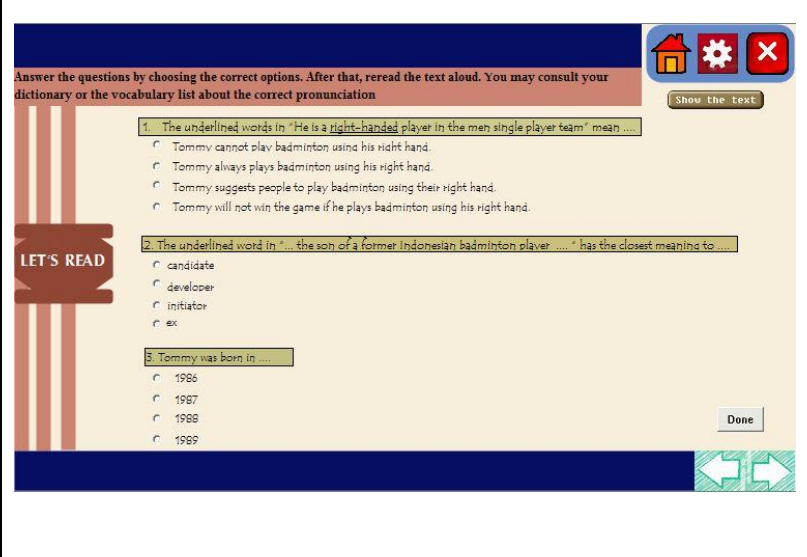
The Figure	Revision
	<p>The task for reading aloud has been added.</p>

Table 56. The Final Draft of Note of Unit I

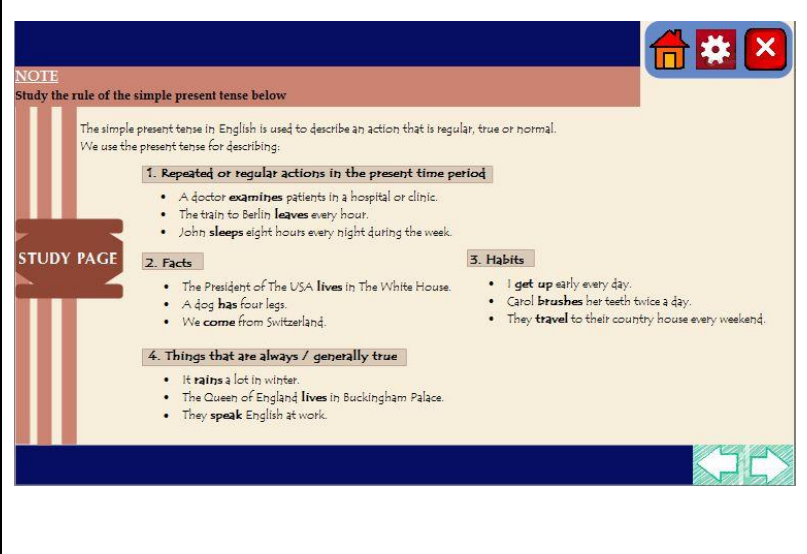
The Figure	Revision
	<p>The examples of the use of the simple present tense were changed into descriptive sentences.</p>

Table 57. The Final Draft of Culture Corner of Unit I


The Figure	Revision
 <p><b>CULTURE CORNER</b></p> <p><b>Queen Elizabeth II</b></p> <p>Queen Elizabeth II is well known throughout the world. She is the Queen of sixteen countries. She resides in the United Kingdom. Her ancestors have ruled over the UK for over a thousand years. She holds massive power over her 129 million subjects. She is a hard-working Queen. She makes changes to the world over six decades.</p> <p>She is also the Head of the Commonwealth (the collection of 16 nations). She married a Greek prince in 1947. Her husband is known as the Duke of Edinburgh.</p> <p>Elizabeth always takes her position as a Queen seriously. She has been an ultimate professional throughout her working life. She does not dress glamorously. She is famous for her plain-coloured coats. She continues to attend many cultural events as part of her public role.</p>	<p>The text has been shortened and the difficult words have been changed into the easier ones.</p>

Table 58. The Final Draft of Task III of Unit II

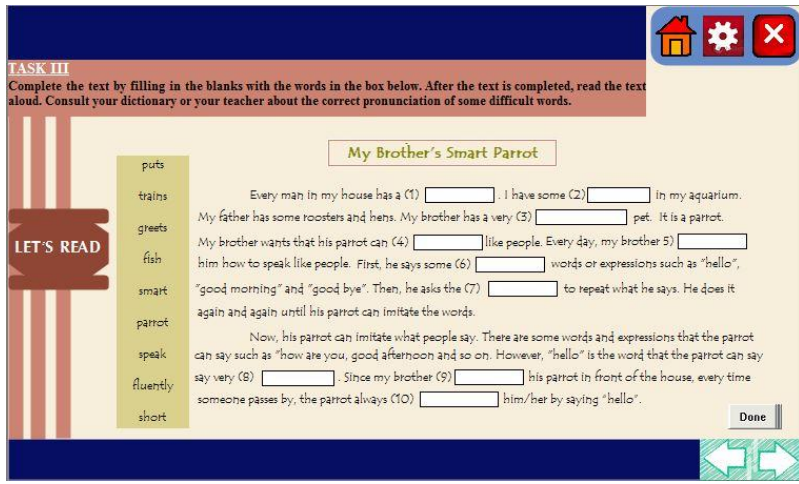
The Figure	Revision
 <p><b>TASK III</b></p> <p>Complete the text by filling in the blanks with the words in the box below. After the text is completed, read the text aloud. Consult your dictionary or your teacher about the correct pronunciation of some difficult words.</p> <p><b>My Brother's Smart Parrot</b></p> <p>Every man in my house has a (1) <input type="text"/>. I have some (2) <input type="text"/> in my aquarium. My father has some roosters and hens. My brother has a very (3) <input type="text"/> pet. It is a parrot. My brother wants that his parrot can (4) <input type="text"/> like people. Every day, my brother (5) <input type="text"/> him how to speak like people. First, he says some (6) <input type="text"/> words or expressions such as "hello", "good morning" and "good bye". Then, he asks the (7) <input type="text"/> to repeat what he says. He does it again and again until his parrot can imitate the words.</p> <p>Now, his parrot can imitate what people say. There are some words and expressions that the parrot can say such as "how are you, good afternoon and so on. However, "hello" is the word that the parrot can say very (8) <input type="text"/>. Since my brother (9) <input type="text"/> his parrot in front of the house, every time someone passes by, the parrot always (10) <input type="text"/> him/her by saying "hello".</p> <p><b>LET'S READ</b></p> <p>puts trains greets fish smart parrot speak fluently short</p> <p>Done</p>	<p>The task related to indicator "reading aloud" was added.</p>

Table 59. The Final Draft of Task IV of Unit II


The Figure	Revision
	<p>The colour of the text was brightened.</p>

Table 60. The Final Draft of Task V of Unit II

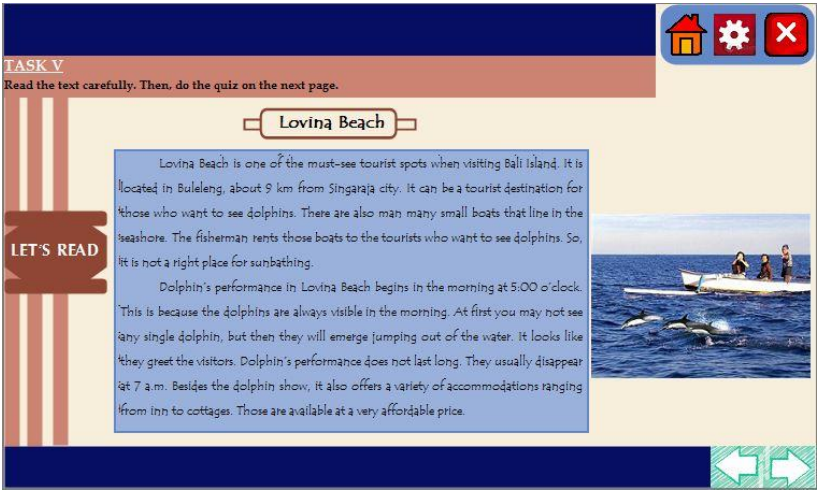
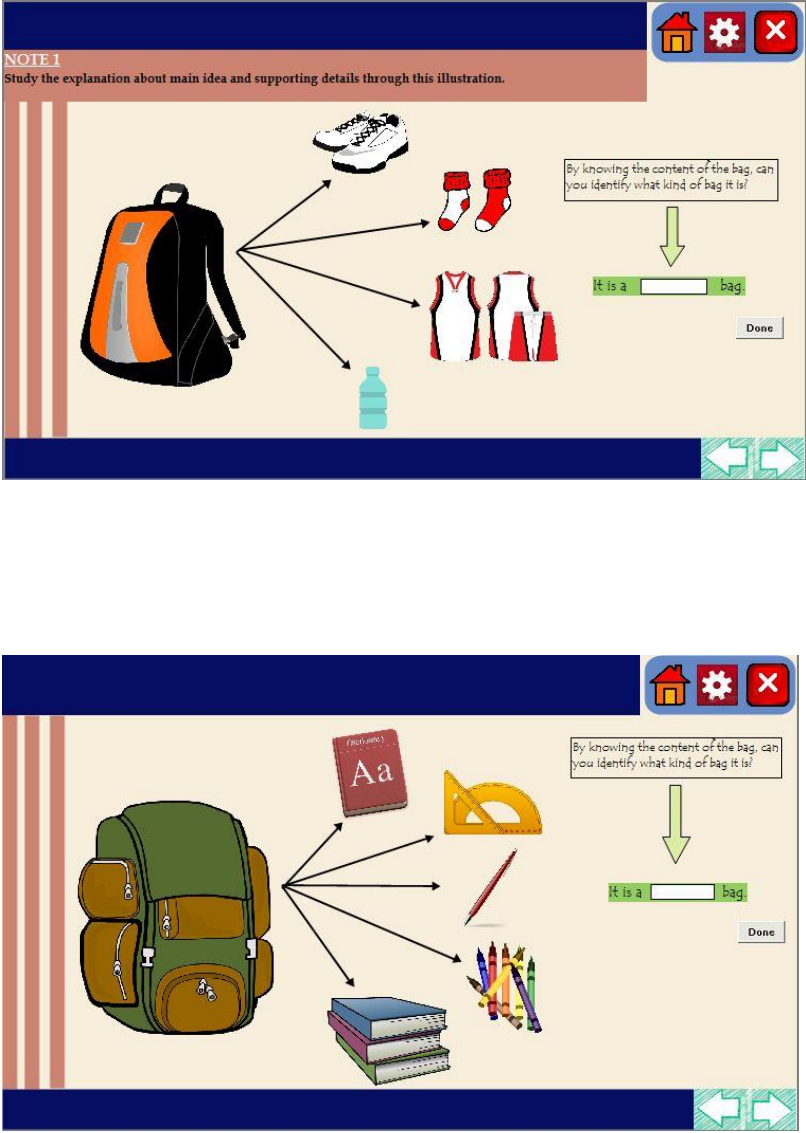


The Figure	Revision
	<p>The text has been shortened and the difficult words have been changed into the easier ones.</p>

Table 61. The Final Draft of Note 1 of Unit II

The Figure	Revision
	<p>The explanation and task about main idea and supporting details have been added.</p>






That is how we find the most important point of the illustrations.

In the text, we also need to find the most important point about the topic. We call it as 'main idea'. It always contains the topic.

Other things besides the main idea are called as 'supporting details'. Supporting details explain more about the main idea sentence.






1. The main idea of paragraph one is ....

- ☐ a. I like the location of my quite big house and the backyard inside it.
- ☐ b. My big house has eight rooms and I like it.
- ☐ c. I like suburb area because it is quiet and the air is very fresh.

Write three supporting details of paragraph one.



2. Main idea of paragraph two is ....

- ☐ a. There are some kinds of activity that my family does in the backyard.
- ☐ b. There are a pool, a garden and a gazebo in the backyard.
- ☐ c. My family and I have different hobbies.

Write three supporting details of paragraph one.






Table 62. The Final Draft of Summary of Unit II

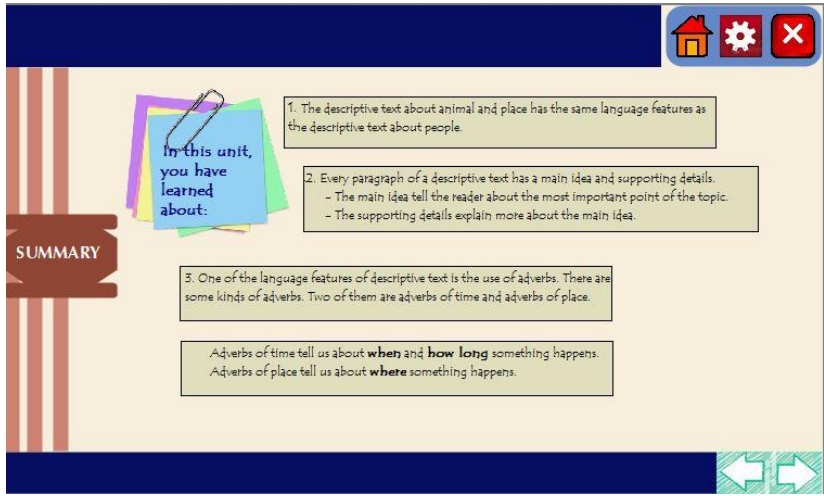
The Figure	Revision
	<p>The misspelled words and grammatical mistakes have been corrected.</p>

Table 63. The Final Draft of Task V of Unit II

The Figure	Revision
	<p>The misspelled words and grammatical mistakes have been corrected.</p>



Table 64. The Final Draft of Task II of Unit III

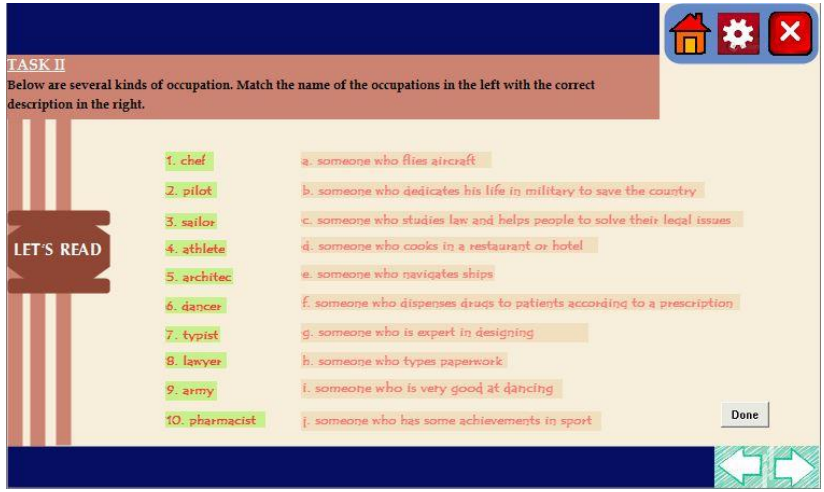
The Figure	Revision
	<p>The colour of the text was brightened.</p>

Table 65. The Final Draft of Task III of Unit III

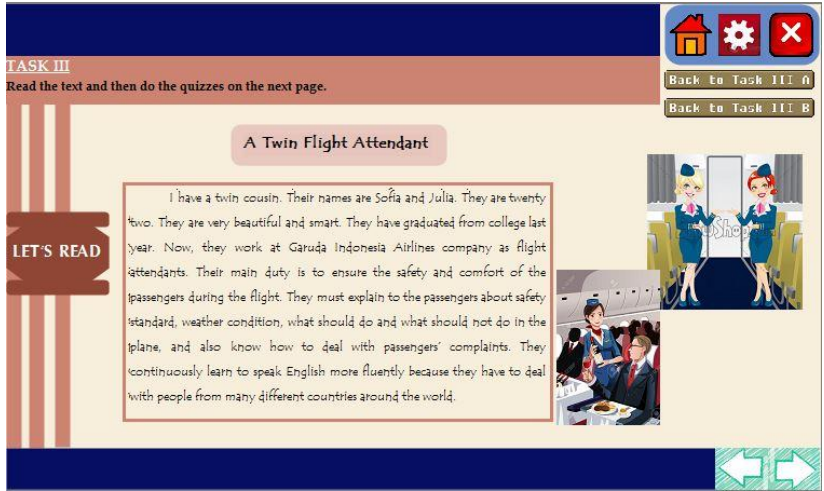
The Figure	Revision
	<p>The text has been shortened and the difficult words have been changed into the easier ones.</p>

Table 66. The Final Draft of Task III of Unit III

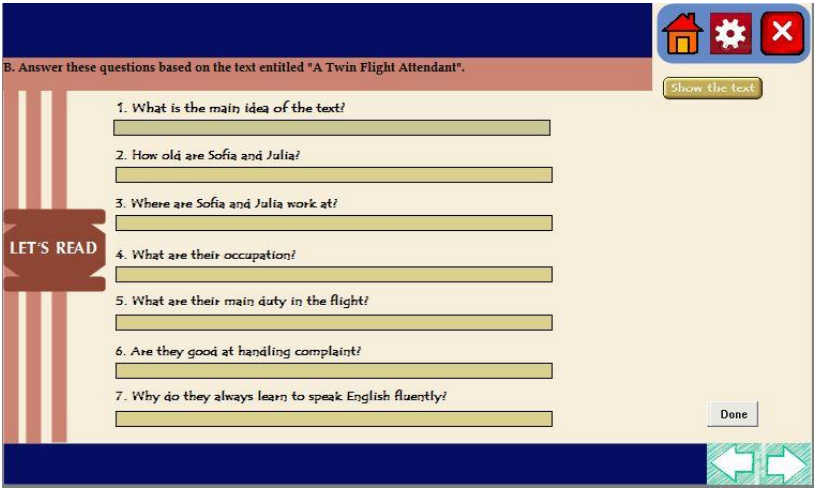
The Figure	Revision
	<p>The task related to the indicator “identifying main idea and supporting details” has been added.</p>

Table 67. The Final Draft of Task IV of Unit III

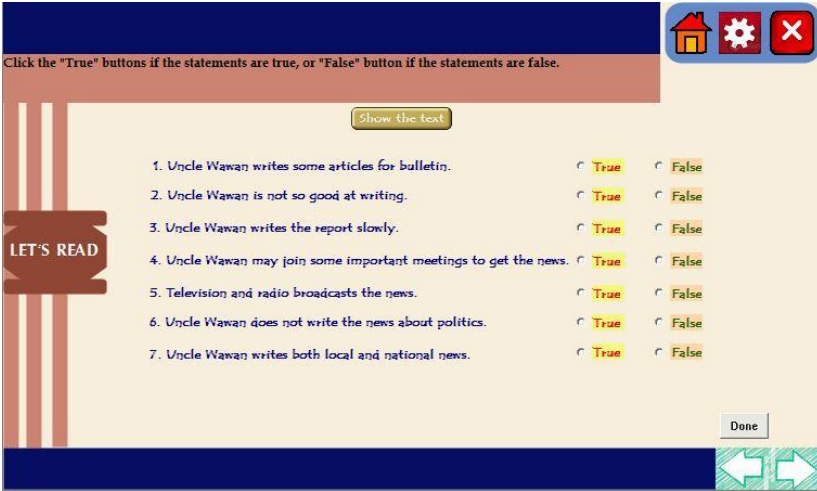
The Figure	Revision
	<p>The colour of the text has been brightened and the misspelled words have been corrected.</p>

Table 68. The Final Draft of Task V of Unit III

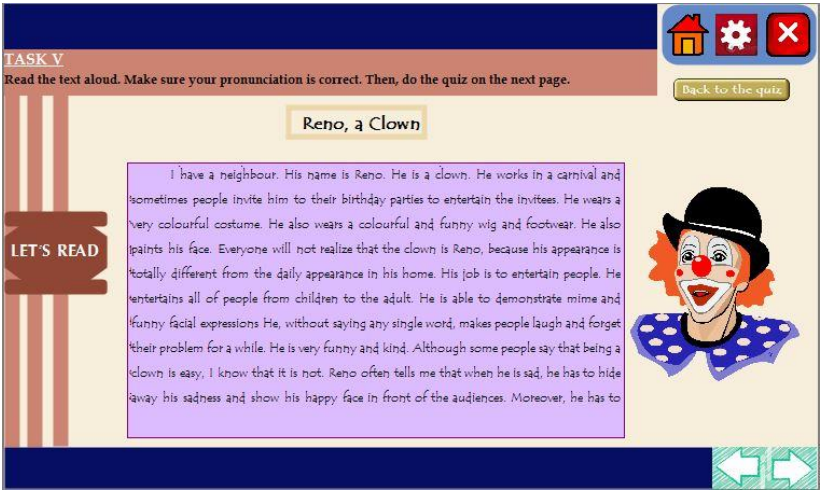
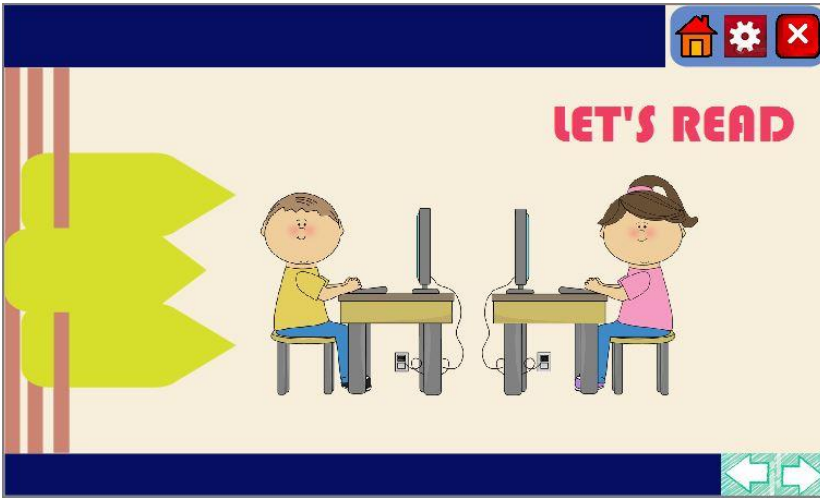





















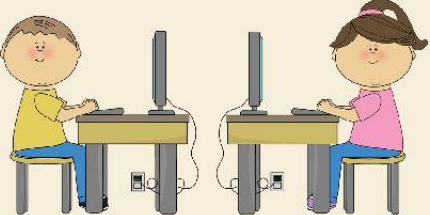
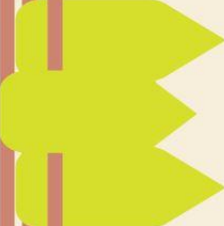





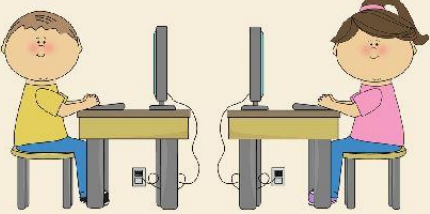
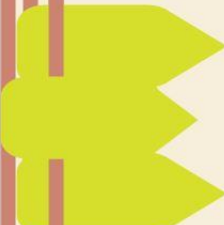





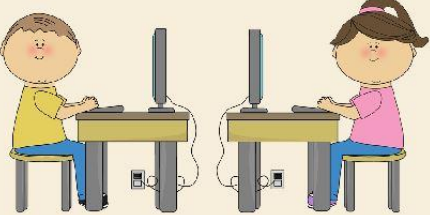



The Figure	Revision
	<p>The task related to the indicator “reading aloud” has been added.</p>

Table 69. The Final Draft of Section Title for Each Unit

The Figure	Revision
	<p>The picture of section title pages have been matched with the age of the user.</p>

<div></div> <h2>STUDY PAGE</h2>  <div></div>	
<div></div> <h2>SUMMARY</h2>  <div></div>	
<div></div> <h2>CULTURE CORNER</h2>  <div></div>	

<div></div> <h2 data-bbox="842 383 1082 439">FUN PAGE</h2> <div></div> <div></div>	
<div></div> <h2 data-bbox="882 931 1106 976">REFLECTION</h2> <div></div> <div></div>	
<div></div> <h2 data-bbox="754 1494 1090 1538">VOCABULARY LIST</h2> <div></div> <div></div>	

## **B. Discussion**

The research findings that have been explained above lead the researcher to the discussion. The discussion will be divided into two parts. They are content aspect and media aspect.

### **1. The Content of the Interactive Learning Multimedia**

There are two considerations when the researcher developed the content of the interactive learning multimedia. They are the result of the needs analysis and the document of the curriculum. The content should meet the criteria available in those concerns. The results of the needs analysis were employed by the researcher to design the kind of task, while the document of the curriculum, especially the standard of competence and basic competences, were utilized to determine the indicator that should be achieved by the students.

After being assessed by the expert, revised by the researcher and the final score was converted into qualitative data, it was found that the result of the alpha test showed that the contents of the developed interactive multimedia are “Very Good”.

### **2. The Media Aspect of Interactive Learning Multimedia**

There are four points of the media aspect that should be discussed. They are the interactivity level, navigation, picture and animation and screen appearance.

#### a. Interactivity Level

The interactivity level of a multimedia can be judged when the user can control what and when parts of the program that will be delivered. To gain the interactivity level of the multimedia, the developer should make sure that the multimedia enables the user to operate the content multimedia based on their needs. Added to this, there is also a significant item of a multimedia that can make the multimedia interactive. It is the feedback. The availability of feedback does not only make the multimedia interactive, but also it promotes autonomous learning. The researcher applied the immediate feedback in the developed interactive multimedia, especially in the quizzes. It functions to let the users know whether their answer is correct or not. In some quizzes, the immediate feedback also perform a function as a key answer as it shows the correct answer when the user answer incorrectly.

Based on the findings, the developed multimedia have met the criteria of interactivity. It provides the users with many navigation buttons that enable the user to explore the interactive multimedia based on their needs. The immediate feedback helps them to be more aware of their mastery of the material. In short, it can be said that the developed interactive learning multimedia gives the user chance to interact with the program.

#### b. Navigation

The navigation button has a significant role in the use of interactive learning multimedia as it enables the users to move from one part to another, get the feedback, control the audio visual, and so on.

According to the result of the alpha test, the researcher found that the navigation of the developed interactive multimedia can work well and easy to find. It uses pictures that symbolize its functions, so it will not take a long time for the user to understand each function of the navigation button. Furthermore, the navigation button was used consistently in all parts of the multimedia, for example: the “back” and “next” buttons for all of the pages use the same symbol, so do the “home”, “exit” and other buttons.

#### c. Picture, Animation and Sound

Picture, animation and sound are the components of audio visual that are applied in the developed interactive multimedia. The researcher employed some pictures and animation to illustrate the title of the units and sections, the content of the texts, symbolize the navigation button and to decorate the presentation of some pages so those look more attractive. However, the researcher did not employ much sound in the multimedia as the result of the needs analysis showed that most of the students did not want the availability of sound. The sound are represented by the use of song in the fun page of Unit III.



Based on the result of the alpha test, the expert assessed the quality of the picture, accuracy of the choice of picture and animation and the choice of sound are good and did not need any revision.

#### d. Screen Appearance

Screen appearance includes the choice of background, type and size of font, composition of background colours, and media attraction. Based on the result of the expert judgment, it can be seen that the choice of the background is good. It does not distract another component of the page. The type and size of font are also good. They are clear and readable. The composition of background colours is very good. The colours of the background and the text are well-integrated. Overall, the media attraction is good and interesting.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions of the study and the suggestions to other parties. The conclusions discuss about the result of the needs analysis which are target needs and learning needs and the appropriate interactive learning multimedia for teaching descriptive text reading to Grade VII students of SMPN 6 Yogyakarta. Added to this, the suggestions are addressed to English teachers and other researchers.

#### **A. CONCLUSIONS**

As a product-based research, this research aims to develop an interactive learning multimedia for teaching descriptive text reading to Grade VII students based on several considerations. Some of them are the result of the needs analysis and the document of curriculum.

##### **1. Target Needs**

It was found that the motivation of the research subject in learning English is to be able to use English as a means of communication both in spoken and written form and also to pass the national examination. In relation to reading skill, they keep their motivation to read high since they want to enrich their vocabulary and to be accustomed to English spelling. However, they faced some difficulties while reading English text. Some of them is caused by unfamiliar vocabularies and pronunciation. The findings also show that the students' most favourite themes of the text are daily life, music and entertainment.

## 2. Learning Needs

The students' preferences related to the model of English input text are dialogue or monologue, text with some pictures and text followed by questions. Almost a half of the total number of the subject desired the texts that consist of 100-150 words. Reading a text followed by answering some questions related to the text and completing sentences or paragraphs with words provided are the students' preference in learning the vocabulary. The students desired to learn the sentence structure by using explicit approach through some activities, such as completing sentence with available words and arranging jumbled words into a meaningful sentence.

The students wanted to do the tasks individually and in pairs. Furthermore, the teaching reading techniques that are preferred by the students are when the teacher uses media (e.g. laptop, computer and so on) to explain material, gives some tasks and engages the students in a discussion. Related to the teachers' role, the students stated that the teacher should go around the class to monitor students' reading activity and give example of how to do the task. They were also fully aware that, during the teaching and learning of reading, they should be engaged in the activities actively by doing the instruction. The interactive learning multimedia and the textbooks were their most preferred media to learn reading.

Related to the content and design of the interactive learning multimedia, the students wanted to include some pictures and quizzes inside it. Blue and red were the colour they chose to be applied in the multimedia. According to them,

the navigation buttons of the multimedia should be easy to find and the symbols should represent the function of each function.

### **3. The Appropriate Interactive Learning Multimedia for Teaching Descriptive Text Reading**

The appropriate interactive learning multimedia for teaching descriptive text reading to Grade VII students of SMPN 6 Yogyakarta had the following design.

#### **a. The Introduction**

It contains two Course Overviews that function to let the users know about what they will learn in the Unit. The course overview includes the title of the unit, a picture illustrated the title, a brief introduction paragraph described the content of the unit, the basic competences and the indicators.

#### **b. The Main Part**

Each unit of the developed interactive learning multimedia consists of seven section. They are Let's Read, Study Page, Summary, Culture Corner, Fun Page, Reflection, and Vocabulary List. The further explanations about each section are described below.

##### **1) Let's Read**

The focus of this section is reading comprehension. There are five tasks in this section which contain warming up activity, passages and quizzes.

## 2) Study Page

This section focuses on language features of the passages. This section contains two tasks presenting the organization of the text (generic structure), notes about grammatical rules in the passage and quizzes.

## 3) Summary

It sums up the main material of the unit.

## 4) Culture Corner

It is an additional section which functions to enrich students' knowledge about culture related to the topic of the unit

## 5) Fun Page

It is another additional section which presents some fun materials related to topic being discussed in the unit. It can be song, game, etc.

## 6) Reflection

It asks students to reflect their feeling and achievement after learning the unit.

## 7) Vocabulary List

It contains vocabularies including their phonetic transcriptions, parts of speech and the equivalence in Indonesian.

c. Final Test

It contains some exercises to assess students' achievement after learning all of the materials in the interactive multimedia. It comprises six tasks which are divided into three types of quiz, i.e. multiple choices, matching and short answer quiz.

## **B. SUGGESTIONS**

Based on the conclusions of the research, some suggestions are proposed to students, English teachers and other researchers.

a. To the students

Students should be more aware that the availability of interactive learning multimedia can help them to learn in a fun way. Hence, they need to optimize the use of the multimedia especially for the autonomous learning.

b. To the English teachers

Nowadays, most of schools have been facilitated with the multimedia facilities such as language and computer laboratory. The teachers are expected to optimize the utilizations of those facilities by applying the use of Information and Communication Technology (ICT) to vary the activities in the classroom and attract the students' attention during the teaching and learning process. One of the way to apply the ICT in the classroom is by using the interactive learning multimedia effectively to promote autonomous learning.

c. To other researchers

In terms of the content, other researcher may use the authentic materials that surely will give some benefits to the user of the interactive multimedia. They also need to be consistent about the indicator that the students' need to achieve, since the indicator will affect the kind of the tasks. In other words, the kind of the tasks should be matched with the indicator. In terms of the interactivity, the developer should give more immediate feedback. This is crucial since it will help the users to be aware of their mistakes in doing the tasks. Related to the additional contents such as picture, animations and sounds, the developer should make sure that the contents are in a good quality and do not distract the users' focus on the main material.

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# **APPENDICES**

# **NEEDS ANALYSIS QUESTIONNAIRE**

**ANGKET KEBUTUHAN BELAJAR BAHASA INGGRIS SISWA  
KHUSUSNYA DALAM HAL MEMBACA (*READING*)**

**A. Data Responden**

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

**B. Kebutuhan Belajar Bahasa Inggris**

Berikut ini adalah beberapa pertanyaan yang berkaitan dengan kebutuhan belajar bahasa Inggris adik-adik. Berilah tanda silang (X) pada setiap jawaban yang sesuai dengan kebutuhan diri kalian masing-masing atau bila adik-adik memiliki jawaban yang lain boleh menuliskannya di pilihan paling bawah pada tiap-tiap nomor. Adik-adik dapat memilih atau menuliskan lebih dari satu jawaban.

1. Tujuan saya belajar bahasa Inggris di sekolah adalah
  - a. memenuhi peraturan sekolah yang menyatakan bahwa bahasa Inggris adalah pelajaran wajib
  - b. supaya mampu menggunakan bahasa Inggris sebagai alat komunikasi lisan dan tertulis dengan baik
  - c. supaya dapat mengerjakan soal-soal ujian
  - d. untuk mempersiapkan diri apabila ingin meneruskan pendidikan ke luar negeri
  - e. lain-lain, sebutkan .....
2. Tujuan saya belajar membaca (*reading*) teks-teks bahasa Inggris adalah
  - a. supaya dapat memahami teks bahasa Inggris yang dibaca
  - b. supaya dapat merespon teks bahasa Inggris yang dibaca
  - c. supaya terbiasa dengan ejaan (*spelling*) bahasa Inggris
  - d. supaya menambah penguasaan kosa kata bahasa Inggris
  - e. lain-lain, sebutkan .....
3. Kesulitan yang saya alami saat belajar membaca (*reading*) teks-teks bahasa Inggris adalah
  - a. Banyak kosa-kata yang sulit dimengerti
  - b. Tidak memahami struktur (*grammar*) kalimat dalam teks
  - c. Topik atau tema teks yang tidak menarik

- d. Tidak tahu bagaimana cara melafalkan (*pronunciation*) kata-kata di dalam teks
  - e. lain-lain, sebutkan .....
4. Model teks bahasa Inggris yang saya sukai adalah
- a. Teks yang disertai dengan beberapa pertanyaan
  - b. Dialog atau monolog
  - c. Teks yang disertai dengan beberapa gambar
  - d. Teks yang disertai dengan daftar kosakata yang sulit
  - e. lain-lain, sebutkan .....
5. Topik atau tema dalam teks yang saya inginkan adalah
- a. Sains dan teknologi
  - b. Kehidupan sehari-hari
  - c. Kehidupan sosial dan masyarakat
  - d. Musik dan hiburan
  - e. lain-lain, sebutkan .....
6. Panjang input teks bahasa Inggris yang saya inginkan adalah
- a. 100-150 kata
  - b. 150-200 kata
  - c. 200-250 kata
  - d. 250-300 kata
  - e. lain-lain, sebutkan .....
7. Untuk menambah pengetahuan kosa kata, saya lebih suka aktivitas membaca (*reading*) antara lain
- a. Membaca teks kemudian menjawab pertanyaan
  - b. Menjodohkan kata dengan arti bahasa Indonesianya
  - c. Melengkapi kalimat atau paragraf dengan kosa kata yang disediakan
  - d. Melengkapi kalimat atau paragraf dengan kosa kata berdasarkan pengetahuan yang saya miliki
  - e. lain-lain, sebutkan .....
8. Untuk menambah pengetahuan struktur bahasa (*grammar*), saya lebih suka aktivitas membaca (*reading*) antara lain
- a. mengidentifikasi kesalahan struktur bahasa pada kalimat
  - b. menyusun kata-kata menjadi kalimat yang bermakna dan benar
  - c. melengkapi kalimat dengan kata-kata yang sesuai dengan struktur bahasa

- d. membenarkan kesalahan struktur bahasa pada kalimat
  - e. lain-lain, sebutkan .....
9. Latihan soal *reading* sebaiknya dikerjakan secara
- a. Individu
  - b. Berpasangan
  - c. Kelompok kecil (3-5 orang)
  - d. Kelompok besar (lebih dari 5 orang)
  - e. lain-lain, sebutkan .....
10. Teknik pengajaran bahasa Inggris, khususnya *reading*, yang saya sukai adalah
- a. Menjelaskan materi dari modul
  - b. Mengajak saya dan teman-teman untuk berdiskusi
  - c. Menggunakan media tertentu (laptop, komputer, dan lain sebagainya) untuk menjelaskan materi
  - d. Memberi soal lalu membahasnya bersama-sama
  - e. lain-lain, sebutkan .....
11. Dalam pelajaran bahasa Inggris, khususnya *reading*, peran guru sebaiknya.
- a. Menjelaskan sambil duduk dan berdiri di depan kelas saja
  - b. Berkeliling dan memberi masukan pada pekerjaan siswa
  - c. Menjelaskan dan memberi contoh langkah-langkah mengerjakan soal
  - d. Menyuruh siswa mencari teks bacaan dan merangkumnya
  - e. lain-lain, sebutkan .....
12. Dalam pelajaran bahasa Inggris, khususnya *reading*, peran siswa sebaiknya.
- a. Mendengarkan guru saja
  - b. Berpartisipasi aktif dalam kegiatan pembelajaran di kelas
  - c. Memberi saran dan kritik tentang cara mengajar guru
  - d. Melaksanakan instruksi dari guru
  - e. lain-lain, sebutkan .....
13. Dalam pembelajaran membaca (*reading*) bahasa Inggris, saya ingin materi berasal dari
- a. Buku paket
  - b. Multimedia interaktif
  - c. Koran, majalah, pamflet, dan sebagainya

- d. Internet
  - e. lain-lain, sebutkan .....
14. Input teks deskripsi (*descriptive text*) yang saya inginkan adalah tentang
- a. Orang
  - b. Binatang
  - c. Benda
  - d. Bangunan
  - e. lain-lain, sebutkan .....
15. Saya lebih suka jika media pembelajaran bahasa Inggris dilengkapi dengan
- a. Efek suara atau musik
  - b. Gambar
  - c. Kuis atau latihan soal
  - d. *Puzzle* atau *game*
  - e. lain-lain, sebutkan .....
16. Saya ingin media pembelajaran interaktif bahasa Inggris yang
- a. Menggunakan materi otentik
  - b. Instruksi dan penjelasan materi yang jelas
  - c. Sesuai dengan kompetensi inti dan kompetensi dasar
  - d. Menggunakan tata bahasa yang baik dan benar
  - e. lain-lain, sebutkan .....
17. Dalam multimedia pembelajaran interaktif, saya ingin *background* atau latar belakangnya berwarna
- a. Biru
  - b. Merah
  - c. Ungu
  - d. Cokelat
  - e. lain-lain, sebutkan .....
18. Jenis huruf yang digunakan dalam multimedia pembelajarn interaktif yang saya inginkan adalah
- a. Times New Roman
  - b. Book Antiqua
  - c. Tempus Sans ITC
  - d. Arial
  - e. lain-lain, sebutkan .....



19. Dalam multimedia pembelajaran interaktif, tombol navigasi yang tersedia seharusnya
- a. Menggunakan sistem yang mudah dan sederhana
  - b. Menggunakan simbol yang sesuai dengan fungsinya
  - c. Dapat ditemukan dengan mudah
  - d. Mengeluarkan suara jika ditekan
  - e. lain-lain, sebutkan .....
20. Dalam multimedia pembelajaran interaktif, adanya kunci jawaban dari latihan soal-soal
- a. Tidak dibutuhkan
  - b. Kadang-kadang dibutuhkan
  - c. Dibutuhkan
  - d. Sangat dibutuhkan
  - e. lain-lain, sebutkan .....

# **COURSE GRID**

## COURSE GRID

School : SMPN 6 Yogyakarta  
 Class / Semester : VII / II  
 Subject : English  
 Standard of Competencies : Understanding the meaning of written functional text and short and simple essays in form of descriptive and procedure related to students' surrounding.

Basic competencies	Indicators	Unit Titles	Input texts	Tasks	Key Vocabularies	Key Grammatical
11.2 Responding to the meaning and rhetoric step accurately, fluently and appropriately in the very simple essays related to students' surrounding in form of descriptive and procedure.	Students are able to: 1. recognize language features of descriptive text 2. recognize the generic structure of descriptive text. 3. recognize the coherence and cohesive paragraphs in descriptive text. 4. identify the meaning of words in the text.	He is Very Kind	1. My Mathematics Teacher	- Completing some sentences based on the text using words given in the box.  - Grouping the adjectives into a classification table.	Teacher, tall, handsome, nose, black, short, hair, skin, discipline, scary, fun, lesson, easy.	Simple present tense : Positive form. Negative form
			2. Mrs Nanda, My Music Teacher	Stating whether the statement true or false based	Help, difficult, blame, humorous, kind, music, little,	

11.3 Reading aloud meaningfully the short and very simple essays in form of descriptive using correct pronunciation.	Students are able to read aloud the descriptive texts using correct pronunciation.		3. Tommy Sugiarto	on the text  Answering multiple choice questions based on the text.	thin, creative, teach.  Badminton, exercise, tall, muscular, champion, performance.	
			4. Nimas, a Best Friend of Mine	Choosing the correct form of the verbs	Classmate, slim, tall, face, oval, eyes, veil, smart, good, like, characteristic, friendly, opportunity.	
			1. My Mathematics Teacher	- Reading aloud some adjectives in the text.		
			2. Tommy Sugiarto	- Reading aloud the whole text.		

<p>11.2 Responding to the meaning and rhetoric step accurately, fluently and appropriately in the very simple essays related to students' surrounding in form of descriptive and procedure.</p>	<p>Students are able to:</p> <ol style="list-style-type: none"> <li>1. recognize language features of descriptive text.</li> <li>2. recognize the generic structure of descriptive text.</li> <li>3. recognize the coherence and cohesive paragraphs in descriptive text.</li> <li>4. identify the meaning of words in the text.</li> <li>5. get main idea and supporting details of the text.</li> </ol>	<p>Brownie Stays in My Backyard.</p>	<ol style="list-style-type: none"> <li>1. Chacky, My Brazil Turtle</li> <li>2. My Dog, Brownie.</li> <li>3. My Brother's Smart Parrot</li> <li>4. Lovina Beach</li> </ol>	<ul style="list-style-type: none"> <li>- Relating the adjectives to the part of animal being described</li> <li>- Reading and answering the questions.</li> <li>- Answering questions based on the text.</li> <li>- Filling in the blank to complete the text using provided words.</li> <li>- Finding the adverbs of time and place</li> <li>- Answering questions</li> </ul>	<p>Shell, leg, tails, eyes, claws, turtle, sharp, fibre.</p> <p>Chinese, breed, small, fluffy, cute, cuddle, thick, fur, bones, bark.</p> <p>Pet, parrot, train, speak, expressions, fluently.</p> <p>Dolphin, sunbathe, boat, appear, disappear, line, emerge, last, accommodation,</p>	
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11.3 Reading aloud meaningfully the short and very simple essays in form of descriptive using correct pronunciation.	Students are able to read aloud the descriptive texts using correct pronunciation.		1. My Dog, Brownie. 2. My Backyard 3. Lovina Beach	based on the text  - Pronouncing the adjectives and object being described in the text.  - Reading aloud the whole text.	affordable	
11.2 Responding to the meaning and rhetoric step accurately, fluently and appropriately in the very simple essays related to students' surrounding in form of descriptive and procedure.	Students are able to: 1. recognize language features of descriptive 2. recognize the generic structure of descriptive text. 3. recognize the coherence and cohesive paragraphs in descriptive text. 4. identify the meaning of words in the text. 5. get main idea and supporting details of the text.	My Uncle is A Journalist.	1. The Twin Flight Attendants.  2. My Uncle is a Journalist.	- Answering questions based on the text  - Listing the verbs used in the text.  Stating whether some statements are true or false	Twin, cousin, beautiful, smart, graduate, collage, flight attendant, duty, ensure, safety, passenger, plane.  Journalist, write, story, broadcast.	

11.3 Reading aloud meaningfully the short and very simple essays in form of descriptive using correct pronunciation.	Students are able to read aloud the descriptive texts using correct pronunciation.		3. London Busker.	Reading the text to enrich their cultural knowledge.	Busker, performer, entertain, public, acrobatic, circus, magic, poetry.	
			4. Reno, a Clown.	Completing some sentences based on the text by using words given in the box	Clown, costume, facial expression, paint, entertain, wig, colourful, appearance, adult.	
			5. My Brother is A Postman	- Filling the blanks using available adverbs of time	Postman, uniform, letter, package, deliver, post office, address,	
			1. My Uncle is A Journalist. 2. Reno, A Clown.	Reading aloud the whole text.		





# **THE ARRANGEMENT OF THE MATERIALS**

## UNIT I

### HE IS VERY KIND



Do you have any idea about how to tell about someone to your friend? In this unit, you will read some texts about describing people. Learn them through some challenging tasks.

#### **Objectives of the unit**

Students are able to:

1. recognize language features of a descriptive text (positive and negative sentences in the simple present tense);
2. recognize its generic structure;
3. identify the meaning of words in the text;
4. read aloud the descriptive texts using correct pronunciation.

**LET'S READ****TASK I**

Match the sentences with the pictures based on their description. Then identify the meanings of the underlined words. Discuss them with a friend sitting next to you.

1. Mr Anggara is good-looking.



2. Mrs Riska is pretty.



3. Arief is helpful.



4. Nino is sad.



5. Fahmi has a pointed nose.



6. Sheilla has curly hair.



7. Hari is muscular and strong.



8. Hamas is bald.



**TASK II**

Read the text carefully. Complete the following sentences based on the text by using words in the box.

**My Mathematics Teacher**

My favourite teacher is Mr Farizal Hakim. People call him Mr Fariz. He is one of the Mathematics teachers in my junior high school. He is 28 years old. He is tall and handsome. He has a pointed nose, short and black hair, and quite dark skin. He comes to the school every morning by motorcycle. He always comes to the class on time. He says that discipline is important. He explains the material in fun ways. The students can really enjoy the lesson.

He gives the students ways to remember Maths formulas more easily. He tells us to enjoy the learning process, because it will be useful for our future. He never blames the students if they answer his questions or quiz incorrectly. He tries to help the students find the correct answer. He is also a kind of humorous person. If he notices some of the students are sleepy, he makes some jokes to wake them up. He is very kind, right?

1. I have a favourite teacher. His nickname is (a) . . . and he teaches (b) . . . .
2. He is so (a) . . . that he always tries to be (b) . . . in order not to be late.
3. He makes Maths . . . to me because he explains it in fun ways.
4. He . . . the students to enjoy the learning process.
5. He is very . . . He likes to make some jokes during his class.

punctual	humorous	interesting	
discipline	scary	Mr Farizal Hakim	
Mr Fariz	Maths	suggests	thinks

**TASK III**

Classify the adjectives of the passage entitled "My Mathematics Teacher" into the following categories. Then read those adjectives aloud. You may consult your dictionary or the vocabulary list about the correct pronunciation.

Age	
Body	
Face	
Nose	
Hair	
Skin	
Personality	

**TASK IV**

Read the text carefully then put thick (v) in the column T if the statements are true or F if they are false.

**Ms Nanda, My Music Teacher**

I will tell you about my favourite teacher. My favourite teacher is Ms Nanda. She is my music teacher and the leader of the school choir. Ms Nanda is a little and thin woman. His hair is short and black. She is 35 years old. Ms Nanda always has interesting topics for her music class. She is also good at playing guitar, piano, flute and other music instruments.

Ms Nanda believes in our musical talents. In her class, everyone has a chance to sing and act creatively. She uses her free time for giving singing lessons after school or during our breaks. She teaches us to be confident with our voices. She says that we need a lot of practices. It will be useful to improve our skill. Finally, I can say that Ms Nanda is the best teacher and she really cares about us. She makes me love music more and more.

No.	Statements	T	F
1.	Ms Nanda teaches dance in the school.		
2.	Ms Nanda is not fat.		
3.	Ms Nanda's class is always boring.		
4.	Ms Nanda does not care about her students.		
5.	Ms Nanda makes the writer dislike music.		
6.	Ms Nanda helps her students to be more confident.		
7.	Ms Nanda is good at singing.		

### **TASK V**

**Read the text carefully and then answer the questions by choosing a, b, c or d. After that, read the text aloud. You may consult your dictionary or the vocabulary list about the correct pronunciation.**

#### **Tommy Sugiarto**

Tommy Sugiarto is one of the Indonesian badminton players. He is now 27 years old. He is a right-handed player in the men single player team. He is a son of a former Indonesian badminton player in the era of 1980, Icuk Sugiarto.

Tommy is tall. His height is 178 cm. His skin is dark brown. He has a pointed nose. His hair is black and short. His body is muscular, because he does many exercises routinely. That is to improve his badminton skill.

His hobby is playing football, swimming and travelling. Those activities encourage him to enhance his physical fitness. He says that he wants to make sure that his body is always in a good condition. That is to maximize his performance in playing badminton.

Indonesian Thomas Cup player in 2008, champion of SEA Games 2011 in the badminton men's team and champion of Laos International Challenge on 2010 are some of his achievements in the badminton arena. Indonesia must be proud of having such a talented badminton player.

1. The underlined words in "He is a right-handed player in the men single player team" mean ....
  - a. Tommy cannot play badminton using his right hand.
  - b. Tommy always plays badminton using his right hand.
  - c. Tommy suggests people to play badminton using their right hand.
  - d. Tommy will not win the game if he plays badminton using his right hand.

2. The underlined word in "... the son of a former Indonesian badminton player .... " has the closest meaning to ....
  - a. candidate
  - b. developer
  - c. initiator
  - d. ex
  
3. Tommy was born in ....
  - a. 1986
  - b. 1987
  - c. 1988
  - d. 1989
  
4. Why does he always want to stay in a good condition?
  - a. Because he wants to enhance his physical fitness
  - b. Because he loves his hobby
  - c. Because he always wants to play badminton
  - d. Because he wants to play badminton optimally
  
5. The underlined word in "such a talented badminton player...." has the closest meaning to ....
  - a. having interest on something
  - b. confident in doing something
  - c. having some talents in a certain field
  - d. learning something to gain a talent

## **STUDY PAGE**

### **NOTE 1**

The texts entitled “My Mathematics Teacher” and “My Favourite Teacher” are descriptive texts. A descriptive text tells about people (or many things) in specific ways. The purpose of the text is to describe someone or something in specific ways. The organization of the text is as follows:

Identification	It contains the introductory part of the things/objects.
Description	It contains the description of the things/objects.

### **The language features**

1. The use of the Simple Present Tense
2. The use of adjectives
3. The use of adverbs
4. The use of action and thinking verbs.



**Study the example of organization of a descriptive text.**

I will tell you about my favourite teacher. My favourite teacher is Ms Nanda. She is my music teacher and the leader of the school choir.

 **Identification**

Ms Nanda is a little and thin woman. His hair is short and black. She is 35 years old. Ms Nanda always has interesting topics for her music class. She is also good at playing guitar, piano, flute and other music instruments.

Ms Nanda believes in our musical talents. In her class, everyone has a chance to sing and act creatively. She uses her free time for giving singing lessons after school or during our breaks. She teaches us to be confident with our voices. She says that we need a lot of practices. It will be useful to improve our skill. Finally, I can say that Ms Nanda is the best teacher and she really cares about us. She makes me love music more and more.

 **Description**

**NOTE 2**

**Study the rule of simple present tense below.**

The simple present tense in English is used to describe an action that is regular, true or normal.

We use the present tense for describing:

**1. Repeated or regular actions in the present time period**

- I **take** the train to the office.
- The train to Berlin **leaves** every hour.
- John **sleeps** eight hours every night during the week.

**2. Facts**

- The President of the USA **lives** in the White House.
- A dog **has** four legs.
- We **come** from Switzerland.

**3. Habits**

- I **get up** early every day.
- Carol **brushes** her teeth twice a day.
- They **travel** to their country house every weekend.

**4. Things that are always / generally true**

- It **rains** a lot in winter.
- The Queen of England **lives** in Buckingham Palace.
- They **speak** English at work.

**The pattern**

**Positive form**

Subject	Verb (V1)	The rest of the sentence
I / you / we / they	speak	English at home
He / she / it (singular noun)	speaks	English at home.

Subject	Auxiliary	The rest of the sentence
I	am	good at cooking
You / we / they (plural noun)	are	good at cooking
He / she / it (singular noun)	is	good at cooking

**Negative form**

<b>Subject</b>	<b>Do/does + not</b>	<b>Verb (V1)</b>	<b>The rest of sentence</b>
I / you / we / they	do not	speak	English at home
He / she / it (singular noun)	does not	speak	English at home.

<b>Subject</b>	<b>Auxiliary + not</b>	<b>The rest of sentence</b>
I	am not	good at cooking
You / we / they (plural noun)	are not	good at cooking
He / she / it (singular noun)	is not	good at cooking

**TASK VI**

After studying rules of the simple present tense, complete this passage by choosing one of the words in the brackets.

**Nimas, a Best Friend of Mine**

Nimas (is/are) one of my best friends. Her full name (is/are) Nimas Martha. She (is/are) my classmate. Now, she (is/are) 14 years old. Nimas (has/have) a slim and tall body. She (has/have) an oval face. She always (wear/wears) a veil. She (has/have) a pointed nose and dark skin.

Her friends (say/says) that she (is/are) a smart and kind girl. She (is/are) always responsible with her job and she always (try/tries) to be discipline with her time. All of my classmates (like/likes) her because of her good characters. She always (defends/defend) the truth. She (help/helps) everyone who is in need.

## TASK VII

**Arrange these words into meaningful sentences and then arrange the sentences into a good descriptive paragraph.**

1. has – height – My – body – about – is – his – thin – father – and – 173cm.
2. English – He – an – is – teacher – SMA Teladan – in.
3. reminds – always – He – me – hard – study – to.
4. My – diligent – is – a – teacher – father.
5. name – My father's – Ilham Rusdi – is.
6. years – is – He – old – fifty.
7. big – thick – face – with – oval – is – His – moustache – eyes – and.
8. to have – I – proud – like – father – him – am – a.
9. and – white – His – curly – skin – is – hair – is – his.
10. arrives – He – on time – always – school – at.

## SUMMARY

In this unit, you have learned about:

1. Descriptive texts about people.
2. The purpose, generic structures and language features of the text.

The purpose of the descriptive text is to describe something in a specific way.

The text consists of two parts. They are identification and description.

The language features of the text are the use of adjectives, adverbs, simple present tense, action verbs and thinking verbs.

- ### 3. Simple present tense.

We use the simple present tense to tell about facts, regular actions in the present time period, habits and general truth.

Positive form = S + V1

S + V1+s/es

S + auxiliary

Negative form = S + do not/does not

S + is/am/are+not

## **CULTURE CORNER**

### **Queen Elizabeth II**



Queen Elizabeth II is well known throughout the world. She is the Queen of sixteen countries. She resides in the United Kingdom. Her ancestors have ruled over the UK for over a thousand years. She holds massive power over her 129 million subjects. She is a hard-working Queen. She makes changes to the world over six decades.

She is also the Head of the Commonwealth (the collection of 16 nations). She married a Greek prince in 1947. Her husband is known as the Duke of Edinburgh.

Elizabeth always takes her position as a Queen seriously. She has been an ultimate professional throughout her working life. She does not dress glamorously. She is famous for her plain-coloured coats. She continues to attend many cultural events as part of her public role.

Adapted from: [http://www.famouspeoplelessons.com/q/queen\\_elizabeth.html](http://www.famouspeoplelessons.com/q/queen_elizabeth.html)

**FUN PAGE****Word Search**

There are eighteen adjectives in this box. Find all of them.

T	T	Y	G	O	Y	B	F	Z	W	Q	O	Y	S	M	A	L	L
L	E	S	L	O	W	S	R	H	Y	B	Q	I	T	D	C	J	W
F	W	I	C	F	U	W	U	E	J	E	W	Z	D	A	O	Y	F
S	T	R	O	N	G	E	H	A	T	A	O	Z	W	W	L	O	J
V	K	B	P	H	B	A	L	V	A	U	H	N	X	N	D	U	P
S	T	H	I	N	H	K	I	Y	L	T	W	Y	B	A	E	N	D
H	V	Z	A	V	A	G	G	I	L	I	G	N	I	E	Q	G	H
O	T	Q	C	N	P	G	H	Y	C	F	A	U	G	M	E	R	T
R	M	Y	K	T	P	U	T	D	F	U	U	G	S	A	D	Y	S
T	K	I	Q	W	Y	J	J	X	A	L	Z	L	L	Z	T	W	V
Y	F	A	S	T	S	R	P	I	T	S	K	Y	G	A	E	U	H

## **REFLECTION**

1. This unit gives me (put a tick):

- ☐ new experiences.
- ☐ useful learning experiences.
- ☐ no useful learning experiences.
- ☐ useful learning strategy.
- ☐ no useful learning strategy.

2. The most interesting part in this unit is . . . .

3. Things that I want to study more are . . . .

4. Read the statements. Then, give a tick (v) to yes, no, some.

Statements	Yes	Some	No
I can understand the adjectives to describe people.			
I can answer questions about people's description			
I can understand the content of descriptive text.			
I can understand the rule and the use of the simple present tense			
I can read the descriptive text aloud using correct pronunciation.			

## VOCABULARY LIST

Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
afraid	adjective	/ə'freɪd/	takut, cemas
attractive	adjective	/ə'træk.tɪv/	menarik
bald	adjective	/bɔːld/	botak, gundul
bored	adjective	/bɔːd/	bosan
busy	adjective	/'bɪz.i/	sibuk
cheerful	adjective	/'tʃɪə.ʃl/	ceria, riang
cruel	adjective	/'kruː.əl/	jahat
curly	adjective	/'kɜː.li/	keriting
fat	adjective	/fæt/	gemuk
flat	adjective	/flæt/	pesek
friendly	adjective	/-frend.li/	ramah
funny	adjective	/'fʌn.i/	lucu
happy	adjective	/'hæp.i/	senang
helpful	adjective	/'help.ʃl/	suka menolong
hungry	adjective	/'hʌŋ.gri/	lapar
kind	adjective	/kaɪnd/	baik hati
lazy	adjective	/'leɪ.zi/	malas
long	adjective	/lɒŋ/	panjang
muscular	adjective	/'mʌs.kjʊ.lər/	berotot
old	adjective	/əʊld/	tua
pretty	adjective	/'prɪt.i/	cantik
sad	adjective	/sæd/	sedih
short	adjective	/ʃɔːt/	pendek
smart	adjective	/smɑːt/	pandai
strong	adjective	/strɒŋ/	kuat
tall	adjective	/tɔːl/	tinggi
tired	adjective	/taɪəd/	lelah
young	adjective	/jʌŋ/	muda
veil	noun	/veɪl/	kerudung



## **UNIT II**

### **BROWNIE STAYS IN MY BACKYARD**



Do you have any pet or place you like the most? Or have you ever gone to the zoo? Can you describe your pet, animals in the zoo or your most favourite place? In this unit, you will read some texts about describing animals and places. Learn them through some challenging tasks.

#### **Objectives of the unit:**

Students are able to:

1. recognize language features of descriptive text;
2. recognize its generic structure;
3. identify the meaning of words in the text;
4. get main idea and supporting details of the text;
5. read aloud the text using correct pronunciation.

**LET'S READ****TASK I**

**Read the text carefully, and then fill the table of the description and answer the questions based on the text.**

**Chacky, My Brazilian Turtle**

I have a pet. My pet is a Brazilian turtle. I call him Chacky. Many people call Chacky as “red-ear slider turtle”. It is because he has red fibre behind his eyes that resembles a red ear. Chacky has a beautiful green and yellow shell. Moreover, Chacky has four legs and one long tail. It has sharp claws. He likes eating and his favourite food is “kangkung”. I like to see him when he eats his foods. In addition, I like to see him when he walks on the floor. It always makes me laugh.

<b>No.</b>	<b>Part of Body</b>	<b>Description</b>
1.	Shell	
2.	Eyes	
3.	legs	
4.	tail	
5.	claws	

**Questions**

1. What is the name of the writer's pet?
2. Why do people call the writer's pet “red-ear slider turtle”?
3. What does the writer's pet like?
4. What is the favourite food of the writer's pet?
5. When does the writer like to see his/her pet?

**TASK II**

**Read the text carefully and then put thick (v) in the column T if the following statements are true or put thick (v) in the column F if they are false.**

**My Dog, Brownie**

I have a pet. It is a dog. I call it Brownie. Brownie is a Chinese breed. He is cute, small and fluffy. He has thick brown fur. When I cuddle him, his fur feels soft. Brownie does not like bones. Every day he eats soft food like steamed rice, fish or bread. Every morning I give him milk and bread. When I am at school, Brownie plays with my cat. They get along well and never fight. It is because Brownie does not bark a lot. He treats the other animals in our house gently and he never eats shoes. Brownie is really a sweet and friendly animal. That is why I love him so much.

No.	Statements	T	F
1.	The writer's pet is a big Chinese breed dog.		
2.	Brownie's fur feels soft.		
3.	Brownie dislikes bones.		
4.	The writer gives Brownie steamed rice every morning.		
5.	The writer also has a cat.		
6.	Brownie barks a lot.		
7.	Brownie disturbs the other animals in the writer's house.		

**TASK III**

Complete the text by filling the blanks with the words in the box. After the text is completed, read the text aloud. Consult your dictionary or your teacher about the correct pronunciation of some difficult words.

### My Brother's Smart Parrot

Every man in my house has a (1. ... ). I have some (2. ... ) in my aquarium. My father has some roosters and hens. My brother has a very (3. ... ) pet. It is a parrot. My brother wants that his parrot can (4. ... ) like people.

Everyday my brother (5. ... ) him how to speak like people. First, he says some (6. ... ) words or expressions such as hello, good morning and good bye. Then, he asks the (7. ... ) to repeat what he says. He does that again and again until his parrot can imitate the expressions well.

Now, my brother's parrot can imitate what people say. There are some words and expressions that this parrot can say such as "hello, good morning, how are you, who are you and good bye". But, "hello" is the word that the parrot can say very (8. ... ). Since my brother (9. ... ) his parrot in front of the house, every time someone passes by, the parrot always (10. ... ) him or her by saying "hello".

puts	trains	greet	fish	smart
parrot	speak	fluently	short	pet

**TASK IV**

**Match the names of the place in Box A with their descriptions in Box B.**

**A**

1. hospital
2. railway station
3. market
4. airport
5. mosque
6. church
7. bank
8. prison
9. laboratory
10. temple

**B**

- a. a building to save, borrow or transfer money
- b. a building to worship gods and goddess and, sometimes, become tourism destination.
- c. a place to buy or sell goods
- d. a building for Islamic religious activities and worship
- e. a building where criminals are forced to live as a punishment
- f. a building for Christian religious activities
- g. a building with scientific equipment for doing scientific tests or for teaching science
- h. a place where aircraft regularly take off and land, with buildings for passengers to wait in
- i. a place to wait the train to come
- j. a place where people who are ill or injured are treated and taken care of by doctors and nurses

**TASK V**

**Read the text carefully and then answer the following questions.**

**LOVINA BEACH**

Lovina Beach is one of the must-see tourist spots when visiting Bali Island. It is located in Buleleng, about 9 km from Singaraja city. It can be a tourist destination for those who want to see dolphins. There are also many small boats that line in the seashore. The fisherman rents those boats to the tourists who want to see dolphins. So, it is not a right place for sunbathing.

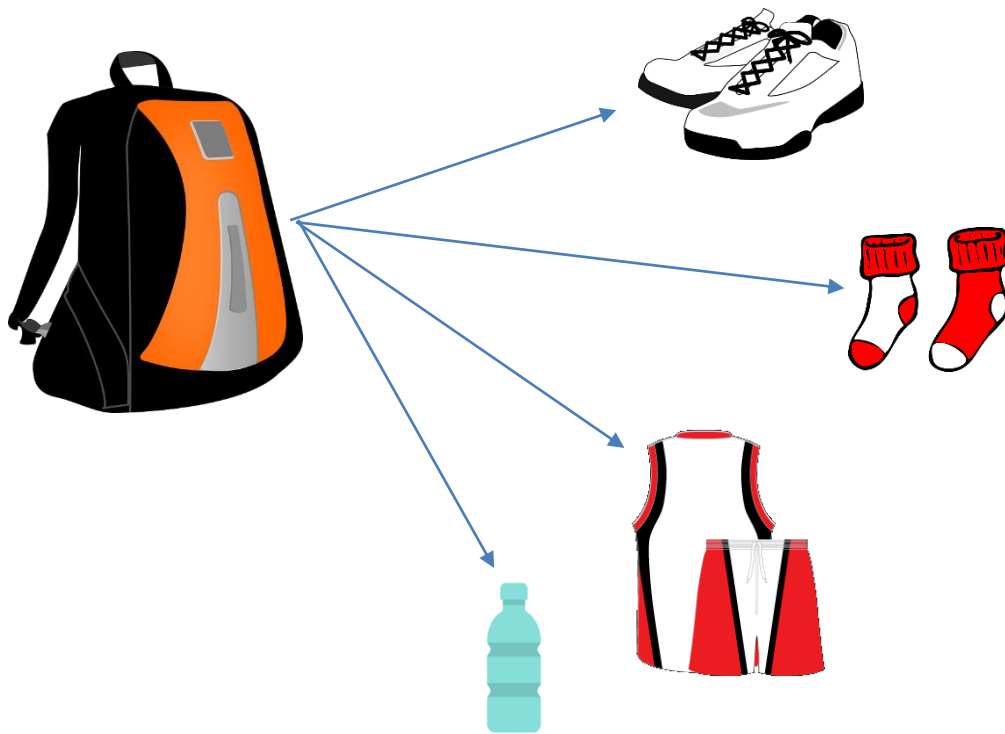
Dolphin's performance in Lovina Beach begins in the morning at 5:00 o'clock. This is because the dolphins are always visible in the morning. At first you may not see any single dolphin, but then they will emerge jumping out of the water. It looks like they greet the visitors. Dolphin's performance does not last long. They usually disappear at 7 a.m. Besides the dolphin show, it also offers a variety of accommodations ranging from inn to cottages. Those are available at a very affordable price.

**Questions**

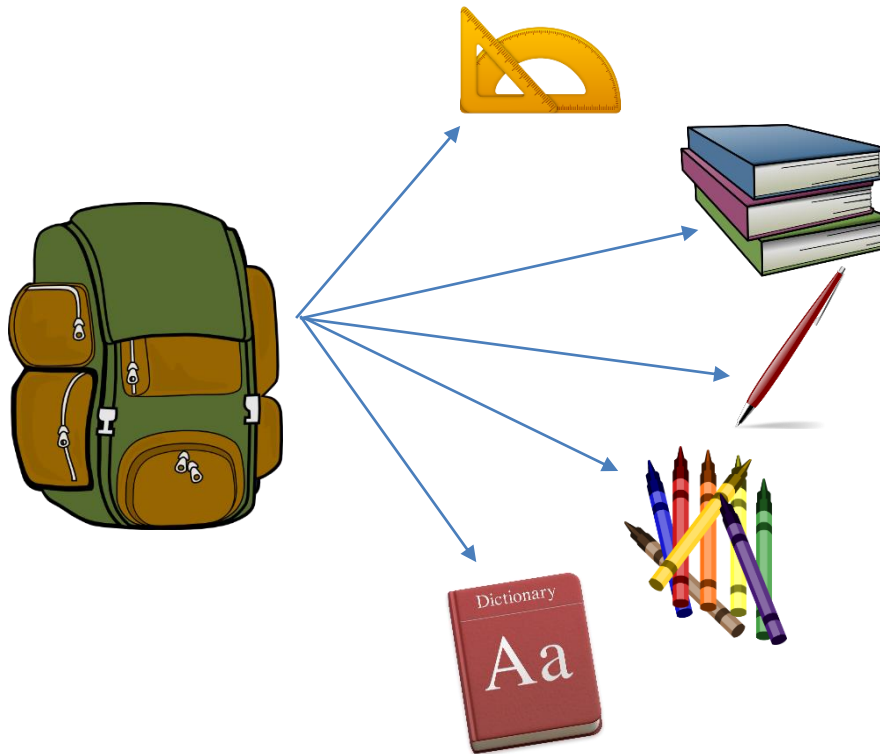
1. Where is the location of Lovina Beach?
2. Is it the best choice for visitors who like to sunbathe? Why?
3. What is the special view of Lovina Beach?
4. When we can see the dolphins clearly?
5. What kinds of accommodation are available there?

**Study Page****NOTE 1****Main Idea and Supporting Details**

By knowing the content of the bag, can you identify what kind of bag it is?



Do the same thing towards this illustration.



That is how we find the most important point of the illustrations. In the text, we also need to find the most important point about the topic. We call it as main idea. It always contains the topic. Other things besides the main idea are called as supporting details. Supporting details explain more about the main idea sentence.



**TASK VI**

**Identify the main idea by choosing a, b or c, and then write down the supporting details of paragraph one and two of this text.**

### **My Backyard**

My name is Ruvi. I live at Jalan Sukowati 162, Magelang. It is a suburb area. I like the location of my home very much because it is quiet and the air is very fresh. We live in a quite big house. My house consists of three bedrooms, a living room, a dining room, a kitchen, a warehouse and a backyard. My favourite place in my home is my backyard.

My backyard is quite large. There are guava, mango and lime tree. My mother likes gardening, so she puts some kinds of flower there. In another side, my father likes breeding, so he puts some roosters and hens there in a small cage. There is also a small pool for my catfish. Across to the small pool, there is a wooden gazebo. I usually use it for gathering with my friends of family. Sometime my family and I spend our time in the gazebo before having dinner. Every Sunday, we give our backyard a good clean-up. Those are why I like my backyard very much.

1. Main idea of paragraph one is ....

- a. I like the location of my quite big house and the backyard inside it.
- b. My big house has eight rooms and I like it.
- c. I like suburb area because it is quiet and the air is very fresh.

Write three supporting details of paragraph one.

- .....
- .....
- .....

2. Main idea of paragraph two is ....

- a. There are some kinds of activity that my family does in the backyard.
- b. The are a pool, a garden and a gazebo in the backyard.
- c. My family and I have different hobbies.

Write three supporting details of paragraph two :

- .....
- .....
- .....

**NOTE**

**Study the explanation about adverbs of time and place below.**

**A. Adverbs of time**

Adverbs of time tell us when and how long an action happens, e.g. now, then, soon, tomorrow, yesterday, today, tonight, early, at 7 o'clock, in the evening, at noon and so on.

For example:

- He gets up early **in the morning**.
- We want to go to Malang **next month**.
- **Later** they will study abroad.
- Ruvi's shop opens at **9 a.m.**
- Niko stays in home **all day long**.
- The show lasts for **2 hours**.
- The fun bike registration starts from **Monday to Friday**.

**B. Adverbs of place**

Adverbs of place tell us where something happens, for example here, there, near, somewhere, outside, across the street, on the top, at some places and so on.

For example:

- He will come here.
- The children play outside the building.
- He stands near the paintings.
- They fly kites on the top of hill.
- He lives somewhere in New York.
- She goes upstairs.

## **TASK VII**

**Reread the text carefully and underline some adverbs of time and place in the text.**

### **LOVINA BEACH**

Lovina Beach is one of the must-see tourist spots when visiting Bali Island. It is located in Buleleng, about 9 km from Singaraja city. It can be a tourist destination for those who want to see dolphins. There are also man many small boats that line in the seashore. The fisherman rents those boats to the tourists who want to see dolphins. So, it is not a right place for sunbathing.

Dolphin's performance in Lovina Beach begins in the morning at 5:00 o'clock. This is because the dolphins are always visible in the morning. At first you may not see any single dolphin, but then they will emerge jumping out of the water. It looks like they greet the visitors. Dolphin's performance does not last long. They usually disappear at 7 a.m. Besides the dolphin show, it also offers a variety of accommodations ranging from inn to cottages. Those are available at a very affordable price.

## **SUMMARY**

In this unit, you have learned about:

1. The descriptive text about animal and place has the same language features as the descriptive text about people.
2. Every paragraph of a descriptive text has a main idea and supporting details.
  - The main idea tell the reader about the most important point of the topic.
  - The supporting details explain more about the main idea.
3. One of the language features of descriptive text is the use of adverbs. There are some kinds of adverbs. Two of them are adverbs of time and adverbs of place.
  - d. Adverbs of time tell us about **when** and **how long** something happens.
  - e. Adverbs of place tell us about **where** something happens.

## **CULTURE CORNER**



American people do love having pets. They treat their pets as a part of their families. When their pets die, they will be so sad since they loss one of ‘the members’ of their families and they will treat the dead-pet body just the same as they treat a dead human body. Therefore, pet funerals become a common part of American culture in the beginning of the 20th century and the creations of pet memorial become a tradition in it. There are a great number of pet cemeteries across the states that have a number of elegant and ornate monuments to the beloved pets of many families. What about in Indonesia? Is there any pet funeral here?

## **FUN PAGE**

### **WHO AM I?**

**Guess what the animal is based on the description.**

1. I am a farm animal. I can be brown, black or white. I give milk.
2. I am an animal. I am black and white. I look like a stripy horse.
3. I have four legs. I am a pet. I hate cats. I bark.
4. I am a wild animal. I come from Australia. I have a pouch in which I keep my young baby and I jump.
5. I am from Africa. I am yellow and brown. My neck is so long. I eat leaves.
6. I am the biggest land mammal and I have a very long trunk.
7. I am a big mammal that lives in the Arctic, North America. My fur blends into the snow so I can hide when trying to find prey.
8. I am a land animal. I eat leaves on the trees. I have a very long neck.

## **REFLECTION**

1. This unit gives me (put a tick):

- ☐ new experiences.
- ☐ useful learning experiences.
- ☐ no useful learning experiences.
- ☐ useful learning strategy.
- ☐ no useful learning strategy.

2. The most interesting part in this unit is . . . .

3. Things that I want to study more are . . . .

4. Read the statements. Then, give a tick (v) to yes, no, some.

Statements	Yes	Some	No
I can understand the adjectives to describe animal and place.			
I can answer questions about animal's and place's description			
I can understand the content of descriptive text.			
I can understand the use of adverbs of time and place			
I can read the descriptive text aloud using correct pronunciation.			

### **VOCABULARY LIST**

Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
pet	noun	/pet/	binatang peliharaan
leg	noun	/leg/	kaki
tail	noun	/teɪl/	ekor
sharp	adjective	/ʃɑ:p/	tajam
claw	noun	/klo:/	cakar
breed	noun	/bri:d/	keturunan
fluffy	adjective	/ˈflʌf.i/	berbulu lebat dan halus
bone	noun	/bəʊn/	tulang
soft	adjective	/sɒft/	halus, lembut
bark	verb	/bɑ:k/	menggonggong
parrot	noun	/ˈpær.ət/	burung beo
imitate	verb	/ˈɪm.ɪ.teɪt/	menirukan
dolphin	noun	/ˈdɒl.fɪn/	lumba-lumba
visible	adjective	/ˈvɪz.ɪ.bl/	dapat dilihat
affordable	adjective	/əˈfɔ:.də.bl/	terjangkau
pool	noun	/pu:l/	kolam
wooden	adjective	/ˈwud. ə n/	terbuat dari kayu
backyard	noun	/ˌbækˈjɑ:d/	halaman belakang
cage	noun	/keɪdʒ/	kandang, sangkar
suburb	noun	/ˈsʌb.ɜ:b/	pinggiran kota
funeral	noun	/ˈfju:.n ə r. ə l/	pemakaman
culture	noun	/ˈkʌl.tʃə r/	budaya
foothill	noun	/ˈfʊt.hɪl/	bukit di kaki gunung

### UNIT III

#### MY UNCLE IS A JOURNALIST



Do you have any idea about how to tell about someone's occupation to your friend? In this unit, you will read some texts about describing people's occupation and things they use around you. Learn them through some challenging tasks.

#### **Objectives of the unit:**

Students are able to:

1. recognize language features of the descriptive text (adverbs of frequency and manner);
2. recognize its generic structure;
3. identify the meanings of words in the text;
4. get main idea and supporting details of the text;
5. read aloud the descriptive texts using correct pronunciation.

**TASK I**

Match the pictures with the names of the occupation in the box.



librarian

veterinarian

waiter

musician

zoo keeper

mechanic

dentist



**TASK II**

**Below are several kinds of occupation. Match the names of the occupation in Column A with the correct descriptions in Column B.**

**A**

1. chef
2. pilot
3. sailor
4. athlete
5. architect
6. dancer
7. typist
8. lawyer
9. army
10. pharmacist

**B**

- a. someone who has some achievements in sport.
- b. someone who flies aircraft
- c. someone who types paperwork
- d. someone who navigates ships
- e. someone who dedicates his life in military to save the country
- f. someone who studies law and helps people to solve their legal issues
- g. someone who is very good at dancing
- h. someone who dispenses drugs to patients according to a prescription
- i. someone who is expert in designing buildings
- j. someone who cooks in a restaurant or hotel.

**TASK III**

**Read the text carefully, underline the verbs available in it and then answer the following questions.**

**The Twin Flight Attendant**

I have a twin cousin. Their names are Sofia and Julia. They are twenty two. They are very beautiful and smart. They have graduated from college last year. Now, they work at Garuda Indonesia Airlines company as flight attendants. Their main duty is to ensure the safety and comfort of the passengers during the flight. They must explain to the passengers about safety standard, weather condition, what should do and what should not do in the plane, and also know how to deal with passengers' complaints. They continuously learn to speak English more fluently because they have to deal with people from many different countries around the world.

**Questions.**

1. What is the main idea of the text?
2. How old are Sofia and Julia?
3. Where do Sofia and Julia work at?
4. What is their occupation?
5. What are their duties in the flight?
6. Are they good at handling complaint?
7. Why do they always learn to speak English fluently?

**TASK IV**

**Read the text carefully. Then put thick (v) in the column T if the following statements are true or put thick (v) in the column F if they are false. After that, read the text aloud. You may consult your dictionary or the vocabulary list about the correct pronunciation**

**My Uncle is a Journalist**

I have an uncle. His name is Wawan. He works as a journalist in Jakarta. He writes news stories or articles for a newspaper or magazine and broadcasts them on radio or television. Surely, he is very good at writing. He often gets involve in some important meetings held by government to know what is really happening there. Sometimes, he conducts an interview with people to get information precisely. After that, he writes the things happen in the meeting quickly to be published in the newspaper or even broadcasted in a radio or television programme. He writes stories for national, regional and local press. As well as education and politics, he reports on sports, arts and culture, science and business. He also covers national and local events, entertainment and human's interest stories.

No.	Statements	T	F
1.	Uncle Wawan writes some articles for bulletin.		
2.	Uncle Wawan is not good at writing.		
3.	Uncle Wawan writes the report slowly.		
4.	Uncle Wawan may join some important meetings to get the news.		
5.	Television and radio broadcasts the news.		
6.	Uncle Wawan does not write any news about politics.		
7.	Uncle Wawan writes both local and national news.		

**TASK V**

**Read the text carefully and then complete the sentences number 1-5 based on the text by using words in the box. Then, read the text aloud. Make sure your pronunciation is correct.**

**Reno, a Clown**

I have a neighbour. His name is Reno. He is a clown. He works in a carnival and sometimes people invite him to their birthday parties to entertain the invitees. He wears a very colourful costume. He also wears a colourful and funny wig and footwear. He also paints his face. Everyone will not realize that the clown is Reno, because his appearance is totally different from the daily appearance in his home. His job is to entertain people. He entertains all of people from children to the adult. He is able to demonstrate mime and funny facial expressions. He, without saying any single word, makes people laugh and forget their problem for a while. He is very funny and kind. Although some people say that being a clown is easy, I know that it is not. Reno often tells me that when he is sad, he has to hide away his sadness and show his happy face in front of the audiences. Moreover, he has to think about some jokes to entertain them.

1. Reno's house is . . . my house. He works as a . . . in a carnival.
2. To make his appearance different from usual, he always wears a . . . on his head and unique . . . on his feet.
3. Reno's duty is . . . people by . . . mime and funny facial expressions.
4. People are . . . to see his performance.
5. I know that being a clown is not an . . . job because a clown should be able to . . . his or her sorrow when he or she is sad.

easy	clown	happy	hide	wig
shoes	entertaining	near	performing	

## **STUDY PAGE**

### **NOTE 1**

**Study the explanation about adverbs of frequency and manner and then do the task.**

#### **1. Adverbs of frequency**

Adverbs of frequency tell us 'how often' we do something or something happens, for example : always, usually, often, sometimes, twice a week, once a year, monthly, fortnightly, never, seldom and so on.

The examples:

- I **often** go to the cinema.
- She **sometimes** visits me at home.
- We **usually** drink coffee.
- I go to the cinema **twice a week**.
- She takes these tablets **three times a day**.
- I change the sheets **once a fortnight**.
- I meet him **several times a year**.
- I visit my parents **once a month**.

#### **2. Adverbs of manner**

Adverbs of manner tell us how someone does something or how something happens, e.g. nicely, quickly, carefully, angrily, happily, easily, correctly, perfectly and so on.

The examples:

- He swims **well**.
- The athlete runs **quickly**.
- She speaks **softly**.
- James coughs **loudly** to attract her attention.
- Mike plays the flute **beautifully**.
- They eat the chocolate cake **greedily**.
- Norma walks to the podium **gracefully**.
- Mom loves her children **sincerely**.

**TASK VI**

**Fill in the blanks using adverbs of frequency and manner in the box.**

**My Older Brother is a Postman**

I have an older brother. His name is Johny. He is a postman. He works at the Central Post Office. He delivers letters and packages to many people (1. ... ) in the morning and afternoon. He (2. ... ) starts working at 8 a.m. He knows many locations of people's addresses in the town (3. ... ). If he do not know the location, he (4. ... ) looks at his GPS. It is to direct him to the location (5. ... ), so he will not get lost.

He works (6. ... ) in a week. He (7. ... ) wears orange uniform, so people will (8. ... ) notice him as a postman. He delivers the letter home to home by motorcycle. There are two big bags on the motorcycle. Those contain letters and packages. He starts delivering the letters and packages to the nearest address from his office then moves to the farer one. He usually stops working at 3 p.m. He enjoys his occupation and he is glad to be a postman.

twice a day	sometimes	precisely	easily
usually	well	always	five days

**Note 2**

**Notice the difference between “use” and “wear”**

- The word “use” is used when we are utilizing an object for a specific purpose.
- You can use the word “wear” + anything that you can put on your body.

**TASK VII**

In the table, there are things that people use or wear when they are working. Read aloud words in the table below, and then group the words into two categories which are “use” and “wear.”

uniform	refrigerator
shoes	hat
stethoscope	typing machine
thermometer	washing machine
camera	tape recorder
notebook	handcuffs
apron	whistle
coat	screwdriver
knife	saw
gas stove	scissors

**SUMMARY**

1. The descriptive text about occupations and things has the same language features as the descriptive text about people, animal and place.
2. One of the language features of descriptive text is the use of adverbs. There are some kinds on adverbs. Two of them are adverbs of frequency and adverbs of manner.
  - a. Adverbs of frequency tell us about **how often** something happens.
  - b. Adverbs of manner tell us about **how** something happens.

## **CULTURE CORNER**

### **A London Busker**

Do you know about London busker? A London busker is a street performer, especially in London. Literally it is defined as a person who entertains in public places for money. Performances can be just about anything that people find entertaining. Performers may do acrobatics, animal tricks, balloon twisting, card tricks, caricatures, clowning, comedy, contortions, dance, singing, fire skills, flea circus, fortunate telling, juggling magic, mime, living statue, musical performance, puppeteering, snake-charming, storytelling, reciting poetry or prose, street art such as sketching and painting, street theatre, and sword swallowing. Nowadays, you can find London buskers not only in the street, but also in the cafe, restaurant and so on. In addition, you may find some different terms of this kind of occupation in other countries.





FUN PAGELET'S SING

# QUE SERA SERA

by Connie Francis

- . 1 2 3 5 3 5 . 3 5 .
1. When I was just a little girl
  2. When I was just a child in school
  3. Now I have children of my own
- 3 5 3 6 5 . 6 5 3 4 .
1. I asked my mother, "What will I be?"
  2. I asked my teacher, "What should I try?"
  3. They asked their mother, "What will I be?"
- 7 1 2 1 7 . 6 7 1 7
1. Will I be pretty? Will I be rich?"
  2. Should I paint pictures? Should I sing songs
  3. Will I be pretty? Will I be rich?
- . 4 5 6 5 7 1 . .
1. Here's what she said to me.
  2. This was her wise reply
  3. I tell them tenderly
- Reff: 1 7 6 4 6 . .
- Que sera sera
- 7 2 1 6 5 1 3 .
- What e ver will be will be.
- 5 6 5 3 5 2 5 . .
- The future's not ours to see
- 2 3 4 7 1 . .
- Que Sera Sera
- 2 3 4 7 1 . 0
- What will be, will be.

## **REFLECTION**

1. This unit gives me (put a tick):

- ☐ new experiences.
- ☐ useful learning experiences.
- ☐ no useful learning experiences.
- ☐ useful learning strategy.
- ☐ no useful learning strategy.

2. The most interesting part in this unit is . . . .

3. Things that I want to study more are . . . .

4. Read the statements. Then, give a tick (v) to yes, no, some.

Statements	Yes	Some	No
I can understand the adjectives to describe occupation and thing.			
I can answer questions about occupation's and thing's description			
I can understand the content of descriptive text.			
I can understand the use of adverbs of frequency and manner			
I can read the descriptive text aloud using correct pronunciation.			

## **VOCABULARY LIST**

Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
apron	noun	/ˈeɪ.prən/	celemek
borrow	verb	/ˈbɒr.əʊ/	meminjam
buy	verb	/baɪ/	membeli
chef	noun	/ʃef/	koki
clean	verb	/kli:n/	membersihkan
coach	noun	/kəʊtʃ/	pelatih
dentist	noun	/ˈden.tɪst/	dokter gigi
drive	verb	/draɪv/	mengendarai
lawyer	noun	/ˈləɪ.əʳ/	pengacara
librarian	noun	/laɪˈbreə.ri.ən/	pustakawan
mechanic	noun	/məˈkæn.ɪk/	montir
musician	noun	/mjuːˈzɪʃ.ən/	pemusik
saw	verb	/sɔː/	gergaji
scissors	noun	/ˈsɪz.əz/	gunting
screwdriver	noun	/ˈskruːdraɪ.vəʳ/	obeng
secretary	noun	/ˈsek.rə.tri/	sekretaris
tailor	noun	/ˈteɪ.ləʳ/	penjahit
take	verb	/teɪk/	mengambil
teach	verb	/ti:tʃ/	mengajar
type	verb	/taɪp/	mengetik
typist	noun	/ˈtaɪ.pɪst/	juru ketik
veterinarian	noun	/ˌvet.əˈrɪ.neə.ri.ən/	dokter hewan
whistle	noun	/ˈwɪs.l/	peluit

## **FINAL TEST**

### **TASK I**

**Read the text carefully, then answer the following questions by choosing a,b,c or d.**

Yogyakarta, 31th May 2015

Dear Dilla,

Hi, Dilla! How are you? I am here, doing fine. I want to tell you something great. Guess what! I and my family move to a new house.

Now, we live at Jalan Sukowati 162, Magelang. It is a suburb area. I like the location of my home very much because it is quiet and the air is very fresh. We live in a quite big house. My house consists of three bedrooms, a living room, a dining room, a kitchen, a warehouse and a backyard. My favourite place in my home is my backyard.

My backyard is quite large. There are guava, mango and lime tree. My mother likes gardening, so she puts some kinds of flower there. In another side, my father likes breeding, so he puts some roosters and hens there in a small cage. There is also a small pool for my catfish. Across to the small pool, there is a wooden gazebo. I usually use it for gathering with my friends of family. Sometime my family and I spend our time in the gazebo before having dinner. Every Sunday, we give our backyard a good clean-up. Those are why I like my backyard very much.

How about you? Do you enjoy living in Jakarta? Please tell me about that. I miss you so much.

Lots of love,

Echa

1. Why does Echa like her new house?
  - a. Because it is located at Jalan Sukowati 162, Magelang.
  - b. Because there is a backyard inside the house.
  - c. Because the place is quite and the air is fresh.
  - d. Because it is large and clean.
2. The underlined word in “It is a suburb area.” refers to ....
  - a. Jalan Sukowati 162, Magelang
  - b. Dilla’s old house
  - c. The writer’s house

- d. Magelang.
3. How many rooms does Echa's new house have?
- a. three
  - b. six
  - c. seven
  - d. eight
4. The underlined word in "There is a wooden gazebo." means ....
- a. made of wood
  - b. located in the woods
  - c. near the woods
  - d. taken from wood
5. Where is the location of the small pool in Echa's backyard?
- a. across her mother's flowers
  - b. beside the gazebo
  - c. across the gazebo
  - d. next to the gazebo

**TASK II**

**Match the terms in the left box with their definitions in the right box.**

1. clown
2. carnival
3. entertain
4. mime
5. joke
6. wig
7. demonstrate
8. laugh
9. hide
10. neighbour

- a. when you use movements of your hands and body, and expressions on your face, without speech, to communicate emotions and actions or to tell a story
- b. to show; to make clear
- c. person who wears funny clothes, has a painted face, and makes people laugh by performing tricks and behaving in a funny way
- d. an artificial hair worn on the head to hide a loss of hair or to cover your own hair
- e. public enjoyment and entertainment that shows many interesting performances
- f. to keep a group of people interested or enjoying themselves
- g. put something in place where people cannot see it.
- h. someone who lives very near to you
- i. something, such as a funny story or trick to make people laugh
- j. to smile while making sounds with your voice that show you think something is funny or you are happy

**TASK III**

Read the text entitled "My Twin Sister" carefully.

### **My Twin Sister**

I have a twin sister. Her name is Annisa Rachma Damayanty. I usually call her Nisa. She is now 12 years old. She is the second child in our family of three siblings. Now, Annisa studies at SMP Teladan. She is in the 7th grade, but we are in the different class. She joins the organizations at school such as Youth Red Cross, Science Club and scout. She wants to be a doctor or entrepreneur. She likes studying biology and making handcraft from flannel fabrics.

She is short and fat. She wears a veil. Her face is round. Her eyes are round and bright. She has a flat nose. Her height is about 145 cm and her weight is about 35 kg. She has fairy skin.

She is a very kind girl. She is diligent and clever. She is friendly and she likes helping her friends. Her hobbies are reading books, swimming and playing music instruments such as guitar and flute. Annisa also likes browsing. She has some accounts on social media. She often chats with her friends through Facebook. Her idol is Justin Bieber, a singer from Canada. She has a lot of things about him such as his biography's book and his songs.

**Mention some adjectives about Nisa's appearance and personality.**

Appearance	Personality

**Answer the following questions based on the texts.**

1. Are Nisa and her twin in the same class at school?
2. What are Nisa hobbies?
3. How does Nisa's body look like?
4. What does Nisa usually do in her Facebook account?
5. What kind of Justin Bieber's stuff does Nisa have?
6. What is the main idea of the last paragraph?

**TASK IV**

**Choose the correct form of the words in the brackets, and then answer the following questions.**

**Ullen Sentalu**

The Ullen Sentalu Museum (is, am, are) a Javanese culture and art museum located in Kaliurang, Yogyakarta. The museum (display, displays) relics and artefact from royal houses and kratons of Java, such as Yogyakarta, Pakualam, Surakarta and Mangkunegaran.

It also (offer, offers) a unique blend of Javanese culture and natural beauty of the foothills of Merapi. You will see the life of four Mataram Kingdoms through the collections of poetry, batik, as well as photos and paintings there.

The museum (has, have) two main buildings, namely Guwa Selo Giri (underground building) and Kampung Kambang. Kampung Kambang (store, stores) the collections of batik, kebaya, manuscripts, photographs, paintings, etc.

Ullen Sentalu also (manage, manages) cultural activities such as art Mataram workshops, including etiquette, norms, ideas, painting, architecture, cultural tourism, outbound, exhibitions and so on. This museum (open, opens) from Tuesday to Sunday at 8.30 a.m. -16.00 p.m.

**Questions**

1. Where is the location of Ullen Sentalu?
2. Where do the relics and artefacts in the Ullen Sentalu come from?
3. How can we see the life of four Mataram Kingdoms?
4. How many main building does Ullen Sentalu have?
5. What kinds of activities are held in Ullen Sentalu?
6. How long does the museum open in a day?



**TASK V**

Read the text carefully, the answer the questions based on it.

**Mr Kartolo, a Farmer**

Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time. Rice fields become fresh and green during this season and by the end of this season, Mr Kartolo is ready to harvest his crops. Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock and cleaning the bams are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

**Questions**

1. What is a farm like during the rainy season?
2. What is the colour of the rice field in the rainy season?
3. When does Mr Kartolo's workday end?
4. When does Mr Kartolo plough the land?
5. What does Mr Kartolo do before breakfast?

**TASK VI**

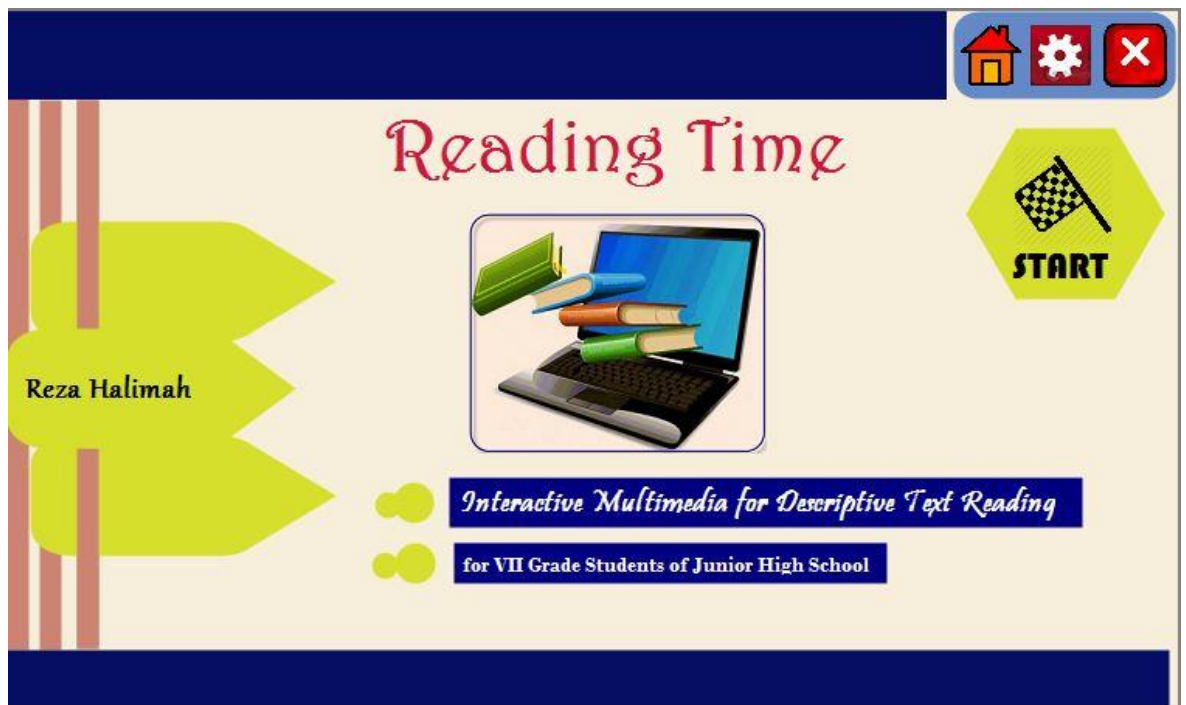
Match the following words in Box A with their appropriate meanings in the Box B.

A	B
1. harvest	c. building for storing day
2. plough	d. amount of grain, grass, etc. produced in a year or season
3. crops	e. situated outside building
4. barn	f. cutting and gathering of crops
5. outdoor	g. break up the surface of land

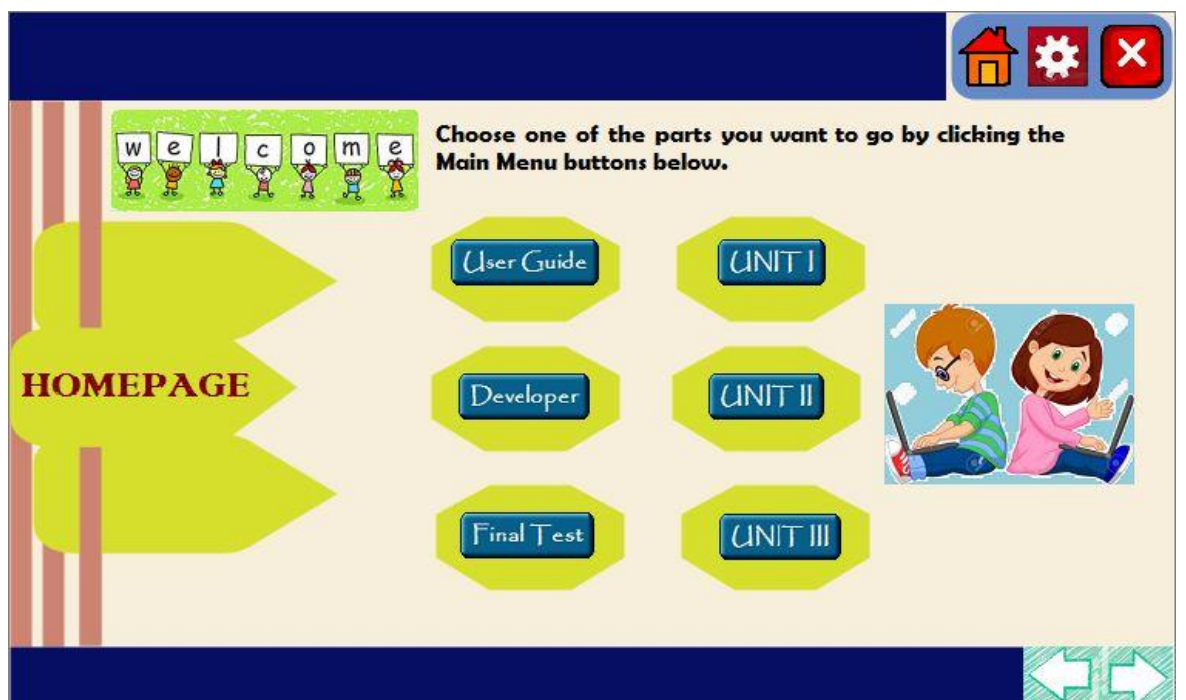
**THE FIRST DRAFT OF  
THE INTERACTIVE LEARNING  
MULTIMEDIA**

**FIRST DRAFT OF THE INTERACTIVE LEARNING MULTIMEDIA FOR  
TEACHING DESCRIPTIVE TEXT READING FOR VII GRADE STUDENTS OF  
SMPN 6 YOGYAKARTA**

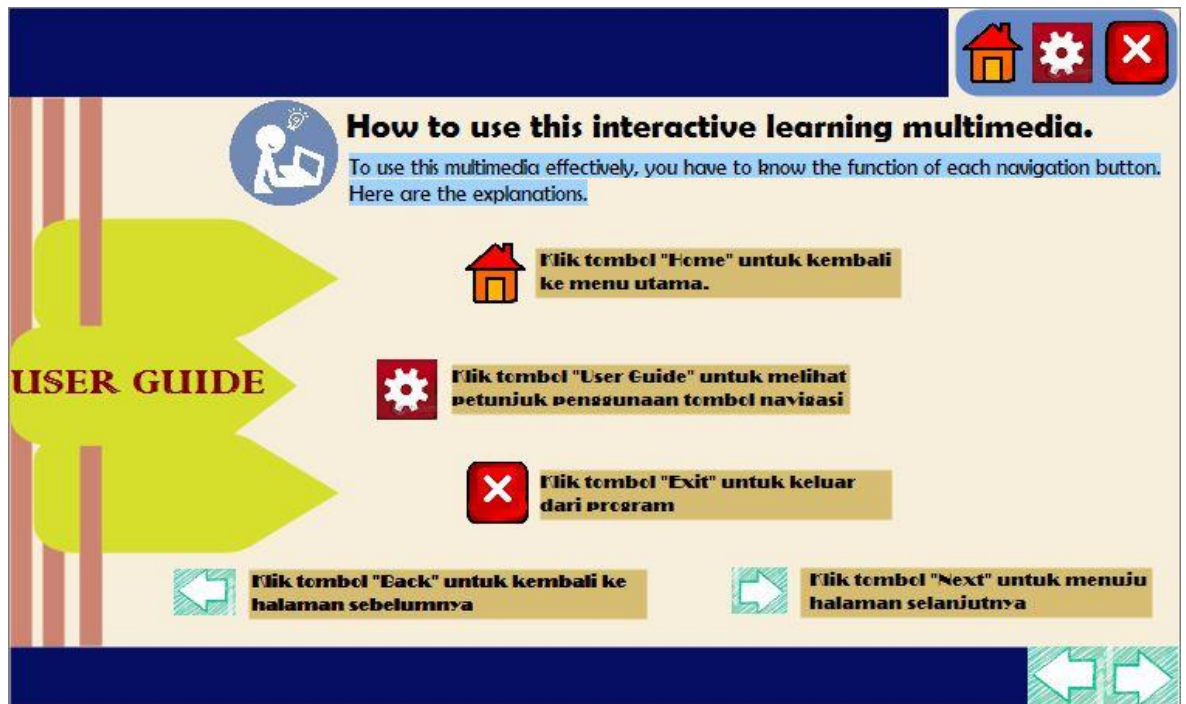
**A. Welcoming Page (Page 1)**



**B. Home Page (Page 2)**



### C. User Guide (Page 3)

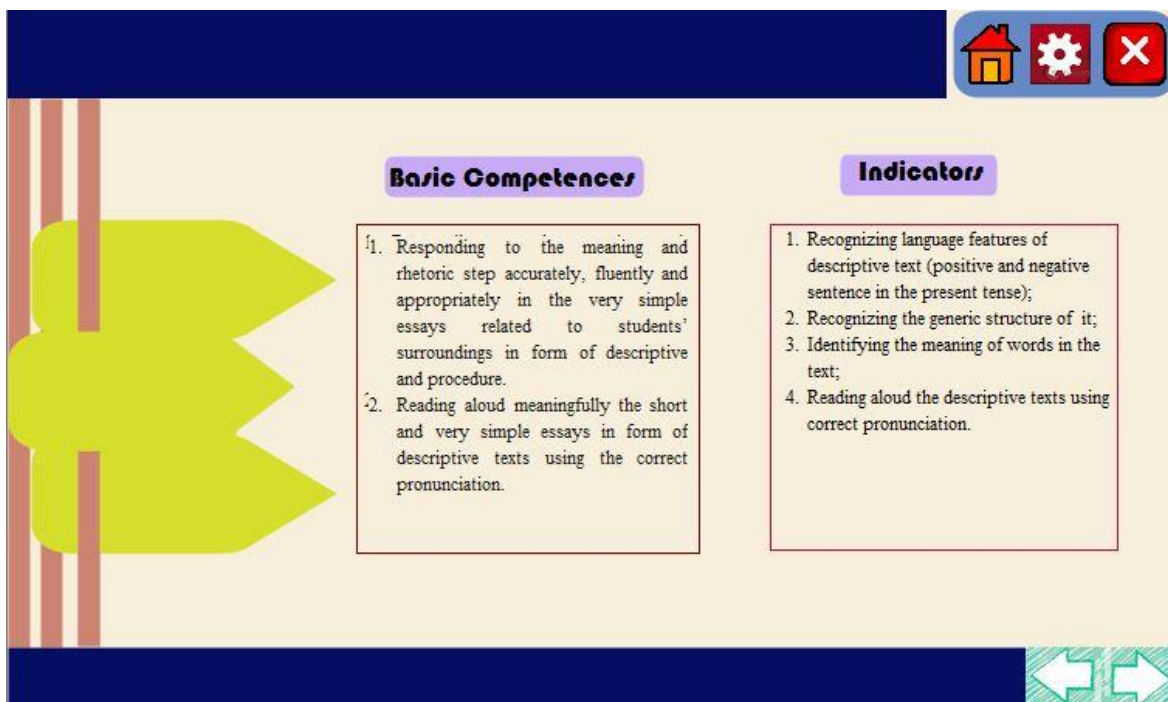


### D. UNIT I

#### Course Overview (Page 4)



## Course Overview (Page 5)



The interface for Page 5, 'Course Overview', features a dark blue header with navigation icons (home, settings, close) on the right. The main content area has a light beige background with a large green arrow pointing right on the left. Two boxes are present: 'Basic Competences' and 'Indicators'. The 'Basic Competences' box contains two numbered items, and the 'Indicators' box contains four numbered items. A dark blue footer with navigation arrows is at the bottom.

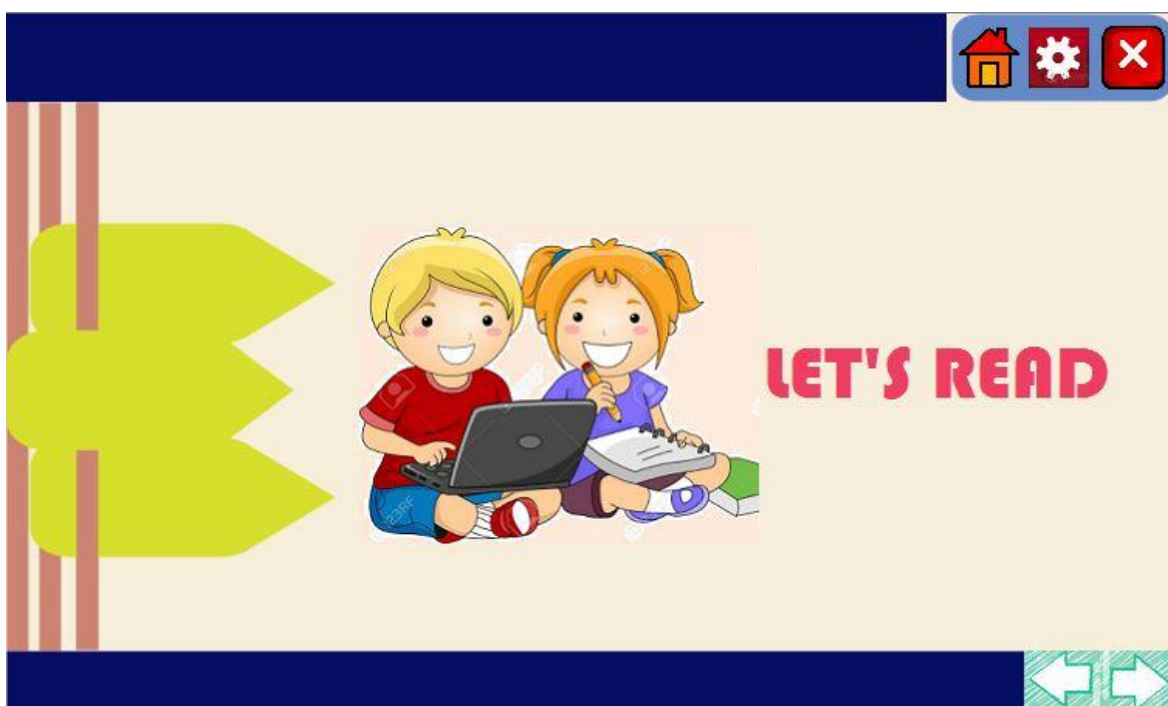
**Basic Competences**

1. Responding to the meaning and rhetoric step accurately, fluently and appropriately in the very simple essays related to students' surroundings in form of descriptive and procedure.
2. Reading aloud meaningfully the short and very simple essays in form of descriptive texts using the correct pronunciation.

**Indicators**

1. Recognizing language features of descriptive text (positive and negative sentence in the present tense);
2. Recognizing the generic structure of it;
3. Identifying the meaning of words in the text;
4. Reading aloud the descriptive texts using correct pronunciation.

## 1. Let's Read (Page 6)



The interface for Page 6, 'Let's Read', features a dark blue header with navigation icons (home, settings, close) on the right. The main content area has a light beige background with a large green arrow pointing right on the left. In the center, there is an illustration of two children, a boy and a girl, sitting on the floor and reading books. To the right of the illustration, the text 'LET'S READ' is displayed in large, bold, red capital letters. A dark blue footer with navigation arrows is at the bottom.

**LET'S READ**



## Task I of Let's Read section (Page 7)

TASK 1

Match the sentences with the pictures based on their description. Then identify the meanings of each underlined word. Discuss it with a friend sitting next to you.

1. Mr Andqara is good-looking.

2. Mrs Riska is pretty.

3. Arief is helpful.


4. Nino is sad.


5. Fahmi has a pointed nose.


6. Sheilla has curly hair.


7. Hari is muscular and strong.


8. Hamas is bald.


a. 


b. 


c. 

d. 

e. 

f. 

g. 

h. 

Done

## Task II of Let's Read section (Page 8)


TASK II

Read the text carefully and then do the quiz on the next page.




My Mathematics Teacher

My favourite teacher is Mr Farizal Hakim. People call him Mr Fariz. He is one of the Mathematics teachers in my junior high school. He is 28 years old. He is tall and handsome. He has a pointed nose, short and black hair, and quite dark skin. He comes to the school every morning by motorcycle. He always comes to the class on time. He says that discipline is important. He explains the material in fun ways. The students can really enjoy the lesson.

He gives the students ways to remember Maths formulas more easily. He tells us to enjoy the learning process, because it will be useful for our future. He never blames the students if they answer his questions or quiz incorrectly. He tries to help the students find the correct answer. He is also a kind of humorous person. If he notices some of the students are sleepy, he makes some jokes to wake them up. He is very kind, right?



## Task II of Let's Read section (Page 8)

Complete these sentences based on the text by using words in the box.

Show the text

1. I have a favourite teacher. His nickname is (a)  and he teaches (b)

2. He is so (a)  that he always tries to be (b)  in order not to be late.

3. He makes Maths  to me because he explains it in fun ways.



4. He  the students to enjoy the learning process.

5. He is very  He likes to make some jokes during his class.




punctual    humorous    interesting    discipline    scary

Mr Farizal Hakim    Mr Fariz    Maths    suggests    thinks

Done

## Task III of Let's Read section (Page 9)

**TASK III**

Classify the adjectives of the passage entitled "My Mathematics Teacher" into the following categories. Then read those adjectives aloud. You may consult your dictionary or the vocabulary list about the correct pronunciation.

Show the text

**Age**

**Body**

**Face**



**Nose**

**Hair**

**Skin**




**Personality**

Done

## Task IV of Let's Read section (Page 10)

**TASK IV**  
Read the text carefully and then go to the next page to do the quiz.









**LET'S READ**

**Ms. Nandā, My Music Teacher**

I will tell you about my favourite teacher. My favourite teacher is Ms Nandā. She is my music teacher and the leader of the school choir. Ms Nandā is a little and thin woman. His hair is short and black. She is 35 years old. Ms Nandā always has interesting topics for her music class. She is also good at playing guitar, piano, flute and other music instruments.

Ms Nandā believes in our musical talents. In her class, everyone has a chance to sing and act creatively. She uses her free time for giving singing lessons after school or during our breaks. She teaches us to be confident with our voices. She says that we need a lot of practices. It will be useful to improve our skill. Finally, I can say that Ms Nandā is the best teacher and she really cares about us. She makes me love music more and more.

## Task IV of Let's Read section (Page 12)

Click the "True" button if the statements are true or "False" button if they are false.





**LET'S READ**

**Show the text**

1. Ms Nandā teaches dance in the school.
2. Ms Nandā is not fat.
3. Ms Nandā's class is always boring.
4. Ms Nandā does not care about her students.
5. Ms Nandā makes the writer dislike music.
6. Ms Nandā helps her students to be more confident.
7. Ms Nandā is good at singing.




<input type="radio"/> True	<input type="radio"/> False
<input type="radio"/> True	<input type="radio"/> False
<input type="radio"/> True	<input type="radio"/> False
<input type="radio"/> True	<input type="radio"/> False
<input type="radio"/> True	<input type="radio"/> False
<input type="radio"/> True	<input type="radio"/> False
<input type="radio"/> True	<input type="radio"/> False

Done

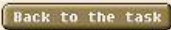





## Task V of Let's Read section (Page 13)



**TASK V**  
Read the text carefully and then do the quiz on the next page.



**Tommy Sugiarto**



**LET'S READ**



Tommy Sugiarto is one of the Indonesian badminton players. He is now 27 years old. He is a right-handed player in the men single player team. He is a son of a former Indonesian badminton player in the era of 1980, Icuk Sugiarto.

Tommy is tall. His height is 178 cm. His skin is dark brown. He has a pointed nose. His hair is black and short. His body is muscular, because he does many exercises routinely. That is to improve his badminton skill.




His hobby is playing football, swimming and travelling. Those activities encourage him to enhance his physical fitness. He says that he wants to make sure that his body is always in a good condition. That is to maximize his performance in playing badminton.

Indonesian Thomas Cup player in 2008, champion of SEA Games 2011 in the badminton men's team and champion of Laos International Challenge on 2010 are some of his achievements in the badminton arena. Indonesia must be proud of having such a talented





## Task V of Let's Read section (Page 14)



Answer the questions by choosing the correct options. After that, reread the text aloud after your teacher.

**LET'S READ**

1. The underlined words in "He is a right-handed player in the men single player team" mean ....


- ☐ Tommy cannot play badminton using his right hand.
- ☐ Tommy always plays badminton using his right hand.
- ☐ Tommy suggests people to play badminton using their right hand.
- ☐ Tommy will not win the game if he plays badminton using his right hand.



2. The underlined word in "... the son of a former Indonesian badminton player ...." has the closest meaning to ....

- ☐ candidate
- ☐ developer
- ☐ initiator
- ☐ ex




3. Tommy was born in ....

- ☐ 1986
- ☐ 1987
- ☐ 1988
- ☐ 1989





## Task V of Let's Read section (Page 15)



**LET'S READ**



4. Why does he always want to stay in a good condition?

- ☐ Because he wants to enhance his physical fitness
- ☐ Because he loves his hobby
- ☐ Because he always wants to play badminton
- ☐ Because he wants to play badminton optimally

5. The underlined word in "such a talented badminton player...." has the closest meaning to....

- ☐ having interest on something
- ☐ confident in doing something
- ☐ having some talents in certain field
- ☐ learning something to gain a talent

Done



## 2. Study Page (Page 16)








**STUDY PAGE**



## Note of the Study Page section (Page 17)





**NOTE**

The texts entitled "My Mathematics Teacher" and "My Favorite Teacher" are descriptive texts. A descriptive text tells about people (or many things) in specific ways. The purpose of the text is to describe someone or something in specific ways. The organization of the text is as follows:




Identification	It contains the introductory part of the things/objects.
Description	It contains the description of the things/objects.

**The language features**

1. The use of the simple present tense
2. The use of adjectives
3. The use of adverbs
4. The use of action and thinking verbs.



## Note of Study Page section (Page 19)



**Study the example of a descriptive text organization.**



**STUDY PAGE**

I will tell you about my favourite teacher. My favourite teacher is Ms Nanda. She is my music teacher and the leader of the school choir.




Ms Nanda is a little and thin woman. His hair is short and black. She is 35 years old. Ms Nanda always has interesting topics for her music class. She is also good at playing guitar, piano, flute and other music instruments. Ms Nanda believes in our musical talents. In her class, everyone has a chance to sing and act creatively. She uses her free time for giving singing lessons after school or during our breaks. She teaches us to be confident with our voices. She says that we need a lot of practices. It will be useful to improve our skill. Finally, I can say that Ms Nanda is the best teacher and she really cares about us. She makes me love music more and more.

IDENTIFICATION

DESCRIPTION



## Note of Study Page section (Page 20)





**NOTE**  
Study the rule of the simple present tense below




The simple present tense in English is used to describe an action that is regular, true or normal.  
We use the present tense for describing:

**STUDY PAGE**

- 1. Repeated or regular actions in the present time period**
  - A doctor **examines** patients in a hospital or clinic.
  - The train to Berlin **leaves** every hour.
  - John **sleeps** eight hours every night during the week.
- 2. Facts**
  - The President of The USA **lives** in The White House.
  - A dog **has** four legs.
  - We **come** from Switzerland.
- 3. Habits**
  - I **get up** early every day.
  - Carol **brushes** her teeth twice a day.
  - They **travel** to their country house every weekend.
- 4. Things that are always / generally true**
  - It **rains** a lot in winter.
  - The Queen of England **lives** in Buckingham Palace.
  - They **speak** English at work.



## Note of Study Page section (Page 21)





**The Patterns**

1. Positive form

Subject	Verb (V1)	The rest of the sentence
I/you/we/they	wear	maroon jacket.
He/she/it (singular noun)	wears	maroon jacket




Subject	Auxiliary	The rest of the sentence
I	am	good at cooking
You/we/they	are	good at cooking
He/she/it (singular noun)	is	good at cooking

**STUDY PAGE**





## Note of Study Page section (Page 22)



STUDY PAGE

### 1. Negative form




Subject	Do/does + not	Verb (V1)	The rest of the sentence
I/you/we/they	do not	wear	maroon jacket.
He/she/it (singular noun)	does not	wear	maroon jacket.

Subject	Auxiliary + not	The rest of the sentence
I	am not	good at cooking.
You/we/they	are not	good at cooking.
He/she/it (singular noun)	is not	good at cooking.

## Task VI of Study Page section (Page 23)


### TASK VI

After studying rules of the simple present tense, complete this passage by choosing one of the words in the brackets.



STUDY PAGE

**Nimas, a Best Friend of Mine**




Nimas (  is /  are ) one of my best friends. Her full name (  is /  are ) Nimas Martha. She (  is /  are ) my classmate. Now, she (  is /  are ) 14 years old. Nimas (  have /  has ) a slim and tall body. She (  have /  has ) an oval face. She always (  wear /  wears ) a veil. She (  have /  has ) a pointed nose and dark. Her friends (  say /  says ) that she (  is /  are ) a smart and good person. She (  is /  are ) always responsible with her job and (  try /  tries ) to be disciplined. All of my classmates (  like /  likes ) her because of her good characters. She always (  defend /  defends ) the truth. She (  help /  helps ) everyone who is in need.



Done

## Task VII of Study Page section (Page 24)





**TASK VII**  
Arrange these words into meaningful sentences.




**STUDY PAGE**

1. is - height - My - about - is - his - thin - father - and - 173cm.
2. English - He - an - is - teacher - SMA Teladan - in.
3. reminds - always - He - me - hard - study - to.
4. My - diligent - is - a - teacher - father.
5. name - My father's - Ilham Rusdi - is.

Done





## Task VII of Study Page section (Page 25)



**STUDY PAGE**

6. years - is - He - old - fifty.
7. big - thick - face - with - oval - is - His - moustache - eyes - and.
8. to have - I - proud - like - father - him - am - a.
9. and - white - His - curly - skin - is - hair - is - his.
10. arrives - He - on time - always - school - at.

Done



### 3. Summary (Page 26-27)



**In this unit, you have learned about:**

**SUMMARY**

1. Descriptive texts about people
2. The purpose, generic structures and language features of the text.
  - The purpose of the descriptive text is to describe something in a specific way.
  - The text consists of two parts. They are identification and description.
  - The language features of the text are the use of adjectives, adverbs, simple present tense, action verbs and thinking verbs.
3. Simple present tense.
  - We use the simple present tense to tell about facts, regular actions in the present time period, habits and general truth.
  - Positive form = S + V1  
S + V1+s/es  
S + auxiliary
  - Negative form = S + do not/does not  
S + is/am/are+not

#### 4. Culture Corner (Page 28-29)





5. Fun Page (Page 30-33)



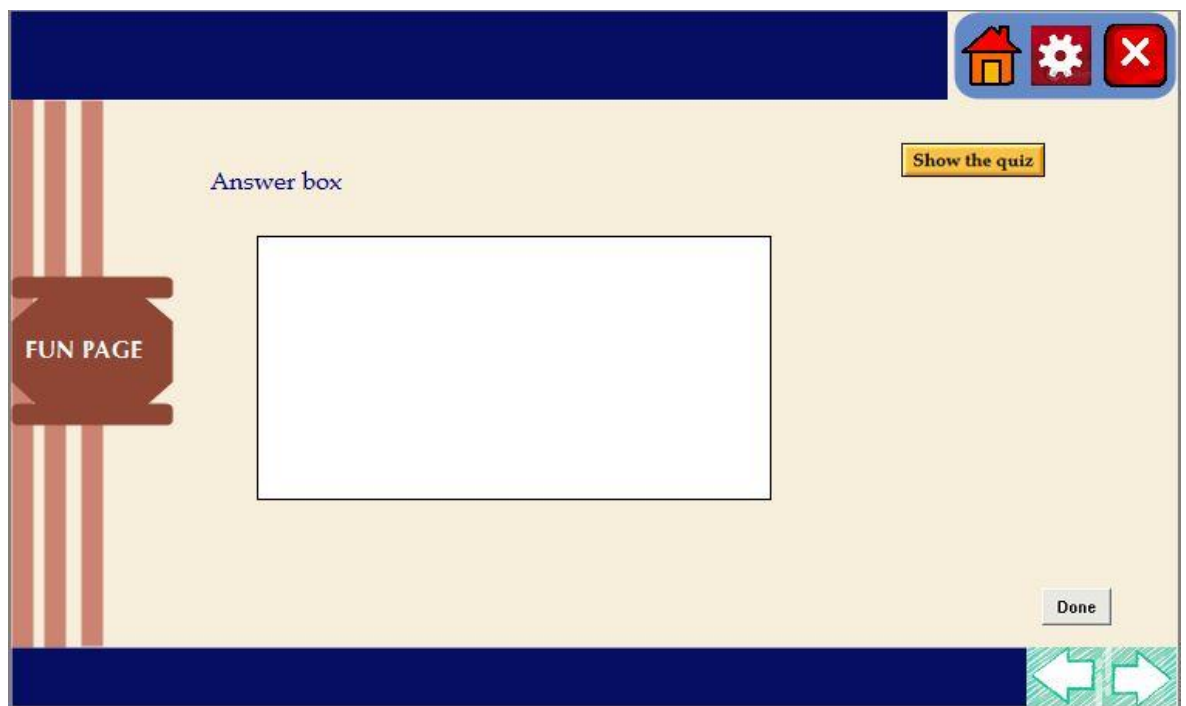
**Word Search**

There are eighteen adjectives in this box. Find all of them and write down the adjectives on the next page.

**FUN PAGE**

T	T	Y	G	O	Y	B	F	Z	W	Q	O	Y	S	M	A	L	L
L	E	S	L	O	W	S	R	H	Y	B	Q	I	T	D	C	J	W
F	W	I	C	F	U	W	U	E	J	E	W	Z	D	A	O	Y	F
S	T	R	O	N	G	E	H	A	T	A	O	Z	W	W	L	O	J
V	K	B	P	H	B	A	L	V	A	U	H	N	X	N	D	U	P
S	T	H	I	N	H	K	I	Y	L	T	W	Y	B	A	E	N	D
H	V	Z	A	V	A	G	G	I	L	I	G	N	I	E	Q	G	H
O	T	Q	C	N	P	G	H	Y	C	F	A	U	G	M	E	R	T
R	M	Y	K	T	P	U	T	D	F	U	U	G	S	A	D	Y	S
T	K	I	Q	W	Y	J	J	X	A	L	Z	L	Z	T	W	V	
Y	F	A	S	T	S	R	P	I	T	S	K	Y	G	A	E	U	H

**Back to the answer box**



## 6. Reflection (Page 34-35)



A questionnaire titled 'REFLECTION' (in a brown box on the left) for a unit. It includes a clipboard icon with a checklist. The questions are as follows:

1. This unit gives me:

- ☐ new experiences
- ☐ useful learning experiences
- ☐ no useful learning experiences
- ☐ new learning strategy
- ☐ no useful learning strategy

2. The most interesting part in this unit

\_\_\_\_\_

3. Things that I want to study more are....

\_\_\_\_\_

4. Read these statements. Then, click yes, no or some. button.

	Yes	Some	No
I can understand the adjectives to describe people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can answer questions about people's description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand to content of descriptive text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand the rule and the use of the simple present tense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can read the descriptive text aloud with correct pronunciation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




Done

## 7. Vocabulary List (Page 36-38)





Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
afraid	adjective	/ə'freɪd/	takut, cemas
attractive	adjective	/ə'træk.tɪv/	menarik
bald	adjective	/bɔːld/	botak, gundul
bored	adjective	/bɔːd/	bosan
busy	adjective	/'bɪz.i/	sibuk
cheerful	adjective	/'tʃiə.fʊl/	ceria, riang
crud	adjective	/'kruː.əl/	jahat
curly	adjective	/'kɜː.li/	keriting
fat	adjective	/fæt/	gemuk
flat	adjective	/flæt/	pesek
friendly	adjective	/'frend.li/	ramah
funny	adjective	/'fʌn.i/	lucu
happy	adjective	/'hæp.i/	senang
helpful	adjective	/'help.fʊl/	suka menolong
hungry	adjective	/'hʌŋ.gri/	lapar
kind	adjective	/'kamd/	baik hati





**VOCABULARY  
LIST**

Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
lazy	adjective	/ˈleɪ.zi/	malas
long	adjective	/lɒŋ/	panjang
muscular	adjective	/ˈmʌs.kjʊ.lər/	berotot
old	adjective	/əʊld/	tua
pretty	adjective	/ˈprɪt.i/	cantik
sad	adjective	/sæd/	sedih
short	adjective	/ʃɔ:t/	pendek
smart	adjective	/smɑ:t/	pandai
strong	adjective	/strɒŋ/	kuat
tall	adjective	/tɔ:l/	tinggi
tired	adjective	/taɪəd/	lelah
young	adjective	/jʌŋ/	muda
veil	noun	/veɪl/	kerudung


## E. UNIT II

### Course Overview (Page 39)

**UNIT II**

**Brownie Stays in My Backyard.**



Do you have any pet or place you like the most? Or have you ever gone to the zoo? Can you describe your pet, animals in the zoo or your most favourite place? In this unit, you will read some texts about describing animals and places. Learn them through some challenging tasks.

Let's Read

Study Page


Summary

Culture Corner

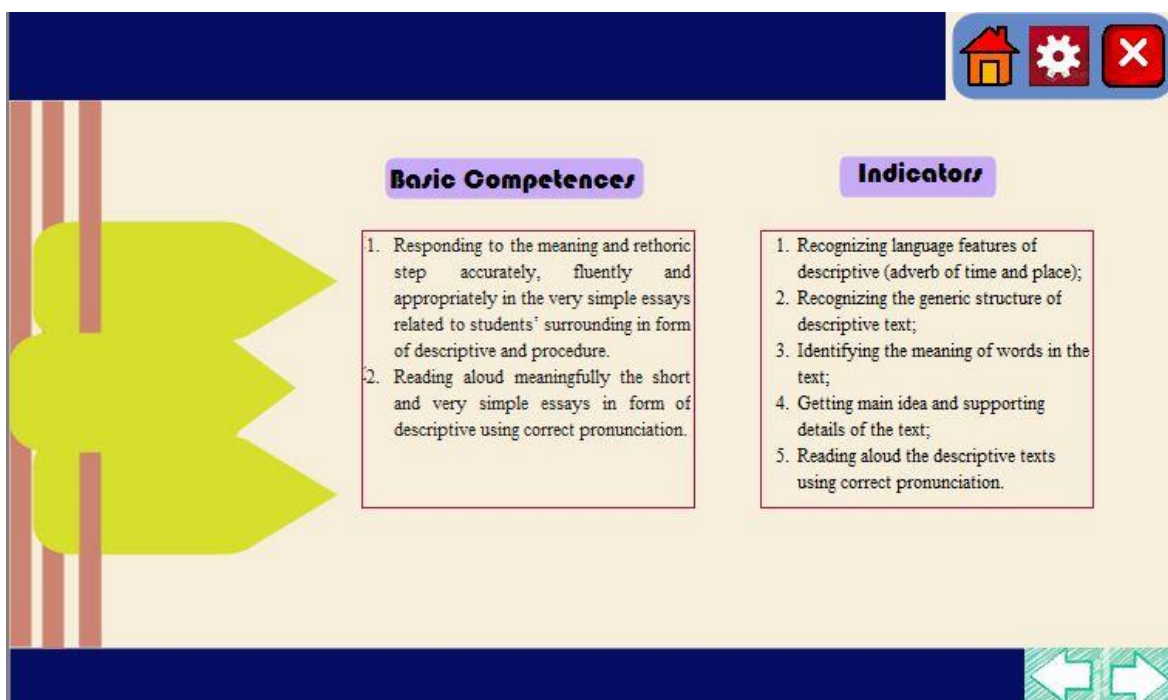
Fun Page

Reflection

Vocabulary List

## Course Overview (Page 40)



The interface for the Course Overview page features a dark blue header and footer. The header contains three icons: a house, a gear, and a close button. The main content area has a light beige background with a large yellow arrow pointing right on the left side. The title 'Course Overview' is displayed in a large, stylized font. The content is organized into two columns: 'Basic Competences' and 'Indicators'. The 'Basic Competences' column lists two points: 1. Responding to the meaning and rhetoric step accurately, fluently and appropriately in the very simple essays related to students' surrounding in form of descriptive and procedure. 2. Reading aloud meaningfully the short and very simple essays in form of descriptive using correct pronunciation. The 'Indicators' column lists five points: 1. Recognizing language features of descriptive (adverb of time and place); 2. Recognizing the generic structure of descriptive text; 3. Identifying the meaning of words in the text; 4. Getting main idea and supporting details of the text; 5. Reading aloud the descriptive texts using correct pronunciation. The footer contains two navigation arrows.


**Basic Competences**

1. Responding to the meaning and rhetoric step accurately, fluently and appropriately in the very simple essays related to students' surrounding in form of descriptive and procedure.
2. Reading aloud meaningfully the short and very simple essays in form of descriptive using correct pronunciation.

**Indicators**

1. Recognizing language features of descriptive (adverb of time and place);
2. Recognizing the generic structure of descriptive text;
3. Identifying the meaning of words in the text;
4. Getting main idea and supporting details of the text;
5. Reading aloud the descriptive texts using correct pronunciation.




## 1. Let's Read (Page 41)



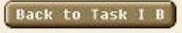
The interface for the 'Let's Read' page features a dark blue header and footer. The header contains three icons: a house, a gear, and a close button. The main content area has a light beige background with a large yellow arrow pointing right on the left side. The title 'Let's Read' is displayed in a large, stylized font. The content is organized into two columns: 'Let's Read' and 'Let's Read'. The 'Let's Read' column features a cartoon illustration of two children, a boy and a girl, sitting on the floor and reading a book together. The 'Let's Read' column contains the text 'LET'S READ' in a large, bold, pink font. The footer contains two navigation arrows.

**LET'S READ**

## Task I of Let's Read section (Page 42)



**TASK I**  
Read the text carefully and then do the following tasks based on the instruction.



**LET'S READ**

**Chacky, My Brazilian Turtle**

I have a pet. My pet is a Brazilian turtle. I call him Chacky. Many people call Chacky as "red-ear slider turtle". It is because he has red fibre behind his eyes that resembles a red ear. Chacky has a beautiful green and yellow shell. Moreover, Chacky has four legs and one long tail. It has sharp claws. He likes eating and his favourite food is "kangkung". I like to see him when he eats his foods. In addition, I like to see him when he walks on the floor. It always makes me laugh.

**A. Redescribe parts of Chacky's body based on the text.**


1. Shell



2. Eyes

3. Legs




4. Tail

5. Claws






## Task I A of Let's Read section (Page 43)



**B. Answer these questions based on the previous text.**



**LET'S READ**


1. Who is the name of the writer's pet?



2. Why people called the pet as turtle red-ear slider?

3. What does the writer's pet like?

4. What is the favorite food of the writer's pet?

5. When does the writer like to see his/her pet?






## Task II of Let's Read section (Page 44)




### TASK II

Read the text carefully and then do the following task on the next page




#### My Dog, Brownie

I have a pet. It is a dog. I call it Brownie. Brownie is a Chinese breed. He is cute, small and fluffy. He has thick brown fur. When I cuddle him, his fur feels soft. Brownie does not like bones. Every day he eats soft food like steamed rice, fish or bread. Every morning I give him milk and bread. When I am at school, Brownie plays with my cat. They get along well and never fight. It is because Brownie does not bark a lot. He treats the other animals in our house gently and he never eats shoes. Brownie is really a sweet and friendly animal. That is why I love him so much.





## Task II of Let's Read section (Page 45)




Click "True" buttons if these statements are true or "False" button if they are false.








1. The writer's pet is a big Chinese breed dog.	<input type="radio"/> True	<input type="radio"/> False
2. Brownie's fur feels soft.	<input type="radio"/> True	<input type="radio"/> False
3. Brownie dislikes bones.	<input type="radio"/> True	<input type="radio"/> False
4. The writer gives Brownie steamed rice every morning.	<input type="radio"/> True	<input type="radio"/> False
5. The writer also has a cat.	<input type="radio"/> True	<input type="radio"/> False
6. Brownie barks a lot.	<input type="radio"/> True	<input type="radio"/> False
7. Brownie disturbs the other animals in the writer's house.	<input type="radio"/> True	<input type="radio"/> False







### Task III of Let's Read section (Page 46)

**TASK III**  
 Complete the text by filling in the blanks with the words in the box below. After the text is completed, read the text aloud. Consult your dictionary or your teacher about the correct pronunciation of some difficult words.

**LET'S READ**

**My Brother's Smart Parrot**

puts

trains

greet

fish

smart

parrot

speak



fluently

short

Every man in my house has a (1)  . I have some (2)  in my aquarium. My father has some roosters and hens. My brother has a very (3)  pet. It is a parrot. My brother wants that his parrot can (4)  like people. Every day, my brother (5)  him how to speak like people. First, he says some (6)  words or expressions such as "hello", "good morning" and "good bye". Then, he asks the (7)  to repeat what he says. He does it again and again until his parrot can imitate the words.

Now, his parrot can imitate what people say. There are some words and expressions that the parrot can say such as "how are you, good afternoon and so on. However, "hello" is the word that the parrot can say very (8)  . Since my brother (9)  his parrot in front of the house, every time someone passes by, the parrot always (10)  him/her by saying "hello".

Done

### Task IV of Let's Read section (Page 47)





**TASK IV**  
 Match the names of the place in left with their descriptions in the right.




**LET'S READ**

<ol style="list-style-type: none"> <li>1. hospital</li> <li>2. railway station</li> <li>3. market</li> <li>4. airport</li> <li>5. mosque</li> <li>6. church</li> <li>7. bank</li> <li>8. prison</li> <li>9. laboratory</li> <li>10. temple</li> </ol>	<ol style="list-style-type: none"> <li>a. a building for islamic religious activities and worship</li> <li>b. a place to wait the train to come</li> <li>c. a building where criminals are forced to live as a punishment</li> <li>d. a building with scientific equipment for doing scientific tests or</li> <li>e. a building to worship gods and godness and sometimes become</li> <li>f. a building for christian religious activities</li> <li>g. a building to save, borrow or transfer money</li> <li>h. a place where aircraft regularly take off and land, with buildings for</li> <li>i. a place to buy or sell goods</li> <li>j. a place where people who are ill or injured are treated and taken care of by doctors and nurses</li> </ol>
---	--

Done




## Task V of Let's Read section (Page 48)



### TASK V

Read the text carefully. Then, do the quiz on the next page.


#### Lovina Beach



**LET'S READ**

Lovina Beach is one of the must-see tourist spots when visiting Bali Island. It is located in Buleleng, about 9 km from Singaraja city. It can be a tourist destination for those who want to see dolphins. However, those who want to sunbathe, it is not a right choice because at the edge of Lovina Beach there are many small boats that line in the seashore. The fisherman rents those boats to the tourists who want to see dolphins.


Dolphin's performance in Lovina Beach begins in the morning at 5:00 o'clock. This is because the dolphins are always visible in the morning. At first you may not see any single dolphin, but then they will emerge jumping out of the water as if they greet the visitors. Dolphin's performance does not last long. They usually disappear at 7 a.m.

Besides the dolphin show, it also offers a variety of accommodations ranging from inn to cottages which are available at a very affordable price. So if you want to take a holiday in North Bali, particularly at Lovina Beach, you do not need to worry because facilities and infrastructure are all available there.







## Task V of Let's Read section (Page 49)



Answer these following questions shortly based on the text.

**LET'S READ**

1. Where is the location of Lovina Beach?
2. Is it the best choice for visitors who like to sunbathe? Why?
3. What is the special view of Lovina Beach?
4. When we can see the dolphins clearly?
5. What kinds of accommodation available there?



Done

## 2. Study Page (Page 50)



## Note of Study Page section(Page 51)

**NOTE**  
Study the explanation about adverbs of time and place below, and then do the task.

**A. Adverbs of Time**


Adverbs of time tell us when and how long an action happens, e.g. now, then, soon, tomorrow, yesterday, today, tonight, early, at 7 o'clock, in the evening, at noon and so on.

For example :




- He gets up early **in the morning**.
- We want to go to Malang **next month**.
- **Later** they will study abroad.
- Ruvri's shop opens at **9 a.m.**
- Niko stays in home **all day long**.
- The show lasts for **2 hours**.
- The fun bike registration starts from **Monday to Friday**.

**STUDY PAGE**

31



## Note of Study Page section(Page 52)



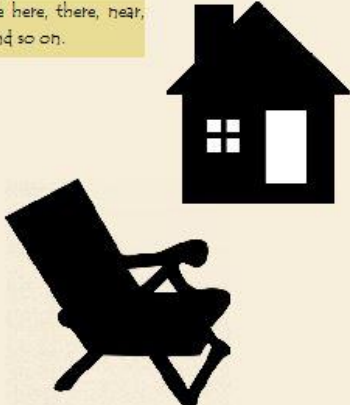
**STUDY PAGE**



**A. Adverbs of Place**

Adverbs of place tell us where something happens, for example here, there, near, somewhere, outside, across the street, on the top, at some places and so on.




For example:

- He will come here.
- The children play outside the building.
- He stands near the paintings.
- They fly kites on the top of hill.
- He lives somewhere in New York.
- She goes upstairs.





## Task VI of Study Page section(Page 53)



**TASK VI**

Reread the text carefully and then write down the adverbs of time and place in the boxes.

**Lovina Beach**


Lovina Beach is one of the must-see tourist spots when visiting Bali Island. It is located in Buleleng, about 9 km from Singaraja city. It can be a tourist destination for those who want to see dolphins. However those who want to sunbathe, it is not a right choice because at the edge of Lovina Beach there are many small boats that line in the seashore. The fisherman rents those boats to the tourists who want to see dolphins.

Dolphin's performance in Lovina Beach begins in the morning at 5:00 o'clock. This is because the dolphins are always visible in the morning. At first you may not see any single dolphin, but then they will emerge jumping out of the water as if they greet the visitors. Dolphin's performance doesn't last long. They usually disappear at 7 a.m.



Besides the dolphin show, it also offers a variety of accommodations ranging from inn to cottages which are available at a very affordable price. So if you want to take a holiday in North Bali, particularly at Lovina Beach, you do not need to worry because facilities and infrastructure are all available there.

Adverbs of time

Adverbs of place



Done





## Task VI of Study Page section(Page 54)

🏠 ⚙️ ❌


Have you found all of these?

**Adverbs of place**

1. in buleleng
2. about 9 km from Singaraja city
3. at the edge of Lovina beach
4. in the seashore
5. at Lovina beach
6. there

**Adverbs of time**

1. in the morning
2. at 5:00
3. at first
4. at 7 a.m.



⬅️ ➡️

## Task VII of Study Page section(Page 55)

🏠 ⚙️ ❌

**TASK VII**  
 Arrange these sentences into a good descriptive text. Then, discuss the adverbs of time and place available in the text with a friend sitting next to you.

STUDY PAGE

- 1 Across to the small pool, there is a wooden gazebo. I usually use it for gathering with my friends or family. Sometimes my family and I spend our time in the gazebo before having dinner.
- 2 My home consists of three bedrooms, a living room, a dining room, a kitchen, a warehouse and a backyard. My favourite place in my home is my backyard.
- 3 My father likes breeding, so he put some cocks and hens there in a small cage in another side of the backyard. There is also a small pool for my catfish.
- 4 Hello, my name is Rudi. I live at Jalan Sukowati 162, Magelang. It is a suburb area.
- 5 My backyard is quite large. There are guava, mango and lime tree. My mother likes gardening, so she put some kinds of flower there.
- 6 Every Sunday, we will give our backyard a good clean-up. Those are why I like my backyard very much.
- 7 I like the location of my house very much, because it is quiet and the air is very fresh. I live with my family in a quite big house.

The correct arrangement is

Done

⬅️ ➡️

### 3. Summary (Page 56-57)



A digital presentation slide titled "SUMMARY" in white letters on a dark red banner. On the left, there is a stack of colorful sticky notes with a paperclip. The text on the sticky notes reads: "In this unit, you have learned about:". The slide contains three numbered text boxes with a light beige background and a thin black border. The first box contains the sentence: "1. The descriptive text about animal and place has the same language features as the descriptive text about people." The second box contains the sentence: "2. Every paragraph of a descriptive text has a main idea and supporting details." followed by two bullet points: "- The main idea tell the reader about the most important point of the topic." and "- The supporting details explain more about the main idea." The third box contains the sentence: "3. One of the language features of descriptive text is the use of adverbs. There are some kinds of adverbs. Two of them are adverbs of time and adverbs of place." Below the third box, there are two more lines of text: "Adverbs of time tell us about **when** and **how long** something happens." and "Adverbs of place tell us about **where** something happens." The slide has a dark blue header and footer. The header contains icons for a home button, a settings gear, and a close button. The footer contains left and right navigation arrows.

**SUMMARY**

In this unit, you have learned about:

1. The descriptive text about animal and place has the same language features as the descriptive text about people.
2. Every paragraph of a descriptive text has a main idea and supporting details.
  - The main idea tell the reader about the most important point of the topic.
  - The supporting details explain more about the main idea.
3. One of the language features of descriptive text is the use of adverbs. There are some kinds of adverbs. Two of them are adverbs of time and adverbs of place.

Adverbs of time tell us about **when** and **how long** something happens.  
Adverbs of place tell us about **where** something happens.

#### 4. Culture Corner (Page 58-59)



American Pet-Funeral

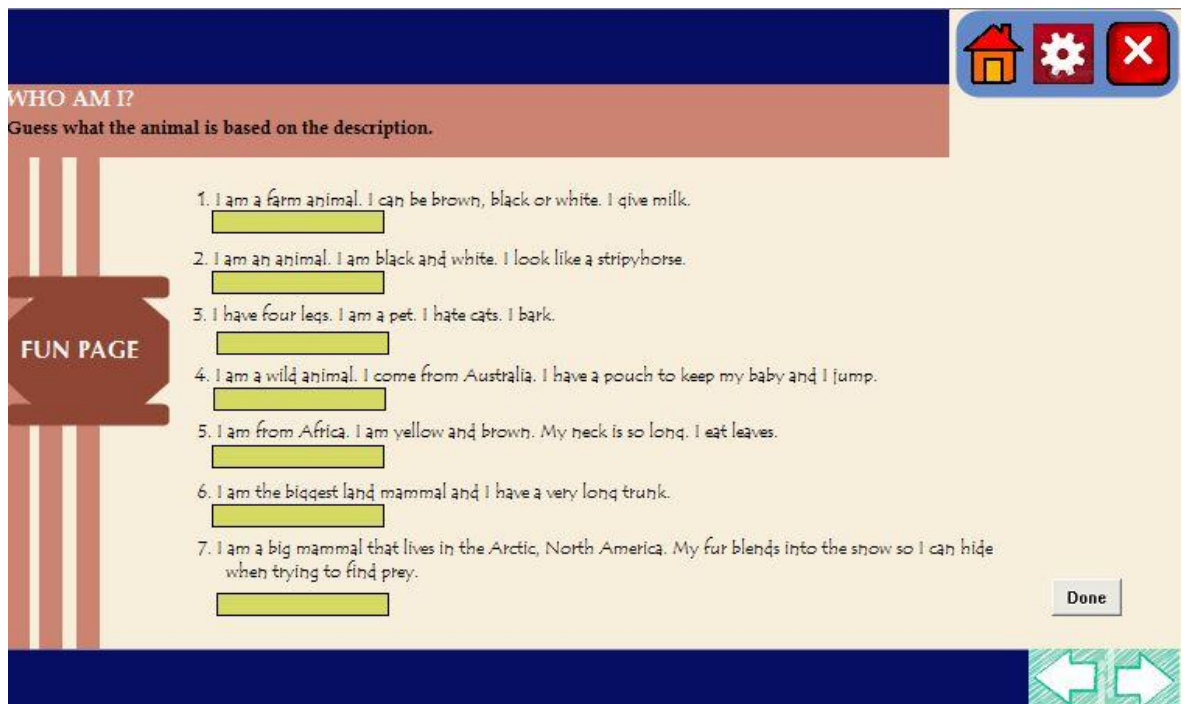
SUMMARY

American people do love having pets. They treat their pets as a part of their families. When their pets die, they will be so sad since they loss one of 'the members' of their families and they will treat the dead-pet body just the same as they treat a deadhuman body. Therefore, pet funerals become a common part of American culture in the beginning of the 20th century and the creations of pet memorial become a tradition in it. There are a great number of pet cemeteries across the states that have a number of elegant and ornate monuments to the beloved pets of many families. What about in Indonesia? Is there any pet funeral here?

## 5. Fun Page (Page 60)






## Who am I quiz (Page 61)







Feedback of Who am I quiz (page 62-69)








1. I am a cow.

FUN PAGE















2. I am a zebra.

FUN PAGE

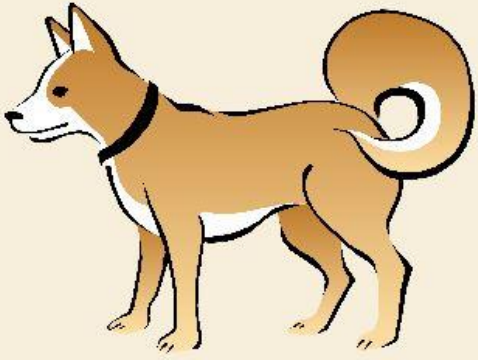











### 3. I am a dog.

FUN PAGE









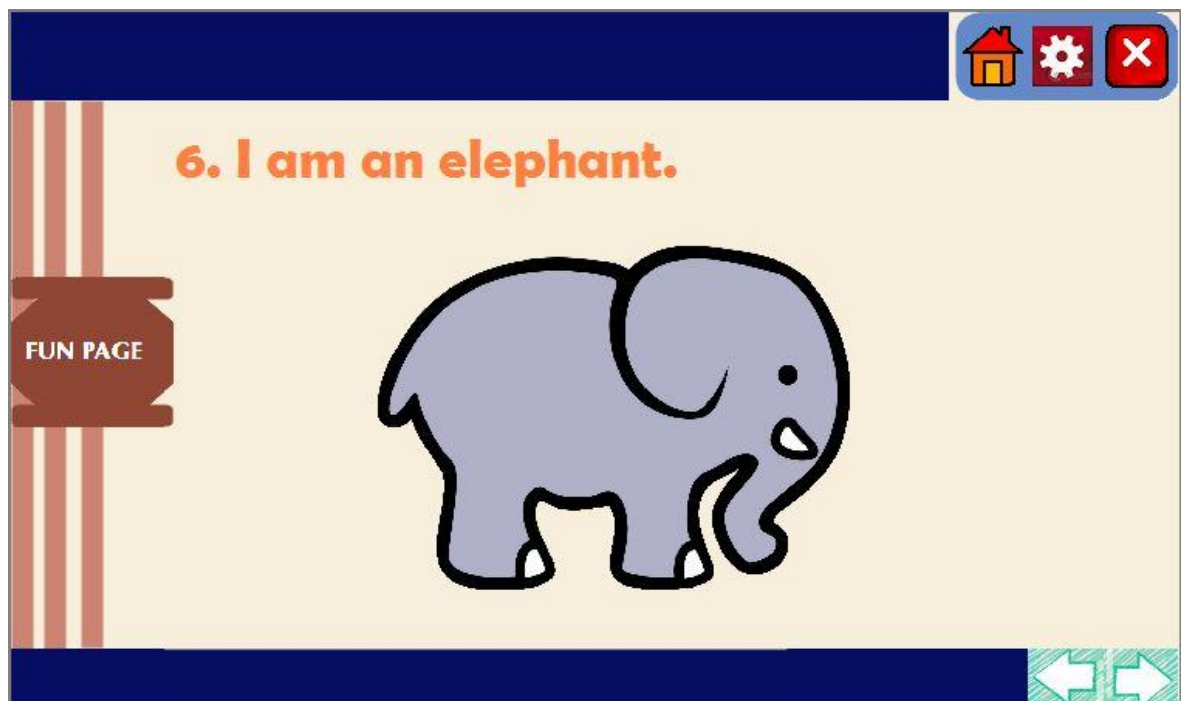


### 4. I am a cangaroo.

FUN PAGE









## 6. Reflection(Page 70-71)



🏠 ⚙️ ❌

REFLECTION

1. This unit gives me:

- ☐ new experiences
- ☐ useful learning experiences
- ☐ no useful learning experiences
- ☐ new learning strategy
- ☐ no useful learning strategy

2. The most interesting part in this unit is ....

3. Things that I want to study more are ....

4. Read these statements. Then, click yes, no or some. button.

	Yes	Some	No
I can understand the adjectives to describe animal and place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can answer questions about animal's and place.'s description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand to content of descriptive text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand the use of adverbs of time and place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can read the descriptive text aloud with correct pronunciation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




Done

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## 7. Vocabulary List (Page 72-75)










**VOCABULARY**  
LIST



Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
pet	noun	/pet/	binatang peliharaan
leg	noun	/leg/	kaki
tail	noun	/teil/	ekor
sharp	adjective	/ʃa:p/	tajam
claw	noun	/klo:/	cakar
breed	noun	/bri:d/	keturunan
fluffy	adjective	/ˈflʌf.i/	berbulu lebat dan halus
bone	noun	/bəʊn/	tulang
soft	adjective	/sɒft/	halus, lembut
bark	verb	/bɑ:k/	menggonggong
parrot	noun	/ˈpær.ət/	burung beo
imitate	verb	/ˈɪm.i.teɪt/	menirukan
dolphin	noun	/ˈdɒl.fɪn/	lumba-lumba
visible	adjective	/ˈvɪz.ɪ.bəl/	dapat dilihat

**VOCABULARY**  
LIST

Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
affordable	adjective	/əˈfɔː.də.bəl/	terjangkau
pool	noun	/puːl/	kolam
wooden	adjective	/ˈwud.ən/	terbuat dari kayu
backyard	noun	/ˈbæk.jɑːd/	halaman belakang
cage	noun	/keɪdʒ/	kandang, sangkar
suburb	noun	/ˈsʌb.ɜːb/	pinggiran kota
funeral	noun	/ˈfjuː.nəl/	pemakaman
culture	noun	/ˈkʌl.tʃər/	budaya
foothill	noun	/ˈfuː.hɪl/	bukit di kaki gunung

## F. UNIT III

### Course Overview (Page 76-77)



**UNIT III**

### My Uncle is a Journalist






Do you have any idea about how to tell about someone's occupation to your friend? In this unit, you will read some texts about describing people's occupation and things they use around you. Learn them through some challenging tasks.

[Let's Read](#) [Study Page](#) [Summary](#)

[Culture Corner](#) [Fun Page](#) [Reflection](#) [Vocabulary List](#)







**UNIT III**

### Basic Competences

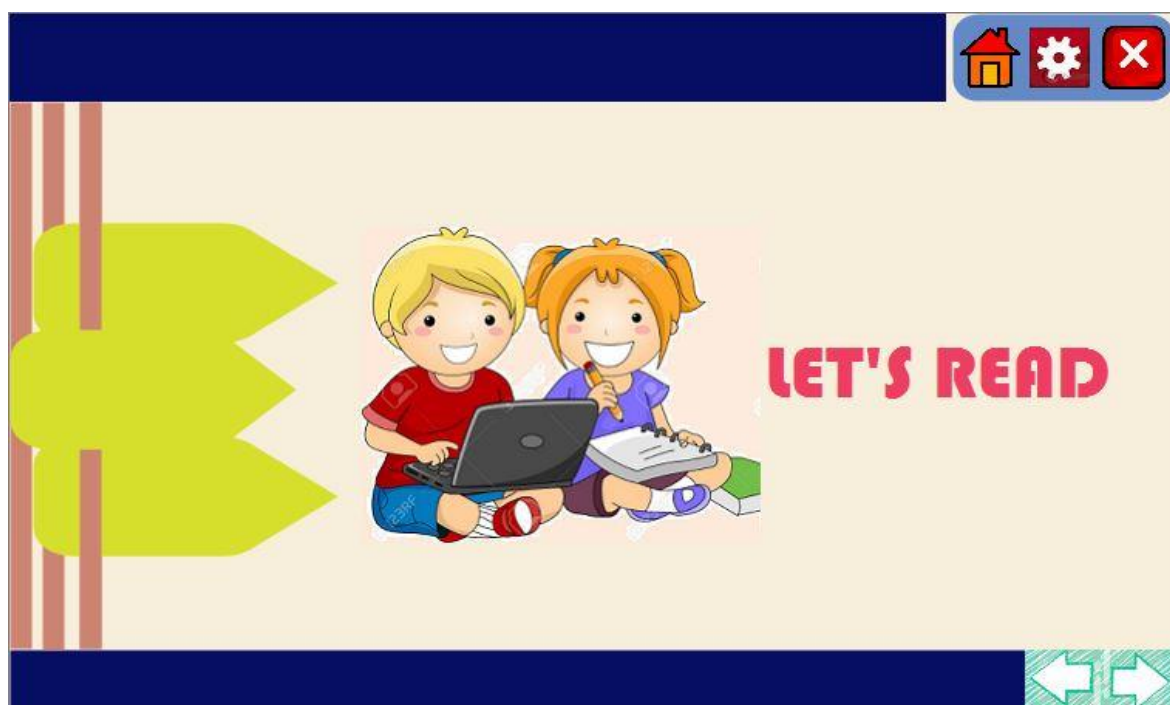
1. Responding to the meaning and rhetoric step accurately, fluently and appropriately in the very simple essays related to students' surrounding in form of descriptive and procedure.
2. Reading aloud meaningfully the short and very simple essays in form of descriptive using correct pronunciation.

### Indicators

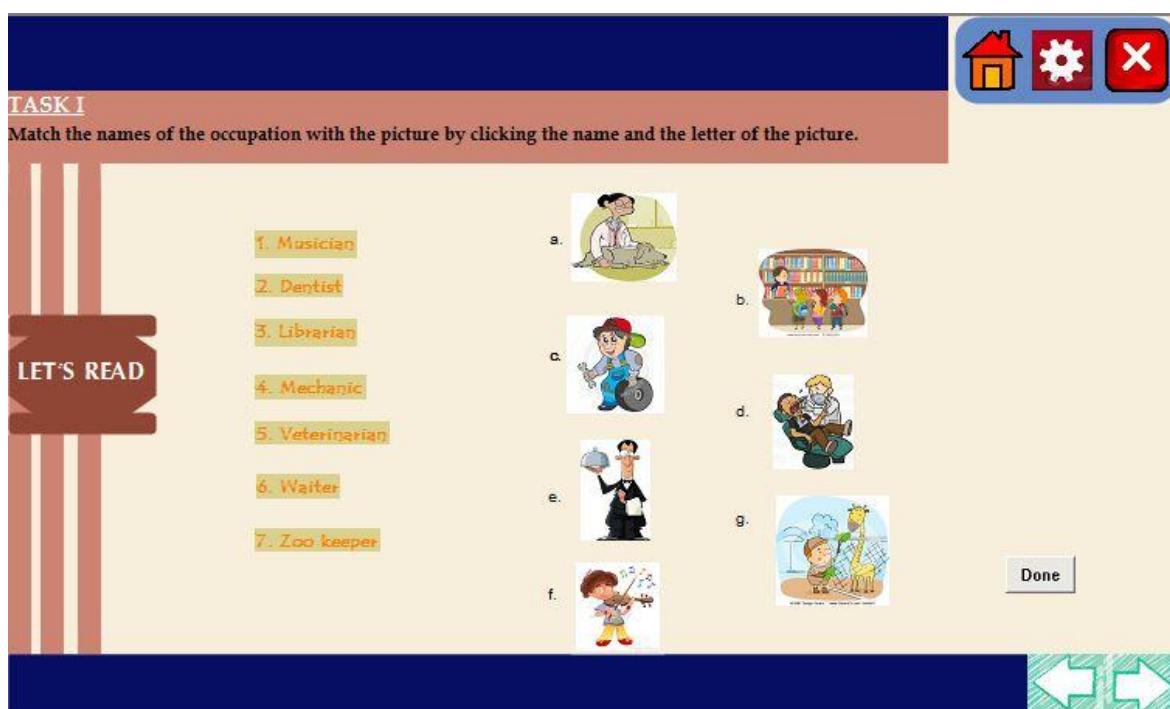
1. Recognizing language features of descriptive (adverbs of frequency and manner)
2. Recognizing the generic structure of descriptive text;
3. Recognizing the coherence and cohesive paragraphs in descriptive text;
4. Identifying the meaning of words in the text;
5. Getting main ideas and supporting



## 1. Let's Read (Page 78)






## Task I of Let's Read section (Page 79)





## Task II of Let's Read section (Page 80)

### TASK II



Below are several kinds of occupation. Match the name of the occupations in the left with the correct description in the right.

**LET'S READ**

1. chef
2. pilot
3. sailor
4. athlete
5. architect
6. dancer
7. typist
8. lawyer
9. army
10. pharmacist

- a. someone who flies aircraft
- b. someone who dedicates his life in military to save the country
- c. someone who studies law and helps people to solve their legal issues
- d. someone who cooks in a restaurant or hotel.
- e. someone who navigates ships
- f. someone who dispenses drugs to patients according to a prescription
- g. someone who is expert in designing building
- h. someone who types paperwork
- i. someone who is very good at dancing
- j. someone who has some achievements in sport.

Done

## Task III of Let's Read section (Page 81)





### TASK III

Read the text and then do the quizzes on the next page.


**LET'S READ**

#### A Twin Flight Attendant




I have a twin cousin. Their names are Sofia and Julia. They are twenty-two. They are very beautiful and smart. They have graduated from college last year. Now, they work at Garuda Indonesia Airlines company as flight attendants. Their main duty is to ensure the safety and comfort of the passengers during the flight. They must explain to the passengers about safety standard, weather condition, what should do and what should not do in the plane, and also know how to deal with passengers' complaints. They continuously learn to speak English more fluently because they have to deal with people from many different countries around the world.




Back to Task III A  
Back to Task III B


### Task III A of Let's Read section (Page 82)





A. Find the verbs available in the text on the previous page.

[Show the text](#)



List of the verbs available in the text.










Done

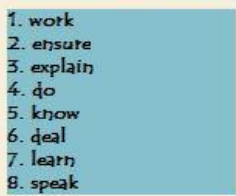


### Feedback of Task I A (Page 83)




Have you found all of these?


List of verbs available in the text





- 1. work
- 2. ensure
- 3. explain
- 4. do
- 5. know
- 6. deal
- 7. learn
- 8. speak






- ☒
- ☒
- ☒
- ☐
- ☐






### Task III B of Let's Read section (Page 84)






B. Answer these questions based on the text entitled "A Twin Flight Attendant".






**LET'S READ**

1. What is the main idea of the text?
2. How old are Sofia and Julia?
3. Where are Sofia and Julia work at?
4. What are their occupation?
5. What are their main duty in the flight?
6. Are they good at handling complaint?
7. Why do they always learn to speak English fluently?






### Task IV of Let's Read section (Page 85)




**TASK IV**  
Read the text aloud. You may consult your dictionary or the vocabulary list about the correct pronunciation





**LET'S READ**

**My Uncle is a Journalist**

I have an uncle. His name is Wawan. He works as a journalist in Jakarta. He writes news stories or articles for a newspaper or magazine and broadcasts them on radio or television. Surely, he is very good at writing. He often gets involve in some important meetings held by government to know what is really happening there. Sometimes, he conducts an interview with people to get information precisely. After that, he writes the things happened in the meeting quickly to be published in the newspaper or even broadcasted in a radio or television programme. He writes stories for national, regional and local press. As well as education and politics, he reports on sports, arts and culture, science and business. He also covers national and local events, entertainment and human's interest stories.





### Task IV of Let's Read section (Page 86)





Click the "True" buttons if the statements are true, or "False" button if the statements are false.

[Show the text](#)




**LET'S READ**

1. Uncle Wawan writes some articles for bulletin. ☐ True ☐ False
2. Uncle Wawan is not so good at writing. ☐ True ☐ False
3. Uncle Wawan writes the report ☐ True ☐ False
4. Uncle Wawan may join some important meetings to get the news. ☐ True ☐ False
5. Television and radio broadcasts the ☐ True ☐ False
6. Uncle Wawan does not write the news about politics. ☐ True ☐ False
7. Uncle Wawan writes both local and national news. ☐ True ☐ False

[Done](#)




### Task V of Let's Read section (Page 87)


**TASK V**  
Read the text aloud after your teacher. Then, do the quiz on the next page.



[Back to the quiz](#)

Reno, a Clown

**LET'S READ**

I have a neighbour. His name is Reno. He is a clown. He works in a carnival and sometimes people invite him to their birthday parties to entertain the invitees. He wears a very colourful costume. He also wears a colourful and funny wig and footwear. He also paints his face. Everyone will not realize that the clown is Reno, because his appearance is totally different from the daily appearance in his home. His job is to entertain people. He entertains all of people from children to the adult. He is able to demonstrate mime and funny facial expressions. He, without saying any single word, makes people laugh and forget their problem for a while. He is very funny and kind. Although some people say that being a clown is easy, I know that it is not. Reno often tells me that when he is sad, he has to hide away his sadness and show his happy face in front of the audiences. Moreover, he has to think about some jokes to entertain them.



### Task V of Let's Read section (Page 88)



🏠 ⚙️ ❌

Complete these sentences using the words in the box based on the text on the previous page

LET'S READ

1. Reno's house is  my house. He works as a  in a carnival.

2. To make his appearance different from usual, he always wears a  on his head and unique  on his feet.

3. Reno's duty is  people by  mime and funny facial expressions.

4. People are  to see his performance.

5. I know that being a clown is not an  job because a clown should be able to  his or her sorrow when he or she is sad.

easy clown happy hide wig  
shoes entertaining hear performing

Done

Show the text

⬅️ ➡️

## 2. Study Page (Page 89)




🏠 ⚙️ ❌



# STUDY PAGE

⬅️ ➡️

**Note 1 of Study Page section (Page 90-91)**








**NOTE 1**  
Study the explanation about adverbs of frequency and manner and then do the tasks.

**STUDY PAGE**

**A. Adverbs of Frequency**  
Adverbs of frequency tell us 'how often' we do something or something happens, for example : always, usually, often, sometimes, twice a week, once a year, monthly, fortnightly, never, seldom and so on.  
For example :

- I **often** go to the cinema.
- She **sometimes** visits me at home.
- We **usually** drink coffee.
- I go to the cinema **twice a week**.
- She takes these tablets **three times a day**.
- I change the sheets **once a fortnight**.
- I meet him **several times a year**.
- I visit my parents **once a month**.







**STUDY PAGE**

**A. Adverbs of Manner**  
Adverbs of manner tell us how someone does something or how something happens, e.g. nicely, quickly, carefully, angrily, happily, easily, correctly, perfectly and so on.  
For example :

- He swims **well**.
- The athlete runs **quickly**.
- She speaks **softly**.
- James coughs **loudly** to attract her attention.
- Mike plays the flute **beautifully**.
- They eat the chocolate cake **greedily**.
- Norma walks to the podium **gracefully**.
- Mom loves her children **sincerely**.



### TASK VI

Fill in the blanks using adverbs of frequency and manner in the green box.

STUDY PAGE

**My Older Brother is a Postman.**

I have an older brother. His name is Johnny. He is a postman. He works at Central Post Office. He delivers letters and packages to many people (1. ) in the morning and afternoon. He (2. ) starts working at 8 a.m. He knows many locations of people's addresses in the town. (3. ) If he do not know the location, he (4. ) looks at his GPS. It is to direct him to the location (5. ) , so he will not get lost.

He works (6. ) in a week. He (7. ) wears orange uniform, so people will (8. ) notice him as a postman. He delivers the letter home to home by motorcycle. There are two big bags on the motorcycle. Those contain letters and packages. He starts delivering the letters and packages to the nearest address from his office then he moves to the farther one. He usually stops working at 3 p.m. He enjoys his occupation and he is glad to be a

twice a day
sometimes
precisely
easily

well
always
five days
usually

Done

### Note 2 of Study Page section (Page 93)

### NOTE 2

Notice the difference between the use of word "use" and "wear".

STUDY PAGE

The word "use" is used when we are utilizing an object for a specific purpose.

You can use the word "wear" + anything that you can put on your body.

### Task VI of Study Page section (Page 94)

### TASK VII

Here are things that people use or wear when they are working. Read aloud words , then classify the words into two categories which are “use” and “wear.”

STUDY PAGE

1. uniform	<input type="radio"/> wear	<input type="radio"/> use
2. shoes	<input type="radio"/> wear	<input type="radio"/> use
3. stethoscope	<input type="radio"/> wear	<input type="radio"/> use
4. thermometer	<input type="radio"/> wear	<input type="radio"/> use
6. camera	<input type="radio"/> wear	<input type="radio"/> use
7. notebook	<input type="radio"/> wear	<input type="radio"/> use
8. apron	<input type="radio"/> wear	<input type="radio"/> use
9. coat	<input type="radio"/> wear	<input type="radio"/> use
10. gas	<input type="radio"/> wear	<input type="radio"/> use

Done


### 3. Summary (Page 95-96)

# SUMMARY



🏠 ⚙️ ❌

**SUMMARY**



1. The descriptive text about occupations and things has the same language features as the descriptive text about people, animals and places.

2. One of the language features of descriptive text is the use of adverbs. There are some kinds of adverbs. Two of them are adverbs of frequency and adverbs of manner.

- Adverbs of frequency tell us about **how often** something happens.
- Adverbs of manner tell us about **how** something happens.

⬅️ ➡️

#### 4. Culture Corner (Page 97-98)

🏠 ⚙️ ❌





## CULTURE CORNER




⬅️ ➡️

🏠 ⚙️ ❌

**CULTURE  
CORNER**

### A London Busker

Do you know about London busker? A London busker is a street performer, especially in London. Literally it is defined as a person who entertains in public places for money. Performances can be just about anything that people find entertaining. Performers may do acrobatics, animal tricks, balloon twisting, card tricks, caricatures, clowning, comedy, contortions, dance, singing, fire skills, flea circus, fortune telling, juggling, magic, mime, living statue, musical performance, puppeteering, shake-charming, storytelling, reciting poetry or prose, street art such as sketching and painting, street theatre, and sword swallowing. Nowadays, you can find London buskers not only in the street, but also in the cafe, restaurant and so on. In addition, you may find some different terms of this kind of occupation in other countries.

⬅️ ➡️

## 5. Fun Page (Page 99-100)

🏠 ⚙️ ❌



# FUN PAGE

⬅️ ➡️

Let's sing a song.

FUN PAGE

### Que Sera Sera

When I was just a little girl  
I asked my mother what will I be  
Will I be pretty, will I be rich  
Here's what she said to me.

**Reff.**  
Que sera, sera  
Whatever will be, will be  
The future's not ours to see  
Que sera, sera  
What will be, will be.

When I grew up and fell in love  
I asked my sweetheart what lies ahead  
Will we have rainbows day after day

**Back to reff.**  
Now I have children of my own  
They ask their mother what will I be  
Will I be handsome, will I be rich  
I tell them tenderly.

**Back to reff**

## 6. Reflection (Page 101-102)

# REFLECTION

🏠 ⚙️ ✖️

REFLECTION

1. This unit gives me:

- ☐ new experiences
- ☐ useful learning experiences
- ☐ no useful learning experiences
- ☐ new learning strategy
- ☐ no useful learning strategy

2. The most interesting part in this unit is...

3. Things that I want to study more are....

4. Read these statements. Then, click yes, no or some. button.

	Yes	Some	No
I can understand the adjectives to describe occupations and things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can answer questions about occupations' and things' description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand to content of descriptive text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand the use of adverbs of frequency and manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can read the descriptive text aloud with correct pronunciation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




Done

⬅️ ➡️

## 7. Vocabulary List (Page 103-105)










**VOCABULARY**  
**LIST**



Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
apron	noun	/ˈeɪ.prən/	celemek
borrow	verb	/ˈbɒr.əʊ/	meminjam
buy	verb	/baɪ/	membeli
chef	noun	/ʃef/	koki
clean	verb	/kliːn/	membersihkan
coach	noun	/kəʊtʃ/	pelatih
dentist	noun	/ˈden.tɪst/	dokter gigi
drive	verb	/draɪv/	mengendarai
lawyer	noun	/ˈlɔɪ.ə/	pengacara
librarian	noun	/laɪˈbreɪ.ri.ən/	pustakawan
mechanic	noun	/məˈkæ.nɪk/	montir
musician	noun	/mjuːˈzɪʃ.ən/	pemusik
saw	verb	/sɔː/	gergaji

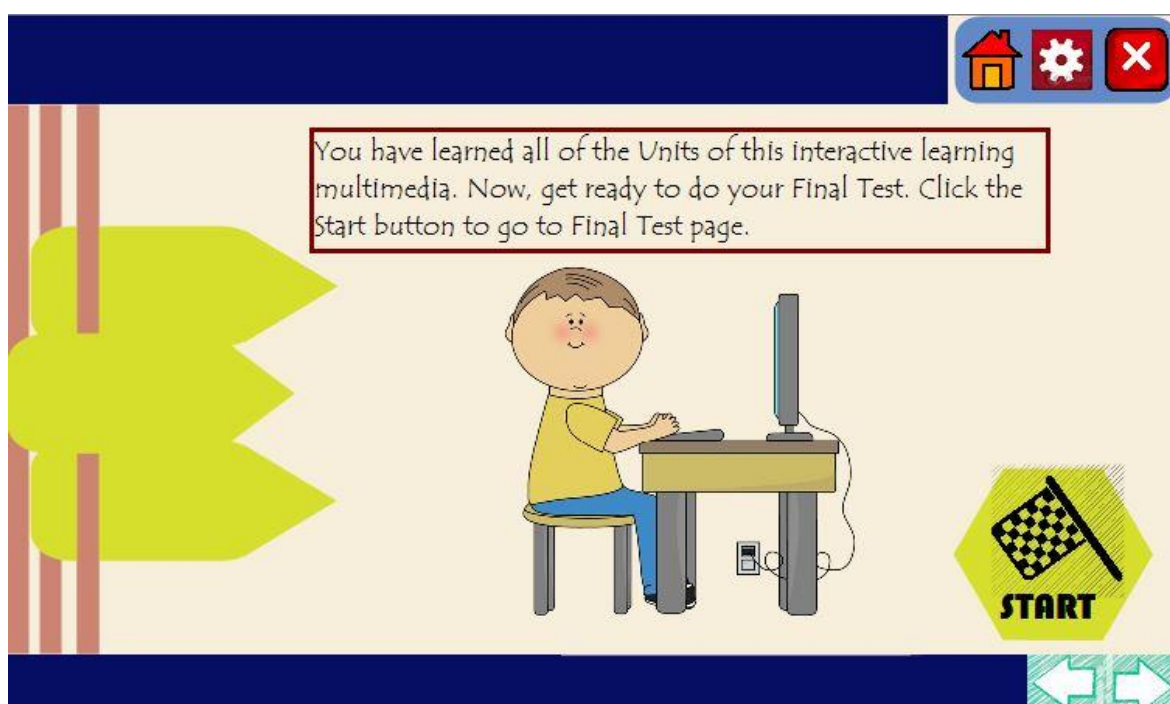




**VOCABULARY**  
**LIST**

Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
scissors	noun	/ˈsɪz.əz/	gunting
screwdriver	noun	/ˈskruːdraɪ.və/	obeng
secretary	noun	/ˈsek.rə.tri/	sekretaris
tailor	noun	/ˈteɪ.lə/	penjahit
take	verb	/teɪk/	mengambil
teach	verb	/ti:tʃ/	mengajar
type	verb	/taɪp/	mengetik
typist	noun	/ˈtaɪ.pɪst/	juru ketik
veterinarian	noun	/ˌvet.əˈrɪneɪ.ri.ən/	dokter hewan
whistle	noun	/ˈwɪs.l/	peluit




## The end of the Units (Page 106)



## G. Final Test (Page 107)



## Task I of the Final Test (Page 108-109)

### TASK I

Read the text carefully and then do the quiz on the next page.

Yogyakarta, 31st May 2015

Dear Dilla,

Hi, Dilla! How are you? I am here, doing fine. I want to tell you something great. Guess what! I and my family move to a new house.

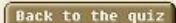
Now, we live at Jalan Sukowati 162, Magelang. It is a suburb area. I like the location of my home very much since it is quiet and the air is very fresh. We live in a quite big house. My house consists of three bedrooms, a living room, a dining room, a kitchen, a warehouse and a backyard. My favourite place in my home is my backyard.



My backyard is quite large. There are guava, mango and lime tree. My mother likes gardening, so she puts some kinds of flower there. In another side, my father likes breeding, so he puts some roosters and hens there in a small cage. There is also a small pool for my catfish. Across to the small pool, there is a wooden gazebo. I usually use it for gathering with my friends of family. Sometime my family and I spend our time in the gazebo before having dinner. Every Sunday, we give our backyard a good clean-up. Those are why I like my backyard very much.




How about you? Do you enjoy living in Jakarta? Please tell me about that. I miss you so much.

Lots of love,

Echa








### FINAL TEST

Answer the questions based on the text on the previous page by choosing a, b, c, or d

1. Why does Echa like her new house?
  - ☐ a. Because it is located at Jalan Sukowati 162, Magelang.
  - ☐ b. Because there is a backyard inside the house.
  - ☐ c. Because the place is quite and the air is fresh.
  - ☐ d. Because it is large and clean.
2. The underlined word in "It is a suburb area." refers to ....
  - ☐ a. Jalan Sukowati 162, Magelang
  - ☐ b. Dilla's old house
  - ☐ c. The writer's house
  - ☐ d. Magelang
3. How many rooms does Echa's new house have?
  - ☐ a. three
  - ☐ b. six
  - ☐ c. seven
  - ☐ d. eight
4. The underlined word in "There is a wooden gazebo." means....
  - ☐ a. made of wood
  - ☐ b. located in a wood
  - ☐ c. near the woods
  - ☐ d. taken from wood
5. Where is the location of the small pool in Echa's backyard?
  - ☐ a. across her mother's flowers
  - ☐ b. beside the gazebo
  - ☐ c. across the gazebo
  - ☐ d. next to the gazebo



## Task II of the Final Test (Page 110)

TASK II

Match the words in the left with their definitions in the right.

FINAL TEST

1. clown
2. carnival
3. entertain
4. mime
5. joke
6. wig
7. laugh
8. demonstrate
9. hide
10. neighbour

- a. person who wears funny clothes, has a painted face, and makes people laugh by performing tricks and behaving in a funny way
- b. to smile while making sounds with your voice that show you think something is funny or you are happy
- c. to show; to make clear
- d. an artificial hair worn on the head to hide a loss of hair or to cover your own
- e. to keep a group of people interested or enjoying themselves
- f. put something in place where people cannot see it
- g. when you use movements of your hands and body, and expressions on your face, without speech, to communicate emotions and actions or to tell a story
- h. public enjoyment and entertainment that shows many interesting performances
- i. someone who lives very near to you
- j. something, such as a funny story or trick to make people laugh

Done

## Task III of the Final Test (Page 111)

TASK III

Read the text carefully, then do the quiz on the next page

FINAL TEST

My Twin Sister

I have a twin sister. Her name is Annisa Rachma Damayanty. I usually call her Nisa. She is now 12 years old. She is the second child in our family of three siblings. Now, Annisa studies at SMP Teladan. She is in the 7th grade, but we are in the different class. She joins the organizations at school such as Youth Red Cross, Science Club and scout. She wants to be a doctor or entrepreneur. She likes studying biology and making handcraft from flannel fabrics.

She is short and fat. She wears a veil. Her face is round. Her eyes are round and bright. She has a flat nose. Her height is about 145 cm and her weight is about 35 kg. She has fair skin.

She is a very kind girl. She is diligent and clever. She is friendly and she likes helping her friends. Her hobbies are reading books, swimming and playing music instruments such as guitar and flute. Annisa also likes browsing. She has some accounts on social media. She often chats with her friends through Facebook. Her idol is Justin Bieber, a singer from Canada. She has a lot of things about him such as his biography's book and his songs.

Back to the quiz



### Task III A (Page 112)

FINAL TEST


A. Mention some adjectives about Nisa's appearance and personality based on the text.


Adjectives about her appearance

Adjectives about her personality

Show the text

Done





### Feedback of Task III A (Page 113)

FINAL TEST

Have you found all of these?

Adjectives about appearance

1. short

2. long

3. black

4. black

5. round

6. flat

7. bright

8. fairy


Adjectives about personality


1. kind

2. diligent

3. clever

4. friendly





### Task III B (Page 114)



B. Answer the following questions based on the texts.

Show the text

**FINAL TEST**

1. Are Nisa and her twin in the same class at school?
2. What are Nisa hobbies?
3. How does Nisa's body look like?
4. What does Nisa usually do in her Facebook account?
5. What are kinds of Justin Bieber's stuff that Nisa has?

Done



### Task IV of the Final Test (Page 115)



**TASK IV**

Choose the correct form of the words in the brackets.

Back to the quiz

**FINAL TEST**

#### Ullen Sentalu

The Ullen Sentalu Museum ( is / am / are ) a Javanese culture and art museum located in Kaliurang , Yogyakarta. The museum ( display / displays ) relics and artefact from royal houses and kraton of Java, such as Yogyakarta, Mangkunegaran, Surakarta and Pakualam.

It also ( offer / offers ) a unique blend of Javanese culture and natural beauty of the foothills of Merapi. You will see the life of four Mataram Kingdoms through the collections of poetry, batik, as well as photos and paintings there.

The museum ( has / have ) two main buildings, namely Guwa Selo Giri and Kampung Kambang. Kampung Kambang ( store / stores ) the collections of batik, kebaya, manuscripts, potographs, paintings, etc.




Ullen Sentalu also ( manage / manages ) cultural activities such as art Mataram workshops, including etiquette, norms, ideas, painting, architecture, cultural tourism, outbound, exhibitions and so on. This museum ( open / opens ) from Tuesday to Sunday at 8.30 a.m. -16.00 p.m.

Done





#### Task IV of the Final Test (Page 116)



After completing the text, answer these following questions shortly based on it.

**FINAL TEST**

1. Where is the location of Ullen Sentalu?

2. Where do the relics and artifacts in the Ullen Sentalu come from?



3. How we can see the life of four Mataram Kingdoms?

4. How many main building does Ullen Sentalu have?




5. What kinds of activities held in Ullen Sentalu?

6. How long does the museum open in a day?

Done



#### Task V of the Final Test (Page 117)



**TASK V**

Read the text carefully and then answer the questions based on it.

**Mr Kartolo, a Farmer**

Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season, Mr Kartolo is ready to harvest his crops. Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.

**FINAL TEST**

1. What is a farm like during the rainy season?



2. What is the colour of the rice field in the rainy season?

3. When does Mr Kartolo's workday end?




4. When does Mr Kartolo plough the land?

5. What does Mr. Kartolo do before breakfast?

Done



## Task VI of the Final Test (Page 118)





**TASK VI**  
Here are some terms in the text entitled "Mr Kartolo, a Farmer". Match the words in the left with their definitions in the right.

**FINAL TEST**

1. harvest
2. plough
3. crops
4. bam
5. outdoor
6. livestock

- a. animals, such as cows and sheep, and birds, such as chickens, kept on a farm
- b. situated outside building
- c. building for storing the crops
- d. amount of grain, grass, etc produced in a year or season
- e. break up the surface of land
- f. cutting and gathering the crops

Done



## H. DEVELOPER



**DEVELOPER**

Name : Reza Halimah

Place, date of birth : Sragen, 21th Mei 1994

Address : Grasak, RT 41, Gondang, Sragen.

Email address : rezahalimah@gmail.com

Phone number : 085729770544





1, 2, 3, 4, 6, 10, 11, 15, 17, 21, 22, 23, 24, 25, 26, 35, 39, 41, 42, 50, 53, 55, 56, 57, 58

# **EXPERT JUDGMENT QUESTIONNAIRE AND THE RESULTS**



### Instrument for Software Assessment by the Content Expert

Title : Developing Interactive Learning Multimedia for Teaching  
Descriptive Text Reading to the Grade VII Students at SMP N 15  
Yogyakarta.  
Producer : Reza Halimah  
Year : 2015

Name : Joko Priyana, Ph.D.  
Institution : Jur. Bhs. Inggris FBS UMY

#### Petunjuk Pengisian:

1. Tulislah nama dan institusi Anda.
2. Berilah tanda centang (✓) pada kolom skala yang sesuai dengan pendapat Anda terhadap setiap pernyataan tentang Pengembangan dan Validasi Program Multimedia Interaktif untuk Pembelajaran Reading.

Keterangan skala:

- 1 = Sangat kurang  
2 = Kurang  
3 = Cukup  
4 = Baik  
5 = Sangat baik
3. Tulislah komentar dan saran untuk perbaikan program di lembar yang telah disediakan.

#### 1. Kualitas Konten (*Quality Content*)

No.	Pernyataan	Skala				
		1	2	3	4	5
1.	Cakupan materi ( <i>Materials coverage</i> )					✓
2.	Kejelasan materi ( <i>Clear presentation of the materials</i> )					✓
3.	Kejelasan bahasa ( <i>Clear use of language for instructions and of materials</i> )				✓	
4.	Kejelasan gambar untuk menjelaskan				✓	

	konsep (Quality of pictures to explain the concepts of materials)					
5.	Kejelasan petunjuk untuk pemilihan menu (Quality of instruction to use the program)					✓
6.	Kejelasan soal-soal latihan (Quality of test items)				✓	
7.	Keseimbangan materi dengan soal (Balance of the materials and test items)				✓	
8.	Kejelasan contoh yang menjelaskan konsep (Clear examples to explain concepts)			✓		
Nilai Total (Total Score)						
Nilai Rata-Rata (Average Score)						

Contoh-contoh terlihat pd. bagian grammar/structure yang ada di indikator KD. → descriptive texts.

## 2. Instructional Quality

No.	Pernyataan	Skala				
		1	2	3	4	5
1.	Kesesuaian antara materi dengan Standar Kompetensi (Relevance between materials and Standard of Competence)					✓
2.	Kesesuaian antara materi dengan Kompetensi Dasar (Relevance between materials and Basic Competence)				✓	
3.	Kesesuaian antara indikator dengan kompetensi dasar (Relevance between indicators and Standard of Competence)				✓	
4.	Kejelasan sasaran produk (Clear target audience)					✓
5.	Kejelasan petunjuk belajar (Clear learning instruction)					✓
6.	Kelengkapan materi (Completeness of materials)				✓	
7.	Kejelasan materi (Clear presentation of materials)				✓	
8.	Keruntutan materi (Order of materials)					✓



9.	Penggunaan bahasa dalam menjelaskan materi ( <i>Language used to explain materials</i> )				✓	
10.	Kesesuaian latihan soal dengan materi ( <i>Relevance between test items and materials</i> )					✓
11.	Keseimbangan materi dengan soal tes ( <i>Balance between materials and test items</i> )				✓	
12.	Kesesuaian soal dengan kompetensi dasar ( <i>Relevance between test items and standard of competence</i> )					✓
13.	Kesesuaian soal dengan indikator ( <i>Relevance between test items and indicators</i> )				✓	
14.	Daya tarik media ( <i>Media attraction</i> )				✓	
15.	Pemberian umpan balik ( <i>Appropriate feedback</i> )				✓	
Nilai Total (Total Score)						
Nilai Rata-Rata (Average Score)						

#### Comments and Suggestions

1. Ada dua indikator yg. sama - pada selisih  
drama.
  2. Indikator 'reading aloud' belum ada task-nya
  3. Indikator membutuhkan main idea blm jelas  
task-nya.
  4. Cuplik cuplik kalimat pd. bagian structure/  
grammar sub-type akan dg. jenis teks.
  5. Teks mungkin tabel sulit bg. skor  
bls VII.
  6. Beberapa kata 'misspelled' dan ada beberapa  
kesalahan grammar. July 2015
  7. Overall, baik.
- OK  
Foka Hignen

### Instrument for Software Assessment by the Media Expert

Title : Developing Interactive Learning Multimedia for Teaching  
Descriptive Text Reading to the Grade VII Students at SMP N 15  
Yogyakarta.

Producer : Reza Halimah

Year : 2015

Name : *Toko Prayana, Ph.D*  
Institution : *Juridit Ch. Inggris PISUNY*

#### Petunjuk Pengisian:

1. Tulislah nama dan institusi Anda.
2. Berilah tanda centang (✓) pada kolom skala yang sesuai dengan pendapat Anda terhadap setiap pernyataan tentang Pengembangan dan Validasi Program Multimedia Interaktif untuk Pembelajaran Reading.

Keterangan skala:

1 = Sangat kurang

2 = Kurang

3 = Cukup

4 = Baik

5 = Sangat baik

3. Tulislah komentar dan saran untuk perbaikan program di lembar yang telah disediakan.

#### 1. Kualitas Tampilan (*Technical Quality*)

No.	Pernyataan	Skala				
		1	2	3	4	5
1.	Pemilihan latar belakang ( <i>Choice of background</i> )				✓	
2.	Jenis dan ukuran huruf ( <i>Types and size of font</i> )				✓	
3.	Komposisi warna latar belakang ( <i>Composition of background colour</i> )					✓
4.	Komposisi warna huruf/teks ( <i>Composition of text colour</i> )				✓	
5.	Ketepatan pemilihan gambar				✓	

#### 4. Kualitas Pemrograman (Programming Quality)

No.	Pernyataan	Skala				
		1	2	3	4	5
1.	Tingkat interaktivitas siswa dengan media (Interactivity level between students and media)					✓
2.	Kemudahan berinteraksi dengan media (Ease of interaction to media)					✓
3.	Kejelasan struktur navigasi program (Clarity of program navigation structure)					✓
4.	Kejelasan petunjuk penggunaan program (Clarity of instruction to use the program)					✓
5.	Pengaturan animasi (Setting of animation)				✓	
6.	Ketepatan animasi (Accuracy of animation)				✓	
7.	Pembagian materi (Split of materials)				✓	
8.	Efisiensi penggunaan teks (Efficiency of the use of text)				✓	
Nilai Total (Total Score)						
Nilai Rata-Rata (Average Score)						

#### Comments and Suggestions

1. Secara umum baik.
2. Gambar sub-judul agak kurang menarik
3. Beberapa warna tulisan kurang tajam sehingga  
jika menggunakan/mengproyeksi ke layar.

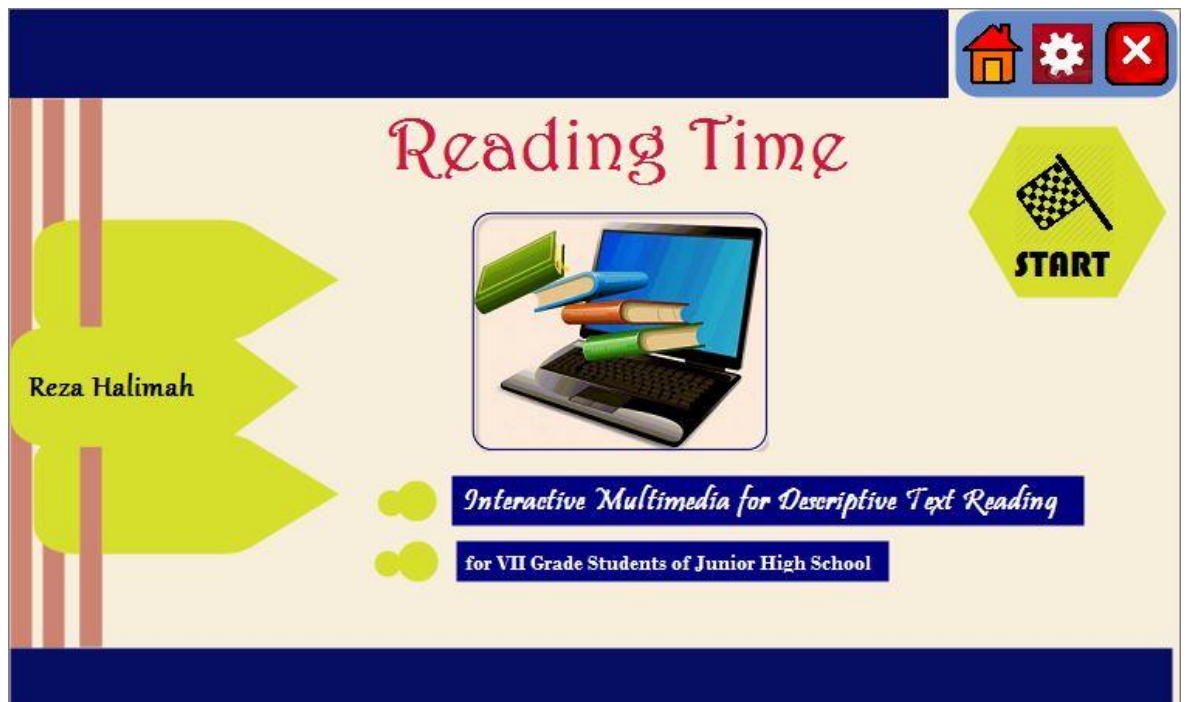
10/8-2015

**THE FINAL DRAFT OF  
THE INTERACTIVE LEARNING  
MULTIMEDIA**

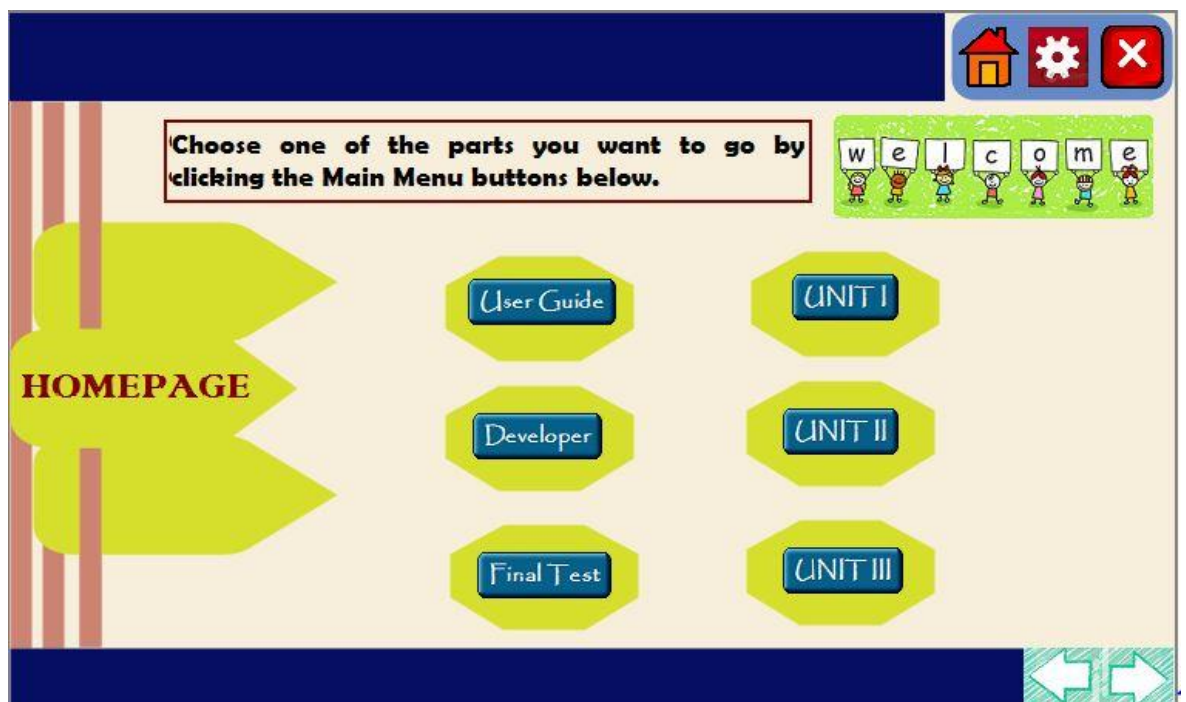


**THE FIRST DRAFT OF THE INTERACTIVE LEARNING MULTIMEDIA FOR  
TEACHING DESCRIPTIVE TEXT READING FOR VII GRADE STUDENTS OF  
SMPN 6 YOGYAKARTA**

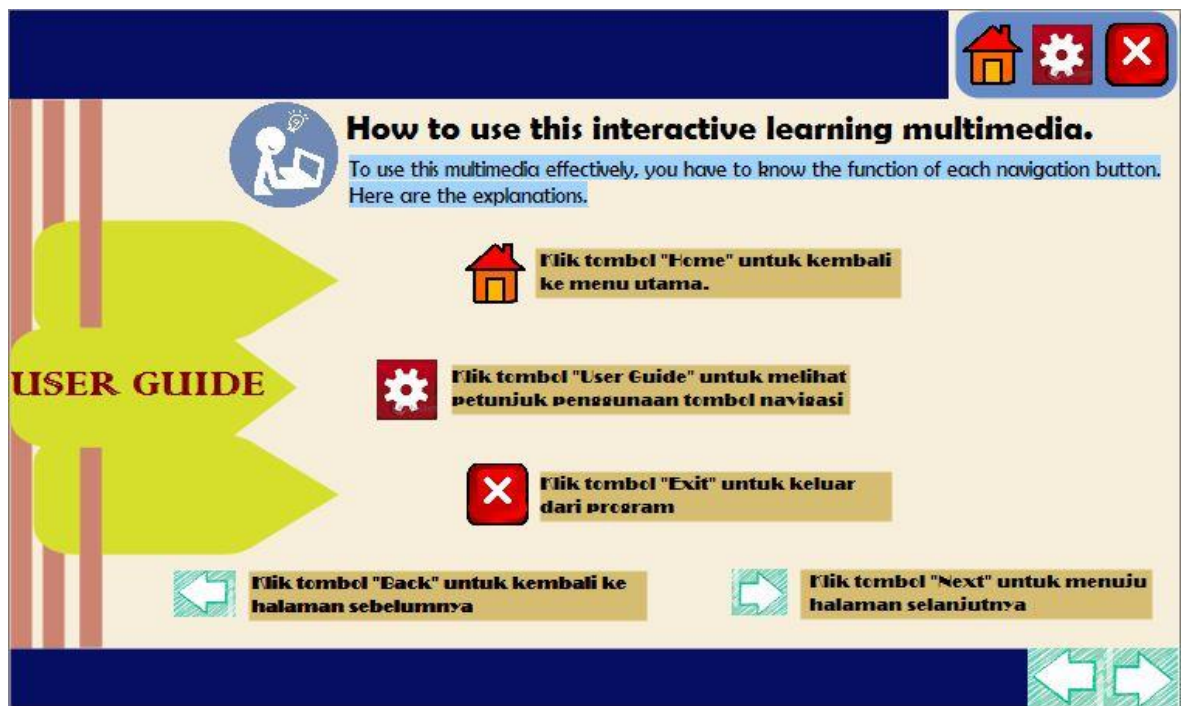
**A. Welcoming Page (Page 1)**



**B. Home Page (Page 2)**



### C. User Guide (Page 3)






### D. UNIT I


#### Course Overview (Page 4)



## Course Overview (Page 5)





**Basic Competences**






1. Responding to the meaning and rhetoric step accurately, fluently and appropriately in the very simple essays related to students' surroundings in form of descriptive and procedure.
2. Reading aloud meaningfully the short and very simple essays in form of descriptive texts using the correct pronunciation.

**Indicators**


1. Recognizing language features of descriptive text (positive and negative sentence in the present tense);
2. Recognizing the generic structure of it;
3. Identifying the meaning of words in the text;
4. Reading aloud the descriptive texts using correct pronunciation.

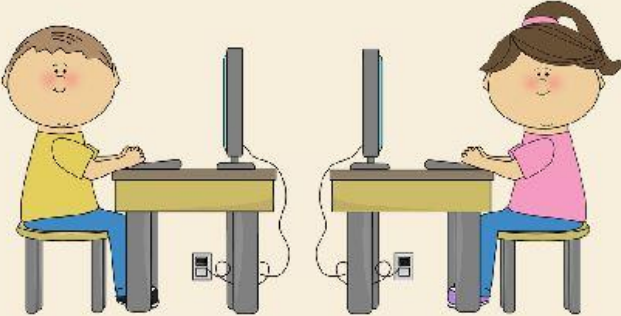




## 1. Let's Read (Page 6)



**LET'S READ**







## Task I of Let's Read section (Page 7)

### TASK 1

Match the sentences with the pictures based on their description. Then identify the meanings of each underlined word. Discuss it with a friend sitting next to you.

1. Mr Anggara is good-looking.

2. Mrs Riska is pretty.

3. Arief is helpful.


4. Nino is sad.


5. Fahmi has a pointed nose.


6. Sheilla has curly hair.


7. Hari is muscular and strong.


8. Hamas is bald.


a. 


b. 


c. 




d. 

e. 

f. 



g. 

h. 

LET'S READ

Done





## Task II of Let's Read section (Page 8)

### TASK II


Read the text carefully and then do the quiz on the next page.




My Mathematics Teacher



My favourite teacher is Mr Farizal Hakim. People call him Mr Fariz. He is one of the Mathematics teachers in my junior high school. He is 28 years old. He is tall and handsome. He has a pointed nose, short and black hair, and quite dark skin. He comes to the school every morning by motorcycle. He always comes to the class on time. He says that discipline is important. He explains the material in fun ways. The students can really enjoy the lesson.

He gives the students ways to remember Maths formulas more easily. He tells us to enjoy the learning process, because it will be useful for our future. He never blames the students if they answer his questions or quiz incorrectly. He tries to help the students find the correct answer. He is also a kind of humorous person. If he notices some of the students are sleepy, he makes some jokes to wake them up. He is very kind, right?





LET'S READ




Back to quiz

Back to Task III



## Task II of Let's Read section (Page 8)

Complete these sentences based on the text by using words in the box.



[Show the text](#)

1. I have a favourite teacher. His nickname is (a)  and he teaches (b) .
2. He is so (a)  that he always tries to be (b)  in order not to be late.
3. He makes Maths  to me because he explains it in fun ways.
4. He  the students to enjoy the learning process.
5. He is very . He likes to make some jokes during his class.




punctual    humorous    interesting    discipline    scary

Mr Farizal Hakim    Mr Fariz    Maths    suggests    thinks

[Done](#)

## Task III of Let's Read section (Page 9)

**TASK III**

Classify the adjectives of the passage entitled "My Mathematics Teacher" into the following categories. Then read those adjectives aloud. You may consult your dictionary or the vocabulary list about the correct pronunciation.

[Show the text](#)

**Age**

**Body**

**Face**



**Nose**

**Hair**




**Skin**

**Personality**


[Done](#)

## Task IV of Let's Read section (Page 10)



**TASK IV**  
Read the text carefully and then go to the next page to do the quiz.






**Ms. Nanda, My Music Teacher**

**LET'S READ**




I will tell you about my favourite teacher. My favourite teacher is Ms Nanda. She is my music teacher and the leader of the school choir. Ms Nanda is a little and thin woman. His hair is short and black. She is 35 years old. Ms Nanda always has interesting topics for her music class. She is also good at playing guitar, piano, flute and other music instruments.

Ms Nanda believes in our musical talents. In her class, everyone has a chance to sing and act creatively. She uses her free time for giving singing lessons after school or during our breaks. She teaches us to be confident with our voices. She says that we need a lot of practices. It will be useful to improve our skill. Finally, I can say that Ms Nanda is the best teacher and she really cares about us. She makes me love music more and more.





## Task IV of Let's Read section (Page 12)






Click the "True" button if the statements are true or "False" button if they are false.

**LET'S READ**


**Show the text**

1. Ms Nanda teaches dance in the school.	<input type="radio"/> True	<input type="radio"/> False
2. Ms Nanda is not fat.	<input type="radio"/> True	<input type="radio"/> False
3. Ms Nanda's class is always boring.	<input type="radio"/> True	<input type="radio"/> False
4. Ms Nanda does not care about her students.	<input type="radio"/> True	<input type="radio"/> False
5. Ms Nanda makes the writer dislike music.	<input type="radio"/> True	<input type="radio"/> False
6. Ms Nanda helps her students to be more confident.	<input type="radio"/> True	<input type="radio"/> False
7. Ms Nanda is good at singing.	<input type="radio"/> True	<input type="radio"/> False





## Task V of Let's Read section (Page 13)



**TASK V**  
Read the text carefully and then do the quiz on the next page.



**Tommy Sugiarto**

**LET'S READ**



Tommy Sugiarto is one of the Indonesian badminton players. He is now 27 years old. He is a right-handed player in the men single player team. He is a son of a former Indonesian badminton player in the era of 1980, Icuk Sugiarto.

Tommy is tall. His height is 178 cm. His skin is dark brown. He has a pointed nose. His hair is black and short. His body is muscular, because he does many exercises routinely. That is to improve his badminton skill.




His hobby is playing football, swimming and travelling. Those activities encourage him to enhance his physical fitness. He says that he wants to make sure that his body is always in a good condition. That is to maximize his performance in playing badminton.

Indonesian Thomas Cup player in 2008, champion of SEA Games 2011 in the badminton men's team and champion of Laos International Challenge on 2010 are some of his achievements in the badminton arena. Indonesia must be proud of having such a talented badminton player.






## Task V of Let's Read section (Page 14)



Answer the questions by choosing the correct options. After that, reread the text aloud. You may consult your dictionary or the vocabulary list about the correct pronunciation



**LET'S READ**

1. The underlined words in "He is a right-handed player in the men single player team" mean ....


- ☐ Tommy cannot play badminton using his right hand.
- ☐ Tommy always plays badminton using his right hand.
- ☐ Tommy suggests people to play badminton using their right hand.
- ☐ Tommy will not win the game if he plays badminton using his right hand.



2. The underlined word in "... the son of a former Indonesian badminton player ...." has the closest meaning to ....

- ☐ candidate
- ☐ developer
- ☐ initiator
- ☐ ex




3. Tommy was born in ....

- ☐ 1986
- ☐ 1987
- ☐ 1988
- ☐ 1989





## Task V of Let's Read section (Page 15)



Show the text



4. Why does he always want to stay in a good condition?

- ☐ Because he wants to enhance his physical fitness
- ☐ Because he loves his hobby
- ☐ Because he always wants to play badminton
- ☐ Because he wants to play badminton optimally




5. The underlined word in "such a talented badminton player...." has the closest meaning to ....

- ☐ having interest on something
- ☐ confident in doing something
- ☐ having some talents in certain field
- ☐ learning something to gain a talent


Done





## 2. Study Page (Page 16)






# STUDY PAGE







## Note of the Study Page section (Page 17)



**NOTE**



The texts entitled "My Mathematics Teacher" and "My Favorite Teacher" are descriptive texts. A descriptive text tells about people (or many things) in specific ways. The purpose of the text is to describe someone or something in specific ways. The organization of the text is as follows:

Identification	It contains the introductory part of the things/objects.
Description	It contains the description of the things/objects.




**The language features**

1. The use of the simple present tense
2. The use of adjectives
3. The use of adverbs
4. The use of action and thinking verbs.

**STUDY PAGE**



## Note of Study Page section (Page 19)



**Study the example of a descriptive text organization.**



**STUDY PAGE**

I will tell you about my favourite teacher. My favourite teacher is Ms Nanda. She is my music teacher and the leader of the school choir.




IDENTIFICATION

Ms Nanda is a little and thin woman. His hair is short and black. She is 35 years old. Ms Nanda always has interesting topics for her music class. She is also good at playing guitar, piano, flute and other music instruments. Ms Nanda believes in our musical talents. In her class, everyone has a chance to sing and act creatively. She uses her free time for giving singing lessons after school or during our breaks. She teaches us to be confident with our voices. She says that we need a lot of practices. It will be useful to improve our skill. Finally, I can say that Ms Nanda is the best teacher and she really cares about us. She makes me love music more and more.

DESCRIPTION



## Note of Study Page section (Page 20)



**NOTE**  
Study the rule of the simple present tense below

The simple present tense in English is used to describe an action that is regular, true or normal.  
We use the present tense for describing:

**STUDY PAGE**

**1. Repeated or regular actions in the present time period**

- A doctor **examines** patients in a hospital or clinic.
- The train to Berlin **leaves** every hour.
- John **sleeps** eight hours every night during the week.

**2. Facts**



- The President of The USA **lives** in The White House.
- A dog **has** four legs.
- We **come** from Switzerland.

**3. Habits**




- I **get up** early every day.
- Carol **brushes** her teeth twice a day.
- They **travel** to their country house every weekend.

**4. Things that are always / generally true**

- It **rains** a lot in winter.
- The Queen of England **lives** in Buckingham Palace.
- They **speak** English at work.



## Note of Study Page section (Page 21)





**The Patterns**

**STUDY PAGE**




**1. Positive form**

Subject	Verb (V1)	The rest of the sentence
I/you/we/they	wear	maroon jacket.
He/she/it (singular noun)	wears	maroon jacket

Subject	Auxiliary	The rest of the sentence
I	am	good at cooking
You/we/they	are	good at cooking
He/she/it (singular noun)	is	good at cooking



## Note of Study Page section (Page 22)



STUDY PAGE

### 1. Negative form




Subject	Do/does + not	Verb (V1)	The rest of the sentence
I/you/we/they	do not	speak	English at home
He/she/it (singular noun)	does not	speaks	English at home

Subject	Auxiliary + not	The rest of the sentence
I	am not	good at cooking
You/we/they	are not	good at cooking
He/she/it (singular noun)	is	good at cooking

## Task VI of Study Page section (Page 23)

STUDY PAGE

### TASK VI

After studying rules of the simple present tense, complete this passage by choosing one of the words in the brackets.

**Nimas, a Best Friend of Mine**

Nimas ( ☐ is / ☐ are ) one of my best friends. Her full name ( ☐ is / ☐ are ) Nimas Martha.

She ( ☐ is / ☐ are ) my classmate. Now, she ( ☐ is / ☐ are ) 14 years old.

Nimas ( ☐ have / ☐ has ) a slim and tall body. She ( ☐ have / ☐ has ) an oval face.


She always ( ☐ wear / ☐ wears ) a veil. She ( ☐ have / ☐ has ) a pointed nose and dark

Her friends ( ☐ say / ☐ says ) that she ( ☐ is / ☐ are ) a smart and good person.



She ( ☐ is / ☐ are ) always responsible with her job and ( ☐ try / ☐ tries ) to be disciplined.

All of my classmates ( ☐ like / ☐ likes ) her because of her good characters.




She always ( ☐ defend / ☐ defends ) the truth. She ( ☐ help / ☐ helps ) everyone who is in need.



Done

## Task VII of Study Page section (Page 24)





**TASK VII**  
Arrange these words into meaningful sentences.




**STUDY PAGE**

1. is - height - My - about - is - his - thin - father - and - 173cm.
2. English - He - an - is - teacher - SMA Teladan - in.
3. reminds - always - He - me - hard - study - to.
4. My - diligent - is - a - teacher - father.
5. name - My father's - Ilham Rusdi - is.

Done





## Task VII of Study Page section (Page 25)



**STUDY PAGE**

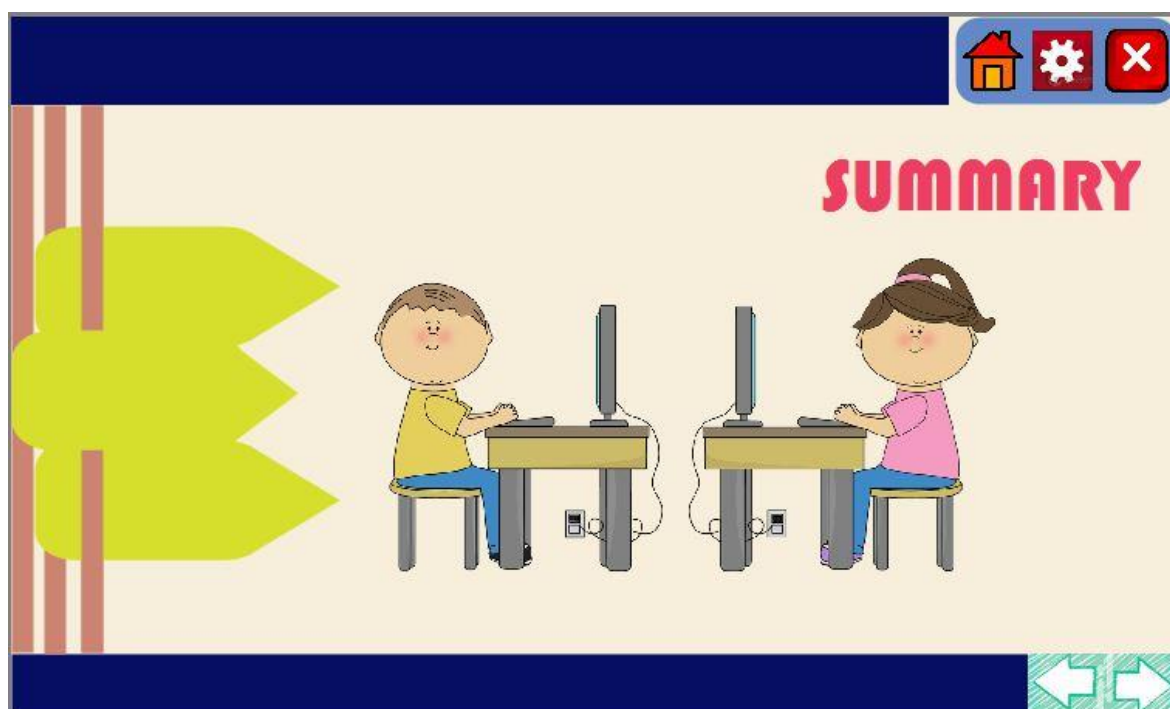
6. years - is - He - old - fifty.
7. big - thick - face - with - oval - is - His - moustache - eyes - and.
8. to have - I - proud - like - father - him - am - a.
9. and - white - His - curly - skin - is - hair - is - his.
10. arrives - He - on time - always - school - at.


Done





### 3. Summary (Page 26-27)





**In this unit,  
you have  
learned  
about:**

**SUMMARY**

1. Descriptive texts about people.

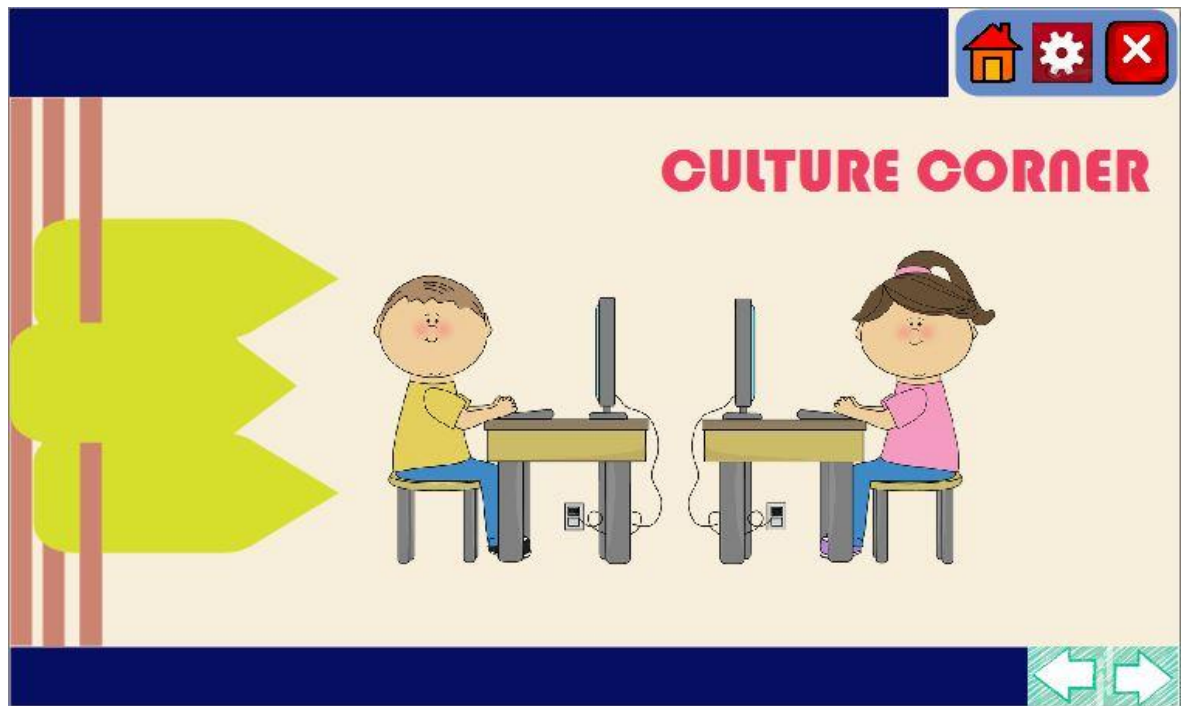
2. The purpose, generic structures and language features of the text.

- The purpose of the descriptive text is to describe something in a specific way.
- The text consists of two parts. They are identification and description.
- The language features of the text are the use of adjectives, adverbs, simple present tense, action verbs and thinking verbs.

3. Simple present tense.

- We use the simple present tense to tell about facts, regular actions in the present time period, habits and general truth.
- Positive form = S + V1
- S + V1+s/es
  - S + auxiliary
- Negative form = S + do not/does not
- S + is/am/are+not

#### 4. Culture Corner (Page 28-29)



5. Fun Page (Page 30-33)



**Word Search**

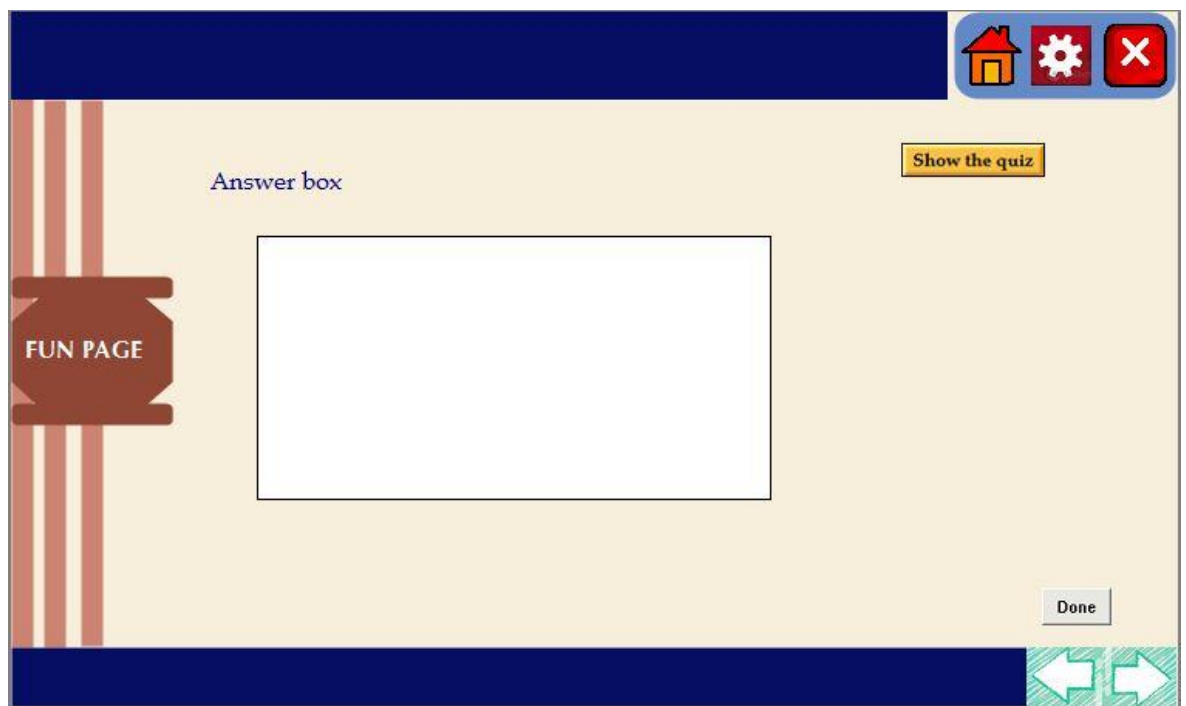
There are eighteen adjectives in this box. Find all of them and write down the adjectives on the next page.

Back to the answer box

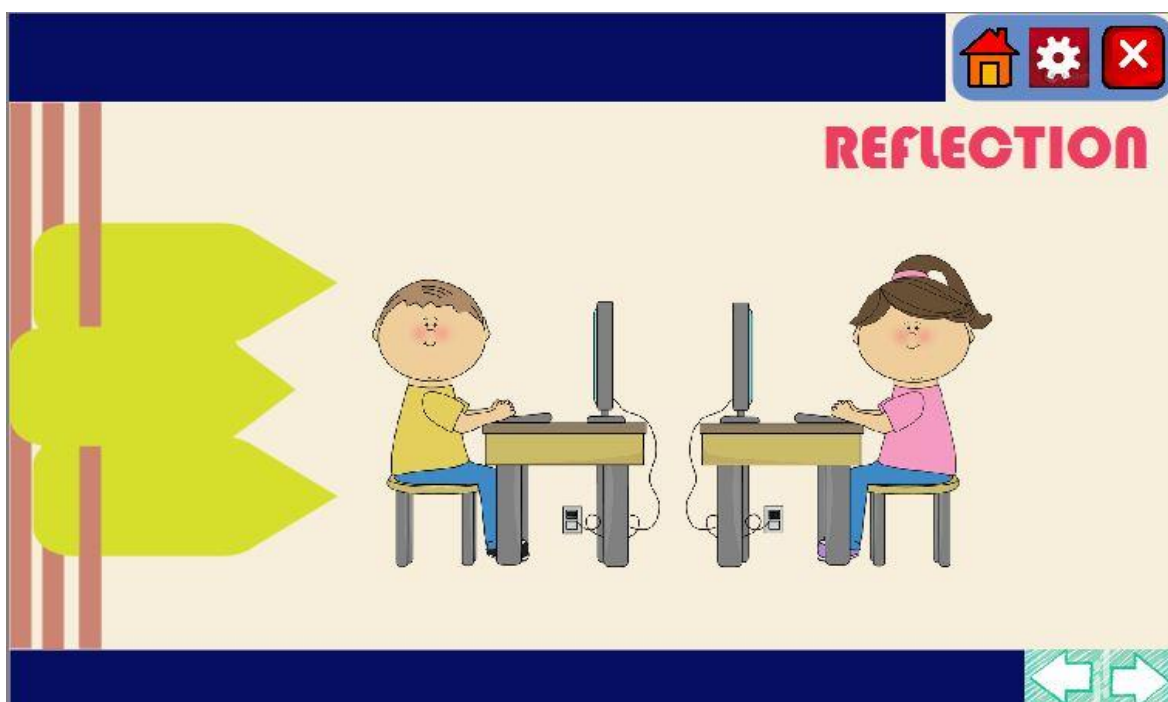
**FUN PAGE**

T	T	Y	G	O	Y	B	F	Z	W	Q	O	Y	S	M	A	L	L
L	E	S	L	O	W	S	R	H	Y	B	Q	I	T	D	C	J	W
F	W	I	C	F	U	W	U	E	J	E	W	Z	D	A	O	Y	F
S	T	R	O	N	G	E	H	A	T	A	O	Z	W	W	L	O	J
V	K	B	P	H	B	A	L	V	A	U	H	N	X	N	D	U	P
S	T	H	I	N	H	K	I	Y	L	T	W	Y	B	A	E	N	D
H	V	Z	A	V	A	G	G	I	L	I	G	N	I	E	Q	G	H
O	T	Q	C	N	P	G	H	Y	C	F	A	U	G	M	E	R	T
R	M	Y	K	T	P	U	T	D	F	U	U	G	S	A	D	Y	S
T	K	I	Q	W	Y	J	J	X	A	L	Z	L	Z	T	W	V	
Y	F	A	S	T	S	R	P	I	T	S	K	Y	G	A	E	U	H

The interface includes a dark blue header with icons for home, settings, and close. The main area has a light beige background. On the left, there are three vertical red stripes and a brown button labeled "FUN PAGE". In the center is a 10x18 grid of letters for a word search. On the right, there is a yellow lightbulb icon. The bottom of the interface has a dark blue bar with left and right navigation arrows.



## 6. Reflection (Page 34-35)



A digital interface for a reflection form. At the top right, there are three icons: a house, a gear, and a red 'X' button. The word "REFLECTION" is written in a brown box on the left. The form contains four sections:

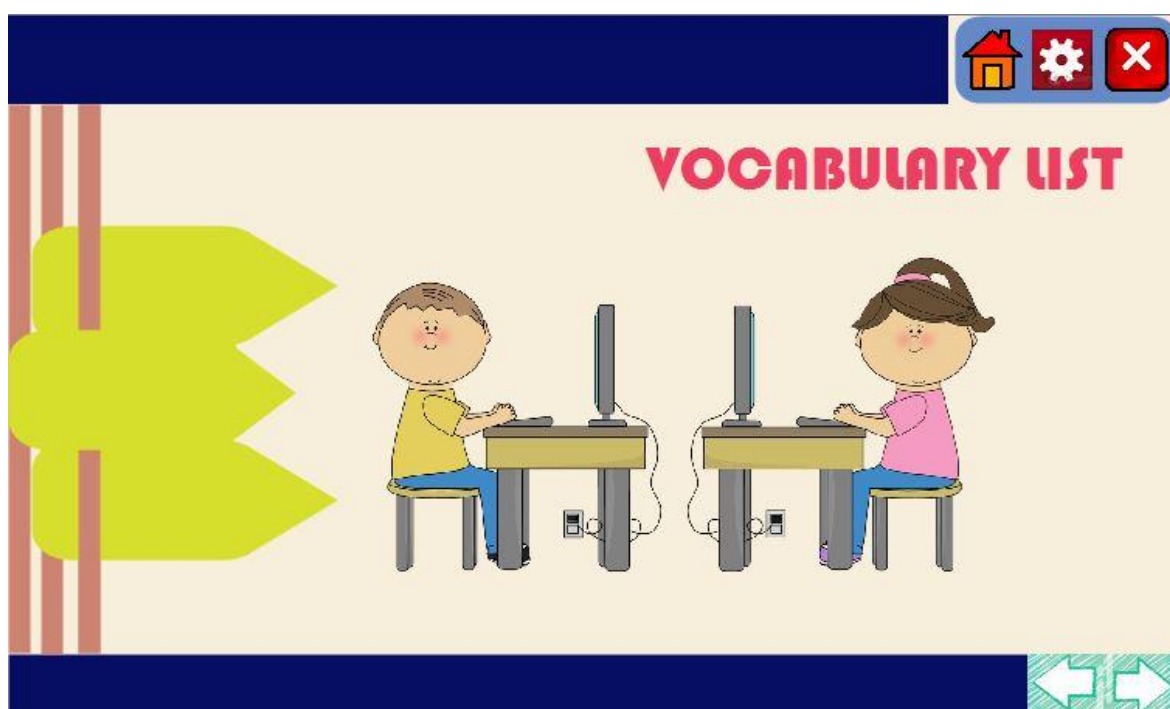
- 1. This unit gives me:**
  - ☐ new experiences
  - ☐ useful learning experiences
  - ☐ no useful learning experiences
  - ☐ new learning strategy
  - ☐ no useful learning strategy
- 2. The most interesting part in this unit**
- 3. Things that I want to study more are....**
- 4. Read these statements. Then, click yes, no or some. button.**

	Yes	Some	No
I can understand the adjectives to describe people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can answer questions about people's description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand to content of descriptive text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand the rule and the use of the simple present tense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can read the descriptive text aloud with correct pronunciation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




At the bottom right, there is a "Done" button. To the right of the form, there is an illustration of a clipboard with a checklist and a red checkmark.



## 7. Vocabulary List (Page 36-38)





Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
afraid	adjective	/ə'freɪd/	takut, cemas
attractive	adjective	/ə'træk.tɪv/	menarik
bald	adjective	/bɔːld/	botak, gundul
bored	adjective	/bɔːd/	bosan
busy	adjective	/'bɪz.i/	sibuk
cheerful	adjective	/'tʃiə.fʊl/	ceria, riang
crud	adjective	/'kruː.əl/	jahat
curly	adjective	/'kɜː.li/	keriting
fat	adjective	/fæt/	gemuk
flat	adjective	/flæt/	pesek
friendly	adjective	/'frend.li/	ramah
funny	adjective	/'fʌn.i/	lucu
happy	adjective	/'hæp.i/	senang
helpful	adjective	/'help.fʊl/	suka menolong
hungry	adjective	/'hʌŋ.gri/	lapar
kind	adjective	/kaɪnd/	baik hati




**VOCABULARY  
LIST**

Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
lazy	adjective	/ˈleɪ.zi/	malas
long	adjective	/lɒŋ/	panjang
muscular	adjective	/ˈmʌs.kjʊ.lər/	berotot
old	adjective	/əʊld/	tua
pretty	adjective	/ˈprɪt.i/	cantik
sad	adjective	/sæd/	sedih
short	adjective	/ʃɔ:t/	pendek
smart	adjective	/smɑ:t/	pandai
strong	adjective	/strɒŋ/	kuat
tall	adjective	/tɔ:l/	tinggi
tired	adjective	/taɪəd/	lelah
young	adjective	/jʌŋ/	muda
veil	noun	/veɪl/	kerudung


## E. UNIT II

### Course Overview (Page 39)

**UNIT II**

**Brownie Stays in My Backyard.**



Do you have any pet or place you like the most? Or have you ever gone to the zoo? Can you describe your pet, animals in the zoo or your 'most favourite place? In this unit, you will read some texts about describing animals and places. Learn them through some challenging tasks.

Let's Read

Study Page



Summary

Culture Corner

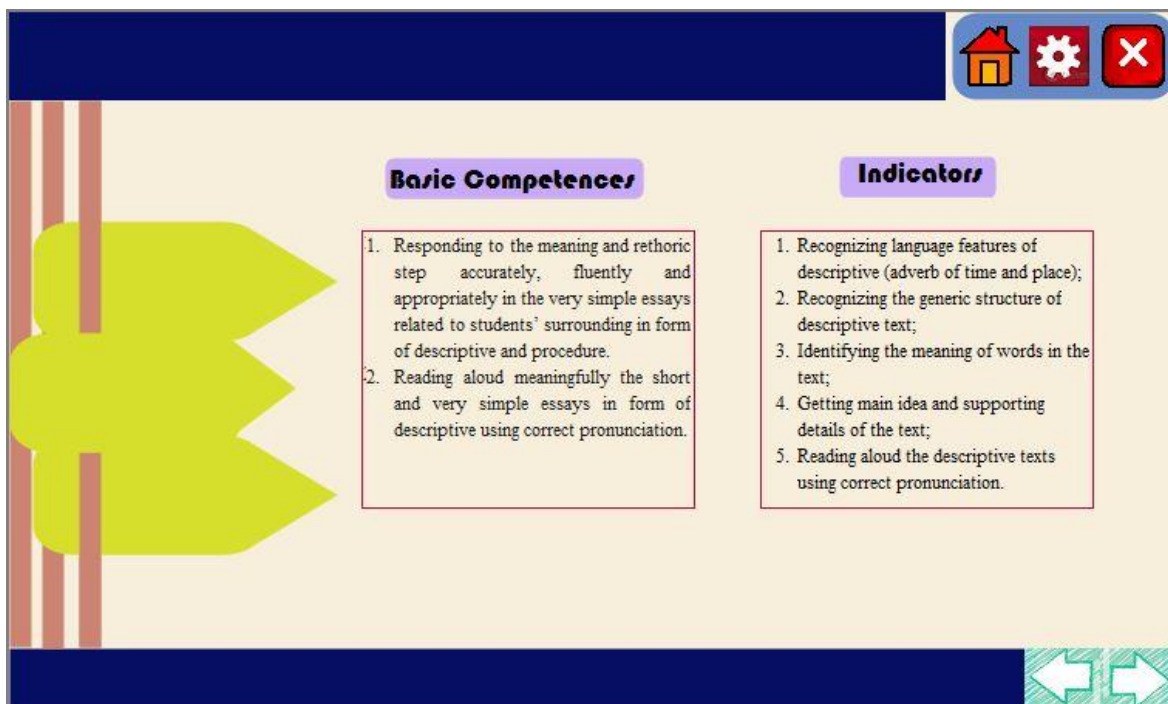
Fun Page

Reflection

Vocabulary List

## Course Overview (Page 40)



The interface for the Course Overview page features a dark blue header with navigation icons (home, settings, close) on the right. The main content area has a light beige background with a large yellow arrow pointing right on the left. Two boxes, 'Basic Competences' and 'Indicators', are positioned in the center. The 'Basic Competences' box contains two numbered items, and the 'Indicators' box contains five numbered items. A dark blue footer with navigation arrows is at the bottom.

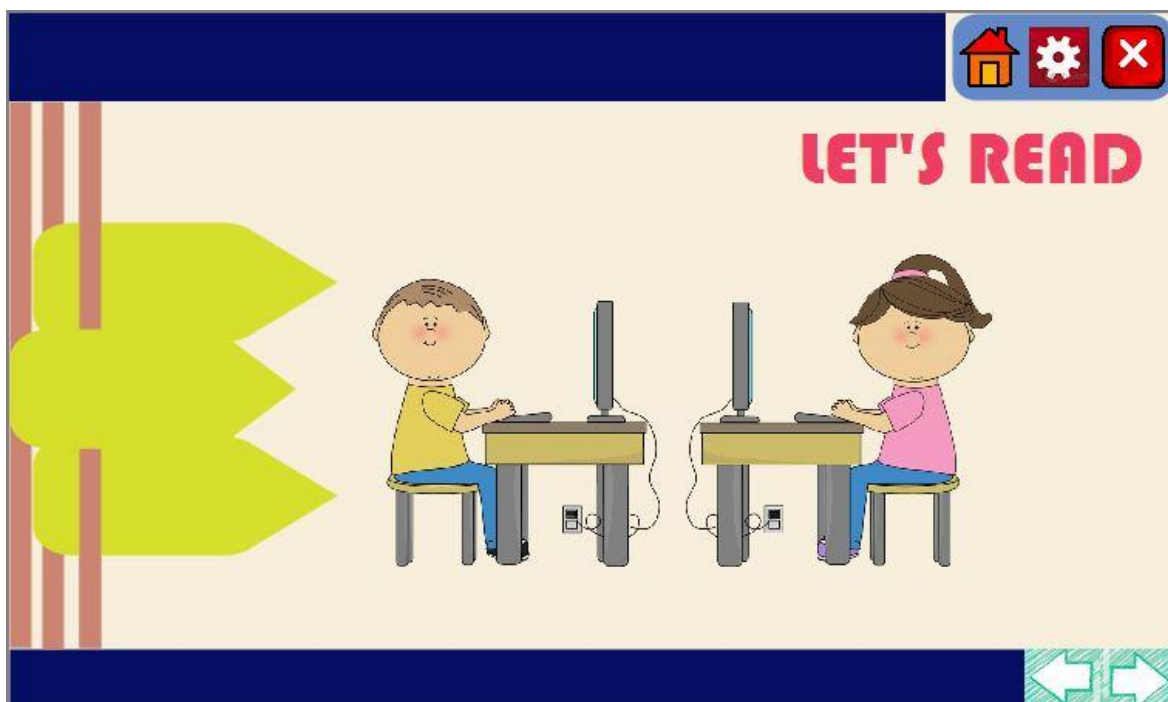
**Basic Competences**

1. Responding to the meaning and rhetoric step accurately, fluently and appropriately in the very simple essays related to students' surrounding in form of descriptive and procedure.
2. Reading aloud meaningfully the short and very simple essays in form of descriptive using correct pronunciation.

**Indicators**

1. Recognizing language features of descriptive (adverb of time and place);
2. Recognizing the generic structure of descriptive text;
3. Identifying the meaning of words in the text;
4. Getting main idea and supporting details of the text;
5. Reading aloud the descriptive texts using correct pronunciation.

## 1. Let's Read (Page 41)






The interface for the 'Let's Read' page features a dark blue header with navigation icons (home, settings, close) on the right. The main content area has a light beige background with a large yellow arrow pointing right on the left. The text 'LET'S READ' is displayed in large, bold, pink letters. Below the text, two cartoon children are sitting at desks with computers. A dark blue footer with navigation arrows is at the bottom.


**LET'S READ**



## Task I of Let's Read section (Page 42)



**TASK I**  
Read the text carefully and then do the following tasks based on the instruction.



**LET'S READ**

**Chacky, My Brazilian Turtle**

I have a pet. My pet is a Brazilian turtle. I call him Chacky. Many people call Chacky as "red-ear slider turtle". It is because he has red fibre behind his eyes that resembles a red ear. Chacky has a beautiful green and yellow shell. Moreover, Chacky has four legs and one long tail. It has sharp claws. He likes eating and his favourite food is "kangkung". I like to see him when he eats his foods. In addition, I like to see him when he walks on the floor. It always makes me laugh.

**A. Redescribe parts of Chacky's body based on the text.**


1. Shell



2. Eyes

3. Legs




4. Tail

5. Claws






## Task I A of Let's Read section (Page 43)



**B. Answer these questions based on the previous text.**



**LET'S READ**


1. What is the name of the writer's pet?



2. Why did people call the pet as turtle red-ear slider?

3. What does the writer's pet like?



4. What is the favorite food of the writer's pet?

5. When does the writer like to see his/her pet?





## Task II of Let's Read section (Page 44)




### TASK II


Read the text carefully and then do the following task on the next page

**LET'S READ**

#### My Dog, Brownie

I have a pet. It is a dog. I call it Brownie. Brownie is a Chinese breed. He is cute, small and fluffy. He has thick brown fur. When I cuddle him, his fur feels soft. Brownie does not like bones. Every day he eats soft food like steamed rice, fish or bread. Every morning I give him milk and bread. When I am at school, Brownie plays with my cat. They get along well and never fight. It is because Brownie does not bark a lot. He treats the other animals in our house gently and he never eats shoes. Brownie is really a sweet and friendly animal. That is why I love him so much.





## Task II of Let's Read section (Page 45)



Click "True" buttons if these statements are true or "False" button if they are false.

**LET'S READ**




**Show the text**

1. The writer's pet is a big Chinese breed dog.	<input type="radio"/> True	<input type="radio"/> False
2. Brownie's fur feels soft.	<input type="radio"/> True	<input type="radio"/> False
3. Brownie dislikes bones.	<input type="radio"/> True	<input type="radio"/> False
4. The writer gives Brownie steamed rice every morning.	<input type="radio"/> True	<input type="radio"/> False
5. The writer also has a cat.	<input type="radio"/> True	<input type="radio"/> False
6. Brownie barks a lot.	<input type="radio"/> True	<input type="radio"/> False
7. Brownie disturbs the other animals in the writer's house.	<input type="radio"/> True	<input type="radio"/> False

**Done**



### Task III of Let's Read section (Page 46)

**TASK III**  
Complete the text by filling in the blanks with the words in the box below. After the text is completed, read the text aloud. Consult your dictionary or your teacher about the correct pronunciation of some difficult words.

LET'S READ



My Brother's Smart Parrot

puts  
trains  
greet  
fish  
smart  
parrot  
speak  
fluently  
short

Every man in my house has a (1) . I have some (2)  in my aquarium. My father has some roosters and hens. My brother has a very (3)  pet. It is a parrot. My brother wants that his parrot can (4)  like people. Every day, my brother (5)  him how to speak like people. First, he says some (6)  words or expressions such as "hello", "good morning" and "good bye". Then, he asks the (7)  to repeat what he says. He does it again and again until his parrot can imitate the words.


Now, his parrot can imitate what people say. There are some words and expressions that the parrot can say such as "how are you, good afternoon and so on. However, "hello" is the word that the parrot can say very (8) . Since my brother (9)  his parrot in front of the house, every time someone passes by, the parrot always (10)  him/her by saying "hello".

Done

### Task IV of Let's Read section (Page 47)





**TASK IV**  
Match the names of the place in left with their descriptions in the right.




LET'S READ

1. hospital	a. a building for islamic religious activities and worship
2. railway station	b. a place to wait the train to come
3. market	c. a building where criminals are forced to live as a punishment
4. airport	d. a building with scientific equipment for doing scientific tests or for teaching science
5. mosque	e. a building to worship gods and goddess and sometimes become tourism destination
6. church	f. a building for Christian religious activities
7. bank	g. a building to save, borrow or transfer money
8. prison	h. a place where aircraft regularly take off and land, with buildings for passengers to wait in
9. laboratory	i. a place to buy or sell goods
10. temple	j. a place where people who are ill or injured are treated and taken care of by doctors and nurses

Done




## Task V of Let's Read section (Page 48)



### TASK V


Read the text carefully. Then, do the quiz on the next page.



#### Lovina Beach

**LET'S READ**

Lovina Beach is one of the must-see tourist spots when visiting Bali Island. It is located in Buleleng, about 9 km from Singaraja city. It can be a tourist destination for those who want to see dolphins. There are also many small boats that line in the seashore. The fisherman rents those boats to the tourists who want to see dolphins. So, it is not a right place for sunbathing.

Dolphin's performance in Lovina Beach begins in the morning at 5:00 o'clock. This is because the dolphins are always visible in the morning. At first you may not see any single dolphin, but then they will emerge jumping out of the water. It looks like they greet the visitors. Dolphin's performance does not last long. They usually disappear at 7 a.m. Besides the dolphin show, it also offers a variety of accommodations ranging from inn to cottages. Those are available at a very affordable price.





## Task V of Let's Read section (Page 49)



Answer these following questions shortly based on the text.

**LET'S READ**

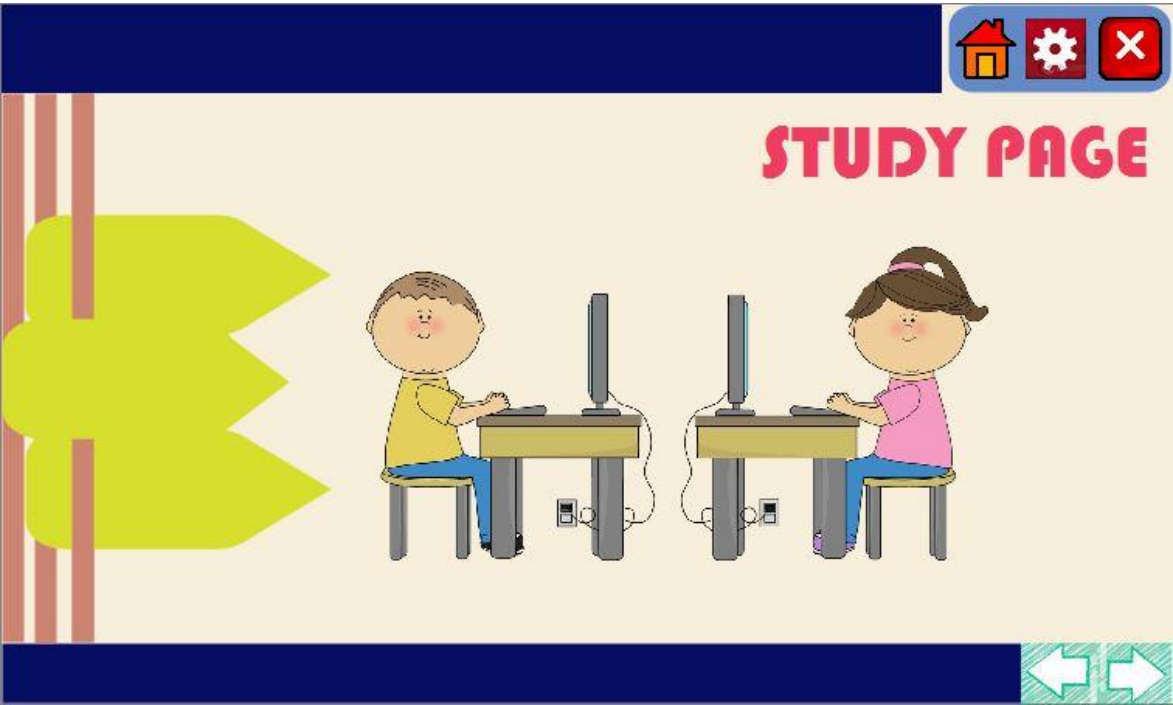
- Where is the location of Lovina Beach?
- Is it the best choice for visitors who like to sunbathe? Why?
- What is the special view of Lovina Beach?
- When we can see the dolphins clearly?
- What kinds of accommodation available there?



Done



2. Study Page (Page 50)



Note I of Study Page section (Page 51)



**Note I of Study Page section (Page 52)**

By knowing the content of the bag, can you identify what kind of bag it is?

It is a  bag.

Done




**Note II of Study Page section (Page 53)**

That is how we find the most important point of the illustrations.

In the text, we also need to find the most important point about the topic. We call it as 'main idea'. It always contains the topic.

Other things besides the main idea are called as 'supporting details'. Supporting details explain more about the main idea sentence.

## Task VI of Study Page section (Page 54)




### TASK VI



After studying the explanation about main idea and supporting details, identify the main idea by choosing a, b or c, and then write down some supporting details of paragraph one and two of this text.

**My Backyard**




My name is Rumi. I live at Jalan Sukowati 162, Magelang. It is a suburb area. I like the location of my home very much because it is quiet and the air is very fresh. We live in a quite big house. My house consists of three bedrooms, a living room, a dining room, a kitchen, a warehouse and a backyard. My favourite place in my home is my backyard.

My backyard is quite large. There are guava, mango and lime tree. My mother likes gardening, so she puts some kinds of flower there. In another side, my father likes breeding, so he puts some roosters and hens there in a small cage. There is also a small pool for my catfish. Across to the small pool, there is a wooden gazebo. I usually use it for gathering with my friends of family. Sometime my family and I spend our time in the gazebo before having dinner. Every Sunday, we give our backyard a good clean-up. Those are why I like my backyard very much.






## Task VI of Study Page section (Page 55)



**1. The main idea of paragraph one is ....**

- ☐ a. I like the location of my quite big house and the backyard inside it.
- ☐ b. My big house has eight rooms and I like it.
- ☐ c. I like suburb area because it is quiet and the air is very fresh.


**Write three supporting details of paragraph one.**





**2. Main idea of paragraph two is ....**




- ☐ a. There are some kinds of activity that my family does in the backyard.
- ☐ b. There are a pool, a garden and a gazebo in the backyard.
- ☐ c. My family and I have different hobbies.

**Write three supporting details of paragraph one.**





## Note II of Study Page section (Page 56)



**NOTE 2**  
Study the explanation about adverbs of time and place below, and then do the task.



**STUDY PAGE**



**A. Adverbs of Time**

Adverbs of time tell us when and how long an action happens, e.g. now, then, soon, tomorrow, yesterday, today, tonight, early, at 7 o'clock, in the evening, at noon and so on.




For example :

- He gets up early **in the morning**.
- We want to go to Malang **next month**.
- **Later** they will study abroad.
- Ruvî's shop opens at **9 a.m.**
- Niko stays in home **all day long**.
- The show lasts for **2 hours**.
- The fun bike registration starts from **Monday to Friday**.





## Note II of Study Page section (Page 57)





**STUDY PAGE**



**B. Adverbs of Place**

Adverbs of place tell us where something happens, for example here, there, near, somewhere, outside, across the street, on the top, at some places and so on.

For example:




- He will come here.
- The children play outside the building.
- He stands near the paintings.
- They fly kites on the top of hill.
- He lives somewhere in New York.
- She goes upstair.







## Task VII of Study Page section (Page 58)



### TASK VII

Reread the text carefully and then write down the adverbs of time and place in the boxes.

#### Lovina Beach



Lovina Beach is one of the must-see tourist spots when visiting Bali Island. It is located in Buleleng, about 9 km from Singaraja city. It can be a tourist destination for those who want to see dolphins. There are also many small boats that line in the seashore. The fisherman rents those boats to the tourists who want to see dolphins. So, it is not a right place for sunbathing.




Dolphin's performance in Lovina Beach begins in the morning at 5:00 o'clock. This is because the dolphins are always visible in the morning. At first you may not see any single dolphin, but then they will emerge jumping out of the water. It looks like they greet the visitors. Dolphin's performance does not last long. They usually disappear at 7 a.m. Besides the dolphin show, it also offers a variety of accommodations ranging from inn to cottages. Those are available at a very affordable price.

Adverbs of time

Adverbs of place

Done





### Have you found all of these?


#### Adverbs of place



1. in Buleleng
2. about 9 km from Singaraja city
3. at the edge of Lovina beach
4. in the seashore
5. at Lovina beach
6. there

#### Adverbs of time

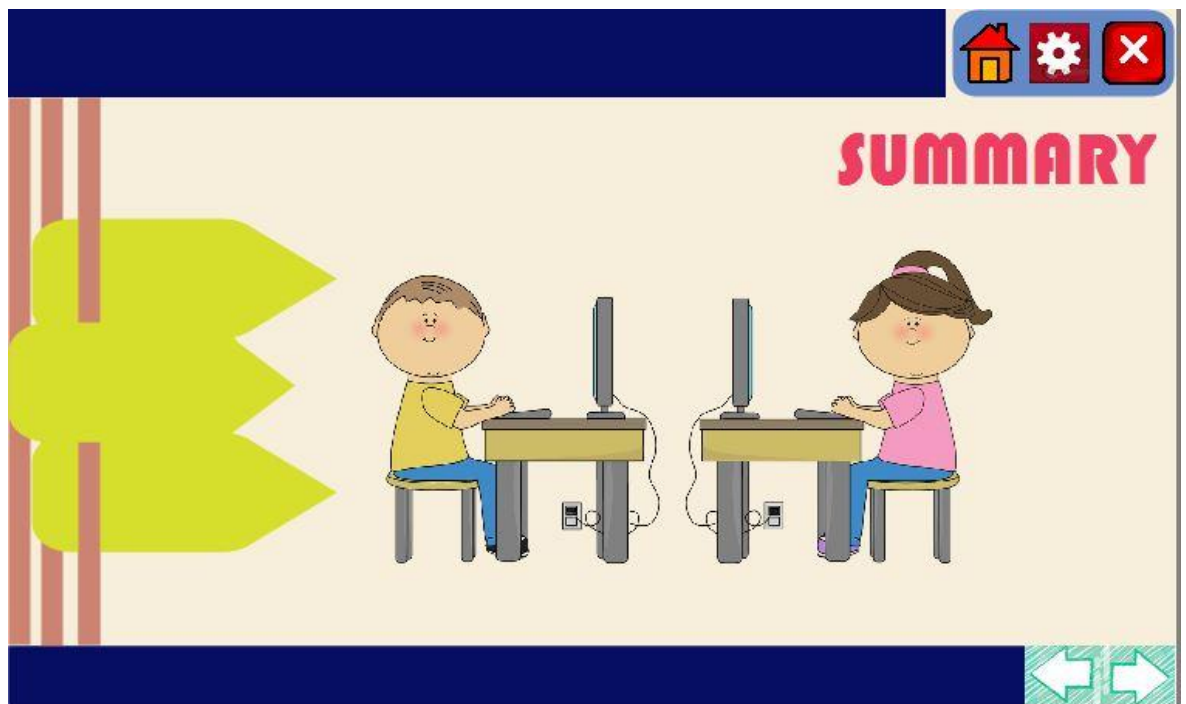
1. in the morning
2. at 5:00
3. at first
4. at 7 a.m.

STUDY PAGE





### 3. Summary (Page 59-60)



A digital presentation slide with a dark blue header and footer. The header contains three icons: a house, a gear, and a red square with a white 'X'. On the left, there is a brown banner with the word "SUMMARY" in white capital letters. Next to it is a graphic of a paperclip holding three sticky notes (blue, yellow, and green). The blue sticky note has the text "In this unit, you have learned about:". To the right of the sticky notes are three text boxes containing the following points:

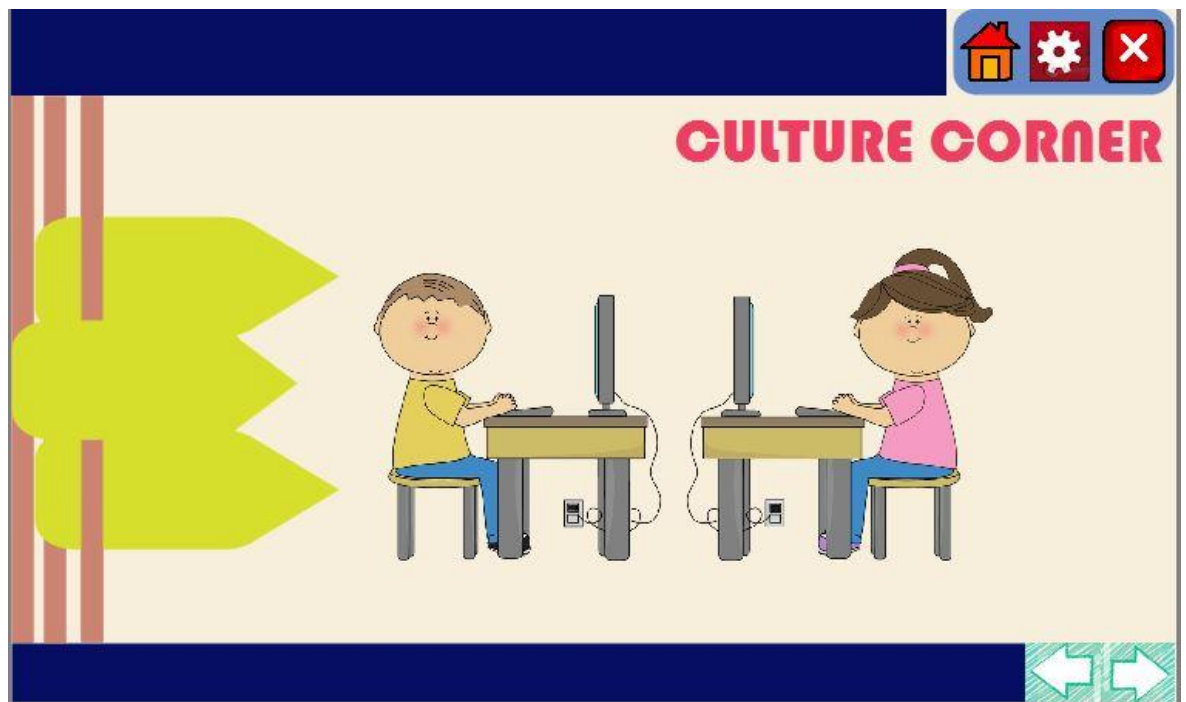
1. The descriptive text about animal and place has the same language features as the descriptive text about people.
2. Every paragraph of a descriptive text has a main idea and supporting details.
  - The main idea tell the reader about the most important point of the topic.
  - The supporting details explain more about the main idea.
3. One of the language features of descriptive text is the use of adverbs. There are some kinds of adverbs. Two of them are adverbs of time and adverbs of place.

Below the third point, there are two lines of text:

Adverbs of time tell us about **when** and **how long** something happens.  
Adverbs of place tell us about **where** something happens.



The background is a light beige color with vertical red stripes on the left. The footer contains two green arrows pointing left and right.

#### 4. Culture Corner (Page 61-62)



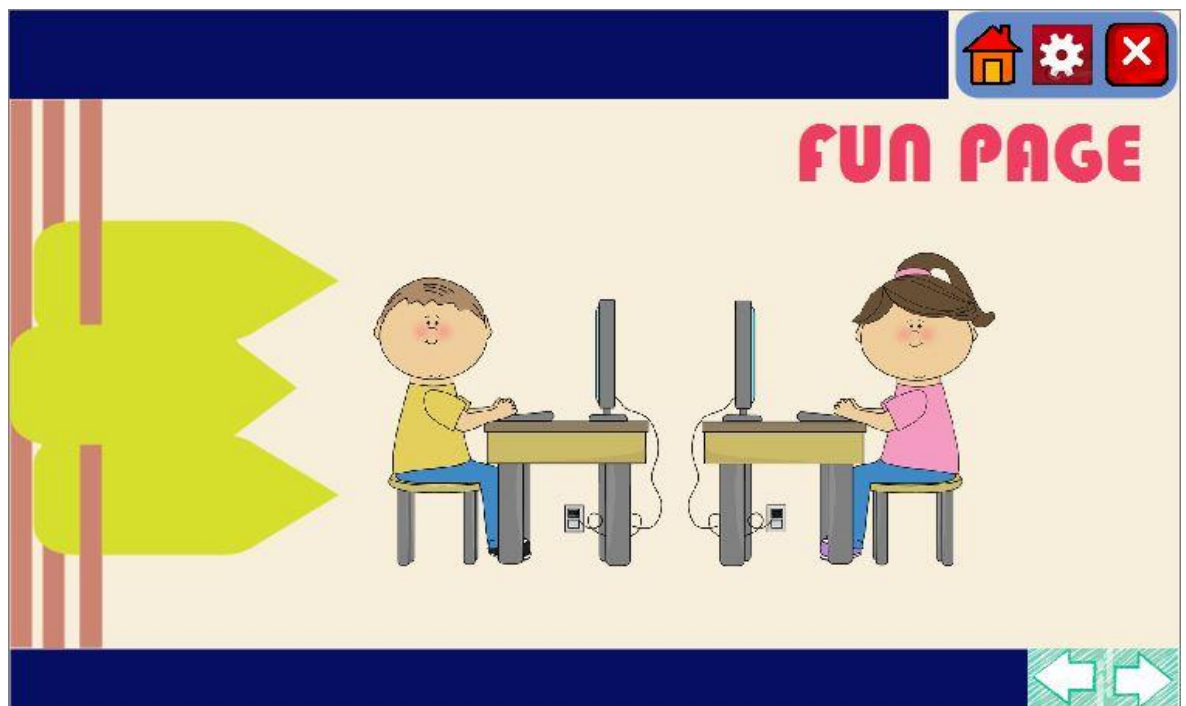
### American Pet-Funeral

American people do love having pets. They treat their pets as a part of their families. When their pets die, they will be so sad since they loss one of 'the members' of their families and they will treat the dead-pet body just the same as they treat a dead human body. Therefore, pet funerals become a common part of American culture in the beginning of the 20th century and the creations of pet memorial become a tradition in it. There are a great number of pet cemeteries across the states that have a number of elegant and ornate monuments to the beloved pets of many families. What about in Indonesia? Is there any pet funeral here?



### SUMMARY

## 5. Fun Page (Page 63)






## Who am I quiz (Page 64)







Feedback of Who am I quiz (page 65-72)








1. I am a cow.

FUN PAGE















2. I am a zebra.


FUN PAGE

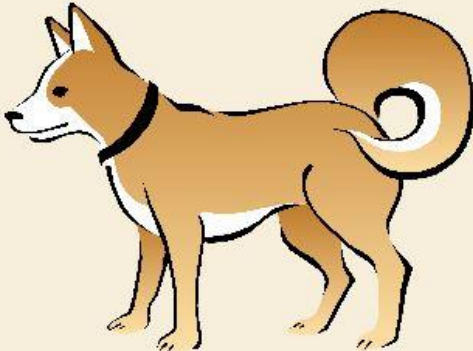











### 3. I am a dog.












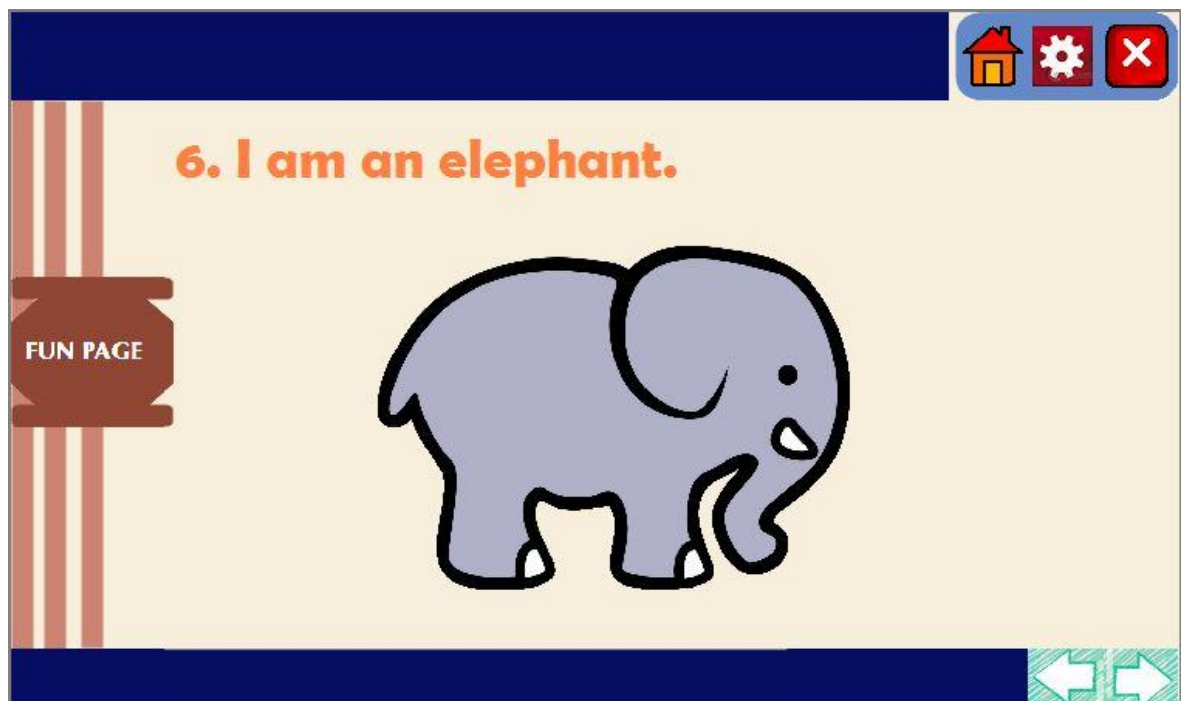


### 4. I am a cangaroo.



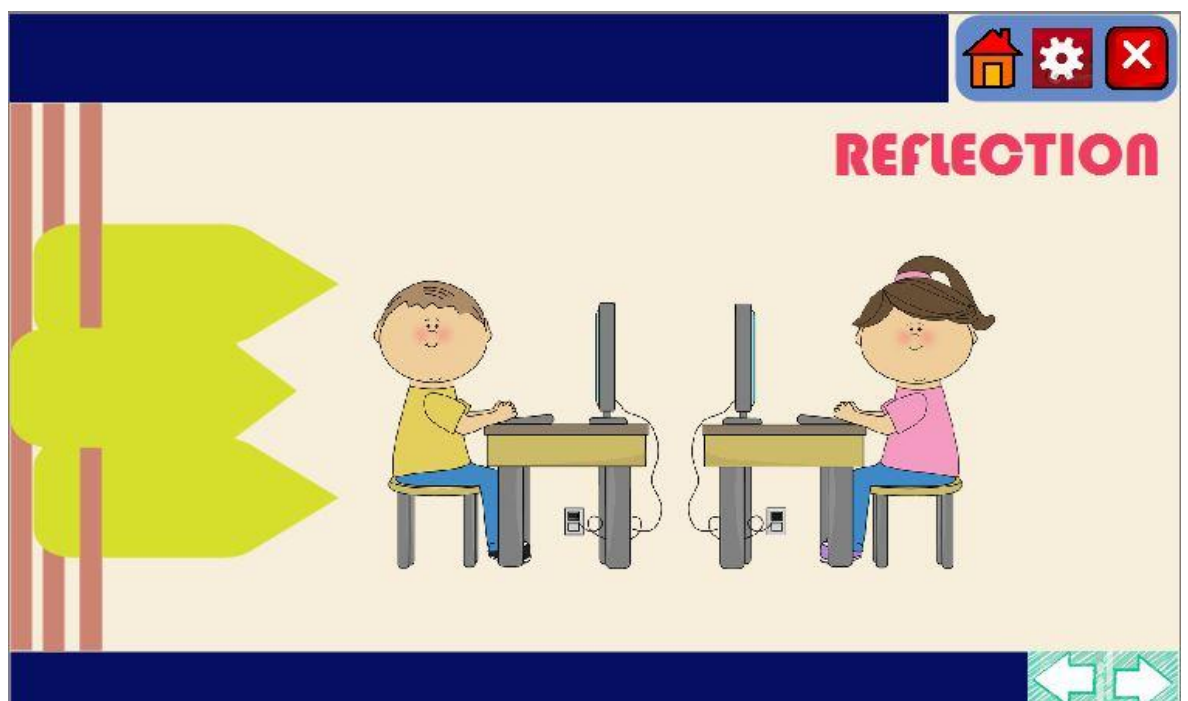











6. Reflection(Page 73-74)





REFLECTION

1. This unit gives me:

- ☐ new experiences
- ☐ useful learning experiences
- ☐ no useful learning experiences
- ☐ new learning strategy
- ☐ no useful learning strategy


2. The most interesting part in this unit is ....



3. Things that I want to study more are ....

4. Read these statements. Then, click yes, no or some. button.

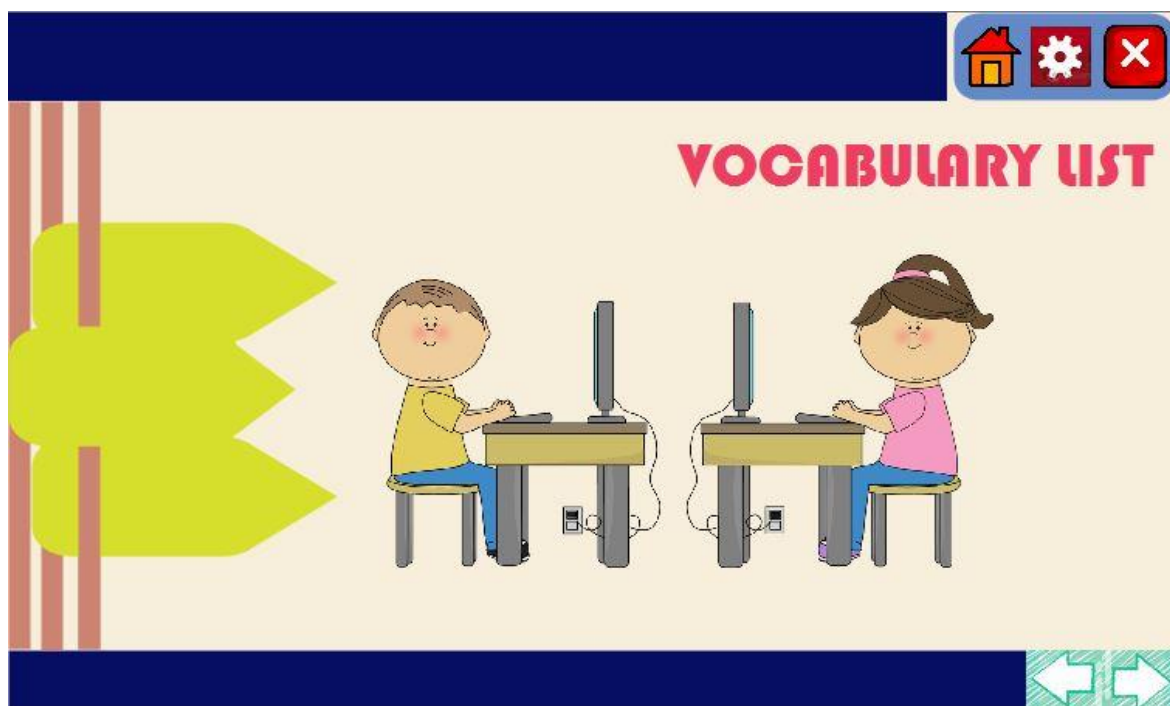
	Yes	Some	No
I can understand the adjectives to describe animal and place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can answer questions about animal's and place.'s description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand to content of descriptive text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand the use of adverbs of time and place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can read the descriptive text aloud with correct pronunciation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




Done





## 7. Vocabulary List (Page 75-77)






**VOCABULARY**  
LIST



Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
pet	noun	/pet/	binatang peliharaan
leg	noun	/leg/	kaki
tail	noun	/teil/	ekor
sharp	adjective	/ʃa:p/	tajam
claw	noun	/klo:/	cakar
breed	noun	/bri:d/	keturunan
fluffy	adjective	/ˈflʌf.i/	berbulu lebat dan halus
bone	noun	/bəʊn/	tulang
soft	adjective	/sɒft/	halus, lembut
bark	verb	/bɑ:k/	menggonggong
parrot	noun	/ˈpær.ət/	burung beo
imitate	verb	/ˈɪm.i.teɪt/	menirukan
dolphin	noun	/ˈdɒl.fɪn/	lumba-lumba
visible	adjective	/ˈvɪz.ɪ.bl/	dapat dilihat




**VOCABULARY**  
LIST

Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
affordable	adjective	/əˈfɔ:.də.bl/	terjangkau
pool	noun	/pu:l/	kolam
wooden	adjective	/ˈwud. ə n/	terbuat dari kayu
backyard	noun	/ˈbækˈjɑ:d/	halaman belakang
cage	noun	/keɪdʒ/	kandang, sangkar
suburb	noun	/ˈsʌb.ə:b/	pinggiran kota
funeral	noun	/ˈfju:.n ə r. ə l/	pemakaman
culture	noun	/ˈkʌl.tʃə r/	budaya
foothill	noun	/ˈfʊt.hɪl/	bukit di kaki gunung


## F. UNIT III

### Course Overview (Page 78-79)



**UNIT III**



**My Uncle is a Journalist.**






Do you have any idea about how to tell about someone's occupation to your friend? In this unit, you will read some texts about describing people's occupation and things they use around you. Learn them through some challenging tasks.

[Let's Read](#) [Study Page](#) [Summary](#)

[Culture Corner](#) [Fun Page](#) [Reflection](#) [Vocabulary List](#)







**Basic Competences**

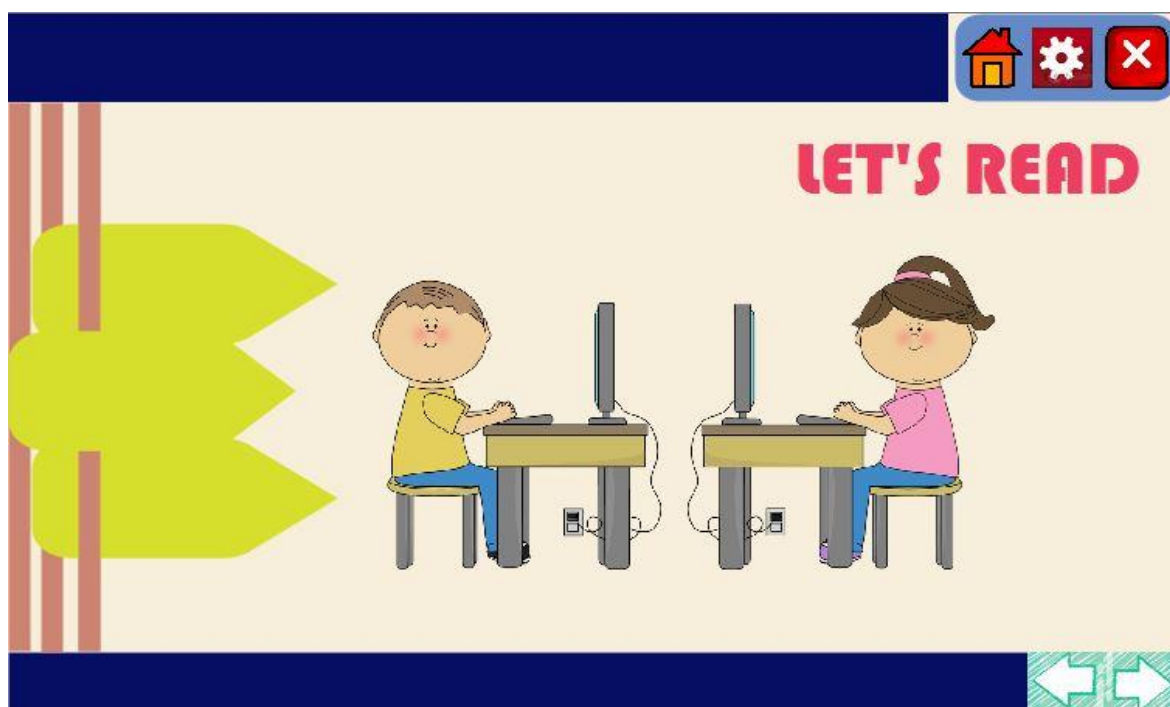
1. Responding to the meaning and rhetoric step accurately, fluently and appropriately in the very simple essays related to students' surrounding in form of descriptive and procedure.
2. Reading aloud meaningfully the short and very simple essays in form of descriptive using correct pronunciation.

**Indicators**

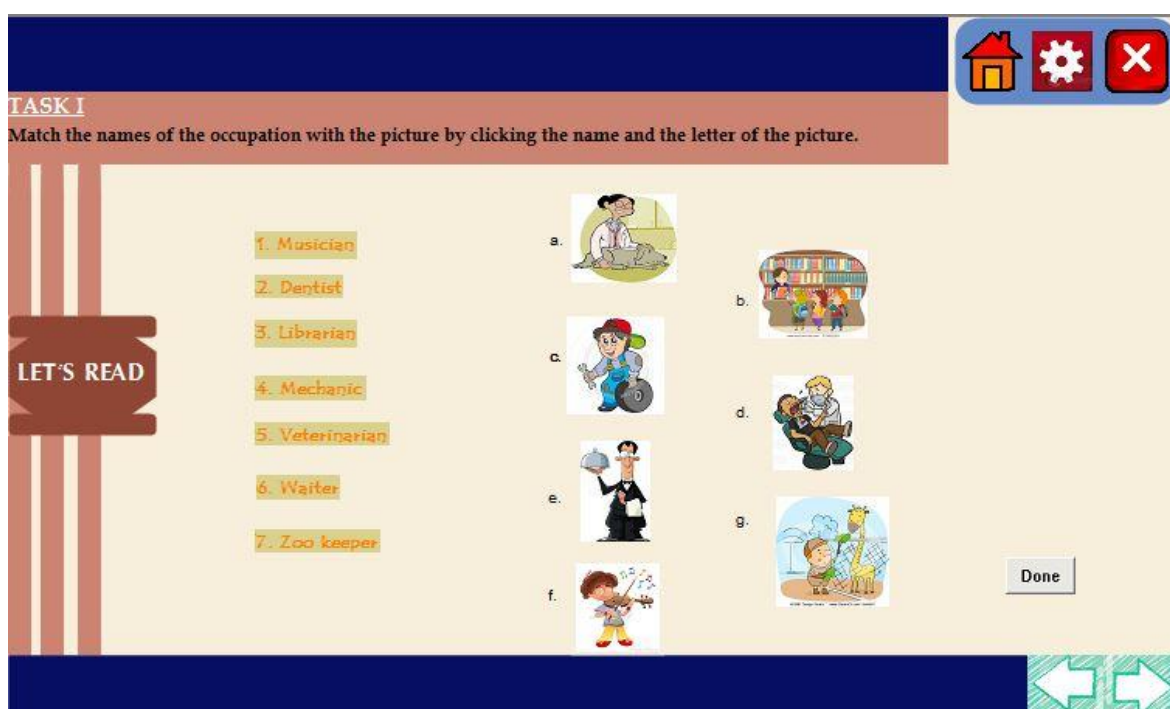
1. Recognizing language features of descriptive (adverbs of frequency and manner)
2. Recognizing the generic structure of descriptive text;
3. Identifying the meaning of words in the text;
4. Getting main ideas and supporting details of the text;
5. Reading aloud the descriptive texts using correct pronunciation.



## 1. Let's Read (Page 80)






## Task I of Let's Read section (Page 81)





## Task II of Let's Read section (Page 82)

**TASK II**



Below are several kinds of occupation. Match the name of the occupations in the left with the correct description in the right.

**LET'S READ**




1. chef
2. pilot
3. sailor
4. athlete
5. architect
6. dancer
7. typist
8. lawyer
9. army
10. pharmacist

- a. someone who flies aircraft
- b. someone who dedicates his life in military to save the country
- c. someone who studies law and helps people to solve their legal issues
- d. someone who cooks in a restaurant or hotel
- e. someone who navigates ships
- f. someone who dispenses drugs to patients according to a prescription
- g. someone who is expert in designing
- h. someone who types paperwork
- i. someone who is very good at dancing
- j. someone who has some achievements in sport

Done

## Task III of Let's Read section (Page 83)



**TASK III**

Read the text and then do the quizzes on the next page.



**LET'S READ**

**A Twin Flight Attendant**




I have a twin cousin. Their names are Sofia and Julia. They are twenty two. They are very beautiful and smart. They have graduated from college last year. Now, they work at Garuda Indonesia Airlines company as flight attendants. Their main duty is to ensure the safety and comfort of the passengers during the flight. They must explain to the passengers about safety standard, weather condition, what should do and what should not do in the plane, and also know how to deal with passengers' complaints. They continuously learn to speak English more fluently because they have to deal with people from many different countries around the world.

Back to Task III A  
Back to Task III B


### Task III A of Let's Read section (Page 84)





A. Find the verbs available in the text on the previous page.

[Show the text](#)



List of the verbs available in the text.










Done

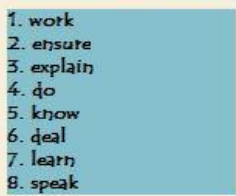


### Feedback of Task I A (Page 85)




Have you found all of these?


List of verbs available in the text





- 1. work
- 2. ensure
- 3. explain
- 4. do
- 5. know
- 6. deal
- 7. learn
- 8. speak






- ☒
- ☒
- ☒
- ☐
- ☐






### Task III B of Let's Read section (Page 86)






B. Answer these questions based on the text entitled "A Twin Flight Attendant".






**LET'S READ**

1. What is the main idea of the text?
2. How old are Sofia and Julia?
3. Where are Sofia and Julia work at?
4. What are their occupation?
5. What are their main duty in the flight?
6. Are they good at handling complaint?
7. Why do they always learn to speak English fluently?






### Task IV of Let's Read section (Page 87)




**TASK IV**  
Read the text aloud. You may consult your dictionary or the vocabulary list about the correct pronunciation.





**LET'S READ**




#### My Uncle is a Journalist

I have an uncle. His name is Wawan. He works as a journalist in Jakarta. He writes news stories or articles for a newspaper or magazine and broadcasts them on radio or television. Surely, he is very good at writing. He often gets involve in some important meetings held by government to know what is really happening there. Sometimes, he conducts an interview with people to get information precisely. After that, he writes the things happened in the meeting quickly to be published in the newspaper or even broadcasted in a radio or television programme. He writes stories for national, regional and local press. As well as education and politics, he reports on sports, arts and culture, science and business. He also covers national and local events, entertainment and human's interest stories.





#### Task IV of Let's Read section (Page 88)





Click the "True" buttons if the statements are true, or "False" button if the statements are false.

[Show the text](#)




**LET'S READ**

1. Uncle Wawan writes some articles for bulletin. ☐ True ☐ False
2. Uncle Wawan is not so good at writing. ☐ True ☐ False
3. Uncle Wawan writes the report slowly. ☐ True ☐ False
4. Uncle Wawan may join some important meetings to get the news. ☐ True ☐ False
5. Television and radio broadcasts the news. ☐ True ☐ False
6. Uncle Wawan does not write the news about politics. ☐ True ☐ False
7. Uncle Wawan writes both local and national news. ☐ True ☐ False

[Done](#)



#### Task V of Let's Read section (Page 89)



**TASK V**


Read the text aloud. Make sure your pronunciation is correct. Then, do the quiz on the next page.



[Back to the quiz](#)

**LET'S READ**

### Reno, a Clown




I have a neighbour. His name is Reno. He is a clown. He works in a carnival and sometimes people invite him to their birthday parties to entertain the invitees. He wears a very colourful costume. He also wears a colourful and funny wig and footwear. He also paints his face. Everyone will not realize that the clown is Reno, because his appearance is totally different from the daily appearance in his home. His job is to entertain people. He entertains all of people from children to the adult. He is able to demonstrate mime and funny facial expressions. He, without saying any single word, makes people laugh and forget their problem for a while. He is very funny and kind. Although some people say that being a clown is easy, I know that it is not. Reno often tells me that when he is sad, he has to hide away his sadness and show his happy face in front of the audiences. Moreover, he has to







## Task V of Let's Read section (Page 90)



Complete these sentences using the words in the box based on the text on the previous page

[Show the text](#)



**LET'S READ**

1. Reno's house is  my house. He works as a  in a carnival.
2. To make his appearance different from usual, he always wears a  on his head and unique  on his feet.
3. Reno's duty is  people by  mime and funny facial expressions.
4. People are  to see his performance.
5. I know that being a clown is not an  job because a clown should be able to  his or her sorrow when he or she is sad.




easy   clown   happy   hide   wig

shoes   entertaining   hear   performing


[Done](#)





## 2. Study Page (Page 91)






**STUDY PAGE**





## Note 1 of Study Page section (Page 92-93)



**NOTE 1**  
Study the explanation about adverbs of frequency and manner and then do the tasks.



**STUDY PAGE**




**A. Adverbs of Frequency**

Adverbs of frequency tell us 'how often' we do something or something happens, for example : always, usually, often, sometimes, twice a week, once a year, monthly, fortnightly, never, seldom and so on.

For example :

- I **often** go to the cinema.
- She **sometimes** visits me at home.
- We **usually** drink coffee.
- I go to the cinema **twice a week**.
- She takes these tablets **three times a day**.
- I change the sheets **once a fortnight**.
- I meet him **several times a year**.
- I visit my parents **once a month**.







**STUDY PAGE**

**A. Adverbs of Manner**




Adverbs of manner tell us how someone does something or how something happens, e.g. nicely, quickly, carefully, angrily, happily, easily, correctly, perfectly and so on.

For example :

- He swims **well**.
- The athlete runs **quickly**.
- She speaks **softly**.
- James coughs **loudly** to attract her attention.
- Mike plays the flute **beautifully**.
- They eat the chocolate cake **greedily**.
- Norma walks to the podium **gracefully**.
- Mom loves her children **sincerely**.



## Task VI of Study Page section (Page 94)



### TASK VI

Fill in the blanks using adverbs of frequency and manner in the green box.

**STUDY PAGE**

**My Older Brother is a Postman.**

I have an older brother. His name is Johnny. He is a postman. He works at Central Post Office. He delivers letters and packages to many people (1. ) in the morning and afternoon. He (2. ) starts working at 8 a.m. He knows many locations of people's addresses in the town. (3. ) If he do not know the location, he (4. ) looks at his GPS. It is to direct him to the location (5. ) , so he will not get lost.

He works (6. ) in a week. He (7. ) wears orange uniform, so people will (8. ) notice him as a postman. He delivers the letter home to home by motorcycle. There are two big bags on the motorcycle. Those contain letters and packages. He starts delivering the letters and packages to the nearest address from his office then he moves to the farer one. He usually stops working at 3 p.m. He enjoys his occupation and he is glad to be a

twice a day

sometimes

precisely

easily



well

always




five days

usually

Done



## Note 2 of Study Page section (Page 95)





### NOTE 2

Notice the difference between the use of word "use" and "wear".

**STUDY PAGE**

The word "use" is used when we are utilizing an object for a specific purpose.

You can use the word "wear" + anything that you can put on your body.



### Task VI of Study Page section (Page 96)



#### TASK VII

Here are things that people use or wear when they are working. Read aloud words , then classify the words into two categories which are "use" and "wear."




**STUDY PAGE**

1. uniform	<input type="radio"/> wear	<input type="radio"/> use
2. shoes	<input type="radio"/> wear	<input type="radio"/> use
3. stethoscope	<input type="radio"/> wear	<input type="radio"/> use
4. thermometer	<input type="radio"/> wear	<input type="radio"/> use
6. camera	<input type="radio"/> wear	<input type="radio"/> use
7. notebook	<input type="radio"/> wear	<input type="radio"/> use
8. apron	<input type="radio"/> wear	<input type="radio"/> use
9. coat	<input type="radio"/> wear	<input type="radio"/> use
10. gas	<input type="radio"/> wear	<input type="radio"/> use


Done





### 3. Summary (Page 97-98)




## SUMMARY





🏠 ⚙️ ❌

**SUMMARY**



1. The descriptive text about occupations and things has the same language features as the descriptive text about people, animals and places.

2. One of the language features of descriptive text is the use of adverbs. There are some kinds of adverbs. Two of them are adverbs of frequency and adverbs of manner.

- Adverbs of frequency tell us about **how often** something happens.
- Adverbs of manner tell us about **how** something happens.

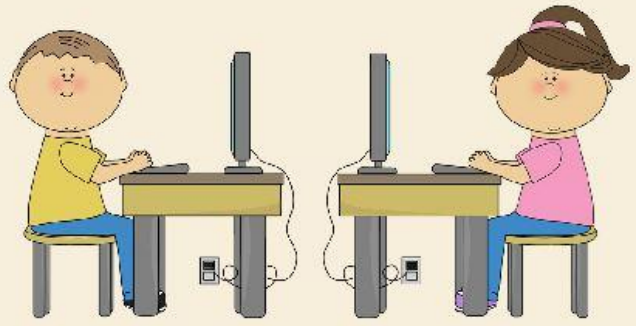
⬅️ ➡️

#### 4. Culture Corner (Page 99-100)

🏠 ⚙️ ❌

➡️

## CULTURE CORNER



⬅️ ➡️




🏠 ⚙️ ❌

**CULTURE  
CORNER**

### A London Busker

Do you know about London busker? A London busker is a street performer, especially in London. Literally it is defined as a person who entertains in public places for money. Performances can be just about anything that people find entertaining. Performers may do acrobatics, animal tricks, balloon twisting, card tricks, caricatures, clowning, comedy, contortions, dance, singing, fire skills, flea circus, fortune telling, juggling, magic, mime, living statue, musical performance, puppeteering, snake- charming, storytelling, reciting poetry or prose, street art such as sketching and painting, street theatre, and sword swallowing. Nowadays, you can find London buskers not only in the street, but also in the cafe, restaurant and so on. In addition, you may find some different terms of this kind of occupation in other countries.




⬅️ ➡️

## 5. Fun Page (Page 101-102)

🏠 ⚙️ ❌

**FUN  
PAGE**



# FUN PAGE

⬅️ ➡️

Let's sing a song.

**Que Sera Sera**

When I was just a little girl  
I asked my mother what will I be  
Will I be pretty, will I be rich  
Here's what she said to me.


**Reff.**  
Que sera, sera  
Whatever will be, will be  
The future's not ours to see  
Que sera, sera  
What will be, will be.

When I grew up and fell in love  
I asked my sweetheart what lies ahead  
Will we have rainbows day after day

**Back to reff.**  
Now I have children of my own  
They ask their mother what will I be  
Will I be handsome, will I be rich  
I tell them tenderly.

**Back to reff**

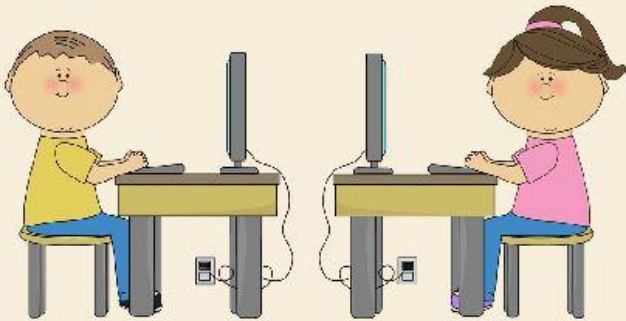
**SING!**



**FUN PAGE**

## 6. Reflection (Page 103-104)

**REFLECTION**



**REFLECTION**

🏠 ⚙️ ❌

REFLECTION

1. This unit gives me:

- ☐ new experiences
- ☐ useful learning experiences
- ☐ no useful learning experiences
- ☐ new learning strategy
- ☐ no useful learning strategy

2. The most interesting part in this unit is...

3. Things that I want to study more are....

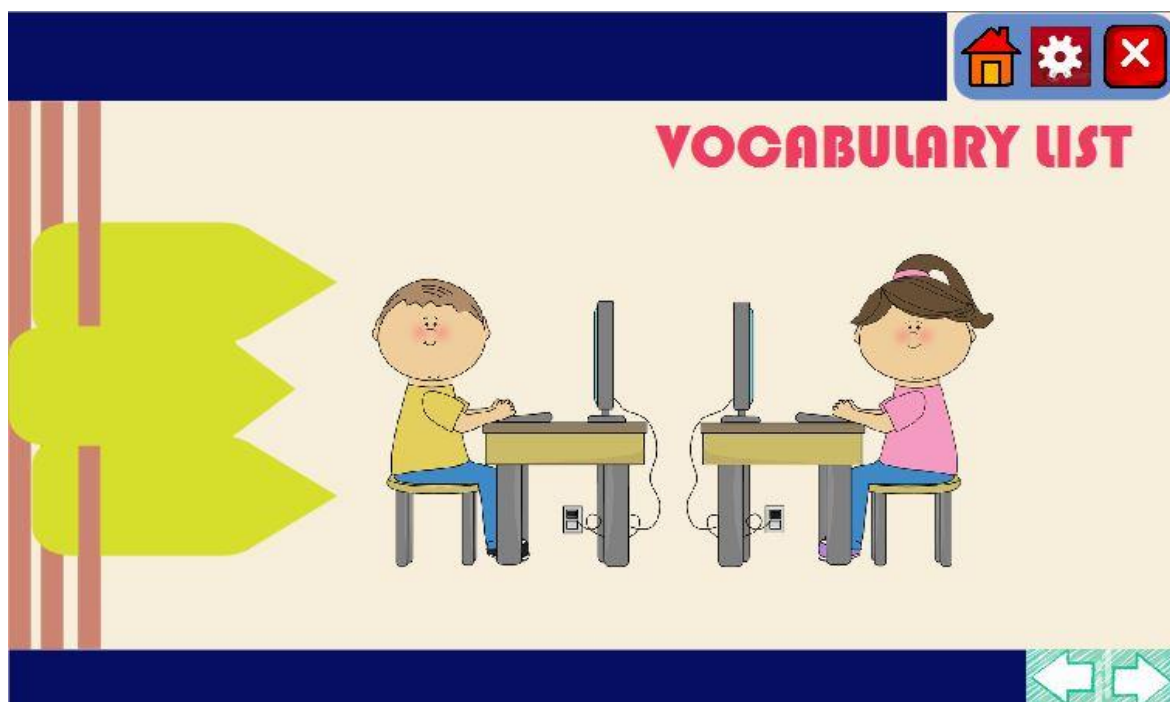
4. Read these statements. Then, click yes, no or some. button.

	Yes	Some	No
I can understand the adjectives to describe occupations and things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can answer questions about occupations' and things' description.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand to content of descriptive text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand the use of adverbs of frequency and manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can read the descriptive text aloud with correct pronunciation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




Done

⬅️ ➡️

## 7. Vocabulary List (Page 105-107)










**VOCABULARY**  
**LIST**



Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
apron	noun	/ˈeɪ.prən/	celemek
borrow	verb	/ˈbɒr.əʊ/	meminjam
buy	verb	/baɪ/	membeli
chef	noun	/ʃef/	koki
clean	verb	/kliːn/	membersihkan
coach	noun	/kəʊtʃ/	pelatih
dentist	noun	/ˈden.tɪst/	dokter gigi
drive	verb	/draɪv/	mengendarai
lawyer	noun	/ˈlɔɪ.ə/	pengacara
librarian	noun	/laɪˈbreɪ.ri.ən/	pustakawan
mechanic	noun	/məˈkæ.nɪk/	montir
musician	noun	/mjuːˈzɪʃ.ən/	pemusik
saw	verb	/sɔː/	gergaji

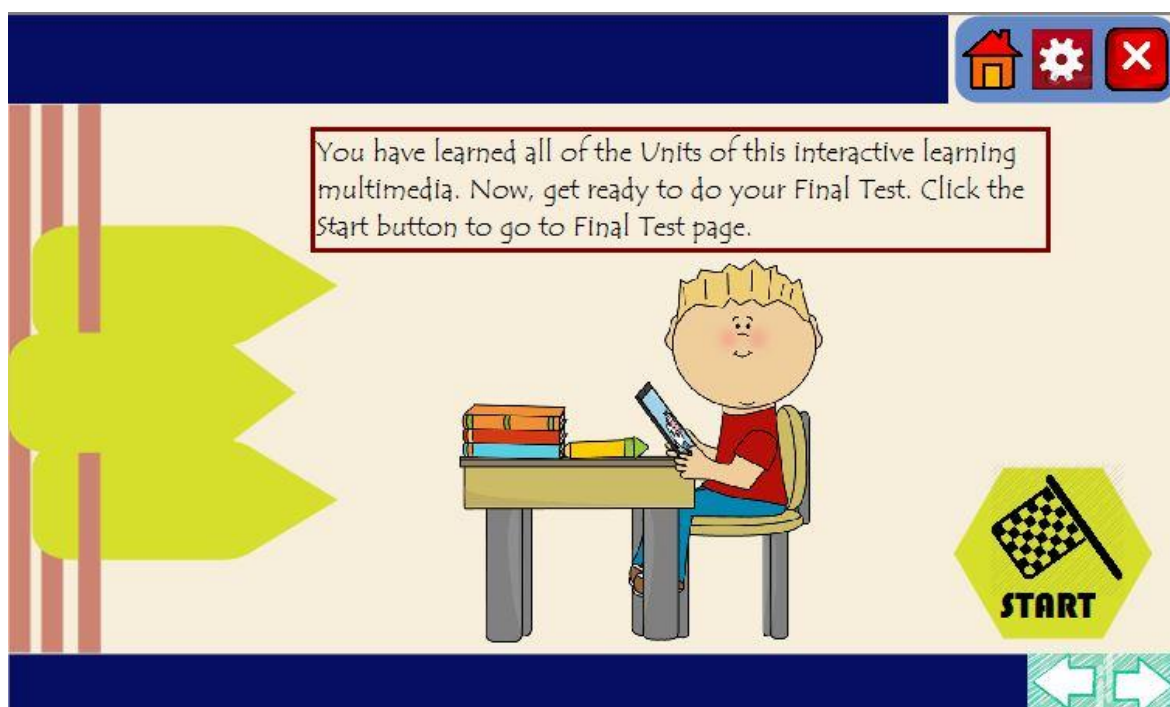




**VOCABULARY**  
**LIST**

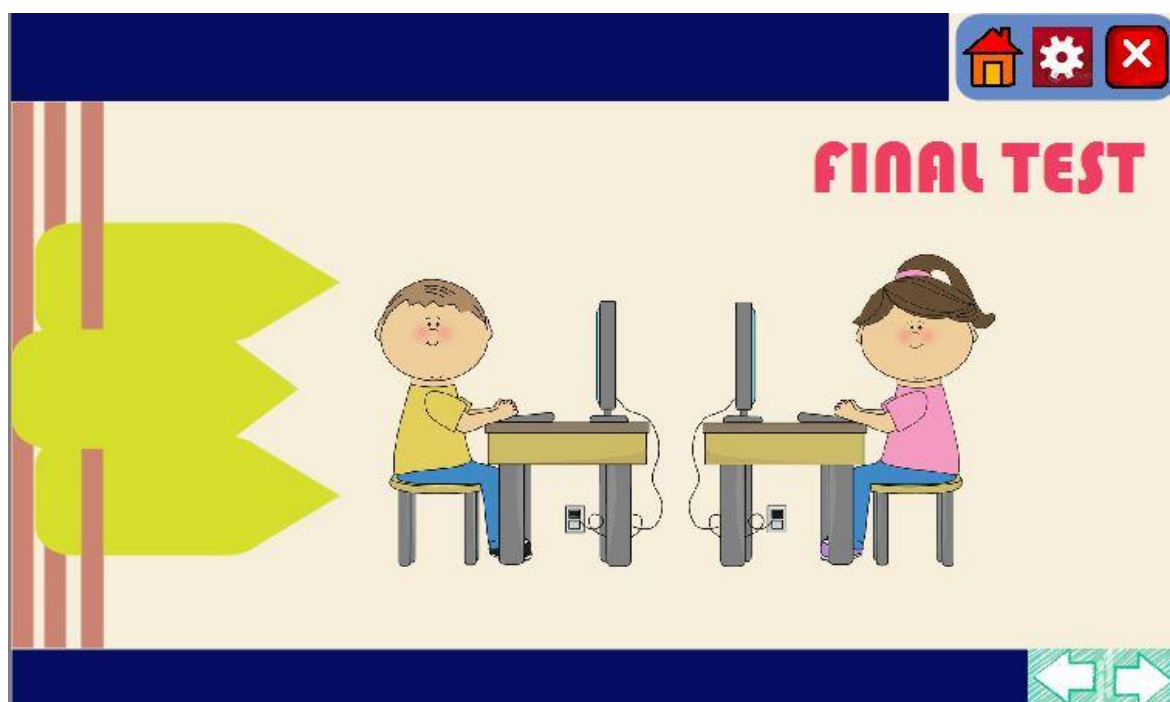
Words	Parts of Speech	Phonetic Transcriptions	Indonesian Equivalents
scissors	noun	/ˈsɪz.əz/	gunting
screwdriver	noun	/ˈskruːdraɪ.və/	obeng
secretary	noun	/ˈsek.rə.tri/	sekretaris
tailor	noun	/ˈteɪ.lə/	penjahit
take	verb	/teɪk/	mengambil
teach	verb	/ti:tʃ/	mengajar
type	verb	/taɪp/	mengetik
typist	noun	/ˈtaɪ.pɪst/	juru ketik
veterinarian	noun	/ˌvet.əˈrɪneɪ.ri.ən/	dokter hewan
whistle	noun	/ˈwɪs.l/	peluit




## The end of the Units (Page 108)



## G. Final Test (Page 109)



## Task I of the Final Test (Page 110-111)

**TASK I**  
 Read the text carefully and then do the quiz on the next page.

**FINAL TEST**

Yogyakarta, 31th May 2015

Dear Dilla,

Hi, Dilla! How are you? I am here, doing fine. I want to tell you something great. Guess what! I and my family move to a new house.


Now, we live at Jalan Sukowati 162, Magelang. It is a suburb area. I like the location of my home very much since it is quiet and the air is very fresh. We live in a quite big house. My house consists of three bedrooms, a living room, a dining room, a kitchen, a warehouse and a backyard. My favourite place in my home is my backyard.



My backyard is quite large. There are guava, mango and lime tree. My mother likes gardening, so she puts some kinds of flower there. In another side, my father likes breeding, so he puts some roosters and hens there in a small cage. There is also a small pool for my catfish. Across to the small pool, there is a wooden gazebo. I usually use it for gathering with my friends of family. Sometime my family and I spend our time in the gazebo before having dinner. Every Sunday, we give our backyard a good clean-up. Those are why I like my backyard very much.




How about you? Do you enjoy living in Jakarta? Please tell me about that. I miss you so much.

Lots of love,

Echa








Answer the questions based on the text on the previous page by choosing a, b, c, or d

**FINAL TEST**

1. Why does Echa like her new house?
  - ☐ a. Because it is located at Jalan Sukowati 162, Magelang.
  - ☐ b. Because there is a backyard inside the house.
  - ☐ c. Because the place is quite and the air is fresh.
  - ☐ d. Because it is large and clean.
2. The underlined word in "It is a suburb area." refers to ....
  - ☐ a. Jalan Sukowati 162, Magelang
  - ☐ b. Dilla's old house
  - ☐ c. The writer's house
  - ☐ d. Magelang
3. How many rooms does Echa's new house have?
  - ☐ a. three
  - ☐ b. six
  - ☐ c. seven
  - ☐ d. eight
4. The underlined word in "There is a wooden gazebo." means....
  - ☐ a. made of wood
  - ☐ b. located in a wood
  - ☐ c. near the woods
  - ☐ d. taken from wood
5. Where is the location of the small pool in Echa's backyard?
  - ☐ a. across her mother's flowers
  - ☐ b. beside the gazebo
  - ☐ c. across the gazebo
  - ☐ d. next to the gazebo



## Task II of the Final Test (Page 112)

TASK II

Match the words in the left with their definitions in the right.

**FINAL TEST**

1. clown
2. carnival
3. entertain
4. mime
5. joke
6. wig
7. laugh
8. demonstrate
9. hide
10. neighbour

a. person who wears funny clothes, has a painted face, and makes people laugh by performing tricks and behaving in a funny way

b. to smile while making sounds with your voice that show you think something is funny or you are happy

c. to show; to make clear

d. an artificial hair worn on the head to hide a loss of hair or to cover your own hair

e. to keep a group of people interested or enjoying themselves

f. put something in place where people cannot see it

g. when you use movements of your hands and body, and expressions on your face, without speech, to communicate emotions and actions or to tell a story

h. public enjoyment and entertainment that shows many interesting performances

i. someone who lives very near to you

j. something, such as a funny story or trick to make people laugh

Done

## Task III of the Final Test (Page 113)

TASK III

Read the text carefully, then do the quiz on the next page

**FINAL TEST**

**My Twin Sister**

I have a twin sister. Her name is Annisa Rachma Damayanty. I usually call her Nisa. She is now 12 years old. She is the second child in our family of three siblings. Now, Annisa studies at SMP Teladan. She is in the 7th grade, but we are in the different class. She joins the organizations at school such as Youth Red Cross, Science Club and scout. She wants to be a doctor or entrepreneur. She likes studying biology and making handcraft from flannel fabrics.

She is short and fat. She wears a veil. Her face is round. Her eyes are round and bright. She has a flat nose. Her height is about 145 cm and her weight is about 35 kg. She has fair skin.

She is a very kind girl. She is diligent and clever. She is friendly and she likes helping her friends. Her hobbies are reading books, swimming and playing music instruments such as guitar and flute. Annisa also likes browsing. She has some accounts on social media. She often chats with her friends through Facebook. Her idol is Justin Bieber, a singer from Canada. She has a lot of things about him such as his biography's book and his songs.

Back to the quiz A  
Back to the quiz B

### Task III A (Page 114)


FINAL TEST

A. Mention some adjectives about Nisa's appearance and personality based on the text.

Adjectives about her appearance

Adjectives about her personality

Show the text



Done

### Feedback of Task III A (Page 115)

FINAL TEST

Have you found all of these?

Adjectives about appearance

1. short

2. long

3. black

4. black

5. round

6. flat

7. bright

8. fairy


Adjectives about personality

1. kind


2. diligent

3. clever

4. friendly



### Task III B (Page 116)




B. Answer the following questions based on the texts.



**FINAL TEST**

1. Are Nisa and her twin in the same class at school?
2. What are Nisa hobbies?
3. How does Nisa's body look like?
4. What does Nisa usually do in her Facebook account?
5. What are kinds of Justin Bieber's stuff that Nisa has?
6. What is the main idea of the last paragraph?





### Task IV of the Final Test (Page 117)



**TASK IV**

Choose the correct form of the words in the brackets.



**FINAL TEST**

#### Ullen Sentalu

The Ullen Sentalu Museum ( is / am / are ) a Javanese culture and art museum located in Kaliurang , Yogyakarta. The museum ( display / r-displays ) relics and artefact from royal houses and kraton of Java, such as Yogyakarta, Mangkunegaran, Surakarta and Pakualam.

It also ( offer / offers ) a unique blend of Javanese culture and natural beauty of the foothills of Merapi. You will see the life of four Mataram Kingdoms through the collections of poetry, batik, as well as photos and paintings there.

The museum ( has / have ) two main buildings, namely Guwa Selo Giri and Kampung Kambang. Kampung Kambang ( store / stores ) the collections of batik, kebaya, manuscripts, potographs, paitings, etc.




Ullen Sentalu also ( manage / manages ) cultural activities such as art Mataram workshops, including etiquette, norms, ideas, painting, architecture, cultural tourism, outbound, exhibitions and so on. This museum ( open / opens ) from Tuesday to Sunday at 8.30 a.m. -16.00 p.m.










## Task IV of the Final Test (Page 118)



After completing the text, answer these following questions shortly based on it.





Show the text




**FINAL TEST**

1. Where is the location of Ullen Sentalu?
2. Where do the relics and artifacts in the Ullen Sentalu come from?
3. How we can see the life of four Mataram Kingdoms?
4. How many main building does Ullen Sentalu have?
5. What kinds of activities held in Ullen Sentalu?
6. How long does the museum open in a day?
7. What is the main idea of the last paragraph?

Done






## Task V of the Final Test (Page 119)




**TASK V**

Read the text carefully and then answer the questions based on it.



**Mr Kartolo, a Farmer**



Mr Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season, Mr Kartolo is ready to harvest his crops. Mr Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock and cleaning the barns are among Mr Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.



**FINAL TEST**




1. What is a farm like during the rainy season?
2. What is the colour of the rice field in the rainy season?
3. When does Mr Kartolo's workday end?
4. When does Mr Kartolo plough the land?
5. What does Mr. Kartolo do before breakfast?

Done





## Task VI of the Final Test (Page 120)





**TASK VI**  
Here are some terms in the text entitled "Mr Kartolo, a Farmer". Match the words in the left with their definitions in the right.

**FINAL TEST**

1. harvest
2. plough
3. crops
4. bam
5. outdoor
6. livestock

- a. animals, such as cows and sheep, and birds, such as chickens, kept on a farm
- b. situated outside building
- c. building for storing the crops
- d. amount of grain, grass, etc produced in a year or season
- e. break up the surface of land
- f. cutting and gathering the crops

Done



## H. DEVELOPER (Page 121)



**DEVELOPER**

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